

**APPROVED**  
**MARCH 13, 2018**

Item #IV-2  
March 13, 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**

CAAN Academy of Nursing

- Associate of Science in Nursing in the South Metro Region

McKendree University

- Doctor of Education (EdD) in Curriculum Design and Instruction in the Southern Region
- Specialist in Education (EdS) in Curriculum Design and Instruction in the Southern Region
- Specialist in Education (EdS) in Superintendent Licensure in the Southern Region

**Proprietary**

Stautzenberger College DBA Rockford Career College

- Operating Authority in the Fox Valley Region
- Associate of Applied Science in Allied Health in the Fox Valley Region
- Associate in Applied Science in Business Administration in the Fox Valley Region
- Associate of Applied Science in Construction Management in the Fox Valley Region
- Associate of Applied Science in Paralegal Studies in the Fox Valley Region
- Associate in Applied Science in Veterinary Technician 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 three institutions.

**Not-for-Profit Executive Summary**

CAAN Academy of Nursing

- Associate of Science in Nursing

CAAN Academy is currently offering a Licensed Practical Nursing (LPN) program, which is approved by the Private Business and Vocational Schools (PBVS) division of the Illinois Board of Higher Education. With this application, the Academy is seeking authorization to offer an Associate of Science in Nursing in the South Metro Region. The Associate of Science in Nursing is designed for Licensed Practical Nurses (LPNs) to achieve licensure as a registered nurse (RN). This proposed ladder program is designed for LPNs that meet the requirements for admission into the LPN-RN Associate of Science in Nursing. After completing the RN program, graduates are qualified to take the NCLEX-RN state licensure exam to become a RN. Given the allowances for transfer credits for prerequisite courses, competency-based examinations for basic computer literacy and medical terminology, pharmacology, and ten credit hours earned through the LPN

licensure, the Associate of Science in Nursing Degree ranges from a minimum of 65 to 71 credit hours. Illinois State Board of Nursing regulations require that all courses in the nursing curriculum be passed with a minimum grade of C to be awarded a degree. As a part of the review process, IBHE staff conducted a site visit on January 19, 2017 to confirm application details, interview staff, and ensure financial stability and facility plans. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The Academy has sufficient library, technology, staff, and financial resources in place to support the planned program and institutional expansion.

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

### McKendree University

- Doctor of Education (EdD) in Curriculum Design and Instruction

McKendree University requests authority to offer a Doctor of Education (EdD) in Curriculum Design and Instruction in the Southern Region. The purpose of the EdD in Curriculum Design and Instruction is to prepare experienced teachers and administrators to provide advanced leadership in the areas of curriculum and instruction. Students will develop advanced proficiency in the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. The program requires 30 credit hours beyond the specialist's degree, including completion of a dissertation. With this application, McKendree University intends to offer the EdD in Curriculum Design and Instruction program at Rend Lake College at its Mt. Vernon Marketplace location and at John A. Logan Community College. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Specialist in Education (EdS) in Curriculum Design and Instruction

McKendree University requests authority to offer a Specialist in Education (EdS) in Curriculum Design and Instruction in the Southern Region. The purpose of the EdS program is to prepare experienced teachers and administrators for curriculum leadership. Students will examine curricular theory and practice, explore social issues affecting students, and learn to develop and manage instructional programs within the context of school culture. With this application, McKendree University intends to offer the EdS in Curriculum Design and Instruction program at Rend Lake College at its Mt. Vernon Marketplace location and at John A. Logan Community College. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Specialist in Education (EdS) in Superintendent Licensure

McKendree University requests authority to offer a Specialist in Education (EdS) in Superintendent Licensure in the Southern Region. The purpose of the EdS program is to prepare experienced educators for school superintendent positions. The 33 credit-hour program meets Illinois superintendent licensure requirements. With this application, McKendree University intends to offer the EdS in Superintendent Licensure program at Rend Lake College at its Mt. Vernon Marketplace location and at John A. Logan Community College. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide

instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

### **Proprietary Executive Summary**

#### Stautzenberger College DBA Rockford Career College

- **Operating\_Authority**

Stautzenberger College DBA Rockford Career College, requests authorization to operate in the Fox Valley Region. Stautzenberger 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, Incorporated. 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. If approved, Rockford Career College will become a branch under another group of schools owned by AHED, Stautzenberger College/AHED of Ohio, Inc. 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 (PBVS) of the Illinois Board of Higher Education. With this application, Stautzenberger College is seeking Operating and Degree-granting authorization from the Illinois Board of Higher Education. Rockford Career College, under previous ownership, had authorization to offer the degrees listed in this Board report. Degree-granting authority for these same programs is sought under the auspices of Rockford Career College’s new ownership structure so that ongoing operations may continue uninterrupted.

