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

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Action Requested: That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

Not-For-Profit

Adler University
- Doctor of Philosophy in Organizational Leadership in the Chicago Region

Indiana University
- Operating Authority in the South Metro Region

Proprietary

Chamberlain University
- Master of Science in Nursing (Accelerated RN to MSN) in the West Suburban Region
- Master of Healthcare Administration in the West Suburban 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

Adler University

- Doctor of Philosophy in Organizational Leadership in the Chicago Region

Adler University requests authorization to offer the Doctor of Philosophy in Organizational Leadership in the Chicago region. The proposed Doctor of Philosophy in Organizational Leadership is designed for adult students who possess a master's degree in organizational leadership or a related discipline and who desire to become organizational leadership scholars and leaders in a variety of institutional settings, including universities, industry, government, think tanks, and the nonprofit sector. Up to 41 credit hours earned in the master's degree may be eligible for transfer into the 90-hour proposed doctoral program. Doctoral candidates will be prepared to teach in academic and industry-specific settings, engage in service and outreach that enhances scholarship and its public impact, and conduct research. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed

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

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

Indiana University

- Operating Authority in the South Metro Region

Indiana University requests authorization for Operating Authority in the South Metro region to offer dual credit classes to Argo Community High School in Summit, Illinois. Indiana University signed an agreement with Argo Community High School in 2018, prior to the effective date of the amendment to the Dual Credit Quality Act (110 ILCS 27/) limiting expansion for out-of-state providers for dual credit within the State of Illinois. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. Indiana University has sufficient library, technology, staff, and financial resources in place to support the proposed dual credit program.

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

Proprietary Executive Summary

Chamberlain University

- Master of Science in Nursing (Accelerated RN to MSN) in the West Suburban Region

Chamberlain University requests authority to offer a Master of Science in Nursing (Accelerated RN to MSN) in the West Suburban region. A Clinical Nursing Leadership Option will also be made available to students enrolled in the program. The proposed program is 45 credit hours and includes an option to specialize in Clinical Nursing Leadership (CNL). The accelerated RN to MSN with CNL is 52 credit hours and requires completion of clinical hours in order for graduates to qualify for the CNL certification exam. The accelerated options are designed to prepare nurses for a variety of advanced roles in nursing practice, including those that require skill in delivering direct and indirect care; leading healthcare initiatives; and educating patients, staff, and the community. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Healthcare Administration in the West Suburban Region

Chamberlain University requests authority to offer a Master of Healthcare Administration (MHA) in the West Suburban region. The proposed program is designed to prepare students for mid-to advanced-level leadership roles in healthcare organizations. Two possible track options will be made available to students: a traditional track, for students with a baccalaureate degree in a field other than healthcare; and an advanced standing track, for students with a baccalaureate degree in a healthcare-related field or with at least two years of relevant professional healthcare-related work

experience. The traditional track curriculum requires 39 semester credit hours of coursework and 60 contact hours of required fieldwork; and the advanced track curriculum requires 36 credit hours of coursework and two capstone courses or 60 contact hours of optional fieldwork. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Adler University authorization to grant a Doctor of Philosophy in Organizational Leadership 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 Indiana University authorization to operate in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Chamberlain University authorization to grant a Master of Science (Accelerated RN to MSN) in Nursing and the Master of Healthcare Administration in the West Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

Proposed Program Title in the Region of Authorization: Doctor of Philosophy in Organizational Leadership in the Chicago Region.

> *Projected Enrollment:* Adler University projects that enrollment in the proposed Doctor of Philosophy in Organizational Leadership will grow from 14 students in the first year to 72 students in the fifth year. The University anticipates conferring ten doctoral degrees by the fourth year.

Institutional Accreditation: Adler University is accredited by the Higher Learning Commission and received ten-year re-accreditation in 2011.

