

**APPROVED
DECEMBER 12, 2017**

Item #V-18
December 12, 2017

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

Submitted for: Action.

Summary: This item requests approval of a technical correction to an item approved by the Illinois Board of Higher Education at the September 19, 2017 Board meeting. Argosy University's Bachelor of Science in Information Technology in the Chicago region was inadvertently excluded from the overall program listing and Board resolution as presented in Item #VI-2, New Operating and/or Degree-Granting Authority for Independent Institutions. The program was included in the Not-for-Profit Executive Summary section of the item. Argosy University has been notified of the proposed technical correction.

Action Requested: That the Illinois Board of Higher Education approves the technical corrections to Item #VI-2 New Operating and/or Degree-Granting Authority for Independent Institutions, from the September 19, 2017 Board Meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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INDEPENDENT INSTITUTIONS**

This item seeks Board approval of a technical correction to an item approved by the Illinois Board of Higher Education at the September 19, 2017 Board meeting. Argosy University's Bachelor of Science in Information Technology in the Chicago region was inadvertently excluded from the overall program listing and Board resolution as presented in Item #VI-2, New Operating and/or Degree-Granting Authority for Independent Institutions. The program was included in the Executive Board Summary section of the item. Argosy University was notified of the proposed technical correction and informed that it would appear on the December 12, 2017, Board agenda for consideration.

Attachments A and B provide the corrections and reiterate the information applicable to the Bachelor of Science in Technology Information program previously provided in Item #VI-2.

Staff Recommendation

Staff recommends the adoption of the following resolution:

The Illinois Board of Higher Education hereby approves the technical correction to Item #VI-2, New Operating and/or Degree-Granting Authority for Independent Institutions, September 19, 2017, Board meeting as contained in this item.

The Illinois Board of Higher Education hereby grants to Argosy University Authorization to Grant the Bachelor of Science in Information Technology in the Chicago 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.

ATTACHMENT A

The listing for Not-For-Profit programs for Argosy University should have included the following:

- Bachelor of Science in Information Technology in the Chicago Region

The Not-for-Profit Executive Summary included the following summary:

Argosy University requests authorization to offer a Bachelor of Science in Information Technology in the Chicago region. The proposed degree is a 120 hour program with 48 hours of core requirements, 12 hours of electives, 15 hours in one of two concentrations, and 45 hours of general education. The two concentration areas available to program students are Web Development and Computer/Network Security. The program is designed to prepare graduates to seek entry-level employment working with computers, networks, and emerging technologies. 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. The University currently has non-transferable IBHE-granted approvals to offer this program in the Chicago region. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

The staff recommended adoption of the following resolutions section which should have included the phrase underlined below:

The Illinois Board of Higher Education hereby grants to Argosy University Authorization to Operate in the Chicago and North Suburban Regions. The Board also Authorizes the institution to Grant the Associate of Arts in Psychology, Associates of Science in Business Administration, Associates of Science in Information Technology, Bachelor of Arts in Liberal Arts, Bachelor of Arts in Psychology, Bachelor of Science in Business Administration, Bachelor of Science in Criminal Justice, Bachelor of Science in Information Technology, Master of Business Administration, Master of Public Health, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Clinical Psychology, Master of Arts in Forensic Psychology, Master of Arts in Industrial/Organizational Psychology, Master of Arts in Sports-Exercise Psychology, Master of Science in Human Resource Management, Master of Science in Management, Master of Science in Organizational Leadership, Doctor of Business Administration, Doctor of Education in Counselor Education and Supervision, Doctor of Education in Organizational Leadership, and the Doctor of Psychology in Clinical Psychology in the Chicago region and Authorizes the institution to Grant the Associate of Arts in Psychology, Associates of Science in Business Administration, Bachelor of Arts in Psychology, Bachelor of Science in Business Administration, Master of Business Administration, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Clinical Psychology, Master of Arts in Forensic Psychology, Master of Arts in Industrial/Organizational Psychology, Master of Science in HR Management, Master of Science in Management, Master of Science in Organizational Leadership, and the Doctor of Psychology in Clinical Psychology in the North Suburban 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.

ATTACHMENT B

The following information regarding Argosy University and the Bachelor of Science in Information Technology was included in Attachment B to Item #VI-2 and is provided for your convenience. Please see the note in the Background and History section regarding the change in ownership since the September 19, 2017 Board meeting.

