

**APPROVED  
OCTOBER 6, 2015  
EXCEPT AS  
NOTED BELOW**

Item #V-9  
October 6, 2015

**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**

Missouri Baptist University **Item was tabled for further staff review.**

- Bachelor of Science in Management in the Southern Region

Rush University

- Master of Science in Integrated Biomedical Sciences in the Chicago Region

Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential **Item was tabled for further staff review.**

- Operating Authority in the Chicago Region

**Proprietary**

Madison Media Institute DBA Rockford Career College

- Associate in Applied Science in Business Administration in the Fox Valley Region
- Associate in Applied Science in Business Administration/Accounting in the Fox Valley Region
- Associate in Applied Science in Information Technology in the Fox Valley Region
- Associate in Applied Science in Medical Billing and Coding Specialist in the Fox Valley Region
- Associate in Applied Science in Medical Office Assistant in the Fox Valley Region

- Associate in Applied Science in Paralegal Studies in the Fox Valley Region
- Associate in Applied Science in Pharmacy Technician in the Fox Valley Region
- Associate in Applied Science in Veterinary Technician in the Fox Valley 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 four institutions.

**Not-for-Profit Executive Summary**

Missouri Baptist University

- Bachelor of Science in Management

Missouri Baptist University (MBU or the University) requests authority to offer a Bachelor of Science in Management in the Southern region through an articulation agreement with John A. Logan College (the College). The proposed program designed for students to develop the knowledge needed to be successful in several areas of management: production, operations, human resources, and small business along with the skills required for decision-making, communication, critical thinking, ethical and corporate social responsibility. The program requires 128 semester hours with 79 hours to be taken at the College and 49 hours to be taken at MBU (40 semester hours are upper-division courses). The curriculum includes four components: general education courses required for an associate degree at the College, lower-

division management courses at the College, 21 hours of upper-division general education courses and specific requirements for Missouri Baptist University (e.g., Old Testament), and upper-division management and business courses at MBU. 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 program.

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

### Rush University

- Master of Science in Integrated Biomedical Sciences

Rush University requests authority to offer a Master of Science in Integrated Biomedical Sciences in the Chicago Region. Graduates of the program will be prepared to perform high-quality biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies, and industry. Students will choose from one of five areas of concentration that include: Translational Cancer Research; Cardiovascular and Respiratory Biology; Immunity, Infection, and Inflammation Research; Function and Disorders of the Musculoskeletal System; and Function and Disorders of the Nervous System. The proposed program is designed to be completed in five consecutive semesters and requires completion of 37 semester hours including 20 credit hours of core courses, seven credit hours of specific concentration cognates, four credit hours of elective courses, and six hours of thesis credit. The proposed Master's in Integrated Biomedical Sciences will replace five existing Master's programs in the basic sciences: Anatomical Sciences, Biomechanics, Biochemistry, Immunology and Microbiology, and Pharmacology.

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

### Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential

- Operating Authority

Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential (Wright) requests authorization to operate in the Chicago Region. If approved, the institution will seek authorization from the Illinois Board of Higher Education to offer postsecondary degrees. Wright Graduate University for the Realization of Human Potential, Inc., is a division of the Wright Foundation for the Realization of Human Potential, a non-profit registered in the state of Illinois. The institution received approval to operate and grant degrees by the Educational Approval Board of the State of Wisconsin in 2008. Wright currently offers a Master of Arts in Transformational Leadership and Coaching; a Doctorate in Transformational Leadership and Coaching; and graduate certificates in transformational leadership, transformational coaching, social intelligence, and emotional intelligence at the main campus in Wisconsin. Wright is seeking authorization to operate in the State of Illinois in the Chicago region.

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

## **Proprietary Executive Summary**

### Madison Media Institute DBA Rockford Career College

- Associate in Applied Science in Business Administration

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Business Administration in the Fox Valley Region. The proposed program requires 90 quarter credit hours, 23 of which are general education courses. Graduates of the program will be trained to succeed in various business career areas such as human resource management, business administration, and office management. 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.

- Associate in Applied Science in Business Administration/Accounting

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Business Administration/Accounting in the Fox Valley Region. Graduates of the program will have career opportunities in various business career areas such as accounts payable, accounts receivables, payroll accounting, tax preparation, and entry-level management positions. The proposed program requires 91 quarter credit hours, 23 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.

- Associate in Applied Science in Information Technology

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Information Technology in the Fox Valley Region. The proposed program requires 90 quarter credit hours, 24 of which are general education courses. The program is designed to prepare students for entry-level career in computer systems, engineering, network security, internet technology and design, and computer support specialist. 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.

- Associate in Applied Science in Medical Billing and Coding Specialist

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Medical Billing and Coding Specialist in the Fox Valley Region. Students receive training in medical billing processes, patient account management, diagnosis and procedure coding, and medical insurance claim completion and processing. The program focuses on coding and insurance procedures for the medical office and the hospital. The proposed program requires 96 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.

