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

Adler University
- PhD in Industrial and Organizational Psychology in the Chicago Region

Concordia University Nebraska
- Operating Authority in the Southwestern Region

Franklin University
- Operating Authority in the Southwestern Region
- Bachelor of Science in Business Administration in the Southwestern Region

Grace College and Seminary
- Operating Authority in the North Suburban Region

The Chicago School of Professional Psychology
- Master of Education in Psychology in the Chicago Region

Proprietary

DeVry University
- Associate of Applied Science in Information Technology and Networking in the Chicago Region
- Associate of Applied Science in Information Technology and Networking in the South Metro Region
- Associate of Applied Science in Information Technology and Networking in the West Suburban Region

- Associate of Applied Science in Software Development in the Chicago Region
- Associate of Applied Science in Software Development in the West Suburban Region
- Bachelor of Science in Information Technology and Networking in the Chicago Region
- Bachelor of Science in Information Technology and Networking in the South Metro Region
- Bachelor of Science in Information Technology and Networking in the West Suburban Region
- Bachelor of Science in Software Development in the Chicago Region
- Bachelor of Science in Software Development in the West Suburban Region

Midwestern Career College
- Associate of Applied Science in Diagnostic Medical Sonography in the Chicago Region
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography in the Chicago Region
- Associate of Applied Science in Surgical Technology in the Chicago Region

University of Phoenix
- Operating Authority in the Chicago Region
- Operating Authority in the North Suburban Region
- Bachelor of Science in Business in the Chicago Region
- Bachelor of Science in Business – Accounting in the Chicago Region
- Bachelor of Science in Business – E-Business in the Chicago Region
- Bachelor of Science in Business – Finance in the Chicago Region
- Bachelor of Science in Business – Human Resource Management in the Chicago Region
- Bachelor of Science in Business – Integrated Supply Chain and Operations Management in the Chicago Region
- Bachelor of Science in Business – Marketing in the Chicago Region
- Bachelor of Science in Business – Organizational Innovation in the Chicago Region
- Bachelor of Science in Business – Public Administration in the Chicago Region
- Bachelor of Science in Criminal Justice Administration in the Chicago Region
- Bachelor of Science in Health Administration – Health Emergency Management in the Chicago Region
- Bachelor of Science in Health Administration – Health Information Systems in the Chicago Region

- Bachelor of Science in Health Administration- Health Management in the Chicago Region
- Bachelor of Science in Health Administration – Long Term Care in the Chicago Region
- Bachelor of Science in Human Services in the Chicago Region
- Bachelor of Science in Information Technology in the Chicago Region
- Bachelor of Science in Information Technology- Business Systems Analysis in the Chicago Region
- Bachelor of Science in Information Technology – Information Systems Security in the Chicago Region
- Bachelor of Science in Information Technology – Multimedia and Visual Communication in the Chicago Region
- Bachelor of Science in Information Technology – Networking and Telecommunications in the Chicago Region
- Bachelor of Science in Information Technology – Software Engineering in the Chicago Region
- Bachelor of Science in Information Technology – Web Development in the Chicago Region
- Bachelor of Science in Management in the Chicago Region
- Master of Business Administration in the Chicago Region
- Master of Information Systems Management in the Chicago Region
- Master of Management in the Chicago 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 eight institutions.

Not-for-Profit Executive Summary

<u>Adler University</u>

- PhD in Industrial and Organizational Psychology

Adler University requests authority to offer a PhD in Industrial and Organizational Psychology in the Chicago Region. The PhD is a post-master's program that prepares students for careers in corporate, consulting, academic, and public sector human capital and human resource work settings. The curriculum is composed of a blend of courses covering information and theories across human motivation, social psychology, cognitive psychology, leadership, and organizational development. The program has a heavy emphasis on evidence-based decision making and provides deep exploration of statistics and research methods to inform fiscally and ethically guided recommendations. Courses in the PhD program will allow for the application of concepts defined within an industrial and organizational psychology master's program. The curriculum of the proposed program consists of 75 semester hours of coursework including a minimum of 12 dissertation hours. 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.

Concordia University Nebraska

- Operating Authority

Concordia University Nebraska requests authorization to operate in the Southwestern Region to offer dual credit classes to Metro-East Lutheran High School in Edwardsville, Illinois. Concordia University Nebraska (the University) is an independent non-profit institution dedicated to the Christ-centered education of equipping men and women for lives of learning, service, and leadership in the church and world. Concordia University Nebraska was founded by the Lutheran Church-Missouri Synod in 1894. Concordia University Nebraska initiated its dual credit program in the 1980's with two Lutheran high schools with historical connections to the University. In 2008, the University expanded its dual credit offerings to five other high schools affiliated with the Lutheran Church-Missouri Synod. Concordia University Nebraska's dual credit program is in 15 Lutheran high schools in ten states and another four non-Lutheran high schools in Nebraska. With this application, the University is seeking authorization to operate and offer dual credit courses in the Southwestern Region at Metro-East Lutheran High School. Concordia University Nebraska has sufficient library, technology, staff, and financial resources in place to support the proposed dual credit program.

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

Franklin University

- Operating Authority
- Bachelor of Science in Business Administration

Franklin University (the University) requests authority to operate and offer a Bachelor of Science in Business Administration in the Southwestern Region. The degree program offered through Franklin University in coordination with the Illinois Eastern Community Colleges would result in a 124 semester credit hour degree in Business Administration. This degree would build on foundational business courses offered by the partner community college and would include quantitative and qualitative methods for decision-making, management skills, business and professional writing, and critical communication and technology skills.   The upper division coursework, offered by the University, would focus on the following concepts that are integrated throughout the program: ethics in action; current management issues; global business perspectives; conflict and change management; and personal and professional management development. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. 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 C.

Grace College and Seminary

- Operating Authority

Grace College and Seminary (the College) requests authorization to operate in the North Suburban Region. With this application, the College is seeking authorization to operate in the North Suburban region to offer coursework connected to their Center for Korean Studies. The objective of the College is to establish a convenient, affordable, and accessible location to offer elective courses to Korean-speaking students in the North Suburban region seeking the Doctor of Intercultural Studies degree. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The Chicago School of Professional Psychology

- Master of Education in Psychology

The Chicago School of Professional Psychology requests authorization to offer a Master of Education in Psychology in the Chicago Region. The proposed program is a non-terminal degree that is awarded to students who successfully complete the first year of study in the Education Specialist in School Psychology Program. The degree provides candidates with an orientation to the profession of school psychology, and an understanding of how to use assessment and data collection techniques to implement and evaluate individual and school-wide interventions. The program provides a foundational education in the principles of educational assessment and measurement in preparation for the continuing education of the student in School Psychology. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The institution has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

Proprietary Executive Summary

DeVry University

- Associate of Applied Science in Information Technology and Networking

DeVry University (the University) requests authorization to offer the Associate of Applied Science in Information Technology and Networking in the Chicago, South Metro, and West Suburban regions. The proposed program requires the completion of 60 semester credit hours and will replace DeVry's current Network Systems Administration associate degree program. The new program will contain an enhanced curriculum featuring an information technology and networking core preparing students for broader, in-demand careers in the area of information technology. Students will have the opportunity to pursue two specialized tracks: Cisco Networking Fundamentals and Networking Fundamentals. This program will be offered in onsite, blended, and online modalities. 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.

- Associate of Applied Science in Software Development

DeVry University requests authorization to offer the Associate of Applied Science in Software Development in the Chicago and West Suburban regions. The proposed program will provide students with the techniques and tools necessary to systematically support the development, validation and quality of software products. The knowledge of computing and mathematics appropriate to the development of software products is employed, as well as the professional, ethical, security, and social issues and responsibilities associated with the development and utilization of software systems. The program requires completion of 60 credit hours including programming and development courses with lab components and networking and security courses. 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.

- Bachelor of Science in Information Technology and Networking

DeVry University requests authorization to offer the Bachelor of Science in Information Technology and Networking in the Chicago, South Metro, and West Suburban regions. The proposed program requires the completion of 120 semester credit hours and will replace the current Network and Communications Management bachelor's degree program. The new program will contain an enhanced curriculum featuring an information technology and networking core preparing students for in-demand careers in the area of Information Technology and even emerging areas such as cloud computing, internet of things, and cybersecurity. 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.

- Bachelor of Science in Software Development

DeVry University requests authorization to offer the Bachelor of Science in Software Development in the Chicago and West Suburban regions. The proposed program is 120 semester-credit hours. Students select one of four specializations: big data/analytics; software design and programming; and web and mobile application development. Students are also required to complete a two-course sequence senior project, which provides them with the opportunity to integrate concepts and skills learned throughout the program. 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 F.

Midwestern Career College

- Associate of Applied Science in Diagnostic Medical Sonography

Midwestern Career College (the College) requests authorization to offer an Associate of Applied Science in Diagnostic Medical Sonography in the Chicago Region. The program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Diagnostic Medical Sonography field. The Diagnostic Medical

Sonographer utilizes medical ultrasound techniques to gather sonographic data in diagnosis and treatment of variety of diseases and medical conditions. The program is 66 semester hours, including 18 hours of general education courses and 48 hours of core courses. Students work under the supervision of a physician and are trained to acquire clinical skills including obtaining, reviewing, and integrating patient histories and data; patient instruction and care; anatomic, physiologic, and pathologic data recording; sonographic data processing; sonography equipment operation; and professional standards and ethics. The program is accredited by the institution's accrediting body, the Council on Occupational Education and the American Registry of Radiologic Technologists. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instructions. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Non-Invasive Cardiovascular Sonography

Midwestern Career College requests authorization to offer an Associate of Applied Science in Non-Invasive Cardiovascular Sonography program in the Chicago Region. The program prepares students to perform noninvasive and peripheral examinations of the cardiovascular system at the request of physicians to aid in diagnoses and therapeutic treatments. Students are required to complete a 65 semester credit hour curriculum, including 18 credit hours of general education courses. The program is accredited by the institution's accrediting body, the Council on Occupational Education. Upon completion of the first term of the program, students are eligible for the National Certification to become Certified Cardiographic Technician through the Cardiovascular Credentialing International Registry. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instructions. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Surgical Technology

Midwestern Career College requests authorization to offer an Associate of Applied Science in Surgical Technology in the Chicago Region. The Associate of Applied Science in Surgical Technology prepares students with the knowledge and skills to work as surgical technologists in several clinical specialties such as general, orthopedic, cardiovascular, and thoracic. Students are required to complete a 69 semester credit hour curriculum, including 15 credit hours of general education. The program will prepare students to sit for the Tech in Surgery Examination – Certified TS-C National certification examination through the National Center for Competency Testing. Midwestern Career College will seek programmatic accreditation through the Commission on Accreditation of Allied Health Education Programs for the program. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instructions. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

University of Phoenix

- Operating Authority

The University of Phoenix (the University) requests authorization to operate in the Chicago and North Suburban regions. The University was approved by the Illinois Board of Higher Education and granted operating authority on October 2, 2001. The University's parent company,

Apollo Education Group, has recently undergone 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, but rather it has changed hands and is now a privately held corporation. The University is in the last stages of closing its North Suburban campus with teach-out nearly complete. The new ownership corporation intends that operations will continue at the previously-approved Chicago location. The proposed degree programs have all been previously approved by the Board and either have continuous enrollment or are in the process of being phased-down.

