

APPROVED
MARCH 14, 2017

Item #V-4
March 14, 2017

**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

CAAN Academy of Nursing

- Operating Authority in the South Metro Region

Indiana University

- Operating Authority in the West Suburban Region

Robert Morris University Illinois

- Bachelor of Science in Exercise, Nutrition, and Health Science in the Central Region
- Bachelor of Science in Exercise, Nutrition, and Health Science in the South Metro Region

Proprietary

Les Roches International School of Hotel Management

- Operating Authority in the Chicago Region
- Bachelor of Business Administration in International Hotel Management in the Chicago Region

Midwestern Career College

- Operating Authority in the Chicago Region
- Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology 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 five institutions.

Not-for-Profit Executive Summary

CAAN Academy of Nursing

- Operating Authority

CAAN Academy is currently offering a Licensed Practical Nursing (LPN) program, which is approved by the Private Business and Vocational Schools (PBVS) division of the Illinois Board of Higher Education. With this application, the Academy is seeking authorization to operate in the South Metro Region. The institution will then be submitting an application for degree-granting authority to offer an Associate's in Nursing. As a part of the review process for this application, IBHE staff conducted a site visit to the institution to confirm application details, interview staff, and ensure financial stability and facility plans. The Academy has sufficient library, technology, staff, and financial resources in place to support the planned program and institutional expansion.

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

Indiana University

- Operating Authority

Indiana University requests authorization for Operating Authority in the West Suburban Region to offer dual credit classes to York Community High School in Elmhurst, Illinois. Indiana University is an Indiana public non-profit institution founded in 1820. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. Indiana University 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.

Robert Morris University Illinois

- Bachelor of Science in Exercise, Nutrition, and Health Science

Robert Morris University Illinois requests authority to offer a Bachelor of Science in Exercise, Nutrition, and Health Science in the Central and South Metro Regions. The Bachelor of Science in Exercise, Nutrition, and Health Science is a 189 quarter hour pre-professional program designed for students to develop the knowledge and skills to create realistic, measurable exercise and nutrition plans through evaluation of clients' needs, expectations, and lifestyle assessments. The program will prepare students for entry-level careers in the fitness, sports, and nutrition industry. 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.

Proprietary Executive Summary

Les Roches International School of Hotel Management

- Operating Authority

Les Roches International School of Hotel Management requests authority to operate in the Chicago region. Les Roches, based in Bluche, Switzerland, proposes to establish a full branch campus in Chicago. This institution was approved by IBHE in 2015 under the corporate umbrella of Laureate Education. Since that time, Les Roches has become an independent institution and is therefore seeking new approvals to operate and grant degrees in the State of Illinois. The Les Roches Chicago branch campus will operate on the same mission, values, and standards as the Les Roches home campus in Switzerland. The Les Roches Chicago campus will co-locate with Kendall College on Goose Island in Chicago. Instruction is planned to commence with the establishment of a Bachelor of Business Administration in International Hotel Management.

- Bachelor of Business Administration in International Hotel Management

Les Roches International School of Hotel Management requests authority to offer a 121 semester credit hour Bachelor of Business Administration in International Hotel Management in the Chicago region. The program was designed to be completed in lock-step over seven semesters of study. In the last year, students will have the opportunity to choose a specialization. These specializations include: Food Retail; Stadium Catering Management; and Real Estate and Asset Management. In the third and fifth semesters, students will spend six months on internship in the industry. Students will also be given the opportunity to choose a language to study, choosing between French, German, Italian, or Mandarin. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The School 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.

Midwestern Career College

- Operating Authority

Midwestern Career College is a private, proprietary institution of higher education, which has been in existence since 2004. The College prepares students for entry-level employment, as well as certification and licensure examinations. On December 6, 2011, the Illinois Board of Higher Education (IBHE) granted Midwestern Career College Authorization to Operate and grant 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 is pursuing a new authorization to operate in the Chicago Region.

- Associate of Applied Science in Magnetic Resonance Imaging Technology

Midwestern Career College requests authorization to offer an Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology in the Chicago Region. The Associate of Applied Science in MRI Technology prepares students with the skills, applied knowledge, and work habits required for entry-level positions in the field of MRI Technology. Students will be trained to use MRI technology to assist physicians in the diagnosis and treatment of diseases. The program is accredited through the American Registry of Radiologic Technologists and complies with the standards of the accrediting body. Students are required to complete a 72 semester credit hour curriculum, including 15 credit hours of general education. 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 E.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to CAAN Academy of Nursing Authorization to Operate in the South Metro Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Indiana University Authorization to Operate in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Robert Morris University-Illinois Authorization to Grant the Bachelor of Science in Exercise, Nutrition, and Health Science in the Central and South Metro Regions 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 Les Roches International School of Hotel Management Authorization to Operate and Grant the Bachelor of Business Administration in International Hotel 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Midwestern Career College Authorization to Operate and Grant the Associate of Applied Science in Magnetic Resonance Imaging 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.