- Associate in Applied Science in Medical Office Assistant

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Medical Office Assistant in the Fox Valley Region. Graduates of the program will work under the supervision of a medical facility manager to perform various tasks including appointment management, medical records management, medical billing and coding, bookkeeping and payroll. The proposed program requires 90 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.

- Associate in Applied Science in Paralegal Studies

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Paralegal Studies in the Fox Valley Region. The proposed program requires 90 quarter credit hours, 23 of which are general education courses. The program will prepare graduates for entry-level positions in the legal fields. 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.

- Associate in Applied Science in Pharmacy Technician

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Pharmacy Technician in the Fox Valley Region. Students will develop the skills to succeed in the various routine pharmacy practice including computer entry, pharmaceutical calculations, record keeping, and stocking, packaging and dispensing of prescribed medications. Students will also develop the knowledge of medical and pharmaceutical terminology and the pharmacology of medications. The program will prepare graduates to take the National Pharmacy Technician Certification Exam. The proposed program requires 90 quarter credit hours, 23 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.

- Associate in Applied Science in Veterinary Technician

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate in Applied Science in Veterinary Technician in the Fox Valley Region. The program is designed to prepare students to learn the skills and procedures to effectively contribute to the management of health and well-being of veterinary patients. The proposed program requires 111 quarter credit hours, 28 of which are general education courses. The Veterinary Technician Program is currently accredited by the American Veterinary Medical Association (AVMA). 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.

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Missouri Baptist University Authorization to Grant the Bachelor of Science in Management in the Southern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Rush University Authorization to Grant the Master of Science in Integrated Biomedical Sciences 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 Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential Authorization to Operate 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 Business Administration, Associate in Applied Science in Business Administration/Accounting, Associate in Applied Science in Information Technology, Associate in Applied Science in Medical Billing and Coding Specialist, Associate in Applied Science in Medical Office Assistant ,Associate in Applied Science in Paralegal Studies, Associate in Applied Science in Pharmacy Technician, and Associate in Applied Science in Veterinary Technician 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.*

**Missouri Baptist University**  
**One College Park Drive**  
**Saint Louis, MO 63141-8698**  
**President: Dr. R. Alton Lacey**

**Proposed Program Title in Region of Authorization:** Bachelor of Science in Management in the Southern Region.

*Projected Enrollments:* Missouri Baptist University projects enrollment of 15 students in the first year, rising to 33 students in the fifth year.

**Institutional Accreditation:** Missouri Baptist University is regionally accredited by the Higher Learning Commission.

### **Background and History**

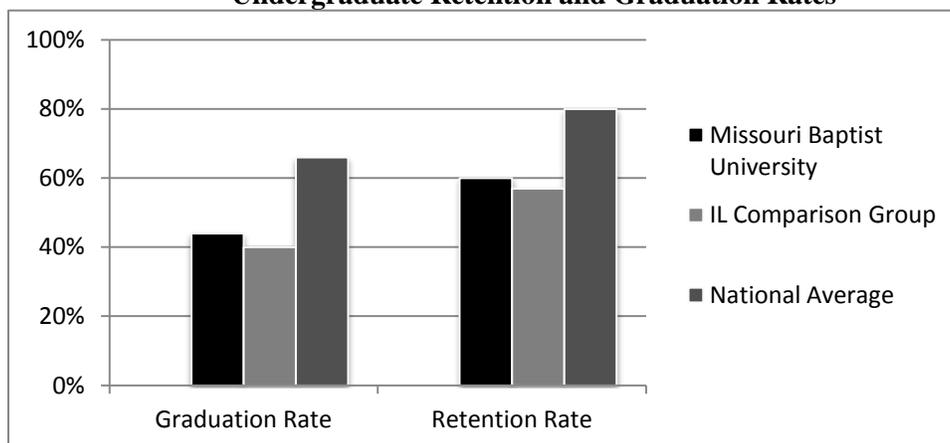
Missouri Baptist College was founded in 1964 as a private Baptist liberal arts college in Saint Louis, Missouri. The University has been in operation at its main campus location in West St. Louis County since 1968. In 2002, Missouri Baptist College changed its name to Missouri Baptist University. Today, classes are offered on the main campus, five full-service off-campus centers, and 12 other locations in Missouri and Southern Illinois. Missouri Baptist University (MBU or the University) is seeking approval for the authority to offer a Bachelor of Science (BS) in Management in the Southern Region through an articulation agreement with John A. Logan College (the College). All courses will be held on the John A. Logan College 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.

### Undergraduate Retention and Graduation Rates



*Source: National System for Education Statistics (NCES), US Department of Education Note: Missouri Baptist University is in the baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

MBU's 2012-13 graduation rate was 44 percent. The 2013 average graduation rate among comparable Illinois institutions was 40 percent and the national average for not-for-profit institutions was 65 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 first-time, 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 NCES.

