

**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

Roosevelt University

- Operating Authority in the Central Region

Touro College

- Operating Authority in the North Suburban Region

Proprietary

Chamberlain University

- Master of Science in Nursing – Adult-Gerontology in the West Suburban Region

Midwestern Career College

- Operating Authority in the North Suburban Region
- Associate of Applied Science in Business Administration in the North Suburban and West Suburban Regions

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 four institutions.

Not-For-Profit Executive Summary

Roosevelt University

- Operating Authority in the Central Region

Roosevelt University (Roosevelt or the University) is a private, non-profit institution located in Chicago, Illinois, with a commitment to a social justice mission emphasizing fairness, equality, and integrity. Roosevelt is acquiring selected assets and programs of Robert Morris University, a private, non-profit institution in Chicago, Illinois, with locations in Arlington Heights, Elgin, Lake County, Orland Park, and Peoria. The proposed transaction was approved by the Higher Learning Commission on February 27, 2020. The Boards of Trustees for both Robert Morris University and Roosevelt University voted to unanimously approve the transaction on March 4 and March 6, 2020, respectively. Concomitant with these regulatory actions, both institutions notified the U.S. Department of Education on November 22, 2019, about their plans, filing the appropriate pre-acquisition application. On February 28, 2020, the U.S. Department of Education notified the institutions of the Department's "[preliminary conclusion] that, based on

existing information, it does not see any impediment to Roosevelt University's request for approval of the transaction." The transaction closed March 9, 2020.

Roosevelt University currently has approval to operate in the Chicago and North Suburban Regions as a grandfathered institution and consequently is exempt from many aspects of Illinois Board of Higher Education oversight, including its acquisition of Robert Morris University. On September 25, 2012, Roosevelt University sought and obtained IBHE authority to operate and grant the Bachelor of Science in Hospitality and Tourism Management in the West Suburban Region. With this application, Roosevelt University is seeking authorization to operate in the Central Region in order to teach students currently enrolled in Robert Morris University's Peoria location after acquisition. Should the IBHE grant Roosevelt University authority to operate in the Central Region, the University will subsequently apply for degree-granting authority to continue offering the Associate of Applied Science in Business Administration, Bachelor of Business Administration, and Master of Business Administration. Students are currently enrolled in these programs at the Peoria location. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

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

Touro College

- Operating Authority in the North Suburban Region

Touro College requests authorization to operate in the North Suburban Region. Touro College (Touro or the College) is a private, non-profit institution founded on historic Jewish-American ideals and Judaic tradition and chartered by the Board of Regents of the State of New York in 1970; it began offering classes in 1971. Today, Touro College is a worldwide educational entity with physical campuses in Bay Shore, Brooklyn, Central Islip, East Meadow, Flushing, Forest Hills, Hawthorne, Middletown, New York City, and Valhalla, New York; Vallejo and West Hollywood, California; Henderson, Nevada; Berlin, Germany; Jerusalem, Israel; and Moscow, Russia; as well as an online university, Touro University Worldwide. At its existing institutions, Touro offers bachelors and graduate programs in business, law, social work, Jewish Studies, technology, osteopathic medicine, nursing, pharmacy, health sciences, occupational and physical therapy, education, and dental medicine.

Touro College and University System entered into a member-substitution agreement with Hebrew Theological College (HTC), an independent, nonprofit institution located in Skokie, Illinois. Hebrew Theological College first communicated with IBHE staff in July 2014 about the proposed arrangement, seeking to understand implications for HTC's status as a "grandfathered" institution. On March 16, 2015, IBHE staff informed HTC that it would retain its grandfathered status based on information provided to the agency including the fact that Hebrew Theological College would retain its own federal Office of Postsecondary Education Identification Number (OPEIN). This member-substitution agreement was finalized sometime in July 2015. In November 2016, HTC submitted documentation to the IBHE indicating that Touro College exerted significant control over HTC's administrative and academic structure, which was contrary to HTC's previous representation that it would remain independent from Touro College under the member-substitution agreement. Further, the Hebrew Theological College website advertises itself as a member of the Touro College and University System. A review by IBHE counsel determined that HTC's member-substitution agreement with Touro College did not constitute a merger such that HTC would lose its grandfathered status as outlined in Section 1030.10(a)(2)(B). However, Touro College would need to seek IBHE authorization for its activities in Illinois, including its work with Hebrew

Theological College and its subsequent plans to develop a site at 5440 West Fargo Avenue in Skokie.

With this application, Touro College is seeking authorization to operate in the North Suburban Region. Touro College plans initially to offer four programs: Master of Science in Physician Assistant, Master of Science in Nursing-Family Nurse Practitioner, Master of Science in Data Analytics with a concentration in Healthcare, and a Post-Baccalaureate Certificate in Cybersecurity with a focus on Healthcare. Should operating authority be granted by the IBHE, the institution will subsequently seek degree-granting authority for these four programs. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

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

Proprietary Executive Summary

Chamberlain University

- Master of Science in Nursing – Adult-Gerontology in the West Suburban Region

Chamberlain University requests authorization to grant the Master of Science in Nursing Adult-Gerontology with two specialty tracks in Acute Care Nurse Practitioner and Primary Care Nurse Practitioner in the West Suburban Region. The proposed online Master of Science in Adult-Gerontology Nurse Practitioner (Acute Care or Primary Care) is designed to prepare post-baccalaureate students to manage the healthcare needs of adolescents, adults, and the elderly, and to sit for national certification as an Adult-Gerontology Nurse Practitioner. The 45-48 hour curriculum includes theoretical coursework, simulation laboratory experiences, and clinical experiences that prepare graduates to be clinicians. Students must choose one of two specializations: Primary Care (45 credit hours) or Acute Care (48 credit hours). There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed programs. 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.

