

**APPROVED
JUNE 5, 2018**

Item #VI-3
June 5, 2018

**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

Quiroga College

- Operating Authority in the Chicago Region

Saint Mary's University of Minnesota

- Operating Authority in the Chicago Region

University of Wisconsin Oshkosh

- Operating Authority in the North Suburban Region

Proprietary

DeVry University

- Operating Authority in the Chicago, Fox Valley, North Suburban, West Suburban, and South Metro Regions

SAE Institute of Technology

- Associate of Applied Science in Audio in the Chicago Region
- Associate of Applied Science in Entertainment Business in the Chicago Region

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Diagnostic Medical Sonography in the Fox Valley Region
- Associate of Applied Science in Surgical Technology in the Fox Valley Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

This item includes recommendations to grant operating and/or degree-granting authority to six institutions.

Not-for-Profit Executive Summary

Quiroga College

- Operating Authority

Quiroga College (Quiroga or the College) requests authorization to operate in the Chicago region. Quiroga College is a private, not-for-profit institution affiliated with the Universidad Vasco de Quiroga (UVAQ) in the city of Morelia, Mexico. UVAQ is a 39-year-old, private Catholic university in Mexico accredited by the Mexican Federation of Private Institutions of Higher Education, the principal accreditation agency in Mexico. Quiroga is organized as an independent, board-governed, U.S.-based institution of higher education. However, the College affirms an institutional affiliation with UVAQ and a shared commitment to the Catholic theological, sociological, philosophical, and educational underpinnings set forth in the Quiroga Statement of Religious and Educational Philosophy shared with UVAQ. Quiroga College was founded by UVAQ and received approval to operate in the Chicago region on June 6, 2015, by IBHE, but since relinquished its authority on September 15, 2017, in order to further develop its plans for

accreditation. With this application, the College is again seeking authorization to operate in the Chicago region. Quiroga plans to offer associate of applied science degrees in family and early childhood education, culinary arts, and business during the first four years of operation; in the fifth year, the College will apply for authority to offer baccalaureate degrees from IBHE. Staff, faculty, and financial resources are in place to support the proposed operating authority.

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

Saint Mary's University of Minnesota

- Operating Authority

Saint Mary's University of Minnesota (Saint Mary's or the University) is a private, not-for-profit institution affiliated with the De La Salle Christian Brothers of the Roman Catholic Church located in Winona, Minnesota, with an additional campus location in the Twin Cities. Saint Mary's College was founded by Bishop Patrick Richard Heffron in 1912 and was renamed in 1995 to Saint Mary's University of Minnesota to reflect the expanded role of graduate and professional programming offered. Saint Mary's dual-credit program, named Program for Advanced College Credit, was established in 1986. With this application, the University is seeking authorization to operate and offer dual credit courses in the Chicago region at the following high school locations: Brother Rice High School; De La Salle Institute; Hanna Sacks Bais Yaakov High school; Resurrection High School; and St. Patrick High School. The 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.

University of Wisconsin Oshkosh

- Operating Authority

The University of Wisconsin Oshkosh (the University) requests authorization to operate in the North Suburban region to offer dual credit classes. The University is located in Oshkosh, Wisconsin and is a public, not-for-profit institution affiliated with the University of Wisconsin System which is a collection of 26 campuses. With this application, the University is seeking authorization to operate and offer dual credit courses at high schools in the North Suburban region. The 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 C.

Proprietary Executive Summary

DeVry University

- Operating Authority

DeVry University (DeVry or the University) is a for-profit institution of higher education. The DeVry Institute of Technology was founded in 1931 in Chicago, Illinois, as the DeForest Training School by Dr. Herman DeVry. The institution's name was changed to DeVry Technical Institute in 1953 and then became DeVry Institute of Technology in 1968. Since its inception to the current date, DeVry University has experienced multiple changes of control, first with the sale of 85 percent of its stock to Bell and Howell in 1967, then with its acquisition by Keller Graduate School of Management in 1987, and in 1991, with the conversion of its parent company, DeVry Inc., to a publicly-traded corporation. DeVry University was approved by IBHE in December 2001

with the merger of DeVry Institute of Technology and Keller Graduate School of Management, with both schools then being wholly owned by DeVry Inc. DeVry Inc. later became known as DeVry Education Group Inc. and recently changed its name to Adtalem Global Education Inc. Under the proposed transaction, the closing of which is conditioned upon receipt of various regulatory agency reviews, including the approval of operating and degree granting authority by the Illinois Board of Higher Education, the Higher Learning Commission's approval to maintain accreditation and pre-acquisition review by the U.S. Department of Education, Cogswell Education, LLC ("Cogswell Education") will acquire DeVry University, Inc. Cogswell Education is a limited liability company with its sole member being Cogswell Capital, LLC. The new ownership corporation intends that operations will continue at the previously-approved locations. Upon approval of the operating authority by the Board, all previously approved programs will be presented to the Board for consideration.

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

SAE Institute of Technology

- Associate of Applied Science in Audio

SAE Institute of Technology (SAE Institute or the Institute) requests authorization to offer an Associate of Applied Science (AAS) in Audio in the Chicago region. SAE Institute is a private for-profit institution founded in Australia in 1976 as an outgrowth of the School of Audio Engineering. On April 2, 2013, SAE Institute was granted authorization to operate and grant three associate level degrees in the Chicago region. Graduates are trained for employment in a multitude of live sound and recorded audio settings. The two general career fields identified for the program are Audio and Video Equipment Technician and Sound Engineering Technician. With this application, the Institute is seeking authorization to replace the existing AAS in Audio Technology as a response to the changes in the industry. The Institute has sufficient technology, staff, and financial resources in place to support the proposed programs.

- Associate of Applied Science in Entertainment Business

SAE Institute of Technology requests authorization to offer an Associates of Applied Science in Entertainment Business in the Chicago region. SAE Institute is a private for-profit institution founded in Australia in 1976 as an outgrowth of the School of Audio Engineering. On April 2, 2013, SAE Institute was granted authorization to operate and grant three associate's level degrees in the Chicago region. Graduates will be prepared for a range of entry-level careers within the entertainment industry. With this application, the Institute is seeking authorization to replace the existing AAS in Music Business as a response to the changes in the industry. The Institute has sufficient technology, staff, and financial resources in place to support the proposed programs.

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

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Diagnostic Medical Sonography

Stautzenberger College DBA Rockford Career College (the College), requests authorization to offer an Associate of Applied Science in Diagnostic Medical Sonography in the Fox Valley Region. The program requires completion of a total of 108 quarter credit hours. Graduates of the program will acquire knowledge and skills to perform diagnostic ultrasound examinations required of a general sonographer. On March 13, 2018, the College received Operating Authority authorization from IBHE. Because it offers shorter-term vocational postsecondary certificates as

well as degrees, the College is also under the authority of the Private Business and Vocational Schools of the IBHE. Due to the change in ownership, the College is seeking Degree-Granting authorization from IBHE for existing and new programs. Degree-granting authority for the program is sought under the auspices of Rockford Career College's new ownership structure.