Background and History

Adler University is an independent, not-for-profit institution offering 20 graduate-level degree programs in psychology, social work, public affairs and administration, and community health and advocacy in Chicago, Vancouver, and online. Established in 1952, Adler University continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice. Adler University is named after Alfred Adler, a physician, psychotherapist, and founder of Adlerian (or individual) psychology, and was a pioneer community psychologist who held equality, civil rights, mutual respect, and the advancement of democracy as core values. Adler University was founded by Rudolf Dreikurs, a follower of Adler's, in 1952 as the Institute of Adlerian Psychology. The institution has subsequently undergone a number of name changes: Alfred Adler Institute of Chicago (1954), Adler School of Professional Psychology (1991), and finally today's name of Adler University. The institution received Board approval to offer the Master of Arts in Organizational Leadership at its March 5, 2019, meeting. With this application, Adler University now seeks authorization to offer a Doctor of Philosophy in Organizational Leadership in the Chicago region.
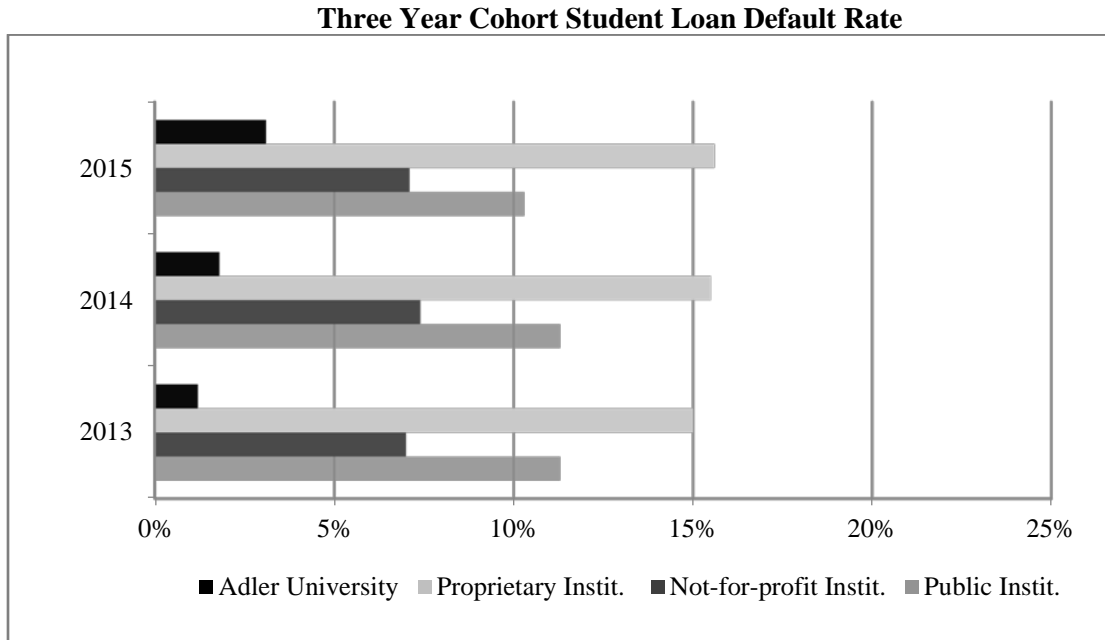
Institutional Data

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.

Undergraduate success measures are not provided because Adler University has not yet offered an undergraduate degree program to a cohort of first-time full-time students.

Three Year Cohort Student Loan Default Rate

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

Student Loan Default Rate

The three-year student loan default rate for Adler University was 3.1 percent in 2015, 1.8 percent in 2014, and 1.2 percent in 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 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 program is consistent with the mission, goals, and objectives of Adler University. The requested degree title of reflects the degree program objectives and curriculum.

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 must hold a master's degree in Organizational Leadership or a related discipline and submit an application with accompanying evidence including two letters of recommendation and a writing sample. Candidates must also participate in an interview with a faculty member. Students accepted for admission may be granted transfer credit for up to 41 credit hours of degree-level courses previously completed in another program at Adler University or at another accredited institution.

Curriculum

Doctor of Philosophy in Organizational Leadership

The Doctor of Philosophy in Organizational Leadership is a 90-hour online program that requires 14 credit hours in Social Justice Practica, Statistics, Research Methods, Leadership and Management Philosophies, and Organizational Culture and Design Core; 34 credit hours of core coursework; electives totaling 27 credit hours; three credit hours for the comprehensive exams; and 12 credit hours for the dissertation. Students will learn organizational leadership theory, history, and practices that can be applied across a wide range of professional settings and will be prepared through coursework in research methods and a dissertation requirement to conduct and disseminate scholarly research on organizational leadership and innovation. While a master's degree is required for admission, admitted students may transfer up to 41 credit hours from their master's degree toward the 90 total hours required for the proposed doctoral program.