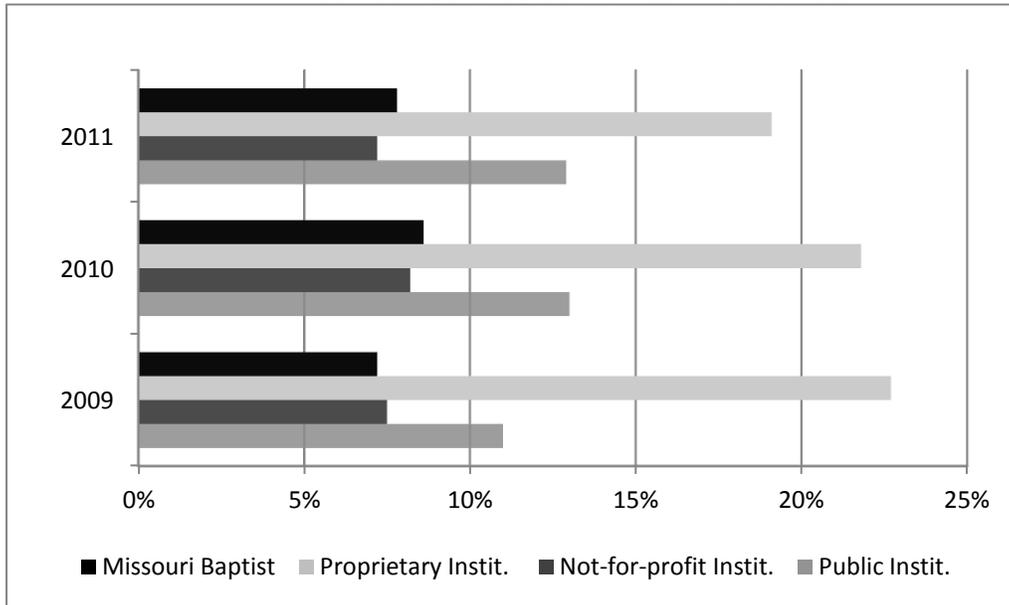
#### Undergraduate Retention Rate

MBU's 2012-13 retention rate was 60 percent. The 2012 average retention rate for comparable Illinois institutions was 57 percent and the national average for not-for-profit institutions was 81 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

MBU's 2012-13 completions per 100 full-time equivalent enrollment (FTE) rate was 20. The average among comparable Illinois institutions was 27. 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 minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included 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: Missouri Baptist 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 Missouri Baptist University was 7.8 percent in 2011, 8.6 percent in 2010 and 7.2 percent in 2009. 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 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions, 7.2 percent for not-for-profit institutions, and 19.1 percent for proprietary institutions.

#### 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**

Applicants for admission must have attained a high school diploma as evidenced by official transcripts. Special criteria have been established for students who have been homeschooled, completed their GED, or graduated from a non-accredited high school. Students enrolled in the related John A. Logan College associate degree programs will be considered undergraduate transfer students and will be required to submit an application for admission, a non-refundable application fee, and official transcripts from all colleges, universities, and postsecondary schools. Applicants must have a cumulative GPA of 2.0 on a 4.0 scale. The University grants prior learning credit and accepts transfer credit earned from accredited institutions on a case-by-case basis.

### **Curriculum**

The Bachelor of Science (BS) in Management is a program designed for students to develop knowledge in several areas of management: production, operations, human resources, and small business along with the skills required for decision-making, communication, critical thinking, ethical and corporate social responsibility. The proposed BS requires 128 semester hours with 79 hours to be taken from John A. Logan College and 49 hours to be taken from Missouri Baptist University (40 semester hours are upper-division courses). The curriculum includes four components: general education courses required for the AAS degree at the College, lower-division management courses, 21 hours of upper-division general education courses and specific requirements for Missouri Baptist University (e.g., Old Testament), and upper-division management and business courses from the University.

### **Assessment of Student Learning**

The University has established policies and practices for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: quizzes, tests, discussions, case critical analysis, required capstone course, a major field exam, and final exams. Indirect assessments include: formal student evaluations of faculty and courses, retention, graduation, and time-to-completion rates, and a student fulfillment survey that covers topics such as comprehensiveness of the program, job preparedness, and employment prospects.

### **Program Assessment**

The University 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 Business Division conducts an annual assessment of student learning by evaluating the field exam data and samples of student work using established outcome statements, rubrics, and standardized assignments. The proposed program 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 program will be offered at John A. Logan College. Existing classroom space and computer resources are sufficient for this program. Adequate technical support is also readily available.

The John A. Logan College Library contains holdings of 59,973 and 123 collections for print magazines. The library has access to over 20,000 EBSCO eBooks in the business area. In addition, the library subscribes to over 30 online databases and has 19 computers available for patrons. The Missouri Baptist University Library collection includes 83,017 holdings, 5,438 electronic items, and 28 online databases. Students also have access to the MOBIUS Interlibrary Loan program. All databases, e-books, and the catalog are available 24 hours a day, seven days a week. The University has committed an upfront and ongoing investment of additional resources to expand library holdings to support the program. John A. Logan College Library is also a member of the Illinois Heartland Library system.