CAAN Academy of Nursing
4747 Lincoln Mall Drive, Suite 420
Matteson, IL 60443
President: Dr. Carol Alexander

Seeking Operating Authority: South Metro Region

Institutional Accreditation: CAAN Academy of Nursing is nationally accredited by the Accrediting Bureau of Health Education Schools (ABHES).

Background and History

The Coalition of African American Nurses (CAAN) dba CAAN Academy of Nursing was incorporated in 2002 in Matteson, Illinois. In 2007, CAAN Academy began offering a Licensed Practical Nursing (LPN) program, which is currently approved by the Private Business and Vocational Schools (PBVS) division of the Illinois Board of Higher Education. With this application, the Academy is seeking authorization to operate in the South Metro Region. The institution will then be submitting an application for degree-granting authority to offer an Associate's in Nursing. As a part of the review process for this application, IBHE staff conducted a site visit to the institution to confirm application details, interview staff and ensure financial stability and facility plans.

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.

Student completions and loan default data are not available because the Academy is applying for initial operating authority.

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.

This operating authority application is in alignment with the overall mission of the Academy.

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

The institution has laid out admissions guidelines for the planned associate's degree program and provided, as a part of the application materials, a draft of the enrollment agreement and admission procedures. Current admission procedures for the Licensed Practical Nurse program are in alignment with the Illinois Board of Nursing and IBHE Private Business and Vocational Schools requirements.

Curriculum

Upon approval of operating authority, CAAN Academy proposes to continue the process for approval of an Associate's in Nursing through the Illinois Board of Higher Education and the Board of Nursing.

Assessment of Student Learning

The Academy has a standard process for assessing its current program and has established plans for assessment of an approved degree program. Current LPN students are required to take the National Council Licensure Examination (NCLEX), a national standardized nursing licensure exam offered by the National Council of State Boards of Nursing and used in Illinois. Passage rates for the institution have met or exceeded the state requirements in the last three years of the program.

Program Assessment

The Academy has established institutional policies and structures for continuous evaluation and improvement. Program and faculty evaluations are administered and shared with the program coordinator and the Board to make improvements to the program.

Facilities (space, equipment, instructional materials)

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

CAAN Academy of Nursing is located in the south suburbs of Chicago in Matteson, Illinois. The current classroom and lab space is sufficient to support current students, while a build-out of additional space is planned if plans to offer a degree program move forward. An IBHE site visit confirmed that additional and sufficient space has been secured in the current building for this planned build-out. The institution has sufficient technology, equipment and instructional materials to support the development of the planned program.

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.

CAAN Academy of Nursing has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to

students. The Academy 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 Academy has submitted five-year fiscal plans that show operational revenue will equal expenditures in the first year of operation. The institution has recently been approved to participate in Federal Student Aid programs under Title IV of the Higher Education Act, as amended. Successful implementation of these financial aid programs at the institution will ensure a flow of resources and support necessary for student success and for the expansion of program offerings.

Accreditation/Licensure

The Academy has completed an initial step in the degree approval process with the Illinois Board of Nursing by submitting a feasibility study for the associate's degree program. The application materials submitted to IBHE indicate an understanding of and alignment with the requirements of the Nursing Board.

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 Academy's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in institutional programs.

Staff Conclusion

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

Indiana University
107 South Indiana Avenue
Bloomington, IN 47405
President: Dr. Michael A. McRobbie

