

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

Submitted for: Action.

Summary: This item requests approval of four degree programs, three administrative units, and two centers at seven public universities.

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

Eastern Illinois University

- School of Nursing in the Prairie Region

Illinois State University

- Master of Science in Computer Science in the Central Region

Northern Illinois University

- Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies in the Fox Valley Region
- Doctor of Philosophy in Kinesiology and Physical Education in the Fox Valley Region

Southern Illinois University-Carbondale

- Fermentation Science Institute in the Southern Region

Southern Illinois University Edwardsville

- Center for Predictive Analytics (C-PAN) in the Southwestern Region

University of Illinois at Chicago

- Department of Real Estate in the Chicago Region

University of Illinois at Urbana-Champaign

- Bachelor of Science in Metropolitan Food and Environmental Systems in the Prairie Region
- Center on Health, Aging, and Disability in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

Executive Summary – Public Institutions

Eastern Illinois University

- School of Nursing

Eastern Illinois University (EIU or the University) requests approval to establish a School of Nursing in the Prairie Region. The proposed School of Nursing is to serve as the administrative and academic structure for the post-licensure Registered Nurse to Bachelor's degree in Nursing (RN-BSN) program, and a traditional Bachelor of Science in Nursing program for individuals seeking initial licensure as a Registered Nurse. The creation of the school is part of a larger organizational restructuring at the University that resulted in the establishment of a new College of Health and Human Services approved through a reasonable and moderate extension by Illinois Board of Higher Education staff on July 13, 2018. The traditional, pre-licensure Bachelor of Science in Nursing (BSN) will be offered beginning fall 2020. The pre-licensure BSN was approved on October 21, 2019, through an application for reasonable moderate extension of the existing Bachelor of Science in Nursing (RN-BSN). The RN-BSN was originally authorized by the Illinois Board of Higher Education on April 4, 2006. The University's RN-BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The University will seek CCNE accreditation for the pre-licensure BSN program.

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

Illinois State University

- Master of Science in Computer Science

Illinois State University (ISU or the University) requests authorization to offer a Master of

Science (MS) in Computer Science in the Central Region. The proposed 33-credit-hour graduate program will be administered by the School of Information Technology. Students will have the option to complete the master's program by choosing between a professionally-focused or research-intensive plan of study including either a thesis, a master's project, or an additional coursework option that best fits their career goals. The program's curriculum emphasizes advanced concepts in computer science and programmatic application that will allow students to obtain productive employment or pursue advanced degrees. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

Northern Illinois University

- Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies

Northern Illinois University (NIU or the University) seeks authority to offer an interdisciplinary Bachelor of Arts/Bachelor of Science (BA/BS) in Women, Gender, and Sexuality Studies (WGSS) in the Fox Valley Region. The BA/BS in WGSS requires a minimum of 120 credit hours including 34 semester hours of coursework in Women, Gender, and Sexuality Studies. Students must also declare at least one minor. The proposed program will be offered by the Center for Women, Gender, and Sexuality Studies in the College of Liberal Arts and Sciences. The proposed program will prepare students for a variety of roles in legal, business, governmental, non-governmental organization, and educational contexts; pursue graduate study in this or other fields; and prepare students to be active citizens in a diverse social world. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Doctor of Philosophy in Kinesiology and Physical Education

Northern Illinois University (NIU or the University) seeks authority to offer a 60-hour Doctor of Philosophy (PhD) in Kinesiology and Physical Education in the Fox Valley Region. The proposed PhD in Kinesiology and Physical Education will prepare future academicians with strong research and teaching skills in the areas of sport for development and exercise and movement science. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

Southern Illinois University Carbondale

- Fermentation Science Institute in the Southern Region

Southern Illinois University Carbondale (SIUC or the University) requests authorization to permanently establish the Fermentation Science Institute (FSI or Institute) in the Southern Region. The Institute was granted temporary status on June 16, 2014, by the Illinois Board of Higher Education staff for a period of five years. The FSI will continue to support students and faculty in advancing knowledge in fermentation science and transferring this knowledge through educational

programs, research activities, and outreach to the region and fermentation-related industries. The Institute's service laboratory is one of six third-party testing facilities in the United States certified by the Federal Tax and Trade Bureau for the analysis of beer, wine, and spirits. The Fermentation Science Institute also conducts fermentation research on energy, pharmaceuticals, food safety, cheese making, and agricultural production of feedstock. The fermentation science degree program, administered by the Institute, received formal recognition by the Master Brewers Association of the Americas as one of seven baccalaureate degree programs in North America. Operating costs of the Fermentation Science Institute will be funded through existing resources in addition to research grants, donor support, and revenue generated from the testing facility. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed Institute. SIUC has sufficient library, technology, staff, and financial resources in place to support the Fermentation Science Institute.

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

Southern Illinois University Edwardsville

- Center for Predictive Analytics (C-PAN) in the Southwestern Region

Southern Illinois University Edwardsville (SIUE or the University) requests authorization to newly establish the Center for Predictive Analytics (C-PAN or the Center) in the Southwestern Region. The Center creates multidisciplinary research collaborations across the University, as well as fosters partnerships with other institutions, government agencies, and industry affiliates. These partnerships advance state of the art mathematical, statistical, computational, and machine learning techniques leading to better predictions, a more reliable assessment of the probability of future events, and meaningful recommendations for community and corporate stakeholders. Furthermore, C-PAN will support student retention and academic success at SIUE through predictive modeling and the development of intervention strategies implemented at given points in time. Initial funding for start-up support of the C-PAN is provided through SIUE's Innovation Grant from 2019 to 2022 after which the Center will be self-supporting through the pursuit of external funding opportunities to sustain its operation and research mission. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed Center. SIUE has sufficient library, technology, staff, and financial resources in place to support the Center for Predictive Analytics.

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

University of Illinois at Chicago

- Department of Real Estate

The University of Illinois at Chicago (UIC or the University) requests authorization to establish the Department of Real Estate (Department) in the Chicago Region. The proposed Department will be housed in the College of Business Administration (CBA) and will develop a new major and a new minor to be submitted to the College, and eventually the University and IBHE, for approval this academic year. The minor will be available to students of CBA and other colleges, and the requirements will be the same. Students taught in the proposed Department will receive the training required by the real estate industry, and graduates will be able to pursue careers in real estate companies, financial institutions, and local governments. Faculty in the Department of Real Estate will conduct academic research related to real estate markets encompassing policy issues such as local economic development, land use, housing affordability, assessment practices

and property taxation. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed department. UIC has sufficient library, technology, staff, and financial resources in place to support the Department of Real Estate.

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

University of Illinois at Urbana-Champaign

- Bachelor of Science in Metropolitan Food and Environmental Systems

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to offer a Bachelor of Science in Metropolitan Food and Environmental Systems (BS in MFST) in the Prairie Region. The proposed program, offered by the College of Agricultural, Consumer and Environmental Sciences (ACES), will prepare students for careers in areas related to food systems in governmental and non-governmental organizations, investment firms, financial and insurance companies, and retail and food service industries. The BS in MFST requires a minimum of 127 credit hours including 40 semester hours of upper division coursework in multiple disciplines such as urban planning, agriculture, ecology, food science, land and natural resource management, nutrition, marketing, and research methods. The proposed program offers experiential learning opportunities through a required three-course series taking place in a food and environmental systems-related job and through an organized service activity that meets community food needs and demonstrates the interdependence between the food system and social ecology. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Center on Health, Aging, and Disability

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to permanently establish the Center on Health, Aging, and Disability (CHAD or Center) in the Prairie Region. The Center was granted temporary status on May 12, 2006, by the Illinois Board of Higher Education staff for a period of five years. The Center was granted extensions in 2010 and 2013 and now permanent status requires approval by the Board. The mission of the proposed Center is to provide leadership in interdisciplinary research, education, and outreach efforts that promotes health and wellness; healthy aging across the lifespan; healthy communities; and optimal participation of individuals with disabilities. Housed in the College of Applied Health Sciences (AHS), the Center supports research efforts by aiding researchers in obtaining research funds and navigating intellectual property and technology management issues, facilitating research team development, and assisting with quantitative statistical analysis for grant proposals and journal manuscripts. CHAD fulfills the outreach and education parts of its mission through the efforts of its Age-Friendly Champaign-Urbana community organization, the coordination of an undergraduate internship program, and by hosting a series of seminars throughout the academic year and an annual CHAD Symposium dedicated to research and community outreach. The College of AHS supports CHAD staff salaries, and gift and grant funds support its programmatic and research activities. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the Center. The University has sufficient library, technology, staff, and financial resources in place to support the Center on Health, Aging, and Disability.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the School of Nursing in the Prairie 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 Illinois State University authorization to grant the Master of Science in Computer Science 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 Northern Illinois University authorization to establish the Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies and the Doctor of Philosophy in Kinesiology and Physical Education and in the Fox Valley 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 Southern Illinois University-Carbondale authorization to establish the Fermentation Science Institute (FSI) in the Southern 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 Southern Illinois University Edwardsville authorization to establish the Center for Predictive Analytics in the Southwestern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago authorization to establish the Department of Real Estate in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to grant the Bachelor of Science in Metropolitan Food and Environmental Systems and to establish the Center on Health, Aging, and Disability in the Prairie 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.

