

APPROVED
APRIL 2, 2013

Item #III-9
April 2, 2013

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of three degree programs and one center at three public universities.

Action Requested: That the Illinois Board of Higher Education approve the following:

Governors State University

- Bachelor of Arts in Political Science in the South Metropolitan Region
- Bachelor of Science in Economics in the South metropolitan Region

Illinois State University

- Doctor of Nursing Practice in the Central Region

University of Illinois at Chicago

- Nathalie P. Voorhees Center for Neighborhood and Community Improvement in the Chicago Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, address university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of the *Illinois Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Governors State University

Proposed Program Title in Region of Authorization: Bachelor of Arts in Political Science in the South Metropolitan Region

Projected Enrollments and Degrees: Governor's State University has projected that approximately eight students will enroll in the first year, most of them full-time, increasing to about 40 students in the fifth year. It is projected that approximately 16 degrees will be awarded in this program in the fifth year. If student demand for the program continues to grow beyond the fifth year of implementation, more degrees will be awarded.

Background

Governors State University (GSU or the University) requests authority to offer the Bachelor of Arts in Political Science (BA-PS) in the South Metropolitan Region. The BA-PS program science builds upon the social science model recommended by the American Political Science Association and is designed to foster students' abilities to analyze the interdependencies of political, social, and economic factors of development; use practical applications of systems analysis and systems change; understand the ethical dimensions of goal setting; and apply their learning through the practical experience of an internship in a government office or community organization.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B)

The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The social, economic, and educational needs of the University's service region are significant. With the stated mandate of acting as a catalyst for the region, Governors State University is addressing these needs through its Academic Master Plan and the proposed degree. GSU used a data-driven process in developing the BA-PS degree, considering the number of political science majors at the region's community colleges and the other state universities, as well as regional needs and university feasibility. According to the U.S. Department of Labor's *Occupational Outlook Handbook 2010-2011*, employment for political scientists is projected to grow "much faster" (20 percent or more) than the average. Due to the broad analytical training that political scientists receive, their skill sets translate into a wide range of professions. A sampling of some of the fields for political scientists listed in the American Political Science Association's *Careers and the Study of Political Science* and the *Occupational Outlook Handbook 2010-2011* shows projected growth rates for 2008-2018 as follows: political science (19 percent), urban planners (19 percent), social and human service assistants (23 percent), social science research assistants (18 percent), labor relations (22 percent), and public relations (24 percent). Similar projected growth rates can be found from the Illinois Department of Employment Security.

The Illinois Public Agenda for College and Career Success

The proposed BA-PS degree program will address the following goals of *The Illinois Public Agenda*:

Goal 1: Increase Educational Attainment. The University's service region represents some of the most disadvantaged and under-served areas in Illinois. The 2010 Census points to a dramatic decline of Chicago's African-American population due, in large part, to a migration to the city's southland region. Thus, the University is in a position to further *The Illinois Public Agenda's* goal of reducing achievement gaps in race, ethnicity, gender, and socio-economic status. African Americans make up 37 percent of the University's student population, Hispanics eight percent, minorities 47 percent, and women 69 percent. As the University transitions to a traditional four-year college (in 2014), its ability to further the attainment of a college degree among these underserved populations will significantly increase. The proposed degree programs, coupled with established support services for adult learners and returning students, will allow community college students interested in this field to continue their studies regionally at GSU. As noted in *The Illinois Public Agenda*, although Illinois is close to the national average for associate's-level degree completion, it falls far short of the national average for bachelor's-level degree completion. The BA-PS program will provide GSU students clear paths toward degree completion. Additionally, it will allow the dual degree program that the University has recently initiated in cooperation with its regional community colleges to be more fully utilized.

Goal 2: Ensure College Affordability. Governors State University is one of the most affordable universities in Illinois. Historically it has had among the lowest costs for graduate programs, in comparison to higher costs for undergraduate programs. With the inclusion of freshmen and sophomores these relative costs will decline, especially if there are high-demand programs such as those proposed to attract these students. This increased cost-efficiency will make public higher education more affordable for the taxpayer as well as the student at GSU.

Comparable Programs in Illinois

Similar to other programs offered at public and private colleges and universities throughout the state, the proposal for a political science major covers the discipline's four major sub-fields: American government and policy, comparative political analysis, international and global politics, and political theory. By building on the existing Social Science major at GSU, this political science program will maintain a greater interdisciplinary approach. Additionally, the proposed program will be infused with a social justice and civic engagement perspective that provides it with a niche unlike any other Illinois program. While most programs have an institutional focus, GSU's proposed program examines more the processes of politics and government; and, in so doing, is focused more on societal good (i.e. political theory), the means to achieve that good (i.e. public policy), and the civic engagement needed to bring about that change.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The political science program is grounded in the following learning outcomes: (1) conceptual knowledge of the key issues, theories, pivotal literature, and dominant approaches in the field of political science; (2) global and cross-cultural understanding of international transformation within the context of development, conflict, and cooperation; (3) applied critical thinking and analysis of practical, real world political struggles, and social injustices with an emphasis on problem solving and policy change; (4) methodological skills necessary to understand and critically evaluate existing research in the field as well as to conduct relevant and empirically driven research projects; and (5) activism and civic engagement opportunities that empower students to become active citizens in promoting social justice and change within their communities. Through their coursework, students will gain a broad theoretical understanding of the key concepts and approaches in the four major areas of political science, as well as an opportunity to apply this knowledge to practical, real world issues.

The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title is congruent with the corresponding degree program objectives and curricula.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

Admission to the proposed program will be based on admission to the University. First-year applicants must have attained a high school diploma with a minimum 2.75 grade point average (GPA) on a 4.0 scale and must have achieved a minimum ACT score of 18 (or SAT equivalent). Prospective transfer applicants for admission to the proposed programs must have a minimum GPA of 2.0 out of 4.0 in 60 hours of transferable credits from a regionally accredited institution and must have earned the associate degree.