Seeking Operating Authority: West Suburban Region

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

Background and History

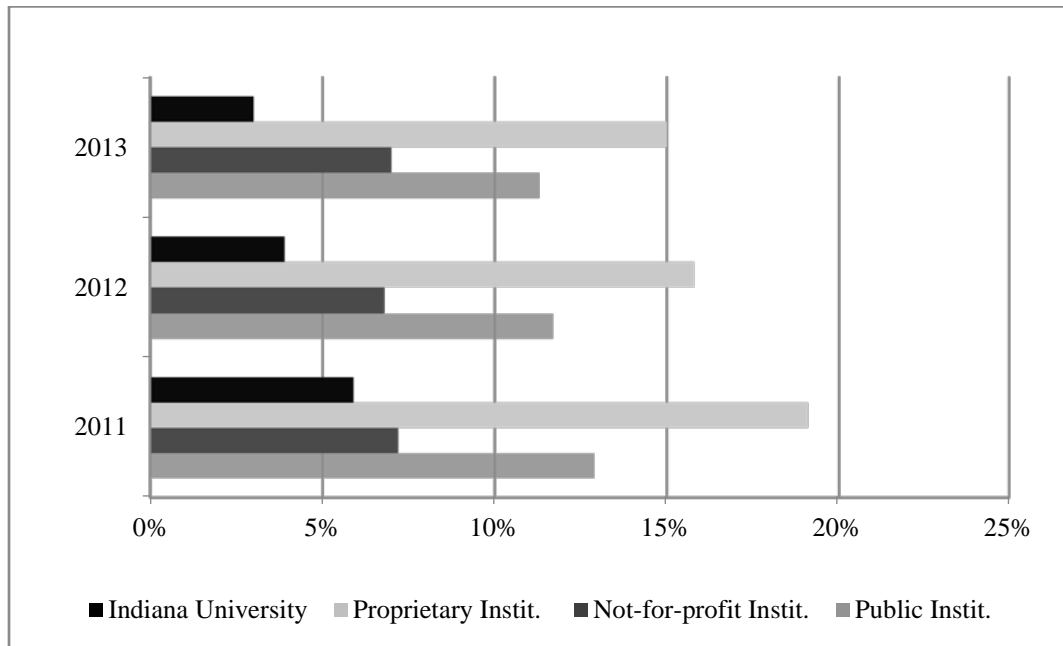
Indiana University (the University) is an Indiana public institution founded in 1820. The University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University initiated its dual credit program in 1982. For academic year 2017-2018, the Advance College Project (ACP) at Indiana University will offer dual credit classes to York Community High School in Elmhurst, Illinois, and in 170 high schools in Indiana, Ohio, and Michigan. With this application, the University is seeking authorization to operate and offer dual credit courses in the West Suburban Region.

Institutional Data

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

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

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education
 Note: Indiana 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 Indiana University was 3.0 percent in 2013, 3.9 percent in 2012, and 5.9 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 (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 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 program is consistent with the mission, goals, and objectives of Indiana University.

Curriculum/Assessment

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

Admission

Applicants for admission to the dual credit program must have completed ninth grade and are required to have at least a 2.7 cumulative GPA. Prerequisites for each course offering are available in the application materials. All applicants must complete the online application for admission and the course registration forms.

Curriculum

Upon approval of operating authority, Indiana University proposes to offer dual credit courses to York Community High School in Elmhurst, Illinois. The courses will be offered utilizing qualified high school instructors as faculty members. The courses will be offered in a face-to-face format. Indiana University does not have plans to offer degrees in Illinois.

Assessment of Student Learning

The University has a standard process for assessing its dual credit programs. Beyond the required training prior to teaching, each instructor is required to attend professional development annually. Also once a year, an Indiana University faculty member visits the classroom to review student work, and assess the learning materials and the degree to which the instructor is appropriately assessing student learning. Students evaluate the instructor at the end of the course.

Program Assessment

The University has established institutional policies and structures for continuous evaluation and improvement. The Office of the Coordinator of Pre-college and Dual Credit Programs for University Academic Affairs and Assistant Vice Provost for Undergraduate Education provides comprehensive oversight and assurance of dual credit activities named Advance College Project (ACP). This oversight is inclusive of the direct engagement with the academic units in support of dual credit faculty selection, training, supervision, and assessment, and accreditation and compliance. The Coordinator monitors 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 Coordinator 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.

Indiana University will teach the dual credit courses at York Community High School located at 355 West St. Charles Road, Elmhurst, Illinois 60126. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. York Community High School will provide all technology, equipment, and instructional materials necessary to offer the dual credit courses. At York Community High School, each student has a

Chromebook, and the high school's Information Technology unit is available to assist students with software and hardware issues. In addition, The Indiana University's ACP office will provide phone support to students, faculty, and staff during traditional office hours. University Information Technology Services offers phone and email technical support 24 hours, seven days a week.

Indiana University's online library catalog (IUCAT) provides access to more than 800 online databases that provide both general and subject-specific research resources, 60,000 journal articles, and 815,000 electronic reference books. Additionally, library staff provide email support when needed.

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.

Indiana University will utilize qualified high school instructors to teach their dual credit courses. The University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications, aligned with the Dual Credit Quality Act, 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 equal expenditures in the second year of operation.

Accreditation/Licensure

No specialized accreditation is required; however, Indiana University's dual credit program is accredited through the National Alliance for Concurrent Enrollment Partnerships (NACEP).

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 Indiana 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.

Robert Morris University Illinois
401 South State Street
Chicago, IL 60605
President: Ms. Mablene Krueger

Proposed Program Title in the Region of Authorization: Bachelor of Science in Exercise, Nutrition, and Health Science in the Central Region.