- Associate of Applied Science in Surgical Technology

Stautzenberger College DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Surgical Technology in the Fox Valley Region. The program requires completion of a total of 108 quarter credit hours. Upon successful completion of the program, students gain the skills and knowledge to start entry-level employment as a surgical technologist in the medical industry. Due to the change in ownership, the College is seeking Degree-granting authorization from IBHE. Rockford Career College, under previous ownership, had authorization to offer the Associate of Applied Science in Surgical Technology. Degree-granting authority for the program is sought under the auspices of Rockford Career College's new ownership structure.

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

The staff recommends adoption of the following resolutions:

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

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

The Illinois Board of Higher Education hereby grants to University of Wisconsin Oshkosh Authorization to Operate in the North 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 DeVry University Authorization to Operate in the Chicago, Fox Valley, North Suburban, West Suburban, 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 SAE Institute of Technology Authorization to Grant the Associate of Applied Science in Audio and the Associate of Applied Science in Entertainment Business in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Stautzenberger College DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Diagnostic Medical Sonography and the Associate of Applied Science in Surgical Technology 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.

Quiroga College
2114 West 22nd Place
Chicago, IL 60608
Executive Director: Mr. Fernando Alessandrini-Mojica

Seeking Operating Authority: Chicago Region

Institutional Accreditation: Quiroga College has submitted plans and a timeline to obtain accreditation from Accrediting Commission of Career Schools and Colleges, a national accreditation agency recognized by the U.S. Department of Education.

Background and History

Quiroga College (Quiroga or the College) requests authorization to operate in the Chicago region. Quiroga College is a private, not-for-profit institution affiliated with the Universidad Vasco de Quiroga (UVAQ) in the city of Morelia, Mexico. UVAQ is a 39-year old, private Catholic university in Mexico accredited by the Mexican Federation of Private Institutions of Higher Education, the principal accreditation agency in Mexico. Quiroga College is organized as an independent, board-governed, US-based institution of higher education. However, the College affirms an institutional affiliation with UVAQ and a shared commitment to the Catholic theological, sociological, philosophical, and educational underpinnings set forth in the Quiroga Statement of Religious and Educational Philosophy shared with UVAQ. Quiroga College was founded by Universidad Vasco de Quiroga and received approval to operate in the Chicago region on June 6, 2015, by IBHE, but since relinquished its authority on September 15, 2017, in order to further develop its plans for accreditation. With this application, the College is seeking authorization again to operate in the Chicago region. Quiroga College plans to offer associate of applied science degrees in family and early childhood education, culinary arts, and business during the first four years of operation; in the fifth year, the College will apply for authority to offer baccalaureate degrees from IBHE. Staff, faculty, and financial resources are in place to support the proposed operating authority.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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 success measures and default rates are not provided because the Institute has not offered an undergraduate degree program to a cohort of first-time full time students.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed request for operating authority is in alignment with the overall mission of the College. The proposed operating authority is required to achieve the mission, goals, and objectives of Quiroga College.

Curriculum/Assessment

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

Admission

Applicants for admission to Quiroga College are required to have graduated from high school or attained high school equivalency through the GED test. The following materials may also be considered when making admissions decisions: a formal application for admissions and all its related forms; official transcripts for high school and any college work; and an interview. Applicants are also encouraged to submit the following optional materials: SAT or ACT Writing examination scores; a counselor recommendation; two teacher evaluations; one letter of recommendation; a statement about extracurricular activities and any relevant work experiences; and a personal statement. Quiroga College may approve up to 15 credit hours by transfer and non-course activity toward a student's associate degree and 30 credit hours for a baccalaureate degree.

Curriculum

Quiroga College plans to offer associate of applied science degrees in family and early childhood education, culinary arts, and business the first four years of operation; in the fifth year, the College will apply for authority to offer baccalaureate degrees from IBHE.

Assessment of Student Learning

The College will use a portfolio system of assessment for each course in the curriculum and a comprehensive portfolio evaluated by an assigned faculty member. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: projects; problem-based learning assignments; case studies; simulations; portfolios; exams; observations; and interviews. Indirect assessments include: formal student evaluations of faculty and courses; graduation rates; and employer and alumni surveys.

Program Assessment

The College has established policies for reviewing programs for continuous improvement. Quiroga College's teaching-learning process will be followed for every academic program. The model includes three phases after competencies are developed for the academic programs: Educational Practice; Curriculum Evaluation; and Internal Evaluation. The Vice President for Academic Affairs will administer the program assessment and review the required documentation and data necessary to recommend adjustments to the program's offerings and plans for the future. The proposed programs will follow this outlined protocol for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Quiroga College will offer courses in an existing building owned by the Archdiocese of Chicago that has been used for education purposes since its construction in 1892. Quiroga College is located in the Pilsen neighborhood of Chicago at 2114 West 22nd Place, Chicago, Illinois, 60608. The College has renewed the restrooms and classrooms on the lower levels to accommodate the first cohort of students and has developed an initial five-year plan of renovation and remodeling for the rest of the building in phases as enrollment increases. The College plans to provide computer-based resources in both Windows-based (eight desktops) and Macintosh-based systems (eight desktops), hardware, software, laser printers, and Wi-Fi free of charge to students. Quiroga plans to allocate more than \$819,000 to upgrade technologies, purchase equipment and materials, and to renew facilities.

Additionally, Quiroga plans to invest \$285,000 in printed books and subscriptions during the first five years of operation. At this time, the College has entered into agreements with the Chicago Public Library and Rudy Lozano Public Library, where Quiroga students will have access to Chicago Public Libraries' significant holdings of books, periodicals, historical records, and online resources. The College's partnership with UVAQ allows students access to UVAQ's Digital Library E-Book database, which provides access to more than 30,000 digital books and 5,000 periodicals.

Faculty and Staff

1030.60(a)(6): 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.

Quiroga College has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

The College has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the third year of operation.

Accreditation/Licensure

No specialized accreditation is required for operating authority applications.

Program Information

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

The College submitted detailed and adequate information on the College's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Quiroga College 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.

Saint Mary's University of Minnesota
700 Terrace Heights
Winona, MN 55987-1399
President: Br. William Mann, FSC, DMin

Seeking Operating Authority: Chicago Region

Institutional Accreditation: Saint Mary's University of Minnesota is regionally accredited by the Higher Learning Commission.

