

## **HLC Multi-Campus Report: Urbana**

The University of Illinois at Chicago (UIC) is a public research university. Guided by UIC's mission, two of UIC's colleges—the College of Nursing (CON) and the College of Medicine (COM)—educate health science professionals in multiple Illinois locations, including on the branch campus in Urbana. In this report we briefly describe the administration, educational programs, and resources that are in place for both colleges on the Urbana campus. A data sheet for the Urbana branch campus is included in Appendix A and a map of the campus appears in Appendix B.

While the two colleges will be described separately in this report, CON and COM students have access to some similar resources. Both colleges are located on the campus of the University of Illinois at Urbana-Champaign (UIUC). The College of Medicine is housed in the Medical Sciences Building, which is just east of the Main Quad on the UIUC campus. The College of Nursing is a short walk from the Main Quad in the northern section of the campus. Nursing students take classes in various buildings on the UIUC campus and in the simulation laboratory on east campus. When UIC students enroll in CON or COM programs on the Urbana campus, their student fees are allocated to UIUC. As a result, these UIC students have access to all of the services and resources available to UIUC students, as well as to all the social and cultural activities that the Urbana campus offers.

CON and COM have strong clinical partnerships with a number of local facilities, including the Carle Foundation Hospital, the Presence Covenant Medical Center, the U.S. Department of Veterans Affairs Medical Center Hospital in Danville, and numerous other health care agencies in the community and surrounding areas. These facilities offer a variety of clinical learning experiences for CON and COM students.

Another shared resource that supports students' self-directed learning is the Urbana branch of the UIC Library of the Health Sciences, which is located in the Medical Sciences Building. Across its four locations (with other branches in Chicago, Rockford, and Peoria), the library has one of the largest health science collections in the country, with more than 725,000 books and 5,200 journals, the majority of the latter available electronically. Librarians provide reference assistance through resource guides, e-mail, and live chat. There is also an interlibrary loan department that can help students access material that is not available through the library's collection.

## College of Medicine

The UIC College of Medicine (COM) serves students in four regional locations across the state: Chicago, Peoria, Rockford, and Urbana. In this report we briefly describe the administration, educational programs, and resources that are in place at the UIC College of Medicine's Urbana campus.

**Administration, human resources, and planning.** The UIC College of Medicine (COM) is led by Executive Dean Dimitri T. Azar, who delegates authority for the branch campuses to regional deans at each site. Regional deans are responsible for developing the budget for their campus and for hiring faculty and staff, in accordance with the [COM's criteria for faculty appointments](#), which establish minimum credentials as well as high standards and expectations for advancement in every rank and track. To facilitate communication and to coordinate efforts across the four campuses, the regional deans meet regularly with Executive Dean Azar and his senior decanal staff. A number of committees advise the executive dean, all of which include representation from the branch campuses. For example, the College of Medicine Executive Committee, composed of 12 members from the Chicago campus and four members each from Peoria, Rockford, and Urbana, works with the executive dean to develop and implement COM policies and to lead strategic planning initiatives. Although the strategic plans developed by the Executive Committee outline overall goals for the COM, branch campuses also develop site-specific goals that are consistent with the college's overall strategic goals.

**Curriculum and instruction.** The College Committee on Instruction and Appraisal (CCIA) is responsible for oversight of the curriculum on all four campuses. The CCIA voting membership is drawn from all campuses, in proportion to campus representation on the Executive Committee. Guided by standards and learning outcomes recommended by accreditation agencies and professional organizations, the CCIA establishes graduation competencies and requirements that will ensure COM graduates are competent, patient-centered physicians. The CCIA uses summative and formative data to assess the effectiveness of the curriculum. Data sources include students' course grades, advancement and graduation rates, residency match results, performance on clinical and licensure exams, student survey data, and post-graduation outcomes. The CCIA delivers a report at each bimonthly meeting of the college's Executive Committee and submits major policy recommendations to the Executive Committee and, if appropriate, to senior leaders at UIC.

Curriculum committees from each of the branch campuses report to the CCIA, as do the Education Coordinating Committees (ECCs), which are responsible for ensuring that educational experiences within basic science and clinical disciplines are comparable across all four campuses. In 2014, the college embarked on a major curriculum renewal process, guided by three task forces (on curriculum content, student assessment, and program evaluation) that

included representatives from all four campuses. The new curriculum, (featuring substantially greater integration of basic science and clinical content, a more active learning approach, and a shift to skill-based student assessment), is scheduled to be introduced with the M1 entering class in Fall 2017. At that time, COM's campuses at Peoria and Rockford will begin teaching students in their M1 year and will become four-year campuses with 55-60 students in each of the four years. Students currently enrolled in Urbana will continue in the old curriculum model, during a transition period in which COM's Urbana campus will be phased out. In its place, UIUC will open a new medical school, which will be separately accredited. As of Fall 2017, no new students will be admitted to Urbana through the UIC College of Medicine; however, all students who are currently enrolled will have the opportunity to remain at the Urbana campus and complete their degrees.