Curriculum

The Bachelor of Arts in Political Science degree program requires students to complete 120 semester credit hours, including 37 hours of general education courses, 21 hours of required core courses, 18 hours in a specific concentration, and 44 hours of general electives. Students who major in political science at the undergraduate level will begin with courses that cover the four major sub-fields of the discipline: American government and policy, comparative political analysis, international and global politics, and political theory. Building upon this foundation, students will take elective courses that both deepen their understanding of these fields and allow them to apply what they have learned to the real world in terms of advocacy and civic engagement. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to social problem solving. This allows students to tailor the program to meet their educational and career goals and be more competitive in the job market. Depending on their career goals and objectives, graduates of the program will also have the theoretical understanding for graduate work in the social science disciplines and the practical skills in demand in government, public service, education, political advocacy and the private sector.

Assessment of Student Learning Outcomes

The BA-PS program will employ rubrics reflecting the expected outcomes for class assessments such as papers, tests, homework assignments, and projects. These rubrics will be used in every core course to assess the utility of the core in facilitating the program's learning outcomes. These rubrics will also be used as a heuristic device as the faculty will meet regularly to discuss how the program, as well as particular courses, can be strengthened to further advance the program's learning outcomes. The program includes a capstone course and senior project - POLS 4900 *Political Struggle: Empowerment and Change*. As part of these culminating experiences, students will participate in an internship guided and evaluated by a program supervisor. The student's performance in the internship will be assessed using a five- and ten-week questionnaire followed by a final open-ended survey of the overall internship experience.

Program Assessment

Consistent with the Illinois Board of Higher Education (IBHE) requirements, the University will submit to the IBHE a progress report on the BA-PS program at the end of the third year of operation. The report will summarize key areas of accomplishment by the faculty and any remaining challenges, as well as how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the programs using multiple measures including evaluation of faculty teaching by students, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the programs, and the levels of alumni and employer satisfaction. The faculty will use measures such as the percent of graduates admitted to graduate and professional schools and the percent of graduates employed in occupations closely related to the fields of study. Summaries of

the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the programs, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Technology and Instructional Resources

Facilities that will support the program include dedicated University classrooms, especially "smart" classrooms, and other learning spaces such as the academic computer center, lecture halls and laboratories. Students will be able to take online or web hybrid courses and have full online access to the University's library, writing center, and student resources. Online students are eligible to access all on-campus resources that on-campus students use

GSU's Academic Resource Center provides a range of student support services including the following: a counseling center, access services for students with disabilities, business and computer science tutoring, math, statistics, and science tutoring, and the writing center. In addition, GSU provides other student services and support, such as campus computing, career services, distance learning, and the Latino Center for Excellence.

Library

The library's collections are sufficient for the proposed degree program. A significant library collection has already been established through the existent discipline-related graduate program in Political Science and Justice Studies (POJS). Most of the critical resources are in the form of periodical journals. Additional library resources not in the University's collection will be obtained through the interlibrary loan system consisting of the Consortium of Academic and Research Libraries in Illinois with over 70 Illinois academic libraries to which the University's main library is a member.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The BA-PS program will be administered by faculty currently serving in the University's graduate program in POJS and undergraduate Social Science program. All full-time faculties in the program will hold a terminal degree in the relevant fields. Adjunct faculty teaching in the BA-PS program will possess at least a master's degree.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are required to establish this program. Existing academic departments have the needed resources. It is anticipated that between years three and five, depending on program growth, there will be a need to hire another full-time faculty member. This personnel cost that will be split between the undergraduate political science and the graduate POJS programs and draw upon tuition revenue.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Neither a specialized accreditation nor licensure/certification of graduates is required. The proposed political science degree program complies with the recommendations of the American Political Science Association. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed admission and program descriptions submitted as part of the application provide information regarding University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information will also be available on the University's website and in the University's catalog.

Staff Conclusion. The staff concludes that the Bachelor of Arts in Political Science degree program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Program Title in Region of Authorization: Bachelor of Science in Economics in the South Metropolitan Region

Projected Enrollments and Degrees: Governor's State University has projected that approximately eight students will enroll in the first year, most of them full-time, increasing to about 25 students by the third year and annually thereafter. It is projected that approximately 15 degrees will be awarded in this program in the fifth year. If student demand for the program continues to grow beyond the fifth year of implementation, more degrees will be awarded.

Background

Governors State University (GSU or the University) requests authority to offer the Bachelor of Science in Economics (BS-E) in the South Metropolitan Region. The proposed program will focus on developing economists with the bachelor's degree to enter analyst-level positions with advanced quantitative skills, especially in strong statistical, econometric, cost-benefit analysis, and cost-effectiveness fields applicable to regional as well as national job markets. Graduates of the program will be well prepared to assume positions in government, community, and business organizations.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The BS-E proposal is grounded in the assumption that leaders in all sectors, especially those in business and finance, rely on economists to provide critical information on macro and micro projections of economic growth, develop analyses of various industries and sectors, weigh the costs and benefits of investment opportunities, evaluate the effectiveness of public and private initiatives, and provide data for others to utilize in making social and economic decisions. These critical skill areas make economists invaluable to the standard fields in industry, finance, government, education, and other areas of business and civic life. In addition, more areas of specialization are opening to economists, especially in the areas of health, forensics, financial economics, and law, both nationally and internationally. Projections from the Illinois Department of Employment Security for the period 2010-2020 show growth of 5 percent in the field. The Bureau of Labor Statistics has placed the growth of total economist positions at 6 percent between 2008 and 2018. The Economics program at GSU will focus on developing economists with the bachelor's degree to enter analyst-level positions with advanced quantitative skills, especially in strong statistical, econometric, cost-benefit analysis and cost-effectiveness fields.