Background and History

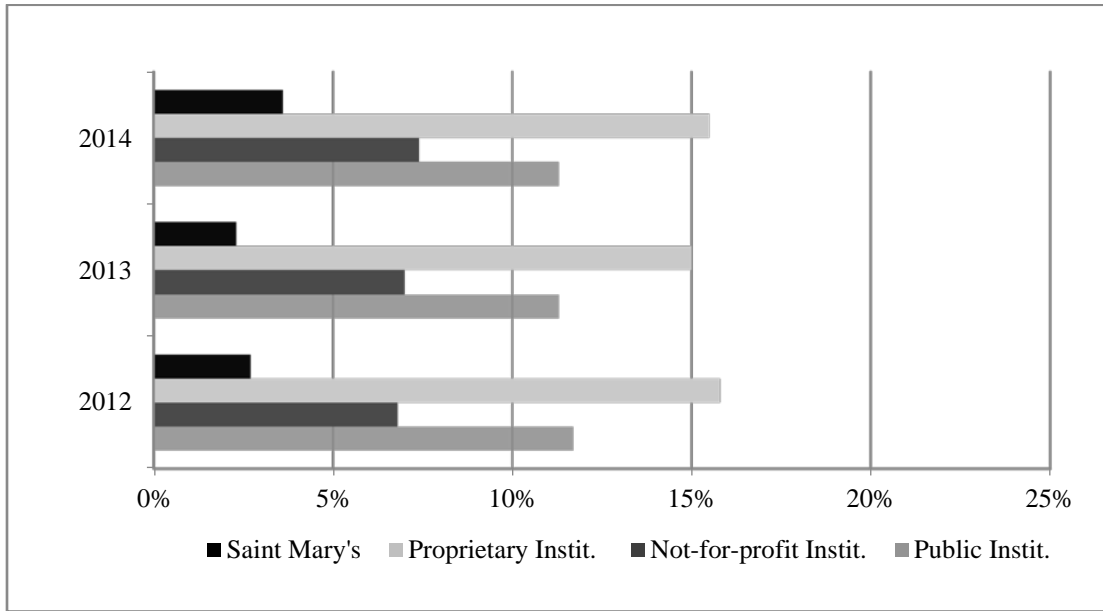
Saint Mary's University of Minnesota (Saint Mary's or the University) is a private, not-for-profit institution affiliated with the De La Salle Christian Brothers of the Roman Catholic Church located in Winona, Minnesota, with an additional campus location in the Twin Cities. Saint Mary's College was founded by Bishop Patrick Richard Heffron in 1912 and was renamed in 1995 to Saint Mary's University of Minnesota to reflect the expanded role of graduate and professional programming offered. Saint Mary's dual-credit program, named Program for Advanced College Credit (PACC), was established in 1986. With this application, the University is seeking authorization to operate and offer dual credit courses in the Chicago region at the following high school locations: Brother Rice High School; De La Salle Institute; Hanna Sacks Bais Yaakov High school; Resurrection High School; and St. Patrick High School.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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: Saint Mary's University of Minnesota 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 University was 3.6 percent in 2014, 2.3 percent in 2013, and 2.7 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.

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

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed dual credit program is in alignment with the overall mission of the University. The proposed dual credit program is consistent with the mission, goals, and objectives of Saint Mary's University of Minnesota.

Curriculum/Assessment

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

Admission

Applicants for admission to the dual credit program are required to have at least a 3.0 cumulative GPA and rank in the top 50 percent of their high school class. All applicants must complete the enrollment form and be recommended by the instructor. Participating high schools may implement additional admissions requirements.

Curriculum

Saint Mary's proposes to offer dual credit courses in partnership with the following Illinois high schools: Brother Rice High School; De La Salle Institute; Hanna Sacks Bais Yaakov High school; Resurrection High School; and St. Patrick High School. Saint Mary's does not have plans to offer degrees in Illinois.

Assessment of Student Learning

Students are assessed using comparable grading standards and the same or similar methods as their on-campus counterparts (i.e. papers, portfolios, quizzes, labs, presentations). In addition, students evaluate the instructor and class at the end of the term. Results are reviewed by the PACC program director and used to identify course improvements or changes to instructors.

Program Assessment

The University has a standard process for assessing its dual credit program. The Director of the PACC program is in charge of conducting an ongoing evaluation of student performance and institutional effectiveness. The program director monitors all of the student learning assessment measures based on the student learning outcomes identified for each course. The PACC program is also subject to an administrative review every five years. The review involves the Director of the PACC program in collaboration with the academic dean. The administrative review involves a comprehensive assessment of the program performance against established goals and benchmarks. Additionally, faculty from Saint Mary's serve as faculty liaisons and make at least one site visit per year to the school to make sure the course being offered is equivalent to the course being taught on campus. The site visit follows the National Association of Concurrent Enrollment Programs guidelines.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Saint Mary's will teach the dual credit courses at the above named Illinois school districts. The University has sufficient library, technology, staff, and financial resources in place to support the proposed instruction. Partnering high schools provide the technology, equipment, and instructional materials, including any computers, software, and laboratory equipment, needed to support the Saint Mary's PACC course(s) it proposes to offer. The University library currently exceeds 800,000 items in its full collection, including 393,871 eBooks and 93 electronic databases.

Library services and bibliographic search systems are online and provide direct access to the student users.

Faculty and Staff

1030.60(a)(6): 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.

Saint Mary's has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

The University has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the first year of operation.

Accreditation/Licensure

No specialized accreditation is required; however, the University provided a timeline to seek accreditation with the National Alliance for Concurrent Enrollment Partnerships.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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 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 Saint Mary's University of Minnesota 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.

University of Wisconsin Oshkosh
800 Algoma Boulevard
Oshkosh, WI 54091
President: Dr. Raymond W. Cross

Seeking Operating Authority: North Suburban Region

Institutional Accreditation: The University of Wisconsin Oshkosh is regionally accredited by the Higher Learning Commission.

Background and History

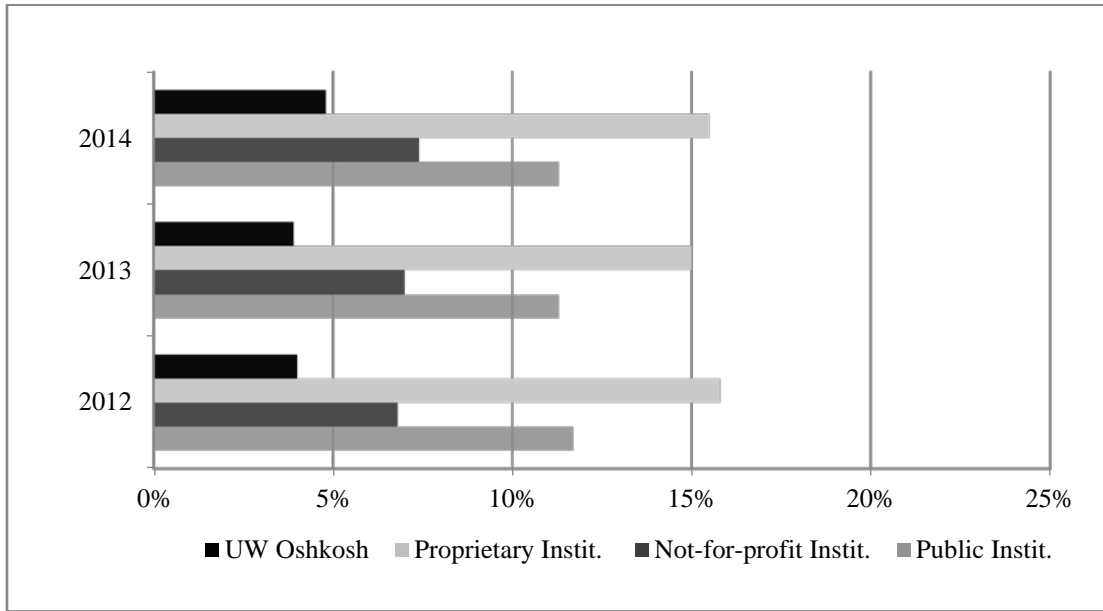
The University of Wisconsin Oshkosh (UWO or the University) is a public, not-for-profit institution affiliated with the University of Wisconsin System which is a collection of 26 campuses. The University's dual-credit program, named the Cooperative Academic Partnership Program (CAPP), was established in 1975. With this application, the University is seeking authorization to operate and offer dual credit courses at Antioch High School in the North Suburban region.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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: The University of Wisconsin Oshkosh 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 University was 4.8 percent in 2014, 3.9 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.