Midwestern Career College

- Operating Authority in the North Suburban Region

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education which has been in existence since 2004. The College prepares students for entry-level employment and professional certification. On December 6, 2011, the IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science (AAS) degree in Magnetic Resonance Imaging Technology in the Chicago Region. Due to a change in the College's ownership, MCC applied and was authorized to operate in the Chicago Region on March 14, 2017. The College was also authorized to operate and grant the AAS in Magnetic Resonance Imaging Technology and AAS in Surgical Technology in the West Suburban Region on December 12, 2017. Since the change of ownership, the College has received approval to offer seven programs at the associate level: Magnetic Resonance Imaging (MRI) Technology; Diagnostic Medical Sonography; Non-Invasive Cardiovascular Sonography; Surgical Technology; Business Administration; Accounting; and Marketing in the Chicago Region. With this application, the College is seeking authorization to operate and grant only the Associate of Applied Science (AAS) in Business Administration in the North Suburban Region at this

time. Additionally, the College is seeking authorization to grant the Associate of Applied Science in Business Administration in the West Suburban Region.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

- Associate of Applied Science in Business Administration in the North Suburban and West Suburban Regions

Midwestern Career College requests authorization to offer an Associate of Applied Science in Business Administration in the North Suburban and West Suburban Regions. The degree requires a total of 60 semester hours, including 15 hours of general education courses and 45 hours of core business courses. Through coursework and optional externship opportunities, students will become knowledgeable in management theory, business ethics, accounting, finance, marketing, and business operations. Students will be prepared to engage in business decision-making, and gain essential knowledge in project management, as well as business analysis. There are policies in place to ensure that faculty members possess the necessary training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Roosevelt University authorization to operate in the Central 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 Touro College authorization to operate in the North Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

The Illinois Board of Higher Education hereby grants authorization to Midwestern Career College to operate in the North Suburban Region and to grant the Associate of Applied Science in Business Administration in the North Suburban and West Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60613
President: Dr. Ali Malekzadeh

Seeking Operating Authority: Central Region

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

Background and History

Founded in 1945, Roosevelt University (Roosevelt or the University) is a private, not-for-profit institution with a commitment to the mission of social justice emphasizing fairness, equality, and integrity. The main campus for Roosevelt is located downtown Chicago with seven additional locations in the Chicago, North Suburban, and West Suburban Regions. Roosevelt is acquiring selected assets and programs of Robert Morris University, a private, non-profit institution in Chicago, Illinois, located less than one-half mile from Roosevelt's main campus. Robert Morris University has additional locations in Arlington Heights, Elgin, Lake County, Orland Park, and Peoria. The proposed transaction was approved by the Higher Learning Commission on February 27, 2020. The Boards of Trustees for both Robert Morris University and Roosevelt University voted to unanimously approve the transaction on March 4 and March 6, 2020, respectively. Concomitant with these regulatory actions, both institutions notified the U.S. Department of Education on November 22, 2019, about their plans, filing the appropriate pre-acquisition application. On February 28, 2020, the U.S. Department of Education notified the institutions of the Department's "[preliminary conclusion] that, based on existing information, it does not see any impediment to Roosevelt University's request for approval of the transaction." The transaction closed March 9, 2020.

After the transaction, the existing Robert Morris University degree programs will be contained in the newly created Robert Morris Experiential College of Roosevelt University. Roosevelt University intends to continue to provide educational programs currently available to Robert Morris University students at 211 Fulton Street, Peoria, Illinois. With this application, Roosevelt University is seeking authorization to operate in the Central Region in order to teach students currently enrolled in Robert Morris University's Peoria location after acquisition. Should the IBHE grant Roosevelt University authority to operate in the Central Region, the University will subsequently apply for degree-granting authority to continue offering the Associate of Applied Science in Business Administration, Bachelor of Business Administration, and Master of Business Administration (MBA). Students are currently enrolled in these programs at the Peoria location.

Institutional Data

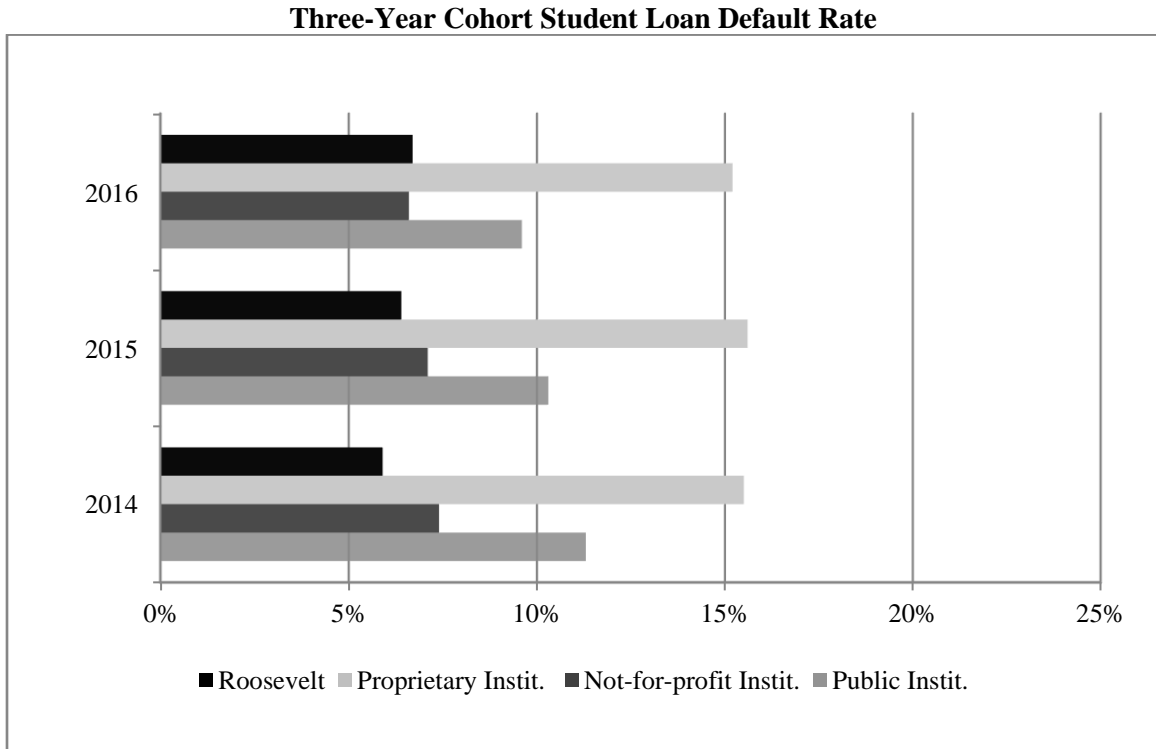
1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies.