Argosy University
225 North Michigan Avenue, Suite 1300
Chicago, IL 60601
President: Dr. C. Ronald Kimberling

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology in the Chicago Region

Projected Enrollment: Argosy University projects enrollment of four students with one projected for the fifth year.

Institutional Accreditation: Argosy University, which is headquartered in Orange, California, is regionally accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).

Background and History

Argosy University (the University) is a proprietary higher education institution currently owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation, a publicly traded corporation. In 2011, the University's headquarters were moved from Chicago, Illinois, to Orange, California. That relocation included changing the University's regional accreditor to WSCUC. Argosy University had been accredited from 1981 to 2011 by the Higher Learning Commission.

The University's parent company, Education Management Corporation (EDMC), is in the process of a change in ownership which necessitates new operating and degree-granting authorities from the Board. This change of ownership results in the University no longer being a publically traded company. It will become a not-for-profit corporation owned by the Dream Center Foundation (DCF) based out of Los Angeles. The DCF is primarily responsible for funding and supporting the mission of the non-profit, faith-based Dream Center Los Angeles, which includes an affiliate network of more than 46 independent Dream Centers in the United States and around the world. DCF is a secular, non-faith-based organization that is a separate 501(c)(3) tax exempt California non-profit from the Dream Centers. The Dream Centers have a 20-year track record for providing services to the homeless, veterans, victims of human trafficking, emancipated minors, and disadvantaged youth and adults by providing food, clothing, medical care, housing, training, education, and addiction counseling on a non-discriminatory basis and without charge. DCF believes that higher education is fundamentally humanitarian and critically necessary in order to fully transform the lives of the underserved populations benefiting from the myriad programs the DCF currently supports.

In order to effectuate the proposed transaction, DCF has established a stand-alone organization, Dream Center Education Holdings, LLC (DCEH), which will be the purchaser of the EDMC institutions including Argosy University. This ownership structure will leave in place the independent board of trustees that currently is the governing board for Argosy University.

Importantly, Argosy University, following the change in ownership, will not have any remaining financial obligation to EDMC, its shareholders, or its creditors. The proposed degree program has been previously approved by IBHE and is currently offered in the Chicago region.

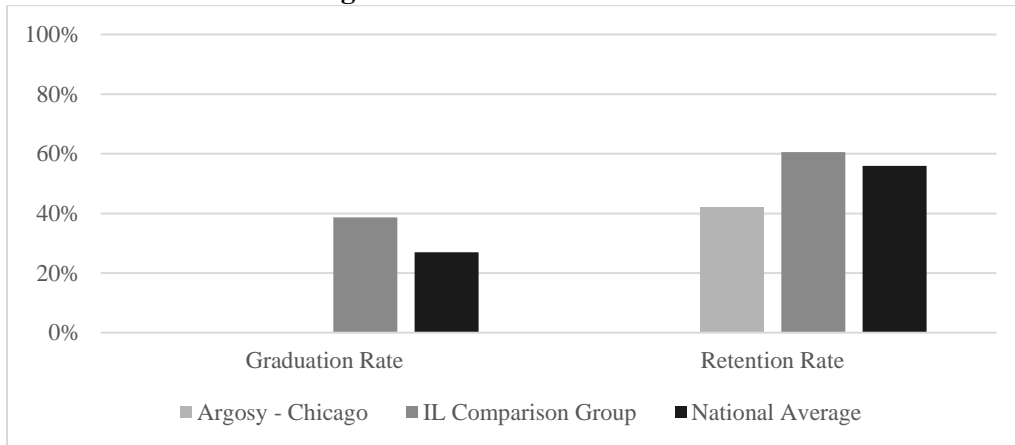
Note: Since the September 19, 2017, IBHE Board meeting, Argosy University officially changed ownership to the Dream Center Foundation on October 17, 2017.

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 Center for Education Statistics, U.S. Department of Education
 Note: Argosy University is in the baccalaureate inclusive Illinois comparison group.
 Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Graduation rates for the 2014-2015 academic year at the Argosy University Chicago campus are not available because no first-time full-time students were in the applicable 2009 cohort. The national 2014-2015 average graduation rate for proprietary institutions was 23 percent

and the average among comparable Illinois institutions was 38.7 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 National Center for Education Statistics (NCES).

