

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Action Requested: That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

Not-For-Profit

Elmhurst College

- Master of Science in Nursing in the Chicago Region

Ferris State University

- Operating Authority in the North Suburban Region

Indiana Institute of Technology DBA Indiana Tech

- Operating Authority in the North Suburban Region

Pacific College of Oriental Medicine

- Doctor of Acupuncture in the Chicago Region
- Doctor of Acupuncture and Oriental Medicine in the Chicago Region

Proprietary

Madison Media Institute DBA Rockford Career College

- Associate in Applied Science in Medical Assistant in the Fox Valley Region

Midstate College

- Bachelor of Science in Health Information Administration in the Central Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

This item includes recommendations to grant operating and/or degree-granting authority to six institutions.

Not-for-Profit Executive Summary

Elmhurst College

- Master of Science in Nursing

Elmhurst College requests authorization to offer a Master of Science in Nursing in the Chicago Region as a cohort program to Lurie Children's Hospital of Chicago employees. The College is grandfathered in the West Suburban region and received approval from IBHE in 2005 to offer baccalaureate-level nursing programs in the Chicago region. The proposed 33 semester hour Master of Science in Nursing will prepare professional nurses for clinical leadership and will allow students to select an area of concentration as a Clinical Nurse Leader (CNL), Nurse Educator, or Nurse Administrator. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has

sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment A.

Ferris State University

- Operating Authority

Ferris State University requests authorization to operate in the North Suburban Region through an agreement with Harper College. The University will be offering a cohort Doctorate of Education in Community College Leadership. The program is hybrid, the coursework will be completed primarily online and all required face-to-face interactions will be held on the Harper campus. Ferris State University is a public institution based in Michigan and is regionally accredited by the Higher Learning Commission. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed partnership.

Approval request summary, including staff conclusion, follows in Attachment B.

Indiana Institute of Technology DBA Indiana Tech

- Operating Authority

Indiana Institute of Technology, Inc., DBA Indiana Tech requests authorization for Operating Authority in the North Suburban Region to operate an enrollment center in Wilmette, Illinois. Indiana Institute of Technology, Inc. was founded in 1930 as Indiana Technical College, a small engineering college for men. Since then, it has grown into a comprehensive coeducational, private university with programs in areas such as engineering, computer studies, business, criminal justice, and elementary education. The school was accredited by the North Central Association of College and Schools in 1962, and changed names to Indiana Institute of Technology in January 1963. Currently, there are 14 satellite locations throughout Indiana and Kentucky, as well as various online programs. Indiana Tech has sufficient library, technology, staff, and financial resources in place to support the proposed operation.

Approval request summary, including staff conclusion, follows in Attachment C.

Pacific College of Oriental Medicine

- Doctor of Acupuncture

Pacific College of Oriental Medicine (Pacific College) requests authorization to offer the Doctor of Acupuncture (DAc) in the Chicago Region. The proposed DAc program is a clinical doctorate requiring nine semesters, 2,805 clock hours, and 150 credit hours. Pacific College offers three semesters per academic year. The DAc includes extensive coursework in acupuncture, oriental medicine, basic and biomedical sciences, and clinical practice. The DAc also requires four semester courses in Acupuncture Therapeutics. The proposed program meets or exceeds the requirements of the National Certification Commission for Acupuncture and Oriental Medicine and the Illinois Department of Financial and Professional Regulation. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction

in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Doctor of Acupuncture and Oriental Medicine

Pacific College of Oriental Medicine (Pacific College) requests authorization to offer the Doctor of Acupuncture and Oriental Medicine (DAOM) in the Chicago Region. The proposed DAOM program is a clinical doctorate requiring eleven semesters, 3,502.5 clock hours, and 190 credit hours. Pacific College offers three semesters per academic year. The DAOM includes extensive coursework in acupuncture, oriental medicine, herbology, basic and biomedical sciences, and clinical practice. The primary difference between the two doctoral programs is the Doctor of Acupuncture and Oriental Medicine requires several levels of courses in herbology, Chinese herbs and internal medicine, and diagnosis and treatment of diseases. The DAOM program meets or exceeds the requirements of the National Certification Commission for Acupuncture and Oriental Medicine and the Illinois Department of Financial and Professional Regulation. The DAOM also meets the requirements of all states that license acupuncture, including California, which administers its own licensure exam. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment D.

Proprietary Executive Summary

Madison Media Institute DBA Rockford Career College

- Associate in Applied Science in Medical Assistant

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Medical Assistant in the Fox Valley Region. The proposed program requires 91 quarter credit hours, 20 of which are general education courses. Rockford Career College has operated in Illinois for over 150 years and is also under the authority of the Private Business and Vocational Schools of the Illinois Board of Higher Education. Rockford Career College offers occupational programs in Business Administration/Accounting, Information Technology, Paralegal, and Health Sciences. Rockford Career College, under previous ownership, had authorization to offer this degree. Due to the new ownership structure, Madison Media Institute DBA Rockford Career College is seeking authorization to offer this same degree program; they were authorized to operate in Illinois by IBHE at the June 2015 board meeting and received various degree program authorizations at the August 2015 board meeting.

Approval request summary, including staff conclusion, follows in Attachment E.

Midstate College

- Bachelor of Science in Health Information Administration

Midstate College requests authorization to offer a Bachelor of Science in Health Information Administration in the Central Region. The proposed program is designed to provide students with the skills and knowledge to analyze current practices, as well as develop new

processes in finance, management, information technology, and quality improvement related to the healthcare delivery system. The program requires 188 quarter hours for completion including 80 hours of core requirements, 64 hours of general education, and 44 hours of foundation courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment F.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Elmhurst College Authorization to Grant the Master of Science in Nursing 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.

The Illinois Board of Higher Education hereby grants to Ferris State University Authorization to Operate in the North Suburban 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 Indiana Institute of Technology DBA Indiana Tech Authorization to Operate in the North Suburban 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 Pacific College of Oriental Medicine Authorization to Grant the Doctor of Acupuncture and the Doctor of Acupuncture and Oriental Medicine 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.

The Illinois Board of Higher Education hereby grants to Madison Media Institute DBA Rockford Career College Authorization to Grant the Associate in Applied Science in Medical Assistant in the Fox Valley 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 Midstate College Authorization to Grant the Bachelor of Science in Health Information Administration 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.

Elmhurst College
190 South Prospect Avenue
Elmhurst, Illinois, 60126
Interim President: Dr. Larry A. Braskamp

Proposed Program Title in the Region of Authorization: Master of Science in Nursing in the Chicago Region

Projected Enrollments: Elmhurst College projects enrollment of 12 students in the first year, increasing to 22 students by the fifth year.

Institutional Accreditation: Elmhurst College is regionally accredited by the Higher Learning Commission (HLC).

