

**APPROVED
JUNE 9, 2020**

Item #F-2
June 9, 2020

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

Submitted for: Action.

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

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

Not-For-Profit

Touro College

- Post-Baccalaureate Certificate in Healthcare Cybersecurity in the North Suburban Region
- Master of Science in Data Analytics in the North Suburban Region
- Master of Science in Nursing – Family Nurse Practitioner in the North Suburban Region
- Master of Science in Physician Assistant in the North Suburban Region

Proprietary

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Animal Welfare Business Management in the Fox Valley Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

Not-for-Profit Executive Summary

Touro College

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

Touro College and University System entered into a member-substitution agreement with Hebrew Theological College (HTC), an independent, nonprofit institution located in Skokie, Illinois. Hebrew Theological College first communicated with IBHE staff in July 2014 about the proposed arrangement, seeking to understand implications for HTC's status as a "grandfathered"

institution. On March 16, 2015, IBHE staff informed HTC that it would retain its grandfathered status based on information provided to the agency including the fact that Hebrew Theological College would retain its own federal Office of Postsecondary Education Identification Number (OPEIN). This member-substitution agreement was finalized sometime in July 2015. In November 2016, HTC submitted documentation to the IBHE indicating that Touro College exerted significant control over HTC's administrative and academic structure, which was contrary to HTC's previous representation that it would remain independent from Touro College under the member-substitution agreement. Further, the Hebrew Theological College website advertises itself as a member of the Touro College and University System. A review by IBHE counsel determined that HTC's member-substitution agreement with Touro College did not constitute a merger such that HTC would lose its grandfathered status as outlined in Section 1030.10(a)(2)(B). However, Touro College would need to seek IBHE authorization for its activities in Illinois, including its work with Hebrew Theological College and its subsequent plans to develop a site at 5440 West Fargo Avenue in Skokie. Touro obtained authorization from IBHE on April 30, 2020, to operate in the North Suburban Region at the Skokie location.

With this application, Touro College requests authorization to offer four new degree programs in the North Suburban Region: an 18-credit-hour online Post-Baccalaureate Certificate in Healthcare Cybersecurity; a 30-credit-hour online Master of Science in Data Analytics with a concentration in healthcare; a 53-credit-hour online Master of Science in Nursing – Family Nurse; and a 123-credit-hour in-person Master of Science in Physician Assistant. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed programs. The University has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

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

Proprietary Executive Summary

Stautzenberger College DBA Rockford Career College

Stautzenberger College DBA Rockford Career College (The College) located in Rockford, Illinois is a private, proprietary institution which offers career-oriented educational programs with its main campus located in Maumee, Ohio. Due to a change in ownership, Stautzenberger College applied and received operating and degree-granting authorization from the Illinois Board of Higher Education in March 2018. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College also holds a permit to operate as a Private Business and Vocational Schools (PBVS) and grant the Animal Welfare Business Management diploma program under the authority of the Illinois Board of Higher Education. Stautzenberger College requests authorization to offer an Associate of Applied Science in Animal Welfare Business Management in the Fox Valley Region. The Associate of Applied Science in Animal Welfare Business Management requires 105 quarter hours and is designed to provide students with the opportunity to gain knowledge and skills required for the business side of animal welfare management. The proposed program will provide a continued educational ladder opportunity for students completing the existing Animal Welfare Business Management diploma program. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instructions in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Touro College authorization to grant a Post-Baccalaureate Certificate in Healthcare Cybersecurity, Master of Science in Data Analytics, Master of Science in Nursing – Family Nurse Practitioner, and Master of Science in Physician Assistant in the North Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Stautzenberger College DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Animal Welfare Business Management in the Fox Valley Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

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

Proposed Program Title in the Region of Authorization: Post-Baccalaureate Certificate in Healthcare Cybersecurity in the North Suburban Region.

Projected Enrollment: Touro College projects that enrollment will grow from 20 students in the first year to 30 students in the fifth year. The College anticipates 30 certificates will be awarded by the fifth year.

Proposed Program Title in the Region of Authorization: Master of Science in Data Analytics in the North Suburban Region.

Projected Enrollment: Touro College projects that enrollments will grow from 50 students in the first year to 150 students in the fifth year. The College anticipates 75 degrees will be awarded by the fifth year.