- Bachelor of Science in Business

The University of Phoenix requests authorization to offer the Bachelor of Science in Business in the Chicago region. The proposed program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The 120 credit hour program will offer Board-approved concentrations in the following areas: Accounting; Finance; Human Resource Management; Marketing; and Public Administration. Concentrations in E-Business, Integrated Supply Chain and Operations Management and Organizational Innovation are being phased down. New authorities are being sought for degrees with these concentrations to ensure compliance during the teach-out period. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Bachelor of Science in Criminal Justice Administration

The University of Phoenix requests authorization to offer the Bachelor of Science in Criminal Justice Administration in the Chicago region. The proposed program is 120 credit hours and will provide students with a foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections, and then advance to concentrations related to specific areas of criminal justice. Students enrolling in this degree program have the option of a concentration in the following areas: Human Services; Institutional Healthcare; and Management. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Bachelor of Science in Health Administration

The University of Phoenix requests authorization to offer the Bachelor of Science in Health Administration in the Chicago region. The proposed program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The 120 credit hour curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. The program will offer Board-approved concentrations in the following areas: Emergency Management; Health Information Systems; Health Management; and Long Term Care. There are policies in place to ensure faculty members

possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Bachelor of Science in Human Services

The University of Phoenix requests authorization to offer the Bachelor of Science in Human Services in the Chicago region. The proposed program is 120 credit hours and draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed to provide students with experience as service providers in a range of human service settings in both private and public sectors. Students enrolling in this degree program have the option of the following concentrations: Addictions; Family and Child Services; Gerontology; and Management. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Bachelor of Science in Information Technology

The University of Phoenix requests authorization to offer the Bachelor of Science in Information Technology in the Chicago region. The proposed program will prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, web technologies and application development, implementation and maintenance. The 120 credit hour program will offer Board-approved concentrations in the following areas: Business Systems Analysis; Information Systems Security; Multimedia and Visual Communication; Networking and Telecommunications; Software Engineering; and Web Development. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought. Concentrations in Multimedia/Visual Communication and Networking/Telecommunications are being phased down; new authorities are being sought for degrees with these concentrations to ensure compliance during the teach-out period. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Science in Management

The University of Phoenix requests authorization to offer the Bachelor of Science in Management in the Chicago region. The 120 credit hour program allows for a concentration in the Manufacturing Sector which focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization's operations and supply chain. In addition to courses in the foundation and courses specific to manufacturing, the degree concentration has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place

to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Master of Business Administration

The University of Phoenix requests authorization to offer the Master of Business Administration in the Chicago region. The proposed program is a 36 semester credit hour program that prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. Students enrolling in this degree program have the option of the following concentrations: Global Management or Technology Management. If a student elects to add either concentration the total program hours would rise to 51 credit hours. The Global Management concentration is designed for students who want to expand business cross-border or manage within a multi-national organization. The Technology Management concentration is designed for students who want to expand their use of technology to solve business opportunities and students currently working in non-management roles within technical organizations seeking to develop their management skills. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Master of Information Systems and Management

The University of Phoenix requests authorization to offer the Master of Information Systems and Management in the Chicago region. The proposed program is a 39 semester credit hour program that focuses on the application of information systems theory and principles to address real world business opportunities and challenges. The Management portion of the curriculum is focused on the acquisition of information technology theory and the application of theory and practice to real world business opportunities and challenges. This program is being phased down. New authorities are required to ensure compliance during the teach-out period. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

- Master of Management

The University of Phoenix requests authorization to offer the Master of Management in the Chicago region. The proposed program is a 39 semester credit hour program designed to enhance the management skills graduates need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organizational design, and managing in a cross-cultural environment. This program is being phased down. New authorities are required to ensure compliance during the teach-out period. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the

proposed program. This program is currently being offered by the University, which has non-transferable approval granted by the IBHE. New approval to be held by the new owners is currently sought.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Adler University Authorization to Grant the PhD in Industrial and Organizational Psychology 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 Concordia University Nebraska Authorization to Operate in the Southwestern 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 Franklin University Authorization to Operate and Grant the Bachelor of Science in Business Administration in the Southwestern 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 Grace College and Seminary Authorization to Operate 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to The Chicago School of Professional Psychology Authorization to Grant the Master of Education in Psychology 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.

The Illinois Board of Higher Education hereby grants to DeVry University Authorization to Grant the Associate of Applied Science in Information Technology and Networking and the Bachelor of Science in Information Technology and Networking in the Chicago, South Metro and West Suburban Regions 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 Board also grants DeVry University Authorization to Grant the Associate of Applied Science in Software Development and the Bachelor of Science in Software Development in the Chicago and West Suburban Regions 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 Midwestern Career College Authorization to Grant the Associate of Applied Science in Diagnostic Medical Sonography, the Associate of Applied Science in Non-Invasive Cardiovascular Sonography, and the Associate of Applied Science in Surgical 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.

The Illinois Board of Higher Education hereby grants to the University of Phoenix Authorization to Operate in the Chicago and North Suburban Regions. The Board also Authorizes the institution to Grant the Bachelor of Science in Business, the Bachelor of Science in Business – Accounting, the Bachelor of Science in Business – E-Business, the Bachelor of Science in Business – Finance, the Bachelor of Science in Business – Human Resource Management, the Bachelor of Science in Business – Integrated Supply Chain and Operations Management, the Bachelor of Science in Business – Marketing, the Bachelor of Science in Business – Organizational Innovation, the Bachelor of Science in Business – Public Administration, the Bachelor of Science in Criminal Justice Administration, the Bachelor of Science in Health Administration – Emergency Management, the Bachelor of Science in Health Administration – Health Information Systems, the Bachelor of Science in Health Administration- Health Management, the Bachelor of Science in Health Administration – Long Term Care, the Bachelor of Science in Human Services, the Bachelor of Science in Information Technology, the Bachelor of Science in Information Technology- Business Systems Analysis, the Bachelor of Science in Information Technology – Information Systems Security, the Bachelor of Science in Information Technology – Multimedia and Visual Communication, the Bachelor of Science in Information Technology – Networking and Telecommunications, the Bachelor of Science in Information Technology – Software Engineering, the Bachelor of Science in Information Technology – Web Development, the Bachelor of Science in Management, the Master of Business Administration, the Master of Information Systems Management, and the Master of Management 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.

Adler University
17 North Dearborn
Chicago, Illinois 60602
President: Dr. Raymond E. Crossman

Proposed Program Title in the Region of Authorization: PhD in Industrial and Organizational Psychology in the Chicago Region

> *Projected Enrollment:* Adler University projects enrollment of 30 students in the first year, increasing to 90 students by the fifth year of the program.

Institutional Accreditation: Adler University has been continuously accredited by the Higher Learning Commission since 1978.
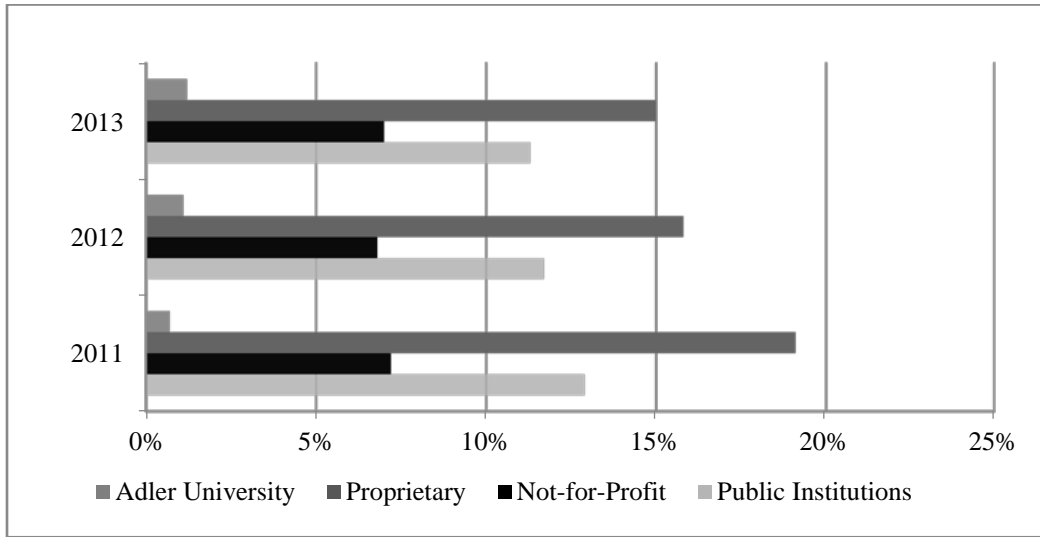
Background and History

Adler University (Adler or the University) is a private, independent, not-for-profit institution founded in Chicago in 1952. The institution is named after Alfred Adler, a community psychologist whose work pioneered attention to community life, prevention, and population health. It was established by Rudolf Dreikurs as the Institute of Adlerian Psychology. In 1991 the name changed to Adler School of Professional Psychology, offering courses and programs to support community health and well-being. The institution changed its name to Adler University in 2015 to reflect the expansion into other academic disciplines beyond psychology – Criminology, Public Policy, and Family Therapy. Adler University currently offers 20 graduate-level programs enrolling more than 1,200 students at campuses in Chicago, Illinois, Vancouver, British Columbia, and online. With this application, the University seeks to offer a PhD in Industrial and Organizational Psychology.

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.

Three Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics, U.S. Department of Education
Note: Adler 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 Adler University was 1.2 percent in 2013, 1.1 percent in 2012 and 0.7 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private non-profit institutions; and 15.0 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)(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 University's mission is to: (1) prepare socially responsible practitioners who are effective personal and social change agents; (2) engage and strengthen communities through partnerships and service; and (3) promote social justice to advance the development of individuals and communities. The proposed program is consistent with the mission, goals, and objectives of

the University and its campuses. The requested degree title is congruent with the corresponding 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

To be qualified for admission to the proposed program, applicants must have a master's degree from a regionally accredited college or university. All candidates for admission must also have a cumulative grade point average of 3.0 or higher on a 4.0 scale for previous graduate-level coursework. Applicants are required to attend an interview with a faculty member and must submit two letters of recommendation and a writing sample. Applicants are expected to have adequate coursework in organizational theory, research methods, statistics, organizational development, and talent management. Applicants who did not graduate from Adler University's Master of Arts in Industrial and Organizational Psychology or an equivalent program will be assessed to determine whether they have adequate coursework in related master's level course areas, with a letter grade of B or better, and whether they need to complete additional master's level courses prior to beginning the doctoral program.

Curriculum

The proposed degree is a post-master's program that prepares students for careers in corporate, consulting, academic, and public sector human capital and human resource work settings. The curriculum is composed of a blend of courses covering information and theories across human motivation, social psychology, cognitive psychology, leadership, and organizational development. The program has a heavy emphasis on evidence-based decision making and provides deep exploration of statistics and research methods to inform fiscally and ethically guided recommendations. Courses in the PhD program will allow for the application of concepts defined within an industrial and organizational psychology master's program. The curriculum consists of 75 semester hours of coursework including a minimum of 12 dissertation hours. The degree program will be delivered entirely online.

Assessment of Student Learning

Core faculty in the Industrial and Organizational Psychology program have primary responsibility for deciding program learning objectives and for evaluating students' achievements toward those outcomes as an effort to ensure that students become prepared for advanced-level positions in fields relevant to industrial and organizational psychology. Examples of means to assess learning outcomes include, but are not limited to, faculty ratings of students' performance through examinations; faculty referrals to the student review committee; and faculty ratings of individual student performance through course rubric evaluations.