i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators.

ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility

Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs.

iii)The success rate 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.



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

Student Loan Default Rate

The three-year student loan default rate for Roosevelt was 5.9 percent in 2014, 6.4 percent in 2015, and 6.7 percent in 2016. 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 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Curriculum / Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or

program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

Admission

To aid in the transition of Robert Morris University students, Roosevelt University will honor all admission requirements from Robert Morris, transitioning to Roosevelt requirements for the 2020-2021 academic year. Beginning in 2020-2021, for the proposed undergraduate programs, applicants must submit a completed application and provide self-reported high school GPA and SAT/ACT scores. In addition, a personal statement, essay, letters of recommendation, and official transcripts may be requested after initial review of the application. For admission into the MBA program, applicants must submit a completed application, official transcripts from all previously attended colleges/universities within the United States and a Foreign Credential Evaluation for all coursework outside the United States, a resume, and a letter of intent outlining personal and professional goals and interest in the program. Applicants to the MBA program must also complete an admissions interview.

Curriculum

Subsequently, if IBHE grants Roosevelt University operating authority in the Central Region, it will seek degree-granting authorization for an Associate of Applied Science in Business Administration, Bachelor of Business Administration, and Master of Business Administration at the Peoria campus.

Assessment of Student Learning

Roosevelt University has established policies and practices for the assessment of student learning. For each of its regular courses within its programs, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, individual student portfolios, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning. The syllabus for each course describes student assessment to measure student learning of course content. To assist in the transition with the Robert Morris University students, current assessment practices will remain intact until the new academic year.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The program faculty set goals, collect assessment artifacts, meet to discuss results, and determine the necessary changes. The results of the assessment efforts are discussed at the College Councils and program meetings. Roosevelt uses TK20 software to record changes, share results, and review improvements over time. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.30(a)(4): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Roosevelt University will use the existing facility for Robert Morris University's Peoria campus, located at 211 Fulton Street, Peoria, Illinois. The campus site has 31,115 square feet of a multi-use building and consists of eight classrooms, one computer laboratory, a student lounge, and administrative offices. Technology support is provided by an electronic help desk, and questions are responded to within 24 hours. Phone support is also available by contacting the Chicago main campus during normal business hours.

Roosevelt's Murray-Green Library in Chicago, Illinois, serves as the University's primary library. The library is accessible to all students via the internet 24 hours/day using their net ID and password, and librarians are available to answer questions via email, chat, text, or phone 84 hours/week during the spring and fall semesters and 50 hours/week during the summer session. Roosevelt's library collection contains more than 185 online databases with full-text and indexed articles from professional journals, legal publications, newspapers, and magazines. Print and eBook volumes total more than 254,000. The library also is a member of the Consortium of Academic and Research Libraries (CARLI), which includes membership to I-Share, a shared integrated library system of 84 member libraries with access to nearly 38 million items through interlibrary loan or reciprocal borrowing. The library at the Peoria location provides study space as well as computers so that students may access the University Library and I-Share resources.

Faculty and Staff

1030.30(a)(5): 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.

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

Fiscal / Personnel Resources

1030.30(a)(11): The institutions should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students.

The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures over the next five years.

Accreditation / Licensure

Robert Morris and Roosevelt both hold specialized accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). The proposed business programs currently offered at the Peoria campus will be included under Roosevelt University's accreditation as detailed in a letter from ACBSP.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading.

The University submitted detailed and adequate information on its 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 Roosevelt 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 relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

Touro College Illinois
5440 West Fargo Avenue
Skokie, IL 60077
President: Dr. Alan Kadish

Seeking Operating Authority: North Suburban Region

Institutional Accreditation:

Touro College is accredited by the Middle States Commission on Higher Education (MSCHE) and has applied to MSCHE for accreditation of its planned degree programs in Illinois.