Proposed Program Title in the Region of Authorization: Master of Science in Nursing – Family Nurse Practitioner in the North Suburban Region.

Projected Enrollment: Touro College projects that enrollment will grow from 30 students in the first year to 120 students in the fifth year. The College anticipates 40 degrees will be awarded by the fifth year.

Proposed Program Title in the Region of Authorization: Master of Science in Physician Assistant in the North Suburban Region.

Projected Enrollment: Touro College projects that enrollment will grow from 45 students in the first year to 135 students in the fifth year. The College anticipates 90 degrees will be awarded in the fifth year.

Institutional Accreditation: Touro College is accredited by the Middle States Commission on Higher Education (MSCHE), a regional accreditor, for its branch campuses, locations, and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Jerusalem, and Moscow. Touro College has applied to MSCHE for regional accreditation for its programming in Illinois.

Background and History

Touro College (the College) was founded by Dr. Bernard Lander based on Jewish ideals and chartered by the Board of Regents of the State of New York in 1970; its first students enrolled in the Liberal Arts and Sciences program in 1971. The College was established in part to “strengthen the Judaic tradition and serve the broader community,” especially for underserved populations. In the 1980s, the institution opened the Jacob D. Fuchsberg Law Center and the School for Lifelong Education, as well as a college for recent immigrants, which became the New York School of Career and Applied Studies. In the 1990s, Touro College started the School of Health Sciences in New York and expanded its undergraduate offerings with new campuses in Brooklyn and Manhattan, while also establishing Touro University California. Today, Touro College is a worldwide educational entity with physical campuses in Bay Shore, Brooklyn, Central

Islip, East Meadow, Flushing, Forest Hills, Hawthorne, Middletown, New York City, and Valhalla, New York; Vallejo and West Hollywood, California; Henderson, Nevada; Berlin, Germany; Jerusalem, Israel; and Moscow, Russia; as well as an online university, Touro University Worldwide. The Touro College and University System of schools include programs in business, law, social work, Jewish Studies, technology, osteopathic medicine, nursing, pharmacy, health sciences, occupational and physical therapy, education, and dental medicine, all offered in observance of the Jewish calendar and schedule, and with a commitment to ethical and social responsibility and professional and community education.