Further, the PhD in Industrial and Organizational Psychology includes two required assessments and one optional assessment: doctoral qualifying exams and a dissertation as well as an optional assessment, and a portfolio submission. The University utilizes the Student Learning Outcomes Assessment Program (SLOAP) for a broader institutional review process to assess student learning objectives and instructional effectiveness. Upon completion of the assessment, the Student Learning Committee in conjunction with department chairs issues review of findings

of the assessment report annually, which the institution uses to measure quality and effectiveness of instructions. Programs and the University also evaluate students' overall experiences through the Noel-Levitz Adult Student Priorities Survey.

Program Assessment

The University has established policies for program assessment. Each program at the University conducts comprehensive program reviews periodically in order to examine data related to students' acquisition of competencies. The program review process utilizes data to assess enrollment trends, graduation and retention rates, as well as employment placement of graduates. The program review findings are submitted to the Vice President of Academic Affairs and presented to the University's Board of Trustees who in turn will assess the program in relation to other programs in the University to ensure that the commitment to mission fit, quality of faculty, student resources, and funding for further development of the program are met. To triangulate quality of the program review process, external reviewers are invited to examine the data and provide feedback to program faculty in regards to curriculum, program effectiveness, market relevancy, and improvement measures. Program review reports are posted on the University website to inform students, potential applicants, and the public about the performance of the 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 a total of approximately 100,000 square feet of space, including 27 classrooms (14,000 square feet), one lab (1,200 square feet), one library (4,000 square feet), and 136 office spaces for administration and faculty. The classrooms are equipped with Smartboards and high definition audio/visual equipment is available for individual or group recording, viewing, or video-conferencing.

The Harold and Birdie Mosak Library at the Chicago Campus has adequate resources for students, faculty, and community affiliates that make use of academic resources for research and curricular needs. Adler libraries are a governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI). The libraries are also a member of the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. Governing membership provides 14 discounted or subsidized database subscriptions, 150,000 freely available digital images, and perpetual access to a substantial body of electronic journals, e-books, and 1.5 million pages of material from member institutions' collections. The Chicago library print collection has approximately 14,000 circulating volumes, over 100 print journal titles, and more than 880 instructional audiovisual materials.

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

University also has established policies for faculty evaluation and feedback process to improve student learning outcomes.

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 five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the third year of operation.

Accreditation/Licensure

Specialized accreditation is not required for this program. The profession of Industrial and Organizational Psychology does not require professional 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 application provide information regarding the University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion

The staff concludes that Adler 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.

Concordia University Nebraska
800 North Columbia Avenue
Seward, NE 68434
President: Rev. Dr. Brian L. Friedrich

Seeking Operating Authority: Southwestern Region

Institutional Accreditation: Concordia University Nebraska is regionally accredited by the Higher Learning Commission.
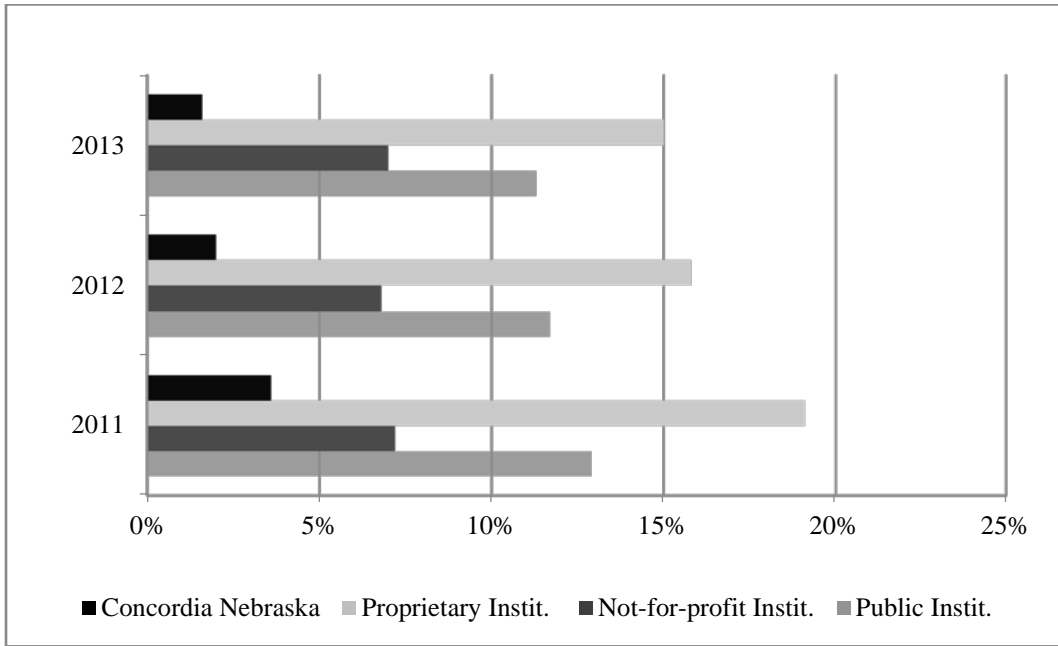
Background and History

Concordia University Nebraska (the University) is an independent non-profit institution dedicated to the Christ-centered education of equipping men and women for lives of learning, service, and leadership in the church and world. Concordia University Nebraska was founded by the Lutheran Church-Missouri Synod in 1894. Concordia University Nebraska initiated its dual credit program in the 1980's with two Lutheran high schools with historical connections to the University. In 2008, the University expanded its dual credit offerings to five other high schools affiliated with the Lutheran Church-Missouri Synod. Concordia University Nebraska's dual credit program is in 15 Lutheran high schools in ten states and another four non-Lutheran high schools in Nebraska. With this application, the University is seeking authorization to operate and offer dual credit courses in the Southwestern Region at Metro-East Lutheran High School.

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, U.S. Department of Education
Note: Concordia University Nebraska 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 Concordia University Nebraska was 1.6 percent in 2013, 2.0 percent in 2012, and 3.6 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate-related comparison data is not provided because the University will not be offering degree programs.

Mission and Objectives

Criterion 1030.60(a) (2) provides that the objectives for the degree program must be consistent with what the degree program title 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 dual credit program is in alignment with the overall mission of the University. The proposed dual credit program is consistent with the mission, goals, and objectives of Concordia University Nebraska.

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 dual credit program must be a junior or senior in high school and are required to have at least a 3.0 cumulative GPA. Students with less than a 3.0 cumulative GPA, but at least a 2.5 GPA, are eligible for participation with a letter of recommendation from their principal or counselor. High school sophomores can be considered for enrollment only if their participation in the dual credit class is the result of successful performance in any prerequisite course(s). All applicants must complete the online application for admission and the course registration forms.

Curriculum

Concordia University Nebraska proposes to offer dual credit courses to Metro-East Lutheran High School in Edwardsville, Illinois. Concordia University Nebraska does not have plans to offer degrees in the State of Illinois.

Assessment of Student Learning

The College has a standard process for assessing its dual credit programs. The main campus assigns institutional liaison professors to the dual credit adjuncts. Each adjunct is responsible for developing formative and summative assessments which are monitored by the campus liaison professor. All results are compiled at the end of the course and submitted to the director. Students evaluate the instructor at the end of the course and graduates of the program are also surveyed. The dual credit program offers professional development opportunities for the high school instructors through Concordia University Nebraska.

Program Assessment

The College has established institutional policies and structures for continuous evaluation and improvement. The director of Concordia dual credit is in charge of conducting an ongoing evaluation of student performance and institutional effectiveness. Program and faculty evaluations are administered and shared with the various stakeholders to make improvements to the program. The program director monitors all of the student learning assessment measures based on the learning outcomes identified for each course.

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.

Concordia University Nebraska will teach the dual credit courses at Metro-East Lutheran High School located at 6305 Center Grove Road, Edwardsville, Illinois. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. The technology program at Metro-East Lutheran includes 60 desktop computers, 30 laptop computers, 18 classroom projectors, and 22 Apple TVs. All students and faculty have their own iPad, and the school also employs a full-time IT support person.

The Metro-East Lutheran High School library contains 5,400 volumes and has adequate computer and online resources to make convenient use of Concordia University Nebraska's Link Library resources. Concordia University Nebraska's library provides direct access to 52 online databases that provide both general and subject-specific research resources, including journal articles, electronic reference books, documentary videos, charts, images and other types of information.

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.

Concordia University Nebraska has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. 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 from the first year of operation.

Accreditation/Licensure

No specialized accreditation 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.

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

Staff Conclusion

The staff concludes that Concordia University Nebraska 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.

Franklin University
201 South Grant Avenue
Columbus, OH 43215
President: Dr. David Decker

Seeking Operating Authority: Southwestern Region

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business Administration in the Southwestern Region

> *Projected Enrollments:* Franklin University projects 12 students in the first year rising to 36 by the fifth year.

Institutional Accreditation: Franklin University is regionally accredited by the Higher Learning Commission.
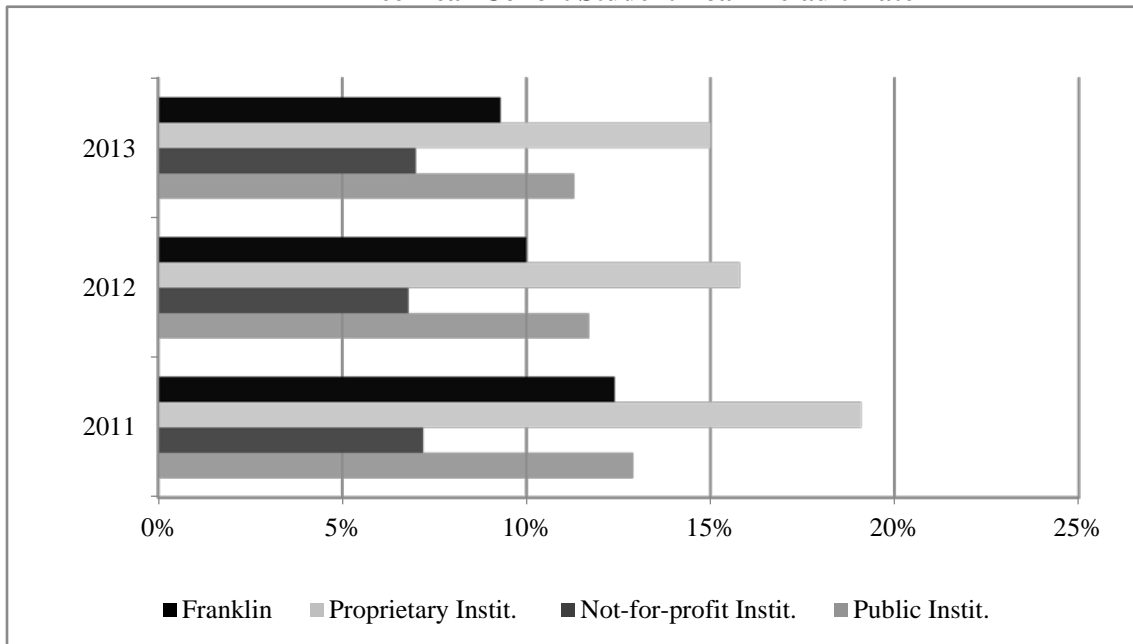
Background and History

Franklin University (the University) was established in 1902 as a YMCA School of Commerce and was renamed Franklin University in 1933. In alignment with the University's mission, the Community College Alliance was developed in 1998 allowing Franklin University to partner with numerous community colleges across the country. These partnerships have continued to provide pathways for students to earn a baccalaureate degree while remaining on their respective community college campuses. With this application, Franklin University is seeking authorization to operate in the Southwestern region through an agreement with Illinois Eastern Community Colleges. The University will be offering the Bachelor of Science in Business Administration on-site at partner community colleges.