Projected Enrollments: Robert Morris University Illinois projects enrollment of 25 students rising to 61 students in the fifth year. The University projects 13 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Exercise, Nutrition, and Health Science in the South Metro Region.

Projected Enrollments: Robert Morris University Illinois projects enrollment of 25 students rising to 61 students in the fifth year. The University projects 13 degrees will be awarded in the fifth year.

Institutional Accreditation: Robert Morris University Illinois is regionally accredited by the Higher Learning Commission.

Background and History

Robert Morris University Illinois, formerly named Robert Morris College, was founded in 1965 as a private not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. In 1975, Robert Morris College moved to Chicago and merged with the Moser School of Business. In 1991, it awarded its first bachelor's degree in Business Administration. In April 2009, the institution changed its name to Robert Morris University Illinois (RMU or the University). With this application, the University is seeking approval to offer a Bachelor of Science in Exercise, Nutrition, and Health Science in the Central and South Metro Regions.

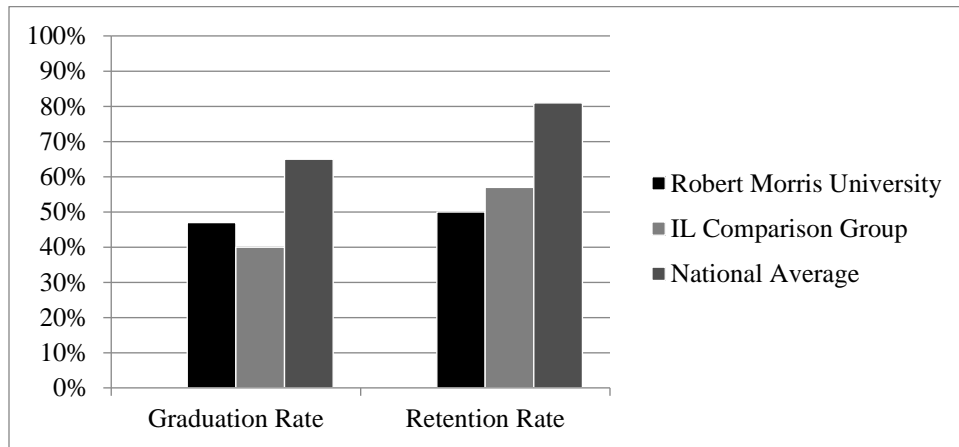
Institutional Data

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: Robert Morris University Illinois is in the full-time four year Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

RMU's 2013-2014 graduation rate was 47 percent. The national 2013-2014 average graduation rate among comparable Illinois institutions was 39.8 percent and the national average for not-for-profit institutions was 65 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

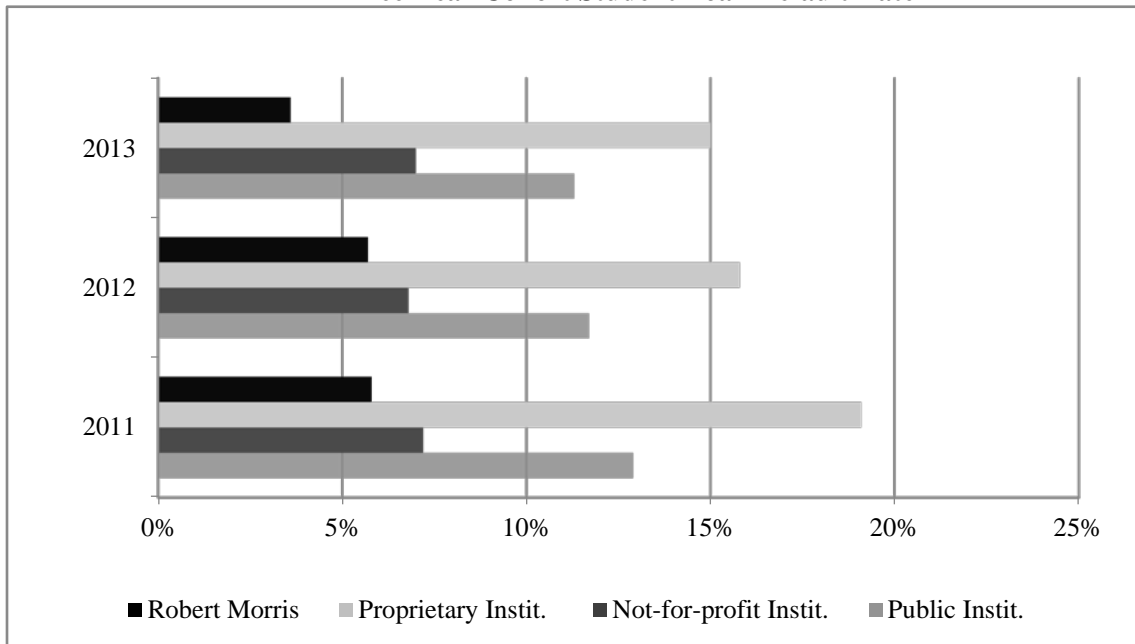
Undergraduate Retention Rate

RMU's 2013-2014 retention rate was 50 percent. The 2013-2014 average retention rate for comparable Illinois institutions was 58 percent and the national average for not-for-profit institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the NCES.