- **Associate of Applied Science in Allied Health**

Stautzenberger College DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Allied Health in the Fox Valley Region. The Associate of Applied Science in Allied Health was designed to provide existing healthcare professionals with an opportunity to continue their studies in the healthcare field. Students will learn best healthcare practices and diversity issues facing today’s healthcare profession as well as gain the skills and knowledge to succeed in healthcare management settings. Graduates of the program will have career opportunities in healthcare settings such as medical office management, medical assisting, medical office billing, or medical coding. Upon completion of the program, students are eligible for entry-level employment in a professional allied health or allied health-related field. Students are required to complete a total of 105.5 quarter hours including 52 quarter hours of transferred core courses. Rockford Career College, under previous ownership, had authorization to offer this degree. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- **Associate in Applied Science in Business Administration**

Stautzenberger College DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Business Administration in the Fox Valley Region. The Associate of Applied Science in Business Administration is a 106.5 quarter credit hour program designed to

prepare students for entry-level employment in accounting or management. Graduates of the program will be trained to succeed in various business career areas such as human resource management, business administration, and office management. The program offers a course in digital communication strategies which provides students with an opportunity to explore current social media and its use in a professional setting. The program also includes courses in strategic and current business methods and practices that support and facilitate effective management in a professional business context. Rockford Career College, under previous ownership, had authorization to offer this degree. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Associate of Applied Science in Construction Management

Stautzenberger College DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Construction Management in the Fox Valley Region. The Associate of Applied Science in Construction Management is a completion program designed to provide students with the skills and knowledge to work in the trade and construction management fields. In addition to general education courses, this program also offers a course in digital communication strategies, which provides students with an opportunity to explore current social media and its use in a professional setting. Students will also take courses in construction management, and learn best practices and procedural issues facing today's trade and construction management profession. Students enrolling in the Construction Management degree completion program must have successfully completed one of the College's Trades Diploma programs, of which 46 credits hours of core will be transferred to the degree program. Eligible trades diploma programs include Heating, Ventilation, Air Conditioning, and Refrigeration, Welding; Electrical Technician; and Facilities Management. Upon completion of the program, students will be prepared for entry-level employment in a professional construction management related field. Students are required to complete a total of 96 quarter hours, including 46 quarter hours of transferred core courses. Rockford Career College, under previous ownership, had authorization to offer this degree. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Associate in Applied Science in Paralegal Studies

Stautzenberger College DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Paralegal Studies in the Fox Valley Region. The Associate of Applied Science (AAS) in Paralegal Studies is a 107.5 quarter credit hour program designed to prepare graduates for entry-level positions in the legal fields. Students entering the program will have successfully completed a diploma in a paralegal studies program or its equivalent. Graduates of the paralegal program will gain the knowledge to work in law and legal environments and will work under the supervision of an attorney to provide direct assistance to attorneys, clients, and courts. The goal of the program is to prepare students to gain the knowledge and skills to succeed in providing legal support in the practice of law. The student learning outcomes for graduates of the AAS in Paralegal Studies include: apply appropriate procedures for accurately creating and editing legal and other documents; apply information literacy, research, and critical thinking skills to areas of paralegal practice; identify and analyze legal and ethical issues presented within a law office setting; and professional communication and social and customer-focused skills necessary to work effectively in a law office or other professional setting. Rockford Career College, under previous ownership, had authorization to offer this degree. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Associate in Applied Science in Veterinary Technician

Stautzenberger College DBA Rockford Career College, requests authorization to offer an Associate of Applied Science in Veterinary Technician in the Fox Valley Region. The program is designed to prepare students to learn the skills and procedures to effectively contribute to the management of health and well-being of veterinary patients. Rockford Career College Veterinary Technician program is accredited by the American Veterinary Medical Association. Students are required to complete a total of 117.5 quarter credit hours to meet the program accreditation requirements for graduates of the program. Graduates of the program will work under the supervision of a veterinarian to provide services. As veterinary technicians, graduates will perform various routine duties including restraint of animals, sample collection, nursing care, feeding of animals, record keeping, office procedures, and client education and communication. Students will also be trained to perform other roles such as administration of anesthesia, surgical nursing, radiographic procedures, dental prophylaxis, clinical pathology procedures, and medication preparation. Upon successful completion of the program, students will be qualified to obtain entry-level employment in a veterinary technician related position. Rockford Career College, under previous ownership, had authorization to offer this degree. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

