

APPROVED
November 15, 2023

 Dave Kelm
General Counsel

Item #D-4
November 15, 2023

**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 the 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 are also required to obtain authorization for each new degree program.

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

Midwestern Career College

- Associate of Applied Science in Dental Hygiene in the South Metro Region
- Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

This item includes recommendations to grant degree-granting authority to one institution.

Proprietary Executive Summary

Midwestern Career College

- Associate of Applied Science in Dental Hygiene in the South Metro Region

Midwestern Career College (MCC or the College) requests authorization to offer an Associate of Applied Science (AAS) in Dental Hygiene in the South Metro region. The 91-credit hour program is designed to provide students with dental science knowledge and clinical skills to enter the dental hygiene profession. The program requires prerequisite general education and basic science courses prior to enrolling in the professional curriculum. The curriculum is structured to enable students to apply scientific knowledge to the provision of evidence-based, patient-centered oral

health care. Graduates of the program meet the educational requirements to sit for the American Board of Dental Examiners (ADEX) clinical board exam and the National Board Dental Hygiene Examination (NBDHE). Graduates will also be eligible to apply for dental hygiene licensure in Illinois.

The College serves a diverse demographic student population: 90 percent working adults, 40 percent students of color (22 percent African American and 18 percent Latino), 79 percent low income, and 81 percent female. The College is seeking to expand its program offerings at the Evergreen Park campus to increase access to allied health educational opportunities for underserved students in the South Metro region and surrounding areas. Currently, the AAS in Dental Hygiene program is only offered at one community college and one independent for-profit institution in the South Metro region and the proposed program would assist in meeting the demand for trained dental hygiene graduates in the South and Southwest suburbs. Wrap-around support is provided to students through academic advising; personal and career counseling; academic support including tutoring, remediation, skill practice sessions, and supervised lab time; as well as resources from the Learning Resource Center. The College has established institutional and third-party scholarships that help make educational programs affordable for all students including those that are underrepresented, awarding \$335,270 for the 2022-2023 academic year. MCC is also committed to fostering an inclusive environment by actively attracting, retaining, and supporting a highly diverse faculty and staff, aligning with the College's dedication to supporting diversity and inclusion in hiring practices and ensuring that faculty and staff are reflective of its student body.

- Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban Region

Midwestern Career College (MCC or the College) requests authorization to offer an Associate of Applied Science (AAS) in Diagnostic Medical Sonography in the West Suburban region. The 74-credit hour program provides students with applied knowledge and technical skills to use specialized ultrasound equipment to gather sonographic data. The curriculum is designed to enable students to apply scanning principles and protocols, medical imaging procedures, patient positioning techniques, and patient-care principles needed to accurately diagnose pathologies. Graduates of the program meet the educational requirements to sit for the Registered Diagnostic Medical Sonographer (RDMS) certification exam through the American Registry for Diagnostic Medical Sonography (ARDMS) and are eligible for certification through the American Registry of Radiologic Technologists (ARRT).

The College serves a diverse demographic student population: 90 percent working adults, 40 percent students of color (22 percent African American and 18 percent Latino), 79 percent low income, and 81 percent female. The College is seeking to expand its program offerings at the Naperville campus to increase access to allied health educational opportunities for underserved students in the West Suburban region and surrounding areas. Currently, the AAS in Diagnostic Medical Sonography program is only offered at two community colleges in the West Suburban region and the proposed program would assist in meeting the demand for trained diagnostic medical sonographers in the Western suburbs. Wrap-around support is provided to students through academic advising; personal and career counseling; academic support including tutoring, remediation, skill practice sessions, and supervised lab time; as well as resources from the Learning Resource Center. The College has established institutional and third-party scholarships that help make educational programs affordable for all students including those that are underrepresented, awarding \$335,270 for the 2022-2023 academic year. MCC is also committed to fostering an inclusive environment by actively attracting, retaining, and supporting a highly diverse faculty and

staff, aligning with the College's dedication to supporting diversity and inclusion in hiring practices and ensuring that faculty and staff are reflective of its student body.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Midwestern Career College authorization to grant the Associate of Applied Science in Dental Hygiene in the South Metro Region and the Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Midwestern Career College
203 North LaSalle Street
Chicago, IL 60601
Chief Executive Officer: Mr. Jeremy Oberfeld

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Dental Hygiene in the South Metro Region

Projected Enrollments and Degrees

| First Year Enrollment | Fifth Year Enrollment | Degrees Awarded Fifth Year |
|-----------------------|-----------------------|----------------------------|
| 20 | 40 | 32 |

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

Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education that was established in 2004. The College prepares students for entry-level employment and professional certification in the fields of Allied Health, Business, and Information Technology. Midwestern Career College was approved as a non-degree postsecondary school by the Illinois State Board of Education (IBHE) in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to IBHE in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). MCC holds permits of approval to operate as a Private Business and Vocational School (PBVS) at five locations in the greater Chicago area including Chicago, Naperville, Skokie, and Evergreen Park. The College is also authorized by IBHE to operate and confer degrees in the Chicago, West Suburban, North Suburban, and South Metro regions.

In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College. On December 6, 2011, IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science (AAS) degree in Magnetic Resonance Imaging Technology in the Chicago region. Due to a change in the College's ownership, MCC applied and was authorized to operate in the Chicago region on March 14, 2017. The College was also authorized to operate and grant the AAS in Magnetic Resonance Imaging Technology and the AAS in Surgical Technology in the West Suburban region on December 12, 2017. Since the change of ownership, the College has received approval to offer seven programs at the associate level: Magnetic Resonance Imaging (MRI) Technology; Diagnostic Medical Sonography; Non-Invasive Cardiovascular Sonography; Surgical Technology; Business Administration; Accounting; and Marketing in the Chicago region. MCC was authorized to operate and grant the AAS in Business Administration in the North Suburban region as well as the AAS in Business Administration in the West Suburban region on April 30, 2020. On August 4, 2020, the College was granted authorization to offer the AAS in Diagnostic Medical Imaging Radiography in the Chicago and West Suburban regions. Midwestern Career College was granted authorization to offer the AAS in Information Technology in the Chicago region on December 8, 2020. Furthermore, the College was authorized to operate and grant the AAS in Surgical Technology in the South Metro region on March 15, 2023.