Undergraduate Completions per 100 FTE

RMU's 2013-2014 completions per 100 full-time equivalent enrollment (FTE) rate was 32. The average among comparable Illinois institutions was 28.1. 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: Robert Morris University Illinois 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 3.6 percent in 2013, 5.7 percent in 2012, and 5.8 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 (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 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 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 curriculum.

Curriculum/Assessment

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

Admission

Applicants for admission must have attained a high school diploma as evidenced by official transcripts, documentation of a passing General Educational Development (GED) test score, or be a candidate with military documentation of high school equivalency. The following materials may also be considered when making admissions decisions: work or community service experience; standardized examination results; and demonstration of the character necessary for success. For those students who are 23 years and older, the following materials are considered: high school diploma, GED score, or associate's degree; ACT, SAT, Applied Education Skills Assessment, or College Level Examination Program scores; and evidence of successful employment experience. The University grants prior learning credit for industry certifications and work experience and accepts transfer credit earned from accredited institutions on a case-by-case basis.

Curriculum

The Bachelor of Science (BS) in Exercise, Nutrition, and Health Science is a 189 quarter-hour pre-professional program designed for students to develop the knowledge and skills to create realistic, measurable exercise and nutrition plans through evaluation of a client's needs, expectations, and lifestyle assessments. The program will prepare students for entry-level careers in the fitness, sports, and nutrition industry. The BS in Exercise, Nutrition, and Health Science requires 72 quarter hours in core general education requirements, 81 quarter hours in exercise and nutrition courses, 32 quarter hours in science, and four hours of electives (72 quarter hours are upper-division courses). For the capstone course, students will create a senior thesis project that fits their personal program and career goals. Students will create a community-based fitness experience and prepare for certification through the American College of Sports Medicine (ACSM) or the American Sport Education Programs (ASEP). Graduates may also be eligible to seek certification in the following areas: ACSM Certified Group Exercise Instructor; ACSM Certified Personal Trainer; and ASEP's Coaching Certification.

Assessment of Student Learning

RMU 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. Direct assessment measures include: quizzes; tests; individual and group projects; faculty evaluation of experiential learning; self-evaluations; course-level learning assignments; certificate testing results; capstone project; and criterion-referenced evaluation of the RMU universal competencies. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; employer evaluation of student performance on externships/practica; national student and faculty engagement surveys; graduate exit surveys; and employer and alumni surveys.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The standing faculty curriculum committee conducts an annual assessment of student learning by evaluating

samples of student work using established outcome statements, rubrics, and standardized assignments. The proposed program will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

The proposed program will be delivered at the Peoria and Orland Park campuses, located in two higher education regions, Central and South Metro. In December 2016, the Board approved this program in the Chicago region. Existing classroom and lab space, and computer resources are sufficient for this program. The locations have a life science laboratory, human performance laboratory, fitness center, open space, and access to an athletic training area. A cadaver laboratory and hydrostatic weighing station is located in downtown Chicago, providing additional instructional space for the Orland Park students.

RMU's Information Technology Library is a multi-site, system-wide educational resource located at each of the institution's campuses. Library services and bibliographic search systems are online; an automated catalog and circulation system networks the campuses and facilitates intercampus use of the resources. The University-wide collection includes eBooks, audio items, and online databases. The RMU library currently exceeds 236,000 items in its full collection and holds subscriptions to 44 electronic databases. The library resource acquisition budget for each of the proposed programs includes an initial commitment of \$20,000 followed by an annual acquisition budget of \$5,000 for years two through five. RMU is also a member of the Consortium of Academic and Research Libraries in Illinois.

Faculty and Staff

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

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 second year for the Bachelor of Science in Exercise, Nutrition, and Health Science.

Accreditation/Licensure

The proposed program does not require specialized accreditation or licensure. Graduates will qualify to sit for the Certified Personal Trainer exam offered through the American College of Sports Medicine Exam. This is a gold standard certification but is not a requirement for graduation from the 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 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 Robert Morris University Illinois 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.

Les Roches International School of Hotel Management
900 North Branch Street
Chicago, IL 60642
President: Ms. Sonia Tatar

Operating Authority: Chicago Region

Proposed Program Title in Region of Authorization: Bachelor of Business Administration in International Hotel Management in the Chicago Region

Projected Enrollments: Les Roches International School of Hotel Management estimates an enrollment in this program of 52 students in the first year rising to 549 students by the fifth year.