The Illinois Public Agenda for College and Career Success

The proposed BS-E degree program will address the following goals of *The Illinois Public Agenda*:

Goal 1: Increase Educational Attainment. The University's service region represents some of the most disadvantaged and under-served areas in Illinois. The 2010 Census points to a dramatic decline of Chicago's African-American population due, in large part, to a migration to the city's southland region. Thus, the University is in a position to further *The Illinois Public Agenda's* goal of reducing achievement gaps in race, ethnicity, gender, and socio-economic status. African Americans make up 37 percent of the University's student population, Hispanics eight percent, minorities 47 percent, and women 69 percent. As the University transitions to a traditional four-year college (in 2014), its ability to further the attainment of a college degree among these underserved populations will significantly increase. The proposed degree program, coupled with established support services for adult learners and returning students, will allow community college students interested in these fields to continue their studies regionally at GSU. As noted in *The Illinois Public Agenda*, although Illinois is close to the national average for associate's-level degree completion, it falls far short of the national average for bachelor's-level degree completion. The program will provide GSU students clear paths toward degree completion. Additionally, it will allow the dual degree program that the University has recently initiated in cooperation with its regional community colleges to be more fully utilized.

Goal 2: Ensure College Affordability. Governors State University is one of the most affordable universities in Illinois. Historically it has had among the lowest costs for graduate programs, in comparison to higher costs for undergraduate programs. With the inclusion of freshmen and sophomores these relative costs will decline, especially if there are high-demand programs such as those proposed to attract these students. This increased cost-efficiency will make public higher education more affordable for the taxpayer as well as the student at GSU.

Goal 3: High Quality Credentials to Meet Economic Demand. The College of Business and Public Administration (CBPA) is currently accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and has been accepted in initial accreditation with the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation should increase the competitive advantage of our business and economics students in the market place.

Goal 4: Integration of Educational Research and Innovation Assets. The capstone course in the BS-E program is centered on an undergraduate research project in economics. This high-impact practice fosters student collaboration with faculty in the research endeavor and will further a culture of undergraduate research within the University.

Comparable Programs in Illinois

The University's proposed BS-E program reflects standards in the field and will provide an experience comparable to that of other area universities but at a lower cost. The program is designed to provide a pathway for students who plan to pursue advanced study in master's and doctoral programs in the field of economics. Additionally, with GSU's dual degree program linking to local community colleges, current students may also position themselves to enter the job market directly upon completion of the undergraduate degree.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Upon completing the BS-E program, students will be able to: (1) explain the role of supply and demand in a market economy and the necessary conditions for market economies to function well; (2) discuss efficiency advantages of a market system and the role of prices in achieving efficiency criteria based on Pareto's Criteria; (3) identify the costs and benefits of a global economy; (4) explain the role of government, fiscal, monetary, and stabilizations policies and the Federal Reserve, fractional reserves, and interest and exchange rates; (5) demonstrate mathematical rigor in advanced mathematical economics (matrix algebra, partial differential equations, optimization conditions, and game theory); (6) demonstrate statistical rigor in multivariate linear and non-linear models, diagnostic tests and model adjustments, qualitative and limited dependent variable models, and time series and dynamic models; (7) demonstrate the ability to apply a wide range of economic problems and effectively demonstrate the results in both written and oral communication; (8) explain the effects of economic events on measured finance performance of firms; (9) demonstrate the ability to use statistical/econometric analysis in the development of an economic research paper; and (10) present the research paper in a local, regional, or national forum.

The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title is congruent with the corresponding degree program objectives and curricula.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

Admission to the proposed program will be based on admission to the university. First-year applicants must have attained a high school diploma with a minimum 2.75 grade point average (GPA) on a 4.0 scale and must have achieved a minimum ACT score of 18 (or SAT equivalent). Prospective transfer applicants for admission to the proposed programs must have a minimum GPA of 2.0 out of 4.0 in 60 hours of transferable credits from a regionally accredited institution and must have earned the associate degree.

Curriculum

The Bachelor of Science in Economics degree program requires students to complete 120 semester credit hours, including 40 hours of general education courses, 14 hours of electives, 18 hours of economics core courses covering the usual span of quantitative economics curricula as well as an economics capstone course, and 12 hours of economics selectives. In addition, students must complete 24 hours of business core course and 12 hours of additional CBPA requirements including two business statistics courses, one computer literacy course, and one course in business communications. Students in the BS-E program will learn to use advanced quantitative and empirical methods to solve a wide range of problems applicable to the private, public, and non-profit sectors. In addition, students will apply economic research methods to a variety of economic, social, and public policy problems. BS-E graduates will be eligible for certain jobs as applied mathematicians, operations research analysts, statisticians, and positions associated with consumer behavior. Graduates will also be able to apply their degree to work in the fields of sociology, political science, public administration, and public policy research. Students will also be prepared to enter graduate degree programs in economics and other related fields of study.

Assessment of Student Learning Outcomes

Student learning in the BS-E program will be assessed based on the identified program objectives. The primary assessment tools will include course-level term papers, tests, homework assignments, and scores on the Test of Understanding College Economics. The program includes a capstone project which also serves as a summative assessment of student learning. This capstone is an integrated research project that requires students to identify an economic problem, develop testable hypotheses, conduct related background research, acquire and analyze data, and present the findings in an oral and written context.

Program Assessment

Consistent with the Illinois Board of Higher Education (IBHE) requirements, the University will submit to the IBHE a progress report on the BS-E program at the end of the third year of operation. The report will summarize key areas of accomplishment by the faculty and any remaining challenges, as well as how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the programs using multiple measures including evaluation of faculty teaching by students, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the programs, and the levels of alumni and employer satisfaction. The faculty will use measures such as the percent of graduates admitted to graduate and professional schools and the percent of graduates employed in occupations closely related to the fields of study. Summaries of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the programs, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the

institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Technology and Instructional Resources

Facilities that will support the program include dedicated University classrooms, especially “smart” classrooms, and other learning spaces such as the academic computer center, lecture halls and laboratories. Students will be able to take online or web hybrid courses and have full online access to the University’s library, writing center, and student resources. Online students are eligible to access all on-campus resources that on-campus students use

Students in the BS-E program will have access to statistical and/or econometric software as provided by the University via the Academic Computing Center (ACC). The ACC currently provides statistical software such as SAS, IBMSPSS, and Minitab. In addition, students will be able to purchase discounted student versions of EViews or STATA to provide for their statistical/econometrics software needs.

