NEW UNITS OF INSTRUCTION, PUBLIC SERVICE, AND RESEARCH AT PUBLIC UNIVERSITIES

Submitted for: Action.

Summary: This item requests approval of three degree programs at three public universities.

Action Requested: That the Illinois Board of Higher Education approve the following:

Eastern Illinois University
- Bachelor of Science in Electrical Engineering in the Prairie Region

Governors State University
- Master of Science in Human Resource Management in the South Metro Region

Northern Illinois University
- Master of Science in Data Analytics in the Fox Valley Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

NEW UNITS OF INSTRUCTION, PUBLIC SERVICE, AND RESEARCH AT PUBLIC UNIVERSITIES

By statute, the Illinois Board of Higher Education (IBHE) is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, addresses university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *The Illinois Public Agenda for College and Career Success,* which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Executive Summary – Public Institutions

Eastern Illinois University
- Bachelor of Science in Electrical Engineering in the Prairie Region

Eastern Illinois University (EIU) requests authorization to offer a Bachelor of Science (BS) in Electrical Engineering in the Prairie region. EIU currently offers a pre-engineering program through which students complete their first two years of an engineering curriculum at EIU and then transfer to another institution to complete their engineering degree. The proposed new program, administered by the Department of Physics and the School of Technology, would allow students to complete a baccalaureate degree at EIU. The BS in Electrical Engineering requires completion of 120 semester hours with at least 40 hours in upper-division physics, mathematics, and engineering courses. Graduates will be prepared to sit for the Fundamentals of Engineering Exam, which is the first step to becoming a Professional Engineer in the State of Illinois. 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 program.

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

Governors State University
- Master of Science in Human Resource Management in the South Metro Region

Governors State University requests authority to offer a Master of Science in Human Resource Management (MSHRM) in the South Metro region. The MSHRM is a 36-hour graduate program and will prepare students for executive-level human resource management careers in the private, non-profit, and public sectors. The program will be administered by. Division of Management, Marketing, and Entrepreneurship in the College of Business. 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 B.

Northern Illinois University
- Master of Science in Data Analytics in the Fox Valley Region

Northern Illinois University requests authority to offer a Master of Science in Data Analytics (MSDA) in the Fox Valley region. The MSDA is a 30 to 36 semester hour fully online program consisting of courses in business, communication, statistics, programming, and big data. Data analytics is a rapidly growing field, and the job market for individuals with this expertise is robust. The program will be administered by the Department of Operations Management and Information Systems in the College of Business. 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 C.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University Authorization to Grant the Bachelor of Science in Electrical Engineering in the Prairie 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 Governors State University Authorization to Grant the Master of Science in Human Resource Management in the South Metro 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 Northern Illinois University authorization to establish the Master of Science in Data Analytics in the Fox Valley 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.

Eastern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Science in Electrical Engineering in the Prairie Region

> *Projected Enrollments and Degrees:* Eastern Illinois University has projected enrollment will grow from 17 students in the first year to 70 students in the fifth year. The University projects ten degrees will be awarded in the fifth year.