One unique learning opportunity available on the Urbana campus is the dual-degree Medical Scholars Program that leads to a combined MD, JD, MBA, or PhD degree. This program provides students with an opportunity to combine their clinical training with graduate work in 80 different academic disciplines, including the social sciences, humanities, physical sciences, engineering, and the biomedical sciences. Because they are prepared both as practitioners and as researchers, Medical Scholars are able to draw upon their knowledge in both areas to solve complex issues and problems in the medical field. On average, Medical Scholars complete both their graduate programs and their MD training in eight years.

Throughout their years in medical school, Urbana students engage in experiential learning opportunities in clinical settings. For example, students have access to the Clinical Simulation Center in the Medical Sciences Building, which provides learners with simulation experiences using an array of modalities, including standardized patients, full-body mannequins, and task trainers. These modalities provide learners with opportunities to master a skill after continued practice; to safely make mistakes; and to get personalized formative feedback that can help them improve their skills before they practice with actual patients. In addition, during medical school and residency training, students have clinical learning experiences as members of interprofessional health care teams. Students are supervised by expert practitioners during these clinical experiences and take on increased responsibility over time. Clerkship directors and curriculum committee members monitor student performance and student evaluations of their clerkship experiences to ensure that students are provided with high-quality educational experiences, are appropriately supported, and are consistently evaluated across sites.

**Resources and services.** Like all students at UIC, COM students in Urbana have access to services that are centralized on the Chicago campus. In addition, each campus offers a number of services on site, such as information technology support, career development, and health and wellness resources. Each campus has an associate dean and staff for student affairs, with their efforts coordinated centrally by the college's senior associate dean for students. Other functions,

such as registration and records, are centralized in Chicago, where the COM has its own financial aid office to supplement UIC's university-level financial aid services. Students from the branch campuses can communicate with staff from the Chicago-based COM financial aid office by e-mail or phone.

COM students have access to a wide range of supports that are offered by the college. All four campuses have a USMLE – Step-1 Coaching Series to help students prepare for their National Board Exams. COM also recently launched a Residency Preparedness Initiative to increase the number of students who match to a residency program. If students have academic difficulties, faculty refer them to academic advisors, academic support services, or remediation programs. For students who need mental health services, confidential counseling and therapy are available on all of the branch campuses. Peer counselors and mentoring programs are available to provide students with social and emotional support. The COM Urban Health Program and Hispanic Center of Excellence provide specialized supports for underrepresented minority students. Students may also develop their leadership skills and engage in co-curricular learning by participating in student government or one of the more than 40 COM student organizations.

Finally, students have many opportunities to collaborate with faculty on research projects. COM is the largest research unit at UIC in terms of external research funds generated by faculty. Students who are interested in research can apply for the Craig Fellowship program. This fellowship provides a small stipend for medical students in the summer between their first (M1) and second (M2) years to conduct medically-related research under faculty guidance. Longer-term opportunities are also available through the James Scholars Program, which allows students to design, conduct, and present their research through an independent study program. Student researchers share the results from their studies during the COM's annual Research Forum, which showcases all types of biomedical research, from basic to clinical to community research.

Additional information is available on COM's Urbana website: <http://www.med.illinois.edu/>

## College of Nursing

The UIC College of Nursing (CON) serves students at six locations across the state: Chicago, Peoria, Quad Cities, Rockford, Springfield, and Urbana. In this report we briefly describe the administration, educational programs, and resources that are in place at the branch campus in Urbana.

**Administration, human resources, and planning.** The College of Nursing offers a number of high-quality certificate and degree programs for its students at the undergraduate (Bachelor of Science in Nursing), master's (MS), and doctoral levels (PhD and Doctor of Nursing Practice [DNP]). The College is led by Dean Terri E. Weaver, who is based on the Chicago campus. She delegates selected responsibilities for the regional sites to regional directors, who oversee the staff and faculty at their respective sites. The regional directors report directly to Dean Weaver, with a dotted reporting line to CON's executive associate dean. Regional directors are involved in budgetary and hiring decisions that impact their site. Each year the regional directors prepare and submit an initial budget to CON's Budget & Finance Office and then meet with the CON budget/finance staff and the executive associate dean to review and revise their regional budget for final approval by the dean. Master's-prepared faculty for the regional sites are hired by the regional directors, and faculty prepared at the doctoral level are hired by the CON department heads, who are based out of Chicago, in consultation with the regional director. The qualifications for full- and part-time faculty are the same across all CON sites. Clinical faculty hired at the professorial level must have a doctoral degree, a nursing license, competence in clinical practice, and scholarship through publications and presentations. Tenure-track faculty must be doctorally prepared and demonstrate a track record of research scholarship and the potential for funding.