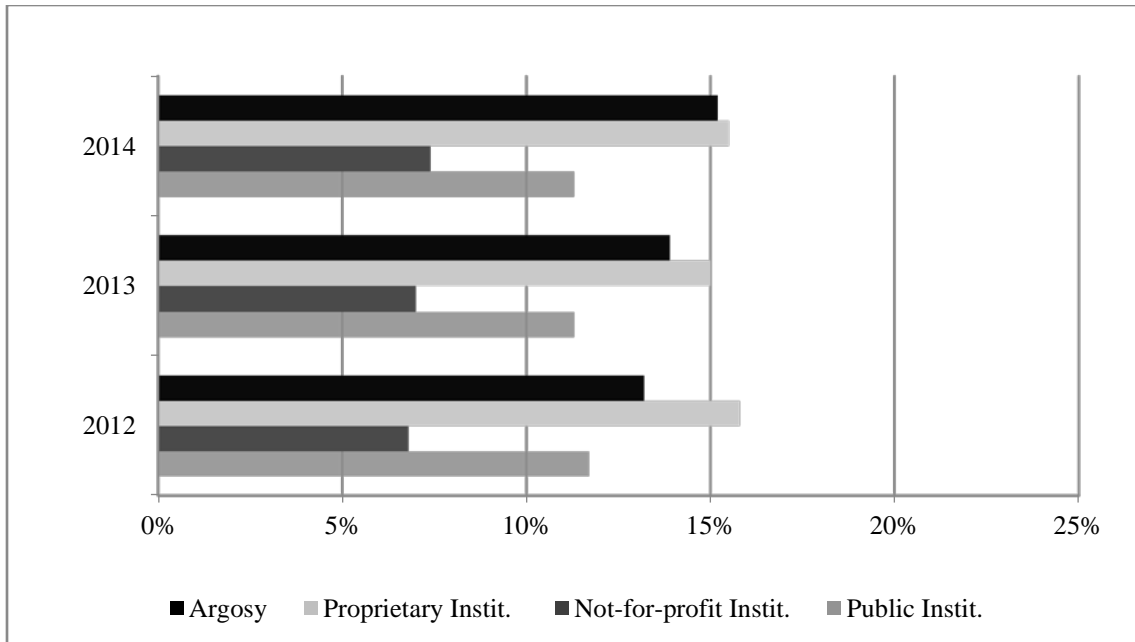
Undergraduate Retention Rate

Argosy University Chicago campus’ 2014-2015 retention rate was 42 percent. The national average retention rate for proprietary institutions in 2014-2015 was 56 percent and the average for comparable Illinois institutions was 60.6 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 NCES.

Undergraduate Completions per 100 FTE

Argosy University Chicago campus’ 2014-2015 completions per 100 full-time equivalent (FTE) enrollment rate was ten. The average among comparable Illinois institutions was 27.4. 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, U.S. Department of Education

Note: Argosy University is a proprietary institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Argosy University was 15.2 percent in 2014, 13.9 percent in 2013, and 13.2 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 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 University's mission is to "develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness." The stated purpose for both the Chicago and Schaumburg campuses includes providing distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace. The proposed programs are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding degree program objectives and curriculum.

DCEH has a four-fold mission, distinct and independent from the mission of DCF. Specifically, DCEH's mission is to create the opportunity for education that is: (1) Accessible – giving every student willing to make the required effort the opportunity to achieve a quality college education; (2) Affordable – lowering net tuition and fees, without sacrificing quality, so the focus is on obtaining an education, not financing an education; (3) Relevant – equipping graduates with relevant, real world skills that lead to meaningful employment; and (4) Purposeful – instilling in graduates a strong ethical moral compass with a passion to serve others.

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: This section included the Bachelor of Science in Information Technology as shown below:

"All applicants to the Associate of Science in Business Administration, Associate of Science in Information Technology, Associate of Arts in Psychology, Bachelor of Arts in Business Administration, Bachelor of Arts in Liberal Arts, Bachelor of Arts in Psychology, Bachelor of Science in Criminal Justice, and Bachelor of Science in Information Technology are expected to meet a stipulated set of requirements including having earned a high school diploma or equivalent and having the ability to demonstrate English language proficiency."

