

APPROVED
June 25, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #F-3
June 25, 2025

**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 are also 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 institution:

Proprietary

Taylor Business Institute

- Operating Authority 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 *A Thriving Illinois: Higher Education Pathways to Equity, Sustainability, and Growth*, which sets forth new 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 operating authority to one institution.

Proprietary Executive Summary

Taylor Business Institute

- Operating Authority in the West Suburban Region

Taylor Business Institute (TBI or the College) is seeking authorization to operate in the West Suburban region. Founded in 1962, Taylor Business Institute is a private, for-profit institution with a long history of providing student-centered educational opportunities to underrepresented communities. TBI has operating and degree-granting authority in the Chicago region, offering four Associate of Applied Science (AAS) degree programs in electronics engineering technology, medical billing and coding, accounting, and criminal justice and security administration. The College plans to partner with the Naperville Police Department to offer one of its existing programs, the AAS in

Criminal Justice and Security Administration, in the West Suburban region. This collaboration will create a pipeline of potential candidates to diversify the police force and build a more inclusive law enforcement agency. Additionally, the proposed operation will support TBI's goals of increasing educational access and workforce development opportunities for minority communities, which will create meaningful pathways to employment and self-sufficiency. TBI has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. The College has successfully recruited and retained a diverse faculty with strategies in place to support their professional development to ensure the academic success of TBI's predominantly underrepresented student population. The College has sufficient library, technology, staff, and financial resources to support the proposed operation.

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

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants Taylor Business Institute authorization to operate 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.

Taylor Business Institute
29 East Madison Street
Chicago, Illinois 60602
President: Ms. Janice C. Parker

Seeking Operating Authority: West Suburban Region

Institutional Accreditation: Taylor Business Institute is accredited by the Higher Learning Commission (HLC).

Background and History

Taylor Business Institute (TBI or the College) is seeking authorization to operate in the West Suburban region. Founded in 1962 as the Nancy Taylor Speedwriting Secretarial School of Chicago, Inc., Taylor Business Institute has a rich history of providing student-centered educational opportunities to underrepresented communities. Initially established to offer secretarial skills to Chicago area residents, the College expanded its curriculum in the 1960s and 1970s to include modeling, poise, and finishing skills for women. In 1969, a change in ownership led to a shift in focus toward developing employable skills. The institution received its first accreditation in August 1973 and was renamed Taylor Business Institute in December 1975 to better reflect its broadened mission. By 1983, TBI was approved to grant associate degrees, and in February 2017, the institution achieved regional accreditation from the Higher Learning Commission.

Presently, Taylor Business Institute offers four Associate of Applied Science (AAS) degree programs in electronics engineering technology, medical billing and coding, accounting, and criminal justice and security administration with plans to expand its academic offerings beyond the Chicagoland area to the West Suburban region. TBI is partnering with the Naperville Police Department (NPD) to offer one of its existing programs, the AAS in Criminal Justice and Security Administration, in an effort to create a pipeline of potential candidates to diversify the police force and build a more inclusive law enforcement agency. Students will be exposed to a variety of opportunities with the Naperville Police Department including mentoring, tutoring, guest lectures, ride along experiences, and crime scene investigating techniques. Students may also qualify for optional internships with the Naperville Police Department as they progress through training which will create a pathway to secure future employment. At the conclusion of the program, graduates will be prepared for a variety of entry-level positions in the criminal justice field including police officers, correction officers, probation officers, crime scene investigators, fingerprint technicians, evidence technicians, bailiffs, private investigators, and security officers. The TBI and NPD partnership will not only enhance educational outcomes for students but also contribute to the development of well-trained, community-oriented law enforcement professionals.