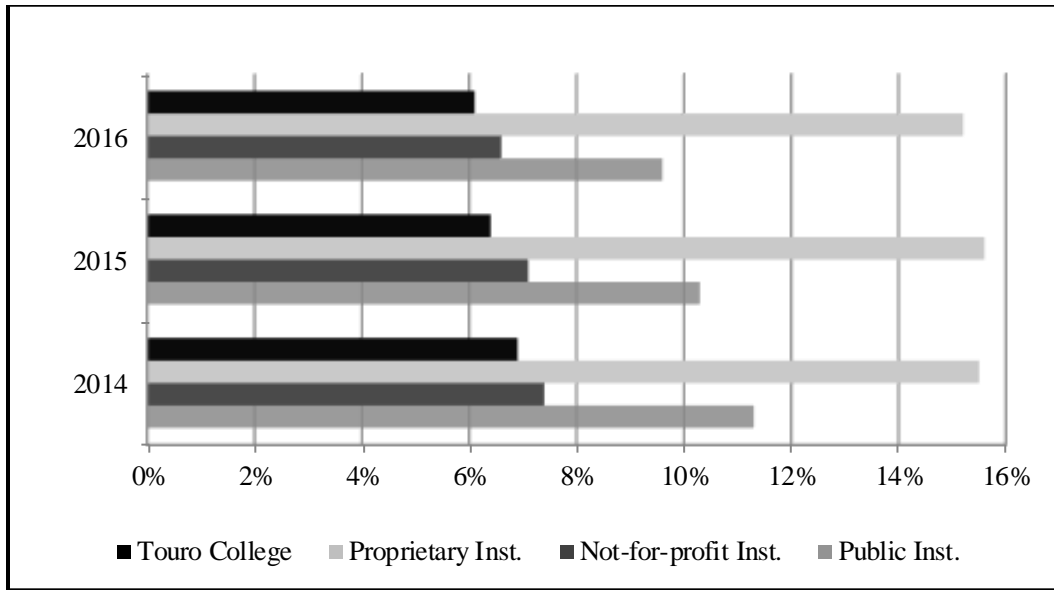
Touro College and University System entered into a member-substitution agreement with Hebrew Theological College (HTC), an independent, nonprofit institution located in Skokie, Illinois. Hebrew Theological College first communicated with IBHE staff in July 2014 about the proposed arrangement, seeking to understand implications for HTC's status as a "grandfathered" institution. On March 16, 2015, IBHE staff informed HTC that it would retain its grandfathered status based on information provided to the agency including the fact that Hebrew Theological College would retain its own federal Office of Postsecondary Education Identification Number (OPEIN). This member-substitution agreement was finalized sometime in July 2015. In November 2016, HTC submitted documentation to the IBHE indicating that Touro College exerted significant control over HTC's administrative and academic structure, which was contrary to HTC's previous representation that it would remain independent from Touro College under the member-substitution agreement. Further, the Hebrew Theological College website advertises itself as a member of the Touro College and University System. A review by IBHE counsel determined that HTC's member substitution agreement with Touro College did not constitute a merger as provided in Section 1030.10(a)(2) and therefore, HTC would retain its grandfathered status. Additionally, IBHE counsel determined that Touro College would need to seek IBHE authorization for its activities in Illinois, including its work with Hebrew Theological College and its subsequent plans to operate a site at 5440 West Fargo Avenue in Skokie. Touro College was authorized by the IBHE on April 30, 2020 to operate in the North Suburban Region at the Skokie location. With these applications, the College is seeking authorization to grant four new degree programs: Post-Baccalaureate Certificate in Healthcare Cybersecurity, Master of Science in Data Analytics, Master of Science in Nursing – Family Nurse Practitioner, and Master of Science in Physician Assistant in the North Suburban Region.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

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

Three Year Cohort Student Loan Default Rate



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

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

Student Loan Default Rate

The three-year student loan default rate for Touro College was 6.1 percent in 2016, 6.4 percent in 2015, and 6.9 percent in 2014. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Mission and Objectives

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

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

The proposed programs are consistent with the mission, goals, and objectives of Touro College. The requested degree titles reflect their respective degree program objectives and curricula.

Curriculum/Assessment

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

Admission

Post-Baccalaureate Certificate in Healthcare Cybersecurity

Applicants must hold a bachelor's degree from a regionally accredited institution with a minimum 3.0/4.0 GPA. Students must have prerequisite coursework in foundational computer software or networking. Network or software administrator experience is recommended but not required.

Master of Science in Data Analytics

Applicants must hold a bachelor's degree from a regionally accredited institution that includes coursework in science, math, allied fields, or computer science with a strong interest in health science. A passing grade of a C is required in an introductory statistics course. Students should possess a practical knowledge of general science, computer usage, and health science. Prior professional experience in healthcare or a background working with data is recommended. Additional research or work experience is recommended but not required. Excellent communication with written and spoken English is required.

Master of Science in Nursing – Family Nurse Practitioner

Applicants and students must be residents of Illinois and hold a Bachelor of Science in Nursing from a program accredited by the Commission on Collegiate Nursing Education, the National League for Nursing Accrediting Commission, the Accrediting Commission for Education in Nursing, or the Commission for Nursing Education Accreditation; a cumulative GPA of 3.0 or higher on a 4.0 scale; an active, unencumbered United States Registered Nurse (RN) license maintained throughout the entirety of the program; eligibility for and achievement of an RN license in Illinois; current CPR-American Heart Association certification at the healthcare provider level prior to entry into clinical courses; U.S. citizenship or permanent residency; Level I criminal background check and drug screen; vaccination records; foreign transcript evaluation, as applicable; and English proficiency.

Master of Science in Physician Assistant

Applicants must hold a bachelor's degree from a regionally accredited institution demonstrating successful completion of all prerequisite courses; submission of a completed application and supplemental application to the Centralized Application Service for Physician Assistants (CASPA) and received by Touro College Illinois no later than the application deadline; a personal statement; verification of a minimum 200 hours of direct patient contact; verification of a minimum 20 hours shadowing a working Physician Assistant; three letters of reference, including one from a Physician Assistant; a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale; a minimum cumulative science (excluding physics) GPA of 3.0 from all colleges attended; English proficiency; and official transcripts from all schools and colleges attended.