Eastern Illinois University

Proposed Center Title in the Region of Authorization: School of Nursing

New Administrative Unit: This proposal is for the establishment of a School of Nursing. The School of Nursing will be the administrative home for Eastern Illinois University's nursing programs and serve all students, faculty, staff, and administrators of the programs.

Background

Eastern Illinois University (EIU or the University) requests approval to establish the School of Nursing in the Prairie Region. The proposed School of Nursing (School) is to serve as the administrative and academic structure for the post-licensure Registered Nurse to Bachelor's degree in Nursing (RN-BSN) program and a traditional Bachelor of Science in Nursing (BSN) program for individuals seeking initial licensure as Registered Nurses. The creation of the school is part of a larger organizational restructuring of academic units at the University that resulted in the establishment of a new College of Health and Human Services approved through a reasonable and moderate extension by Illinois Board of Higher Education staff on July 13, 2018. The traditional, pre-licensure Bachelor of Science in Nursing will be offered beginning fall 2020. The pre-licensure BSN program was approved on October 21, 2019, through a reasonable moderate extension of the existing Bachelor of Science in Nursing, originally authorized by the Illinois Board of Higher Education on April 4, 2006. To facilitate the creation of a traditional baccalaureate program, the academic unit currently known as the "RN to BSN" program will become a School of Nursing with two divisions: RN to BSN and Traditional BSN. Administrative responsibilities for the School of Nursing will be distributed between the Director of the School of Nursing, Director of Clinicals, Simulation Lab Coordinator, and a tenure track faculty member.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

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

The School of Nursing will serve as the administrative unit for the University's RN-BSN program and the traditional pre-licensure BSN program, providing support for students, faculty, staff, and administrators. There is an ongoing shortage of registered nurses in the United States. According to the Bureau of Labor Statistics' (the Bureau), employment projections for Registered Nurses (RN) 2016-2026 is among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and replace retiring nurses. A 2018 nursing workforce summary in Illinois found that approximately one third of the 182,951 licensed RNs in the state plan to retire in one to five years. The nursing shortage is projected to be most acute in rural areas. In the region served by EIU, a summer 2019 search of open jobs found 15 registered nurse positions at Sarah Bush Lincoln Health Center in the Charleston area, over 50 with HSHS Hospital Sisters Southern Division, and over 120 openings in the Carle Healthcare system with locations in Champaign and surrounding areas. The proposed School of Nursing will provide the structure for the nursing programs to continue to increase the number of registered nurses with a bachelor's degree locally, regionally, and nationally and help to address the nursing shortage.

The Illinois Public Agenda for College and Career Success

The University's proposed School of Nursing will address Goal 1 of the *Illinois Public Agenda for College and Career Success*, which is to increase educational attainment to match the best performing states. Standards for the nursing profession and health care organizations, as well as advanced facility certifications, require increased percentages of BSN trained professionals. The School will house multiple programs that are consistent with the needs of the profession and contribute to increasing degree attainment to benefit the overall economic position of the State. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. The School of Nursing will provide the structure and resources to train BSN prepared nurses that have the appropriate credentials to meet workforce needs.

Comparable Institutes and Centers in Illinois

Academic units similar to the proposed School of Nursing exist in public and private institutions in Illinois. EIU'S School of Nursing will be housed in the College of Health and Human Services.

Mission and Objectives

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

The proposed School of Nursing is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The performance of the School will be assessed under multiple categories including enrollment (e.g., cohort size, course enrollment); student success (e.g., retention, NCLEX pass rate); graduate outcomes (e.g., post-graduation employment, student debt to income ratio); faculty performance and development (e.g., teaching performance, scholarly productivity, continuing

professional education); and, impact on the community and the profession (e.g., number of external partnerships, pipeline diversity, local workforce needs).

Facilities (space, equipment, instructional materials)

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

The University will use existing facilities, equipment, and instructional technologies for the School of Nursing. The University has dedicated campus space to locate all nursing faculty offices, skills labs, a computer lab, technology-infused classrooms, a seminar room, and simulation facilities to allow for the entirety of the proposed School to be in one location. EIU has created a budget to support a standard BSN skills lab, a large simulation facility, and a home health care simulation facility. The University's Booth Library has electronic resources and on-site holdings sufficient to support professional nursing education. There is a dedicated Booth Library faculty liaison who will support faculty and students in the School including access to electronic journals, interlibrary loans, and research support.

Faculty and Staff

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

The organizational structure of the School of Nursing consists of a School Director, Director of Clinicals, Simulation Lab Coordinator, and a tenure track faculty member. In the third year of enrollment, an additional full-time equivalent (FTE) faculty member will be hired. In addition, the University will hire a full-time administrative assistant and simulation lab technician in the first two years. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed School of Nursing will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The proposed School of Nursing will benefit from the existing staffing and operating resources of the RN to BSN program. The launch will be funded through a philanthropic gift of \$2.65 million to fund the initial 24-30 months of operation. Beginning in the third year, the School will be supported through increased tuition resources assigned to the general fund associated with new student enrollments. The University's Board of Trustees has approved the purchase of simulation laboratory equipment and supplies for the School of Nursing.

Accreditation and Licensure

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

EIU's RN-BSN program is accredited by the Commission on Collegiate Nursing Education. The University will seek accreditation for the traditional BSN program.

Program Information

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

Detailed information about the School of Nursing will be published on the University's website.

Staff Conclusion

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

Illinois State University

Proposed Program Title in the Region of Authorization: Master of Science in Computer Science in the Central Region.

Projected Enrollments and Degrees. Illinois State University projects enrollments of ten students in the first year and 50 total students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Background

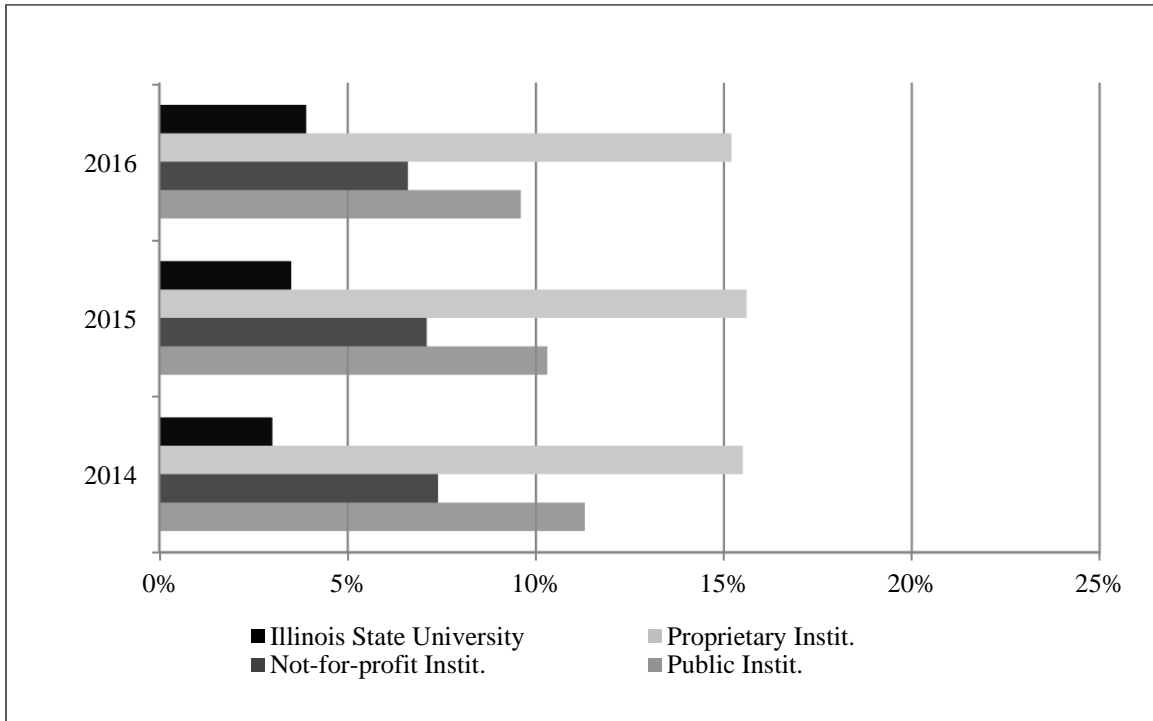
Illinois State University (ISU or the University) is seeking authority to offer a Master of Science (MS) in Computer Science in the Central Region. The proposed 33-credit-hour graduate program encompasses areas of advanced software engineering, algorithm design, compiler design, information retrieval data analytics and mining, machine learning, data visualization, and advanced operating systems. Students will have the option to complete the master's program by choosing between a professionally-focused or research-intensive plan of study, including either a thesis, a master's project, or an additional coursework option that best fits their career goals. Graduates will be equipped to pursue advanced careers in the more technical side of computing or prepare for doctoral study in the discipline. The MS in Computer Science will be housed in the School of Information Technology where the program will share resources with and add to the existing undergraduate degree programs and graduate program already offered by the School.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three-Year Cohort Student Loan Default Rate