Background and History

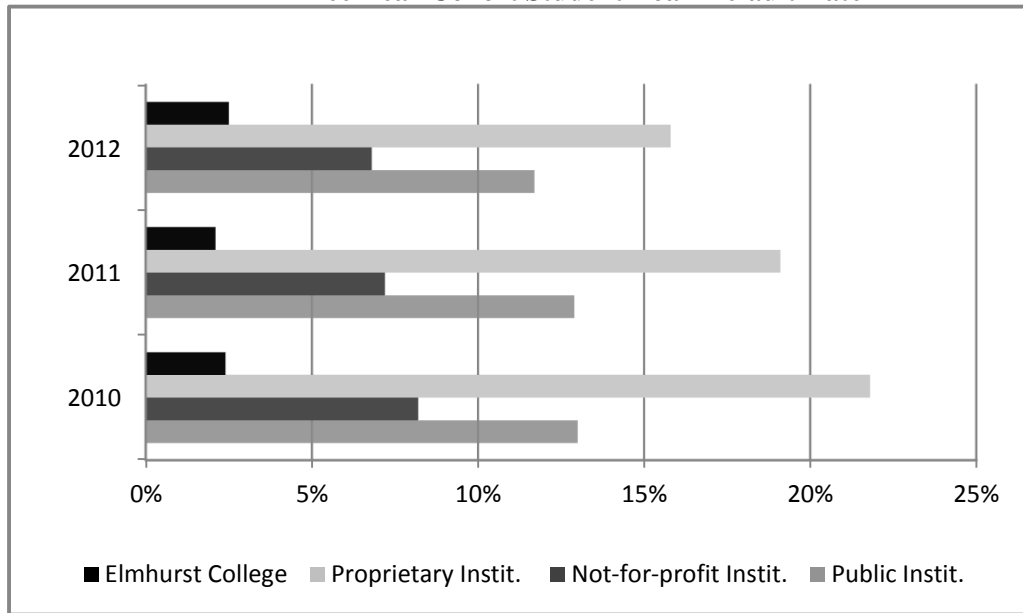
Founded in 1871, Elmhurst College (Elmhurst or the College) is a private, four-year institution affiliated with the United Church of Christ. The Elmhurst Proseminary opened in 1871 and students studied music, mathematics, science, history, geography, religion, German and English – all disciplines that remain in the curriculum today. Students also studied Latin and Greek. For decades, all courses, including English, were taught in German. In 1924, the school formally assumed the name Elmhurst College and began offering baccalaureate degrees. The College is grandfathered in the West Suburban Region and with this application is seeking authority to offer the Master of Science in Nursing (MSN) in the Chicago Region. The institution is currently approved to offer baccalaureate nursing programs in this region and is seeking to offer the MSN as a cohort program to Lurie Children’s Hospital of Chicago employees.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution’s rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Elmhurst College is a not-for-profit institution.

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Elmhurst College was 2.5 percent in 2012, 2.1 percent in 2011, and 2.4 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions, 6.8 percent for not-for-profit institutions, and 15.8 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the College proposes to offer a new graduate program.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

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

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Program applicants who have earned a bachelor's in nursing must submit evidence of the following for consideration: transcripts; completion of undergraduate nursing research and statistics; current Registered Nurse licensure; three clinical and professional recommendations; resume; goal statement; college level oral and written communication skills; and computer literacy. Registered nurses who hold a bachelor's degree outside of nursing must also submit transcripts, clinical recommendations, evidence of clinical practice within the last two years, and completion of required bridge courses.

Curriculum

The proposed 33 semester hour Master of Science in Nursing prepares professional nurses for clinical leadership. During the first year of the curriculum all students take the same core courses. Prior to the second year, students elect an area of concentration as a Clinical Nurse Leader, Nurse Educator, or Nurse Administrator.

The Clinical Nurse Leader option prepares the graduate for a leadership role at the point of care to achieve optimal clinical outcomes for individuals and populations. Advanced competence courses provide the foundation for the role of leader in the care environment and in management of outcomes. Specialization courses focus on knowledge and skills for leadership in clinical practice with interdisciplinary teams. Clinical residency develops depth in practice as a clinical leader in the care environment. The Nurse Educator option prepares the graduate for a clinical leadership role as a nurse educator in a variety of settings. Advanced competency courses provide the foundation for the role of leader in clinical care and management of outcomes. Specialization courses focus on knowledge and skills in curriculum design, implementation, and evaluation. A clinical residency with a master teacher provides teaching experience in academic and/or health care settings.

The Nurse Administrator option prepares the graduate for a leadership role in nursing administration. Core courses provide a framework for clinical leadership in an advanced role in nursing. Advance competence courses provide the foundation for the role of leader in administration or management. Clinical residency develops depth in practice as an administrator.

Assessment of Student Learning

Assessment of learning outcomes begins at the course level. Each course in the program will be evaluated according to a standard template that gathers data on multiple aspects of students learning experiences. The program's overall curriculum is highly structured and cumulative in nature. Students must complete the core courses during the first year and the role concentration courses during the second year of the program. The role concentration courses contain clinical components in which students are required to keep detailed logs of the clinical work and goals. Clinical experiences will be project-based, giving students the opportunity to apply the use of nursing process skills and clinical decision-making skills for a defined population of clients. Clinical course logs will be evaluated by program faculty and provide an important basis for determining the extent to which students are both acquiring the necessary knowledge about specific nursing topics and synthesizing that knowledge into a cohesive whole that translates into effective practice.

Program Assessment

A unique element of the corporate partnership model is the opportunity for feedback from the students' employer. Since students share a common employer and program arrangements are contractual, the entire program is premised upon students making discernible progress toward clear goals mutually developed by the employer and the Nursing faculty. A primary responsibility of the MSN Program Director is to maintain ongoing contact with a designated leadership liaison at Ann and Robert H. Lurie Children's Hospital of Chicago. As a full-time faculty member, the MSN Program Director is responsible for carrying any feedback about the program to the Director of the Nursing Program at Elmhurst College for consideration by the entire Nursing faculty. The faculty utilizes a regular curriculum and instruction review process, driven by departmental goals, the need to regularly report to the College's Assessment Committee that coordinates assessment campus wide, and the need to meet the standards of their accrediting bodies, the Illinois Department of Professional Regulation, and the Commission on Collegiate Nursing Education. Since all MSN program students must have active licenses as registered professional nurses in Illinois and must maintain these active licenses throughout the program, no additional licensure exams are necessary for the program.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Classes will be held on-site at Ann and Robert H. Lurie Children's Hospital of Chicago using classrooms and other hospital settings typically used for education and training. Space requirements to fulfill the needs of each 15-20 person cohort will be modest and readily available at the site. Clinical requirements will be fulfilled by placement at the participating hospital or elsewhere, following the same procedures and standards used for on-campus students.

MSN students may access library resources in at least three ways: online via the Elmhurst College website, by visiting campus, or by using resource materials available at Ann and Robert H. Lurie Children's Hospital of Chicago. Students in the MSN program have full access to the College's instructional and student support services and facilities.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The College has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the first year of the proposed program.