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, U.S. Department of Education
Note: Franklin 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 Franklin University was 9.3 percent in 2013, 10.0 percent in 2012 and 12.4 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

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

Mission and Objectives

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

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

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

Curriculum/Assessment

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

Franklin University has an open enrollment policy which aligns with its mission as a student-centered, nonprofit, independent institution that provides quality education to the broadest possible learning community. Admission to the University requires students meeting at least one of the following criteria: proof of official documentation of completion from either an accredited high school or an equivalent or having an associate's, bachelor's or master's degree from a regionally accredited institution.

Curriculum

The degree program offered through Franklin University in coordination with the Illinois Eastern Community Colleges would result in a 124 semester credit hour degree in Business Administration. This degree would build on foundational business courses offered by the partner community college and would include quantitative and qualitative methods for decision-making, management skills, business and professional writing, and critical communication and technology skills. The upper-division coursework, offered by the University, would focus on the following concepts that are integrated throughout the program: ethics in action; current management issues; global business perspectives; conflict and change management; and personal and professional management development. This program will be offered on-ground with the option of some online coursework.

Assessment of Student Learning

Franklin University has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program to ensure alignment with established student learning outcomes. Direct assessment of student learning takes many forms including group projects, research papers, and quizzes/tests and a capstone examination. The program has identified key assignments and examinations to align with the program competencies and to benchmark nationally. Indirect assessments include: student evaluations of faculty and courses; feedback from the program advisory board; and feedback from faculty on an annual basis.

Program Assessment

Franklin University's Business Administration program has developed an assessment plan to ensure that program outcomes are measured and that measured results can be analyzed for changes and improvements in the program. Program outcomes assessment is presented in two ways. First, results are presented in annual outcomes assessment results reporting which is posted publicly to the Franklin University website each fall. The second is through the biennial program review in which the Program Chair examines program results over time and reviews the currency and relevancy of the program. Findings from assessment activities are used to make targeted changes to existing academic programs and courses.

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 utilize existing classroom space and computer resources at the Illinois Eastern Community Colleges. Adequate technical support is also readily available. Franklin University's library has a wide array of online resources and full services for delivering books and articles to students. The University has an extensive collection of online, full-text databases available to their students.

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 University's business programs have been granted specialized accreditation by the International Assembly for Collegiate Business Education (IACBE), a specialized accreditor for business programs. The Bachelor of Science in Business Administration program is currently accredited by IACBE.

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

Grace College and Seminary
200 Seminary Drive
Winona Lake, IN 46590
President: Dr. William Katip

Seeking Operating Authority: North Suburban Region

Institutional Accreditation: Grace College and Seminary is regionally accredited by the Higher Learning Commission. The College's programs also have specialized accreditation by the Association of Theological Schools (ATS).
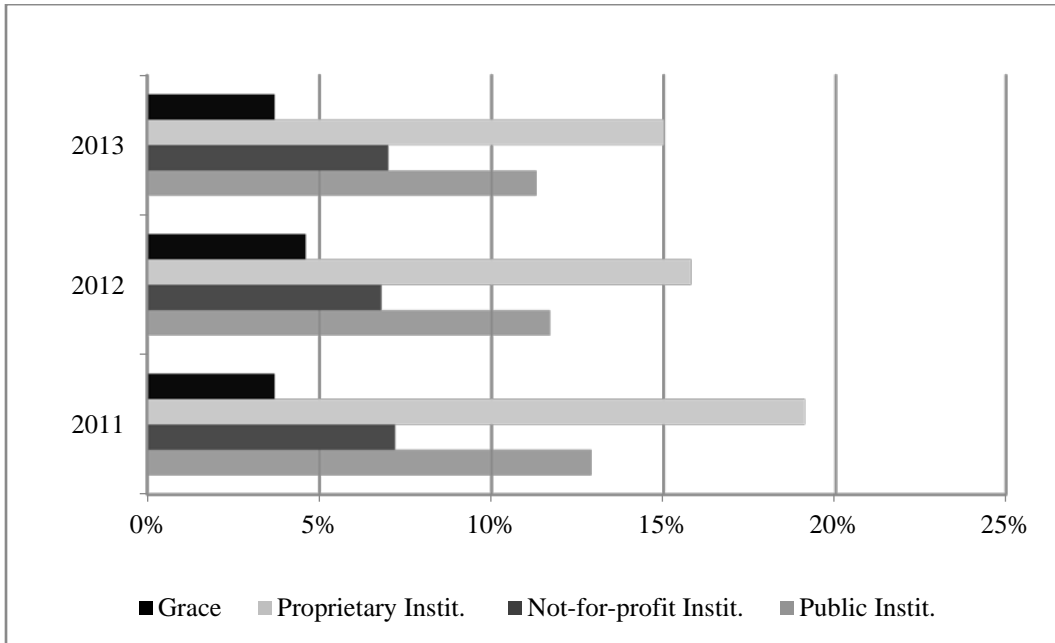
Background and History

Grace College and Seminary (the College) is an independent non-profit institution based in Indiana and affiliated with the Fellowship of Grace Brethren Churches. Grace Theological Seminary was founded in 1937 and the College was established eleven years later in 1948. With this application, the College is seeking authorization to operate in the North Suburban region to offer coursework connected to their Center for Korean Studies. The objective of the College is to establish a convenient, affordable, and accessible location to offer elective courses to Korean-speaking students in the North Suburban region seeking the Doctor of Intercultural Studies (DIS) degree. To achieve this objective, alternating elective courses will be offered each year. There is no plan to offer a degrees at this location. Staff and student services as well as library resources will continue to be provided by the main Winona Lake, Indiana, campus.

Institutional Data

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

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

Three Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics, U.S. Department of Education
Note: Grace College is a not-for-profit institution.
A lower number is a positive indicator.

Student Loan Default Rate

     The three-year student loan default rate for Grace College was 3.7 percent in 2013, 4.6 percent in 2012 and 3.7 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

     Undergraduate-related comparison data is not provided because the College will not be offering degree programs.

Mission and Objectives

Criterion 1030.60(a) (2) provides that the objectives for the degree program must be consistent with what the degree program title 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 coursework is in alignment with the overall mission of the College. The proposed activity connected with the Center for Korean Studies is consistent with the mission, goals, and objectives of Grace College.

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

Grace College and Seminary is planning to offer elective courses for the Doctor of Intercultural Studies program at the proposed North Suburban location. To be eligible for consideration for the DIS program, an applicant must have obtained a Master of Divinity degree or its equivalent from an approved institution as determined by the DIS Committee. A minimum cumulative grade point average of 3.0 in his/her previous academic work is required. A limited number of students may be admitted under academic restriction by action of the DIS Committee but they must maintain the grade point average required for candidacy to continue in the program. Prospective students will also provide a written statement of five to eight pages, including their conversion experience, their call to ministry, their philosophy of ministry, an assessment of personal strengths and weaknesses, and their objectives in pursuing a DIS degree. A resume of all previous positions in Christian ministry will also be required.

Curriculum

Upon approval of operating authority, Grace College and Seminary proposes to offer a series of elective courses for the DIS program but may add additional courses from other institutional programs. The College is not planning to develop degree programs at this site, but will instead utilize the location to offer on-site intensive coursework for program students. Program attendance requires residency on the Winona Lake campus of Grace College and Seminary consisting of four required courses. Students complete two additional required courses online through the College and choose four elective courses, either on campus or at Grace's approved course offering site in Seoul, South Korea.

Assessment of Student Learning

The College has a standard process for assessing student learning within programs. Program faculty develop student learning outcomes and utilize a variety of formative and summative assessment tools to analyze student progress.

Program Assessment

The College has established institutional policies and structures for continuous evaluation and improvement. Faculty and program evaluation processes are in place in alignment with institutional standard practice.

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 is partnering with Alliance Fellowship Church, which will serve as the course location site. Each course offering will require the use of one main classroom that can accommodate up to 50 students. Two other classrooms can accommodate 100 students and 25 students respectively. The classrooms are furnished with educational equipment such as white board, amplified sound system with microphones, video projector and projection screen, along with chairs and tables. Online library resources will be available to all students taking courses at the North Suburban teaching site. Morgan Library resources on the main Winona Lake, Indiana campus include 118,853 print volumes, 144,179 e-books, 44,283 e-journal titles, 35,859 streaming videos, and 88 computerized databases. Online databases include Gale's Virtual Reference Library, Oxford Reference, PscyArticles, SAGE Journals, and EBSCO Academic Search Premier.

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.

Grace College and Seminary has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College 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 College has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the first year of operation.

Accreditation/Licensure

Seminary programs at Grace College and Seminary have specialized accreditation by ATS.

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 the College's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

   The staff concludes that Grace College and Seminary 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.

The Chicago School of Professional Psychology
325 North Wells Street
Chicago, IL 60654
President: Dr. Michele Nealon-Woods

Proposed Program Title in the Region of Authorization: Master of Education (M.Ed.) in Psychology in the Chicago Region

> *Projected Enrollments*: The Chicago School of Professional Psychology projects enrollment of 54 students in the first year, increasing to 61 by the fifth year of the program.

Institutional Accreditation: The Chicago School of Professional Psychology (the School) is regionally accredited by the Senior Colleges and Universities Commission of the Western Association of Schools and Colleges (WASC). The School was accredited by the Higher Learning Commission (HLC) beginning in 1984, but resigned its affiliation with HLC in 2012 to join WASC after institutional reorganization resulted in the headquarters being located in California rather than an HLC state. The School's Illinois location is a branch campus of a system whose main campus is The Chicago School of Professional Psychology at Los Angeles.
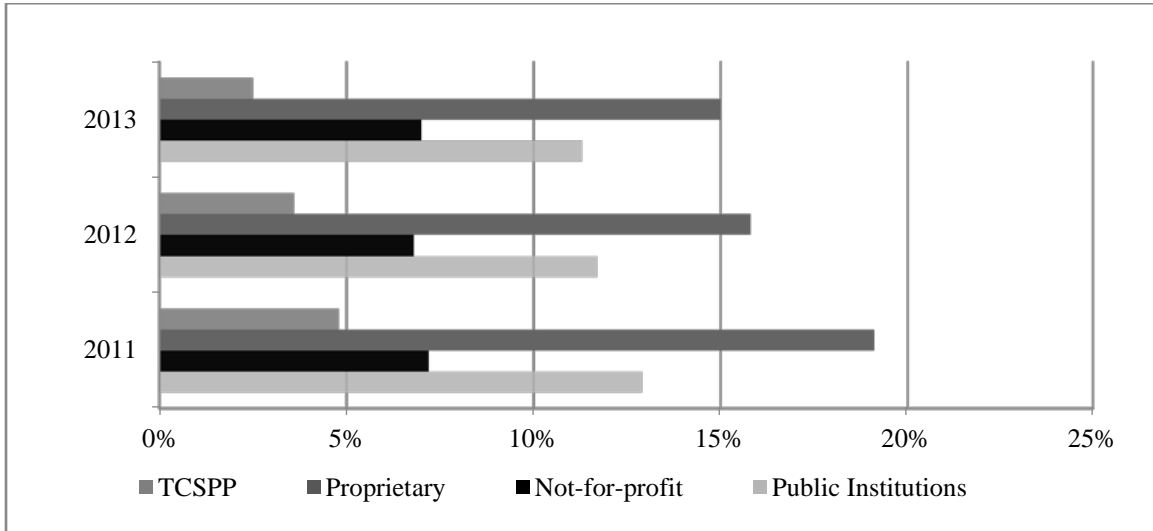
Background and History

The Chicago School of Professional Psychology is a not-for-profit institution operating campuses in Illinois, California, Wisconsin, and Washington, D.C., as well as online programs serving students across the country. A group of psychologists and educators established the School in 1979 with a commitment to offer professional training to psychologists in a nonprofit setting. In 1985, the School was made a Full Member of the National Council of Schools and Programs of Professional Psychology. The School has more than 4,300 students and currently offers more than 20 degree programs. All of its degree programs are in psychology and related behavioral sciences.