The Faculty Executive Committee advises the dean on the development and implementation of CON policies and other academic and budget matters. The committee also evaluates the performance of the dean and other college leaders. To ensure that the needs of the regional sites are considered in policy conversations, the committee includes two faculty representatives from the regional campuses elected by the CON faculty. As part of its work, the committee reviews the CON's mission, vision, and bylaws each academic year and takes a leadership role in strategic planning efforts. Developed and vetted by the faculty, the 2013-2018 strategic plan outlines goals for the college and identifies outcome measures that are used to evaluate CON's success in the following areas: educating a stable, motivated, and prepared workforce; enhancing scientific discoveries; maintaining a global presence; elevating clinical practice; improving stakeholder relationships; enhancing CON's financial position; and demonstrating organizational excellence.

**Curriculum and instruction.** The CON's programs are accredited through a rigorous external review process conducted by the Commission on Collegiate Nursing Education (CCNE). The CON's curriculum and instructional delivery methods are comparable across sites because the curriculum is grounded in standards and guidelines developed by professional nursing organizations and accreditation agencies. Not only do these external standards serve as the foundation for curriculum development and implementation, but they also provide guidance for program evaluation and curricular revision.

Instruction at all CON sites is overseen by the associate dean for academic affairs, who is responsible for the academic arm of the college. The associate dean is advised by the Curriculum Committee (CC), a faculty governance committee charged with oversight of all the college's curricula, including a biannual review of program core courses for all degree programs. At least one of the six members of the CC must represent a regional site. The CC meets monthly to address overall curricular concerns as well as to discuss potential changes to courses or course sequences. Another committee, the Academic Programs Evaluation Committee (APEC), works with the associate dean for academic affairs to review, implement, and revise the College's Evaluation Plan (CEP) and to ensure continuous quality improvement processes are in place. The CEP provides a framework that guides college leaders as they systematically assess curricula and teaching/learning processes.

Student outcomes are evaluated using both formative and summative data. Formative data include, among others, students' evaluations of faculty and courses, student satisfaction with CON programs, course grades, qualitative data from student focus groups, and levels of student participation in professional or scholarly activities. Summative data include retention and graduation rates, pass rates on licensure and certification exams, employment outcomes, and responses to alumni surveys. The AACN/Educational Benchmarking (EBI) Nursing Exit Assessment was recently added to gather data about student satisfaction from graduates that can be compared with data from selected comparison schools.

Teaching-learning practices in the CON have been developed to support the needs of adult learners. As such, important components include flexibility in course scheduling, faculty access, and online/distance education resources. Many courses are taught with web-based technology because CON students take courses at six different locations. Content is delivered using a variety of methods and formats to achieve individual student learning outcomes, including lectures, small group assignments, student presentations, case studies, threaded discussions, and practicum experiences. Integral to the success of distance education delivery on the regional campuses is the use of a videoconferencing system at each location. This approach allows classes and content to be delivered in live sessions with faculty residing at any of the six locations. Videoconferencing technology also allows students to connect with one another across the regional sites. Given the importance of web-based technology for teaching and learning, students

and faculty alike have access to tutorials and workshops designed to strengthen their comfort with virtual teaching-learning practices. Faculty using videoconferencing for course content delivery are required to complete a training program on the use of this technology.

One CON program is delivered entirely online (RN-BSN), while others use a blended approach, in which courses are delivered in person, but are supported by UIC's Blackboard course platform. In both cases, web-based class discussion groups are used to provide a forum for student and faculty interaction outside of the classroom. Course syllabi and supporting documents, discussion questions, and links to other resources are incorporated into each course Blackboard site, allowing students flexible access to course materials at any time. In addition, Blackboard Collaborate, a web conferencing tool, is used by a number of faculty for delivery of content and student presentations as well as to facilitate virtual office hours or small group discussions.