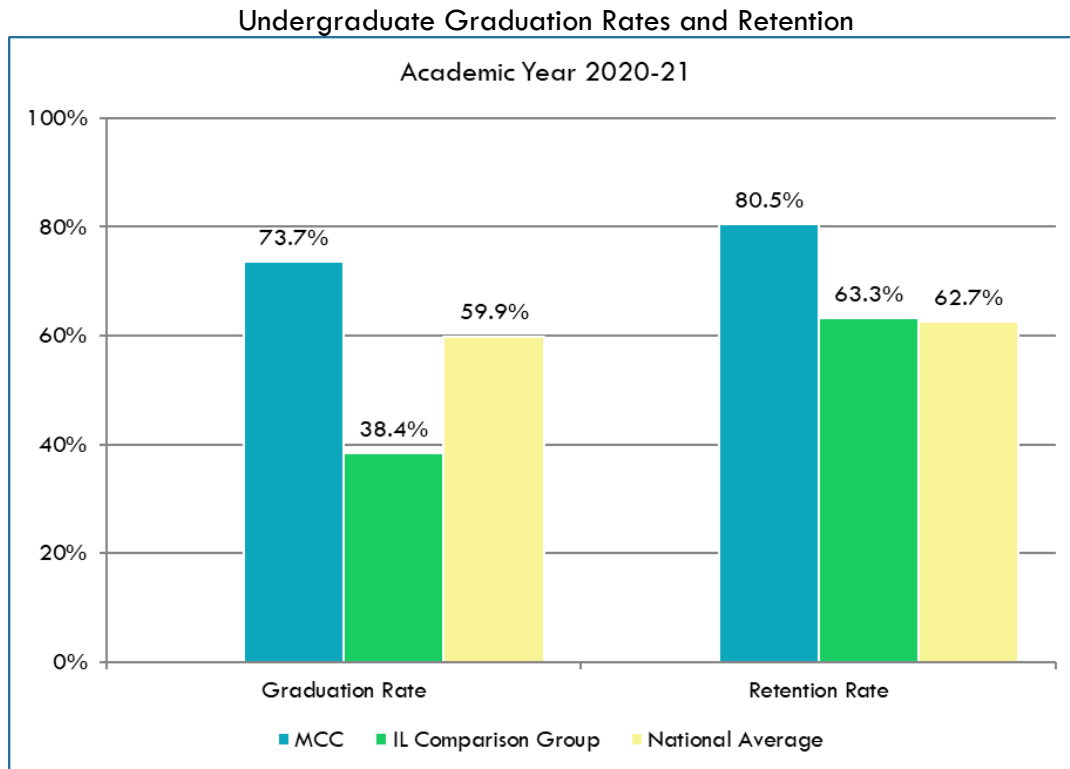
With this proposal, MCC is seeking authorization to offer the Associate of Applied Science in Dental Hygiene in the South Metro region, which would expand the academic offerings in the allied health department at the College. The 91-credit hour program is designed to provide students with didactic and experiential educational foundations in the social sciences, basic sciences, and dental sciences to prepare graduates for entry-level positions as licensed dental hygienists. There is a significant shortage of dental hygienists and training programs in the South Metro region. The proposed program will meet employer demands and position graduates to seamlessly transition into the workforce and contribute to the local economy. MCC's Evergreen Park campus is fully operational with programs accredited by the Council on Occupational Education (COE). MCC has hired faculty members with the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed operations.

Institutional Data

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

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for Midwestern Career College. 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 (NCES), U.S. Department of Education
 Note: Midwestern Career College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is 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).

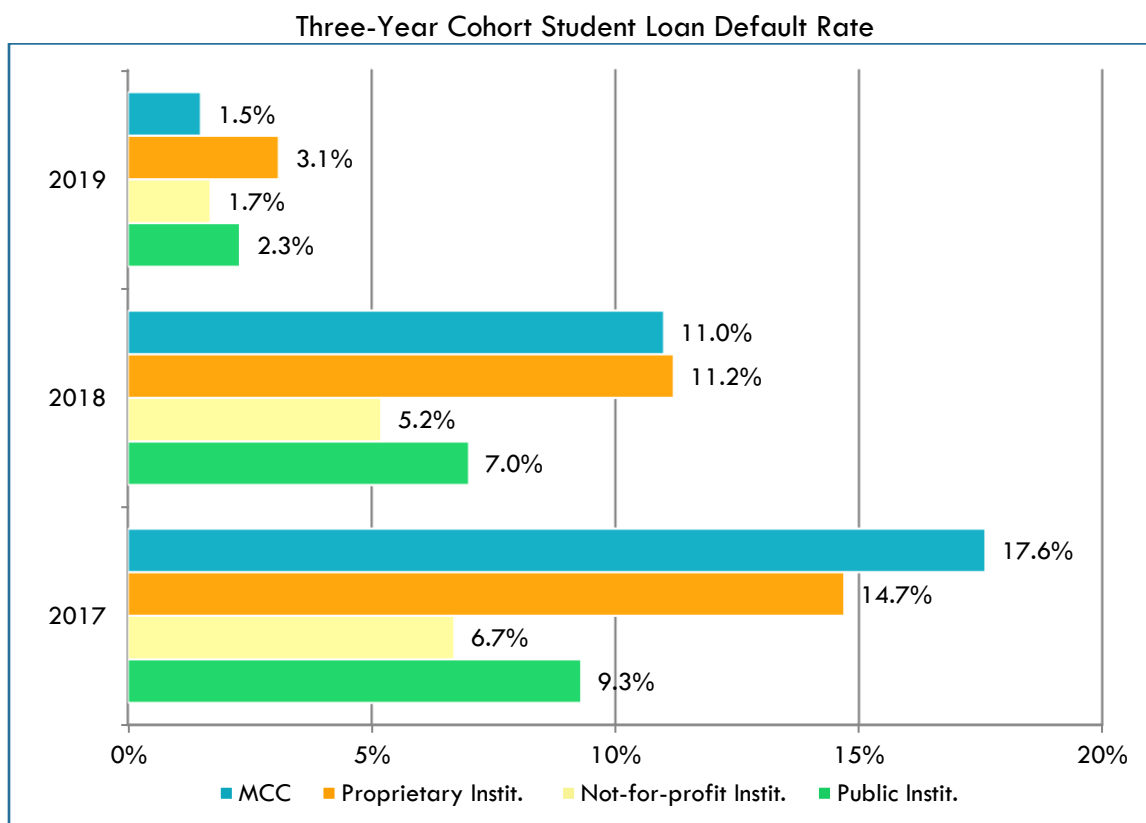
Undergraduate Retention Rate

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 Full-Time Equivalent | | |
|--|------------------------------|-------------------------------------|
| Academic Year 2020-21 | Midwestern Career College | Comparable Illinois Institutions |
| | 31 | 42.5 |

The full-time equivalent (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 hours) full-time course load. The

completions per 100 FTE data are included to provide a holistic view of completion across different student populations.