GSU’s Academic Resource Center provides a range of student support services including the following: a counseling center, access services for students with disabilities, business and computer science tutoring, math, statistics, and science tutoring, and the writing center. In addition, GSU provides other student services and support, such as campus computing, career services, distance learning, and the Latino Center for Excellence.

Library

The library’s collections are sufficient for the proposed degree program. The library’s collection includes ABI Inform Global, Business Core, Business Source Premier ProQuest, and specifically for Economics, JSTOR. Most of the critical resources are in the form of periodical journals. Additional library resources not in the University’s collection will be obtained through the interlibrary loan system consisting of the Consortium of Academic and Research Libraries in Illinois with over 70 Illinois academic libraries to which the University’s main library is a member.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The BS-E program will be administered by faculty in the CBPA. All full-time faculties in the program will hold a terminal degree in the relevant field. The BS-E program will be staffed only by full-time faculty.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are required to establish this program. Existing academic departments have the needed resources. The program has been planned with three faculty lines. Currently, there are two full-time faculties in the CBPA who will teach in the program. Plans are under way to hire an additional full-time, tenure-track faculty member by fall 2014. Program and tuition revenue will be used to fund this position.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Neither specialized accreditation nor licensure/certification of graduates is required. The proposed economics degree program is grounded in standards from the AACSB and the American Economic Association. The CBPA, which will administer the program, is accredited by ACBSP and has been accepted into the initial accreditation process with AACSB International with a goal of AACSB Accreditation in 2015. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed admission and program descriptions submitted as part of the application provide information regarding University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information will also be available on the University's website and in the University's catalog.

Staff Conclusion. The staff concludes that the Bachelor of Science in Economics degree program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Illinois State University

Proposed Program Title in Region of Authorization: Doctor of Nursing Practice in the Central Region

Projected Enrollments and Degrees: Illinois State University has projected enrollment will grow from a cohort of 15 students, mostly part-time, in the first year to 45 mostly part-time and full-time students in the fifth year. It has projected that 11 to 15 degrees will be awarded in the third year and about the same number of degrees annually in the fifth year onward.

Background

Illinois State University (the University) requests authority to offer the Doctor of Nursing Practice (DNP) program in the Central Region. The program is to be administered by the Mennonite College of Nursing which administers the University's nursing programs from the baccalaureate through the Ph.D. in Nursing. The proposed program is designed to prepare advanced practice nurses to meet the health care needs of central Illinois residents, including those who will have health care coverage for the first time through the Affordable Care Act. It will meet the new standards for doctoral advanced practice nursing as set forth by the American Association of Colleges of Nursing (AACN), specifically a shift in the requirement for advanced practice nursing from the master's degree to the practice doctorate. Graduates of the program will be able to acquire and practice the College's core values related to altruism, autonomy, and respect for human dignity, integrity, and social justice. They will serve as clinical and/or administrative leaders in healthcare systems and serve as educators in a variety of settings. By focusing on translating research into clinical practice, the program will provide candidates seeking the DNP degree with an alternative to the research-focused Ph.D. programs in nursing.

Currently Illinois State University has significant investment in 12 degree programs in the health care related fields with seven programs at the baccalaureate level including, Speech Pathology and Audiology, Athletic Training, Clinical Laboratory Science, Safety, and Nursing. It has a Speech Pathology and Audiology program and a Nursing program at the master's level, a Family Nurse Practitioner program at the post-master's level, and two doctoral programs: the Ph.D. in Nursing, which was approved by the Illinois Board of Higher Education (IBHE) in 2008, and the Doctor of Audiology. Mennonite College of Nursing is a member of the AACN and it is accredited by the Commission on Collegiate Nursing Education (CCNE).

It is reported that the University's relatively new Ph.D. in Nursing has made very significant progress already and in some cases it has exceeded expectations (e.g. the number of students expected to graduate this academic year, the number of student authored articles published in peer-reviewed journals, and the number of student authored conference presentations). Faculty members have been very successful during the short period. For example, in fiscal 2012 they submitted 13 external grant applications to private foundations and federal agencies, published 17 articles in peer-reviewed journals, and presented 32 scientific papers or posters at conferences, including six collaboratively with Ph.D. students. Many of these faculty members will be responsible for the proposed program.

It is expected the proposed program will build on the strengths of the existing faculty members and the existing degree programs, particularly the nursing degree programs. Additionally, it is expected that the DNP program's curriculum will build on the traditional master's knowledge and skills by providing education in evidence-based practice, quality

improvement in nursing practice, and systems leadership among other key areas such as nursing informatics and health policy.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

Illinois State University has provided strong documentation about the need for the DNP program in the state. The proposed program will address the priorities of the University; the Illinois Workforce Investment Board, which has representation of the Governor's Office and a number of state agencies including the Illinois Department of Commerce and Economic Opportunity, the Illinois Department of Employment Security, the Illinois Community College Board, and the IBHE; and business leaders in the state. It will also address the priorities of the AACN, the Council on Graduate Education for Administration of Nursing, and the National Organization of Nurse Practitioner Faculties. It is supported by leaders in the healthcare industry in central Illinois, including officials of Advocate BroMenn Medical Center in Normal, Carle Foundation Hospital in Urbana, Memorial Medical Center in Springfield, and St. Joseph Medical Center in Bloomington.

Nationally, nurse practitioners are expected to take on more responsibility in meeting the primary care needs of people. This role expansion is driven by an aging population, the increasing prevalence of chronic diseases such as diabetes, and the increasing need for primary care for the 32 million currently uninsured who are expected to have healthcare coverage by 2019 when the Affordable Care Act is implemented. Moreover, there is a dwindling supply of primary care physicians compared to 50 years ago when nearly half of them specialized in primary care. Medical school graduates entering family practice have decreased from 14 percent in 2000 to nine percent in 2010. In addition, according to data from the AACN, only four percent of fourth-year medical students recently surveyed were interested in becoming primary care physicians.