Accreditation/Licensure

The Elmhurst College Master of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the Clinical Nurse Leader (CNL) concentration are eligible for the Commission on Nurse Certification (CNC) Clinical Nurse Leader (CNL) Certification Examination. Only those Clinical Nurse Leader concentration graduates who pass the CNL Certification Examination may use the credential of “CNL”. Graduates of the Nurse Educator concentration are immediately eligible for the National League for Nursing, Nurse Educator Certification. Graduates of the Nursing Administration concentration are eligible for the American Organization of Nurse Executives, Executive Nursing Practice (CENP) certification following the acquisition of two years of experience in an executive nursing role.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the applications provide information regarding College’s policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

The staff concludes that Elmhurst College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Ferris State University
1201 South State Street
Big Rapids, MI 49307
President: Dr. David L. Eisler

Seeking Operating Authority: North Suburban Region

Institutional Accreditation: Ferris State University is regionally accredited by the Higher Learning Commission (HLC).

Background and History

Ferris State University was established in 1884 as the Big Rapids Industrial School in Big Rapids, Michigan, by Woodbridge N. and Helen G. Ferris. In 1898, it became Ferris Institute and in 1949 then Governor G. Mennen Williams signed a bill accepting Ferris Institute as a gift to the State of Michigan with governance taking place in 1950 over the new Ferris State College. In 1987, the name was changed from Ferris State College to Ferris State University. The University offers close to 200 programs in technology, education, human services, health professions, etc. Offerings include certificates, associate degrees, baccalaureate degrees, masters' degrees, and three doctorates – in optometry, pharmacy, and community college leadership.

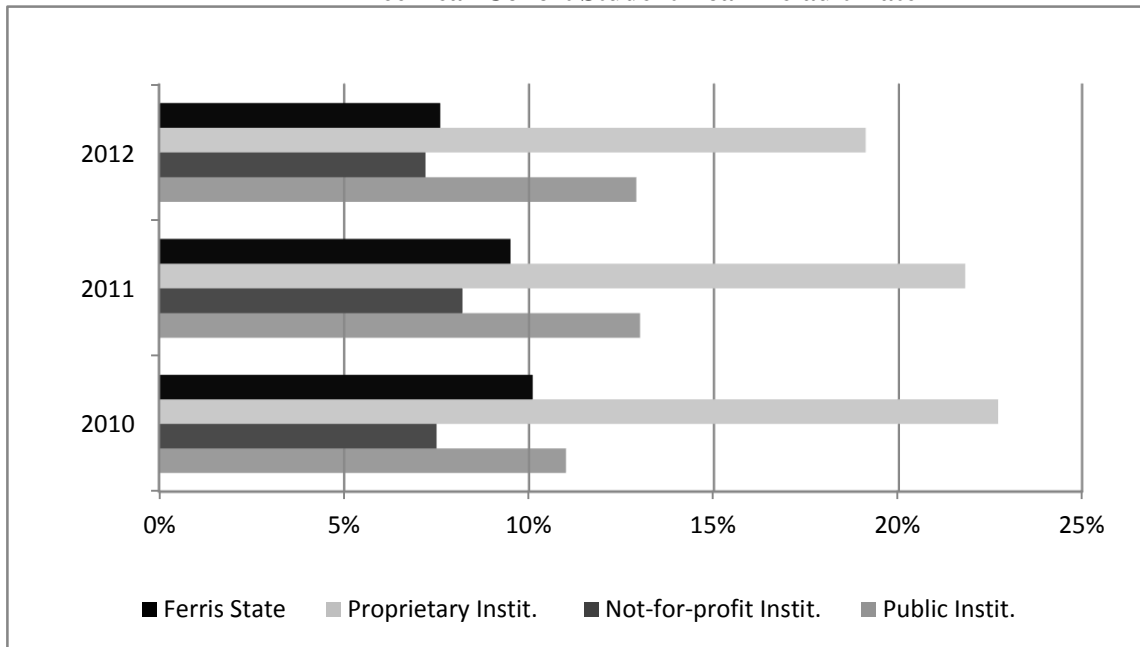
Ferris State University (FSU or the University) is seeking approval for the authority to operate in the North Suburban Region through an agreement with Harper College (Harper or the College). The University will be offering a cohort Doctorate of Education (EdD) in Community College Leadership. The program is hybrid in that the coursework will be completed primarily online and all required face-to-face interactions will be held on the Harper campus.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education
Note: Ferris State University is a public institution. A lower number is a positive indicator.

Student Rate

The three-year student loan default rate for Ferris State University was 7.6 percent in 2012, 9.5 percent in 2011 and 10.10 percent in 2010. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for private not-for-profit institutions; and 15.8 percent for proprietary institutions.

There are no outcomes data reported for Ferris State University because the institution has not operated as a degree-granting institution in Illinois.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

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

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Minimum requirements for admission to the program include: an earned master's or other graduate degree from a regionally accredited university with an overall GPA of 3.25 or better on a 4-point scale; current resume; and submission of an entrance essay and writing samples. A personal interview may be requested by the admissions committee. GRE and MAT scores are not required for program admission.

Curriculum

The EdD in Community College Leadership was designed to prepare leaders for the changing environments in education. Courses will be taught by experienced college leaders, including current and recent community college presidents, vice presidents, and deans. This inquiry-based, action-oriented approach was designed to develop the essential skills that will lead to success, regardless of the level from which graduates will lead. Topics include finance, technology, resource development, marketing, teaching and learning, policy, and leadership. A key feature of the program is that the dissertation is integrated throughout the three-year program, with a goal of having individuals complete the dissertation by the end of the three years of the program.

Assessment of Student Learning

Each course has a variety of methods for evaluating the students' capabilities for each of the specified outcomes. Typical assessment methods include written assignments such as research papers, projects, case studies, and case analyses. Student progress is also assessed through discussions, interviews and presentations, and projects such as enrollment plans for financial models

At the program level, students have two major capstone requirements that are significant in their ability to complete the program. One is the Comprehensive Interviews and Presentations (CIPs), a one-and-a-half-day event at which students participate in three activities. In a faculty-led session, students must present their portfolios from the program and talk about artifacts within them that illustrate their achievement of the program outcomes. They are then asked a series of questions about their achievement of the outcomes, including a requirement for explaining how they have utilized their learning in varied contexts. Each student is evaluated on each question. Additional components include participation in a mock interview for a real job advertised recently that represents the type of position the candidate might next pursue. The final component is a presentation of one artifact and elaboration on how it reflects the individual's growth throughout the program.

Another program component is the required dissertation. Four options are available for students – the traditional dissertation, a product/project, an evaluation, or a custom dissertation. With a practice-oriented focus in the program, students are encouraged to produce work, with associated supporting research, that is useful to the community college setting.