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

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed dual credit program is in alignment with the overall mission of the University. The proposed dual credit program is consistent with the mission, goals, and objectives of the University of Wisconsin Oshkosh.

Curriculum/Assessment

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

Admission

Applicants for admission to the dual credit program are required to have at least a 3.25 cumulative GPA and rank in the top 25 percent of the high school class. Students with less than a 3.25 cumulative GPA may also be admitted if they have an ACT score of 24 or higher and either rank in the top 50 percent or have at least a 2.75 GPA. If a student is exceptional in a certain area but does not meet this criteria, he or she may be eligible for participation with a letter of recommendation from their principal or counselor. All applicants must complete the enrollment form.

Curriculum

The University proposes to offer dual credit courses in partnership with Antioch High School. The University does not have plans to offer degrees in Illinois.

Assessment of Student Learning

Students are assessed using comparable grading standards and the same or similar methods as their on-campus counterparts (i.e. papers, portfolios, quizzes, labs, presentations). Students evaluate the instructor and class at the end of the term via a Student Opinion Survey. Those forms are processed by the CAPP office and the results are provided to appropriate directors, chairpersons, and deans. This information is used to improve instruction where needed. The dual credit program also offers professional development opportunities for the high school instructors through the University.

Program Assessment

The University has a standard process for assessing its dual credit program and has established institutional policies and structures for continuous evaluation and improvement. This includes the use of UWO faculty liaisons conducting multiple site visits and providing feedback regarding the high school adjuncts and courses to CAPP. The site visit follows the National Association of Concurrent Enrollment Programs guidelines. All curriculum and decisions about the course content and materials is decided by the academic departments and is continually evaluated by the faculty liaison to ensure the offerings through CAPP are equivalent to those on campus. The program director is in charge of conducting an ongoing evaluation of student performance and institutional effectiveness, as well as monitoring all of the student learning assessment measures based on the student learning outcomes identified for each course.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The University will teach the dual credit courses at the above named Illinois high school. All CAPP courses utilize the technology, equipment, and materials found at Antioch High School. Access to UWO's learning platform, Desire2Learn, is also granted for adjunct use and student

collaboration. The University has sufficient library, technology, staff, and financial resources in place to support the proposed instruction. The University library currently has a print collection of over 400,000 books, 96,000 bound periodical volumes, and over 6,000 multimedia titles. UWO's online resources includes over 130,000 eBooks, 30,000 periodical titles, and access to 75,000 films and over 100 databases. Library services and bibliographic search systems are online and provide direct access to the student users.

Faculty and Staff

1030.60(a)(6): 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.

UWO has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

The University has submitted five-year fiscal plans that show operational revenue will exceed expenditure beginning with the second year of operation.

Accreditation/Licensure

No specialized accreditation is required; however, the University's dual credit program is accredited with the National Alliance for Concurrent Enrollment Partnerships.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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 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 the University of Wisconsin Oshkosh meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The

Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

DeVry University
3005 Highland Parkway
Downers Grove IL 60515-5799
President: Mr. James Bartholomew

Seeking Operating Authority: Chicago, Fox Valley, North Suburban, West Suburban, and South Metro Regions

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

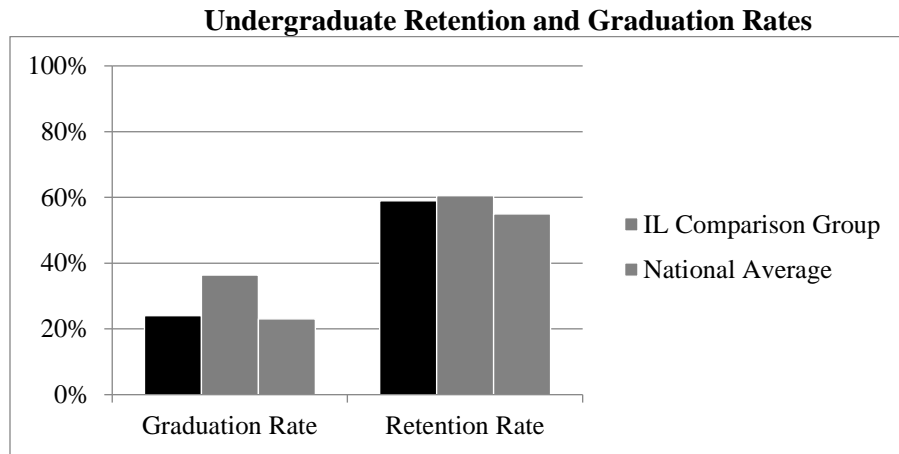
Background and History

DeVry University (DeVry or the University) is a for-profit institution of higher education. The DeVry Institute of Technology was founded in 1931 in Chicago, Illinois, as the DeForest Training School by Dr. Herman DeVry. The Institute offered programs to prepare students for technical work in electronics, motion pictures, radio, and later, television. The institution's name was changed to DeVry Technical Institute in 1953 and then became DeVry Institute of Technology in 1968. DeVry Institute was first accredited by the Higher Learning Commission (HLC) in 1981, and Keller Graduate School of Management was first accredited in 1977. DeVry University was approved by IBHE in December 2001 with the merger of DeVry Institute of Technology and Keller Graduate School of Management, with both schools then being wholly owned by DeVry, Inc. On February 1, 2002, the University was accredited by HLC as a single entity. Since its inception to the current date, DeVry University has experienced multiple changes of control; first with the sale of 85 percent of its stock to Bell and Howell in 1967, then with its acquisition by Keller Graduate School of Management in 1987 and in 1991, with the conversion of its parent company, DeVry Inc., to a publicly-traded corporation. DeVry Inc. later became known as DeVry Education Group Inc. and recently changed its name to Adtalem Global Education Inc. Under the proposed transaction, the closing of which is conditioned upon receipt of various regulatory agency reviews, including the approval of operating and degree granting authority by IBHE, HLC's approval to maintain accreditation, and pre-acquisition review by the U.S. Department of Education, Cogswell Education, LLC (Cogswell Education) will acquire DeVry University, Inc. Cogswell Education is a limited liability company based in Delaware with its sole member being Cogswell Capital, LLC. The new ownership corporation intends that operations will continue at the previously-approved locations. Upon approval of the Operating Authority by the Board, all previously approved programs will be presented to the Board for approval.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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: DeVry University is in the baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