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

The staff recommends adoption of the following resolutions:

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

*The Illinois Board of Higher Education hereby grants to McKendree University Authorization to Grant an EdD in Curriculum Design and Instruction, EdS in Curriculum Design and Instruction, and an EdS in Superintendent Licensure in the Southern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to the Stautzenberger College DBA Rockford Career College Authorization to Operate in the Fox Valley Region. The Board also Authorizes the institution to Grant the Associate of Applied Science in Allied Health, Associate of Applied Science in Business Administration, Associate of Applied Science in Construction Management, Associate of Applied Science in Paralegal Studies, and the Associate of Applied Science in Veterinary Technician subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*





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

**Proposed Program Title in the Region of Authorization:** Associate of Science in Nursing in the South Metro Region.

*Projected Enrollment:* CAAN Academy of Nursing projects enrollment of 50 students for the first two years and 75 students for years three through five.

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

### **Background and History**

The Coalition of African American Nurses (CAAN) DBA CAAN Academy of Nursing (CAAN Academy or Academy) was incorporated in 2002 in Matteson, Illinois. In 2007, CAAN Academy began offering a Licensed Practical Nursing (LPN) program, which is currently approved by the Private Business and Vocational Schools (PBVS) division of the Illinois Board of Higher Education. On March 17, 2017, CAAN Academy of Nursing was granted approval for Operating Authority in the South Metro region by the Illinois Board of Higher Education. With this application, the Academy is seeking authorization to offer an Associate of Science in Nursing in the South Metro Region. As a part of the review process, IBHE staff conducted a site visit on January 19, 2017 to confirm application details, interview staff, and ensure financial stability and facility plans.

### **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.*

Undergraduate success measures and default rates are not provided because the Academy 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 degree program is in alignment with the overall mission of the Academy.

### **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**

For the Associate of Science in Nursing, applicants must have an active, unencumbered Illinois Practical Nurse License. The following materials will also be considered when making admissions decisions: official transcripts; passing benchmark scores on the ATI-TEASE Examination; personal essay; two current employment performance appraisals; two letters of recommendation; drug and alcohol background checks; and an admission interview. The program is designed to allow licensed practical nurses the opportunity to enter into the program even if general education work was not required during the LPN program. The prerequisites for admission include a C or better in Psychology 101, English 101, College Algebra, Basic Computer Skills or a proficiency test, and Biology 110 (Anatomy and Physiology). The Biology prerequisite course must have been taken in the past five years. If the appropriate prerequisites are not met, the Academy will offer a pathway for the students to earn the required credits. Credit for prior experience will not be granted, and the maximum transferrable credits is 34 hours.

### **Curriculum**

The Associate of Science in Nursing is designed for LPNs to achieve licensure as a Registered Nurse. This proposed ladder program is designed for LPNs that meet the requirements for admission into the LPN-RN Associate of Science in Nursing, including 12-15 hours in general education prerequisite courses. The curriculum is comprised of 25-28 hours of nursing core courses, 18 hours in general education core courses, and a maximum allowance of ten credit hours earned through LPN licensure. Given the allowances for transfer credits for prerequisite courses, competency-based examinations for basic computer literacy and medical terminology, pharmacology, and ten credit hours earned through the LPN licensure, the Associate of Science in Nursing program ranges from a minimum of 65 to 71 credit hours. Illinois State Board of Nursing regulations require that all courses in the nursing curriculum be passed with a minimum grade of C to be awarded a degree. After completing the RN program, graduates are qualified to take the National Council Licensure Examination (NCLEX) RN state licensure exam to become a Registered Nurse.

### **Assessment of Student Learning**

The Academy has a standard process for assessing its current program and has established plans for assessment of an approved degree program. Current LPN students are required to take the NCLEX, a national standardized nursing licensure exam offered by the National Council of State Boards of Nursing and used in Illinois. Passage rates for the institution have met or exceeded the state requirements in the last three years of the program. The RN program graduates will also be required to take the NCLEX-RN state licensure exam to become an RN. Passage rates will be evaluated to ensure the rates continue to meet the state's minimum requirements.