Program Assessment

Each semester, faculty members are requested to submit a summary statement regarding students' achievement of one-third of the outcomes for the course, resulting in having reporting on all of the outcomes within a three-year period. These results are entered into the University's assessment database. In addition,

the program director meets annually with instructors to discuss improvements needed for each course. Instructors draw on evidence from student feedback, including the every-semester/every-course course evaluations that include a variety of questions, including students' perceptions of their achievement of the specified learning outcomes.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The proposed program will be offered online through Ferris State University with limited face-to-face interaction to be held on the Harper College campus. Existing classroom space and computer resources are sufficient for this program. Adequate technical support is also readily available.

Ferris State University's library has a wide array of online resources and full services for delivering books and articles to students. Most students enrolled in the University's Community College Leadership cohorts at other locations are a great distance from the main campus, and they are given access to full library support. There are no additional requirements for the local site. The University has an extensive collection of online, full-text databases available to their students. Monies have been budgeted to add to the permanent collection at Harper, so students will have local access to important texts, such as the Association for the Study of Higher Education (ASHE) Reader on Community Colleges.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the first year of the proposed program.

Accreditation/Licensure

The proposed Doctor of Education in Community College Leadership does not require specialized accreditation or licensure.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of

tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the applications provide information regarding University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

The staff concludes that Ferris State University meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Indiana Institute of Technology DBA Indiana Tech
1600 East Washington Boulevard
Fort Wayne, IN 46803-1297
President: Dr. Arthur E. Snyder

Seeking Operating Authority: North Suburban Region

Institutional Accreditation: Indiana Institute of Technology is regionally accredited by the Higher Learning Commission (HLC).

Background and History

Indiana Institute of Technology DBA Indiana Tech (the University) was founded in 1930 as Indiana Technical College, a small engineering college for men. Since then, it has grown into a more comprehensive coeducational, private university with programs in engineering, computer studies, business, criminal justice, elementary education, and others. The school was accredited by the North Central Association of College and Schools in 1962 and changed names to Indiana Institute of Technology in January 1963. Currently, there are 14 satellite locations throughout Indiana and Kentucky, as well as numerous online programs. In 2009, Indiana Tech launched its first doctoral program, the PhD in Global Leadership and opened a law school in 2013. Indiana Institute of Technology, DBA Indiana Tech is seeking authorization to operate an enrollment center in the North Suburban region.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

Indiana Tech's mission is to provide students with career-focused professional education in the areas of business, computer studies, engineering, and other professional concentrations; to prepare them for active participation in the complex global society of the 21st century; and motivate them towards a life of significance and worth. This operating authority request is consistent with the purpose, goals, objectives, and mission of the University.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Applicants for undergraduate admission to the Indiana Tech's College of Professional Studies must have completed high school or obtained a GED certificate, have three years of work experience, and completed an application. Applicants for graduate admission must have a baccalaureate degree from an accredited institution, two years of work experience, a minimum undergraduate GPA of 2.5, letters of recommendation, and completed the Graduate Division Application. Applicants for doctoral admission must complete the Indiana Tech Doctoral Application and provide transcripts for all previous undergraduate and graduate work including evidence of completion of a master's degree at a regionally accredited institution. An original essay, resume, and interview are also required.

Curriculum

Upon approval of operating authority, Indiana Tech will continue to only offer degrees through distance learning from the Fort Wayne main campus. The programs offered online to Illinois students will include a few targeted associate degrees, bachelor's degrees, master's degrees, and one doctoral degree.

Assessment of Student Learning

Indiana Tech has established policies and practices in place for the assessment of student learning. Student learning outcomes will be assessed using several methods including quizzes, case studies, tests, presentations, assignments, capstone course or project, final exams, and directed research (doctoral students). Indirect assessments include: formal student evaluations of faculty and courses; freshman and graduating senior satisfaction surveys; and the National Survey of Student Engagement (NSSE).

Program Assessment

Indiana Tech has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Through the evaluation of samples of student work using established outcome statements, rubrics, and standardized assignments, the Dean, Chairperson of the Assessment Committee, and Graduate Assessment Committee will review and summarize the effectiveness of the programs. Indiana Tech will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Indiana Tech proposes to open an enrollment center in Wilmette, Illinois. No classes will be offered on ground in Illinois. The office space in Wilmette will offer prospective and enrolled students an opportunity for face-to-face meetings with admissions staff, places to study, a student lounge, and a wireless environment for distance education. Student support services and technical support adequate to meet these limited Illinois-based functions are available through the main campus in Indiana.

Indiana Tech's McMillen Library housed on the main campus, contains over 15,000 bound volumes, and over 135,000 e-books. The following academic search databases are available to students: Credo; Ebscohost; Inspire; Mergent Online; Net Library; Pro Quest; and SIRS. In addition, the library subscribes to over 85 online databases. Students also have access to the Interlibrary Loan program. All databases, e-books, and the catalog are available 24 hours a day, seven days a week. The library resource acquisition budget includes an initial commitment of \$1,645 followed by an annual acquisition budget of \$1,800 for years two through five. The McMillen Library is part of the Academic Libraries of Indiana consortium.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Although the University does not plan instruction from a physical location in Illinois, the application for operating authority demonstrated that Indiana Tech has faculty who possess the training, credentials, and other required qualifications to provide quality instructions to students. The institution has identified institutional processes to ensure that future hiring of faculty meets the relevant credentials and experience to teach in the programs.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Indiana Tech has submitted five-year fiscal plans that show operational revenue for the institution will exceed expenditures for the projected five years of operation.

Accreditation/Licensure

As pursuant to this application for Operating Authority, neither specialized accreditation nor licensure is required.

Program Information

Criterion 1030.60(a)(7) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Indiana Tech submitted detailed and adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Indiana Institute of Technology DBA Indiana Tech meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Pacific College of Oriental Medicine
7445 Mission Valley Road, Suite 105
San Diego, California 92108
President: Mr. John Miller

Proposed Program Title in the Region of Authorization: Doctor of Acupuncture in the Chicago Region

Projected Enrollments: Pacific College of Oriental Medicine projects enrollment of ten students in the first year, rising to 45 students in the fifth year.

Proposed Program Title in the Region of Authorization: Doctor of Acupuncture and Oriental Medicine in the Chicago Region

Projected Enrollments: Pacific College of Oriental Medicine projects enrollment of 25 students in the first year, rising to 200 students in the fifth year.

Institutional Accreditation: Pacific College of Oriental Medicine is regionally accredited by the Western Association of Schools and Colleges (WASC).