Institutional Accreditation: Les Roches International School of Hotel Management is regionally accredited by the Commission on Institutes of Higher Education of the New England Association of Schools and Colleges. This accreditation will cover all activities at the Chicago branch campus.

Background and History

Les Roches was established in Switzerland in 1954. For the first 25 years, it operated as an international high school and in 1979 changed the curriculum to that of an institution delivering hotel management courses to postsecondary students. In 2000, Les Roches was acquired by Sylvan Learning Systems, which later became Laureate Education, Inc. Les Roches changed its name in 2005 to Les Roches International School of Hotel Management to reflect the global nature of its student body and the industry it serves. In 2015, Les Roches received operating and degree granting authority from the Illinois Board of Higher Education. Since that time, Les Roches has become independent from Laureate and so is seeking new approvals under the new ownership structure. In addition to its Bluche, Switzerland, home campus, Les Roches currently has three accredited branch campus locations in Marbella, Spain; Amman, Jordan; and Shanghai, China, all offering the Les Roches curriculum. With these applications, Les Roches proposes to establish a full branch campus in Chicago. The Les Roches Chicago branch campus will operate on the same mission, values, and standards as the Les Roches home campus in Bluche. The Les Roches Chicago branch campus will co-locate with Kendall College on Goose Island in Chicago. While Les Roches is no longer a Laureate institution, agreements for use of space and resources with Kendall College, which is a Laureate institution, have been developed to support the establishment of this new institution.

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.

No institutional data is available for the Les Roches International School of Hotel Management because the Chicago location will be their first campus in the United States.

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.

Les Roches' strategic objective is to make its model hospitality education available for students worldwide through campuses in select strategic locations. A Chicago branch campus will be a strategically important augmentation of the existing Les Roches campus network. The proposed program is consistent with the purpose, goals, and objectives of the institution. The requested degree title is in alignment with the corresponding degree 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

All admission requirements for the programs at Les Roches Chicago are consistent with the global Les Roches standards. Applicants to bachelor's degree are required to have an accredited high school diploma, or its equivalent. Students who are not native English speakers or who have not studied for at least the past three years in an English-speaking school must provide proficiency in English, with a minimum score of 500 Test of English as a Foreign Language (TOEFL) or equivalent.

Curriculum

The 121 semester credit hour International Hotel Management program was designed to be completed in lock-step over seven semesters of study. In the last year, students will have the opportunity to choose a specialization. These specializations include: Entrepreneurship; Meetings, Incentives, Conference, and Exhibitions; and Hospitality. There is significant lab work required in the practical labs during the first and second semesters (Craft-Based Learning). In the third and fifth semesters, students will spend six months on internship in the industry. Students will also be given the opportunity to choose to study a language other than English, selecting either French, German, Italian, or Mandarin. An Honors route is offered in the program in parallel to the specialization. Students who are awarded a degree with Honors must have successfully completed

a thesis of approximately 10,000 words that combines both primary and secondary research methods on a topic of strategic significance to hospitality, tourism, or business.

Assessment of Student Learning

Craft-based learning takes place in an industry-relevant setting where students are exposed to the realities of the hospitality environment. Learning takes place through self-reflection, repetition, and continuous instructor feedback on performance. Exams typically include essay-style questions rather than multiple-choice items. The students also complete an integrated capstone project in their final semester. This major assessment involves lecturers from multiple disciplines (e.g., tourism, revenue management, finance, and marketing) and allows students to synthesize the knowledge and skills they developed over their final year of study. Program-based assessment mapping ensures that programmatic learning outcomes are evaluated. The Program and Academic Committees, using documented evidence of progression to degree and graduation data, regularly discuss student achievement and may promote curriculum changes.

Program Assessment

Les Roches Chicago will adopt the Les Roches Bluche means of assessment strategies, institutional policies, and structures for continuous evaluation and improvement. Les Roches ensures that evaluation is systematic at all levels of the institution. First and foremost, academic programs are subject to a review that includes internal and external evaluators every five years. Periodic program reviews and program first validation (feasibility studies) began in 2006 and have since been used to review programs or to initiate new ones. The review process requires program teams, including faculty and the respective program managers, to review the curriculum in detail and propose changes. The review or development of new programs incorporates comparisons with outside curriculum authorities, other institutions, industry, and the views of students and graduates. The last stage of any review includes external experts who review and discuss plans for change with the program team.