## **Program Assessment**

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

## **Facilities (space, equipment, instructional materials)**

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

CAAN Academy is located in the south suburbs of Chicago in Matteson, Illinois. The current classroom and lab space is sufficient to support current students. The Academy has identified additional space for a buildout to accommodate the Associate of Science in Nursing students. An IBHE site visit conducted on January 19, 2017 confirmed that additional and sufficient space has been secured in the current building for this planned build-out. The institution has sufficient technology, equipment and instructional materials to support the development of the planned program.

## **Library**

The Academy has an agreement with the Richton Park Library located 1.5 miles away from campus. The library houses healthcare-related books and articles, microreaders, printers, copy machines, and a full array of services. An on-site librarian is available for assistance during the library hours: Monday through Friday 10 a.m. to 9 p.m. and Saturday 10 a.m. to 5 p.m. Upon approval of the Associate of Science in Nursing program, the Academy will contract with LIRN Core Collections, a 24 hour 7 day a week service, that provides access to online resources to further support the general education and nursing curriculum. The LIRN Core Collection contains millions of articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books, and reference titles. Students using *LIRNSearch* may access all the LIRN databases including the following: Info Trac; Gale Database; Health Module 1980-2013; Science and Context; and Health and Wellness Resources. LIRN provides free training for all of its members.

## **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.*

CAAN Academy has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to the nursing students. The Illinois Department of Financial and Professional Regulations (IDFPR) require that all instructors teaching in a Registered Nursing program must hold a professional RN license and a minimum of a Master of Science in Nursing. The Academy also has established policies to evaluate faculty and provide feedback on student learning outcomes. Once the program is launched, a site visit will be conducted by IDFPR staff to ensure compliance with this criterion.

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

## **Accreditation/Licensure**

The Academy received National Institutional Accreditation on February 9, 2015, from the Accrediting Bureau of Health Education Schools (ABHES). On March 10, 2017, ABHES reported that CAAN Academy met all the standards for institutional and special program accreditation. Upon approval of the Associate of Science in Nursing, the Academy will seek accreditation for the LPN-RN Associate of Science in Nursing program within three months of instituting the program. Additionally, CAAN Academy has outlined the steps required for approval by the Illinois Department of Financial and Professional Regulations. The application materials submitted to IBHE indicate an understanding of and alignment with the requirements of the Nursing Board. Graduates will seek licensure from the Illinois Department of Financial and Professional Regulations after successfully passing the NCLEX-RN examination.

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

## **Staff Conclusion**

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

**McKendree University**  
**701 College Road**  
**Lebanon, IL 62254**  
**President: Dr. James M. Dennis**

**Proposed Program Title in the Region of Authorization:** Doctor of Education (EdD) in Curriculum Design and Instruction in the Southern Region.

*Projected Enrollment:* McKendree University projects enrollment of ten students in the first cohort, with a new cohort starting every two years.

**Proposed Program Title in the Region of Authorization:** Specialist in Education (EdS) in Curriculum Design and Instruction in the Southern Region.

*Projected Enrollment:* McKendree University projects enrollment of ten students in the first cohort, with a new cohort starting every two years.

**Proposed Program Title in the Region of Authorization:** Specialist in Education (EdS) in Superintendent Licensure in the Southern Region.

*Projected Enrollment:* McKendree University projects enrollment of ten students in the first cohort, with a new cohort starting every two years.