Background and History

Touro College (the College) was founded by Dr. Bernard Lander based on early Jewish-American leaders' ideals and chartered by the Board of Regents of the State of New York in 1970; its first students enrolled in the Liberal Arts and Sciences program in 1971. The College was established in part to "strengthen the Judaic tradition and serve the broader community," especially for underserved populations. In the 1980s, the institution opened the Jacob D. Fuchsberg Law Center and the School for Lifelong Education, as well as a college for recent immigrants, which became the New York School of Career and Applied Studies. In the 1990s, Touro College started the School of Health Sciences in New York and expanded its undergraduate offerings with new campuses in Brooklyn and Manhattan, while also establishing Touro University California. Today, Touro College is a worldwide educational entity with physical campuses in Bay Shore, Brooklyn, Central Islip, East Meadow, Flushing, Forest Hills, Hawthorne, Middletown, New York City, and Valhalla, New York; Vallejo and West Hollywood, California; Henderson, Nevada; Berlin, Germany; Jerusalem, Israel; and Moscow, Russia; as well as an online university, Touro University Worldwide. The Touro College and University system of schools include programs in business, law, social work, Jewish Studies, technology, osteopathic medicine, nursing, pharmacy, health sciences, occupational and physical therapy, education, and dental medicine, all offered in observance of the Jewish calendar and schedule, and with a commitment to ethical and social responsibility and professional and community education.

Touro College and University System entered into a member-substitution agreement with Hebrew Theological College (HTC), an independent, nonprofit institution located in Skokie, Illinois. Hebrew Theological College first communicated with IBHE staff in July 2014 about the proposed arrangement, seeking to understand implications for HTC's status as a "grandfathered" institution. On March 16, 2015, IBHE staff informed HTC that it would retain its grandfathered status based on information provided to the agency including the fact that Hebrew Theological College would retain its own federal Office of Postsecondary Education Identification Number (OPEIN). This member-substitution agreement was finalized sometime in July 2015. In November 2016, HTC submitted documentation to the IBHE indicating that Touro College exerted significant control over HTC's administrative and academic structure, which was contrary to HTC's previous representation that it would remain independent from Touro College under the member-substitution agreement. Further, the Hebrew Theological College website advertises itself as a member of the Touro College and University System. A review by IBHE counsel determined that HTC's member-substitution agreement with Touro College did not constitute a merger as provided in Section 1030.10(a)(2) and therefore, HTC would retain its grandfathered status. Additionally, IBHE counsel determined that Touro College would need to seek IBHE authorization for its activities in Illinois, including its work with Hebrew Theological College and its subsequent plans to develop

a site at 5440 West Fargo Avenue in Skokie. With this application, the College is seeking authorization to operate in the North Suburban Region.

Institutional Data

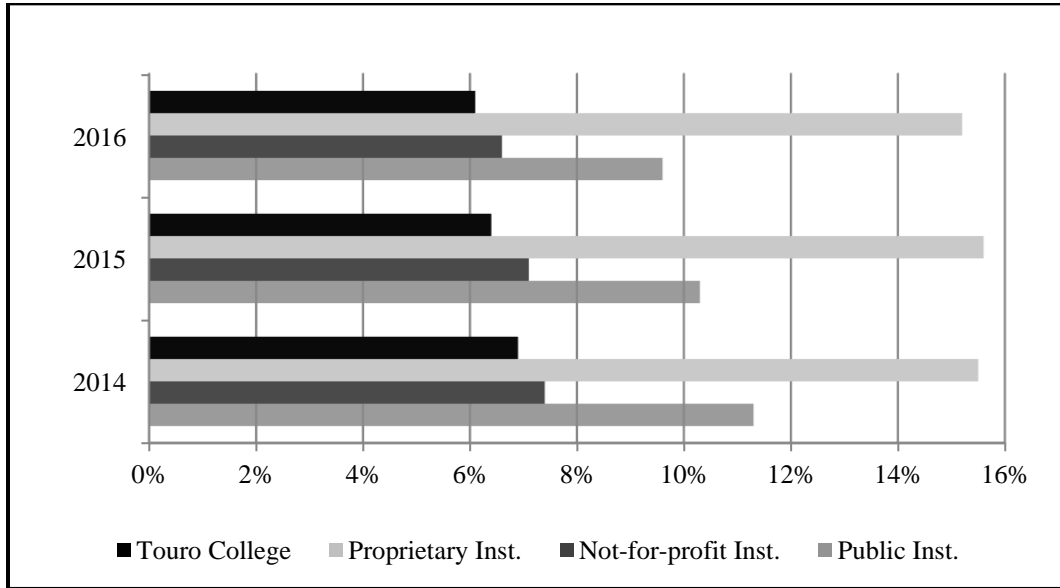
1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies.

i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators.

ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs.

iii) The success rate 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.

Three Year Cohort Student Loan Default Rate



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

Note: Touro College is a private nonprofit institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Touro College was 6.1 percent in 2016, 6.4 percent in 2015, and 6.9 percent in 2014. 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

2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Curriculum/Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

Admission

Applicants for admission to Touro College are required to have a bachelor's degree from a regionally accredited institution, be proficient in English, and meet other program-specific admissions requirements that align with relevant standards of individual industries, licensing bodies, and specialized accreditors.

Curriculum

Subsequently, if IBHE grants operating authority to Touro College, it will seek degree-granting authorization to offer the Master of Science-Physician Assistant; Master of Science in Nursing-Family Nurse Practitioner; Master of Science in Data Analytics with a concentration in Healthcare; and the Post-Baccalaureate Certificate in Cybersecurity with a focus in Healthcare.

Assessment of Student Learning

Touro College has established policies and practices for the assessment of student learning, using various direct and indirect measures. Direct measures include assessment of student capstone projects, research papers, theses, dissertations, and/or exhibitions; scores and pass rates on national certifying examinations; final course exam performance; summative/exit/comprehensive program exams; oral exams and presentations; performance evaluations by clinical supervising faculty and/or preceptors; portfolio artifacts and evaluations; practical examinations; entry/exit tests and writing samples; standardizing rubrics; written exams; performance assessment of seminars; group projects and presentations; and case studies.