Background

Eastern Illinois University (EIU or the University) is seeking authority to offer a Bachelor of Science (BS) in Electrical Engineering in the Prairie Region. The BS in Electrical Engineering requires completion of 120 semester hours with at least 40 hours in upper-division courses. The program is designed to prepare students for jobs in the electrical power generation and distribution industry. Graduates of the program will be prepared to sit for the Fundamentals of Engineering Exam, which is the first step to becoming a Professional Engineer in the State of Illinois. The program will be administered by the Physics Department and the School of Technology.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those 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
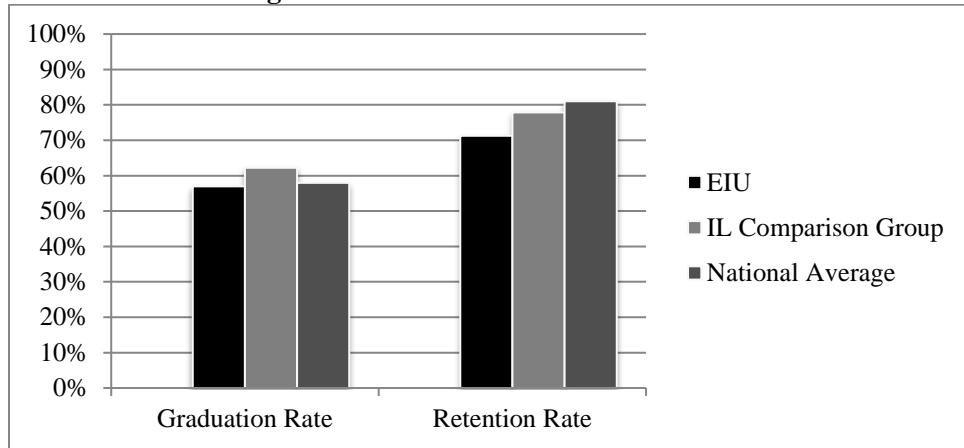
Source: National System for Education Statistics, U.S. Department of Education
Note: Eastern Illinois University is in the four-year, selective Illinois comparison
group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The University's 2015-2016 graduation rate was 57 percent and the average among comparable Illinois institutions was 62.2 percent. The most current published national 2014-2015 average graduation rate available for public four-year 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

The University's 2015-2016 retention rate was 71 percent and the average among comparable Illinois institutions was 77.9 percent. The most current published national 2014-2015 average graduation rate available for public four-year 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 NCES.

Undergraduate Completions per 100 FTE

The University's 2015-2016 completions per 100 full-time equivalent (FTE) rate was 28. The average among comparable Illinois institutions was 24.8. 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
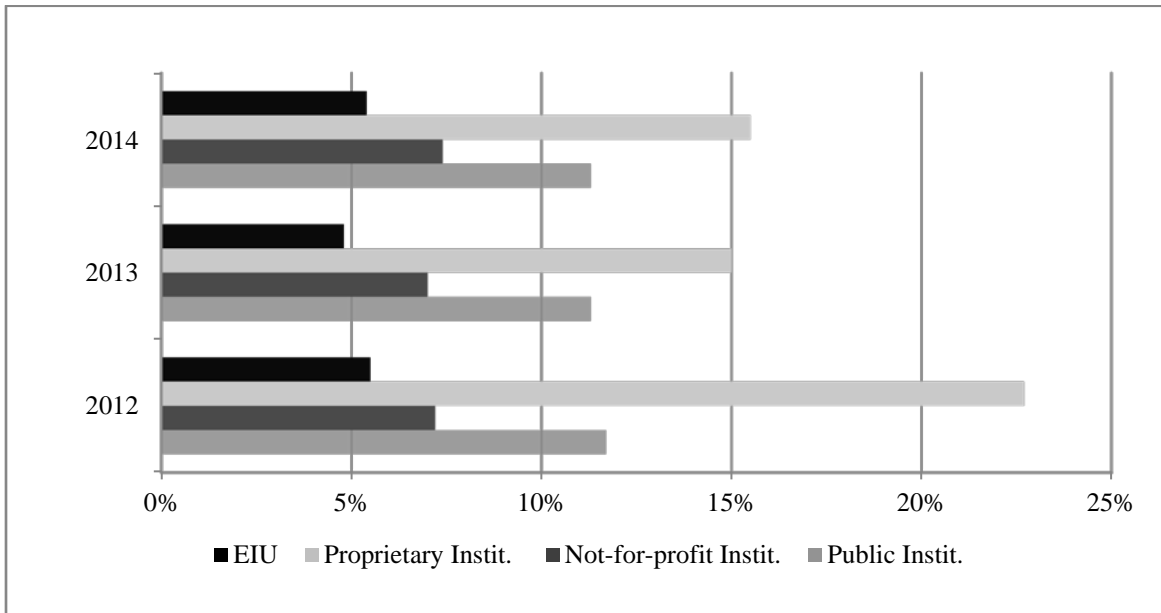
Source: National Center for Education Statistics, U.S. Department of Education
Note: Eastern Illinois University is a public institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for EIU was 5.4 percent in 2014, 4.8 percent in 2013, and 5.5 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