Curricula

Post-Baccalaureate Certificate in Healthcare Cybersecurity

The Post-Baccalaureate Certificate in Healthcare Cybersecurity is an 18-credit-hour online program that offers students advanced knowledge and hands-on experience in intelligence, critical infrastructures, and investigative principles as they relate to cybersecurity. The proposed program is designed to prepare students with expanded technological abilities and analytical skills needed to protect healthcare industry infrastructures from data breaches. Coursework involves safeguarding electronic protected health information and applying the Health Insurance Portability and Accountability Act; best practices for information security, privacy, and cybersecurity in a healthcare environment; applications and impacts of internet of things devices; concepts and understanding of Enterprise Health Cloud applications, data storage and services; network security and survivability; and incident response and recovery.

Master of Science in Data Analytics

The Master of Science in Data Analytics is a 30-credit-hour online program that provides knowledge of data analytics with a concentration in healthcare. The proposed program is focused on the management and use of health data and information through technology. Coursework includes 15 credit hours of required core data-driven courses covering various analytics methods, database concepts and design, data warehousing and data mining, statistical data analysis, as well as data modeling and strategic decision making. The coursework also includes a 15-hour concentration in healthcare with coursework including management information systems and healthcare information systems; analytics in healthcare; Electronic Health Record systems; ethical considerations of health data, information, systems, and electronic medicine; health data visualization; big data analytics in healthcare; trends and challenges in healthcare industry; and healthcare informatics. Graduates will be prepared to use data analytics to improve the effectiveness and efficiency of care delivered by ensuring that data used for operational and clinical decisions are of high quality.

Master of Science in Nursing – Family Nurse Practitioner

The proposed online Master of Science in Nursing – Family Nurse Practitioner (MSN-FNP) is a 53-credit-hour program occurring over seven semesters with three semesters per calendar year. The proposed MS in Nursing – Family Nurse Practitioner requires 18 credits of core coursework; 17 hours in specialty courses; 14 credit hours of practica (requiring 585 clinical hours of direct patient care); and a series of three on-campus clinical intensive training and assessments. The proposed MSN-FNP program prepares students to meet educational eligibility requirements to sit for National Nurse Practitioner Certification examinations for both the American Academy of Nurse Practitioners and the American Nurses Credentialing Center with the focus as a Family Nurse Practitioner. Graduates will be prepared for advanced practice as family nurse practitioners and to continue academic study at the doctoral level.

Master of Science in Physician Assistant

The proposed Master of Science in Physician Assistant is an in-person 123-credit-hour program over seven semesters including summers. The curriculum is a lock-step format and all students must complete the same coursework in the same sequence. The first 12 months, divided into three consecutive semesters, are devoted to 55 credit hours of coursework in the basic sciences, clinical medicine, behavioral sciences, and research methodologies. The 50 credit hours of the

clinical phase is divided into four semesters over 16 months and includes seven core supervised clinical practice experiences, each up to five weeks long depending on clinical discipline. In the culminating semester, students will complete a required capstone course requiring a project and/or research; a community service project; a clinical skills/summative evaluation; and prepare for the Physician Assistant National Certification Examination (PANCE). Graduates will be prepared to function as traditionally trained primary care providers able to deliver care to patients in any number of specialties in hospital-based and private office settings, and to prepare graduates with the requisite medical knowledge to pass the national certifying examination.

Assessment of Student Learning

Touro College has established policies and procedures for the assessment of student learning using direct and indirect measures. Direct assessment measures include student capstone projects, research papers, and exhibitions; summative/exit/comprehensive program exams; portfolio artifacts and evaluations; score gains comparing entry and exit tests, pre-test and post-tests and writing samples; written examinations; group projects and presentations; case studies; performance assessment of clinical work; and other tests and evaluations as appropriate for each of the proposed programs.