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

Student Loan Default Rate

The three-year student loan default rate for ISU was 3.9 percent in 2016, 3.5 percent in 2015, and 3.0 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.

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

Need

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

According to the U.S. Bureau of Labor Statistics, employment for computer occupations nationwide is projected to grow 12.2 percent from 2018 to 2028. Furthermore, positions for information security analysts will grow 31.6 percent, software application developer is expected to increase by 25.6 percent, and computer systems analysts are expected to see 8.8 percent growth. As reported by the Illinois Department of Employment Security, the forecast for computer occupations in Illinois is expected to increase 11.45 percent statewide from 2016 to 2016 with approximately 1,900 projected job openings annually in computer occupations. National and statewide data indicate a need for programs aimed at preparing individuals with advanced training in computer operations.

The Illinois Public Agenda for College and Career Success

The proposed M.S. in Computer Science program will further Goal 3 of *The Illinois Public Agenda for College and Career Success* to increase the number of postsecondary credentials to meet the demands of the economy and an increasingly global society. According to the Illinois Department of Security, computer occupations are projected to increase by 11.45 percent statewide from 2016 to 2026. This program will help fill an increasing demand for computer scientists to account for the growth in the field, retirements, and transfers. Graduates will be prepared for the workforce, particularly in sectors where an advanced degree is preferred or required.

Comparable Programs in Illinois

Similar master's-level programs exist in computer science at public and independent not-for-profit universities in the State of Illinois. The program will respond to a long-standing demand from undergraduate students and alumni of the University who wish to pursue advanced study in computer science at Illinois State and for whom there are not comparable options in the Central Region.

Mission and Objectives

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

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

Curriculum and Assessment

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

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

Admission Requirements

To qualify for admission to the Master Science in Computer Science, an applicant must first meet requirements for admission to the Graduate School at Illinois State University. An applicant for a program leading to a master's degree must have a bachelor's degree from an accredited four-year college or university. Applicants are considered on the basis of their academic record and other performance requirements stipulated by the individual department or school, including examinations or standardized tests, interviews, auditions, examples of work, and letters of recommendation.

To be admitted to the MS in Computer Science program, a student must have at least a 3.0 grade point average (on a four point scale) for the last 60 hours of undergraduate work, and the approval of an academic department or school. Applicants lacking a computer science knowledge base will be required to complete fundamental coursework in the discipline prior to being admitted to the program. Once accepted to the Graduate School, applicants are required to submit official transcripts from each college or university attended and GRE scores.

Curriculum

The Master of Science in Computer Science curriculum requires the completion of 33 semester hours of coursework in advanced software engineering, algorithm design, compiler design, information retrieval, data analytics and mining, machine learning, data visualization, and advanced operating systems. Students must also complete one of three options: a thesis, master's project, or additional coursework. The thesis and master's project options require six hours of thesis/master's project coursework. As an additional pathway for completion, students may opt to take additional six hours of elective coursework in lieu of the thesis or master's project requirements.

Assessment of Student Learning

Illinois State University has a standard process for assessing student learning outcomes in all its degree programs. The student learning outcomes are aligned with program outcomes through various competencies across the curriculum. Faculty will assess student competencies directly using tests, assignments, presentations, and papers/projects that will examine student learning with rubrics to indicate the extent that students have met the program outcomes. Faculty also will assess student competencies indirectly through peer evaluations associated with team activities. The thesis and master's project options provide a cumulative project for students pursuing those options that will be used by faculty to assess student learning.

Program Assessment

Illinois State University has an established assessment plan to determine the overall effectiveness of its programs and to ensure students' needs are being met. The Provost's office has an established program review process ensuring all programs are systematically and continuously monitored. Programs are expected to report annually on their implementation of the student learning outcomes assessment plan and monitor student learning through continuous review and

discussion of student performance regarding those outcomes and how to improve student learning. Every eight years, each program undergoes a program review self-study where the student learning outcomes assessment plan will be reviewed by the University's Assessment Advisory Council, and their feedback will be used to guide revisions of the assessment outcomes, measures, processes, etc. The program review self-study will be conducted to provide information on the curriculum, faculty resources, program goals and indices, student learning outcomes assessment, responses to previous recommendations, changes in the academic discipline, field, societal need or program demand, major findings of the self-study, and initiatives and plans for the subsequent program review cycle. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

The program will use existing facilities, equipment, and instructional technologies. The University Library will support the proposed Master of Science Computer Science program, providing a subject librarian and access to books, full-text article databases, and e-journals. Milner Library is part of the Consortium of Academic and Research Libraries in Illinois which provides access to I-Share. Milner also provides Interlibrary Loan (ILL) services.

Faculty and Staff

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

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

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed program.

Accreditation and Licensure

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

The B.S. in Computer Science and B.S. in Information Systems programs are accredited by the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). No specialized accreditation is required for the proposed graduate program, as ABET-CAC does not currently accredit graduate-level computer science or information science programs.

Program Information

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

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

Staff Conclusion

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

Northern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies in the Fox Valley Region

Projected Enrollments and Degrees. Northern Illinois University projects an enrollment of 20 students in the first year and 50 by the fifth year. The University projects 17 degrees will be awarded the fifth year.

Proposed Program Title in the Region of Authorization: Doctor of Philosophy in Kinesiology and Physical Education in the Fox Valley Region

Projected Enrollments and Degrees. Northern Illinois University projects an enrollment of one to three students in the first year and 15 students by the fifth year. The University projects five degrees will be awarded by the fifth year.

Background

Northern Illinois University (NIU or University) seeks authority to offer the Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies in the Fox Valley Region. The proposed interdisciplinary program requires 120 credit hours including the completion of core courses, elective hours in other disciplines, and a minor. Students will be prepared to make decisions about issues surrounding diversity, equity, and inclusion in legal, business, governmental, non-profit organizations, and educational contexts. The proposed program will be administered by the Center for the Study of Women, Gender, and Sexuality in the College of Arts and Sciences.

Northern Illinois University also seeks authority to offer the Doctor of Philosophy (PhD) in Kinesiology and Physical Education in the Fox Valley Region. The 60-hour doctoral program is interdisciplinary across the fields that comprise the kinesiology and physical education umbrella, but focus around two primary areas: (1) sport for development; and (2) exercise and movement science. The proposed PhD program in Kinesiology and Physical Education will prepare students for faculty positions that comprise teaching, research, service, and leadership in a specific area of specialization.

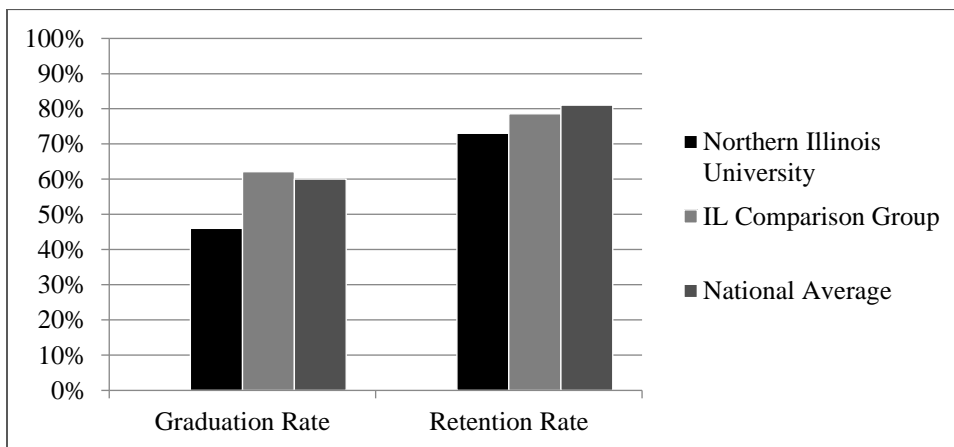
Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages.