1050.30(a)(6):   A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The BS in Electrical Engineering program is designed to prepare students for jobs in the electrical power generation and distribution industry, especially in rural areas where there is currently a lack of electrical engineers. The U.S. Bureau for Labor Statistics (BLS) predicts a growth rate of seven percent for electrical and electronics engineering between 2016 and 2026. Illinois currently employs approximately 5,100 electrical engineers, so the seven percent increase would mean an additional 350 electrical engineering jobs in Illinois.

The Illinois Public Agenda for College and Career Success

The BS in Electrical Engineering will contribute to Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2 is to *increase college affordability for students, families, and taxpayers*. By taking advantage of the already-existing Physics Department and School of Technology at EIU, this program is able to provide an electrical engineering degree at a relatively low cost when compared with other institutions. Goal 3 is to *increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*. The goal of this program is to train students for eventual licensure as professional engineers. The BS in Electrical Engineering will help meet the future increased demand for electrical engineers in Illinois, particularly in rural areas. According to the BLS, the electric engineering profession is projected to grow seven percent from 2016 to 2026.

Comparable Programs in Illinois

Eleven other Illinois institutions also offer BS degrees in Electrical Engineering. However, most of these programs are located in the northern part of the state. The only other program in the east-central region of the state is the program at the University of Illinois at Urbana-Champaign. The program at EIU would provide another option in central Illinois to qualified individuals at a lower cost.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed BS in Electrical Engineering is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

All beginning freshmen applicants must meet University admission requirements which are to have graduated high school with a minimum unweighted cumulative GPA of 2.5/4.0 scale and a minimum ACT score of 18/new SAT score of 940. All transfer students must have a cumulative GPA of 2.0/4.0 scale based on all college-level work attempted. Transfer applicants with less than 24 college-level semester hours completed must also meet the beginning freshmen admissions requirements stated above. In addition, candidates for admission to the BS in Electrical Engineering program must meet the minimum qualifications for enrollment in MAT 1441G – Calculus and Analytical Geometry I. Students who do not meet this requirement may be accepted into the BS in Electrical Engineering program on a probationary basis, but must enroll in MAT 1441G before they are officially admitted to the program.

Curriculum

The Electrical Engineering program will be taught as a partnership between the Physics Department and the School of Technology. The BS in Electrical Engineering is a 120 semester hour program that requires 40 hours in upper-division courses in mathematics, physics, and engineering. At least 42 hours must be taken in residence at EIU, 12 of which must be during the senior year. The curriculum also requires two courses in a single foreign language, English and communication studies courses, and the successful completion of an electronic writing portfolio. The program will be delivered entirely in a face-to-face format.

Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Examples of direct assessments include written exams, research papers, group projects, course-level learning assignments, and performance on a comprehensive exam. Examples of indirect assessments include job placement rates and graduate school acceptance rates. This program's exit exam will prepare graduates to sit for the State of Illinois' professional Fundamentals of Engineering Exam.

Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to ensure students' needs are being met. An Electrical Engineering Studies Committee will be established consisting of program faculty members. Each academic year, the committee will generate an assessment report based on the information gathered on student performance relative to the program learning objectives. The report will include student performance on the Fundamentals of Engineering Exam, exit interviews with graduating students, surveys of alumni and employers of alumni, student retention and graduation rates, and suggestions from an external advisory board made up of currently practicing electrical engineers. Committee members will use these results to modify the program as necessary.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public

service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Existing classroom space and equipment needed for the laboratory portion of the program are already available from the EIU Physics Department and School of Technology. The main electrical engineering laboratory has 16 workstations with modern electrical engineering instrumentation, and the laboratory has enough space that it could be expanded to 20 workstations. A dedicated tutoring room is being created with funds provided by an alumnus.