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020.

A lower number is a positive indicator.

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.

Need

Public Act 102-1046, 110 ILCS 1005/4, Sec. 4 (7): That the proposed degree program is educationally and economically consistent with the educational priorities and needs of this State and meets a need that is not currently met by existing institutions and is supported by clear evidence of need. If the examination shows that the applicant has such qualifications a certificate of approval shall be issued.

Based on data from the U.S. Bureau of Labor Statistics and a supply and demand analysis conducted by MCC, the demand for dental hygienists is strong with the field projected to increase by 7 percent from 2022 to 2032. According to the U.S. Bureau of Labor Statistics, approximately 16,400 openings for dental hygienists are projected each year, on average, over the decade and

many of the openings are expected to result from the need to replace workers who transfer to different occupations or retire. Due to growing workforce needs, the proposed program will assist in meeting the demand for trained dental hygiene graduates, especially in the South and Southwest suburbs where there are a limited number of associate-level dental hygiene programs available. Among the 11 Associate of Applied Science in Dental Hygiene programs offered in Illinois at 2-year institutions, only one is located in the South Metro region (Prairie State College).

| Comparable Degree Programs and Regions | | |
|---|-----------------------|----------------|
| Institution | Degree | Region |
| Carl Sandburg College | AAS in Dental Hygiene | Western |
| College of DuPage | AAS in Dental Hygiene | West Suburban |
| College of Lake County | AAS in Dental Hygiene | North Suburban |
| Harper College | AAS in Dental Hygiene | North Suburban |
| Illinois Valley Community College | AAS in Dental Hygiene | Central |
| Lake Land College | AAS in Dental Hygiene | Prairie |
| Lewis And Clark Community College | AAS in Dental Hygiene | Southwestern |
| Malcolm X College | AAS in Dental Hygiene | Chicago |
| Parkland College | AAS in Dental Hygiene | Prairie |
| Prairie State College | AAS in Dental Hygiene | South Metro |
| Rock Valley College | AAS in Dental Hygiene | Fox Valley |

Source: IBHE Program Inventory and Illinois Community College Board (ICCB) Program Inventory

The Associate of Applied Science in Dental Hygiene program will meet current student and employer needs and expand program offerings at Midwestern Career College. The proposed program will also complement the College's existing certificate-level program in Dental Assisting which was established in 2022 at its Evergreen Park campus. The College has received 1,908 inquiries about oral health care programs with many prospective and current students expressing interest in dental hygiene training. Thus, the proposed program will create a pathway for students to continue their educational pursuits in the dental health field.

MCC has developed clinical external partnerships in the oral health care field including Aspen Dental, Decision One Dental, Destiny Dental, Dr. Chris Szydelk (Fox River Dental), Elite Dental Partners, Family Dental Care, Imagen Dental, Kostrubala Dental, and Pearl Dental Group. Additionally, the College has cultivated relationships with Dental Service Organizations (DSOs) to ensure students obtain externships and career opportunities with competitive wages and career mobility. MCC will explore other enrichment activities once the proposed program is established for students to gain experience in long-term health facilities, hospitals, dental clinics, and Head Start programs.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

MCC's proposal included plans supportive of *A Thriving Illinois: Goal 1, Equity, to close the equity gaps for students who have historically been left behind*. Midwestern Career College serves a relatively higher proportion of low-income and minority students. According to the College, MCC's student population is comprised of 90 percent of working adults, 40 percent students of color (22 percent African American and 18 percent Latino), 79 percent low-income students, and 81 percent female students. Since MCC serves a large population of underrepresented and underserved students, the College has implemented institutional plans for recruiting, supporting, and retaining a diverse group of students based on the College's conceptual framework of integrity, excellence, and diversity. MCC operationalizes these pillars by creating a culture of:

- Respect and support of diversity in educational settings related to family structures, religion, beliefs, disabilities, sexual orientation, gender, race, ethnicity, values, and socioeconomic status;
- Being open to learning from the diversity of students, being aware of assumptions, and being open-minded;
- Building collaborative relationships that aid and support students' learning and development;
- Educating and modeling for students how to function in a diverse world and workplace.

Midwestern Career College's recruitment plan includes strategies for attracting and admitting underrepresented students. Rather than relying on SAT scores or high school GPAs, MCC makes admission decisions based on the students' personal essays and entrance exam requirements to ensure the student will be successful in the program. MCC also promotes a "student-first" culture that prioritizes students' needs by creating student retention strategies, including phone calls to students who miss class; analytics in the Learning Management System to identify at-risk students; academic advising, tutoring, and meetings with at-risk students to ensure they receive the appropriate support to be successful at MCC; and bi-weekly reports on retention, student attendance, student grades that fall below 70 percent, certification passing rates, and student evaluations of MCC's instructors and the learning process.

MCC hires a diverse population of faculty, staff, and administrators reflective of its student body. The College remains committed to fostering an inclusive environment by actively attracting, supporting, and retaining a diverse faculty, staff, and administrative team. Currently, MCC's employee demographics demonstrate this commitment, with 80 percent female, ten percent identifying as LGBTQ, and 70 percent minority groups including 28 percent Latino and 32 percent African American. The goal of advancing diversity, equity, and inclusion through training and professional development is a strategic approach aimed at fostering a more inclusive and equitable environment within MCC.

The College provides upward mobility opportunities for employees creating an environment that supports career advancement, growth, and development for all employees. This goal aligns with the MCC's broader principles of diversity, equity, and inclusion by ensuring that opportunities for career progression are accessible to everyone, regardless of their background or identity. Historically, certain groups have faced systemic barriers to career advancement. This goal acknowledges these disparities and aims to rectify them by supporting the career progression of underrepresented employees at MCC.

The proposed program will contribute to *A Thriving Illinois: Goal 2, Sustainability, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* Midwestern Career College has established institutional and third-party scholarships that help make educational programs affordable for all students including those that are underrepresented. MCC also sponsors Program Advisory committees twice per year. During the meetings, the committees review each program curriculum, equipment, supplies, facilities, and interview faculty and administration. Based on the information received, potential employers sign the employer verification forms and specify a potential salary range for graduates. Based on the employer verification forms, the tuition is adjusted on an annual basis to ensure that students can pay their educational loans upon entry to the workforce. Tuition and fees are reviewed by MCC's administration annually.