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

Program Assessment

The College has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Touro College conducts comprehensive evaluation and reviews to assess students' acquisition of competencies. Middle States Commission on Higher Education standards inform institutional policies for continuous evaluation and improvement at Touro College. Graduate programs are annually assessed by the Office of the Provost. The dean, program chairs, and the Office of Institutional Research and Effectiveness (OIRE) work together to produce assessment reports. The OIRE coordinates with each school and college to develop online evaluations of programs; evaluate faculty, courses, and the program as a whole; review programmatic outcome data; and monitor trends throughout Touro's schools and colleges. Opportunities for improvement are identified based on the review of outcome data, indicating the degree to which program objectives have been achieved. Additionally, Touro College has a system-wide faculty development and evaluation process in which all faculty are evaluated on an annual basis. Faculty and administrators formulate action plans for program modification based upon the review of outcome data indicating the degree to which objectives have been achieved. The College will follow these existing protocols for continuous improvement as part of its proposed operations in Illinois.

Facilities (space, equipment, instructional materials)

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

Touro College is located in a 24,000 square-foot facility in Skokie, Illinois, that is comprised of 22 classrooms with movable partitions, 22 offices, a simulation lab, a learning resource center and a computer lab with 25 computers equipped with appropriate software and other technology for all online and in-person students and programs at the Illinois facility.

Specific to the physician assistant curriculum, Touro will utilize a simulation laboratory in the new facility that will support teaching and learning in the physician assistant curriculum by providing hands-on interaction, exposing students to patient conditions and supporting the development and enhancement of students' skills, clinical competence, teamwork, and interdisciplinary collaboration. In addition, Touro will outfit several classrooms for testing and recording nursing-patient simulations.

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

Faculty and Staff

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

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

Fiscal and Personnel Resources

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

The College has submitted five-year fiscal plans that show operational expenditures will exceed revenues, resulting in a deficit in the first year. However, Touro College Illinois projects revenues will exceed expenditures for the remaining four of the five-year budget projections.

Accreditation/Licensure

No specialized accreditation is required for the Post-Baccalaureate Certificate in Healthcare Cybersecurity or the Master of Science in Data Analytics. The curriculum for MS in Data Analytics provides students with the appropriate specific, pre-requisite knowledge of data analytics in the healthcare industry to pursue a Certified Health Data Analyst certification through American Health Information Management Association should graduates choose to pursue this certification on their own.

Master of Science in Nursing – Family Nurse Practitioner

Touro College and University System already operates a Master of Science in Nursing at the California and Nevada campuses; those programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Touro College Illinois will also seek programmatic accreditation by CCNE; however, the CCNE begins the accreditation review process after students have enrolled and completed the didactic coursework, which will be provided on a temporary basis by the Nevada faculty. Once students have completed the didactic portion of the curriculum, Touro College Illinois will seek CCNE programmatic accreditation.

Master of Science in Physician Assistant

Touro College and University System already operates a physician assistant program at its New York, California, and Nevada facilities; those programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Touro College must obtain degree granting authority from the IBHE before it is eligible to apply for and begin ARC-PA's provisional accreditation process, a three-year process. ARC-PA programmatic accreditation is required for students to be qualified to sit for the PANCE. Students will not be admitted to the program until 2023, the projected year of ARC-PA approval. Once students are admitted to and complete the accredited program, they will be eligible to sit for the PANCE, which is required for licensure as a physician's assistant.

Program Information

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

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

Staff Conclusion

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

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

Proposed Program Title in Region of Authorization: Associate of Applied Science in Animal Welfare Business Management in the Fox Valley Region