The EIU Booth Library subscribes to the online Springer-Verlag catalog which makes all publications in this catalog available to campus members through the library's website. The library contains sufficient textbooks and academic journals covering the sub-disciplines of electrical engineering. In addition, campus members have access to most other institutions' library books and academic journal articles through the Consortium of Academic & Research Libraries of Illinois through its I-Share service.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

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

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources to administer the BS in Electrical Engineering program.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET). The ABET accreditation process requires the program to have at least one graduate before the academic year in which an on-site review occurs. With the planned implementation, the program will be eligible for a review by ABET during the 2023-2024 academic year. In addition, the program will seek to become an "approved program" by the Illinois Department of Financial and Professional Regulation (IDFPR).

Illinois licensure of a Professional Engineer requires an appropriate degree, passing professional exams, and appropriate experience working in the field. The amount of required experience to become first an Engineer Intern and then a Professional Engineer depends on whether the program is non-approved or approved by IDFPR. Although ABET accreditation is not necessary or sufficient for the program to be approved, in general ABET-accredited programs are recognized as meeting the minimal requirements for approval by IDFPR.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about the BS in Electrical Engineering, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University policies will be published in the University's catalog.

Staff Conclusion

The staff concludes that the Bachelor of Science in Electrical Engineering proposed by Eastern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Governors State University

Proposed Program Title in the Region of Authorization: Master of Science in Human Resource Management in the South Metro Region.

Projected Enrollments and Degrees. Governors State University will increase from ten students in the first year to a maximum of 50 students in the fifth year. The University projects 25 degrees will be awarded in the fourth year.
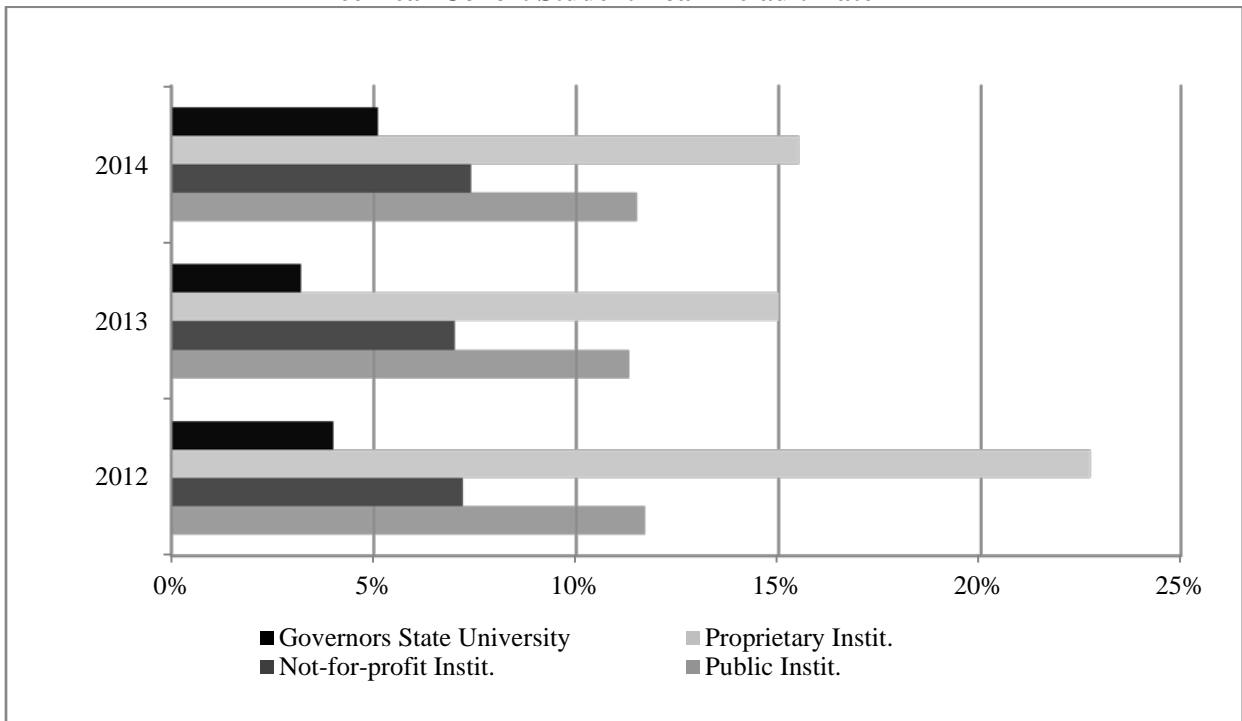
Background