The proposed program will also contribute to *A Thriving Illinois: Goal 3, Growth, to increase talent and innovation to drive economic growth.* MCC's institutional accreditation requires instructors of the program to maintain relationships and connections to the industry. Instructors meet with dental hygiene professionals and host advisory meetings. Instructors also develop partnerships with local businesses in collaboration with MCC's externship and business development department. MCC's externship sites have the potential to lead to full-time employment opportunities, keeping graduates in Illinois after completion of their degree and driving economic growth.

The College's goal is to become a catalyst for educating students from underrepresented and underserved communities and prepare graduates for gainful employment in high-demand professions. As such, the dental hygiene profession is a viable career for graduates with a median annual salary of \$81,400 (May 2022), according to the U.S. Bureau for Labor Statistics. Survey results of 20 neighborhoods located less than 10 miles from the College's Evergreen Park campus reveal that 20 percent of the residents are below the poverty line, thus the proposed program at MCC will improve graduates' earning potential and employability prospects.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed AAS in Dental Hygiene program aligns with the College's mission to provide education and training to students in the allied health field. The program reflects MCC's commitment to preparing students for thriving careers in healthcare and addressing the needs of both the community and local employers seeking skilled dental hygiene professionals. The dental hygiene program exemplifies this commitment by offering an in-depth curriculum that combines advanced theoretical knowledge with hands-on practical training. The AAS in Dental Hygiene program objectives are:

- Provide a culture of learning where comprehensive educational experiences prepare graduates for entry-level positions as a licensed dental hygienist through the application of knowledge in the social sciences, basic sciences, and dental sciences;
- Provide learning experiences that emphasize the highest levels of personal integrity and professional ethics in the provision of health care;

- Provide opportunities to read, interpret, evaluate, and apply current dental research with emphasis on providing the most current scientific evidence during the provision of oral health care;
- Prepare graduates to provide evidence-based, patient-centered care to a diverse multi-cultural population in a variety of settings;
- Provide students with didactic and experiential educational foundations to develop critical thinking skills that will enable self-evaluation and the pursuit of lifelong learning;
- Serve as a community resource for the promotion of oral health care in order to provide students with experiences in community service, service learning, and interprofessional collaboration.
- Demonstrate the importance of professional engagement in professional association activities to become leading oral health care professionals at local, state, national, or international levels through the involvement of students and faculty in professional association activities.

Curriculum/Assessment

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

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

Admission

All MCC applicants must be at least 18 years old, possess a high school diploma or a state-recognized equivalent certificate such as the GED. All applicants must pass an institutional entrance exam with a minimum arithmetic score of 252 and reading comprehension score of 246. Admission is subject to the outcome of the interview with the program director and faculty when applicable.

Curriculum

For new students, MCC uses a self-directed online college success course to introduce them to tools and resources that will aid in their academic success. The College utilizes an early alert to identify at-risk students and ensure that they receive timely assistance. The program director monitors grades after midterms and finals and utilizes instructor feedback to identify students who are struggling academically or may require tutoring or advising. The program director and the student services coordinator contact at-risk students to provide wraparound support to help them succeed academically. The resources offered by MCC include tutoring for didactic courses, remediation for laboratory courses completed by program faculty, and peer skill practice sessions. Extra supervised lab time is available at no cost to students who experience academic difficulties. The students are also connected to resources from the Learning Resource Center (LRC) and form student study groups by program and subject matter.

The Associate of Applied Science in Dental Hygiene is a 91-credit hour program that includes 58-credit hours of core courses and 33-credit hours of general education courses. The

curriculum emphasizes dental care, patient interaction, and community service. Graduates will possess an understanding of dental anatomy, radiography, and periodontal care and will be adept at effectively educating patients on maintaining optimal oral hygiene practices. The curriculum was designed in consultation with industry experts and employers to ensure graduates possess the essential skills and proficiencies required for dental hygiene licensure in Illinois. The program also includes laboratory courses for students to receive hands-on training to become proficient in dental procedures. MCC plans to expand its existing dental lab at the Evergreen Park campus to support the program. The lab will house MCC's dental hygiene clinic where students will provide dental care to patients under the supervision of a dentist and dental hygiene faculty.

During the final semester of the program, students will take the mock ADEX clinical board exam and the mock National Board Dental Hygiene Examination (NBDHE). The results of the exams will be provided to students and any areas of concern will be addressed. In addition, counseling will be provided to improve students' clinical performance.

Assessment of Student Learning

MCC has established processes to measure and analyze student learning outcomes. During each course, the student's work is continually evaluated. If a student's grade point average falls below 2.0, the instructor provides academic counseling until the student achieves satisfactory academic progress. Additional services are offered to support student learning. Student progress is monitored through the early alert system, grade checks, and advising appointments. Appropriate and timely interventions are used to help students stay on track and receive wraparound support for emerging needs. Clinical experiences are a key component of the dental hygiene program and students are assessed regularly on required skills.

Program Assessment

The College has adopted an ongoing assessment plan for continuous improvement of its academic programs. At the conclusion of each course, students complete an evaluation of instructor performance, curriculum, and the Learning Resource Center. MCC also collects graduate surveys and employer feedback on student performance. The results are aggregated and delivered to the Director of Academic Operations as well as individual faculty. Data and feedback are reviewed by the academic council, curriculum review committees, and program review committees to ensure the curriculum is relevant and utilizes the appropriate modification process when necessary.

Facilities (space, equipment, instructional materials)

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

MCC's Evergreen Park campus is located at 9730 S. Western Avenue, Evergreen Park, Illinois and will house the AAS in Dental Hygiene program. The facility is a medical office building serving businesses from 200 to 15,000 square feet. The building also provides an on-site garage for tenants and visitors on the first floor and lower levels and is conveniently accessible by public transportation. The facility is in compliance with all appropriate local, state, and federal ordinances and laws for use as an educational facility, including the Americans with Disabilities Act. Evergreen Associates, the owner of the building, has made recent improvements including a fitness and conference facility, a hospitality suite, and updated the HVAC system and high-speed elevators.