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

## **Background and History**

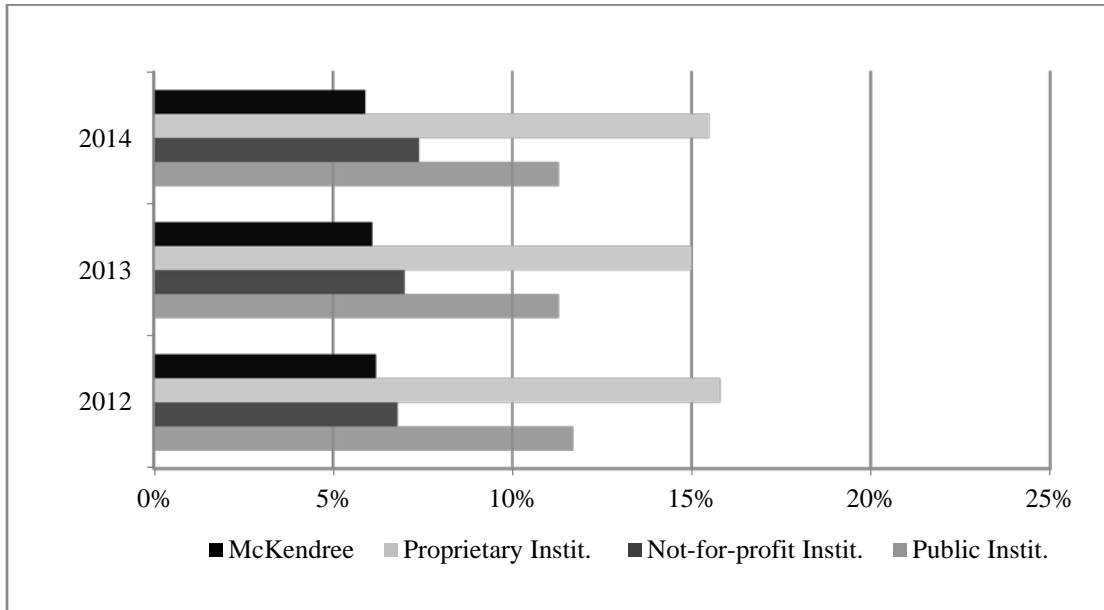
McKendree University (the University) is an independent, not-for-profit institution located in Lebanon, Illinois. The University was founded in 1828 as Lebanon Seminary. In 1830, the name was changed to McKendree College after Bishop William McKendree. In 1835, the College received one of the first charters to operate as a college by the Illinois Legislature. In July 2007, McKendree College officially changed its name to McKendree University. With this application, the University is seeking authority to offer the Doctor of Education (EdD) in Curriculum Design and Instruction, the Specialist in Education (EdS) in Curriculum Design and Instruction, and the Specialist in Education (EdS) in Superintendent Licensure in the Southern region, in partnership with John A. Logan College and Rend Lake College.

## **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: McKendree University is a not-for-profit institution. A lower number is a positive indicator.

**Student Loan Default Rate**

The three-year student loan default rate for McKendree University was 5.9 percent in 2014, 6.1 percent in 2013, and 6.2 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

**Mission and Objectives**

*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 McKendree University mission states that the University prepares students “for leadership roles in our society.” The proposed degree titles and objectives of the graduate programs in education promote the goals, objectives, and mission of the institution.

### **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 to the Doctor of Education (EdD) in Curriculum Design and Instruction must fulfill the following requirements: a completed application; completion of a master’s degree in education from a regionally accredited institution; submission of three professional references; personal statement; official Graduate Record Examination (GRE) score; two years of teaching experience; and a resume.

Applicants to the EdS programs must fulfill the following requirements: a completed application; completion of a master’s degree in education from a regionally accredited institution; submission of three professional references; personal statement; and a resume. In addition, applicants to the Superintendent Licensure program must also have a valid and current Illinois Professional Educator License (endorsed in General Administrative, Principal, Chief School Business Official, or Director of Special Education) and at least two years of full-time administrative or supervisory experience in a public school district or nonpublic school working as a principal, director of special education, chief school business official, or other administrative position. Applicants for the Curriculum Design and Instruction EdS program are required to have two years of teaching/professional experience.

### **Curriculum**

#### **Doctor of Education Curriculum Design and Instruction**

The EdD in Curriculum Design and Instruction is a 30 credit-hour program (beyond the specialist’s degree) requiring completion of ten doctoral-level courses including the dissertation. Graduates of the EdD program will attain the knowledge and skills to conduct research on educational issues, apply knowledge to planning and problem solving, and develop systems for assessing and continuously improving curriculum. The dissertation for the EdD focuses on informing and improving educational practice. It is expected that the dissertation will reflect appropriate use of theory for addressing a problem in a specific applied setting leading to recommendations for decisions and actions. The dissertation is expected to be a report on a well-designed study, including an overview of the problem being addressed and the qualitative or quantitative analytical approach used, a review of relevant literature, summary of information collected and the results of analyses, and conclusions and recommendations.

#### **Specialist in Education in Curriculum Design and Instruction**

The EdS in Curriculum Design and Instruction consists of 30 semester hours of coursework, including 120 hours of practicum. The practicum provides opportunity for students to gain understanding of professional roles and apply knowledge and skills learned in coursework. The practicum is designed to complement the student’s previous curricular professional experiences and to assure that students have worked in varied settings with diverse students and teachers. The program will be offered in a cohort model and is designed to be completed in two

and half years. Once an individual completes the specialist degree, they become eligible to apply for the EdD.