Employment projection data of the Illinois Department of Employment Security do not include projections for nurse practitioners because data for nurse practitioners are included in the projections for the registered nurses category. The department's report for 2010-2020 indicates that employment of registered nurses in Illinois will grow by 16.3 percent compared to 8.6 percent for all occupations. At the national level, the Bureau of Labor Statistics projections published in the *Occupational Outlook Handbook* show that employment for registered nurses will grow by 26 percent between 2010 and 2020. In addition, the College recently surveyed 600 advance practice nurse alumni who have earned baccalaureate and/or master's degrees in nursing at the College to find out how many of them would be interested in applying for the proposed program if it is approved by the IBHE. Two hundred and twelve of them responded to the survey and 90 of them expressed interest in the DNP program. A similar survey contacted 300 nursing administrators in the state and asked whether or not they were interested in the proposed program. The results of the surveys show there would be sufficient student demand for this program even when graduates of other nursing institutions in the state were not included in the surveys. The findings are validated by a report of the AACN. It reported "nursing schools nationwide that have initiated the DNP program are reporting sizable and competitive enrollment of students."

The Illinois Public Agenda for College and Career Success

The Doctor of Nursing Practice program will address Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*.

Illinois State University has reported that tuition for the proposed program would be one of the lowest in the state making the program more affordable to admitted students with low income and therefore address Goal 2 of *The Public Agenda to ensure college affordability for students, families, and taxpayers*.

Goal 3, to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by educating and graduating students in the program and contribute to increasing the number of high quality degrees, state and national priorities. Additionally, the comparatively high occupational demand for graduates with degrees in nursing will contribute to addressing the health and economic development needs of the region, the state, and the nation.

Comparable Programs in Illinois

There are currently seven doctor of nursing practice programs offered in the state. Of the seven programs, five are located north of Interstate 80 (Governors State University, University of Illinois at Chicago, Loyola University of Chicago, Rush University, and the University of St. Francis). The remaining two programs are at Southern Illinois University Edwardsville and the St. Francis Medical Center College of Nursing located in Peoria. Three of the programs are at public universities.

It is expected that Illinois State University's program will primarily serve central Illinois. The program offered by the St. Francis Medical Center College of Nursing, a private institution in the same region, charges tuition in the amount of \$510 per credit hour. By comparison, the University, proposed program will charge \$308 per credit hour, making this program much more affordable than the nearest DNP program in central Illinois.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The Doctor of Nursing Practice Program is designed to be completed by students enrolled in cohorts. The curriculum will be offered through an electronically mediated distance learning or online format with on-campus intensive workshops scheduled throughout the program to meet the needs of each cohort of students. It is based on national expectations and competencies summarized in the *Essentials of Doctoral Education for Advanced Nursing Practice* by the AACN. To ensure that the program is aligned to national standards, the Dean of the College has consulted with a member of the Institute of Medicine of the National Academy of Sciences.

Major student learning objectives of the programs are to:

- engage in organizational and systems leadership to create practice environments that improve health care outcomes;
- participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes;
- synthesize scientific, theoretical, and technological data from a variety of disciplines to improve healthcare systems and health outcomes for individuals and populations;
- demonstrate leadership in development and implementation of health policy; and
- collaborate with intraprofessional and interprofessional teams to create change in healthcare systems.

The goals and objectives of the program are consistent and support the University's mission and priorities and they address the goals of *The Illinois Public Agenda for College and Career Success*.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

To be admitted to the Doctor of Nursing Practice program, an applicant must meet the following requirements: 1) have earned a Master of Science in Nursing from a program accredited by the CCNE or the National League of Nursing; 2) have a minimum grade point average of 3.0 on a scale of 4.0 for the last 30 semester hours of the master degree in nursing or 60 hours of undergraduate coursework; 3) submit an official transcript from each collegiate academic work; 4) submit his or her scores from the Graduate Record Examination General Test; and 5) submit three letters of reference including at least one from a doctorally prepared individual qualified to assess the applicant's potential to succeed in the doctoral program. The applicant must be certified and licensed as an advanced practice nurse (a certified nurse practitioner, certified clinical nurse specialist, certified nurse midwife, or a certified registered nurse anesthetist) or have completed a master's degree program in nursing administration. There are additional admission requirements for the program.

Curriculum

The DNP program has prerequisites that must be completed prior to admission to the program. They include: a course in epidemiology, a course in statistics at the master's level, 640

post-BSN completed clinical hours prior to the Clinical Residency requirements or NUR 560 and Advance Nursing Practice Experience course.

The Doctor of Nursing Practice program consists of 34 semester hours beyond the master of nursing degree. The curriculum consists of 18 semester hours from required core courses, three hours for applied data analysis and management, six semester hours for clinical residency, and seven hours for scholarly projects that each student must complete. The curriculum is based on the 2006 standards of the AACN, titled *Essentials of Doctoral Education for Advanced Nursing Practice*. They comprise eight essential foundations:

- Scientific Underpinnings for Practice;
- Organizational and Systems Leadership for Quality Improvement and Systems Thinking;
- Clinical Scholarship and Analytical Methods for Evidence-Based Practice;
- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care;
- Health Care Policy for Advocacy in Health Care;
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes;
- Clinical Prevention and Population Health for Improving the Nation's Health; and
- Advanced Nursing Practice.

The curriculum consists of 12 courses at the 500 level, some of them for two hours each and others are for three hours each. The courses include: Introduction to Nursing Informatics; Health Policy; Leadership in Health Care Systems; Evidence-Based Practice; Applied Data Management and Analysis; Scholarly Project I, II, and III; and Clinical Residency I, II, and III.

The structure of the program is designed to facilitate student completion of the program in a reasonable time. To do so, the scholarly project requirements are undertaken in conjunction with clinical residency coursework. Program courses will be sequenced and offered to maximize student completion of the program. Through the three required scholarly project courses, student development, implementation, and evaluation of the scholarly project are facilitated as is dissemination of the scholarly project results.