MCC plans to expand its dental lab at the Evergreen Park campus which is currently utilized in the certificate-level Dental Assisting program. The lab will support the proposed program and serve as a dental clinic where students will provide dental care to patients under the supervision of a dentist and dental hygiene faculty. The dental lab expansion will take approximately 18 months to complete and will be evaluated for approval by the Commission on Dental Accreditation (CODA) during MCC's programmatic accreditation site visit.

MCC's Library Resource Center has the resources suitable for the proposed program. The College has contracts with Gale Virtual Resource Library (GVRL) and the Library and Information Resources Network (LIRN) for several comprehensive database packages. This allows unlimited electronic access to selected databases for all students. Furthermore, MCC has established a partnership with Cengage enabling students to purchase eBooks to reduce book costs for the program. The College has also created a "curriculum-in-a-box" model for each course. This model includes all the materials such as lesson plans and digital presentations. Each instructor receives all materials and guidance to supplement and personalize instruction.

Faculty and Staff

1030.30(a)(5) and 1030.60(a)(6): The education, experience and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Midwestern Career College has developed policies that ensure faculty and staff possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications to provide dental hygiene instruction. Faculty and staff have signed job descriptions with outlined responsibilities that will be evaluated during the annual performance evaluation. The College also has developed quarterly evaluations of instructors. The Faculty Scorecard is a tool to assess the progress and academic effectiveness of faculty members. Scorecard data is collected from student surveys and instructor observations, among other measures of assessment.

MCC remains committed to fostering an inclusive environment by actively attracting, supporting, and retaining a highly diverse faculty and administrative staff. The College provides ongoing training and professional development opportunities specifically focused on diversity and equity to increase employees' awareness and knowledge of biases, stereotypes, and systemic barriers that exist both in higher education and society. The College also offers career advancement opportunities and prioritizes promotion of adjunct faculty to full-time teaching positions. MCC gives preference to candidates within the organization when filling job openings, thus providing an opportunity for employee upward mobility.

Fiscal/Personnel Resources

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

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

MCC conducted a supply and demand analysis and concluded that there is significant student and employer demand for the proposed program in the South Metro region. Projections in determining expenditures for faculty salaries, administrative compensation, student services, equipment and instructional materials, library, and other expenditures were based on expenses at other campuses of Midwestern Career College. MCC has submitted fiscal plans including the dental lab/clinic expansion, projecting that revenue will exceed operating expenditures starting in the second year of the program and will continue through the fifth year. The College's operational costs will be mainly supported by tuition revenue. Revenue from the program will be reinvested to purchase new dental equipment and offer discounted dental hygiene services to underserved communities at MCC's dental clinic.

Accreditation/Licensure

Upon program approval by the Illinois Board of Higher Education, Midwestern Career College plans to seek programmatic accreditation from the Commission on Dental Accreditation (CODA) for the Associate of Applied Science in Dental Hygiene program. Graduates of the program meet the educational requirements to sit for the ADEX clinical board exam and the National Board Dental Hygiene Examination (NBDHE). Graduates will also be eligible to apply for dental hygiene licensure in Illinois.

Program Information

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

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

Detailed information on academic policies, tuition, fees, refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment were provided in the application and will be published on the College's website pending Board authorization.

Staff Conclusion

The staff concludes that the Associate of Applied Science in Dental Hygiene proposed by Midwestern Career College meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a postsecondary institution.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban Region

| Projected Enrollments and Degrees | | |
|-----------------------------------|-----------------------|----------------------------|
| First Year Enrollment | Fifth Year Enrollment | Degrees Awarded Fifth Year |
| 15 | 40 | 32 |

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

Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education that was established in 2004. The College prepares students for entry-level employment and professional certification in the fields of allied health, business, and information technology. Midwestern Career College was approved as a non-degree postsecondary school by the Illinois State Board of Education (IBHE) in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to IBHE in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). MCC holds permits of approval to operate as a Private Business and Vocational School (PBVS) at five locations in the greater Chicago area including Chicago, Naperville, Skokie, and Evergreen Park. The College is also authorized by IBHE to operate and confer degrees in the Chicago, West Suburban, North Suburban, and South Metro regions.

In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College. On December 6, 2011, IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science (AAS) degree in Magnetic Resonance Imaging Technology in the Chicago region. Due to a change in the College's ownership, MCC applied and was authorized to operate in the Chicago region on March 14, 2017. The College was also authorized to operate and grant the AAS in Magnetic Resonance Imaging Technology and the AAS in Surgical Technology in the West Suburban region on December 12, 2017. Since the change of ownership, the College has received approval to offer seven programs at the associate level: Magnetic Resonance Imaging (MRI) Technology; Diagnostic Medical Sonography; Non-Invasive Cardiovascular Sonography; Surgical Technology; Business Administration; Accounting; and Marketing in the Chicago region. MCC was authorized to operate and grant the AAS in Business Administration in the North Suburban region as well as the AAS in Business Administration in the West Suburban region on April 30, 2020. On August 4, 2020, the College was granted authorization to offer the AAS in Diagnostic Medical Imaging Radiography in the Chicago and West Suburban regions. Midwestern Career College was granted authorization to offer the AAS in Information Technology in the Chicago region on December 8, 2020. Furthermore, the College was authorized to operate and grant the AAS in Surgical Technology in the South Metro region on March 15, 2023.

With this proposal, MCC is seeking authorization to offer the Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban region, which would expand the academic offerings in the allied health department at the College. The 74-credit hour program is designed to provide students with didactic and experiential educational foundations in sonography to prepare graduates for high-demand careers in the diagnostic healthcare field. Medical sonography is a vital tool in medical imaging and students in the proposed program will receive