### Specialist in Education in Superintendent Licensure

The EdS in Superintendent Licensure is a 33 credit-hour program requiring completion of eight specialist-level courses, 240 hours of supervised internship, and a portfolio documenting performance activities that meet state licensure requirements. The internship is part of the capstone program experience to apply a student's conceptual theoretical base from the leadership specialist courses to the superintendent's position. Instruction will be linked to authentic tasks, practices, and procedures of the superintendent. The internship course will be conducted in a school district under the joint supervision of a state qualified school superintendent and a McKendree University supervisor.

### Assessment of Student Learning

The McKendree University School of Education created a standards-based curriculum and assessment system for the proposed programs. The program standards reflect the integration of content, pedagogy, and professional studies. The required courses address the standards and include assessments of content knowledge and skills. The assessment system for the EdS programs includes assessments of content knowledge and skills, dispositions assessments, and a portfolio. For the EdD in Curriculum Design and Instruction, the primary assessment tool is the dissertation, which will be under direct supervision of a three faculty member committee. The School of Education uses LiveText to manage student assessment data.

### Program Assessment

The McKendree University School of Education collects and analyzes data from each assessment in the EdS and EdD programs. The Institutional Researcher serves as the system administrator for LiveText and he works closely with the chair of the School of Education and the director of the EdS program to ensure that data are collected, analyzed, and disseminated. Following disaggregation, data from each assessment are analyzed and summarized for each group to consider areas of strength and weakness. Based on annual review of these data, programmatic and course level adjustments are made, as needed, to address areas of concern and respond to changing curriculum needs.

### **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..*

McKendree University intends to offer the three programs at Rend Lake College at its Mt. Vernon Marketplace location and at John A. Logan Community College. McKendree has a long-standing classroom usage relationship with both institutions. Both locations meet the requirements of all local, state, and federal ordinances or laws for use as an educational facility, including the requirements of the Americans with Disabilities Act. Specific to the John A. Logan Community College campus, McKendree University uses classrooms and technological facilities in Section E of the College.

McKendree University's Holman Library houses more than 80,000 print volumes and 100,000 items on microfilm. The Library subscribes to 130 print journals and newspapers and



maintains 15,000 e-journal holdings accessible through the Library databases. Holman Library is a member of CARLI (Consortium of Academic and Research Libraries in Illinois) and is part of the I-Share catalog. This consortium of academic libraries numbers 76 college and university libraries. The consortium gives patrons of Holman Library access to over 9 million unique bibliographic records and more than 32 million item records.

### **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 established policies to ensure that faculty hired possess the training, credentials, and other required qualifications to provide quality instructions to students. The faculty that will teach and advise in the program are doctorally prepared and have relevant education and experience to advance teaching and learning in the area of study. The University also has established policies to evaluate faculty and provide feedback on students' 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 expenditures beginning in the first year of program implementation.

### **Accreditation/Licensure**

Graduates of the EdS in Superintendent Licensure will have completed all Illinois State Board of Education requirements necessary for state licensure, including passage of the state content area test for superintendents. No licensure is required for the programs in Curriculum Design and Instruction.

### **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 adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment in the proposed programs. The materials provided in the proposals are consistent with the information in the catalog.

**Staff Conclusion**

The staff concludes that McKendree University 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.

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

**Seeking Operating Authority:** Fox Valley Region

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Allied Health in the Fox Valley Region

*Projected Enrollment:* Stautzenberger College DBA Rockford Career College estimates enrollment of 15 students in the program in the first year increasing to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Business Administration in the Fox Valley Region

*Projected Enrollments:* Stautzenberger College DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Construction Management in the Fox Valley Region

*Projected Enrollment:* Stautzenberger College DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Paralegal Studies in the Fox Valley Region

*Projected Enrollments:* Stautzenberger College DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Veterinary Technician in the Fox Valley Region

*Projected Enrollments:* Stautzenberger College DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 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