The scholarly project which takes three consecutive semesters to complete is designed to demonstrate synthesis of the student's work and provide the foundation for future scholarly endeavors. It will be original scholarship produced by the DNP student and is intended to demonstrate identification and resolution of a practice-based problem. The ultimate objective is the improvement of health care outcomes in nursing practice settings. Upon completion of the project focusing on an evidence-based solution to a practice problem, a formally written report will be submitted to the student's Scholarly Project Committee for final evaluation and approval. The report will be suitable for submission to a peer-reviewed journal. The scholarly project is to be completed by each student in the program as the requirement for the Doctor of Nursing Practice degree instead of completion of the dissertation. Use of the scholarly project is a national norm in doctor of nursing practice programs and it is designed to meet outcomes established by the accrediting bodies for nursing programs.

Assessment of Student Learning Outcomes

Assessment of student learning in this program will be accomplished using a number of evaluation tools including tests and exams in each course, evaluation of each student's performance on the scholarly project and the three clinical residencies, and evaluation of each

student's final report presented to his or her Scholarly Project Committee. Assessment of the program may be provided by the Program Planning Committee consisting of health care industry leaders in the Bloomington and Normal areas. Since the College is accredited by the CCNE, the accreditor will evaluate this program and other nursing programs administered by the College.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Doctor of Nursing Practice program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research, scholarship and public service, and awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. Evaluation of the program by the CCNE will be another mode of assessing the program. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The proposed doctoral program will be delivered primarily through distance education technology with annual on-campus workshops or intensives. Current resources for distance education technology are sufficient to meet the needs of this program. They include up-to-date computer resources, and web-based teaching and learning platforms that provide for synchronous and asynchronous online learning. Distance learning technology at Illinois State University is secure and accessible only to university students, faculty, and staff who are supported 24 hours a day, seven days a week by the technology support staff and online resources. Students receive a thorough orientation to distance teaching/learning technology to ensure competence and fluency in the use of the technology. Faculty members are trained in distance education best practices, including assessment, and have opportunities for ongoing professional development at the Center for Teaching, Learning, and Technology on campus.

On-campus facilities in the College of Nursing which support existing degree programs from the BSN through the Ph.D. in Nursing will be available to support students in this program when they need to be on campus. This program is planned with the knowledge and support of faculty members and programs in the College.

Since 2008 when the IBHE approved the Ph.D. in Nursing, the University has made significant investments of more than \$3 million for a nursing simulation laboratory and it will soon remodel the first floor of the main nursing building, Edwards Hall, at an estimated cost of \$792,000. These resources will support the proposed program.

Library

Milner Library, the University's main library maintains access to online databases of professional and scholarly nursing journals and other major databases for health care practice and research. To ensure that its programs are fully supported with needed library resources, the College is in continual dialog with library staff about relevant library resources for its programs. The proposal for this program has summary information about library resources that will support this program and other nursing programs in the College. Included are lists of key textbooks, key articles and research databases, and key journals for the program.

Twelve important databases for the DNP program are identified. Examples are: *CINAHL*, the world's most comprehensive source of full text for nursing and allied health journals with over 580 journals; *PubMed* is a service of the National Library of Medicine with over 16 million citations from MEDLINE and other life science journals; *Health Source Nursing/Academic Edition* with over 280 health periodicals and over 1,000 pamphlets; *Academic Search Complete*, a scholarly, multidisciplinary full-text databases for more than 7,100 publications; and *Dissertations & Theses* with full-text online access to more than 70,000 books. In addition, 16 peer-reviewed journals are listed in the proposal. Most of them are directly related to nursing.

The 12 key textbooks for the program include: *Changing the U.S. Health Care Systems*; *Doctor of Nursing Practice: A Guidebook for Role Development and Professional Issues*; *Essentials of Health Care Finance*; *Role Development for Doctoral Advance Nursing Practice*; *Qualitative Data Analysis with ATLAS*; *Project Planning and Management: A Guide for CNLs, DNPs, and Nurse Executives*; *Policy and Politics in Nursing and Health Care*; *Essentials of Nursing Informatics*; and *Clinical Research for the Doctor of Nursing Practice*. Additionally, the Milner Library is a member of a consortium of 71 academic libraries in Illinois and the University's students and faculty members may use the consortium's resources.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

Thirteen faculty members and administrators will support the Doctor of Nursing Practice program and other programs in the College, especially the Ph.D. in Nursing. The administrators are the Dean, the Associate Dean for Academics, the Graduate Program Coordinator, the Assistant Dean for Student and Faculty Services, and the Associate Director of Technology. Each faculty member has a Ph.D. except one who has the Doctor of Nursing Practice degree. Each one is identified in the proposal by name, title, and areas of expertise. One is a full Professor; two are Associate Professors, and the rest Assistant Professors. Expertise of the faculty members span many specialties relevant to the DNP program, including: educational administration, patient care, financial and resource management, primary care on HIV/AIDS, leadership development, bioinformatics and health policy, statistical methods, clinical practice, and gerontology. They are all active in research and public service and one of them has received over \$1.35 million and another over \$500,000 in grant funding. Some have received

distinguished awards.

Personnel infrastructure needed to support the proposed program was largely developed when the Ph.D. in Nursing was being planned prior to 2008. Most of the faculty who will support this program will also support the Ph.D. program in Nursing to maximize efficiency.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to offer the proposed Doctor of Nursing Practice program because after the Ph.D. in Nursing was approved by the IBHE in 2008, the University substantially improved the infrastructure that supports both undergraduate and graduate nursing programs in the College. The University has funded a \$3.1 million nursing simulation laboratory, and it will soon remodel the first floor of the main nursing building on campus, Edwards Hall, at an estimated cost of \$792,000. Since the Ph.D. in Nursing program has been fully funded through reallocation of existing University resources and the existing resources are adequate to support the proposed program, it is expected that the proposed program will be well supported. Any additional faculty or staff needed for this program, particularly nurse executives, doctorally-prepared clinicians, and leaders in health care systems, will be hired as needed and paid using the full cost recovery model based on tuition paid by students in the program.