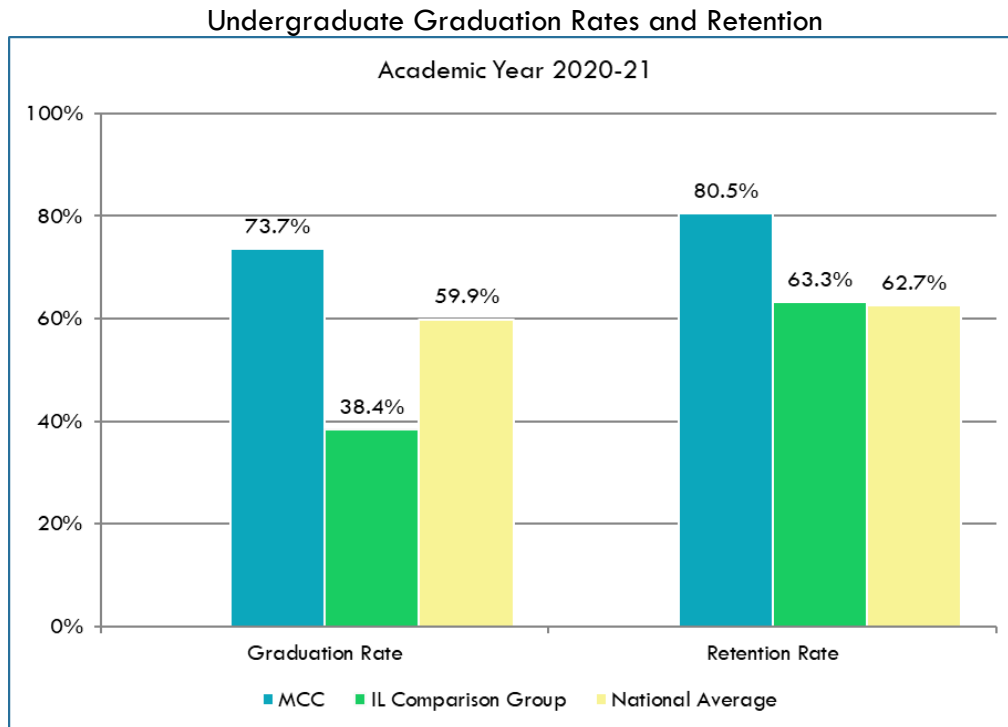
clinical training using the most advanced diagnostic equipment available. With a large aging population, the need to diagnose medical conditions using imaging technology is likely to increase. The U.S. Bureau of Labor Statistics expects the diagnostic healthcare profession to grow faster than average over the next decade; thus, the proposed program will meet employer demands and position graduates to work in a variety of clinical settings including medical centers, hospitals, mobile ultrasound companies, medical clinics, and private practices. MCC's Naperville campus is fully operational with programs accredited by the Council on Occupational Education (COE). MCC has hired faculty members with the training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources to support the proposed operations.

Institutional Data

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

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for Midwestern Career College. 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 (NCES), U.S. Department of Education
 Note: Midwestern Career College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is 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).

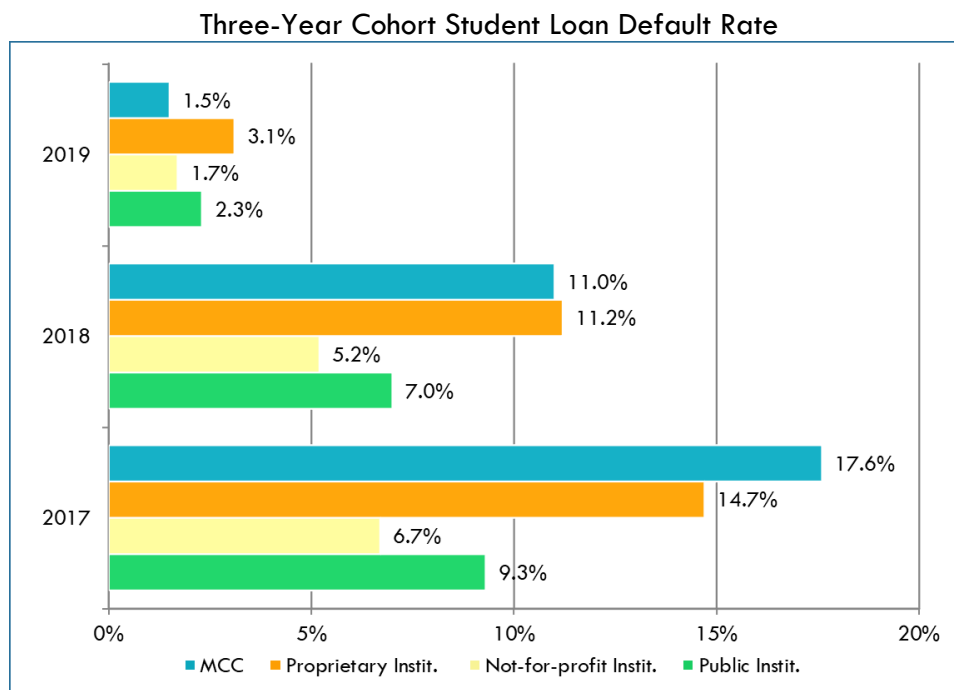
Undergraduate Retention Rate

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 Full-Time Equivalent | | |
|--|------------------------------|-------------------------------------|
| Academic Year 2020-21 | Midwestern Career College | Comparable Illinois Institutions |
| | 31 | 42.5 |

The full-time equivalent (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 hours) full-time course load. The

completions per 100 FTE data are included to provide a holistic view of completion across different student populations.



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020.

A lower number is a positive indicator.

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.

Need

Public Act 102-1046, 110 ILCS 1005/4, Sec. 4 (7): That the proposed degree program is educationally and economically consistent with the educational priorities and needs of this State and meets a need that is not currently met by existing institutions and is supported by clear evidence of need. If the examination shows that the applicant has such qualifications a certificate of approval shall be issued.

Based on data from the U.S. Bureau of Labor Statistics, the diagnostic healthcare field is projected to increase by ten percent from 2022 to 2032. As the large baby boomer population continues to age, the need to diagnose medical conditions that affect older adults will likely increase. Diagnostic medical sonographers use imaging technology as a tool to help physicians diagnose these conditions. Approximately 9,600 openings for diagnostic medical sonographers are projected each year, on average, over the decade. The Chicagoland area, including the Western suburbs, faces a critical shortage of diagnostic medical sonographers, yet few associate-level programs exist. Among the five AAS in Diagnostic Medical Sonography programs offered in Illinois

at community colleges, only two programs are located in the West Suburban region (College of DuPage and Triton College). Many programs have waitlists due to the limited number of colleges offering the program. Therefore, adding the proposed program to MCC's Naperville campus will increase the number of qualified sonography graduates to meet the workforce needs of regional employers in Chicagoland and the Western suburbs.

| Comparable Degree Programs and Regions | | |
|--|--|----------------|
| Institution | Degree | Region |
| College of DuPage | AAS in Diagnostic Medical Imaging Sonography | West Suburban |
| Harper College | AAS in Diagnostic Medical Sonography | North Suburban |
| Joliet Junior College | AAS in Diagnostic Medical Sonography | South Metro |
| Lincoln Land Community College | AAS in Diagnostic Medical Sonography | Central |
| Triton College | AAS in Diagnostic Medical Sonography | West Suburban |