Assessment of Student Learning

Adler University has established policies and practices for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout each academic program. Direct assessment measures for the proposed online Doctor of Philosophy in Organizational Leadership include course-level learning assignments which are mapped to the programmatic learning outcomes; weekly monitoring tied to course objectives that ensures student engagement with course content; faculty-completed end-of-course assessment rubrics that are also mapped to programmatic outcomes; the comprehensive written and oral exams after all coursework is completed; and finally, the dissertation and optional portfolio. Data from course assessment rubrics is collected at the programmatic and institutional level and reviewed as part of Adler University's annual Student Learning Outcome Assessment Program.

Indirect assessments include graduation rates, student satisfaction, student engagement in required academic advising sessions with faculty and with the Department of Student Experience and Academic Advising, faculty feedback on student progress, student feedback on progress toward degree completion, faculty referrals to student review committee, alumni surveys, and employment of graduates.

Program Assessment

Adler University requires programs to conduct periodic, comprehensive program reviews to assess students' acquisition of competencies. The program review process draws on evidence from admission data and enrollment trends, graduation and retention rates, students' own satisfaction ratings, alumni surveys, and the employment outcomes of graduates. External reviewers are invited to examine the data and provide feedback to program faculty about the curriculum, program effectiveness, market relevancy, and improvement measures. Faculty and administrators formulate action plans for the betterment of the program, curriculum, student learning outcomes, and student experiences. Program review reports are posted on the University website to inform students, potential applicants, and the public about the performance of particular programs.

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 Doctor of Philosophy in Organization Leadership will be offered online. Students have access to an array of resources and supports including online orientations, faculty meetings, individual research consultations, library assistance, and advising via phone, email, and Skype or Zoom. Further, the distance education librarian collaborates with the online education instructional design staff to integrate library services and resources into course design and ensures delivery of library services for online students and faculty equivalent to those provided on campus.

Adler University's Chicago campus library, the Harold and Birdie Mosak Library, is the hub of the Adler University Library System, where librarians work with students and faculty at all campuses to make the fullest use of academic resources for research and curricular needs. In addition to being a governing member of the Consortium of Academic and Research Libraries in Illinois, the library offers full-text electronic content from more than 56,000 unique journal titles, more than 379,000 electronic books, more than 3,700 digital media, and several newspaper collections. The Harold and Birdie Mosak Library's print collection includes 14,300 circulating volumes, more than 130 print journal titles, and more than 800 instructional audiovisual materials. Adler University has budgeted for faculty selected publications for the proposed degree program. Students in this online doctoral program can obtain all electronic resources and print materials through Interlibrary loan.

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.

Adler University has policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instruction to students. The institution also has 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.

Adler 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 for the Doctor of Philosophy in Organization Leadership.