## **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 program 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 Missouri Baptist University 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.

**Rush University**  
**600 South Paulina Street**  
**Chicago, IL 60612**  
**President: Dr. Larry Goodman**

**Proposed Program Title in Region of Authorization:** Master of Science in Integrated Biomedical Sciences in the Chicago region

*Projected Enrollments:* Rush University projects enrollments of 15 students in the first year increasing to 30 by the fifth year.

**Institutional Accreditation:** Rush University is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges.

### **Background and History**

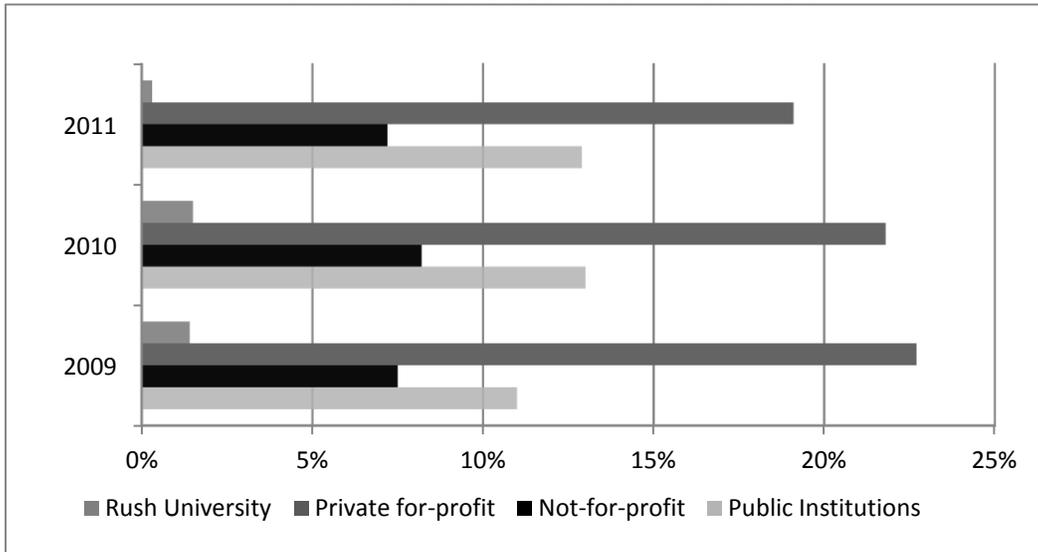
Rush University (the University) is an independent not-for-profit institution affiliated with Rush University Medical Center as the academic unit of the Center. Rush Medical College received its charter in 1837 and became the first medical school in Chicago. Rush Medical College was affiliated with the University of Chicago from 1898 to 1941. In 1942 it closed its door for the next 27 years following the end of the affiliation. Rush was reorganized as a brand name to represent different entities covering health care, education, and research enterprise: Rush University Medical Center; Rush University; Rush Oak Park Hospital; and Rush Health. The University offers certificate programs, bachelor's degrees, master's degrees, and doctoral degrees through Rush Medical College, College of Nursing, College of Health Sciences, and the Graduate College. The University has more than 2,000 students enrolled in more than 40 programs. In April 2015, the University was authorized by IBHE to offer a PhD in Integrated Biomedical Sciences. Rush University is seeking authority to offer a Master of Science (MS) in Integrated Biomedical Sciences 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: Rush University 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 Rush University was 0.3 percent in 2011, 1.5 percent in 2010 and 1.4 percent in 2009. 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 U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University 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 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.*

Rush University’s mission is to provide a quality academic health care system “through the integration of outstanding patient care, education, research, and community partnerships.” Rush has an exclusive focus on the health sciences and shares the same campus with Rush University Medical Center in an effort to foster quality integration of patient care, research, and

education. Physicians, nurses, and other healthcare professionals who provide patient care at the Medical Center also teach at the University. The proposed degree program is consistent with the mission, goals, and objectives of the University. The proposed degree title corresponds with the degree 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**

Applicants for admission to the MS in Integrated Biomedical Sciences must submit the following to be considered for admission: a statement of purpose regarding their research interest in the biomedical sciences field; curriculum vitae or resume; three letters of recommendation; GRE scores or other equivalent test scores such as MCAT, DAT, PCAT, or USMLE; and official transcripts from all higher education institutions attended. Applicants must also hold a bachelor's degree from an accredited American institution with a minimum GPA of 3.0 on a 4.0 scale. International applicants must submit official transcripts along with a course-by-course evaluation which confirms the equivalence of at least an American bachelor's degree with a minimum GPA of 3.0 on a 4.0 scale. Admission to the proposed program will be competitive. The program will target applicants with strong backgrounds in the basic and natural sciences who desire careers as researchers in industry, academia, government, and health fields.