For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics, U.S. Department of Education
Note: Northern Illinois University is in the four-year selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

Northern Illinois University’s 2016-2017 graduation rate was 46 percent. The national 2016 average graduation rate for public four-year institutions was 66 percent, for-profit four-year institutions was 21 percent, public institutions was 60 percent, and the average among comparable Illinois institutions was 62 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

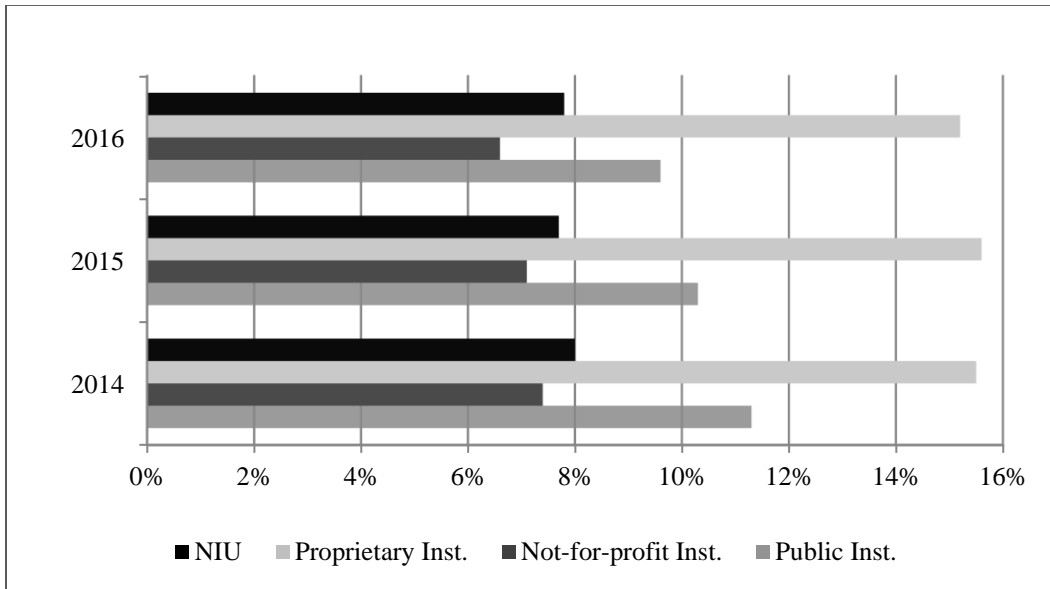
The University’s 2016-2017 retention rate was 73 percent. The national 2016 average graduation rate for private not-for-profit four-year institutions was 81 percent, for-profit four-year institutions was 54 percent, for public institutions was 81 percent, and the average among comparable Illinois institutions was 78.6 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

Northern Illinois University’s 2016-2017 completions per 100 full-time equivalent enrollment (FTE) rate was 27.9. The average among comparable Illinois institutions was 27.4. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided

by a standard 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: Northern Illinois University is a public institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Northern Illinois University was 7.8 percent in 2016, 7.7 percent in 2015, and 8.0 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 2015 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.

Need

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

The proposed Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies is designed to meet an identified need as expressed by students, alumni, and institutional priority. The Center for the Study of Women, Gender, and Sexuality (CSWGS) at NIU has 42 students with minors, ten of whom are double minors, and 44 certificate students who indicated they would select a WGSS major if it was available. The CSWGS was identified by NIU’s 2015-2016 internal Program Prioritization review as a “Candidate for Enhancement.” Students will be

prepared to pursue graduate school in this or other programs, or pursue employment in legal, business, governmental, non-profit, governmental, advocacy, and educational contexts. The Illinois Department of Employment Security projects growth over the next six years in the areas of Health Care and Social Assistance (13.5 percent), Educational Services (9.0 percent), and Government (5.5 percent).

The proposed Doctor of Philosophy in Kinesiology and Physical Education is designed to meet an identified need in faculty positions in Kinesiology and Physical Education due to the number of positions available exceed the number of doctoral-prepared faculty. The Bureau of Labor Statistics indicates that employment growth for postsecondary teachers in the most closely aligned subdiscipline of “Social Science Teachers – Postsecondary” is projected to be 9.8 percent. The greater Chicago region (of Illinois, Indiana, Wisconsin) is currently the third largest employer of Kinesiology and Physical Education specialists, according to the Bureau of Labor Statistics.

The Illinois Public Agenda for College and Career Success

The proposed BA/BS in Women, Gender, and Sexuality Studies will achieve Goal 1 of the *Illinois Public Agenda for College and Career Success*, to increase educational attainment to match the best-performing states, by offering an inclusive and innovative curriculum, employing high-impact practices to motivate underrepresented students and close achievement gaps, and creating dynamic learning communities in which marginalized students experience belonging and shared purpose. The proposed program draws from similar WGSS programs in Michigan, New Jersey, Arizona, and California with flagship campus or large-enrollment models using best pedagogical practices; opportunities for active learning and presentation; and communication and collaboration with struggling students. NIU and the CSWGS also support returning adult learners, who are commonly enrolled in CSWGS courses for the supportive community. These efforts result in educational attainment of marginalized students who might otherwise drop out of college.

The proposed PhD in Kinesiology and Physical Education contributes to Goal 4, integration of educational, research, and innovation assets, of the *Illinois Public Agenda for College and Career Success* through its dual emphases on teaching and research in the areas of sport for development and exercise and movement science. As a national leader of teaching, research, and outreach related to such state- and nationwide challenges as the obesity epidemic and the broken youth sports system, NIU’s Department of Kinesiology and Physical Education is well-positioned to offer the proposed program, integrating teaching, research, and innovation to prepare future academicians to meet the health and education needs of the region, state, and nation.

Comparable Programs in Illinois

Currently, the University of Illinois-Urbana Champaign, the Northeastern Illinois University, and the University of Illinois at Chicago offer undergraduate degrees in Women and Gender Studies. Governors State University offers a degree in Gender and Sexuality Studies. NIU would be the only university in the Fox Valley Region to offer an undergraduate degree focused on Women, Gender, and Sexuality Studies.

Two other public institutions in Illinois offer an on-campus doctoral program in the kinesiology discipline: University of Illinois-Chicago and University of Illinois at Urbana-Champaign. NIU would be the only university in the Fox Valley Region to offer this program

Mission and Objectives

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

The programs are consistent with the purpose, goals, objectives, and mission of the University. The requested degree titles reflect program objectives and curricula.

Curriculum and Assessment

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

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

Admission Requirements

Admission requirements for the proposed Bachelor of Arts/Bachelor of Science program will be consistent with Northern Illinois University's general undergraduate admission requirements. All applicants submit formal application for admission; an official high school transcript indicating class rank and courses completed; an official ACT assessment or SAT Reasoning Test score report; an official transcript from each college attended, if applicable; and an application fee.

Students seeking admission to the proposed PhD program in Kinesiology and Physical Education must possess a master's degree in an exercise and sport science field of study, such as athletic training, exercise science, kinesiology, physical education, sport/exercise psychology, and sport management. Applicants must submit bachelor's and master's transcripts, three letters of recommendation, GRE test scores, a letter of interest, and designate the faculty advisor with whom they intend to study under in the program. The doctoral admissions committee will evaluate all materials and consult the designated faculty advisor in the admissions process.

Curriculum

The proposed BA/BS in Women, Gender, and Sexuality Studies requires a minimum of 120 credit hours including 34 semester hours of coursework in Women, Gender, and Sexuality Studies. To earn the Bachelor of Arts, students focus their general education on foreign languages; a Bachelor of Science is earned by focusing general education credits in math and sciences.

Regardless of path, WGSS students must also complete the 19 credit hours in the core courses, including the capstone; 15 elective credit hours selected from an approved list of courses from other disciplines; and a minor, in consultation with and under advisement of the program to ensure alignment with the student's education and career goals. The proposed program's interdisciplinary and minor requirements provide students opportunities for collaboration and research in outside units.