Background and History

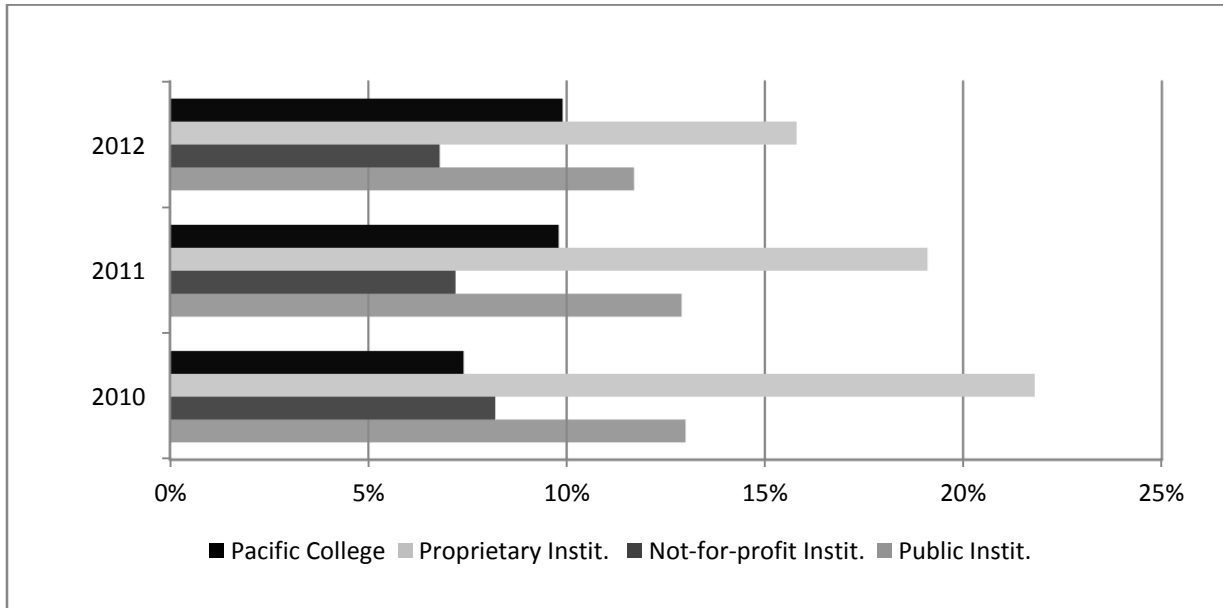
Pacific College of Oriental Medicine (Pacific College or the College) was founded in San Diego in 1986 to provide oriental medical and body therapy education to students from around the world. Since its inception, the College has been at the forefront of educating students and working in conjunction with lawmakers and medical professionals to advance the standards of both the profession and the College's curriculum. The College (San Diego, New York, Chicago) presents this body of knowledge to students in undergraduate and graduate degree programs, as well as certificate programs, and to practitioners through continuing education. The College is seeking authorization to grant the Doctor of Acupuncture and the Doctor of Acupuncture and Oriental Medicine in the Chicago Region.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Pacific College of Oriental Medicine is a proprietary institution.

A lower number is a positive indicator.

The three-year student rate for Pacific College of Oriental Medicine was 9.9 percent in 2012, 9.8 percent in 2011, and 7.4 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the fiscal year 2012 three-year national cohort default rate was 11.8 percent. The fiscal year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer new graduate programs.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with the mission, goals, and objectives of the College. The requested degree titles are congruent with the corresponding program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Candidates for admission must possess a high school diploma or equivalent, have completed at least three years (90 semester hours or 135 quarter hours) of education from an accredited college or university (or international equivalent), and earned a minimum GPA of 2.75 on a 4.0 grade scale. Students with less than a 2.75 GPA may be admitted on a conditional basis. The prerequisites or co-requisites required for admission include one undergraduate course each in chemistry, biology, and psychology. All students applying for admission to the program must demonstrate English competency, as demonstrated by the TOEFL iBT exam. The College accepts transfer credit earned from accredited institutions on a case-by-case basis and provides opportunities for students to take challenge examinations to earn credit for equivalent coursework from an unaccredited institution. Pacific College does not currently award credit for life experiences.

Curriculum

Doctor of Acupuncture

The Doctor of Acupuncture (DAc) is a clinical doctorate requiring nine semesters, 2,805 contact hours, and 150 credit hours. The DAc includes extensive coursework in acupuncture, oriental medicine, basic and biomedical sciences, and clinical practice. The Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) sets standards and competencies for the field, which were incorporated into the program curriculum. Foundational competencies include the knowledge and application of the theoretical basis of Chinese medicine, critical thinking, history taking and physical examination, diagnosis, case management, treatment principles and skills, emergency care, patient education and communication, ethics, and practice management. Advanced competencies include the knowledge and application of advanced diagnostic studies, patient care systems, collaborative care, evidence-informed practice, practice-based learning and professional development. Coursework is delivered through didactic study, laboratory classes, and clinical practice; clinical training is conducted both in on-site and off-site clinics. The DAc also requires four semester courses in Acupuncture Therapeutics. To satisfy licensure requirements, students typically take the Certification in Clean Needle Techniques (CNT) exam after their first year. Students qualify for the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) board exam after the second year of comprehensive exams.

Doctor of Acupuncture and Oriental Medicine

The Doctor of Acupuncture and Oriental Medicine (DAOM) is a clinical doctorate requiring eleven semesters, 3,502.5 contact hours, and 190 credit hours. The DAOM includes extensive coursework in acupuncture, oriental medicine, herbology, basic and biomedical sciences, and clinical practice. The Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) set standards and competencies for the field, which were incorporated into the program curriculum. The primary difference between the two proposed doctoral programs is the Doctor of Acupuncture and Oriental Medicine requires several levels of courses in herbology, Chinese herbs and internal medicine, and diagnosis and treatment of diseases. Foundational competencies include the knowledge and application of the theoretical basis of Chinese medicine, critical thinking, history taking and physical examination, diagnosis, case management, treatment principles and skills, emergency care, patient education and communication, ethics, and practice management. Advanced competencies include the knowledge and application of advanced diagnostic

studies, patient care systems, collaborative care, evidence-informed practice, practice-based learning and professional development. Coursework is delivered through didactic study, laboratory classes, and clinical practice; clinical training is conducted both in on-site and off-site clinics. To satisfy licensure requirements, students typically take the Certification in Clean Needle Techniques (CNT) exam after their first year. Students qualify for the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) board exam after the second year of comprehensive exams.

Assessment of Student Learning

Pacific College has established policies and practices for the assessment of student learning. The assessment processes include course grades, term papers, quizzes, tests, classroom presentations, and assessment of manual skills. Clinical assessments include observation of skills, checklists of diagnostic and therapeutic competencies, student self-evaluations, and supervisor comments and recommendations. Multiple performance measures are assessed through standardized and comprehensive examinations, including national certification exams. Indirect assessments include: graduation and retention rates; job placement; licensure rates; Noel-Levitz student satisfaction surveys; feedback from the Program Advisory Committee; and graduate exit interviews.

Program Assessment

Pacific College of Oriental Medicine uses multiple methods such as Inter-campus Curriculum and Program Review Committee meetings, faculty meetings, performance on state and national exams, comprehensive exams, and the Academic Affairs Council (Tri-campus Dean's meeting) to assess its programs. The College has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The Curriculum and Program Review Committee conducts an annual assessment of student learning by evaluating samples of student work using established outcome statements, comprehensive exam score trends, and clinical assessments. The proposed programs will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The proposed programs will be housed at the Chicago campus. Pacific College occupies three floors that total 28,000 square feet in a centrally located building in downtown Chicago. There are ten classrooms and an administrative floor. The facility also includes a teaching clinic with ten private treatment rooms, herbal dispensary, study rooms, and two student lounges. Existing classroom space and computer resources are sufficient for these programs. Adequate technical support is also readily available.