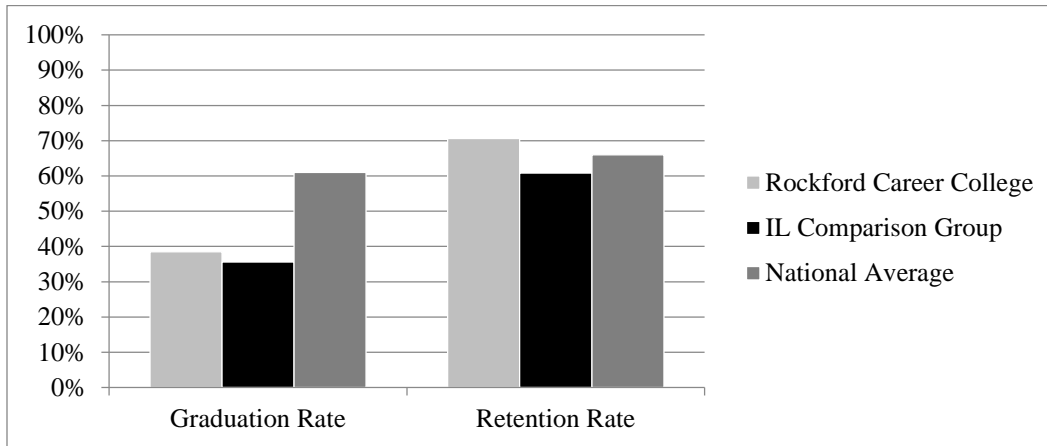
Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. If approved, Rockford Career College will become a branch under another group of schools owned by AHED, Stautzenberger College/AHED of Ohio, Inc. 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 (PBVS) of the Illinois Board of Higher Education. Due to the change in ownership, Stautzenberger College is seeking Operating and Degree-granting authorization from IBHE. Rockford Career College, under previous ownership, had authorization to offer the degrees presented in this report. Degree-Granting Authority for these same programs is sought under the auspices of Rockford Career College's new ownership structure so that ongoing operations may continue uninterrupted.

### **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 Retention and Graduation Rates



*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 2014-2015 graduation rate was 38.5 percent and the average for Illinois comparison group was 35.6 percent. The national 2014-2015 average graduation rate for two year proprietary institutions was 61 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).

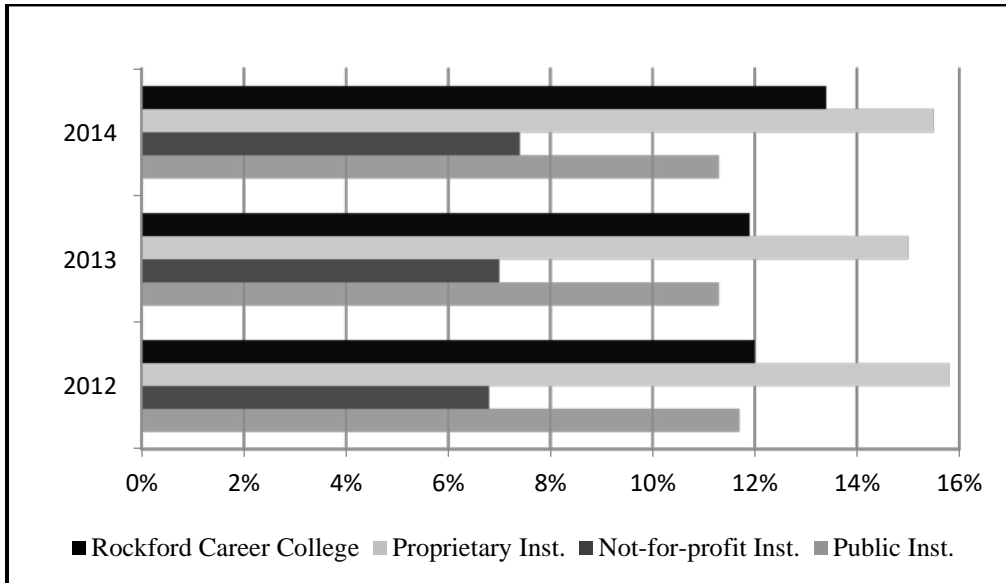
### Undergraduate Retention Rate

Rockford Career College's 2014- 2015 retention rate was 70.6 percent and the average for Illinois comparison group was 60.8 percent. The national average retention rate for two year proprietary institutions in 2014-2015 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 2014-2015 completions per 100 full-time equivalent enrollment (FTE) was 41. The average among comparable Illinois institutions was 36.3. 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: 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 Stautzenberger 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**

Applicants for admission to the programs must have completed high school or obtained a GED certificate. Interviews are conducted with each candidate to establish interest and suitability for admission. Each candidate is assigned an enrollment specialist who will provide guidance on the admission process and facilitate the submission of required application materials. A Digital Learning Readiness Assessment is provided to all students and must be passed prior to being admitted to the program. This assessment will ascertain if the student has the technology skills to be successful in the programs. Candidates are also offered the opportunity to sit in on classes before enrolling, providing the opportunity for a firsthand look at the training. Candidates are interviewed by the admissions advisors to assess their readiness for the training programs and to determine whether the candidate's career goals are aligned with the outcomes available to graduates from the College.