The proposed 60-hour interdisciplinary PhD program in Kinesiology and Physical Education will build on the practical competencies of the master's degree to prepare the student to integrate theory and skills as the basis for original research, with focus around two primary areas: (1) sport for development; and (2) exercise and movement science. The proposed program is comprised of four core elements: 15 hours in core courses; 18 credit hours in research coursework; 15 credit hours in a specialization area approved by an advisor beyond the student's master's-level work; and at least 12 hours of Doctoral Research and Dissertation.

Assessment of Student Learning

Northern Illinois University has a standard process for assessing student learning outcomes in all its degree programs. Each course in the proposed programs serves a role in promoting student learning objectives and faculty assess student learning outcomes using direct and indirect measures. Direct measures for the BA/BS include course assignments, class discussions, papers, exams, and e-portfolios. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include summative e-portfolios, Action Research Projects, and alumni feedback.

Students in the proposed PhD in Kinesiology and Physical Education will be assessed directly throughout their program of study by program faculty, doctoral advisor, and committee members at the following checkpoints: teaching portfolio, candidacy examination, dissertation proposal, and dissertation and defense. Indirect assessments of student learning occur through exit interviews with graduating students and alumni surveys.

Program Assessment

Northern Illinois University has an established assessment plan to determine the overall effectiveness of its programs and to ensure students' needs are being met. The Provost's office has an established program review process ensuring all programs are systematically and continuously monitored. The proposed programs will participate in the program review process through Northern Illinois University's Division of Academic Affairs and Academic Planning Council on eight-year cycles, including intensive internal program review, external review for doctoral level programs, and a mid-cycle assessment plan and status report. Each program's faculty will convene annual meetings to discuss program efficacy and student success, and to identify areas for improvement. Program faculty will consider information gathered via exit interviews, alumni surveys, best practices from peer institutions, and in the case of the proposed doctoral program, also consider data from doctoral students' scholarly productivity (e.g., peer-reviewed articles, grants submitted/attained, conference presentations). The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality

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

Existing facilities at the University are sufficient for implementing the proposed programs. Classroom space, computer resources are sufficient for the programs' needs. The University possesses appropriate library resources, including textbook and journal holdings, to support the proposed programs' teaching and scholarly work. Frequently used databases for each of the proposed programs are available through NIU's University Libraries, along with leading journal holdings, periodicals, government publications, microforms, maps, recordings, audiovisual materials, and electronic databases.

Faculty and Staff

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

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

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed programs.

Accreditation and Licensure

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

No specialized accreditation is required for the proposed programs.

Program Information

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

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

Staff Conclusion. The staff concludes that the Bachelor of Arts/Bachelor of Science in Women, Gender, and Sexuality Studies and the Doctor of Philosophy in Kinesiology and Physical Education proposed by Northern Illinois University meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Southern Illinois University Carbondale

Proposed Center Title in Region of Authorization: Fermentation Science Institute in the Southern Region

Projected Enrollments and Degrees: This proposal is for establishment of the Fermentation Science Institute in the Southern Region. The Fermentation Science Institute is designed to provide educational programs, research activities, and outreach to the region and fermentation related industries.

Background

Southern Illinois University Carbondale (SIUC or the University) requests approval to establish the Fermentation Science Institute (FSI or Institute). The proposed institute was created with temporary status as a reasonable and moderate extension on June 16, 2014, for a period of five years. The FSI will continue to support students and faculty in advancing knowledge in fermentation science and transferring this knowledge through educational programs, research activities, and outreach to the region and fermentation-related industries. The Institute's service laboratory is one of six third party testing facilities in the U.S. certified by the Federal Tax and Trade Bureau for the analysis of beer, wine, and spirits. The fermentation science degree program, administered by the Institute, received formal recognition by the Master Brewers Association of the Americas as one of seven baccalaureate degree programs in North America. The Fermentation Science Institute will be funded through existing resources in addition to research grants, donor support, and revenue generated from the testing facility.

Need

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

The Fermentation Science Institute contributes to regional and state needs and priorities through administration of the fermentation science academic degree program, operation of the FSI Service Laboratory, support of fermentation research, and outreach to fermentation-based businesses that stimulates economic development. According to the Brewers Association Economic Impact Study (2018), the craft brewing industry contributed \$76.2 billion to the U.S. economy and provided more than 500,000 jobs in 2017. Similar growth was seen in Illinois contributing \$3,158,383,000 to the state, providing 19,664 full-time equivalent jobs and \$1,014,442,000 in labor income with an average wage of \$51,588 (Brewers Association Economic Impact Study, 2018). Thus, the demand for talented and highly trained fermentation scientists has increased at regional, national, and international levels. Furthermore, the FSI will support the fermentation industry by preparing highly trained students to the workforce, providing quality control testing and consulting services, and facilitating research and development that supports existing business and generates new enterprises in the state.

The Illinois Public Agenda for College and Career Success

The University's proposed Fermentation Science Institute will address Goal 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to provide high quality credentials to meet economic demand. Interest has grown significantly, especially in Southern

Illinois which is home to numerous wineries, breweries and distilleries, perpetuating increased demand for talented and highly trained fermentation scientists. The Institute improves the state's workforce by providing credentialed fermentation scientists while also enhancing the relevance of the fermentation science degree program at SIUC.

Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The field of fermentation science impacts a broad range of disciplines and industries with significant economic impact at the local, state, and national levels. The Fermentation Science Institute puts SIUC at the forefront of research in the field by bringing together fermentation-related research projects on campus and with industry partners to meet national and local needs, build state and regional economies, and further the mission of the University.

Comparable Institutes and Centers in Illinois

The Fermentation Science Institute represents a unique resource for the university, the state, and the region. Moreover, the degree program in fermentation science, administered by the FSI, is the only baccalaureate program recognized by Master Brewers Association of the Americas in the central United States and only program offered in the State of Illinois.

Mission and Objectives

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

The proposed Institute is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The Fermentation Science Institute outcomes will be assessed in the University's annual formal program review process. Direct and indirect performance metrics will be monitored to track and evaluate the Institute's goals. Measures used to determine the unit's success include but are not limited to the following:

- Number of students enrolled in the fermentation science BS degree program, transfers, graduates, job placement;
- Student engagement in research, honors projects, internships;
- Number of students enrolled in lecture and laboratory courses offered by FSI;
- Number and types of community outreach activities and participants involved;
- Number of service laboratory customers;
- Number of grant proposal submissions;
- Number of research projects conducted across campus and with external industry partners;
- Amount of funding brought in through grants and the Service Laboratory, as well as businesses and private donors; and
- Maintenance and expansion of the FSI facilities to meet the growing needs of the Institute
- Satisfaction of key stakeholders.

An external review will be conducted annually as part of maintaining program recognition by the Master Brewers Association of the Americas. An annual report containing the results from surveys, evaluations, and quantifiable contributions the Institute made to the metrics listed above will be submitted to the Advisory Board, Centers and Institutes Review Committee, and the SIU Board of Trustees for evaluation and approval. Feedback and recommendations will play an important role in improving the unit's effectiveness.

Facilities (space, equipment, instructional materials)

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

Existing facilities, equipment, technology, and library resources will support the proposed Institute. The Fermentation Science Institute will be housed in the McLafferty Annex Collaborative Research Facility that supports independent and cross-disciplinary research at SIU in addition to providing analytical services and technical assistance to growers and producers. The Institute features adequate space including administrative and business operations offices, teaching laboratories, teaching classroom and tasting facility, and the latest in brewing technology.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The organizational structure of the Fermentation Institute consists of a Director, Laboratory Operations Coordinator, office administrator, and two cross-appointed faculty. The Director reports to the Provost. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty affiliated with the Institute will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed Institute. The operating costs of the Fermentation Science Institute will be funded from existing resources and supported by research grants; indirect cost return; as well as revenue generated from the testing facility, lab course fees, workshop, and additional outreach activities.

Accreditation and Licensure

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

1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which state licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

No specialized accreditation or licensure is required. The degree in fermentation science achieved program recognition from the Master Brewers Association of the Americas in 2017. This recognition is not a form of accreditation.

Program Information

1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the Fermentation Science Institute will be published on the University's website.

Staff Conclusion. The staff concludes that the Fermentation Science Institute proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Southern Illinois University Edwardsville

Proposed Center Title in the Region of Authorization: Center for Predictive Analytics in the Southwestern Region

New Administrative Unit: The proposal is for the establishment of the Center for Predictive Analytics in the Southwestern Region. The C-PAN will promote multidisciplinary collaborations for research opportunities among SIUE faculty and students to advance dissemination of knowledge in predictive analytics to the public, government, and private sectors.