The proposed Master of Education (M.Ed.) in Psychology program will be awarded to students upon completion of the first year (30 credits) of the approved Education Specialist (Ed.S.) in School Psychology program. The Ed.S. in School Psychology program is approved by the National Association of School Psychologists (NASP). The M.Ed. in Psychology will not be seeking separate approval from NASP because masters-level programs do not qualify for NASP accreditation.

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.

Three Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics, U.S. Department of Education
Note: The Chicago School of Professional Psychology 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 the School was 2.5 percent in 2013, 3.6 percent in 2012, and 4.8 in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate data fields are not included because the institution offers only graduate programs 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 imply. Criterion 1030.60(a) (2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is in alignment with the overall mission of the School. The proposed program is consistent with the mission, goals, and objectives of the School. The requested degree title is congruent with the corresponding 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

To be qualified for admission to the M.Ed. in Psychology, applicants must have a baccalaureate degree from a regionally accredited institution with an undergraduate GPA of 3.2 or higher. The following materials will also be considered when making admissions decisions: resume or curriculum vitae; official transcripts; admission essay; three letters of recommendation; GRE score; and an application fee. In terms of prerequisite coursework, applicants must have earned a C or better in a psychology course and in either statistics or research methods course. Students may transfer no more than 12 hours from a regionally accredited degree-granting school upon approval by the department chair or designee.

Curriculum

The Master of Education in Psychology is a non-terminal degree awarded to students who successfully complete the first year of study in the Ed.S. in School Psychology Program. The degree provides candidates with an orientation to the profession of school psychology and an understanding of how to use assessment and data collection techniques to implement and evaluate individual and school-wide interventions. The program provides a foundational education in the principles of educational assessment and measurement in preparation for the continuing education of the student in School Psychology within the framework of the Ed.S. in School Psychology Program.

The proposed M.Ed. in Psychology program will be awarded to students upon completion of the first year (30 credits) of the approved Ed.S. in School Psychology program. Students are not eligible for licensure as a school psychologist until the completion of the Ed.S. in School Psychology degree.

Assessment of Student Learning

Students will be evaluated throughout the program to determine their progress toward expected competencies for school psychologists. Some of the assessment tools that will be used are course-based work samples, competency exams, and other course assignments. Students in the M.Ed. in Psychology program are required to complete 120 hours of Service Learning in a service learning site approved by the department's director of Applied Professional Practice. Consistent with institutional practice, the School Psychology department will use programmatic student learning assessment plans to monitor and improve students' educational experience. Data are gathered through formative evaluation of course-based work samples, while summative assessment is conducted using a competency exam. Data are gathered, analyzed, and presented to the department for review on an annual basis. Based on formative and summative measurements, the department revises the student learning assessment plan, the curriculum, and the approach to learning inside and outside the classroom as needed to improve the quality of instructions.

Program Assessment

All academic programs at the School are required to develop, conduct, and report annual assessments of student learning and program effectiveness in compliance with the processes and

procedures established by the School through the existing Academic Program Review process. The M.Ed. in Psychology program collects and analyzes student learning assessment (SLA) data. Program faculty and leadership analyze the program effectiveness and SLA data and create an action plan to improve program performance. Student learning is assessed via annual collection of SLA data from both formative and capstone courses, each of which result in a comprehensive assessment of student mastery of program competencies. The Offices of Institutional Research, Applied Professional Practice and the Finance department provide program effectiveness data to the program. These data are used to evaluate program effectiveness. Faculty members who teach program courses will be evaluated by students in the program at the end of each term and graduates of the program and their employers will be surveyed periodically to determine the levels of satisfaction with the program.

Facilities (space, equipment, instructional technology)

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 Chicago School of Professional Psychology has sufficient facilities to support the proposed program and its existing programs in Chicago. The campus owns and occupies 75,371 square feet at 325 North Wells and leases an additional 45,636 square feet at 222 Merchandise Mart Plaza in downtown Chicago. All facilities are in compliance with the Americans with Disabilities Act and all city and state regulations. The campus has 34 classrooms equipped with podiums with integrated control systems, computers, LCD projectors, Internet access, and a sound system along with headphone access for the hearing impaired. There are three computer labs that seat 25 or more students.

Students enrolled in the proposed program will have access to student services provided by several units, including the Library, the Center for Academic Excellence, the Center for Multicultural and Diversity Studies, Clinical Services, Student Services, and Career Services. The Office of Student Affairs provides disability accommodations, mediation of disputes between students and the Campus, and oversees the development of supportive Academic Development Plans and a disciplinary review process.

The School's library provides access to nine databases that are relevant to school psychology research. The APA databases available through ProQuest include: PsycARTICLES, PsycBOOKS, PsycCRITIQUES, PsycINFO, PsycEXTRA, PsycTESTS, PsycTHERAPY, E-book collections in Ebrary, EBSCO E-books, PEP Archive, Psychiatryonline.org, DSM Full Collection, SAGE Collection, and Web of Knowledge. The library also provides 985 discipline-specific e-books and access to hundreds of journals that offer full-text access to peer-reviewed articles. The School's library is a member of ILLiad® (Inter-Library Loan with "Get It Now" through Copyright Clearance Center), SCELC (the Southern California Electronic Library Consortium), and partners with LYRASIS for management of digital content. Through the Integrated Library System, students have access to all materials in the library as well as the option to search libraries from around the world. Library services for students are available 24/7 for online references, electronic reserves, and online tutorials to support student needs.

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 School 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 Chicago School of Professional Psychology has significant investment in personnel, facilities and equipment, and instructional technology, and is adequate to support the existing programs and the proposed M.Ed. program. Total revenues are projected to exceed expenditures beginning in the second year of the program.

Accreditation/Licensure

Because the M.Ed. in Psychology coursework is a subset of the Ed.S. School Psychology program, and it is not marketed nor enrolled in separately, the school will not pursue a separate programmatic accreditation for the program. The Ed.S. in School Psychology program is approved by the NASP. The M.Ed. in Psychology will not be seeking separate approval from NASP because master's-level programs do not qualify for NASP accreditation.

Program Information

Criterion 1030.60(a) (7) provides that the information the institution provides for students and the public shall accurately describe the degree program 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 School'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 The Chicago School of Professional Psychology 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.

DeVry University
3005 Highland Parkway
Downers Grove IL 60515-5799
President: Mr. Robert Paul

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Information Technology and Networking in the Chicago Region

> *Projected Enrollments:* DeVry University projects 130 students in the first year rising to 161 by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Information Technology and Networking in the South Metro Region

> *Projected Enrollments:* DeVry University projects 39 students in the first year rising to 67 by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Information Technology and Networking in the West Suburban Region

> *Projected Enrollments:* DeVry University projects 45 students in the first year rising to 86 by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Software Development in the Chicago Region

> *Projected Enrollments:* DeVry University projects 38 students in the first year rising to 159 by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Software Development in the West Suburban Region

> *Projected Enrollments:* DeVry University projects 30 students in the first year rising to 149 by the fifth year.

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

> *Projected Enrollments:* DeVry University projects 108 students in the first year rising to 309 by the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology and Networking in the South Metro Region

> *Projected Enrollments:* DeVry University projects 54 students in the first year rising to 143 by the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology and Networking in the West Suburban Region

Projected Enrollments: DeVry University projects 84 students in the first year rising to 194 by the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Software Development in the Chicago Region

Projected Enrollments: DeVry University projects 30 students in the first year rising to 149 by the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Software Development in the West Suburban Region

Projected Enrollments: DeVry University projects 30 students in the first year rising to 149 by the fifth year.

Institutional Accreditation: DeVry University is regionally accredited by the Higher Learning Commission.

Background and History

DeVry University (DeVry or the University) is a for-profit institution of higher education, owned and operated by DeVry Education Group Inc. What has now become DeVry University was founded in 1931 by Dr. Herman DeVry as a Chicago-based technical training school for students in electronics, motion-picture technology, and radio. DeVry currently has nine campuses in the Chicago area, located in five higher education regions of Illinois, and numerous campuses in other states. A significant portion of DeVry programs are delivered entirely online. With this application, DeVry is seeking approval to offer the Associate of Applied Science in Information Technology and Networking and the Bachelor of Science in Information Technology and Networking in the Chicago, South Metro, and West Suburban regions. The University is also seeking approval for the Associate of Applied Science and the Bachelor of Science in Software Development in the Chicago and West Suburban regions. All of the proposed programs will be offered in face-to-face, online, and blended formats.
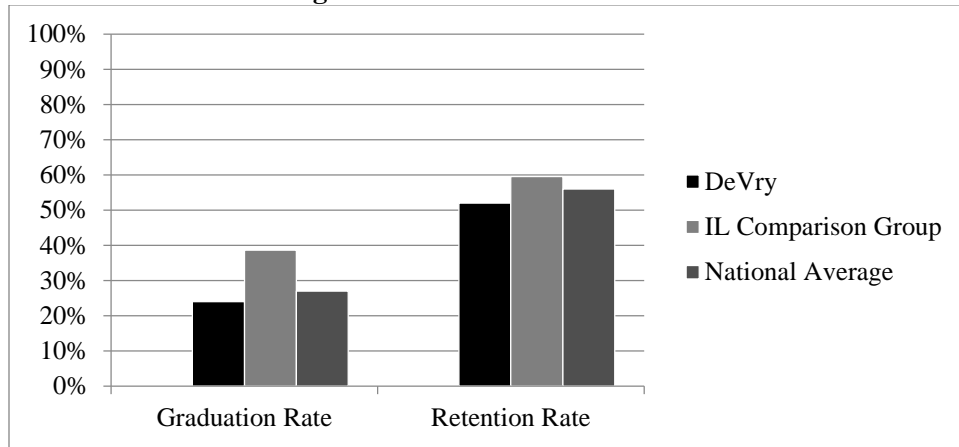
Institutional Data

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), U.S. Department of Education
Note: DeVry University is in the baccalaureate inclusive Illinois comparison group.
Higher percentages are positive indicators.

Undergraduate Graduation Rate

DeVry University's 2014-15 graduation rate was 24 percent. The national 2014-15 average graduation rate for proprietary institutions was 27 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 the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

DeVry University's 2014-15 retention rate was 52 percent. The national average retention rate for proprietary institutions in 2014-15 was 56 percent and the average for comparable Illinois institutions was 59.6 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 the NCES.