#### **Curriculum**

Graduates of the proposed program will be prepared to perform advanced biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies, and industry. The program is designed to be completed in five consecutive semesters and requires completion of 37 semester hours including 20 credit hours of core courses, seven credit hours of specific concentration cognates, four credit hours of elective courses, and six hours of thesis credit. The core curriculum focuses on developing knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. In addition, students will work with faculty advisors to select one area from five available tracks: Translational Cancer Research; Cardiovascular and Respiratory Biology; Immunity, Inflammation, and Infection; Function and Disorders of the Musculoskeletal Disorders; and Function and Disorders of the Nervous System. Thesis hours will encompass laboratory research time required for completion of the thesis including: analyzing published data; developing a research proposal; learning and applying advanced methodologies and statistical data analyses; developing skills to write and submit a thesis; practicing presentation skills to disseminate research findings in local or national conferences; writing in the form of a research publication; and developing and defending a thesis project. The proposed MS in Integrated Biomedical Sciences will replace five existing Master's programs in the basic sciences: Anatomical Sciences; Biomechanics; Biochemistry; Immunology and Microbiology; and Pharmacology.

#### **Assessment of Student Learning**

Student learning will be assessed using a variety of direct and indirect performance evaluation methods including: examinations; participation in class discussions and seminars; written assignments; journal club presentations; outside scientific presentations; laboratory skill

demonstrations; student, alumni and employer surveys; and research paper completion. Each academic unit at the institution conducts annual assessment on student learning and provides feedback to faculty and other stakeholders for program improvement.

### Program Assessment

The University has established institutional policies and structures for continuous evaluation and improvement. The Office of Institutional Research, Assessment, and Accreditation (OIRAA) is in charge of conducting ongoing evaluation and research on student performance and institutional effectiveness. Each academic unit conducts comprehensive program review at least every five years. The review provides the unit's mission and strategic position relative to the University; description of the academic program; description and evaluation of teaching, advising, and mentoring practices; and faculty composition. Upon completion of the review, the academic unit submits a written document detailing the assessment and evaluation of its quality and effectiveness regarding student learning outcomes, teaching, research, scholarship, and service activities to the OIRAA. The document is reviewed by the Office of the Provost and the Program Review team. The University uses Assessment Plan based on Stufflebeam's CIPP model (context, input, process, and product) for program evaluation and continuous improvement. Program level outcomes are assessed using core performance indicators such as: admission/matriculation rates; graduation/persistence rates and time to degree completion; satisfaction rates (students, alumni, employers, faculty); workforce preparation, job placement rates, and contributions of graduates to their profession; scholarship, research, and service (faculty, students, alumni); civic engagement (faculty, students, alumni); and diversity.

### **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 primary physical facilities to be used for the proposed program are the Armour Academic Center (AAC) and the Cohn Research Building. The AAC contains 41 classrooms and eight laboratories to support research activities, and other spaces assigned for group and individual study. The AAC also houses the College of Health Sciences, Rush Medical College, University Administration Offices, Office of Student Affairs, Library, McCormick Educational Technology Center (METC), and the bookstore. Students in the proposed program will perform most of their research work at the Cohn Research Building.

The Rush University Medical Center library serves the educational, practice, and research needs of University students, faculty, and staff through providing access to a wide collection of print and non-print books and journals. Electronic library resources are available through the remote library proxy or Rush network connections. The library provides access to 113 databases including CINAHL, MEDLINE, PsycINFO, and Scopus and has an extensive online collection with over 7,000 current e-journals and 4,500 e-books. In addition, the library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), which has 86 member institutions that benefit from an integrated library system (I-Share).

### **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 established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The faculty that will teach and advise in the program have relevant education and experience to advance teaching and learning in the area of study. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

### **Fiscal and 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 five-year fiscal plans that show operational revenue will exceed expenditure in the first year of operation and subsequently from the third year.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

### **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.*

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 Rush University 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.



**Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential**  
445 East Ohio Street, Suite 400  
Chicago, IL 60611  
CEO: Dr. Robert Wright

**Seeking Operating Authority:** Chicago Region

**Institutional Accreditation:** Wright Graduate University for the Realization of Human Potential is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

### **Background and History**

Wright Graduate University for the Realization of Human Potential (Wright) was founded by Bob Wright, Judith Wright, and Michael Zwell in 2006. The institution received approval to operate and grant degrees by the Educational Approval Board of the State of Wisconsin in 2008. In December 2013, Wright was accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award master's degrees, doctorate degrees, and graduate certificates. Wright's programs are designed for adult learners who hold a bachelor's degree and desire to pursue graduate work in transformational leadership and coaching. Students admitted to the institution learn coaching and leadership skills to enhance their various professional careers including business, human relations, and education. Wright is seeking authorization to operate in the State of Illinois as Wright Graduate School for the Realization of Human Potential.