Background

Southern Illinois University Edwardsville (SIUE or University) requests approval to establish the Center for Predictive Analytics (C-PAN or Center) in the Southwestern Region. The proposed Center will create multidisciplinary research collaborations across the university, as well as foster partnerships with other institutions, government agencies, and industry affiliates to disseminate knowledge in predictive analytics to the public, government, and private sectors. These partnerships will advance mathematical, statistical, computational, and machine learning techniques leading to better predictions, a more reliable assessment of the probability of future events, and meaningful recommendations for community and corporate stakeholders. The Center is expected to contribute to the scholarly success and promotion of the institution through increased grant applications submitted, external funds acquired, workshop and seminar offerings, conference presentations, and peer-reviewed publications. The C-PAN will seek to identify and implement the support structures necessary for student success at different points in time during their educational careers. Moreover, it is expected that the Center will identify intervention time points and strategies to remedy existing gaps for underserved students in Illinois.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

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

According to the LinkedIn Workforce Report (2018), the job market is facing a shortage of predictive analysts needed to manage the increasingly data-driven world. The Center for Predictive Analytics will provide real-world experiences and mentorship to SIUE students through externally funded research partnerships. Training and research experience in predictive analytics will prepare graduates to be more competitive in today's global marketplace. In addition, the Center will support student retention and academic success through predictive modeling and the development of intervention strategies implemented at given points in time that will contribute to alleviating statewide gaps that exist for underserved student populations.

The Illinois Public Agenda for College and Career Success

The proposed C-PAN supports Goal 3 of the *Illinois Public Agenda for College and Career Success*. Goal 3, to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society, will be met by producing graduates with research experience in predictive analytics to meet the demands of the regional, national, and global workforce. The C-PAN will directly address Goal 4 of the *Public Agenda*, integrating educational, research, and innovation assets, through the development of multidisciplinary teams across academia, industry, and government sectors that will use data to predict trends and behavior patterns, answer data-intensive questions, and assist partners in transforming their data into efficacious practices.

Comparable Institutes and Centers in Illinois

The Center for Predictive Analytics provides new and unique services to the Southwestern Region.

Mission and Objectives

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

The proposed Center is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

A variety of metrics will be used to assess unit objectives and contributions. The Center is expected to contribute from one to five percent toward campus-wide increases in the following areas: number of corporate and government projects conducted, funding level of those projects, number of grant proposals submitted, number of grants and contracts received, funding level of grants received, and the number of publications and conference presentations each year. Additional measures will include stakeholder satisfaction, graduate student engagement, recruitment yield rates, retention rates, and four- and six-year graduation rates. An annual report containing data results and quantifiable contributions will be submitted to the Advisory Board, Centers and Institutes Review Committee, and the SIU Board of Trustees for evaluation and approval. Recommendations from the Advisory Board and Centers and Institutes Review Committee will play an important role in improving the unit's effectiveness.

Facilities (space, equipment, instructional materials)

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

Existing facilities, equipment, technology, and library resources will be sufficient to support the proposed Center.

Faculty and Staff

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

The organizational structure of the Center for Predictive Analytics consists of a Director, administrative assistant and project-specific staff, including faculty fellows, and undergraduate and graduate students. The Director reports to the Dean of the Graduate School and Associate Provost for Research. An Advisory Board will provide advice and guidance to the C-PAN director. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty affiliated with the Center will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to support the proposed Center for Predictive Analytics. After the initial start-up grant, the C-PAN is expected to be a self-supporting unit, generating sufficient federal, state, and private funding to cover expenses.

Accreditation and Licensure

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

No specialized accreditation is required.

Program Information

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

Detailed information about the Center for Predictive Analytics will be published on the University's website.

Staff Conclusion

The staff concludes that the Center for Predictive Analytics (C-PAN) proposed by Southern Illinois University Edwardsville meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Chicago

Proposed Center Title in the Region of Authorization: Department of Real Estate in the Chicago Region

New Administrative Unit: The proposal is for the establishment of the Department of Real Estate in the Chicago Region. The Department will be housed in the College of Business Administration and prepare students for jobs in real estate development companies, financial institutions, and local governments.

Background

The University of Illinois at Chicago (UIC or the University) requests authorization to establish the Department of Real Estate (DRE or the Department) in the Chicago Region. The Department will be housed in the College of Business Administration (the College or CBA) and will develop a new major and a new minor to be submitted to the College, and eventually the University and IBHE, for approval this academic year. Four faculty specializing in real estate have already been hired, and several courses have already been approved and are being taught from the Department of Finance where the faculty currently reside. Faculty in the Department of Real Estate will conduct academic research related to real estate markets encompassing policy issues such as local economic development, land use, housing affordability, assessment practices and property taxation. Graduates of the Department will be able to pursue careers in real estate companies, financial institutions, and local governments. The structure of the proposed Department will be consistent with that of other departments within CBA with a department head and a faculty advisory committee. New faculty will be hired with funds from a campus initiative to hire new assistant professors and funds allocated by the UIC Provost's office.

Need

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

The Department of Real Estate will address state needs through its faculty research that will directly benefit the State of Illinois and the Chicago region. These faculty specialize in such topics as the implications for assessment practices on property taxes; the effects of the Chicago Transit Authority Orange Line, aircraft noise near O'Hare, or zoning on property values; racial discrimination in the housing and mortgage markets; and the subprime mortgage crisis. Moreover, they will prepare students for in-demand jobs in this industry and related graduate programs.

The Illinois Public Agenda for College and Career Success

The proposed Department of Real Estate supports Goal 3 of the *Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. The real estate industry has become increasingly professionalized over time. It requires significant training in financial data analysis as well as traditional skills in writing and oral presentations, all of which will be provided by programs housed in the Department.

Comparable Institutes and Centers in Illinois

There are no comparable departments, and the program of study in real estate will be the only option of its kind at a public university. Roosevelt University is the only private institution in the State that offers an undergraduate major in real estate in Illinois.

Mission and Objectives

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

The proposed department is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The Department of Real Estate will produce graduates with professional credentials relevant to the real estate industry and scholarship that advances the understanding of both scholars and practitioners in the field. Educational outcomes will be assessed by measuring the number of credit hours taken by students in real estate courses, the number of students enrolled in the department's degree programs or minors, and DRE students' achievement of established learning outcomes. Student credential outcomes will be assessed by calculating the number of job placements of real estate students in the industry, feedback from the Department of Real Estate Advisory Board, and the level of satisfaction students express about their preparation for their careers after graduation. Scholarship outcomes will be assessed by determining the number of articles published by real estate faculty in peer reviewed journals, the impact of those articles, and the number of conference and invited presentations by real estate faculty.

Facilities (space, equipment, instructional materials)

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

The College of Business Administration will provide the space and facilities for the Department of Real Estate, including access to classrooms, faculty offices, and seminar/conference rooms. The UIC library is well-equipped with print and electronic resources such as online databases, books, and journals essential for research in the discipline.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an

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

The organizational structure of Department of Real Estate is consistent with other departments in the College of Business Administration at UIC with a department head reporting to the dean of the college. Initially, there will be four tenure-track faculty members in the Department, one appointment shared with the Department of Finance and two non-tenure system faculty. In the second through fourth years, one new tenure-track faculty member will be hired each year for a total of seven full-time faculty. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed Department will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The Department of Real Estate, including faculty, support staff, supplies, and equipment, will be supported largely by tuition growth. In addition, UIC has received a pledge for an endowment to be created with annual proceeds of approximately \$160,000 annually being dedicated to the new Department.

Accreditation and Licensure

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

The Department of Real Estate and its programs will be accredited under the College of Business Administration's accreditation by the Association to Advance Collegiate Schools of Business.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of

instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the Department of Real Estate will be published on the University's website.