Source: IBHE Program Inventory and Illinois Community College Board (ICCB) Program Inventory

The program is successful at MCC's Chicago downtown location, and the College expects similar success by replicating the program at its Naperville campus. MCC received 377 inquiries for the AAS in Diagnostic Medical Sonography program from June 1, 2022, to June 1, 2023. The College accepts 19 to 24 students per cohort and starts one cohort per year at its Chicago campus. Due to capacity, MCC can enroll less than six percent of these prospective students and adding the proposed program at the Naperville campus will assist in meeting student demand.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

MCC's proposal included plans supportive of *A Thriving Illinois: Goal 1, Equity, to close the equity gaps for students who have historically been left behind*. Midwestern Career College serves a relatively higher proportion of low-income and minority students. According to the College, MCC's student population is comprised of 90 percent working adults, 40 percent students of color (22 percent African American and 18 percent Latino), 79 percent low-income students, and 81 percent female students. Since MCC serves a large population of underrepresented and underserved students, the College has implemented institutional plans for recruiting, supporting, and retaining a diverse group of students based on the College's conceptual framework of integrity, excellence, and diversity. MCC operationalizes these pillars by creating a culture of:

- Respect and support of diversity in educational settings related to family structures, religion, beliefs, disabilities, sexual orientation, gender, race, ethnicity, values, and socioeconomic status;
- Being open to learning from the diversity of students, being aware of assumptions, and being open-minded;
- Building collaborative relationships that aid and support students' learning and development;
- Educating and modeling for students how to function in a diverse world and workplace.

Midwestern Career College's recruitment plan includes strategies for attracting and admitting underrepresented students. Rather than relying on SAT scores or high school GPAs, MCC makes admission decisions based on the students' personal essays and entrance exam requirements to ensure the student will be successful in the program. MCC also promotes a "student-first" culture that prioritizes students' needs by creating student retention strategies, including phone calls to students who miss class; analytics in the Learning Management System to identify at-risk students; academic advising, tutoring, and meetings with at-risk students to ensure they receive the appropriate support to be successful at MCC; and bi-weekly reports on retention, student attendance, student grades that fall below 70 percent, certification passing rates, and student evaluations of MCC's instructors and the learning process.

MCC hires a diverse population of faculty, staff, and administrators reflective of its student body. The College remains committed to fostering an inclusive environment by actively attracting, supporting, and retaining a diverse faculty, staff, and administrative team. Currently, MCC's employee demographics demonstrate this commitment, with 80 percent female, 10 percent identifying as LGBTQ, and 70 percent minority groups including 28 percent Latino and 32 percent African American. The goal of advancing diversity, equity, and inclusion through training and professional development is a strategic approach aimed at fostering a more inclusive and equitable environment within MCC.

The College provides upward mobility opportunities for employees creating an environment that supports career advancement, growth, and development for all employees. This goal aligns with the MCC's broader principles of diversity, equity, and inclusion by ensuring that opportunities for career progression are accessible to everyone, regardless of their background or identity. Historically, certain groups have faced systemic barriers to career advancement. This goal acknowledges these disparities and aims to rectify them by supporting the career progression of underrepresented employees at MCC.

The proposed program will contribute to *A Thriving Illinois: Goal 2, Sustainability, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* Midwestern Career College has established institutional and third-party scholarships that help make educational programs affordable for all students including those that are underrepresented. MCC also sponsors Program Advisory committees twice per year. During the meetings, the committees review each program curriculum, equipment, supplies, facilities, and interview faculty and administration. Based on the information received, potential employers sign the employer verification forms and specify a potential salary range for graduates. Based on the employer verification forms, the tuition is adjusted on an annual basis to ensure that students can pay their educational loans upon entry to the workforce. Tuition and fees are reviewed by MCC's administration annually.

The proposed program will also contribute to *A Thriving Illinois: Goal 3, Growth, to increase talent and innovation to drive economic growth.* MCC's goal is to become a catalyst for educating students from underrepresented and underserved communities and prepare graduates for gainful employment in high-demand professions. As such, diagnostic medical sonography is a viable career for graduates with a median annual salary of \$81,350 (May 2022), according to the U.S. Bureau for Labor Statistics. There are 20 hospitals within a 30-mile radius of the Naperville campus with 114 open positions for hospital, outpatient, float, and travel sonographers reported by Indeed.com, thus the proposed program at MCC will improve graduates' earning potential and employability prospects.

MCC's institutional accreditation requires instructors of the proposed program to maintain connections to the industry. The instructors meet with sonographers, host advisory meetings, and visit clinical sites. The College has developed clinical external partnerships with 31 hospitals and medical imaging centers and plans to develop 15 additional clinical partnerships for students to gain experience at healthcare facilities in Chicagoland and the Western suburbs. MCC's externship sites have the potential to lead to full-time employment opportunities, keeping graduates in Illinois after completion of their degree and driving economic growth.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The mission of Midwestern Career College's Associate of Applied Science in Diagnostic Medical Sonography program is to provide career-focused education in diagnostic medical sonography to prepare competent entry-level ultrasound sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The program prepares students to:

Cognitive

- Obtain, review, and integrate pertinent patient data to facilitate optimum diagnostic results; and
- Demonstrate critical thinking skills during the performance of sonographic procedures to provide optimum diagnostic services.

Psychomotor

- Perform sonographic procedures appropriately and accurately;
- Record all anatomic and physiologic information for interpretation by a physician;
- Document and present complete and accurate sonographic findings to the interpreting physician to facilitate patient diagnosis;
- Maintain optimal function of the sonographic equipment; and
- Assist physicians during invasive ultrasound-guided procedures.

Affective

- Demonstrate effective communication skills with patients and all members of the healthcare team;
- Provide compassionate patient care and education to promote overall well-being;
- Act professionally within recognized ethical and legal standards; and
- Demonstrate a commitment to lifelong learning.

Curriculum/Assessment

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

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

Admission

All MCC applicants must be at least 18 years old, possess a high school diploma or a state-recognized equivalent certificate such as the GED. All applicants must pass an institutional entrance exam with a minimum arithmetic score of 252 and a reading comprehension score of 246. Admission is subject to the outcome of the interview with the program director and faculty when applicable.