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 Les Roches Chicago branch campus will be established at the Riverworks campus on Goose Island in Chicago, which is the current instructional site of Kendall College. A space optimization study conducted by Ayers Saint Gross has demonstrated that the eight-story, 178,041 square foot building has a maximum capacity for 2,500 students. As the current Kendall on-campus population is 900 students, the campus leaves substantial capacity for Les Roches Chicago.

Les Roches Chicago will initially occupy 15,891 square feet of dedicated space on the eighth floor as well as 5,896 square feet of dedicated kitchen and restaurant space on the third floor; additionally, required classroom space will be shared with Kendall. Les Roches Chicago students will also be able to make use of 78,407 square feet shared space that includes, but is not limited to, a lobby area, cafeteria, student services, student lounge, academic success centre, library, computer lab, fitness center, classrooms, and outside recreational area. As Les Roches Chicago's space needs progress over time, more dedicated and shared space will be rented from Kendall College; by 2019, for example, Les Roches Chicago plans to occupy a second dedicated floor.

The library of the Les Roches home campus in Bluche subscribes to the following for research purposes: EBSCO, Emerald, ABI Inform, Mintel, the Euromonitor Global Market Information Database, and the Consumer Foodservice system. These databases will be available to students studying at Les Roches Chicago via access through the Les Roches Bluche library website. Part of the shared service agreement with Kendall College is to provide Les Roches Chicago student access to Kendall Library, which currently has in excess of 11,000 books.

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.

Les Roches International School of Hotel Management 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 programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

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

Les Roches International School of Hotel Management has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the first year of operation.

Programmatic Accreditation/Licensure

Neither specialized accreditation of the programs nor licensure of graduates is required.

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 information and program descriptions submitted as part of the application provide accurate information regarding Les Roches International School of Hotel Management's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. 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 Les Roches International School of Hotel Management 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.

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 Region of Authorization: Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology in the Chicago Region

Projected Enrollments: Midwestern Career College projects enrollment of 40 students in the first year, increasing to 110 by the fifth year of the program.

Institutional Accreditation: Midwestern Career College is nationally accredited by the Council on Occupational Education (COE). The College has successfully completed the accreditor's change in ownership process and has received approval from COE and the U.S. Department of Education.

Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education, which 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 the Illinois Board of Higher Education (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).

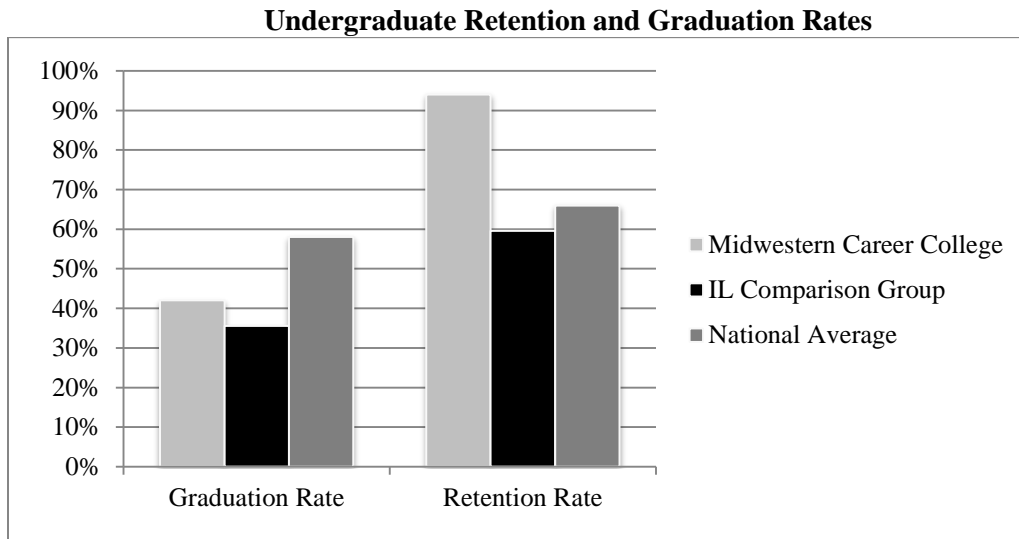
On December 6, 2011, the Illinois Board of Higher Education granted Midwestern Career College Authorization to Operate and Grant the Associate of Applied Science degree in Magnetic Resonance Imaging Technology in the Chicago Region. MCC also received IBHE's approval for the Associate of Applied Science 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 is pursuing a new authorization to operate in the Chicago Region. These previously approved curricula are not affected by the change in ownership, but the change does result in the need for new non-transferable Board approvals for operation and to offer all current programs. With this application, the College is also seeking re-authorization for the MRI program and has submitted other previously approved programs for IBHE's review.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment

institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

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



Source: National System for Education Statistics, 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