### **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.*

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

### **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.*

Wright's mission is to prepare and develop professionals into transformational leaders and coaches. The institution plans to accomplish its mission by "integrating effective human emergence technologies and relevant research to cultivate scholar practitioners to become leaders and coaches." Students and members of the Wright community are encouraged to engage in individual-focused transformation and leadership as they provide coaching and support services.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) 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**

All applicants for admission must have a bachelor's degree from an accredited college or university. Applicants are required to submit official transcripts no later than 30 days after the start of the semester. International applicants must have their transcripts evaluated for degree equivalency to an accredited US degree. All applicants must submit a current resume.

#### **Curriculum**

Upon approval of the operating authority, Wright will seek authorization to grant degrees at the master's and doctoral levels. Wright intends to seek authorization for a Master of Arts in Transformational Leadership and Coaching and a Doctorate in Transformational Leadership and Coaching. The institution also plans to offer graduate certificates in Transformational Leadership and Coaching. Due to the specialized nature of the graduate programs, Wright will not accept transfer from other postsecondary institutions. All Wright credits earned from the certificate, master's, and doctorate programs must be towards the completion of a Wright degree or certificate and must be earned at the institution.

#### **Assessment of Student Learning**

The institution has established policies for assessment of student learning outcomes. The assessment methods will be mainly through written assignments and research. Assignments are structured to ensure that they address each learning outcome. Due to the nature of the programs, mentoring sessions are used to teach students leadership and coaching skills. During the mentoring sessions, students regularly receive feedback on their academic progress in relation to course and program learning objectives. Student progress on these learning outcomes is discussed in faculty meetings and recommendations are made on how to improve learning outcomes.

#### **Program Assessment**

The institution has established policies for reviewing programs for continuous improvement. Wright participates in an annual Campus Effectiveness Planning (CEP) process to monitor and improve programs and students' learning outcomes. The CEP policies, process, and procedures are managed by the Campus Director. Examples of metrics analyzed include: evaluation of student characteristics; evaluation of program characteristics; student, graduate, and employee satisfaction survey results; retention rates; placement rates; graduation rates; and evaluation of student learning outcomes. The CEP metrics are reviewed twice a year and are discussed during weekly executive meetings.

Programs are continuously reviewed and monitored by the Campus Director for improvement. In addition to using direct measure such as written assignments and exams to evaluate student achievement with course learning outcomes, the university also employs indirect measure such as student, graduate, and employer surveys. The results of the survey data are used to make decisions on program development and improvements.

### **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.*

Wright currently has an agreement to lease classroom, community, and additional office space in Chicago upon approval by IBHE. The Chicago campus will be located in a 40-story mixed-use building with adequate space for delivery of the programs. The spaces available include five classrooms that can accommodate approximately 185 students, two administrative office spaces with open desk seating for up to 14 staff, two conference areas, three lobby/reception areas, and 19 small and medium sized rooms suitable for use for staff offices, mentoring and coaching sessions, small group meetings, library facilities, and storage.

Wright students will also have 24/7 online access to Badgerlink, the State of Wisconsin's online library of contents including 8,000 full-text magazines and journals provided by the Educational Communications Board, Wisconsin Media Lab, EBSCO, Encyclopedia Britannica, Inc., Gale/Cengage Learning, Heritage Microfilm, Inc., LearningExpress, LLC, ProQuest, Soundzabound Music, TeachingBooks.net, LLC, Visual Learning Systems, and the Wisconsin Newspaper Association. Students at the Chicago campus will have access to the physical library at the main campus in Wisconsin. The institution has plans to equip a physical library at the Chicago campus with relevant books and course materials.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) 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 institution has faculty members that have the training, credentials, and other required qualifications to provide quality instructions to students. There are policies in place to ensure that faculty and staff have the necessary qualifications to support the development of instruction at the Chicago campus.

### **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.*

Wright has submitted five-year fiscal plans that show operational revenue will exceed expenditure 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.*

The institution 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 Wright Graduate University for the Realization of Human Potential DBA Wright Graduate School for the Realization of Human Potential 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.

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Business Administration in the Fox Valley Region

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Business Administration / Accounting in the Fox Valley Region

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Information Technology in the Fox Valley Region

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Medical Billing and Coding Specialist in the Fox Valley Region

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

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

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Paralegal Studies in the Fox Valley Region

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Pharmacy Technician in the Fox Valley Region

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

**Proposed Program Title in Region of Authorization:** Associate in Applied Science in Veterinary Technician in the Fox Valley Region

*Projected Enrollments:* Madison Media Institute DBA Rockford Career College estimates enrollment of 20 students in the program 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**