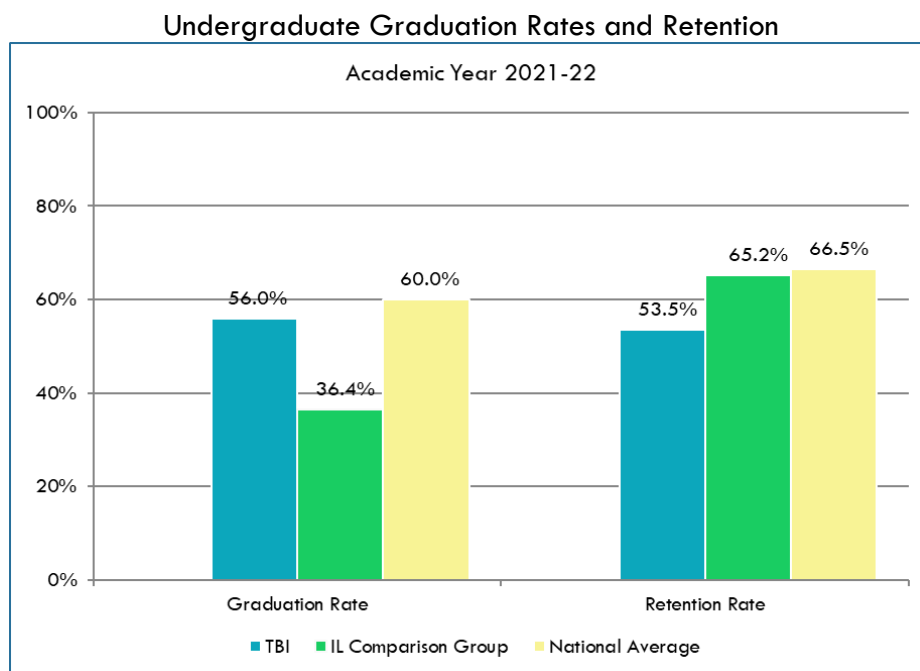
Institutional Data

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 Taylor Business Institute. 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: Taylor Business 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

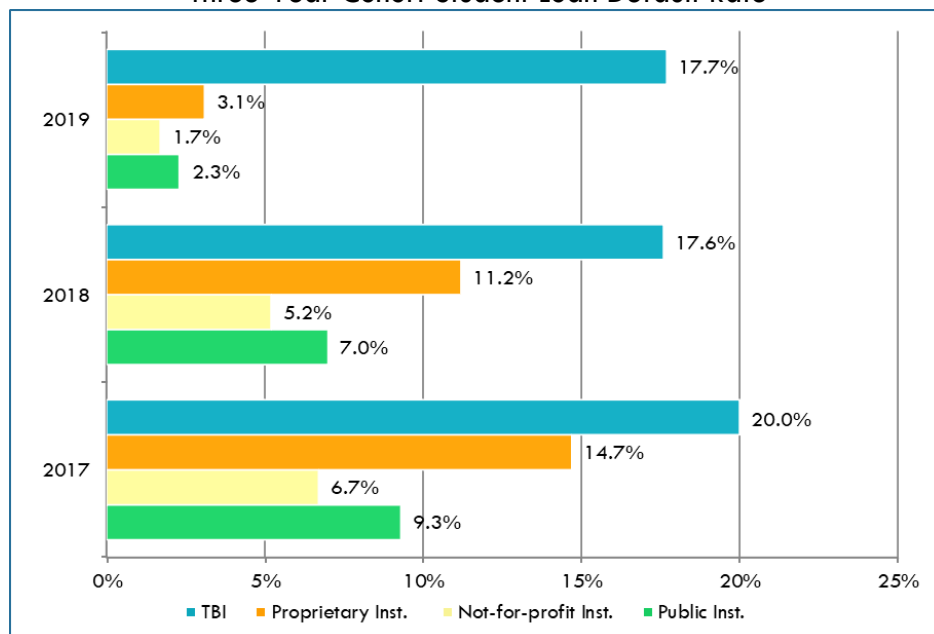
Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

Academic Year	Taylor Business Institute	Comparable Illinois Institutions
2021-22	10	44.8

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.