Undergraduate Completions per 100 FTE

DeVry University's 2014-15 completions per 100 full-time equivalent enrollment (FTE) rate was 24. 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
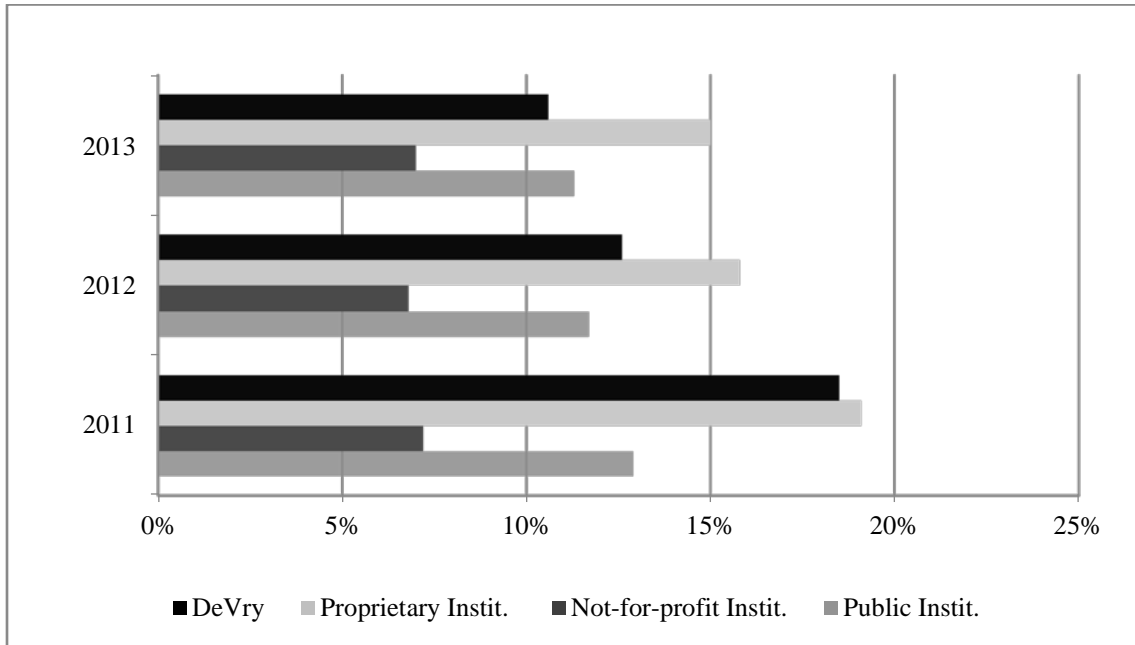
Source: National Center for Education Statistics, U.S. Department of Education
Note: DeVry is a proprietary institution.
A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for DeVry University was 10.6 percent in 2013, 12.6 percent in 2012, and 18.5 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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 mission of DeVry University is to "foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts." The proposed degrees are consistent with the mission of the University and the degree titles are consistent 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

Each applicant must have earned one of the following educational credentials from a DeVry-recognized organization: a high school diploma or equivalent; a GED certificate; or a postsecondary or professional degree. The diploma or other acceptable documentation of the applicant's educational achievement must be provided for the student's file by the end of registration unless the University grants an extension. To be granted admission to DeVry, a prospective student must interview with a DeVry admissions advisor and complete an application for admission. In addition, all other general and specific admission requirements must be met, including those regarding age, prior education and evaluation of proficiency in the college-level skills needed for coursework in the chosen field of study.

Curriculum

Associate of Applied Science in Information Technology and Networking

The proposed Associate degree requires the completion of 60 semester credit hours and will replace DeVry's current Network Systems Administration associate degree program. The new program will contain an enhanced curriculum featuring an information technology and networking core preparing students for broader, in-demand careers in the area of information technology. Students will have the opportunity to pursue one of three specialized tracks: Information Systems and Programming; Network Systems and Administration; and Automation and Electronic Systems. The program addresses installing, configuring, securing, and administering network systems comprising users, shared resources, and network elements, such as routers, in local and Internet-based environments.

Associate of Applied Science in Software Development

The proposed Associate degree will provide students with the techniques and tools necessary to systematically support the development, validation, and quality of software products. The knowledge of computing and mathematics appropriate to the development of software products is employed, as well as the professional, ethical, security, and social issues and responsibilities associated with the development and utilization of software systems. The program requires completion of 60 credit hours including programming and development courses with lab components and networking and security courses.

Bachelor of Science in Information Technology and Networking

The proposed program requires the completion of 120 semester credit hours and will replace the current Network and Communications Management bachelor's degree program. The new program will contain an enhanced curriculum featuring an information technology and networking core preparing students for in-demand careers in the area of information technology and even emerging areas such as cloud computing, internet of things (IOT), and cybersecurity. The proposed program in Information Technology and Networking will provide students with the techniques and tools necessary to systematically analyze the operational and communications needs of an organization and provide effective information processing and networking solutions. The

coursework addresses the design, implementation, security, and support of information technology systems.

<p style="text-align:center">Bachelor of Science in Software Development</p>

The Bachelor of Science in Software Development program requires successful completion of a 120 semester-credit hours. To provide flexibility in customizing the program to meet professional and personal goals, students select one of three specializations: big data/analytics; software design and programming; and web and mobile application development. Program graduates are required to complete a two-course sequence senior project, which provides students with the opportunity to integrate concepts and skills learned throughout the program. In the first course, students work in teams and apply problem-solving techniques, application design methodology, and project planning/management methods to a real-world problem. In the second senior project course, students work in teams to apply application development techniques and project management methods to an applications-oriented project. Integrating development, testing, implementation, and documentation skills, students deliver a product that meets approved specifications.

Assessment of Student Learning

DeVry University's College of Business and Management has been engaged in two types of course-level assessments: core course assessments for analyzing program objectives and concentration course assessments for determining student learning outcomes at the concentration level. Faculty reviews of coursework, embedded fieldwork, internships, quizzes, class tests, research projects, and capstone activities are significant aspects of the established mechanisms for assessing and ensuring student learning.

Program Assessment

DeVry has developed a process called Continuous Curriculum Assessment and Improvement (CCAI) to evaluate and continuously improve its graduate programs. The proposed programs will be included in all CCAI protocols. Alumni and professionals in related fields are heavily involved in the program through an advisory board that reviews curriculum and student work products from the capstone course. Employer feedback, alumni input, and faculty analysis are key elements of DeVry's continuous curriculum improvement process. Input is obtained on an ongoing basis and the impact on the curriculum is assessed. Faculty are also instrumental to the CCAI process through curriculum review and analysis of assessment data pertaining to student learning outcomes. Input is also collected from faculty through an annual survey.

Facilities (space, equipment, instructional materials)

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

The proposed programs will be delivered at three of its campuses, which are located in the Chicago, South Metro, and West Suburban regions. Facilities at each campus are adequate for delivering the proposed programs. The library facilities at the University are sufficient to support the proposed programs. All DeVry University students, faculty, and staff will have access to numerous online databases in support of the proposed programs including EBSCOhost, which provides access to 17 individual academic, business, health sciences, and technology databases; LexisNexis, ABI/Inform, IBISWorld, Plunkett Research and Faulkner FACCTS, supporting

business and management; Britannica Online, an academic general reference source; and five separate eBook collections, including EBSCOhost eBooks (formerly NetLibrary) and eBrary. Those resources provide access to more than 60,000 electronic journals, approximately half of which offer full-text access (articles not available in full-text can be requested via interlibrary loan) and more than 110,000 eBook titles, supporting all areas of the curriculum.

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 policies to ensure academic professionals hired possess the training, credentials, and other related qualifications, including, but not limited to, field experience and graduate and/or terminal degrees in related fields.

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.

DeVry University has submitted fiscal plans indicating revenues will exceed operating expenditures beginning in the first year of operation of the proposed program.

Accreditation/Licensure

Specialized accreditation is not required for the proposed program areas.

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.

The University's catalog provides clear and accurate information regarding its policies, admissions procedures, tuition, fees, and refund policies. The material provided on the anticipated programs 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 and from other institutions.

Staff Conclusion

The staff concludes that DeVry University 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.

Midwestern Career College
20 North Wacker Drive, Suite 3800
Chicago, IL 60606
President: Mr. Jeremy Oberfeld

Seeking Operating Authority: Chicago Region

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Diagnostic Medical Sonography in the Chicago Region

> *Projected Enrollments*: Midwestern Career College projects enrollment of 50 students in the first to fifth year of the program.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Non-Invasive Cardiovascular Sonography in the Chicago Region

> *Projected Enrollments*: Midwestern Career College projects enrollment of 10 students in the first year, increasing to 20 by the fifth year of the program.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Surgical Technology in the Chicago Region

> *Projected Enrollments*: Midwestern Career College projects enrollment of 20 students in the first year, increasing to 60 by the fifth year of the program.

Institutional Accreditation: Midwestern Career College is nationally accredited by the Council on Occupational Education.
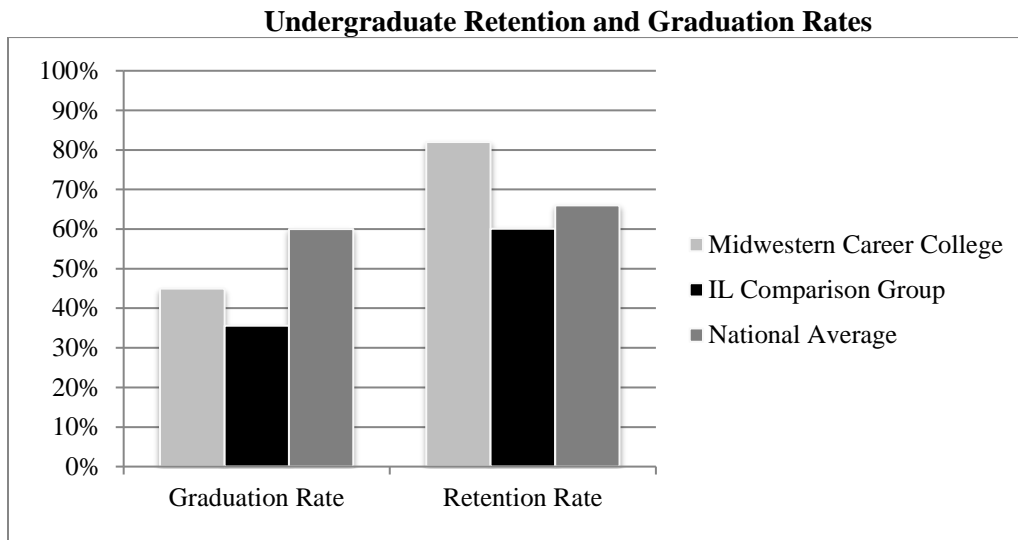
Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education that has been in existence since 2004. MCC prepares students for entry-level employment, as well as certification and licensure examinations. The College was approved as a non-degree postsecondary school by the Illinois State Board of Education (ISBE) in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to IBHE in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College (MCC).

On December 6, 2011, IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science degree in Magnetic Resonance Imaging Technology in the Chicago Region. MCC also received IBHE's approval for the Associate of Applied Science in Diagnostic Medical Sonography, Associate of Applied Science in Health Information Technology, and Associate of Applied Science in Non-Invasive Cardiovascular Technology, and is currently offering all the programs except the Associate of Applied Science in Health Information Technology. Due to a change in the College's ownership, MCC applied and was re-authorized to operate in the Chicago region. With this application, the College is seeking re-authorization of the two previously approved programs that are currently offered (Diagnostic Medical Sonography and Non-Invasive Cardiovascular Sonography) and one new program (Surgical Technology).