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

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

Background and History

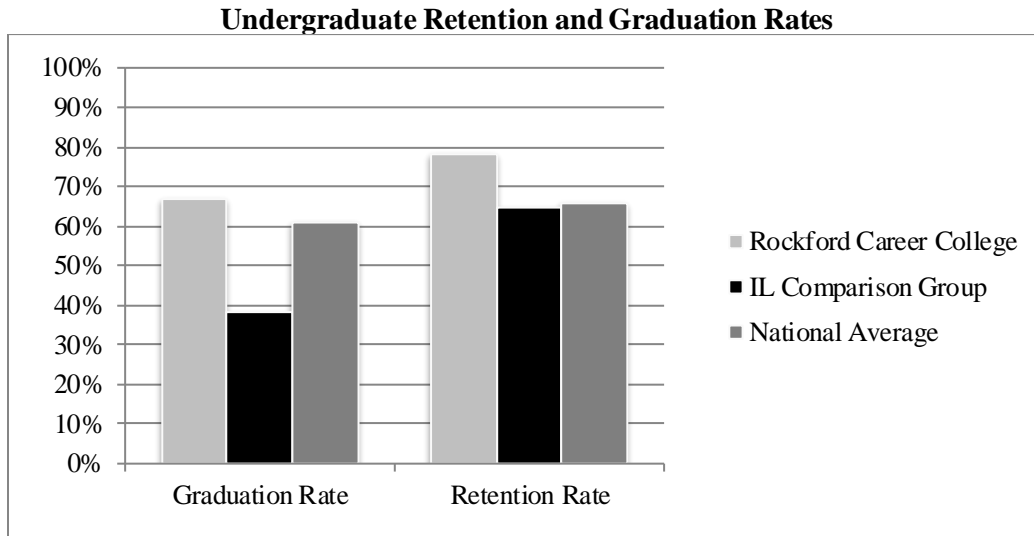
Stautzenberger College DBA Rockford Career College (The College) located in Rockford, Illinois, is a private, proprietary institution which offers career-oriented educational programs with its main campus located in Maumee, Ohio. Rockford Career College (the College) was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc (AHED). In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. In 2017, Rockford Career College moved as a branch under another group of schools owned by AHED, Stautzenberger College/AHED of Ohio, Inc. Due to another change in ownership, Stautzenberger College applied and received operating and degree-granting authorization from IBHE in March 2018. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools (PBVS) division of IBHE. With this application, the College is seeking authorization to grant the Associate of Applied Science in Animal Welfare Business Management in the Fox Valley Region.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution’s rates will be compared to Illinois

institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first- to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



Source: National System for Education Statistics, U.S. Department of Education
Note: Rockford Career College is in the open enrollment, primarily associates granting Illinois comparison group. Higher percentages are positive indicators. The Rockford Career College cohort (N) for this calculation was three students.

Undergraduate Graduation Rate

Rockford Career College’s 2017-2018 graduation rate was 66.7 percent based on a cohort of three students. The national 2018 average graduation rate for private for-profit two-year institutions was 61 percent and the average among comparable Illinois institutions was 38.1 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

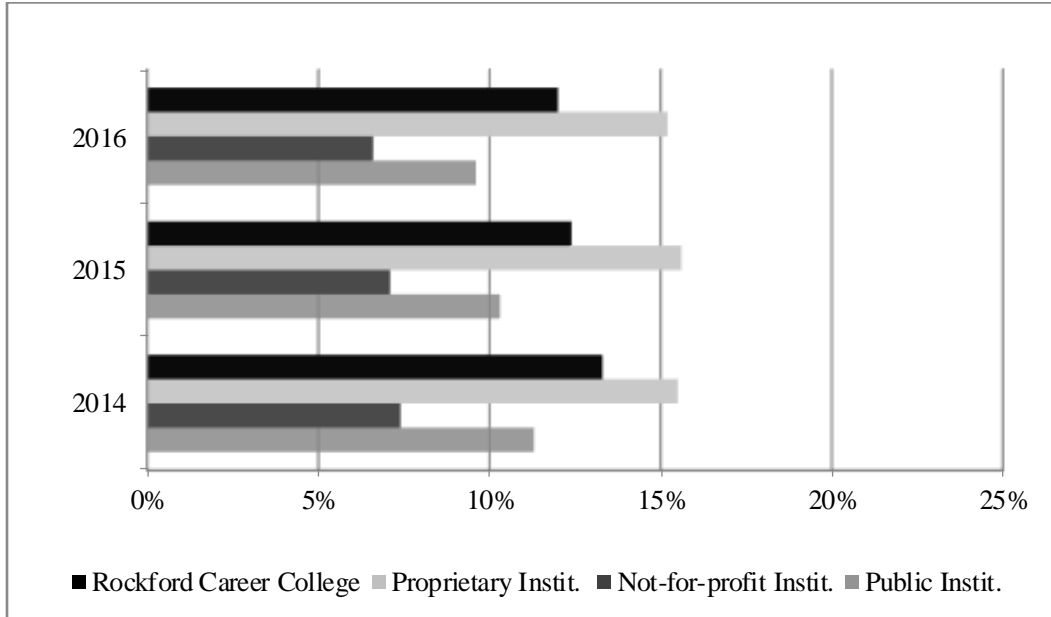
Rockford Career College’s 2017-2018 retention rate was 78.4 percent based on a cohort of 74 students. The national 2018 average retention rate for private for-profit two-year institutions was 66 percent and the average among comparable Illinois institutions was 64.5 percent. Retention rates examine the 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