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

Staff Conclusion

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

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

Seeking Operating Authority: South Metro Region

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

Background and History

Indiana University (the University) is an Indiana public institution founded in 1820. The University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University initiated its Advance College Project (ACP) dual credit program in 1982. ACP has seen continued growth in enrollment, tuition revenue and state support over the previous ten years. Indiana University was previously approved by the Illinois Board of Higher Education on March 14, 2017 to offer dual credit coursework in the West Suburban region with York Community High School. Indiana University signed an agreement with Argo Community High School in 2018, prior to the effective date of the amendment to the Dual Credit Quality Act (110 ILCS 27/) limiting expansion for out-of-state providers for dual credit within the State of Illinois. With this application, the University is seeking authorization to operate and offer dual credit courses to Argo Community High School in the South Metro region.
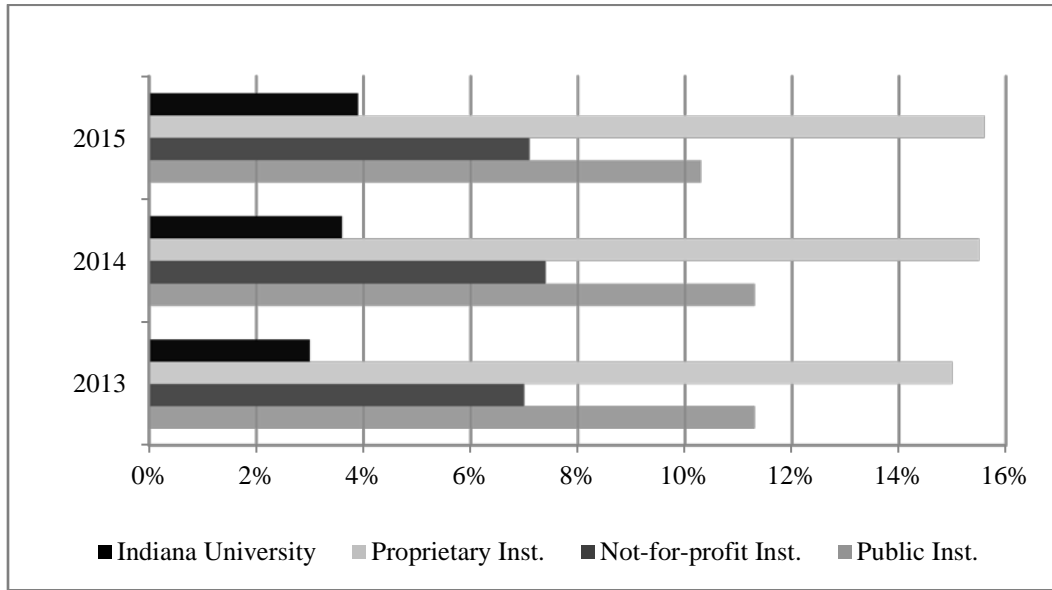
Institutional Data

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.

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

Attachment B

Three Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics, U.S. Department of Education
Note: Indiana University is a public institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Indiana University was 3.9 percent in 2015, 3.6 percent in 2014, and 3.0 percent in 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 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 dual credit program is in alignment with the overall mission of the University. The program is consistent with the mission, goals, and objectives of Indiana University.

Curriculum/Assessment

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 must have completed ninth grade and have at least a 2.7 cumulative GPA. An exception exists for a dual credit course in chemistry which is open to high school freshmen. Prerequisites for each course offering are noted in the application materials, and students must earn a grade of C or better in all prerequisites. All applicants must complete the online application for admission and the course registration forms.

Curriculum

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

Assessment of Student Learning

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

Program Assessment

The University has established institutional policies and structures for continuous evaluation and improvement. The Office of the Coordinator of Pre-college and Dual Credit Programs for University Academic Affairs and Assistant Vice Provost for Undergraduate Education provides comprehensive oversight and assurance of dual credit activities named Advance College Project. This oversight is inclusive of the direct engagement with the academic units in support of dual credit faculty selection, training, supervision, and assessment, and accreditation and compliance. The coordinator monitors ongoing evaluation of student performance and institutional effectiveness. Program and faculty evaluations are administered and shared with the various stakeholders to make improvements to the program. The coordinator monitors all of the student learning assessment measures based on the learning outcomes identified for each course.

Facilities (space, equipment, instructional materials)

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

Indiana University will offer the dual credit courses at Argo Community High School located at 7329 West 63rd Street, Summit, Illinois 60501. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. Argo High

School is responsible for providing all the technology, equipment, and instructional materials necessary to offer the dual credit courses. Each high school student has a tablet computer, and the school has multiple computer labs. The school's information technology unit is available to assist students with software and hardware issues.

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.

Indiana University will use qualified high school instructors to teach their dual credit courses. The University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students as outlined in the Illinois Dual Credit Quality Act. 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 equal expenditures in the first year of operation.

Accreditation/Licensure

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

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

Chamberlain University
3005 Highland Parkway
Downers Grove, IL 60515
President: Dr. Karen Cox

Proposed Program Title in the Region of Authorization: Master of Healthcare Administration in the West Suburban Region

> *Projected Enrollments:* Chamberlain University projects enrollment for the Master of Healthcare Administration program of 120 students in the first year, increasing to 410 students by the fifth year of the program.

Proposed Program Title in the Region of Authorization: Master of Science in Nursing (Accelerated RN to MSN) in the West Suburban Region

> *Projected Enrollments:* Chamberlain University projects enrollment for the Master of Science in Nursing (Accelerated RN to MSN) program of 118 students in the first year, increasing to 326 students by the fifth year of the program. The University also projects enrollment for the Accelerated RN-MSN with Clinical Nursing Leadership option of 28 students in the first year, increasing to 63 students by the fifth year of the program.