DeVry's 2015-2016 graduation rate was 24 percent and the average among comparable Illinois institutions was 36.4 percent. The most recent published national 2014-2015 average graduation rate available for private for-profit four-year institutions was 23 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

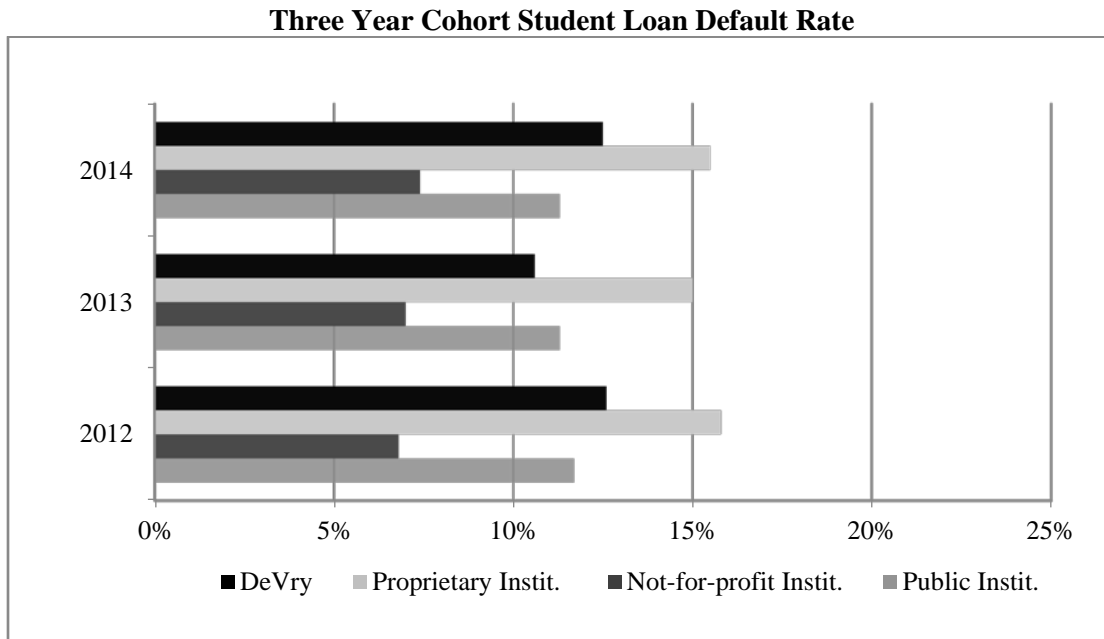
Undergraduate Retention Rate

DeVry's 2015-2016 retention rate was 59 percent and the average among comparable Illinois institutions was 60.5 percent. The most recent published national 2014-2015 average retention rate available for private for-profit four-year institutions was 55 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

DeVry's 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 29. 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: DeVry University is a for-profit institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for the University was 12.5 percent in 2014, 10.6 percent in 2013, and 12.6 percent in 2012. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The mission of DeVry University is to “foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts.”

Curriculum/Assessment

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

Admission

The University's catalog provides clear and accurate information regarding its admission procedures and those procedures will be detailed in the program approval Board items.

Curriculum

Upon IBHE approval of operating authority, DeVry University proposes to offer all of the degree programs previously approved by the Board. Undergraduate level degrees and certificates and post-baccalaureate certificates will be included.

Assessment of Student Learning

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

Program Assessment

DeVry has developed a process to evaluate and continuously improve its programs. Faculty Curriculum Committees, appropriate to the discipline, design and lead the development of new programs. These committees create the program description and program outcomes, which inform the creation of individual course objectives. The program descriptions and program outcomes are listed in the academic catalog and are routinely reviewed by faculty curriculum committees. The program review policy in place ensures appropriate assessment of student learning and program review processes. Data is collected and then analyzed, recommendations for changes and improvements are made and these recommendations inform planning and budgeting.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Existing facilities at each campus are adequate for delivering DeVry's programs. The library facilities at the University are sufficient to support existing programs. All DeVry University students, faculty, and staff have access to numerous online databases including EBSCOhost, which provides access to 17 individual academic, business, health sciences, and technology databases; LexisNexis; ABI/Inform; IBISWorld; Plunkett Research and Faulkner FACCTS; supporting business and management; Britannica Online, an academic general reference source; and five separate eBook collections, including EBSCOhost eBooks (formerly NetLibrary) and eBrary. Those resources provide access to more than 67,000 electronic journals, approximately half of which offer full-text access (articles not available in full-text can be requested via interlibrary loan) and more than 110,000 eBook titles, supporting all areas of the curriculum.

Faculty and Staff

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

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

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

DeVry University has submitted fiscal plans indicating revenues will exceed operating expenditures for the projected five years of operation.

Accreditation/Licensure

No specialized accreditation is required for operating authority applications.

Program Information

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

The University's catalog provides clear and accurate information regarding its policies, admissions procedures, tuition, fees, refund policies, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that DeVry 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.

SAE Institute Technology
820 North Orleans Street, #125
Chicago, IL 60610
Campus Director: Mr. James Kapitan

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

Projected Enrollments and Degrees: SAE Institute of Technology has projected that enrollment in the proposed Associate of Applied Science in Audio will grow from 29 students in the first year to 103 students in the fifth year. The University has projected that approximately 72 degrees will be awarded in this program in its fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Entertainment Business in the Chicago Region

Projected Enrollments and Degrees: SAE Institute of Technology has projected that enrollment in the proposed Associate of Applied Science in Entertainment Business will grow from eight students in the first year to 40 students in the fifth year. The University has projected that approximately 28 degrees will be awarded in this program in its fifth year.

Institutional Accreditation: SAE Institute of Technology is accredited by the Accrediting Commission for Career Schools and Colleges.