California-based Pacific College of Oriental Medicine has three campus locations: San Diego, New York, and Chicago. Each campus has its own library with electronic, digital, and print collections. The College-wide collection totals 152,758 titles. At the Chicago campus, the print and non-print items total 7,946 holdings. For the shared resources, the e-Resources total 108,780 titles, including over 200 databases, 4,500 online journals, and 104,000 e-books. Library services and bibliographic search systems are online; an automated catalog and circulation system networks the campuses and facilitates intercampus use of the resources. All databases, e-books, and the Pacific College catalog are available 24 hours a day, seven days a week. The library resource acquisition budget for the proposed programs includes an initial commitment of \$13,500 followed by an annual acquisition budget of \$14,000 for year two and \$15,000 for years three through five. Pacific College's libraries are members of the National Network of Libraries of Medicine and participate in the Document Delivery program to share interlibrary loans and full text

documents. All of the libraries belong to the Council of Colleges of Acupuncture and Oriental Medicine consortium.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The College has identified institutional policies and a plan to ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. The Chicago campus has 22 faculty members with 18 either holding a doctorate or currently enrolled in a transitional Doctor of Acupuncture and Oriental Medicine program. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the first year of the proposed programs.

Accreditation/Licensure

The College will submit an application to Accreditation Commission of Acupuncture and Oriental Medicine upon IBHE approval. The DAC and DAOM programs meet or exceed the requirements of the National Certification Commission for Acupuncture and Oriental Medicine and the Illinois Department of Financial and Professional Regulation (IDFPR). The DAOM meets the requirements of all states that license acupuncture, including California, which administers its own licensure exam.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the applications provide information regarding the College's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs.

Staff Conclusion

The staff concludes that Pacific College of Oriental Medicine and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS

1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Madison Media Institute DBA Rockford Career College
2702 Agriculture Drive
Madison, WI 53718
President: Mr. Richard Denhart

Proposed Program Title in the Region of Authorization: Associate in Applied Science in Medical Assistant in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 20 students in the first year increasing to 40 students by the fifth year.

Institutional Accreditation: Madison Media Institute is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Background and History

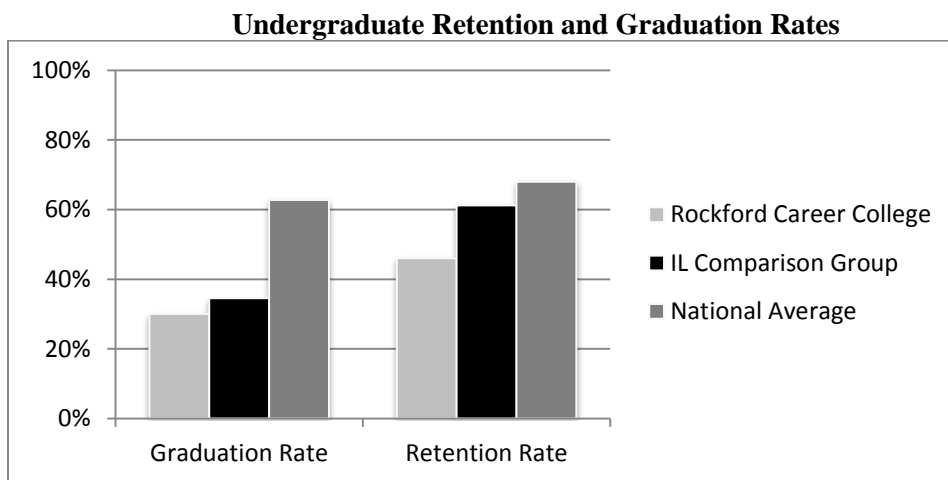
New Media Arts Training Centers, Inc. DBA Madison Media Institute (MMI or the Institute) is proprietary institution offering career-oriented educational programs in the fields of recording and music technology, video and motion graphics, and digital media design and productions in Madison, Wisconsin, and Minneapolis, Minnesota. In addition, with the purchase of Rockford Career College, it now offers programs in Illinois. Rockford Career College (the College) was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. Because it offers short-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools (PBVS) of the Illinois Board of Higher Education. Due to the change in ownership, Madison Media Institute sought authorization for Operating Authority from IBHE and was granted approval at the June 2015 board meeting. Rockford Career College, under the previous ownership, had authorization to offer the current proposed Medical Assistant degree as well the degrees approved by the Board at the October 2015 meeting. Degree-Granting Authority for these programs will be under the auspices of Rockford Career College’s new ownership structure.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution’s rates will be compared to Illinois Institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year

retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



*Source: National System for Education Statistics (NCES), US Department of Education
 Note: Rockford Career College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Rockford Career College’s 2012-2013 graduation rate was 30 percent and the average for Illinois comparison group was 34.5 percent. The national 2012-2013 average graduation rate for two year proprietary institutions was 62.8 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

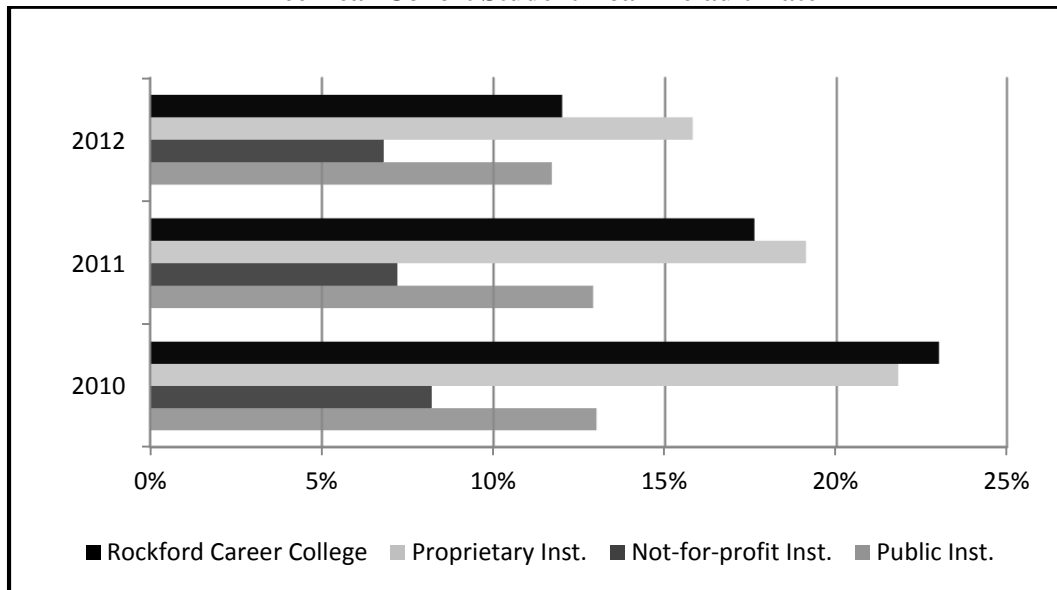
Undergraduate Retention Rate

Rockford Career College’s 2012-2013 retention rate was 46 percent and the average for Illinois comparison group was 61.2 percent. The national average retention rate for two year proprietary institutions in 2012-2013 was 68 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Completions per 100 FTE

Rockford Career College’s 2013 completions per 100 full-time equivalent enrollment (FTE) was 37. The average among comparable Illinois institutions was 34.9. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Rockford Career College is a proprietary institution.