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

Background and History

Chamberlain University (Chamberlain or the University) was originally established as the Deaconess College of Nursing in the early 1900's. In 2005, the institution was purchased by DeVry Inc. (now known as Adtalem Global Education Inc.) and changed its name to Chamberlain College of Nursing. In 2017, the IBHE confirmed compliance with administrative rule requirements for an institutional name change from Chamberlain College of Nursing to Chamberlain University. With this application, the institution is seeking authority to offer a Master of Healthcare Administration (MHA) and a Master of Science in Nursing (Accelerated RN to MSN) with or without the Clinical Nursing Leadership (CNL) option. These programs will be offered entirely online, and degrees will be awarded from the University's Addison campus in the West Suburban region.
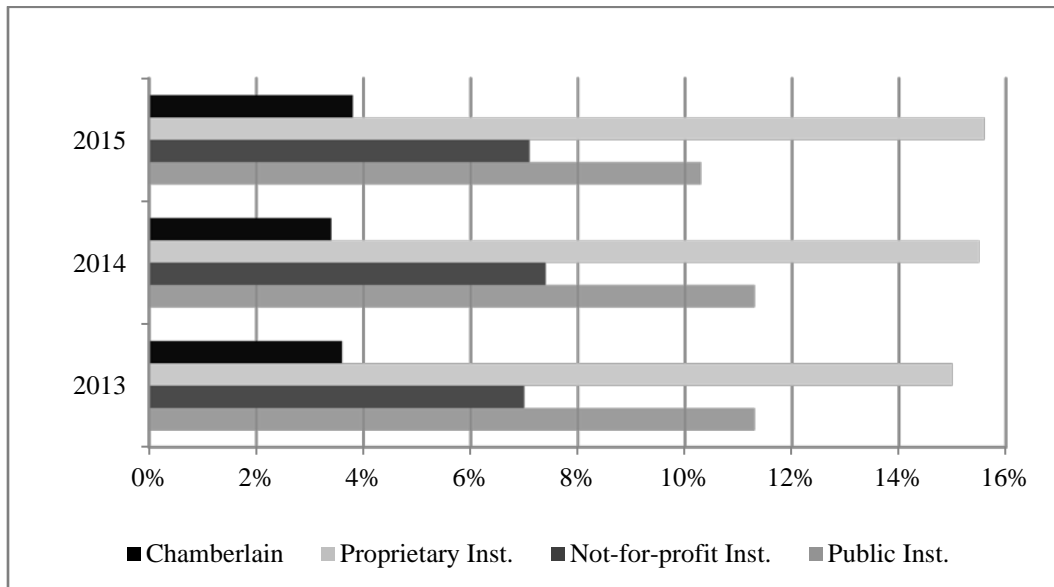
Institutional Data

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.

Undergraduate-related data fields are not provided because the University proposes to offer new graduate programs.

Three Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics, U.S. Department of Education
Note: Chamberlain is a proprietary institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Chamberlain University was 3.8 percent in 2015, 3.4 percent in 2014, and 3.6 percent in 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 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 University and are consistent with the mission, goals, and objectives of Chamberlain University.

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

Master of Healthcare Administration

Prospective students must complete an application and an interview with an admissions advisor. Students applying to the traditional program must have earned a baccalaureate degree in a non-healthcare field from either a regionally accredited institution or one accredited by an agency recognized by the Council for Higher Education Accreditation (CHEA) and have at least two years of professional work experience. Students applying to the advanced program must have earned a baccalaureate degree or higher in a healthcare-related field or a baccalaureate degree in a field other than healthcare with at least two years of professional healthcare-related work experience. Candidates must have completed the bachelor's degree with a minimum undergraduate cumulative grade point average of 2.5 on a 4.0 scale, and the degree must be from a regionally accredited institution or one accredited by an agency recognized by CHEA.

Master of Science in Nursing (Accelerated RN to MSN)

Prospective students must complete an application and an interview with an admissions advisor. Students must provide documentation of previous education and nursing licensure. Requirements for admission include a nursing diploma or Associate Degree in Nursing from a regionally accredited institution with a minimum GPA of 3.0 and a current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing. While admission to an MSN program without a BSN or non-nursing baccalaureate degree is not common, it does exist within accredited nursing programs as the Commission on Collegiate Nursing Education does not require a bachelor's degree as an admission standard.