Staff Conclusion. The staff concludes that the Department of Real Estate proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Bachelor of Science in Metropolitan Food and Environmental Systems in the Prairie Region

Projected Enrollments and Degrees. The University of Illinois at Urbana-Champaign projects enrollment in the proposed Bachelor of Science in Metropolitan Food and Environmental Systems will grow from 25 students the first year to a maximum of 100 students the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Background

The University of Illinois at Urbana-Champaign is seeking authority to offer a Bachelor of Science (BS) in Metropolitan Food and Environmental Systems in the Prairie Region. The proposed program will prepare students for careers in areas related to food systems in governmental and non-governmental organizations, investment firms, financial and insurance companies, and retail and food service industries. Students who wish to pursue post baccalaureate education will be prepared for graduate programs in specific areas of the food system or for law school to study food law – a growing field focused on the laws and policies that determine how food is grown, processed, transported, and consumed. The BS in Metropolitan Food and Environmental Systems was developed on the premise that a food system relies on a complex interdependence of abiotic-biotic, economic, political, social and health systems. As such, it is interdisciplinary in nature and will be administered across seven existing academic departments within the College of Agricultural, Consumer and Environmental Sciences (ACES). Additionally, ACES formed a partnership with the Department of Urban and Regional Planning in the College of Fine and Applied Arts to take advantage of the expertise in that department on city development and apply it to creating the agricultural infrastructure necessary to create a metropolitan food system. Because of its interdisciplinary nature, the BS in Metropolitan Food and Environmental Systems will exist at the college level in the Office of Academic Programs in the College of Agricultural, Consumer and Environmental Sciences.

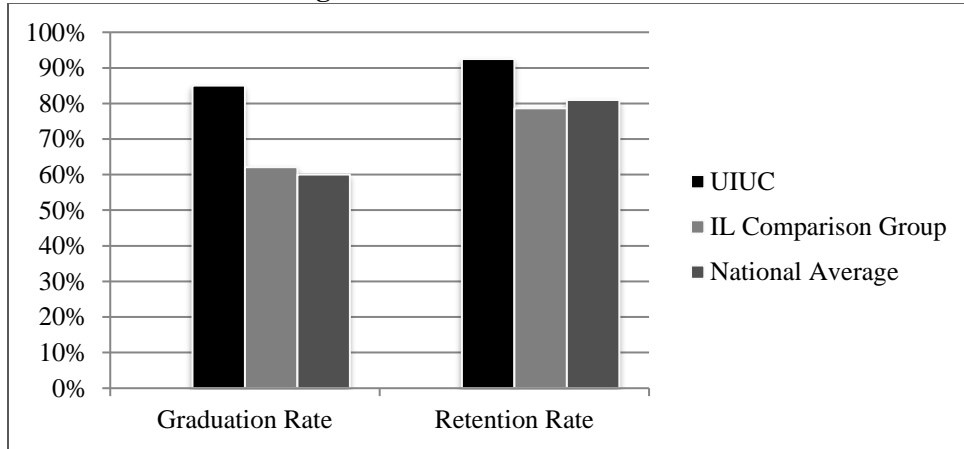
Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage

rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics, U.S. Department of Education
 Note: University of Illinois Urbana-Champaign is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The University’s 2016-2017 graduation rate was 85.0 percent and the average among comparable Illinois institutions was 62.1 percent. The most current published national 2016-2017 average graduation rate available for public four-year institutions was 60.0 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

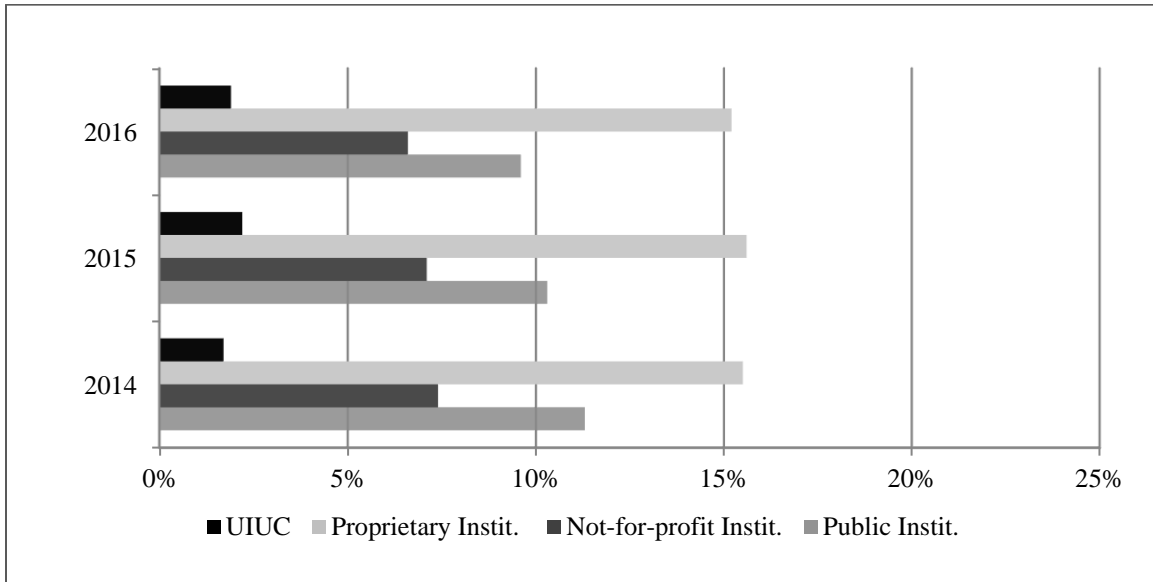
The University’s 2016-2017 retention rate was 92.5 percent and the average among comparable Illinois institutions was 78.6 percent. The most current published national 2016-2017 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

The University’s 2016-2017 completions per 100 full-time equivalent (FTE) rate was not applicable. The average among comparable Illinois institutions was 24.6. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. For the University of Illinois at Urbana Champaign, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, and substantial numbers double major and take overloads

of credit hours (over 12, up to 18 credit hours), and the standard calculation does not account for these factors.

Three Year Cohort Student Loan Default Rate



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

Note: UIUC is a public institution. A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for the University was 1.9 percent in 2016, 2.2 percent in 2015, and 1.7 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.

Need

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

As the global and metropolitan populations continue to increase without a concomitant increase in food production, the need for skilled workers to ensure that we are maintaining food security while sustaining environmental resources and supporting human health will continue to increase. According to the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook*, “challenges such as population growth, increased demand for water resources, combating pests and pathogens, changes in climate and weather patterns...will continue to create demand for research

in agricultural efficiency and sustainability.” As such, they predict employment in food systems to grow seven percent from 2018 to 2028. Furthermore, a recent report by the U.S. Department of Agriculture indicated an average of only 35,400 graduates annually with a bachelor’s degree or higher in agriculture-related fields for an average of 57,900 jobs opening in the food, agriculture, renewable natural resources, and environment fields. There is evident demand for graduates in agricultural and environmental fields.

The Illinois Public Agenda for College and Career Success

The proposed BS in Metropolitan Food and Environmental Systems supports Goal 3 of the *Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. Food production is a rapidly growing industry. The value of local food sales in the United States has quadrupled since 2008, and a recent survey by Global Impact Investing Network revealed 63 percent of impact investors said they were putting their dollars into food and agriculture, with a particular interest in sustainable agriculture. This demand has driven the growth in this sector at an annual rate of 32.5 percent since 2013. Due to the interdisciplinary nature of the proposed program and its required curriculum in Science Technology, Engineering, and Mathematics education, critical thinking, scientific literacy, communication and leadership, students will be prepared to enter this growing job market in a variety of impact areas (private sector, government, or nongovernmental organizations) or to pursue graduate or law school.

Comparable Programs in Illinois

The Bachelor of Science in Metropolitan Food and Environmental Systems will be the first in Illinois to take a holistic, systems-oriented approach to the training of students in the science and practice of metropolitan food systems. Other related programs include a BS in Environmental Science with a concentration in Food Systems and Sustainable Agriculture from Loyola University and a BS in Agricultural Systems from Southern Illinois University. DePaul and Illinois State Universities also offer a Food Studies minor, and Northern Illinois University offers a Certificate in Sustainable Food Systems.

Mission and Objectives

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

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

Curriculum and Assessment

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

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

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

Admission Requirements

Applicants for the Bachelor of Science in Metropolitan Food and Environmental Systems will be admitted to the University of Illinois at Urbana-Champaign through the College of Agriculture, Consumer, and Environmental Sciences. High school requirements for admission include: four years of English, three years of Math, two years of Social Sciences, two years of Lab Sciences, two years of Language other than English, and two years of flexible academic units. Applicants to the BS in MFST will also be evaluated based on the rigor of and performance in high school math and science courses, GPA, test scores, leadership experience, and an interest in improving society as evidenced by extracurricular activities and an essay. Transfer students must have a college GPA of at least 2.5 to be admitted to the program.