### **Curriculum**

#### **Associate of Applied Science in Allied Health**

The Associate of Applied Science in Allied Health was designed to provide existing healthcare professionals with an opportunity to continue their studies in the healthcare field. Students will learn best healthcare practices and diversity issues facing today's healthcare profession as well as gain the skills and knowledge to succeed in healthcare management settings. Graduates of the program will have career opportunities in healthcare settings such as medical office management, medical assisting, medical office billing, or medical coding. Upon completion of the program, students are eligible for entry-level employment in a professional allied health or allied health-related field. Students are required to complete a total of 105.5 quarter hours including 52 quarter hours of transferred core courses.

#### **Associate in Applied Science in Business Administration**

The Associate in Applied Science in Business Administration is a 106.5 quarter credit hours program designed to prepare students for entry-level employments in accounting or management. Graduates of the program will be trained to succeed in various business career areas such as human resource management, business administration, and office management. The program also offers a course in digital communication strategies which provides students with an opportunity to explore current social media and its use in a professional setting. The program also includes courses in strategic and current business methods and practices that support and facilitate effective management in a professional business context.

#### **Associate of Applied Science in Construction Management**

The Associate of Applied Science in Construction Management is a completion program designed to provide students with the skills and knowledge to work in the trade and construction management fields. In addition to general education courses, this program also offers a course in digital communication strategies, which provides students with an opportunity to explore current social media and its use in a professional setting. Students will take courses in construction

management, and learn best practices and procedural issues facing today's trade and construction management profession. Students enrolling in the Construction Management degree completion program must have successfully completed one of the College's Trades Diploma programs, of which 46 credits of core will be transferred to the degree program. Eligible Trades Diploma programs include Heating, Ventilation, Air Conditioning and Refrigeration, Welding, Electrical Technician, and Facilities Management. Upon completion of the program, students could seek entry-level employment in a professional construction management-related field. Students are required to complete a total of 96 quarter hours, including 46 quarter hours of transferred core courses.

#### Associate in Applied Science in Paralegal Studies

The Associate in Applied Science (AAS) in Paralegal Studies is a 107.5 quarter credit hours program designed to prepare graduates for entry-level positions in the legal fields. Students entering the program will have successfully completed a diploma in a paralegal studies program or its equivalent. Graduates of the paralegal program will gain the knowledge to work in law and legal environments and will work under the supervision of an attorney to provide direct assistance to attorneys, clients, and courts. The goal of the program is to prepare students to gain the knowledge and skills to succeed in providing legal support in the practice of law. The student learning outcomes for graduates of the AAS in Paralegal Studies include: apply appropriate procedures for accurately creating and editing legal and other documents; apply information literacy, research and critical thinking skills to areas of paralegal practice; identify and analyze legal and ethical issues presented within a law office setting; and knowledge of professional communication, and social and customer-focused skills necessary to work effectively in a law office or other professional setting.

#### Associate in Applied Science in Veterinary Technician

The Associate in Applied Science in Veterinary Technician is designed to prepare students to learn the skills and procedures to effectively contribute to the management of the health and well-being of veterinary patients. Rockford Career College Veterinary Technician program is accredited by the American Veterinary Medical Association (AVMA). Students are required to complete a total of 117.5 quarter credit hours to meet the program accreditation requirements for graduates of the program. Graduates of the program will work under the supervision of a veterinarian to provide services. As veterinary technicians, graduates will perform various routine duties including restraint of animals, sample collection, nursing care, feeding of animals, record keeping, office procedures, and client education and communication. Students will also be trained to perform other roles such as administration of anesthesia, surgical nursing, radiographic procedures, dental prophylaxis, clinical pathology procedures, and medication preparation. Upon successful completion of the program, students will be qualified to obtain entry-level employment in a veterinary technician related positions.

#### 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. The faculty meet a minimum of two times per year to review the curriculum and make program changes and provide feedback to the corporate Director of Curriculum Instruction and Design. Once the feedback is reviewed, if deemed appropriate, the changes to the curriculum are made and distributed to the departments for implementation. 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 employers who hire graduates are surveyed within 60 days of hire to determine if the graduate has the necessary skills required for the occupation.

### 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 22 classrooms, seven laboratories, a library, and 28 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 (AHED) 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 Veterinary Technician program is accredited by the American Veterinary Medical Association (AVMA). The College is aware that the American Bar Association (ABA) approves some paralegal programs. The College does not intend to pursue ABA approval since ABA approval is not required to be employed in the field.

## **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.