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, U.S. Department of Education Note: Midwestern Career College is in the associates-granting Illinois comparison group. Higher percentages are positive indicators.*

Undergraduate Graduation Rate

MCC's 2014-15 graduation rate was 45 percent. The national 2014-15 average graduation rate among comparable Illinois institutions was 35.6 percent and the national average for for-profit institutions was 60 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 the National Center for Education Statistics (NCES).
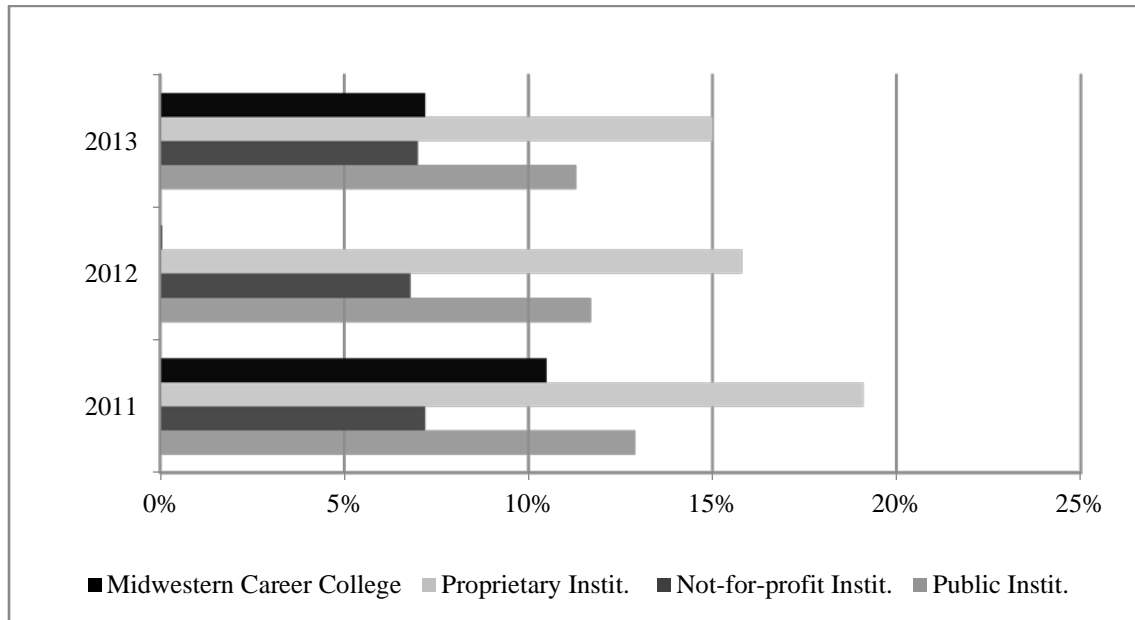
Undergraduate Retention Rate

MCC's 2014-15 retention rate was 82 percent. The 2014-2015 average retention rate for comparable Illinois institutions was 60.1 percent and the national average for for-profit institutions was 66 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 NCES.

Undergraduate Completions per 100 FTE

MCC's 2014-15 completions per 100 full-time equivalent enrollment (FTE) rate was 66. The average among comparable Illinois institutions was 36.7. 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: Midwestern Career College -Illinois is a proprietary institution.
A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for the College was 7.2 percent in 2013, 0.0 percent in 2012, and 10.5 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national

cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of 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.

The proposed programs are consistent with the College's mission, which is to provide "career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers." The proposed programs are consistent with the purpose, goals, and objectives of the institution. The requested degree titles are in alignment with the corresponding 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

All applicants to the College must be at least 18 years old and possess a high school diploma or a recognized equivalent certificate such as the GED. All applicants must also have 15 semester credits or 20 semester credits in any prior college coursework, or otherwise pass an institutional entrance exam (Accuplacer Math and Reading) with a minimum average score of 65. Applicants must also schedule and attend an interview with an admission representative.

Curriculum

Associate of Applied Science in Diagnostic Medical Sonography

The Associate of Applied Science in Diagnostic Medical Sonography program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Diagnostic Medical Sonography field. The Diagnostic Medical Sonographer utilizes medical ultrasound techniques to gather sonographic data in the diagnosis and treatment of variety of diseases and medical conditions. Students work under the supervision of a physician and are trained to acquire clinical skills including obtaining, reviewing, and integrating patient histories and data; patient instruction and care; anatomic, physiologic and pathologic data recording; sonographic data processing; sonography equipment operation; and professional standards and ethics. The program consists of a 66 semester hour curriculum, including 18 hours of general education courses and 48 hours of core courses. The program is accredited by the institution's accrediting body, the Council on Occupational Education and the American Registry of Radiologic Technologists (ARRT).

Associate of Applied Science Degree in Non-Invasive Cardiovascular Sonography

The Associate of Applied Science Degree in Non-Invasive Cardiovascular Sonography prepares students with the general education, applied knowledge, technical skills, and work habits

required for entry-level positions in the Cardiovascular Sonographer field. Students are required to complete a 65 semester credit hour curriculum, including 18 credit hours of general education. The Cardiovascular Sonographer performs noninvasive and peripheral examinations of the cardiovascular system at the request of physicians, to aid in diagnoses and therapeutic treatments. The program is accredited by the institution's accrediting body, the Council on Occupational Education. Upon completion of the first term of the program, students are eligible for the National Certification to become Certified Cardiographic Technician through the Cardiovascular Credentialing International Registry.

<div align="center">Associate of Applied Science in Surgical Technology</div>

The Associate of Applied Science in Surgical Technology prepares students with the knowledge and skills to work as surgical technologists in several clinical specialties such as general, orthopedic, cardiovascular, and thoracic. The program trains students to perform the skills expected for an entry-level surgical technician, including knowing the various instruments that are commonly used in the field and maintaining a sterile field during procedures. The program prepares students to assist in operations, under the supervision of surgeons, registered nurses, or other surgical personnel. Some of the concepts covered in the course include: temporary and permanent homeostasis; layered wound closure; surgical procedures assistance; instrument and equipment sterilization and handling; surgical supplies management; and patient and team scrubbing. Students are required to complete a 69 semester credit hour curriculum, including 15 credit hours of general education. The program prepares students to sit for the Tech in Surgery Examination – Certified TS-C National certification examination through the National Center for Competency Testing.

Assessment of Student Learning

The proposed programs have stated goals and learning outcomes that are tied to course assignments. Students' learning will be assessed through course quizzes, tests, and written assignments. Each of the graded components of any course is targeted to course goals and objectives, which in turn are targeted to the overall program objectives. Students' learning outcomes in the clinical component of the programs will also be assessed. The Externship and Career Services Director coordinates with the clinical sites to ensure students' progress. Clinical instructors and preceptors verify that the student is meeting the competencies required of them at the site by signing an externship survey form.

Program Assessment

The College has developed an ongoing assessment plan to guide the evaluation and improvement of its academic programs. Curriculum evaluation occurs at the completion of each course. Students are asked to fill out an evaluation form upon completing their coursework. The evaluation focuses on the performance of the instructor, learning resource center, and the lab's usefulness, as well as the curriculum of the course. The results are aggregated and delivered to the Academic Effectiveness Manager as well as individual faculty. The data are used as evaluation and training materials for the faculty as well as basis for curriculum alterations. MCC also conducts a similar evaluation process through graduate surveys. The graduates of the programs are able to evaluate the programs holistically. The data are aggregated and used to assess the curriculum and to identify needs for curriculum modifications.

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 degree programs will be offered at the main campus and campus extension of the Midwestern Career College, both located in downtown Chicago. The main campus facility has four labs/classrooms, a library, a cafeteria, and administrative offices. The campus extension has seven classrooms, five labs, and administrative offices totaling 19,681 square feet.

MCC's Library Resource Center has the resources suitable for the proposed programs. The library has a collection of books, audio, and video materials relevant to the programs. MCC has contracts with Gale Virtual Resource Library and ProQuest for a number of database packages. This allows unlimited access to electronic resources for students. The College has also secured remote access privileges, which allows students to utilize the materials both from school and from other locations.

Faculty and Staff

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

The College has policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide instruction.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

The Diagnostic Medical Sonography program is accredited by the ARRT. The institution will seek programmatic accreditation through the Commission on Accreditation of Allied Health Education Programs for the surgical technology program.

Program Information

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

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

Staff Conclusion

The staff concludes that the Midwestern 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.

University of Phoenix
4025 S. Riverpoint Parkway
Phoenix, AZ 85040
President: Mr. Peter Cohen

Seeking Operating Authority: Chicago and North Suburban Regions

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

> *Projected Enrollments:* University of Phoenix projects enrollment of 80 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Accounting in the Chicago Region

> *Projected Enrollments:* University of Phoenix projects enrollment of 7 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – E-Business in the Chicago Region

> *Projected Enrollments:* University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Finance in the Chicago Region

> *Projected Enrollments:* University of Phoenix projects enrollment of 6 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Human Resource Management in the Chicago Region

> *Projected Enrollments:* University of Phoenix projects enrollment of 4 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Integrated Supply Chain and Operations Management in the Chicago Region

> *Projected Enrollments:* University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Marketing in the Chicago Region

> *Projected Enrollments:* University of Phoenix projects enrollment of 5 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Organizational Innovation in the Chicago Region

>*Projected Enrollments:* University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business – Public Administration in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 1 student per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Criminal Justice Administration in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 20 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Health Administration – Emergency Management in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 1 student per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Health Administration – Health Information Systems in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 4 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Health Administration – Health Management in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 24 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Health Administration – Long Term Care in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 2 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Human Services in the Chicago Region

>*Projected Enrollments:* University of Phoenix projects enrollment of 23 students per year based on enrollment trends.

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

Projected Enrollments: University of Phoenix projects enrollment of 2 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology- Business Systems Analysis in the Chicago Region

Projected Enrollments: University of Phoenix projects enrollment of 2 students per year based on enrollment trends.

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

Projected Enrollments: University of Phoenix projects enrollment of 6 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology – Multimedia and Visual Communication in the Chicago Region

Projected Enrollments: University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Information Technology – Networking and Telecommunications in the Chicago Region

Projected Enrollments: University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

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

Projected Enrollments: University of Phoenix projects enrollment of 4 students per year based on enrollment trends.

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

Projected Enrollments: University of Phoenix projects enrollment of 1 student per year based on enrollment trends.

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

Projected Enrollments: University of Phoenix projects enrollment of 4 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Master of Business Administration in the Chicago Region

Projected Enrollments: University of Phoenix projects enrollment of 15 students per year based on enrollment trends.

Proposed Program Title in the Region of Authorization: Master of Information Systems Management in the Chicago Region

Projected Enrollments: University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Proposed Program Title in the Region of Authorization: Master of Management in the Chicago Region

Projected Enrollments: University of Phoenix is not admitting and will not admit students to this program, which is currently in phase-down; new approval is needed to ensure compliance during the teach-out period.