In light of the relatively limited need for new funds to establish the proposed program, and because significant existing resources including faculty, facilities, and library resources, will support the program, it is projected that the budget of the Doctor of Nursing Practice program, consisting of new resources, will grow from \$55,550 in the first year to \$116,715 in the fifth year.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

The Mennonite College of Nursing's Master of Science in Nursing is fully accredited for a full ten year period by the CCNE. When this program is approved, it will also be covered by the existing accreditation. It is indicated in the proposal that when this program is approved, the College will notify the Commission so that plans will be made for another on-site visit of the College to evaluate the new program.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Illinois State University's Doctor of Nursing Practice program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's Graduate Catalog and similar information will be available online and from the Mennonite College of Nursing upon request.

Staff Conclusion. The staff concludes that the Doctor of Nursing Practice program proposed by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Chicago

Proposed Center Title in Region of Authorization: Nathalie P. Voorhees Center for Neighborhood and Community Improvement in the Chicago Region

Projected Enrollments and Degrees: This proposal is for a new organized research and public service center, the Nathalie P. Voorhees Center for Neighborhood and Community Improvement. Projections of student enrollments and degrees awarded are not relevant to this proposal. However, the Center plays an important role in promoting and contributing to the research, teaching, and public service mission of the University.

Background

The University of Illinois at Chicago (the University) requests authority to establish the Nathalie P. Voorhees Center for Neighborhood and Community Improvement in the Chicago Region. The Center was created in 1978 with an endowment of \$1.2 million by Mr. Alan Voorhees in the name of his wife, Mrs. Nathalie P. Voorhees. Since its inception, the Center has had the benefit of a regular annual contribution from the endowment with additional funding from other sources. It continues to be fiscally sound under its current co-directors. The Voorhees Center became a stand-alone unit with its own director in 1981 and continued operating in this capacity until 1992. During this period, the Center worked closely with the Center for Urban Economic Development (CUED) by sharing staff and facilities to increase efficiency. In 1992, it was decided to make the Center a component of CUED. To reduce operating costs, it eliminated the position of the Director so that it was headed by an Associate Director. Leadership of the Center continued to change until 2004 when it was led by two Associate Directors from the

Department of Urban Planning. At this time, the Center is an independent entity with its own budget account and led by the co-directors.

The mission of the Center is to improve the quality of life for all residents in Chicago, the region, the state, the nation, and to some extent three other countries: Chile, Canada, and the UK. In 2004, the Center redefined its central focus on affordable housing through a new interdisciplinary approach that weaves the core issues in affordable housing into a new, holistic, and comprehensive community development “tapestry” of jobs, economic development, transportation, education, safety, health, and the environment. The Center is now seeking Illinois Board of Higher Education (IBHE) approval to continue to function independently and be able to meet its goals and objectives by engaging in applied research and technical assistance, and related services for community development and affordable housing. Since its inception, the Center has completed over 300 major community planning and development projects and it assisted well over 200 organizations, government entities and other stakeholders.

The mission and objectives of the Center focus on research, public service, and teaching which are consistent and support the mission and priorities of the University.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The proposed Center for Neighborhood and Community Improvement continues to be very active and successful because its outcomes are needed and valued by the communities it serves, particularly, in Chicago and the surrounding areas, by state and local agencies, and federal agencies. Although the State of Illinois and its residents are the primary beneficiaries of the Center’s outcomes, federal funding of the Center from a number of agencies, notably the U.S. Department of Housing and Urban Development, the National Institutes of Health, Minority and Rural Disparities, the Department of Defense, and the Office of Economic Adjustments, have provided the largest component of the Center’s budget. It is projected that in the next five years the Center’s funding from federal sources will constitute between \$538,030 and \$613,347 per year. During this period, fees, sales, and other income are expected to contribute between \$67,272 and \$190,318 per year, a strong indication that other stakeholders also value the outcomes of the Center. Contributions of funds from the endowment are expected to vary from \$114,279 to \$167,894 per year in the next five years.

Planning agencies, local government entities, community organizations and others engaged in promoting community and economic development rely on data and specific location of information provided by the Center in order to understand the dynamics in the selected geographic area. The long track record of the Center in community development and affordable housing, and its location in a public university, makes it the go-to place to get such information.

Since 2006, the Center has completed 13 major projects that addressed the needs of the Chicago area, the state of Illinois, and the federal government, including: Evaluation of the Chicago Low-Income Housing Trust Fund; Moving into Green Healthy Housing, the Yield in Health; Chicago TIF Accountability Project; Point in Time Homeless Count in collaboration with the City of Chicago Department of Family and Support Services; Housing in the 21st Century: A Disability Perspective; Transit Equity Matters; Locating Accessible and Affordable Housing in

Illinois, South Suburbs Retail Study; Environmental Equity Matters in Chicago's Greater Roseland Area; and Research and Technical Assistance Project. Most of these projects and others serve primarily low income minority communities in the Chicago area, notably the Latino communities in areas such as Humboldt Park, Logan Square, Hermosa, and West Town; public housing in concert with the Local Advisory Council and the Center Advisory Council; Austin Impacts African American Households and Austin Coming Together involving community assessment and community mobilization; African Americans living in Chicago's south side, including Pullman, Riverdale Roseland, Washington Heights, and West Pullman; Housing Action Illinois, The Chicago Rehab Network, and the Latino Policy Forum; and the University's Department of Disabilities' commitment to address housing needs for people with disabilities. These initiatives involved actively engaging in partnership with groups such as federal, state, and local agencies, as well as community organizations.

The Illinois Public Agenda for College and Career Success

The proposed Center does and will address Goal 4 of *The Illinois Public Agenda*, "Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions." This goal is addressed through the Center's mission related to research and public service which consists of serving the targeted communities as summarized above. To some extent, Goal 3, "Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society" is also addressed by regularly involving graduate students in the Center's research projects led by faculty and other scholars.