Curriculum

The proposed Bachelor of Science in Metropolitan Food and Environmental Systems program's curriculum requires students to complete a minimum of 127 credit hours including at least 40 semester hours of upper division coursework. Core courses cover topics such as sustainable food systems, crop sciences, horticulture, animal sciences, soils, nutrition, applied microeconomics, and food and environmental justice. An additional core component includes a series of three experiential learning courses and a capstone course. For their upper division courses, students have significant flexibility to select courses based on their individual interests. Students must choose two courses among many agriculture-related courses in plant or animal production; one course related to urban planning, environmental sustainability or social inequity; one course related to urban planning, policy, watershed ecology, housing or real estate development; one course in policy or law related to agriculture, planning, food, energy, or the environment; two courses in biology, bioengineering, genetics, data, or other technology-related topics; one course in food marketing and behavior, inequality and public policy, or valuing nature; and either an additional experiential learning course, an applied research course, or a collaborative leadership course.

Assessment of Student Learning

Assessment of student learning in the Bachelor of Science in Metropolitan Food and Environmental Systems will be accomplished through both direct and indirect methods administered periodically throughout the academic program. Direct assessment methods include exams, homework, and projects. Assessments are intentionally aligned with course and program learning objectives so that a student successfully completing a course will be a measure of a student achieving that portion of the program's learning objectives. In the experiential learning courses, the professional supervisor/employer will assess students' job performances and the quality of their comprehensive work products. In the capstone course, students will be required to integrate knowledge gained throughout the curriculum in a Champaign-Urbana food system report.

Individuals from agencies and institutions in the Champaign-Urbana area will contribute to the grading of those reports and, as such, will provide an indirect measure of students' abilities to apply their knowledge in the subject area. Students must earn a "C" or better in all courses required to meet the program's learning objectives.

Program Assessment

Assessment of the Bachelor of Science in Metropolitan Food and Environmental Systems program will follow the standard University of Illinois Academic Program Review Process. Since this is an interdisciplinary program, the College of ACES Office of Academic Programs will lead the program review rather than a specific department. It will include a review of common data (such as financial resources, demographics for faculty, staff and students, degrees granted and mean terms to degree, and grants secured), a self-study process, and an external peer review. The self-study report will include information on the overall goals, trends, and challenges for the program; the academic experience for the students in the program; and the human, physical, and financial resources required for the program. As part of this self-assessment, reviewers will take into account the percentage of students who are not meeting the program's learning objectives. If it is above 20 percent, then the Course and Curriculum Committee will determine whether changes need to be made to the program.

Facilities (space, equipment, instructional materials)

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

The Bachelor of Science in Metropolitan Food and Environmental Systems will use existing facilities, equipment, and instructional technologies. Most courses and laboratory sections will be taught in the Animal Sciences Building, Mumford Hall, Turner Hall, Bevier Hall, and the Agricultural Sciences and Engineering Building. Administrative offices will be housed in Mumford Hall and the ACES Library, Information, and Alumni Center. Current library resources are available to support the proposed program with sufficient access to books, full-text article databases, and core journals.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular

continuity and consistency in student evaluation. ...E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Program administrators and faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources in place to administer the proposed Bachelor of Science in Metropolitan Food and Environmental Systems. A full-time director and 0.5 FTE specialized faculty member will teach the core courses and manage student advising and recruitment. All tenure-track/tenured faculty teaching elective courses in the proposed program are housed and paid by their resident departments.

Accreditation and Licensure

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

No specialized accreditation or licensure is required for the Bachelor of Science in Metropolitan Food and Environmental Systems.

Program Information

Detailed information about the proposed programs, including a description of the admission policies, tuition, fees, and curriculum, as well as University policies will be published on the University's website.

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the

institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Staff Conclusion. The staff concludes that the Bachelor of Science in Metropolitan Food and Environmental Systems proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Center Title in the Region of Authorization: Center on Health, Aging, and Disability in the Prairie Region

New Administrative Unit: The proposal is for the establishment of the Center on Health, Aging, and Disability. The Center promotes and supports research in health, aging, and disability for faculty, students, and their campus and external colleagues.

Background

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to permanently establish the Center on Health, Aging, and Disability (CHAD) in the Prairie Region. The proposed center was granted temporary status in 2006 by the Illinois Board of Higher Education staff; it was granted extensions in 2010 and 2013, and now permanent status requires approval by the Board. Housed in the College of Applied Health Sciences (AHS), the Center's mission focuses on providing leadership in interdisciplinary research, education and outreach to promote health and wellness, healthy aging and communities, and optimal participation of individuals with disabilities. CHAD supports research efforts by aiding researchers in obtaining research funds and navigating intellectual property and technology management issues, facilitating research team development, and assisting with quantitative statistical analysis for grant proposals and journal manuscripts. CHAD fulfills the outreach and education parts of its mission through the efforts of its Age-Friendly Champaign-Urbana community organization, the coordination of an undergraduate internship program, and by hosting a series of seminars throughout the academic year and an annual CHAD Symposium dedicated to research and community outreach. The College of AHS supports CHAD staff salaries, and gift and grant funds support its programmatic and research activities.

Need

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

The Center on Health, Aging, and Disability will continue to serve University faculty, staff, and students as well as the Champaign-Urbana community as it has on a temporary basis since 2006. CHAD supports research by providing information about funding opportunities, assistance in developing interdisciplinary teams, guidance on grant proposal development, and help with

quantitative statistical analyses. CHAD's outreach goals include being a local and national voice in the areas of aging and disability. The Center has served as the logistical home of the Age-Friendly Champaign-Urbana initiative since 2016, in which it will continue its work to make the community more livable for residents of all ages. Finally, CHAD fulfills its educational mission by coordinating an undergraduate internship program, hosting a series of faculty seminars on a variety of research and career development topics, and holding an annual CHAD research and community outreach symposium that acts as an educational opportunity for faculty and students.

The Illinois Public Agenda for College and Career Success

The Center on Health, Aging, and Disability supports Goal 4 of the *Illinois Public Agenda for College and Career Success*. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. CHAD serves as a campus, state, and national resource for the integration and advancement of knowledge in these distinct but interrelated topics – health, aging, and disability – by providing support for research, education, and community outreach.

Comparable Institutes and Centers in Illinois

The University of Illinois at Chicago has a Center for Research on Health and Aging in its Institute for Health Research Policy. However, this center focuses on research and lacks CHAD's community outreach and educational components. CHAD is also unique in that it promotes health and wellness across the lifespan and optimal participation of individuals with disabilities. Moreover, while its efforts are most strongly tied to UIUC and the surrounding community, it has a regional and national reach as well.

Mission and Objectives

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

The Center is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The Center on Health, Aging, and Disability measures the outcomes of its research, education, and outreach functions and provides an annual report to the Dean of the College of Applied Health Sciences. For research, the Center tracks proposal metrics, such as number and size of proposals submitted and success rates; faculty productivity like honors, awards, publications, patents, licenses and mentions in the press; and results of user surveys to gauge use of the Center's services. For example, as a result of \$680,000 in seed funding from CHAD in 32 grant proposals since 2010, faculty in the College of AHS have been awarded over \$6 million in external research support. In terms of outreach, CHAD tracks such metrics as number of interactions with external stakeholders, research projects with external partners, and the number of attendees at symposia, seminars, and workshops. Finally, the Center assesses its educational activities by tracking the following benchmarks: financial support for student research, attendance and feedback from workshops on faculty research and career development, the number of undergraduate interns, and feedback about their experiences.

Facilities (space, equipment, instructional materials)

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

The College of Applied Health Sciences provides the space and facilities for The Center on Health, Aging, and Disability, including access to classrooms and seminar/conference rooms. The director's office, the reception area, a videoconference room, four classrooms, and multiple research laboratory spaces are all located in the Khan Annex of Huff Hall, a new, state-of-the-art facility. Also, the CHAD Research Services Office is housed in a newly renovated area of Huff Hall.

Faculty and Staff

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

The organizational structure of the Center on Health, Aging, and Disability consists of a Director, Associate Director, an Assistant Director for Strategic Initiatives and Research Relations, a Grant Specialist, a Biostatistician, and a part-time office manager. The Director reports to the Dean of the College of Applied Health Sciences. A senior faculty advisory committee provides advice and guidance to the CHAD director, but none of its members are employed by the Center.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to support the Center on Health, Aging, and Disability. The College of Applied Health Sciences supports staff salaries through tuition revenue. External gift and grant funds support CHAD's programmatic activities.

Accreditation and Licensure

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

No specialized accreditation is required.

Program Information

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

Detailed information about the Center on Health, Aging, and Disability will be published on the University's website.

Staff Conclusion. The staff concludes that the Center on Health, Aging, and Disability proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.