Institutional Accreditation: The University of Phoenix is regionally accredited by the Higher Learning Commission.
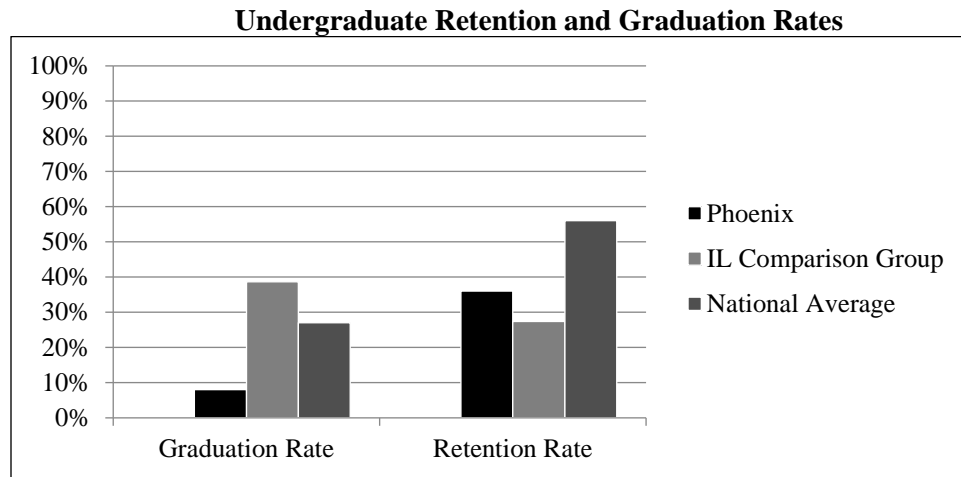
Background and History

The University of Phoenix (the University) is a proprietary comprehensive higher education institution. The University, which was founded in 1976 by John Sperling, a former professor of economics, has remained the largest private university in the United States, offering undergraduate and graduate degree programs at more than 100 locations. It also provides online degree programs in most countries around the world. The University was originally approved by the Illinois Board of Higher Education and granted operating authority on October 2, 2001. The University's parent company, Apollo Education Group, has recently undergone 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, but rather it has changed hands and is now a privately held corporation. The University is in the last stages of closing its North Suburban campus with teach-out nearly complete. The new ownership corporation intends that operations will continue at the previously-approved Chicago location.

The proposed degree programs have all been previously approved by the Board and either have continuous enrollment or are in the process of being phased-down.

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, U.S. Department of Education
Note: University of Phoenix is in the baccalaureate inclusive Illinois comparison group.
Higher percentages are positive indicators.

Undergraduate Graduation Rate

The University of Phoenix 2014-15 graduation rate was eight percent. The national 2014-15 average graduation rate for proprietary institutions was 27 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 the National Center for Education Statistics (NCES).
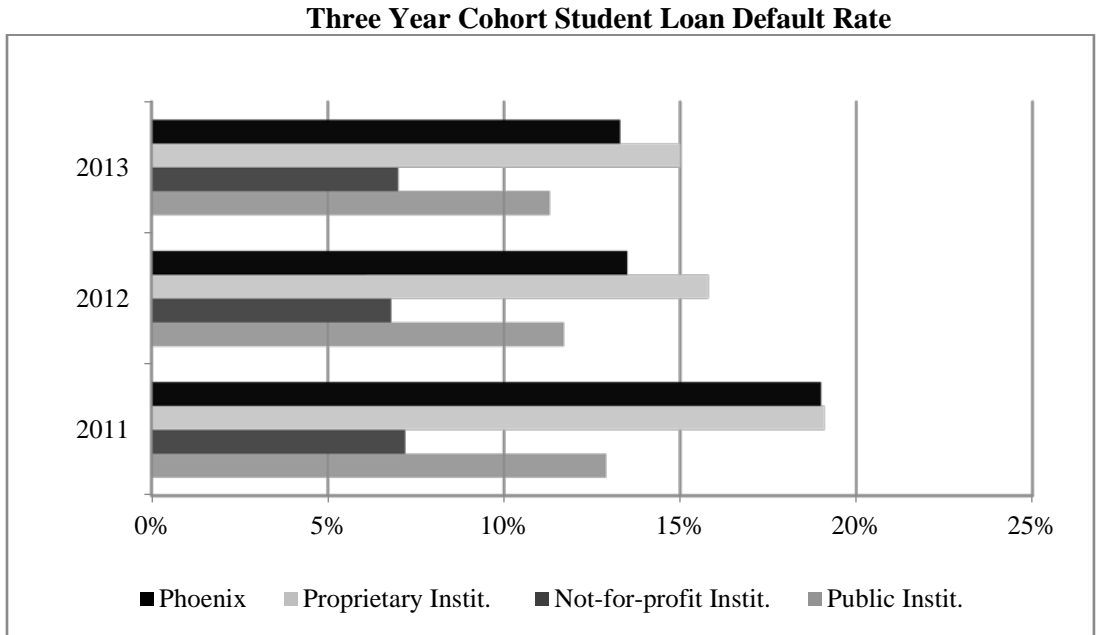
Undergraduate Retention Rate

The University of Phoenix 2014-15 retention rate was 36 percent. The national average retention rate for proprietary institutions in 2014-15 was 56 percent and the average for comparable Illinois institutions was 59.6 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 the National Center for Education Statistics.

Undergraduate Completions per 100 FTE

The University of Phoenix 2014-15 completions per 100 full-time equivalent enrollment (FTE) rate was 35. 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: University of Phoenix is a proprietary institution.
A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for the University of Phoenix was 13.3 percent in 2013, 13.5 percent in 2012, and 19 percent in 2011. 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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 mission of the University is to provide access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their

communities. 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.

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

All applicants to the Bachelors of Science in Business, Criminal Justice Administration, Health Administration, Human Services, Information Technology, Management, and their concentrations are expected to meet a stipulated set of requirements including: high school diploma or equivalent; currently employed or having access to a work environment; and English language proficiency (for non-native speakers).

Applicants to the proposed Master's degrees are expected to meet a stipulated set of requirements including: an undergraduate degree from an accredited institution, a cumulative grade point average of at least a 2.5 for all undergraduate coursework, and English language proficiency (for non-native speakers).

Curriculum

The Bachelor of Science in Business, the Bachelor of Science in Criminal Justice Administration, Bachelor of Science in Health Administration, the Bachelor of Science in Information Technology, the Bachelor of Human Services, and the Bachelor of Science in Management are all 120 credit hour programs. The proposed Master's programs range from 36-51 hours in length.

Bachelor of Science in Business

The proposed Bachelor of Science in Business (BSB) is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while building student knowledge in the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through integrated courses. The program will offer Board-approved concentrations in the following areas: Accounting; Finance; Human Resource Management; Marketing; and Public Administration. Concentrations in E-Business, Integrated Supply Chain and Operations Management, and Organizational Innovation are being phased down.

Bachelor of Science in Criminal Justice Administration

The proposed Bachelor of Science in Criminal Justice Administration will provide students with a foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections, and then they

will advance to concentrations related to specific areas of criminal justice. Students enrolling in this degree program have the option of a concentration in the following areas: Human Services, Institutional Healthcare, and Management.

Bachelor of Science in Information Technology

The proposed Bachelor of Science in Information Technology program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, web technologies, and application development, implementation and maintenance. The program will offer Board-approved concentrations in the following areas: Business Systems Analysis; Information Systems Security; Multimedia and Visual Communication; Networking and Telecommunications; Software Engineering and Web Development. Concentrations in Multimedia/Visual Communication and Networking/Telecommunications are being phased down.

Bachelor of Science in Health Administration

The proposed Bachelor of Science in Health Administration (BSHA) is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum, students can select an area of focus that is designed to expand their professional opportunities. The program will offer Board-approved concentrations in the following areas: Emergency Management; Health Information Systems; Health Management; and Long Term Care.

Bachelor of Science in Human Services

The Bachelor of Science in Human Services draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The program's interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. Students enrolling in this degree program have the option of the following concentrations: Addictions; Family and Child Services; Gerontology; and Management.

Bachelor of Science in Management

The proposed Bachelor of Science in Management is designed to develop the professional knowledge and skills of cross functional managers in an organization. The degree enhances the skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles and emphasizes the skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine

and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Master of Business Administration

The Master of Business Administration is a 36 semester credit hour program that prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations. Students enrolling in this degree program have the option of the following concentrations: Global Management or Technology Management. If a student elects to add either concentration, the total program hours would rise to 51 credit hours.

The Global Management concentration is designed for students who want to expand business cross-border or manage within a multi-national organization. Students will gain experience in distilling a situation into a well-defined business problem to exploit globally-based opportunities for an organization of their choice. They will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem.

Students completing the Technology Management concentration will develop the managerial skills emphasized within the required course of study in the context of challenges faced by integrating business with technology. They will develop communication skills that bridge the gap between technical and non-technical audiences. The concentration is designed for students who want to expand their use of technology to solve business opportunities and students currently working in non-management roles within technical organizations seeking to develop their management skills.

Master of Information Systems and Management

The Master of Information Systems is a 39 semester credit hour program that focuses on the application of information systems theory and principles to address real world business opportunities and challenges. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization; to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies; and to create project, risk, and information systems strategic plans. The Management portion of the curriculum is focused on the acquisition of information technology theory and the application of theory and practice to real world business opportunities and challenges. This program is being phased down.

Master of Management

The Master of Management program is a 39 semester credit hour program designed to enhance the management skills graduates need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organizational design, and managing in a cross-cultural environment. The program utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. This program is being phased down.

Assessment of Student Learning

University of Phoenix attests that they engage in continual assessment, at both the classroom and institutional levels, to assure that students achieve the desired learning outcomes and that the University is having a measurable and positive impact on students' personal and professional lives. 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. Objectives are evaluated through quizzes, papers, and required participation in learning teams with other students. These learning teams allow students to be assessed on their ability to problem-solve in a group setting. 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 developed a system of aligning the curriculum to assessment. This process begins with the development of the course design guides by institutional staff and faculty who are subject matter experts. The guides include course objectives aligned to specific assessments designed to measure programmatic and University learning goals. Faculty and staff at the site use the course design guide to develop their syllabi. The Colleges review programmatic data to make changes and improvements in curriculum, instruction, and assessment processes. Each program is on a five-year (or less) improvement cycle with the respective College. In addition, students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are used by the University to diagnose how well each component of the University's teaching and/or learning model is functioning in meeting student needs. Faculty and staff also complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because instructors are required to be highly qualified practitioners of the subjects they teach, they serve as a resource for assessing curriculum. The Office of Institutional Assessment is responsible for assessing the curriculum development process, the faculty training process, and the learning assessment process, using quality criteria. The Office of Institutional Research and Effectiveness provides access to substantive information and analytical tools that support critical decision making throughout the University

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 facilities identified by the University are sufficient to support the proposed programs. The Downtown Chicago Learning Center, which currently occupies approximately 23,500 square feet, has 13 classrooms, administrative space, and a student resource center. Wireless Internet

access and a copier are available to students and faculty at no charge, and a computer and projector are available in each classroom for presentation purposes. The North Suburban campus in Schaumburg has three classrooms, administrative space, and a student resource center. Wireless Internet access and a copier are available to students and faculty at no charge, and a computer and projector are available in each classroom for presentation purposes.

The off-site University Library serves the academic research needs of all students, faculty, staff, and alumni of University of Phoenix. The Director of the University Library, and a team under the Director's direction, work with an array of information resources and services that are available to all University of Phoenix users, regardless of location, degree program, or modality of instruction. The virtual library is staffed with nine full-time librarians. The University Library provides the digital distribution of information and also offers the means to retrieve and deliver information offline. Each University location utilizes this digital resource in lieu of keeping a librarian on staff.

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 of Phoenix 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.

The University of Phoenix has submitted fiscal plans indicating tuition revenue will continue to exceed operating expenditures.

Accreditation/Licensure

The University of Phoenix Bachelor of Science in Business, Master of Business Administration, and Master of Management degrees are accredited by the Accreditation Council for Business Schools and Programs. The BSHA curriculum currently aligns to competencies identified by the American College of Healthcare Executives.

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 the University of Phoenix 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.