Curriculum

The Associate of Applied Science in Diagnostic Medical Sonography is a 74-credit hour program that includes 56-credit hours of core courses and 18-credit hours of general education courses. The curriculum incorporates the standards of the American Registry for Diagnostic Medical Sonography (ARDMS) and the American Registry of Radiologic Technologists (ARRT) and provides students with the academic training, technical expertise, and professional support to meet the educational requirements for sonography certification in Illinois. The proposed program includes a 380-hour externship for students to gain hands-on experience in the clinical environment. During the externship, students perform scanning techniques in a supervised patient-care environment, interact with patients and medical staff, and use real-world medical equipment. Students also receive SonoSim Ultrasound Training in a virtual lab with SonoSimulator technology that emulates the experience of real ultrasound scanning. This technology provides access to thousands of scanning opportunities featuring real pathologic cases. Students practice fanning, rocking, and rotating to master the fundamentals in a risk-free environment.

For new students, MCC uses a self-directed online college success course to introduce them to tools and resources that will aid in their academic success. The College utilizes an early alert to identify at-risk students and ensure that they receive timely assistance. The program director monitors grades after midterms and finals and utilizes instructor feedback to identify students who are struggling academically or may require tutoring or advising. The program director and the student services coordinator contact at-risk students to provide wraparound support to help them succeed academically. The resources offered by MCC include tutoring for didactic courses, remediation for laboratory courses completed by program faculty, and peer skill practice sessions. Extra supervised lab time is available at no cost to students who experience academic difficulties. The students are also connected to resources from the Learning Resource Center (LRC) and form student study groups by program and subject matter.

Assessment of Student Learning

MCC has established processes to measure and analyze student learning outcomes. During each course, the student's work is continually evaluated. If a student's grade point average falls below 2.0, the instructor provides academic counseling until the student achieves satisfactory

academic progress. Additional services are offered to support student learning. Student progress is monitored through the early alert system, grade checks, and advising appointments. Appropriate and timely interventions are used to help students stay on track and receive wraparound support for emerging needs.

Program Assessment

The College has adopted an ongoing assessment plan for continuous improvement of its academic programs. At the conclusion of each course, students complete an evaluation of instructor performance, curriculum, and the Learning Resource Center. MCC also collects graduate surveys and employer feedback on student performance. The results are aggregated and delivered to the Director of Academic Operations as well as individual faculty. Data and feedback are reviewed by the academic council, curriculum review committees, and program review committees to ensure the curriculum is relevant and utilizes the appropriate modification process when necessary.

Facilities (space, equipment, instructional materials)

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

MCC's Naperville campus is located in the historic district at 200 E. 5th Avenue, Naperville, Illinois and will house the AAS in Diagnostic Medical Sonography program. The facility is approximately 8,000 square feet and has recently been renovated (e.g., classrooms, office spaces, surgical lab, and Learning Resource Center). A parking lot is available in front of the building for tenants and visitors. The building is conveniently accessible by public transportation. The facility is in compliance with all appropriate local, state, and federal ordinances and laws for use as an educational facility, including the Americans with Disabilities Act.

MCC has also established multiple partnerships with a variety of publishers including, but not limited to: Cengage, Wiley, McGraw Hill, F.A. Davis Company, and Elsevier. Through these partnerships and integration of supplementary print and digital materials into classroom activities, MCC strives to create a "curriculum-in-a-box" model for each course. The proposed program will use SonoSim software as a learning resource for all sonography students. The SonoSim Ultrasound Training Solution software is a breakthrough innovation in ultrasound training and student competency assessment that has proven effective and used in over 1,500 institutions, programs, and simulation centers worldwide. SonoSim Software adds value to the Associate of Applied Science in Diagnostic Medical Sonography program by providing a comprehensive ultrasound curriculum and an engaging learning experience.

The Online Learning Technology Manager mainly supports all online classes within the AAS in Diagnostic Medical Sonography program. Most of the security and functionality of the online campus are arranged by the Learning Management System (LMS) vendor, D2L. The Online Learning Technology Manager is a liaison between MCC and the vendor to provide support to students.

Faculty and Staff

1030.30(a)(5) and 1030.60(a)(6): The education, experience and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Midwestern Career College has developed policies that ensure faculty and staff possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications to provide diagnostic medical sonography instruction. Faculty and staff have signed job descriptions with outlined responsibilities that will be evaluated during the annual performance evaluation. The College also has developed quarterly evaluations of instructors. The Faculty Scorecard is a tool to assess the progress and academic effectiveness of faculty members. Scorecard data is collected from student surveys and instructor observations, among other measures of assessment.

MCC remains committed to fostering an inclusive environment by actively attracting, supporting, and retaining a highly diverse faculty and administrative staff. The College provides ongoing training and professional development opportunities specifically focused on diversity and equity to increase employees' awareness and knowledge of biases, stereotypes, and systemic barriers that exist both in higher education and society. The College also offers career advancement opportunities and prioritizes promotion of adjunct faculty to full-time teaching positions. MCC gives preference to candidates within the organization when filling job openings, thus providing an opportunity for employee upward mobility.

In the AAS in Diagnostic Medical Sonography program, the director and faculty are sponsored by MCC for membership in the Society of Diagnostic Sonography (SDMS) to fulfill their professional development requirements.

Fiscal/Personnel Resources

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

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

MCC conducted a supply and demand analysis and concluded that there is significant student and employer demand for the proposed program in the West Suburban region. Projections in determining expenditures for faculty salaries, administrative compensation, student services, equipment and instructional materials, library, and other expenditures were based on expenses at other campuses of Midwestern Career College. MCC has submitted fiscal plans projecting that revenue will exceed operating expenditures over the next five years. The College's operational costs will be mainly supported by tuition revenue.

Accreditation/Licensure

Upon program approval by the Illinois Board of Higher Education, Midwestern Career College will apply to its institutional accrediting agency, the Council on Occupational Education (COE) to accredit

the Associate of Applied Science in Diagnostic Medical Sonography program. MCC expects the program to be fully accredited by spring 2024. Graduates of the program meet the educational requirements to sit for the Registered Diagnostic Medical Sonographer (RDMS) certification exam through the American Registry for Diagnostic Medical Sonography (ARDMS) and are eligible for certification through the American Registry of Radiologic Technologists (ARRT).

Program Information

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

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

Detailed information on academic policies, tuition, fees, refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment were provided in the application and will be published on the College's website pending Board authorization.

Staff Conclusion

The staff concludes that the Associate of Applied Science in Diagnostic Medical Sonography proposed by Midwestern Career College meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a postsecondary institution.