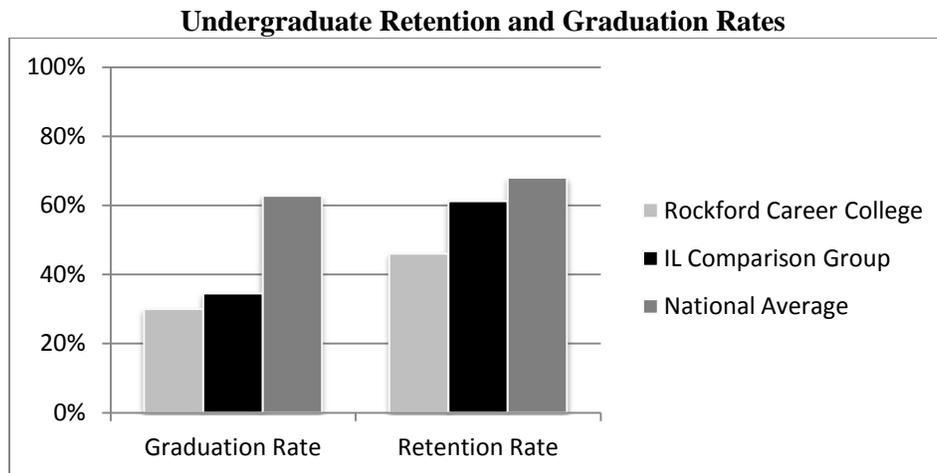
New Media Arts Training Centers, Inc. DBA Madison Media Institute (MMI or the Institute) offers for-profit career-oriented educational programs in the fields of recording and music technology, video and motion graphics, and digital media design and productions in Madison, Wisconsin, and Minneapolis, Minnesota. In addition, with the purchase of Rockford Career College, it now offers education 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 shorter-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 the Illinois Board of Higher Education and was granted approval at the June 2015 board meeting. Rockford Career College, under previous ownership, had authorization to offer the degrees listed in this section. Degree-granting authority for these same programs is sought 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 2013 graduation rate was 30 percent, and the average for Illinois comparison group was 34.5 percent. The national 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).

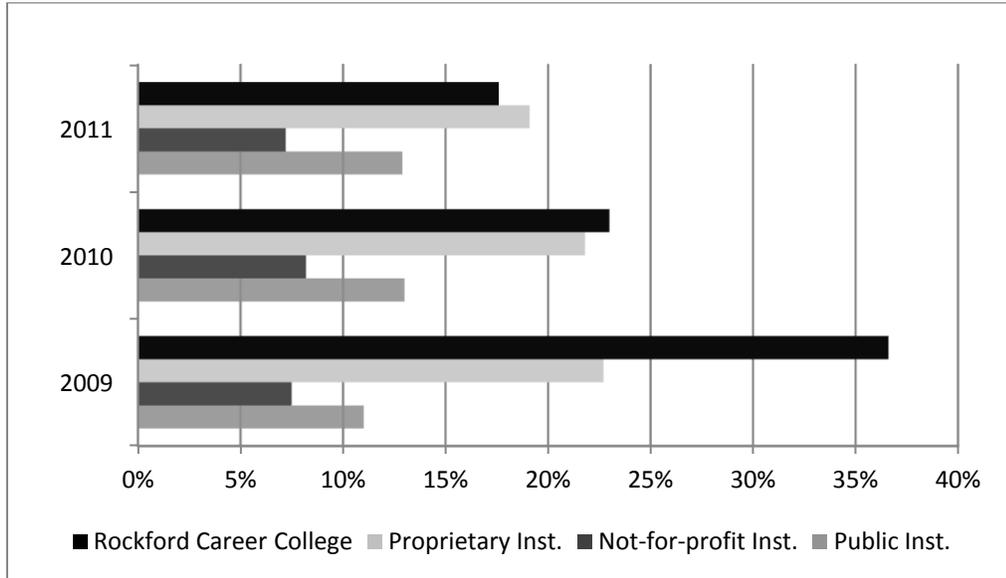
#### Undergraduate Retention Rate

Rockford Career College’s 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 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 17.6 percent in 2011, 23.0 percent in 2010 and 36.6 percent in 2009. 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 US Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 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 all the programs in this recommendation are currently ongoing with students enrolled and approval is required as a result of the College’s change of ownership, and because some of the data points of greatest concern are trending in the positive direction (most notably the loan default rate), staff have 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 programs 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 programs 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 programs 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**

#### **Associate in Applied Science in Business Administration**

The Associate in Applied Science (AAS) in Business Administration is a 90 quarter credit hours program designed to prepare students for entry-level employments in various business enterprises. Graduates of the program will be trained to succeed in various business career areas such as human resource management, business administration, and office management. The student learning outcomes for graduates of the AAS in Business Administration include: demonstrate the ability to plan, organize, lead and control within an organization; demonstrate the ability to utilize industry standard accounting principles and accounting based skills; demonstrate an understanding of computer applications and proficiency; demonstrate the ability to define and articulate organizational, marketing, ethical and legal bases impacting contemporary business practices; demonstrate problem solving ability and decision making capacity, and communicate effectively both orally and in writing; and recognize the importance of business ethics and social responsibility to business operations.