Governors State University (GSU or the University) is seeking authority to offer a Master of Science in Human Resource Management (MSHRM) in the South Metro Region. The MSHRM is a 36-hour graduate program and will prepare students for executive-level human resource management careers in the private, nonprofit, and public sectors. The program will be administered by the Division of Management, Marketing, and Entrepreneurship in the College of Business.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those 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: Governors State University is a public institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for GSU was 5.1 percent in 2014, 3.2 percent in 2013, and 4.0 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

In its application, GSU notes that Chicago, as a global city home to several transnational corporations, is one of the most important commerce hubs in the world, retains significant capability and capacity in advanced manufacturing operations (steel, auto, and machine tools), process operations (oil refining), and financial services, among others, and is emerging as a center for information technology. To achieve integration with the global economy, Chicago companies

in these industries and sectors, require world class human resource management capability to ensure the attraction and retention of first-rate talent. The proposed Master of Science in Human Resource Management program will support the demand for well qualified human resources management professionals in the private sector as well as in nonprofits and the public sector.

According to the U.S. Bureau of Labor Statistics (BLS), job growth for human resource managers projected through 2024 is faster than average. The BLS lists Illinois as third in the country for jobs in Human Resources Management (HRM) with 1.53 jobs in HRM for every 1,000 jobs in Illinois. Job growth for HRM positions through 2024 is projected at seven percent, with the strongest growth occurring in the Chicago metro land area and stronger than average growth also expected in the Kankakee area.

The Illinois Public Agenda for College and Career Success

The MSHRM will contribute to Goal 1 of *The Illinois Public Agenda for College and Career Success* goals. Goal 1 is to *reduce geographic disparities in educational attainment*, which is consistent with the proposed MSHRM program at GSU, a minority-serving institution. More specifically, the program will provide greater access for Chicago-area young college graduates and professional adults to a growing career track through offering affordable in-person, online, and hybrid courses at a public university in the South Metro Region. GSU's geographic location also makes it a critical institution for bridging the prosperity gap that has been identified in *The Illinois Public Agenda*. The University serves as a conduit between the economic opportunities that exist in Chicago and citizens in the central-eastern region of Illinois that have experienced some of the lowest levels of economic prosperity in the state.

Comparable Programs in Illinois

According to the IBHE Program Inventory, six other MSHRM exist in the state of Illinois, all of which are offered at private institutions at substantial cost to students and families. The University of Illinois at Urbana-Champaign offers a Master of Human Resources and Industrial Relations.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution

has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

For the Master of Science degree, applicants must have earned a bachelor's degree from a regionally accredited college or university; must have been in good standing at the last institution attended; and must have satisfied collegial and/or major criteria, if applicable, for graduate study in a specific major. In addition to university admission requirements, applicants to the proposed MSHRM must submit two confidential letters of recommendation from professional references, a current resume; and a statement of intent for candidacy in the MSHRM degree program. Admission to the program will be on a rolling basis with no an annual deadline for application.