Background and History

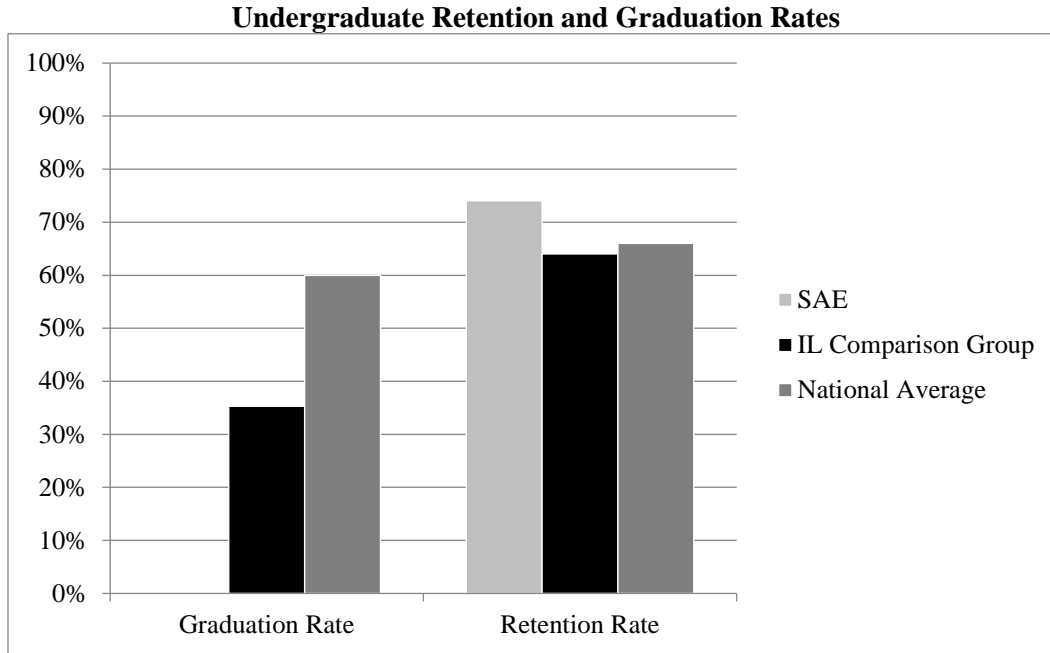
SAE Institute of Technology (SAE or the Institute) was founded in 1976 in Sydney, Australia, as a school that specialized in audio engineering instruction and emphasized a balanced curriculum featuring both a theoretical and practical approach. By 1984, five more schools had opened across Australia and in 1985 SAE London was established, the first overseas institute and first professional audio school in the United Kingdom. SAE Institute of Technology expanded its campuses to the United States, opening locations in New York, New York (1999); Nashville, Tennessee (1999); Miami, Florida (2002); Los Angeles, California (2006); Atlanta, Georgia (2007); and San Francisco, California (2009). On April 2, 2013, SAE was granted authorization by IBHE to operate and grant three associate degrees in the Chicago region. With this application, the Institute is seeking authorization to grant an Associate of Applied Science (AAS) in Audio and Associate of Applied Science in Entertainment to replace the already Board-approved AAS in Audio Technology and AAS in Music Business in the Chicago region.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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: SAE Institute of Technology is in the Special Focus Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

SAE’s 2015-2016 graduation rate was not applicable and the average among comparable Illinois institutions was 35.3 percent. The SAE Institute of Technology Chicago was established in 2013, so no graduate rates are available. The most recent published national 2014-2015 average graduation rate available for private two-year institutions was 60 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor 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).

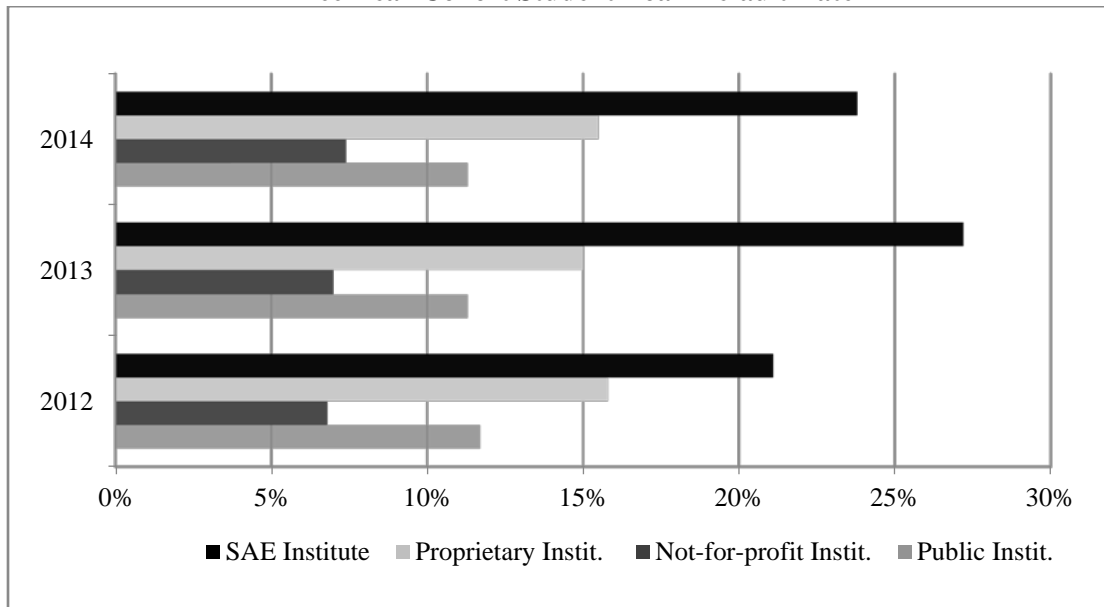
Undergraduate Retention Rate

SAE's 2015-2016 retention rate was 74 percent and the average among comparable Illinois institutions was 67 percent. The most recent published national 2014-2015 average retention rate available for private two-year 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 NCES.

Undergraduate Completions per 100 FTE

SAE's 2015-2016 completions per 100 full-time equivalent enrollment (FTE) was 30 and the average among comparable Illinois institutions was 35.3. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: SAE Institute of Technology is a for-profit institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for the Institute was 23.8 percent in 2014, 27.2 percent in 2013, and 21.1 percent in 2012. SAE Institute of Technology's default rate is tied to the SAE Institute of Technology in Nashville's National Office of Postsecondary Education ID Number. SAE Institute of Technology in Chicago has only had students since 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate

was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are in alignment with the overall mission of the Institute. The proposed programs are consistent with the mission, goals, and objectives of SAE.

Curriculum/Assessment

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

Admission

Applicants for admission to SAE must pass the entrance evaluation by scoring 14 or higher on the Wonderlic Scholastic Level Exam. Additionally, applicants must: be a United States citizen, permanent resident, or possess the appropriate student visa; possess a high school diploma or its equivalent; and be at least 17 years of age. International students must demonstrate English language proficiency, and demonstrate available financial support for the period of enrollment.

Curriculum

Associate in Applied Science in Audio

The Associate in Applied Science in Audio degree program requires students to complete 64 semester credit hours, including 20 hours of general education courses, 40 hours of core courses, and four hours in non-core requirements. This degree provides intensive practical and theoretical training designed to give students a solid grounding in all aspects of audio. The core courses will cover principles of sound, music theory, studio production, signal processing, electronic music production, studio maintenance, live sound and lighting, audio post production, and game audio. A portfolio will be required and assessed to ensure that students have been effectively prepared by their coursework to meet the learning outcomes. Graduates are trained for employment in a multitude of live sound and recorded audio settings. The two general career fields identified for the program are Audio and Video Equipment Technician and Sound Engineering Technician.