Three-Year Cohort Student Loan Default Rate



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

Note: Due to the pause on federal student loan payments 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 years 2020 and 2021. 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 Loan Programs 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

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

The proposed operation in the West Suburban region will afford Taylor Business Institute the opportunity to establish a classroom extension for the AAS in Criminal Justice and Security Administration program to assist the Naperville Police Department with increasing diversity, equity, and inclusion (DEI) within the agency. NPD has requested that Taylor Business Institute conduct a percentage of its criminal justice classes in Naperville. The combined goal for both TBI and NPD is to expose students to best practices in policing to prepare graduates for entry-level careers in law enforcement at the Naperville Police Department or other agencies in surrounding communities. The proposed classroom extension will be located in close proximity to the Naperville Police Department to allow for sustained interaction between both entities. TBI is uniquely positioned to support this initiative leveraging its extensive experience in serving minority communities and its commitment to educational excellence and inclusivity.

According to U.S. Census Bureau data (2020), the Naperville Police Department was comprised of 172 sworn officers with 89 percent identifying as white, two percent Asian, two percent Black, five percent Hispanic and two percent Other. Only 21 officers (12 percent) were female with 19 officers identifying as white and two in the Other racial category. Despite proactive measures to increase diversity within the Naperville Police Department, little has changed. Diversifying the agency is a priority for NPD to enhance public trust and improve interactions between law enforcement and the Naperville community, particularly among underrepresented groups.

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

Taylor Business Institute believes in the transformative power of education to uplift underserved populations and create opportunities for personal and professional growth. Supportive of Goal 1, *Equity*, of *A Thriving Illinois* to close the equity gaps for students who have historically been left behind, TBI is committed to fostering an inclusive and respectful learning environment where diversity is celebrated, and every student receives the support and resources needed to succeed. As a female, minority-owned institution, Taylor Business Institute is dedicated to addressing the needs of underserved communities. TBI's student body is primarily composed of students of color, reflecting the diverse economic and social demographics of Chicago's core communities. Taylor Business Institute has an active diversity committee that meets quarterly to discuss and address various issues affecting diversity. This committee supports initiatives to ensure that TBI's educational environment is inclusive and supportive of all students. TBI is proposing this classroom extension based on a request from the Naperville Police Department to support the agency's targeted DEI recruitment efforts. As most of the institution's history has involved serving underserved populations, TBI has developed high-impact practices as part of its academic delivery model. These practices

include small class sizes that support personalized learning and increased student engagement, hands-on lab activities, tutoring services, and simulations that improve ease of learning and students' comprehension skills. Additionally, mentoring, coaching, and counseling services are provided to promote student health and wellness on campus. By implementing these comprehensive strategies, Taylor Business Institute aims to create an inclusive and supportive educational environment that addresses the diverse needs of its students. TBI has also adopted intentional enrollment and hiring practices ensuring that the student body, faculty, and staff reflect the demographic diversity of the community. This intentional approach is designed to prepare graduates for working in a diverse and global society.

Taylor Business Institute contributes to *Goal 2, Sustainability, of a Thriving Illinois to build a stronger financial future for individuals and institutions* by offering a competitive tuition rate of \$325 per credit hour to increase college accessibility and affordability for students. To ensure that financial barriers do not limit access to education, TBI provides financial aid packages tailored to the needs of low-income students. TBI receives both PELL and Supplemental Educational Opportunity Grant funding to provide eligible students with financial assistance. Additionally, scholarships, tuition discounts, and flexible payment plans are available to make higher education more accessible to students from all socioeconomic backgrounds.

In alignment with *Goal 3, Growth, to increase talent and innovation to drive economic growth*, TBI's proposed operation in the West Suburban region will equip students with the necessary skills and knowledge to excel in the criminal justice field. The criminal justice and security field offers stable and diverse career opportunities for students. Taylor Business Institute has actively engaged with local law enforcement and community leaders to tailor the classroom extension to meet local needs without oversaturating the market. This initiative is expected to complement existing criminal justice programs in Illinois offering students real-world experience and direct pathways to employment. Beyond meeting workforce needs, Taylor Business Institute's proposed operation in the West Suburban region addresses broader societal needs by promoting diversity and inclusion within law enforcement. Moreover, the proposed extension will enable TBI to expand educational opportunities for students in the Naperville area which will have a meaningful impact on the criminal justice landscape in Illinois.