Comparable Programs in Illinois

Currently there is no center or institute with a similar mission at any of the public universities in the state. However, four centers at the University and one at Illinois State University pursue related goals. They are: City Design Center, Great Cities Institute, Center for Urban Economic Development, and the Urban Transportation Center at UIC; and the Adlai Stevenson II Center for Community/Economic Development at Illinois State University. To achieve its goals, the proposed Center partners with the University's centers listed above as well as the School of Public Health and the College of Education at UIC.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The Center is designed to improve the quality of life for all residents in Chicago, the region, the state, the nation, and to a limited extent, internationally. The mission is addressed through major objectives to:

- promote affordable housing and community development through technical assistance and applied research;
- provide a place for the College of Urban Planning and Public Affairs graduate students to acquire practical experience in research and policy analysis;
- provide opportunities for the University's faculty and students to interact and engage with neighboring communities; and
- act as a bridge between the University and the wider community.

These objectives are met in many ways, including through a broad range of community development and affordable housing projects; building relationships developed over the years with key stakeholders; discussions with community leaders, policy makers, practitioners, faculty and students; and acquisition of external grants and contracts.

Accomplishments of the Center

During its 35-year history, the Nathalie P. Voorhees Center for Neighborhood and Community Improvement has made numerous accomplishments which cannot all be listed here. Some of the major accomplishments are:

- Completion of over 300 major community planning and development projects and assisting well over 200 organizations and government entities;
- Completed projects such as community impact studies, needs assessment and gap analysis, market studies, feasibility analysis, affordable housing plans, financial analysis, and program evaluation;
- Providing up to a dozen research assistantship opportunities a year to graduate students as well as providing advice and consultation with students;
- Leveraging approximately \$600,000 a year from external sources, including federal agencies, to support the Center's goals and priorities and increase its effectiveness;
- Maintaining an assisted housing database for Chicago and the state;
- Responding to requests for assistance by community organizations and government entities and working in close collaboration with them;
- Building on relationships developed over the years with stakeholders, including: forging partnerships with communities to accomplish holistic community development goals, informing and influencing policy change, improving how government works with communities, expanding a bridge between the University and communities;
- Expanding its activities and programs in areas related to education, health and healthy communities, and transportation through research, public service and teaching engagements; and
- Completion of 13 significant research projects summarized in the Need Section above, as well as major projects serving low-income minority communities in the Chicago areas.

Assessment of Student Learning Outcomes

The Center has an established set of assessment measures for its activities and outcomes. It is and will be evaluated at various levels, including through regular reports of accomplishments submitted to the Dean, University officials including the Office of the Provost, Center partners, major funding sources, and beneficiaries. The Center regularly assesses the adequacy of its staff and faculty affiliates, facilities, and other resources. These practices will be continued. Measures of success of the Center will include the number of research publications and major presentations, the amount, and number of funded external grants and contracts, the number of major projects started or completed, and the number and types of requests submitted to the Center for assistance and service. It is expected that the Center will be awarded grants and contracts totaling four to one times the amount of funds provided by the endowment. As is customary for IBHE approved centers, the Center will submit to the IBHE staff through the Office of the Vice President for Academic Affairs a short report at the end or the third year of operation documenting early success and any challenges it faces. The Center will participate in the University's eight-year program review process and the University will submit to the IBHE staff a summary of the

program review, including strengths and any weaknesses, as well as steps that will be taken to improve the Center.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

During the last 20 years, the Center has been located at 400 South Peoria Street, Suite #2100, and there is currently no need for additional space to meet its needs. Given its history of success, including securing external funding, the Center has the facility, equipment, and other resources it needs to carry out its mission.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The current Center personnel consist of two Co-Directors, an Associate Professor, and an Assistant Professor who report to the Dean of the College of Urban Planning and Public Affairs. They meet with the Dean monthly to discuss projects and any important issues. In addition, the Center employs one full-time Senior Associate, one Data Management Research Specialist, three academic hourly part-time employees, and eight research assistants consisting of three Ph.D. and five master's candidates. Currently two faculty members work for the Center but the number of faculty can increase up to five depending on the number of projects, faculty schedules, and funding availability. The success of the Center over the three decades indicates that its few personnel consisting of faculty and staff is very productive.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish the Nathalie P. Voorhees Center for Neighborhood and Community Improvement; the Center has not depended on state funds since its inception. The Center was created in 1978, with the Voorhees family endowment of \$1.2 million. In addition to this fund, which pays the Center over \$100,000 per year, the Center has been very successful in entrepreneurially seeking and earning external grants and contract awards from federal agencies and other outside sources.

The total budget of the Center is projected to grow from \$867,706 in the first year to \$905,454 in the fifth year. Out of these amounts, it is projected that the Center income from external grants and contracts and other sources such as fees and sales will grow from \$661,204 in the first year to \$744,884 in the fifth year. About one half of the Center's expenditures will meet the costs for personal services and a small proportion of the total budgets are funds for scholarships to support distinguished graduate students.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

There is no specialized accreditation for programs and centers in fields related to neighborhood and community improvement. However, all of the University's degree programs, certificates, and minors are covered by the University's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Additionally, the Center is and will support degree programs offered by the University, and also graduate student participation in faculty led research and other scholarly activities.

Program Information

1050.30 (b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about the University of Illinois at Chicago's Nathalie P. Voorhees Center for Neighborhood and Community Improvement, including a summary description of the mission and objectives, structure and leadership, and assessment activities, will be published on the University's website. Comparable information about the Center will be published in the University's Graduate Catalog and similar information about the Center may be available from the College of Urban Planning and Public Affairs upon request.

Staff Conclusion. The staff concludes that the Nathalie P. Voorhees Center for Neighborhood and Community Improvement proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Governors State University authorization to establish the Bachelor of Arts in Political Science and the Bachelor of Science in Economics in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to establish the Doctor of Nursing Practice in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago authorization to establish the Nathalie P. Voorhees Center for Neighborhood and Community Improvement in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