Curriculum

The proposed MSHRM is located in GSU's College of Business and is a 36 semester hour graduate program requiring 24 graduate credits in core Human Resource Management coursework, nine graduate credits in Business electives, a three-hour graduate capstone course, and a three-hour admission to candidacy course. The proposed curriculum is aligned with the Society for Human Resource Management's Graduate Curriculum Guidelines, designed to develop critical human resource management competencies, ensuring graduates are empowered with the knowledge, skills, and ethical perspectives needed for human resource management professionals to succeed in a technologically sophisticated global society. Courses will be offered in traditional on-ground classrooms, online, and hybrid formats.

Assessment of Student Learning

GSU has established policies and practices in place for the assessment of student learning. The institution's approach incorporates the Assurance of Learning process, part of the Association to Advance Collegiate Schools of Business (AACSB) accreditation process adopted by GSU that utilizes systematic examination of student work (e.g., papers, exams, and homework) by subject-matter experts (i.e., multiple faculty members) with the use of rubrics and other evaluation tools. Performance targets will be specified and interventions to improve learning will be implemented in areas where there are the most opportunities for improvement. Repeated evaluation of student work will aid in determining whether student learning goals are being met. This process is managed by a College of Business committee that regularly reports on assessment activities during whole-college meetings and contributes to accreditation reports to the AACSB.

Program Assessment

GSU has a clearly articulated and rigorous program assessment plan overseen by the University's Assurance of Learning committee, the College of Business Dean's Advisory Council, and the College of Business. Program assessment methods will include collecting and analyzing data from Assurance of Learning activities associated with AACSB accreditation; Student Evaluation of Instruction survey data; graduation, retention, and time-to-degree rates of completion data; percent of graduates employed in the field; program evaluation comparisons with peer programs; surveys and interviews with graduating and former students; employer satisfaction with the program; honors, awards, and certifications received by students; student participation in regional and national professional societies; feedback from the College of Business advisory board, community college partners and their industry partners, university alumni, and area organizations; feedback from the Society of Human Resource Management curriculum reviews; and career achievements by graduates of the program. The proposed program will follow these existing protocols for continuous improvement.

The proposed MSHRM program will be entered into the College of Business's regular internal four-year review cycle by the Assurance of Learning Committee. In addition, the program will submit a progress report to IBHE in the third year of implementation and enter the regular eight-year review cycle by IBHE.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Technology and Instructional Resources

GSU has sufficient dedicated classroom, laboratory, equipment, and computer lab space. The necessary technology and research capabilities to support the proposed program are available through the University.

Library and Staff

GSU's University Library is fully funded with sufficient resources to support the institution's existing bachelor's, master's, and doctoral degree programs. However, the University will acquire resources for specialized Human Resource Information System software through Computer and IT Services, located within the library, as well as electronic books and journals to support students in the proposed MSHRM.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional

experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

GSU has identified and implemented institutional policies ensuring that faculty and academic professionals hired possess the training, credentials, and other related professional qualifications to provide quality instruction at the institution. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

According to the application, the GSU College of Business's budget will support the program when fully implemented. Three tenure-track faculty members are already in place to deliver the proposed Master of Science in Human Resource Management; a fourth faculty member is proposed for Fiscal Year 2020 and beyond. The College of Business's full-time graduate advisor is anticipated to be able to manage the incoming graduate students for the proposed new program. As the program grows, the College of Business and the University are committed to hiring additional academic advisors when needed.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The proposed MSHRM does not require specialized accreditation or licensure. However, the College of Business is accredited by the Association to Advance Collegiate Schools of Business, and the proposed program will become part of the College's programs subject to AACSB's continuous review and reaccreditation. Currently, no special licensure in human resource management is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the Master of Science in Human Resource Management proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Northern Illinois University

Proposed Program Title in the Region of Authorization: Master of Science in Data Analytics in the Fox Valley Region