Comparable Programs in Illinois

Currently, only three community colleges in Illinois offer associate degree programs in criminal justice in the West Suburban region. The U.S. Bureau of Labor Statistics projects a four percent employment growth rate of police officers and detectives from 2023 to 2033 with approximately 63,000 job openings projected each year over the decade. Police officers are critical roles in society with stable demand due to ongoing public safety needs. Thus, Taylor Business Institute is poised to make a significant impact in the criminal justice field through the proposed operation to meet workforce needs for qualified law enforcement personnel.

Comparable Programs Associate Degree in Criminal Justice		
Institution	Degree	Region
College of DuPage	Associate in Applied Science in Criminal Justice	West Suburban
	Associate of Arts in Criminal Justice	
Morton College	Associate in Applied Science in Criminal Justice	West Suburban
Triton College	Associate in Applied Science in Criminal Justice Administration	West Suburban
	Associate of Arts in Criminal Justice Administration	

Source: Illinois Community College Board Program Inventory

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.

Taylor Business Institute's mission is to promote higher learning that empowers a broad-based student population through general education, applied degrees, non-matriculation coursework, test preparation, and certifications for success in a global society. TBI's proposed operation in the West Suburban region will offer students practical, hands-on training in crime scene investigation, evidence handling, and courtroom procedures ensuring that graduates are prepared for roles that meet local workforce needs and positively impact community safety and public service.

Curriculum and 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

Admission to Taylor Business Institute is open to students beyond compulsory school age who possess a high school diploma or its equivalent. All applicants pursuing an Associate of Applied Science degree at Taylor Business Institute are required to take the Accuplacer examination to assess academic aptitude and readiness. Minimum score requirements include a 263 and above on the Next Generation Accuplacer reading, writing, and arithmetic exams. Non-English speaking applicants must provide evidence of language proficiency on such tests as the IELTS, TOEFL (reading, listening, speaking, writing), or transfer into Taylor Business Institute's degree programs based on demonstrated proficiency from TBI's ESL certificate program. Additionally, students seeking

admission to the criminal justice and security administration program must pass a background check and be free of felony convictions.

Curriculum

Taylor Business Institute emphasizes hands-on learning, practical skills, and a strong foundation in general education to prepare students for the demands of today's global workforce. Upon approval of the proposed operation in the West Suburban region, TBI will establish a classroom extension in partnership with the Naperville Police Department to offer the AAS in Criminal Justice and Security Administration. The program is designed to fast track students into entry-level law enforcement and security positions. Students will learn fundamental security concepts and practices related to homeland security and terrorism; firearm safety and defensive tactics; electronic security and surveillance; and criminal law.

Furthermore, the program will feature practical training and simulations in which the Naperville Police Department will provide demonstrations and hands-on simulations that are integral to police training such as scenario-based exercises that help students apply theoretical knowledge in real-world situations. Officers and experts from the Naperville Police Department will regularly participate in the program by facilitating guest lectures and conducting workshops. These sessions will cover a range of topics including tactical communication, crisis management, ethics, and community policing. Exposure to practitioners in the field is invaluable in bridging the gap between academic studies and professional practice. Students will receive training for physical agility tests, written exams, and interview techniques. The goal is to ensure that students are academically prepared and equipped to meet the physical and psychological demands of a career in law enforcement. Additionally, NPD will provide mentoring opportunities for students offering guidance and sharing insights into the daily realities of police work. Graduates will be given priority consideration for optional internship opportunities within the Naperville Police Department. These internships are critical for students to gain work experience, understand the internal operations of a police department, and provide a pathway to employment and career development. Student academic progress is monitored quarterly with academic and social interventions provided to students when needed. Student support services are available to facilitate academic achievement, retention, and personal growth through student advising, peer support, tutoring, and counseling.