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Rockford Career College was 12.0 percent in 2012, 17.6 percent in 2011 and 23.0 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the fiscal year 2012 three-year national cohort default rate was 11.7 percent. The fiscal year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

Based on the data presented in this section, staff would not recommend Board approval of new programs to be offered at the College. However, because the proposed program in this recommendation is currently ongoing with students enrolled, approval is required as a result of the College's change of ownership. Also, because some of the data points of greatest concern are trending in the positive direction, most notably the loan default rate, staff determined that maintaining continuity is in the best interest of students and so recommend approval followed by close agency monitoring.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The objectives of the proposed program are consistent with the mission of Madison Media Institute which is focused on providing career oriented education to students. MMI works closely with local and regional employers to identify employment needs and skills and to ensure appropriate matching in the training of its students. The goal of the Institute and the College is to provide efficient and cost effective career training programs to students while providing “quality education through continuous professional development.”

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Applicants for admission to the program must have completed high school or obtained a GED certificate. Interviews are conducted with each candidate to establish interest and suitability for admission. Each candidate is assigned an enrollment specialist who will provide guidance on the admission process and facilitate the submission of required application materials. Pre-admission assessments are also conducted to ensure that prospective students meet program requirements and are placed at an appropriate level. Prospective students for the degree program are required to take Wonderlic placement tests. The placement test is waived for students who have graduated from an accredited postsecondary educational institution with an associate degree or higher.

Curriculum

The Associate in Applied Science (AAS) in Medical Assistant will prepare students to assist physicians in clinical work and administrative areas of medical offices or health care facilities. Graduates of the program will work under the direct supervision of a physician or practitioner to perform various clinical tasks and administrative services. Students will learn scheduling, billing, taking of vital signs, administration of medication, phlebotomy, assisting with minor surgical procedures, and performing laboratory tests and electrocardiograms. Students are required to complete a total of 91 quarter credit hours to graduate from the program. Upon successful completion of the program, students will be qualified to obtain entry-level employment in medical assistant related fields.

Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. Students’ learning outcomes will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, lab experiments, team projects, and written assignments. At a minimum, a quiz or exam is taken weekly to ensure that students understand the instructional materials. For courses with laboratory components, students are required to demonstrate proficiency in the content area. Once the faculty has deemed the student competent in the skill, the student is allowed to progress in the course. For programs with an externship component, students are assessed during the middle and end of the externship experience. The students are also assessed by the externship site supervisor and feedback is provided to the Institute to ensure students are progressing appropriately.

Program Assessment

The Institute has established policies for reviewing programs for continuous improvement. Programs are reviewed at a minimum twice every year and it is coordinated by the Program Advisory Committee, which meets a minimum of two times per year to discuss the curriculum content for each course

and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students.

Programs are also assessed throughout the year by faculty. The faculty meet a minimum of two times per year to review the curriculum and make program changes and provide feedback to the corporate Director of Curriculum Instruction and Design. Once the feedback is reviewed, if deemed appropriate, the changes to the curriculum are made and distributed to the departments for implementation. Students are surveyed at the end of each course and at the end of the program to ensure that students' educational needs are met. The employers who hire graduates are surveyed within 60 days of hire to determine if the graduate has the necessary skills required for the occupation.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The College has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories and student lounge. The current facility has 16 classrooms, seven laboratories, a library, and 28 administrative office spaces. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC also works in collaboration with other campuses affiliated with the American Higher Education Development (AHED) Corporation "to support its operations and functions through shared collection development goals, policy operations, and cooperative resource collaboration." The LRC has over 900 books, and access to more than 4,200 e-journals.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

College faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The Institute has identified institutional processes to ensure faculty meet the relevant credentials and experience to teach in the program.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The Institute has submitted five-year fiscal plans that show operational revenue for the College will exceed expenditures for the projected five years of operation.

Programmatic Accreditation/Licensure

The institution is not planning to seek programmatic accreditation for the proposed program.

Program Information

Criterion 1030.60(a)(7) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The Institute submitted detailed and adequate information on the College's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Madison Media Institute DBA Rockford Career College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Midstate College
411 West Northmoor Road
Peoria, Illinois 61614-3558
President: Ms. Meredith N. Bunch

Proposed Program Title in the Region of Authorization: Bachelor of Science in Health Information Administration in the Central Region

Projected Enrollments: Midstate College estimates enrollment of 10 students in the first year increasing to 40 students by the fifth year.

Institutional Accreditation: Midstate College is regionally accredited by the Higher Learning Commission (HLC).

Background and History

Midstate College (the College) is a private, proprietary institution located in Peoria, Illinois. The College was established in 1888 after G.W. Brown purchased two commercial schools that merged in 1868. Mr. Brown named the school Brown's Business College of Commerce and continued ownership and operation of the school until 1913 when Mr. Reed purchased it. In 1960 the school changed ownership and was renamed Midstate College of Commerce. In 1970, the name changed again to Midstate College and operated as a two-year institution offering degree programs and diplomas. Midstate College began offering baccalaureate programs in 1999.

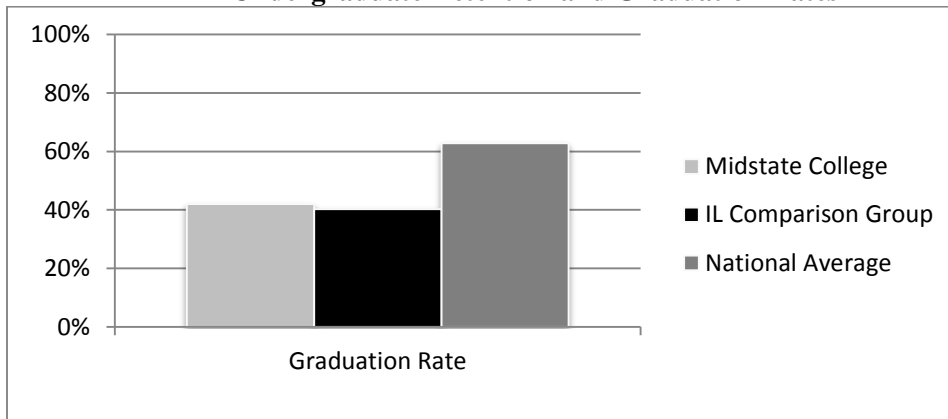
With this application, Midstate College is seeking approval to offer a Bachelor of Science in Health Information Administration in the Central Region. The proposed program will build upon the existing Associate of Applied Science in Health Information Technology. Upon IBHE's approval, the College will seek programmatic accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois Institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics (NCES), US Department of Education

Note: Midstate College is in the baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators. The retention rate for 2013 is not available for this institution and was not included.