Indirect assessments suggesting student learning and gauging the program's overall efficacy include alumni/graduate surveys; analysis of grade distributions in individual courses; employer surveys; exit interviews and surveys on the student's perception of his/her own learning; faculty peer evaluations; job placement or graduate/post-graduate education statistics; reflective papers; student evaluations of courses, instructors, and rotations; structured focus group interviews and student interviews; retention and graduation rates; employment rates; number of students involved in research, publishing, and presenting at conferences; honors, awards, and public recognition earned by students and alumni; and surveys, questionnaires, and interviews of faculty for faculty perception of student learning.

Program Assessment

The College has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Graduate programs are annually assessed by the Office of the Provost. The dean, program chairs, and the Office of

Institutional Research and Effectiveness (OIRE) work together to produce assessment reports. The OIRE coordinates with each school and college to develop online evaluations of programs; evaluate faculty, courses, and the program as a whole; review programmatic outcome data; and monitor trends throughout Touro's schools and colleges. Opportunities for improvement are identified based on the review of outcome data, indicating the degree to which program objectives have been achieved. The College will follow these existing protocols for continuous improvement as part of its proposed operations in Illinois.

Facilities (space, equipment, instructional materials)

1030.30(a)(4): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Touro College has acquired a property that was previously a technical school located at 5440 West Fargo Avenue in Skokie, Illinois. The facility includes 24,000 square feet of space and is outfitted with 22 classrooms and 22 offices. Touro College will update the electrical, physical, and plumbing conditions of the acquired property; refresh and update the interior; establish appropriate network, software, and other technology needs; and provide for student, faculty, staff, and facility safety and security. Classrooms will be equipped with a desktop computer with a camera and microphone, projector, speakers, and Apple TV devices. Classrooms that will have online interaction will also have an additional monitor and a second camera. The site will also have a computer lab with 25 computers.

Touro College's libraries are primarily online and available to all students across the entire Touro College and University system. The Illinois facility includes a Learning Resource Center which will be staffed by a librarian who holds a Master of Science in Library Sciences. The Learning Resource Center will have computer workstations, a quiet study area, and some physical library holdings. The librarian will coordinate library services such as obtaining inter-library loans, updating necessary programmatic collections, and training faculty, staff, and students on library offerings. Access to print, audio-visual, and electronic collections is provided via the system-wide virtual library. Touro College and University System libraries have already developed appropriate library guides and resource collections for each of the proposed programs; thus, no new collections acquisitions are planned at this time.

Faculty and Staff

1030.30(a)(5): 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.

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

Fiscal and Personnel Resources

1030.30(a)(11): The institution should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students.

The College has submitted five-year fiscal plans that show operational expenditures will exceed revenues which will result in a deficit in the first year. However, beginning in its second year of operations and continuing through its fifth year, Touro College projects revenues will exceed expenditures.

Accreditation/Licensure

Touro College is accredited by the Middle States Commission on Higher Education (MSCHE) and has applied to MSCHE for accreditation of its planned degree programs in Illinois.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading.

The College submitted detailed and adequate information on its 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 Touro College meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

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

Proposed Program Title in the Region of Authorization: Master of Science in Nursing-Adult-Gerontology Nurse Practitioner in the West Suburban Region.

Projected Enrollment: Chamberlain University projects enrollment of 20 students in the first year, increasing to 45 by the fifth year.

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

Background and History

Chamberlain University was founded in 1889 as Deaconess College of Nursing in St. Louis to address a lack of healthcare services in the region. Currently, Chamberlain University is a wholly owned subsidiary of Adtalem Global Education Inc. Adtalem acquired Deaconess College of Nursing in March 2005, and renamed the school to Chamberlain College of Nursing as a stipulation of the purchase agreement. On February 13, 2017, the Illinois Board of Higher Education approved an institutional name change to Chamberlain University.

The proposed Master of Science in Nursing-Adult-Gerontology Nurse Practitioner program is designed to prepare post-baccalaureate students to manage the healthcare needs of adolescents, adults, and the elderly, and to sit for national certification as an Adult-Gerontology Nurse Practitioner. Students must choose the 45-hour Primary Care Specialist Track for the generalist setting or the 48-hour Acute Care Specialist Track for emergency or surgical setting. The proposed program provides a foundation for doctoral study, lifelong learning, and continued scholarship.