Rockford Career College’s 2017-2018 completions per 100 full-time equivalent enrollment (FTE) rate was 64 and the average among comparable Illinois institutions was 36.5. 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 (NCES), US Department of Education

Note: Rockford Career College is a Proprietary Institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Rockford Career College was 12.0 percent in 2016, 12.4 percent in 2015, and 13.3 percent in 2014. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2016 three-year national cohort average default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector was: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Mission and Objectives

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

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

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

Curriculum/Assessment

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

Admission

Applicants to the College must be at least 17 years old, possess a high school diploma or a recognized equivalent certificate such as the GED or a State-authorized examination recognized as the equivalent of a high school diploma (e.g., High School Equivalent Test (HiSET) or Test Assessing Secondary Completion (TASC)). Applicants seeking admission to the AAS in Animal Welfare Business Management program must possess a certificate/diploma or postsecondary coursework completed at an accredited institution recognized by the U.S. Department of Education and must have earned 56 quarter credit hours in an animal welfare concentration or be a graduate of an animal welfare-related field program. In addition, each student enrolled in an online program must successfully pass a Digital Learning Readiness Assessment (DLRA) with a score of 60 or higher. The DLRA is designed to help the school and student understand if they are prepared to successfully take courses in an online/digital environment.

Curriculum

The Associate of Applied Science in Animal Welfare Business Management requires 105 quarter hours, including 27 quarter hours of general education courses and 18 quarter hours of core courses. The proposed program is designed to provide students with the opportunity to gain knowledge and skills required for the business side of animal welfare management. Rockford Career College also holds a permit to operate as a PBVS and grant the Animal Welfare Business Management diploma program under the authority of the Illinois Board of Higher Education. The proposed program will provide a continued educational ladder opportunity for students completing the existing Animal Welfare Business Management diploma program. Students will study animal welfare administration and management and fundraising, along with other related topics. Upon successful completion of the program, students will become knowledgeable in the foundational management principles within an animal welfare professional environment and will develop skills in professional communication and fundraising for animal welfare contexts of work.

Assessment of Student Learning

The College has established policies and practices for the assessment of student learning. The student learning outcomes in the program will be assessed using several methods including quizzes, midterm and final exams, projects, and written assignments. At a minimum, a quiz or exam will be taken weekly to ensure that students understand the instructional materials. Once the faculty has deemed the student competent in the skill, the student can progress in the course.

Program Assessment

The College has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Programs are reviewed at a minimum twice every year and it is coordinated by the Program Advisory Committee, which

meets a minimum of two times per year to discuss the curriculum content for each course and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students. Each quarter, the faculty, Academic Dean, Campus President and Chief Operations Officer, conduct a meeting to discuss the program content and its relevancy to the field. During the meeting, the team reviews the academic catalog policies to determine appropriateness and make recommendations for changes. In addition, on a bi-annual basis, the school invites community employers, to assess the program and get feedback from them on how the program meets their needs. The College will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

The College has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories, and a student lounge. The current facility has 11 classrooms, 12 laboratories, two libraries, and 21 administrative offices. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC has over 900 books and access to more than 4,200 e-journals.

Faculty and Staff

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

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

Fiscal and Personnel Resources

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

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

Accreditation/Licensure

No specialized accreditation is required for the AAS in Animal Welfare Business Management.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the programs offered, program objectives, length of program, schedule of tuition, fees,

and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

Staff Conclusion

The staff concludes that Stautzenberger College DBA Rockford Career College and its proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010, and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.