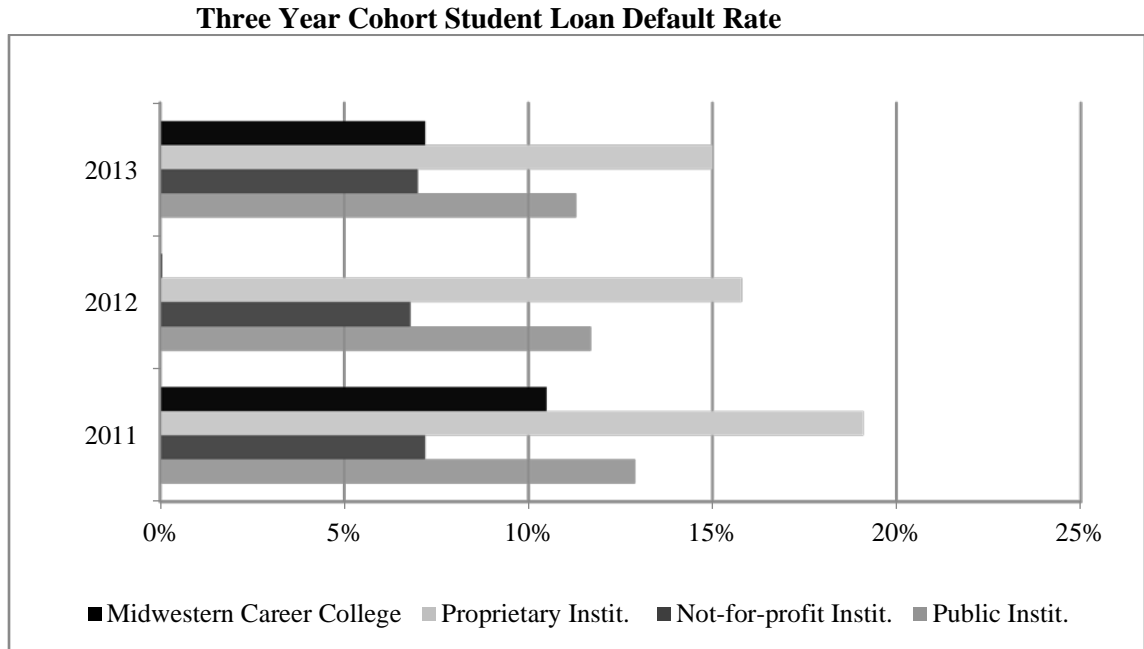
MCC’s 2013-2014 graduation rate was 42 percent. The national 2013-2014 average graduation rate among comparable Illinois institutions was 35.6 percent and the national average for not-for-profit institutions was 58 percent. The graduation rate measures the rate at which entering freshmen graduate within 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 2013-2014 retention rate was 94 percent. The 2013-2014 average retention rate for comparable Illinois institutions was 59.6 percent and the national average for not-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 2013-14 completions per 100 full-time equivalent enrollment (FTE) rate was 54. The average among comparable Illinois institutions was 43.6. 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.



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 (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 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 program is 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 program is consistent with the purpose, goals, and objectives of the institution. The requested degree title is 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, possess high school diploma or a recognized equivalent certificate such as the GED. All applicants must also have 15 semester credits or 20 quarter 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

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology prepares students with the skills, applied knowledge, and work habits required for entry-level positions in the field of MRI Technology. Students will be trained to use MRI technology to assist physicians in the diagnosis and treatment of diseases. The program is accredited through the American Registry of Radiologic Technologists (ARRT) and complies with the standards of the accrediting body. Students are required to complete a 72 semester credit hour curriculum, including 15 credit hours of general education.

Assessment of Student Learning

The proposed program has 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 program 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 requested 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 is 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 program are able to evaluate the program 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 program is currently offered at the existing main campus of the Midwestern Career College located in downtown Chicago. The facility has four labs/classrooms, a library, a cafeteria, and administrative offices. MCC has submitted plans to IBHE to move to a new location that is within 0.25 miles of the current location. Due to the proximity of the new location, the College does not need to apply for extension with the accreditor. The new facility consists of seven classrooms that can sit 30 students per room. It also has five labs, five conference rooms, and 21 administrative offices.

MCC's Library Resource Center (LRC) has the resources suitable for the proposed program. The library has a collection of books, audio, and video materials relevant to the program. MCC has contracts with Gale Virtual Resource Library (GVRL) 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 program beginning in the first year of the programs.

Accreditation/Licensure

The MRI Technology program is accredited by the American Registry of Radiologic Technologists (ARRT). The MRI Technology program is also accredited by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) programmatic accreditation. The students have an option to choose whether to sit for ARRT or ARMRIT exam. The program prepares for both.

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 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.