> *Projected Enrollments and Degrees:* Northern Illinois University has projected that enrollment in the proposed Master of Science in Data Analytics will grow from 20 students in the first year to 70 students in the fifth year. The University has projected that approximately 60 degrees will be awarded in this program in its fifth year.
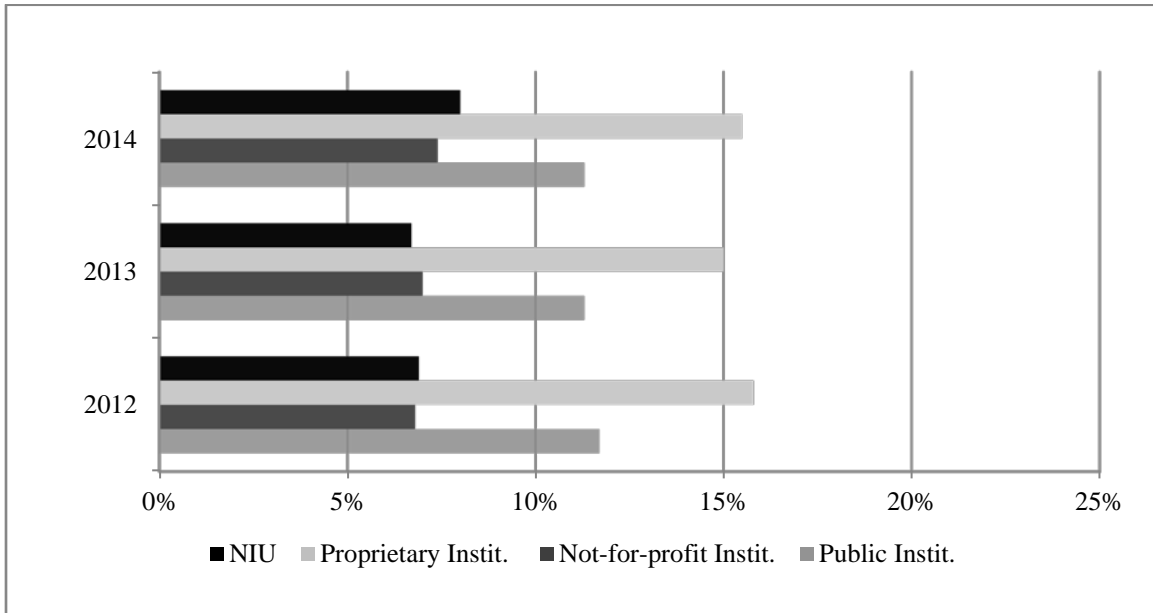
Background

Northern Illinois University (NIU or the University) is seeking authority to offer a Master of Science in Data Analytics (MSDA) in the Fox Valley Region. The MSDA is a 30-36 semester hour fully online program including classes in business, communication, statistics, programming, and big data. The program will be administered by the Department of Operations Management and Information Systems (OMIS) in the College of Business. The MSDA would prepare students for careers in data analytics, statistics, and market research. The proposed program would add to the Bachelor of Science in Operations and Information Management, the minor in Business Analytics, the MS in Management Information Systems, and six certificate programs already offered by OMIS.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those 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: Northern Illinois University is a public institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for the University was 8.0 percent in 2014, 6.7 percent in 2013, and 6.9 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

According to the U.S. Bureau of Labor Statistics (BLS), employment of Statisticians/Data Analysts is projected to grow 33 percent from 2016 to 2026, faster than the average for all occupations. Additionally, the BLS projects employment of marketing research analysts to grow 23 percent from 2016 to 2026.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed program will support Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2 is to *ensure college affordability*

for students, families, and tax payers. This program will be offered fully online to provide flexibility to students working full- or part-time and allow them to save on housing costs. Goal 3 is to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*. Graduates of the MSDA program will help fill the high demand for data analysts. The BLS predicts this and related fields will grow by 23 to 33 percent in the next eight years.