Curriculum

Master of Healthcare Administration

The proposed Master of Healthcare Administration offers both a traditional track and an advanced standing track. Both tracks include 36 credit hours in courses covering topics such as organizational and financial management; healthcare administration ethics, policy, and law; healthcare administration marketing, project development, and strategic planning; information

Attachment C
41

management and data analysis; risk management and regulatory compliance; project management, teamwork, and collaboration; and human resources in healthcare administration. The traditional track includes an additional three-hour introduction to healthcare administration course for a total of 39 credit hours required. The traditional track curriculum includes 60 contact hours of required fieldwork; and the advanced track curriculum includes the option of two capstone courses or 60 contact hours of fieldwork.

<div align="center">Master of Science in Nursing (Accelerated RN to MSN)</div>

The Master of Science in Nursing (Accelerated RN to MSN) is a 45-credit hour online program that includes 144 hours of practicum in the final course. The accelerated RN to MSN also offers a track for Clinical Nursing Leadership which is 52 credit hours and includes 432 hours of practicum divided among the final three courses. A student may expect to complete the Accelerated RN to MSN program in as few as three semesters and the Accelerated RN to MSN with CNL in as few as four semesters. Both proposed options within the MSN program will include coursework in population health and epidemiology; applied nursing practices and theoretical foundations; communication; leadership and management within clinical healthcare environments and systems; and global health disparities. Differing coursework between the two tracks lies within the practicum-focused courses. Additionally, the last three courses in the MSN (Accelerated RN to MSN with CNL option) require the completion of enough clinical hours for graduates to qualify for the CNL certification exam.

Assessment of Student Learning

Chamberlain University has established policies and practices for the assessment of student learning. The University uses a comprehensive approach with the learning outcomes management (LOM) system to evaluate achievement of program outcomes in each course in the graduate programs. The LOM system is part of the learning management system that Chamberlain utilizes for all online courses. The LOM is integrated with the course and allows a designated evaluator to assess students' proficiency in meeting the course and program learning outcomes via direct and indirect measures including: research papers; course-level learning assignments; clinical and practicum portfolios; formal student evaluations of faculty and courses; and retention and graduation rates.

Program Assessment

At Chamberlain, the guiding document for institutional and program assessment is the systematic evaluation plan (SEP), which specifically details the assessment process for measurement of all program outcomes and essential aggregate student learning outcomes. The SEP is a comprehensive plan designed to assess all programs and services using both qualitative and quantitative measures. The SEP includes criteria for evaluation, expected levels of achievement, assessment methods, location of evidence, and analyses and quality improvement actions when appropriate. Data and information included in the SEP inform decision making processes and programmatic planning as well as support continuous quality improvement activities. The SEP is linked to evidence files and documents, including those that demonstrate alignment of curricula and programs to institutional philosophy, mission, goals, and disciplinary and accreditation standards.

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 proposed programs will be offered entirely online. Students completing the required coursework will receive a degree from the campus in Addison, Illinois. Administration of the programs will be conducted from the Chamberlain National Management Inc. office located in Downers Grove, Illinois. Adtalem Global Education's shared operations maintains the security of systems and adequacy of support for the proposed programs. Support for online students and faculty, including library and help desk support, will be coordinated be Chamberlain's online services.

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 institutional policies that ensure academic professionals hired possess the training, credentials, and other required qualifications in order to provide quality instruction to students. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/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.

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

Accreditation/Licensure

Master of Healthcare Administration

Chamberlain University provided a timeline and intends to submit a letter of intent to seek programmatic accreditation from the Commission on Accreditation of Healthcare Management Education.

Master of Science in Nursing (Accelerated RN to MSN)

Chamberlain University's current MSN degree program, including the Family Nurse Practitioner and all specialty tracks, is accredited by the Commission on Collegiate Nursing Education (CCNE). Since Chamberlain's MSN degree program currently has full accreditation from CCNE, additional accreditation by CCNE of the MSN (Accelerated RN to MSN) and MSN (Accelerated RN to MSN) with Clinical Nursing Leadership Option is not necessary.

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 application provide information regarding the University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information is also available on the institution's website.

Staff Conclusion

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