#### **Associate in Applied Science in Business Administration/Accounting**

The proposed Associate in Applied Science (AAS) in Business Administration/Accounting is a 91 quarter credit hour program designed to prepare students for entry-level positions in accounting or management. Graduates of the program will have career opportunities in various business career areas such as accounts payable, accounts receivables, payroll accounting, tax preparation, and entry-level management positions. The student learning

outcomes for graduates of the AAS in Business Administration/Accounting include: demonstrate the ability to define, evaluate and apply accounting information solutions to meeting organizational needs; demonstrate mastery of accounting industry standard analysis and recording of business transactions; and demonstrate the ability to define and articulate accounting solutions to assist in fulfilling management objectives.

#### Associate in Applied Science in Information Technology

The Associate in Applied Science (AAS) in Information Technology will prepare students to gain entry-level positions in computer fields. Students will gain the skills and knowledge in computer programming, office productivity software, and general application of information technologies. The program is designed to prepare students for entry-level career in computer systems, engineering, network security, internet technology and design, and computer support specialist. Students are required to complete a total of 91 quarter credit hours. The student learning outcomes for graduates of the AAS in Information Technology include: demonstrate the ability to recognize and utilize industry standard procedures and practices in the field of Information Technology; demonstrate professionalism and competency in the implementation and organization of information technologies impacting contemporary business practices in the their area of information technology concentration.

#### Associate in Applied Science in Medical Billing and Coding Specialist

The proposed Associate in Applied Science (AAS) in Medical Billing and Coding Specialist will prepare students to assist medical practitioners in the coding and reimbursement process of medical services. Students receive training in medical billing processes, patient account management, diagnosis and procedure coding, and medical insurance claim completion and processing. The program focuses on coding and insurance procedures for medical offices and hospitals. Students are required to complete a total of 96 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 billing and coding related positions.

#### Associate in Applied Science in Medical Office Assistant

The Associate in Applied Science (AAS) in Medical Office Assistant will prepare students to assist physicians in the general and administrative areas of medical offices or health care facilities. Graduates of the program will work under the supervision of a medical facility manager to perform various tasks such as appointment management, medical records management, medical billing and coding, bookkeeping and payroll. Students are required to complete a total of 90 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 office related positions.

#### Associate in Applied Science in Paralegal Studies

The Associate in Applied Science (AAS) in Paralegal Studies is a 90 quarter credit hours program designed to prepare graduates for entry-level positions in the legal fields. Graduates of the paralegal program will gain the knowledge to work in law and legal environments and will work under the supervision of an attorney to provide direct assistance to attorneys, clients, and courts. The goal of the program is to prepare students to gain the knowledge and skills to succeed in providing legal support in the practice of law. Students will be trained to acquire interview skills to apply in conducting initial client interviews and follow up on investigation of

information. The student learning outcomes for graduates of the AAS in Paralegal Studies include: draft legal documents in the area of law specializations including torts and family law, probate procedures and contracts; demonstrate the ability to define and articulate law practices in a variety of legal settings; and demonstrate the ability to define and articulate the effect of changes in the delivery of legal services.

#### Associate in Applied Science in Pharmacy Technician

The proposed Associate in Applied Science (AAS) in Pharmacy Technician will prepare students to achieve competency in the skills and theoretical knowledge necessary to enter the pharmacy workplace as a Pharmacy Technician. Students will develop the skills to succeed in the various routine pharmacy practices including computer entry, pharmaceutical calculations, record keeping, stocking, packaging and dispensing of prescribed medications. Students will also develop the knowledge of medical and pharmaceutical terminology and the pharmacology of medications. The program will prepare graduates to take the National Pharmacy Technician Certification Exam. Students are required to complete 95 quarter credit hours. Upon successful completion of the program, students will be qualified to obtain entry-level employment in a pharmacy technician related position.

#### Associate in Applied Science in Veterinary Technician

The Associate in Applied Science (AAS) in Veterinary Technician is designed to prepare students to learn the skills and procedures to effectively contribute to the management of the health and well-being of veterinary patients. MMI DBA Rockford Career College Veterinary Technician Program is accredited by the American Veterinary Medical Association (AVMA). Students are required to complete a total of 111 quarter credit hours to meet the program accreditation requirements for graduates of the program. Graduates of the program will work under the supervision of a veterinarian to provide services in various veterinary settings. As veterinary technicians, graduates will perform various routine duties including restraint of animals, sample collection, nursing care, feeding of animals, record keeping, office procedures, and client education and communication. Students will also be trained to perform other roles such as administration of anesthesia, surgical nursing, radiographic procedures, dental prophylaxis, clinical pathology procedures, and medication preparation. Upon successful completion of the program, students will be qualified to obtain entry-level employment in a veterinary technician related positions.

#### 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 the 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 programs 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 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.*

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 Veterinary Technician program is accredited by the American Veterinary Medical Association (AVMA). The institution is not planning to seek programmatic accreditation for the other proposed programs at this time. The pharmacy technician program at MMI currently prepares and guides students to take the Pharmacy Technician Certification Exam (PTCE) which qualifies them for Illinois licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

## **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 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.