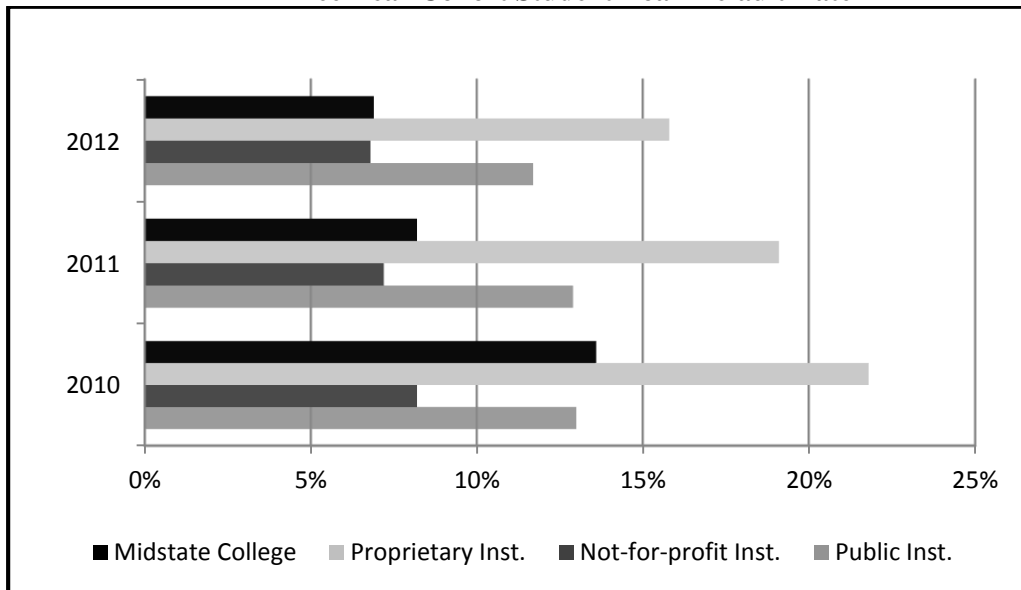
Undergraduate Graduation Rate

Midstate College's 2012-13 graduation rate was 42 percent and the average for Illinois comparison group was 40.3 percent. The national 2012-13 average graduation rate for two year proprietary institutions was 62.8 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Completions per 100 FTE

Midstate College's 2012-13 completions per 100 full-time equivalent enrollment (FTE) was 34. The average among comparable Illinois institutions was 28.9. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Midstate College is a proprietary institution.

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Midstate College was 6.9 percent in 2012, 8.2 percent in 2011, and 13.6 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the fiscal year 2012 three-year national cohort default rate was 11.8 percent. The fiscal year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is consistent with the mission of Midstate College. The College's mission is to provide educational opportunities that emphasize technological based skills and knowledge for students to succeed in the workplace. The objectives of the institution include providing a varied selection of academic curricula in business and other specialized areas.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

To qualify for admission, applicants to the program must have completed high school or obtained a GED certificate. Interviews are conducted with each candidate to establish interest and suitability for admission. All applicants are required to complete entrance examinations prior to their admission to the College. The College utilizes the Midstate College Entrance Exam, Math Placement Examinations, and the Wonderlic Scholastic Level Examination for pre-admission assessments. Examination scores are used for admission, placement, and academic counseling.

Curriculum

The Bachelor of Science (BS) in Health Information Administration is designed to provide students with the skills and knowledge to analyze current practices, as well as develop new processes in finance, management, information technology, and quality improvement related to the healthcare delivery system. Graduates of the Associates in Health Information Technology will be able to articulate into the BS after completion of the first two years of coursework. Graduates will be prepared for employment in various career fields in health information administration including health care facilities, consulting firms, government agencies, insurance companies, healthcare information services/information technology vendors, pharmaceutical companies, and other traditional environments. The proposed program requires 188 quarter hours for completion including 80 hours of core requirements, 64 hours of general education, and 44 hours of foundation courses.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Students' learning outcomes will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, team projects and written assignments. The faculty use College approved syllabi for the courses they teach and are responsible for the evaluation and grading of the courses. Faculty members submit grade reports for students and follow-up with students failing to meet the objectives of the course.

Program Assessment

The College has established policies for reviewing programs for continuous improvement. Assessment at Midstate College is a College-wide, faculty-driven, continuous improvement effort that measures student progress towards their educational goals, and accomplishments in teaching, learning, and institutional effectiveness. The College's program assessment model emphasizes institutional and program objectives, means of assessment and criteria for success, analysis, evaluation, data driven decision making, as well as continuous quality improvement.

Program assessment tools include surveys of students, graduates, and employers, as well as student focus groups and other methods for gathering information on the progress of the academic programs. Program Directors meet regularly with the Dean of Academics to discuss curriculum revisions. Faculty members have quarterly assessment meetings to discuss the academic process, including review of areas of instruction and content requiring modification or improvement. The Health Information Technology department participates in annual assessment planning and reporting for all programs in the department.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The College has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories, and student lounges. The current facility has 16 classrooms, seven laboratories, two libraries, and 44 administrative office spaces. Technology resources include 235 computers, 16 projectors, and one Smartboard. Midstate College provides technical support services to all students.

The College's Barbara Fields Memorial Library has on-shelf holdings of approximately 4,500 print volumes and subscriptions to 40 periodical titles. The library also provides access to several electronic research resources containing books and journals articles. The electronic library contains over 2,500 publications, which includes both journals and books in the medical field. Access to ProQuest's ebrary Academic Complete service provides students with an annually-updated collection of almost 90,000 monographs. Subject-specific and multi-disciplinary databases indexed by EBSCO Information Services provide students with access to several thousand journal titles. The EBSCO Information Services includes Health Source Consumer Edition, Health Source Nursing/Academic Edition, Consumer Health Complete, and AHFS Consumer Medication Information. In addition, the library is a member of the Resource Sharing Alliance of the Alliance Library System. This membership allows students access to the collections of over 100 public, school, and academic libraries in Central and Western Illinois.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

College faculty possess the training, credentials, and other required qualifications to provide quality instructions to students. The College has identified institutional processes to ensure faculty meet the relevant credentials and experience to teach in the program.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College has submitted five-year fiscal plans that show operational revenue for the program will exceed expenditures for the projected first five years of operation.

Programmatic Accreditation/Licensure

The College has submitted plans to pursue programmatic accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Program Information

Criterion 1030.60(a)(7) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program,

schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The College submitted detailed and adequate information on the academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Midstate College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.