Curriculum: This section should have included the following:

Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology is a 120 hour program with 48 hours of core requirements, 12 hours of electives, 15 hours in one of two concentrations, and 45 hours of general education. The two concentration areas available to program students are Web Development and Computer/Network Security. The curriculum is designed to prepare graduates to seek entry-level employment working with computers, networks, and emerging technologies.

Assessment of Student Learning

The University engages in continual assessment, at both the classroom and institutional levels, to assure that students achieve the desired learning outcomes. The assessment process provides feedback and guidelines to faculty and administration, allowing them to maintain and develop a curriculum that accurately addresses identified competencies and learning goals. The University's assessment system is comprised of multiple methods and various applications within the institution.

The University has developed and applied a comprehensive strategy for the assessment of learning at all of its campuses and sites. Faculty members evaluate student learning from assignments tied to course learning objectives. For each course, the University has designated learning outcomes, rubrics, and evaluative criteria. The University has implemented an effective, streamlined, direct measure of student learning in individual courses. Signature assessments called Learning Assessment System Assignments (LASAs) are developed at key points in the program. LASAs are robust, have breadth and depth, measure higher order competencies, and contribute to 50 percent of the final grade for the course. When designing LASAs, faculty are encouraged to be creative. Assessments take a variety of forms (paper, presentation, videos, survey creation, case study, exam, and/or portfolio), as appropriate to the assignment and the discipline, and application is emphasized. Program and course assessments are also provided by students, faculty, alumni, and employers through various survey instruments. Certain professional degree programs maintain portfolios of student work for assessment and also track students' progress as mandated by state or national accreditation bodies.

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 University has an annual cycle of assessment and planning conducted at the course-, program-, campus-, college-, and institutional-levels in order to ensure achievement of the University mission. As part of the annual cycle, faculty and academic staff conduct annual program reviews in October in which assessment results at the program-level are presented, evaluated, and discussed. Faculty and academic staff also review action plans from the previous year to determine achievement of goals and create new action plans as needed. Assessment results and action plans are embedded in the overall campus Institutional Effectiveness Reviews and are a major component for budgetary and curricular decisions and recommendations. The findings are also integrated into the college reviews in which results are reviewed in consideration of programs as a whole. During the college review, the college dean and associate deans, along with program chairs, examine and discuss whether the assessments have provided meaningful results reflecting student learning, irrespective of the delivery modality. This drives the development of national initiatives for the programs for the following year(s). The University also conducts a multi-year comprehensive program review

for a thorough, long-term, evidence-based analysis of a program in order to understand strengths, identify key areas of improvement, and create a workable plan for achieving the desired improvements. Through their participation in program reviews faculty evaluate the achievement of program outcomes through a variety of indirect and direct data sources to assess program effectiveness.

Indirect measures include data from student exit interviews and student persistence and graduation rates. Noel-Levitz surveys on student satisfaction are also administered every spring to permit the faculty and chairs, as well as non-academic units, to consider that data in the fall program reviews and IERs. End-of-course student evaluations are administered online for all courses at the end of each term. In addition, feedback from alumni surveys, surveys of employers, and advisory boards help ascertain the currency and relevance of programs.

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 University has identified facilities, equipment, and instructional materials that will accommodate the continued operation of all programs. The Argosy University Chicago campus features 15 classrooms (8,396 square feet), six labs (1,794 square feet), a library (2,811 square feet), a student lounge and other amenities, and an administrative/office space to support Admissions, Student Services, Financial Aid, and Career/Alumni functions.

The Argosy University Library Services provides student and faculty access to a wide variety of scholarly resources and information needed for research and study. The Online Library includes a searchable catalog for locating print materials, dissertations, and electronic collections. In addition, it provides administrative support for circulation, 70 subscription databases, journal subscriptions, intercampus loans, acquisitions, and statistical reporting. The University's Chicago campus library houses the book, journal, video collections, and two photocopiers in addition to study space and a computer lab. The Chicago campus library has an Academic Learning Center with eight student computers and space for individual and group tutoring.

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.

Argosy University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction. The University adheres to a faculty credential hiring requirement of a master's degree or higher in the field of instruction for faculty teaching baccalaureate-level courses.

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.

Argosy University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed operating expenditures.

Accreditation/Licensure

The Bachelor of Science in Information Technology does not require specialized accreditation.

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 University's catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the University. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion

The staff concludes that Argosy University and its proposed degree program 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.