Comparable Programs in Illinois

The proposed program will be the first online MSDA program in Illinois accredited by the Association to Advance Collegiate Schools of Business (AACSB). Five other universities also offer an on-ground AACSB-accredited MSDA. The University of Illinois Springfield offers an online MSDA program that does not have specialized accreditation.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Applicants to the MSDA program must be admitted to the Graduate School and have obtained a baccalaureate degree with a minimum cumulative GPA of 2.75 from an accredited U.S. college or university, or the equivalent degree from a recognized foreign institution. However, the college gives priority consideration to applicants who demonstrate a high promise of success in a graduate business degree program. The following materials are also considered when making admissions decisions: two letters of recommendation; a strong record of academic achievement demonstrated by an undergraduate cumulative GPA of 3.0 or above; and official transcripts. The

GMAT/GRE is not required for applicants who meet the 3.0 GPA requirement, but scores may be submitted to supplement the academic record if the GPA does not fully demonstrate academic ability. To have the GMAT/GRE waived, applicants must submit a waiver form. For international applicants without a baccalaureate or higher degree from a U.S. college or university, the GRE or GMAT is required for admission in addition to a strong record of academic achievement, official IELTS (minimum 6.5 overall) or TOEFL (minimum 80) scores, and official transcripts from all institutions attended.

Curriculum

The MSDA is a 30 semester hour online program in addition to six credit hours of prerequisites in Phase One. Phase One of the program is designed to address deficiencies in undergraduate course work. Students may be required to complete Phase One courses in key areas such as operations management, business information systems, and business statistics. Some or all of those prerequisites may be waived by the department depending on the undergraduate business degree of the student. Phase Two of the program consists of 30 hours in business and communication, statistics, programming, and big data. A formal thesis is not required, but all students will complete a data analytics project consisting of a comprehensive data analytics scenario involving student teams of three to four individuals.

Assessment of Student Learning

The 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. Direct assessment measures include: research papers, group projects, presentations; course-level learning assignments and a data analytics project. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation, and time-to-completion rates; job placement rates; 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. Working with shared governance bodies including the University Assessment Panel and the Academic Planning Council, the Provost and his staff oversee the assessment and program review for the University. The program review process provides an opportunity to examine the program and identify areas for program improvement, and plans for the future. The Department of Operations Management and Information Systems will administer the program and provide the required documentation and data necessary during the review to demonstrate the program's strengths, areas for improvement, and plans for the future. The proposed graduate program will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are

necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Technology and Instructional Resources

No additional facilities are needed for the proposed MSDA program. All courses will be delivered online using Blackboard and the existing Citrix cloud computing environment. Costs of a technology upgrade, data analytics software, an additional faculty member, and a new instructor line will initially be covered by reallocating funds in the current University budget, and eventually by revenue generated by program enrollment.

Library

The University's Founders Memorial Library (Founders) maintains a collection of resources to support the current program that will be utilized for the proposed master's program. Founders provides access to a collection of over 834,000 print and e-books. Through consortia agreements, the Library is affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, expanding its collection to over 2.5 million print and electronic books and 275 databases.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

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 and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Existing facilities, technology, and library resources will support the proposed program. Any additional funds required will be reallocated from the current budget as part of the University's ongoing alignment with Program Prioritization recommendations and subsequent Action Planning.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

NIU's College of Business currently holds specialized accreditation with the Association to Advance Collegiate Schools of Business (AACSB), and the MS in Data Analytics will be covered under this existing accreditation until the next annual accreditation review at which point the program must be approved by AACSB. Additionally, there are some optional certifications within this field that can be of benefit to individuals within this profession including a Data Analytics certification by SAS offered through a partnership between the University and SAS Global Academic Program.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about the MSDA including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's Catalog.

Staff Conclusion

The staff concludes that the Master of Science in Data Analytics proposed by Northern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.