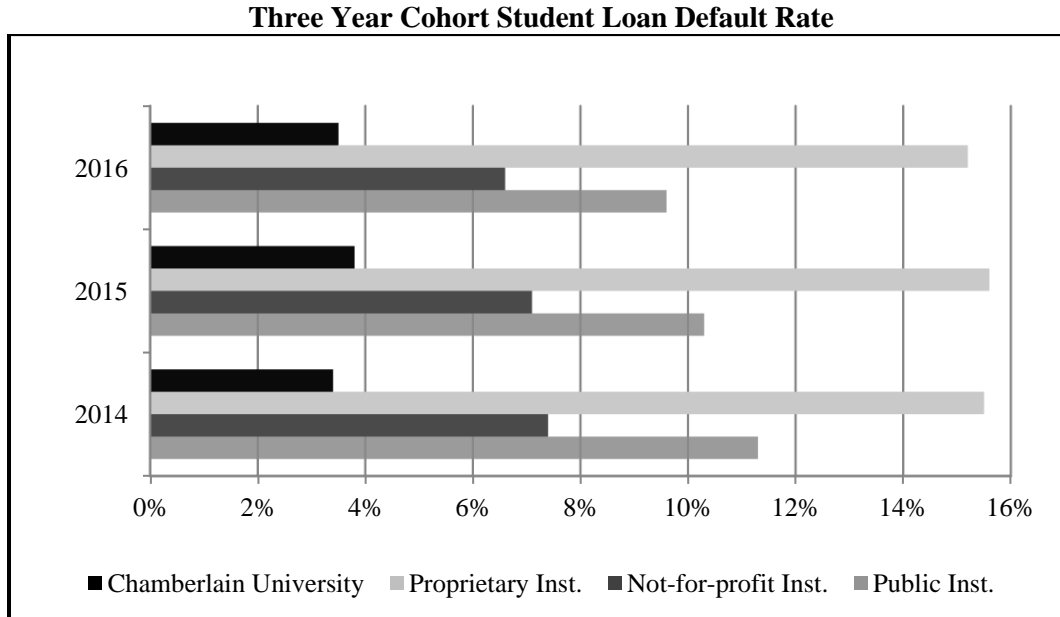
Institutional Data

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 a new graduate program.



Source: National Center for Education Statistics, U.S. Department of Education
Note: Chamberlain University 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 3.5 percent in 2016, 3.8 percent in 2015, and 3.4 percent in 2014. 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 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 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 purpose, goals, objectives, and mission of the institution. The requested degree title is in alignment with the corresponding 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 seeking admission to the Master of Science in Nursing-Adult-Gerontology Primary Care Nurse Practitioner and Adult-Gerontology Acute Care Nurse Practitioner specialty tracks must complete an application, interview with an admission advisor, and provide documentation of a degree in nursing at the bachelor's level from a regionally accredited institution with a minimum GPA of 3.0. Prospective students must also hold a current, active, unrestricted RN license. Individuals applying to enter the MSN Acute Care track should also have at least two years acute/critical patient care experience within the last five years, preferably consecutive, at the time of application.

Curriculum

The Master of Science in Nursing-Adult-Gerontology Nurse Practitioner curriculum requires 45-48 credit hours depending on the chosen track. Students complete a series of core courses covering nursing theory, research and evidence-based practice, leadership, professional role development, health policy, and information systems before selecting one of specialized tracks. All students participate in clinical practica and campus immersion experiences and take comprehensive exams that test readiness to sit for the national certification exam after graduation.

The Acute Care track is a 48-hour program that focuses on the management of adolescent, adult, and elderly patients with acute, critical, and complex conditions in a variety of settings, including emergency departments and critical care in-patient units. Students will complete faculty-supervised laboratory work and 700 hours of clinical practicum work. A student may expect to complete the Acute Care curriculum in two years and eight months of full-time study for a total of eight semesters. The Acute Care specialty coursework includes Differential Diagnosis in Acute Care Practicum; Common Diagnosis and Management in Acute Care Practicum; Advanced Acute Care Management with Advanced Acute Care Management Lab; Acute Care Practicum I; and Acute Care Practicum II. Students will complete clinical practica in urgent care centers, emergency departments, inpatient medical-surgical or specialty units, critical care units, specialty labs, and hospital-to-clinic settings.

The Primary Care track is a 45-hour program that focuses on the management of chronic health conditions, prevention, and wellness in primary care settings. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the Primary Care curriculum in two and one-half years of full-time study for a total of seven and one-half semesters. Specialty coursework in the Primary Care track includes Differential Diagnosis in Adult-Gerontology Primary Care; Primary Care Management of Adolescents and Adults; Primary Care Management of Older Adults; Palliative Care in Adult-Gerontology Across the Spectrum; and Adult-Gerontology Primary Care Capstone Practicum and Intensive. Students will complete clinical practica in settings that provide primary care to

adolescents, adults, and older adults; internal medicine practices; long-term care facilities; and clinics, health departments, or hospital-based primary care clinics.

Assessment of Student Learning

The University has established formal policies and procedures for measuring student progress and achievement through formative and summative assessments of student learning outcomes, which will be assessed using several methods, including course assignments, exams, course participation, clinical performance, and a formal comprehensive examination. The University relies on a system of incoming, ongoing, and end-of-program assessments to measure student learning. The academic assessment plan is used to evaluate and improve the quality of learning and teaching, and curriculum delivery.

Program Assessment

The University has established formal policies and procedures using both qualitative and quantitative measures for reviewing courses and programs annually, with comprehensive program reviews occurring at least every three years. Program review is a structured process comprised of assessments and reviews that vary in scope, purpose, time of occurrence, and accountable parties. At the University level, the Director of Evaluation and Innovation serves as a facilitator and resource for program reviews and ensures the program review process is congruent with regulatory and accreditation expectations and compliance requirements. Program leaders have primary responsibility for ensuring that individuals and teams conduct program reviews systematically by engaging relevant Chamberlain colleagues to contribute through development and review of program goals and benchmarks; assist with data collection; engage in assessment discussions; and/or contribute to innovations and quality, performance, and service improvements. For existing programs, faculty and curricular teams conduct comprehensive curricular reviews at least every three years, resulting in detailed documents and summaries providing evidence of academic alignment with relevant professional guidelines and accreditation standards, including expected levels of student achievement, student academic records, assessment methods, faculty evaluations, and numerous other data and information. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

Chamberlain's Adult-Gerontology Acute Care Nurse Practitioner track and Primary Care Nurse Practitioner track will be taught online. Under the assistance of the Practicum Coordination team, students are responsible for identifying potential practicum sites and preceptors or mentors that meet the criteria established by Chamberlain University. Administration of the proposed program will be conducted from the Chamberlain National Management Office located in Downers Grove, Illinois.