Associate in Applied Science in Entertainment Business

The Associate in Applied Science in Entertainment Business degree program requires students to complete 60 semester credit hours, including 15 hours of general education courses and 45 hours of core courses. A portfolio will be required and assessed to ensure that students have been effectively prepared by their coursework to meet the learning outcomes. Students will receive training in entertainment business, survey of the entertainment industry, introduction to copyright and intellectual property, media production, marketing and social media, event management and

touring, entertainment business models, web design; and management and entrepreneurship. Graduates will be prepared for a range of entry-level careers within the entertainment industry.

Assessment of Student Learning

The Institute has established policies and practices in place for the assessment of student learning. For each regular course, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Instructors evaluate student learning throughout the semester through both formative and summative assessments. Formative assessments include discussion groups, practice-based lab assignments, guided group discussions, and peer critique. The summative assessments include individual and group final projects and practice-based evaluations. Summative assessments are graded at the end of each course, and each program has a final class that contains a culminating project representing programmatic learning and achievement. Additionally, indirect assessment measures are monitored including: formal student evaluations of faculty and courses; retention; graduation rates; placement rates; and employer and alumni surveys.

Program Assessment

SAE has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. SAE engages industry experts from their established Program Advisory Committee and higher education leaders on SAE's U.S. Academic Board to provide feedback on curriculum, learning outcomes, equipment used to teach the program, learning resources, as well as providing information on the industry and job opportunities for SAE graduates. The Director of Education oversees the assessment cycle and provides 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 programs will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

SAE will utilize the existing campus facilities and resources. The campus is in a modern, air-conditioned, 19,000-square-foot facility with four classrooms, a Learning Resource Center, a soundstage, an 82-seat theatre, and eight studios. Students are required to purchase appropriate gear, equipment, and membership as part of the proposed programs.

For the library services, SAE has an agreement with the Library Information Resources Network virtual library that has millions of peer-reviewed and full-text journal, magazine, newspaper articles, e-books, podcasts, audio, and video resources to support students' academic studies. In addition, the Institute subscribes through SAE Institute of Technology in Nashville to Lynda online, where students have access to more than 4,000 videos to supplement course resources. Finally, the Institute has purchased several streaming tutorial videos from MacProVideo and holds more than 450 books to support learning in audio, entertainment business and general education. SAE Institute has budgeted approximately \$6,000 per year for library resources, but will adjust the budget as necessary according to enrollment and technical developments or advancements.

Faculty and Staff

1030.60(a)(6): 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.

SAE has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The Institute also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

The Institute has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the first year of operation.

Accreditation/Licensure

The proposed programs do not require specialized accreditation or licensure. Licensure is not required for graduates of the programs to obtain employment in the field. Therefore, SAE will not seek additional specialized accreditation for the proposed programs.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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 Institute'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 SAE Institute of Technology 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.

Stautzenberger College
1796 Indian Wood Circle
Maumee, OH 43537
President: Ms. Amy Beauregard

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

Projected Enrollment: Stautzenberger College DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

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

Projected Enrollments: Stautzenberger College DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

Institutional Accreditation: Stautzenberger College DBA Rockford Career is accredited by the Accrediting Commission of Career Schools and Colleges.

Background and History

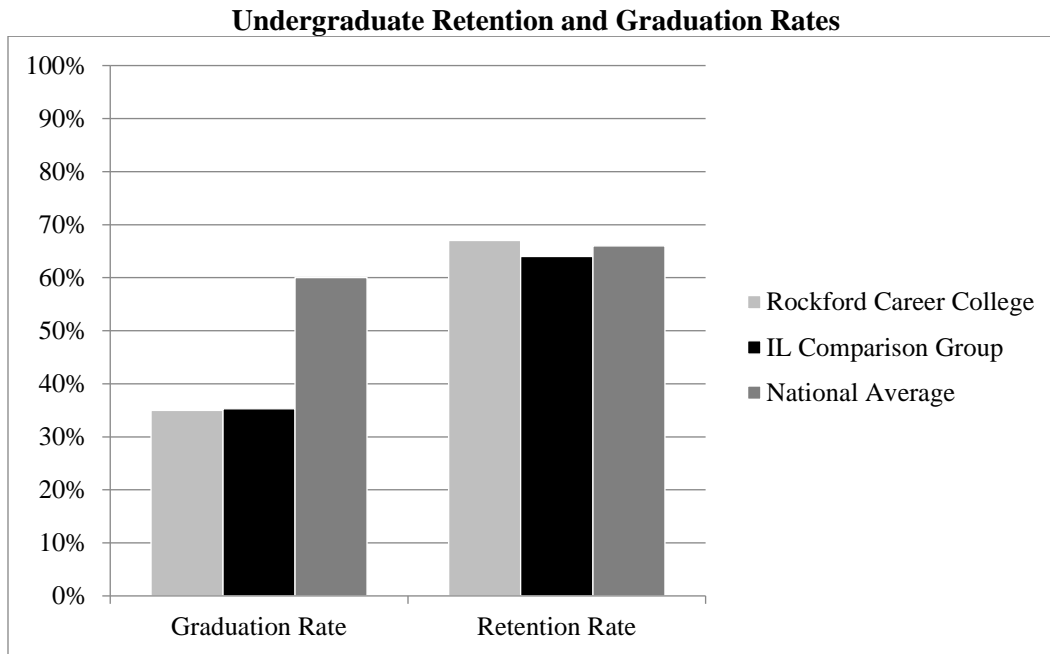
Stautzenberger College DBA Rockford Career College (the College) located in Maumee, Ohio, offers for-profit career-oriented educational programs. Rockford Career College was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008, the College moved to its current location and changed its name to Rockford Career College. In 2013, Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. In 2017, Rockford Career College moved as a branch under another group of schools owned by AHED, Stautzenberger College/AHED of Ohio, Inc. In March 2018, Stautzenberger College received Operating Authority authorization from IBHE. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools of IBHE. Due to the change in ownership, Stautzenberger College is seeking degree-granting authorization from IBHE for existing and new programs. Rockford Career College, under previous ownership, had authorization to offer the Associate of Applied Science in Surgical Technology. Degree-granting authority for the programs is sought under the auspices of Rockford Career College’s new ownership structure.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation 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 the following 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 or national regulatory bodies; and (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: Rockford Career College is in the open enrollment, primarily associates granting Illinois comparison group. Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Rockford Career College’s 2015-2016 graduation rate was 35 percent and the average among comparable Illinois institutions was 35.3 percent. The most recent published national 2014-2015 average graduation rate available for private two-year institutions was 60 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