Assessment of Student Learning

Taylor Business Institute has established formal policies and procedures using qualitative and quantitative measures for reviewing courses quarterly and programs biannually. Comprehensive program reviews are managed by the Faculty Senate. Students are evaluated at the end of each ten-week quarter for the duration of their program. Student learning assessment tools and rubrics are used across all course sections and delivery methods to consistently measure student performance, including standardized exams, project guidelines, and grading rubrics. Regular benchmarking of assessment results across various delivery methods is conducted to identify any discrepancies and ensure equivalence in academic rigor and performance standards. Direct assessment methods such as exams, projects, portfolios, certifications, and mock interviews are used to evaluate students' mastery of learning outcomes. Indirect assessment methods include surveys and focus groups to gather feedback from students about their learning experiences and perceived attainment of learning outcomes. This feedback is used to make data-driven improvements.

Program Assessment

The Faculty Senate has the responsibility of overseeing the development of curriculum and curricular changes for all programs. The Senate regularly reviews and updates curriculum content to ensure it meets evolving academic and industry standards. The assessment of programs is conducted twice per year to evaluate student data such as effectiveness of the curriculum, student progress, and student satisfaction. Data is also used to identify areas for program improvement related to the quality of learning, teaching, and curriculum delivery.

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.

The main campus of Taylor Business Institute is located at 29 East Madison Street in the Chicago Loop, occupying 16,805 square feet of space on multiple floors. The campus has sufficient administrative and student services offices and is fully equipped with computer labs and internet connectivity. There are eleven classrooms and laboratories with ample space dedicated to the library, student lounge, faculty work area, and staff lounge.

Classes for the proposed operation will be offered at both the Naperville extension location and the main campus in downtown Chicago. TBI has secured a 950 square foot facility at 1272 Bond Street, Suite 102, in Naperville to accommodate the criminal justice and security administration program. The facility is in compliance with all appropriate local, state, and federal ordinances for use as an educational facility and will include a reception area, office space, one lecture room, and an additional space for crime scene simulations. The space will also be used for individual student conferences, if needed. The facility will serve as an instructional site for approximately 30-40 percent of the program content, with the remaining coursework delivered at the main Chicago campus. TBI has sufficient technology, equipment and instructional materials to support the proposed operation including projectors, printers, white boards, research databases, closed circuit (CCTV) television cameras, software (Microsoft Office Suite, Google Workspace), first aid/CPR manikins, AED defibrillators, and fingerprint lifting kits.

TBI's library resources are sufficient to support the proposed operation. The Taylor Business Institute Library is a member of Reaching Across Illinois Library System (RAILS), a consortium of over 1,200 library agencies within Illinois. The library also participates in the Illinois Library and Information Network (ILLINET), a larger statewide library alliance of 1,700 libraries. Currently, the library holds over 1600+ volumes of print books that support both general education courses and TBI's degree programs. Supplementing the print collection, the FirstSearch electronic research databases provide electronic access to ArticleFirst, Clase Periodica, eBooks, ECO, ERIC, GPO, Illinois Catalog, MEDLINE, OAIster, Open Access Content, PapersFirst, Proceedings, WorldCat, and WorldCat Dissertations. TBI students have access to a variety of databases with electronic media, journals, book collections, as well as library support services.

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.

Taylor Business Institute has established policies to ensure faculty possess the training, credentials, and other required qualifications to provide instruction to students. Faculty are provided with resources and support to create and maintain high-quality course content that aligns with program outcomes. Regular teaching evaluations from student feedback, peer evaluations, and annual performance reviews are conducted to ensure instructional quality and consistency. Feedback from these evaluations is used for continuous improvement.

TBI partners with minority-serving institutions and professional organizations to identify and recruit faculty, staff, and administrators from diverse backgrounds. Taylor Business Institute provides ongoing professional development, mentoring programs, and leadership training opportunities to retain faculty and staff of color. Progress in diversity hiring and retention is closely monitored, and adjustments are made where necessary.

Fiscal and Personnel Resources

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

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

Taylor Business Institute has submitted fiscal plans indicating revenue will exceed operating expenditures over the next five years. The institution's operational costs for staffing, space, and equipment will be mainly supported by tuition revenue. TBI has adequate faculty, staff, and other instructional resources for the proposed operation.

Accreditation and Licensure

No programmatic or specialized accreditation is required.

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 institution's website pending Board authorization.

Staff Conclusion

The staff concludes that Taylor Business Institute 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.