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.

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

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

The University has submitted five-year fiscal plans that project a deficit for the first two years of program operation. Chamberlain projects that revenues will exceed expenditures beginning in the third year and continuing through the fifth year.

Accreditation/Licensure

Chamberlain University's baccalaureate, master's, and doctoral programs in nursing are programmatically accredited by the Commission on Collegiate Nursing Education (CCNE). The University's Doctor of Nursing Practice program is also accredited by the National League of Nursing Commission for Nursing Accreditation. A substantive change application will be submitted to CCNE within 90 days of implementation of the proposed program and specialty tracks. Both specialty tracks lead to new licensure or advanced practice recognition in all states through a national examination that students are eligible to take once they have completed and graduated from the proposed program. The proposed specialty tracks meet the educational requirements of certifying bodies and the Boards of Nursing licensure requirements in all states.

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.

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

Staff Conclusion

The staff concludes that Chamberlain 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 relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

Midwestern Career College
100 South Wacker Drive, LL1-50
Chicago, IL 60606
Chief Executive Officer: Mr. Jeremy Oberfeld

Seeking Operating Authority: North Suburban Region

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Business Administration in the North Suburban Region

Projected Enrollments: Midwestern Career College projects enrollment of 15 students in the first year, rising to 30 by the fifth year of the program.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Business Administration in the West Suburban Region

Projected Enrollments: Midwestern Career College projects enrollment of 10 students in the first year, rising to 20 by the fifth year of the program.

Institutional Accreditation: Midwestern Career College is accredited by the Council on Occupational Education (COE).

Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education, which has been in existence since 2004. MCC prepares students for entry-level employment. The College was approved as a non-degree postsecondary school by the Illinois State Board of Education in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to the Illinois Board of Higher Education in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College (MCC).

On December 6, 2011, the IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science (AAS) degree in Magnetic Resonance Imaging Technology in the Chicago Region. Due to a change in the College's ownership, MCC applied and was authorized to operate in the Chicago Region on March 14, 2017. The College was also authorized to operate and grant the AAS in Magnetic Resonance Imaging Technology and AAS in Surgical Technology in the West Suburban Region on December 12, 2017. Since the change of ownership, the College has received approval to offer seven programs at the associate level: Magnetic Resonance Imaging (MRI) Technology; Diagnostic Medical Sonography; Non-Invasive Cardiovascular Sonography; Surgical Technology; Business Administration; Accounting; and Marketing in the Chicago Region. With this application, the College is seeking authorization to operate and grant only the Associate of Applied Science (AAS) in Business Administration in the North Suburban Region at this time. Additionally, the College is seeking authorization to grant the Associate of Applied Science and 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.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies.

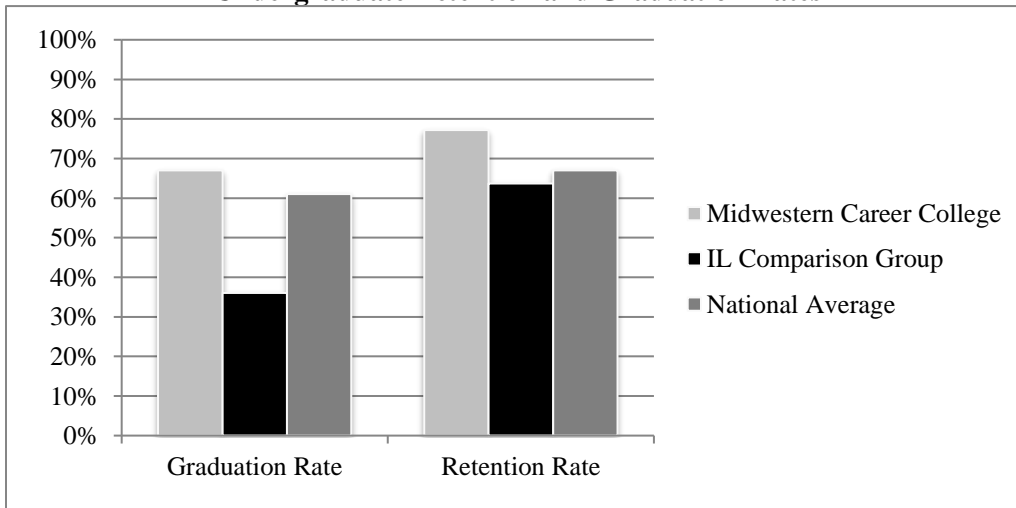
i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators.

ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs.

iii) The success rate 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 (NCES), U.S. Department of Education Note: Midwestern Career College is in the associates-granting Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