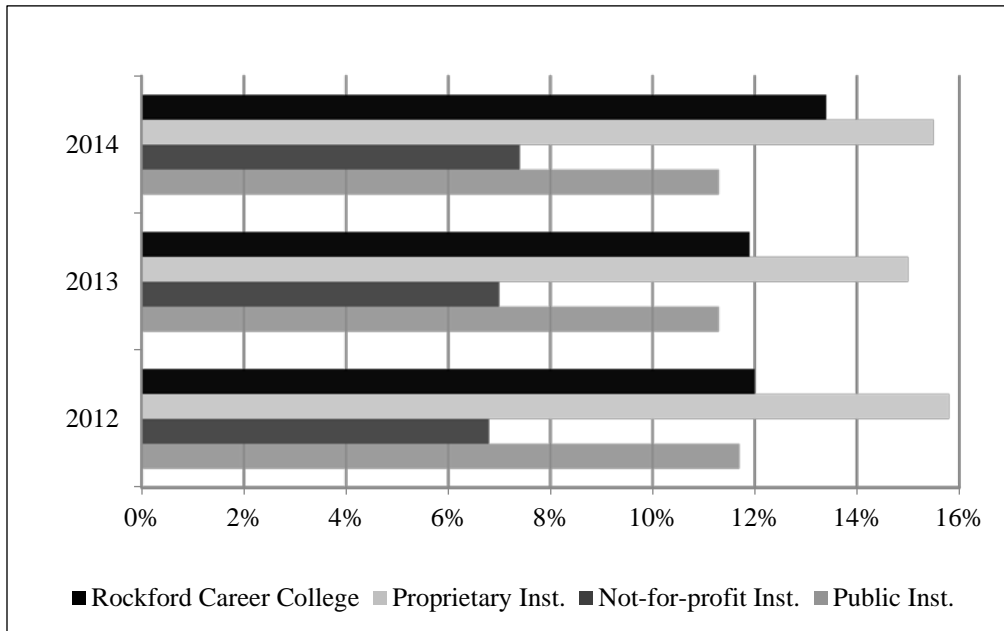
Undergraduate Retention Rate

Rockford Career College's 2015-2016 retention rate was 67 percent and the average among comparable Illinois institutions was 64 percent. The most recent published national 2014-2015 average retention rate available for private two-year 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 NCES.

Undergraduate Completions per 100 FTE

Rockford Career College's 2015-2016 completions per 100 full-time equivalent enrollment (FTE) was 19 and the average among comparable Illinois institutions was 37.4. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education
Note: Rockford Career College is a Proprietary Institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Rockford Career College was 13.4 percent in 2014, 11.9 percent in 2013, and 12.0 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.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The objectives of the proposed programs are consistent with the mission of the College which is focused on providing career oriented education to students. The College works closely with local and regional employers to identify employment needs and skills and to ensure appropriate matching in the training of its students. The goal of the College is to provide efficient and cost effective career training programs to students while providing “quality education through continuous professional development.”

Curriculum/Assessment

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

Admission

The proposed programs will follow Stautzenberger College admission policy and procedures. Applicants for admission to the programs must have completed high school or obtained a GED certificate. Candidates may also meet admission requirement by completing a state-authorized examination recognized as the equivalent of a high school diploma (e.g., High School Equivalent Test or Test Assessing Secondary Completion, or other State-authorized examination). A Digital Learning Readiness Assessment is provided to all students and must be passed prior to being admitted to the program. This will ascertain if the student has the technology skills to be successful in the programs.

Curriculum

Associate of Applied Science in Diagnostic Medical Sonography

The Associate of Applied Science in Diagnostic Medical Sonography was designed to prepare students for entry level general sonographer employment in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students will have the opportunity to study the anatomy, physiology, and pathophysiology of scanned organs, learn the appropriate scanning protocols, recognize normal and abnormal sonographic patterns, and provide accurate technical impressions to the interpreting physician. The core curriculum includes an on-campus lecture component, an on-campus laboratory component and an off-campus integrated clinical component. The final externship component is structured to include a progressive supervised clinical training experience in a clinical environment with required competencies, logs, and evaluation by the students of the learning experience. The program requires completion of a total of 108 quarter credit hours. The program focuses on preparing students to become competent sonographers in the general ultrasound concentration. Graduates of the program will acquire

knowledge and skills to perform diagnostic ultrasound examinations required of a general sonographer on the abdomen, pregnant and non-pregnant pelvis, fetal structures and fetal measurements, superficial structures, and segments of the vascular system.

Associate of Applied Science in Surgical Technology

The Associate of Applied Science in Surgical Technology was designed to prepare students with the skills and academic knowledge for entry-level positions as surgical technicians. These career opportunities may be in areas such as hospitals and outpatient surgical clinics. The program was designed to blend didactic instruction, hands-on training in the lab, and clinical work to ensure that students develop the requisite knowledge, skills, and behaviors necessary to gain employment as entry-level surgical technologists in a multidisciplinary health care workforce settings. The program requires completion of a total of 108 quarter credit hours.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Students' learning outcomes will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, lab-experiments, team projects and written assignments. At a minimum a quiz or exam is taken weekly to ensure that students understand the instructional materials. For courses with laboratory components, students are required to demonstrate proficiency in the content area. Once the faculty has deemed the student competent in the skill, the student is allowed to progress in the course. For programs with an externship component, students are assessed during the middle and end of the externship experience. The students are also assessed by the externship site supervisor and feedback is provided to the College to ensure students are progressing appropriately.

Program Assessment

The College has established policies for reviewing programs for continuous improvement. Programs are reviewed at a minimum twice every year and it is coordinated by the Program Advisory Committee, which meets a minimum of two times per year to discuss the curriculum content for each course and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students. Programs are also assessed throughout the year by the faculty. Students are surveyed at the end of each course and at the end of the program to ensure that students' educational needs are met. The campus President, Education Department, and Career Services work closely together to develop a partnership between graduates and future employers. Career Services Department sends out surveys to both graduates and employers to provide additional feedback to the College.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The College has adequate facilities to support the proposed programs including classrooms, offices, library, resource center, laboratories, and student lounge. The current facility has 11 classrooms, 12 laboratories, two libraries, and 21 administrative office spaces. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC also works in collaboration with other campuses affiliated with the American Higher Education Development Corporation "to support its

operations and functions through shared collection development goals, policy operations, and cooperative resource collaboration.” The LRC has over 900 books and access to more than 4,200 e-journals.

Faculty and Staff

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

College faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College has identified institutional processes to ensure faculty meet the relevant credentials and experience to teach in the programs.

Fiscal and Personnel Resources

1030.60(a)(8): 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 certificate or degree program.

The College has submitted five-year fiscal plans that show operational revenue for the College will exceed expenditures for the projected five years of operation.

Accreditation/Licensure

The Accrediting Bureau of Health Education Schools accredits surgical technology programs. Upon receiving state and institutional accrediting body approval of the program, the College plans on pursuing programmatic accreditation for the Associate of Applied Science in Surgical Technology program.

The Commission on Accreditation of Allied Health Education Programs accredits sonography programs. Upon receiving state and institutional accrediting body approval of the program, the College plans on pursuing programmatic accreditation for the Associate of Applied Science in Diagnostic Medical Sonography program.

Program Information

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

The College submitted detailed and adequate information on the College’s academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Stautzenberger College DBA Rockford Career College and its proposed programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