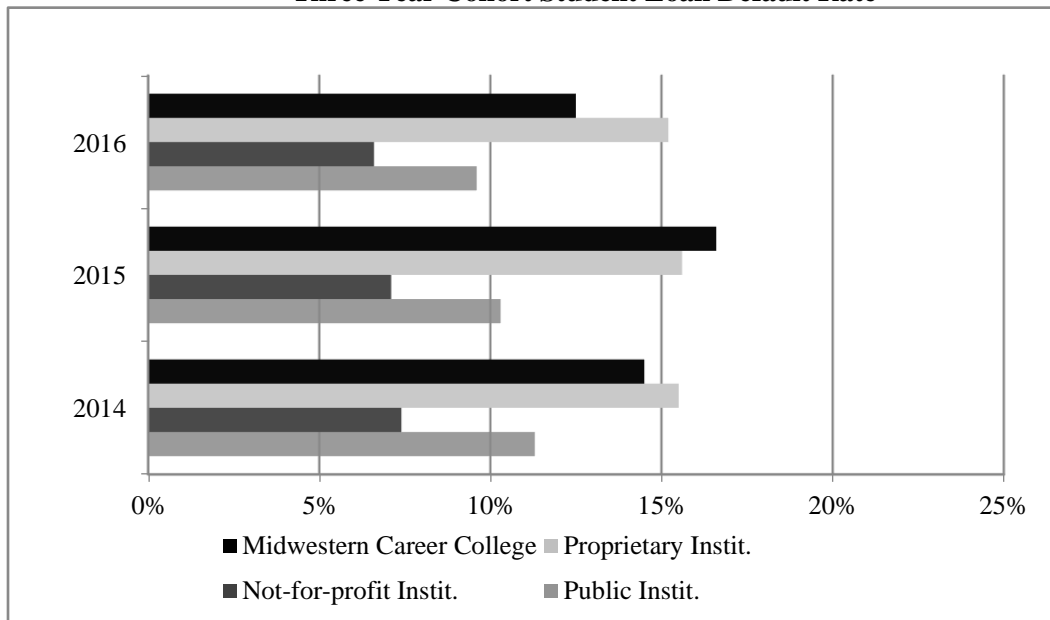
MCC's 2016-2017 graduation rate was 67 percent. The national 2016 average graduation rate for private for-profit two-year institutions was 61 percent and the average among comparable Illinois institutions was 36 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

MCC's 2016-2017 retention rate was 77.2 percent. The national 2016 average retention rate for private for-profit two-year institutions was 67 percent, and the average among comparable Illinois institutions was 63.7 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the NCES.

Undergraduate Completions per 100 FTE

MCC's 2016-2017 completions per 100 full-time equivalent enrollment (FTE) rate was 35. The average among comparable Illinois institutions was 37.8. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



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

Note: Midwestern 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 Midwestern Career College was 12.5 percent in 2016, 16.6 percent in 2015, and 14.5 percent in 2014. 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 2016 three-year national cohort average default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector was: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 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 purpose, goals, objectives, and mission of the institution. The requested degree title is in alignment with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives; and

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

All applicants to the College must be at least 18 years old, possess a high school diploma or a state recognized equivalent certificate such as the GED. All applicants must also submit a personal statement and pass an Accuplacer entrance exam with a minimum arithmetic score of 252 and reading comprehension score of 246. Applicants must schedule and attend an interview with an admissions representative.

Curriculum

The AAS in Business Administration curriculum is 60 semester hours, including 15 hours of general education courses and 45 hours of core business courses. The proposed program will serve as a preparatory course for students who plan to learn about business. The coursework will

cover business planning, functions, and essential processes of an entrepreneurial organization. Through coursework and optional externship opportunities, students will become knowledgeable in management theory, business ethics, accounting, finance, marketing, and business operations. Students will be prepared to engage in business decision-making, and gain essential knowledge in project management, as well as business analysis.

Assessment of Student Learning

The proposed program has stated goals and learning outcomes that are tied to course assignments. Students' learning will be assessed through course quizzes, tests, and written assignments. Each of the graded components of any course is targeted to course goals and objectives, which in turn are targeted to the overall program objectives. Externship is optional for the AAS in Business Administration but highly recommended by the College for students to learn how to apply skills acquired during the program. The primary means of assessment is with the individual instructors of the course. During each course, the student's work is continually evaluated and assigned a grade.

Program Assessment

The College has developed an ongoing assessment plan to guide the evaluation and improvement of its academic programs. Curriculum evaluation occurs at the completion of each course. Students are requested to fill out an evaluation form upon completing their coursework. The evaluation focuses on the performance of the instructor, learning resource center and the lab's usefulness, as well as the curriculum of the course. The results are aggregated and delivered to the Director of Academic Operations as well as individual faculty. The data are used as evaluation and training materials for the faculty as well as the basis for curriculum alterations. MCC also conducts a similar evaluation process through graduate surveys. The graduates of the program are able to evaluate the programs holistically. The data are aggregated and used to assess the curriculum and to identify needs for curriculum modifications. The College will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030(a)(4) and 1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Midwestern Career College subleases three classrooms and one computer lab from National Louis University for operation in the proposed North Suburban Region. The campus also has an administrative office and a lounge. The classrooms have laptops and projectors for use by the faculty and also for the students to utilize during audio-visual presentations. Classrooms are equipped with whiteboards, instructor desk and a chair, video-surveillance cameras, wired internet access for the instructor computer, and wireless internet access for students.

The proposed AAS in Business Administration in the West Suburban Region will be offered at the College's extension location in Naperville, Illinois. The campus extension has five lecture classrooms, two medical laboratories, four administrative offices, an instructor lounge, a student lounge, and a Learning Resource Center (Library).

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

database packages, providing unlimited access to electronic resources for students. The College has also secured remote access privileges, which allows students to utilize the materials both from school and from other locations. Furthermore, MCC has established a partnership with Cengage that gives students the option of purchasing e-books that reduce the book cost for the program. The students use MindTap software for additional practical exercises.

Faculty and Staff

1030.30(a)(5) and 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.

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

Fiscal and Personnel Resources

1030.30(a)(11): The institution should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students; and

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 indicate operational revenue will exceed expenditures for the projected five years of operation.

Accreditation/Licensure

The College currently offers Associate of Applied Science in Business Administration at the Chicago Region, which is approved by the institution's accrediting body, the Council on Occupational Education. MCC will seek approval of the program in the North Suburban and West Suburban Regions. No specialized accreditation is required for the Associate of Applied Science in Business Administration.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading; and

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 Midwestern Career College 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 relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.