CON students apply what they have learned in the classroom during experiential learning opportunities in a variety of settings and environments. During practica experiences, students receive regular feedback from faculty and clinical preceptors to inform their learning. CON programs also provide students with opportunities to practice new skills in simulated patient care settings. CON students on the Urbana campus regularly practice basic skills and engage in simulations with standardized patients in the CON simulation lab. They also have opportunities to participate in interprofessional learning experiences in the CON Chicago simulation lab, at the Jump Trading Simulation and Conference Education Center in Peoria, and with COM students in the COM simulation lab in Urbana. For example, every year CON's Urbana program partners with COM and the UIUC School of Social Work for poverty or disability simulations at the Medical Sciences Building on the UIUC campus.

**Resources and services.** To ensure that there are appropriate resources to support teaching and learning, the CON continually assesses its physical and technological resources and makes improvements as needed. Evaluation of office, classroom, laboratory, and support facilities across all CON regions occurs at monthly meetings: one with the CON dean and the other with the executive associate dean. In collaboration with the regional director on the Urbana campus, the regional facility manager regularly identifies and addresses resource and facility issues. Review of the CON facilities' ability to meet strategic goals and program delivery also occurs during monthly conference calls with regional directors and during on-site visits. As one example of recent investments in response to program needs, the teaching-learning environments on the Peoria, Rockford, and Urbana campuses were renovated to expand office space, classrooms, and facilities for simulated patient care scenarios. In addition, funds were allocated to install instructional technology in several classrooms to expand access to distance education at CON regional sites.

Like all students at UIC, CON students at regional campuses have access to services that are centralized on the Chicago campus, such as financial aid, computing services, and registration and records. For example, the Academic Computing and Communications Center provides support for computer and web applications, Blackboard platforms, and video and teleconferencing. The CON IT unit also provides support to the regional campuses. Tutoring is available for students in-person and via synchronous and asynchronous web applications, ensuring availability to students at all sites. These services are evaluated by the associate dean of academic affairs on a regular basis to assure availability and effectiveness of services. In addition, all enrolled students are assessed a health service fee on their tuition statement to cover health services at the University's Family Medicine Center, Pharmacy, Counseling Center, and Wellness Center. This coverage is available for students at all regional campuses as well. While these offices are located in Chicago, many services and resources are available through online portals. Students at other campuses can follow up with Chicago staff via e-mail or over the phone if they have questions or need additional assistance. The regional campuses also have agreements in place with area counseling services to allow students to meet in person with trained professionals for counseling and other mental health services.

The CON's Office of Academic Programs (OAP) serves the needs of all nursing students and collaborates with regional staff to make sure that students' concerns are consistently addressed across all campuses. The OAP focuses on academic operations/program assessment and student affairs/admissions, with a director for each area. OAP staff advise pre-licensure students (Bachelor of Science in Nursing and Graduate Entry Masters of Science in Nursing), while Advanced Generalist Masters of Science and doctoral students (Doctor of Nursing Practice [DNP] and Doctor of Philosophy [PhD]) are advised by faculty members. Advisors develop an academic program plan for each student and monitor progress and program outcome achievement each semester. CON leaders gather feedback about academic advising—through informal student feedback, annual surveys, and analysis of students' progress toward degree completion—and make improvements to the advising process as warranted by the data.

Finally, CON students can also participate in a variety of student organizations. Graduate students can join the Graduate Student Nursing Organization (GSNO), which represents CON graduate students on all campuses. The purpose of GSNO is to facilitate communication among graduate students and to serve as a liaison between nursing graduate students, faculty, administration, the Graduate College, other health professional colleges, and the University at large. Pre-nursing and BSN students can join the Student Nurses' Association, which works to enhance students' leadership skills. The College of Nursing Student Council represents BSN students and provides official channels of communications between students, nursing administration, and nursing student affairs on a university-wide basis. Additional organizations include the Urban Health Program College of Nursing Student Association (UCONSA), Men in Nursing, and the International Student Group. The UCONSA aims to recruit underrepresented

racial and ethnic minority students to health professions and to provide a voice for underrepresented minority nursing students in all CON programs. Men in Nursing promotes the recruitment of men into nursing and provides the support they need to succeed academically and professionally. The International Student Group hosts regular events to share the experiences of international students with the larger community of UIC nurses.

Additional information is available on CON's Urbana website:  
[https://www.nursing.uic.edu/campus/urbana#campus\\_overview](https://www.nursing.uic.edu/campus/urbana#campus_overview)

## Appendix A: Urbana Data Summary

	<b>College of Medicine</b>	<b>College of Nursing</b>
Date of inception	1970	1970
Programs offered	<ul style="list-style-type: none"> <li>• MD</li> <li>• Medical Scholars Program</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing</li> <li>• Advanced Generalist Master of Science in Nursing</li> <li>• Graduate Entry Masters of Science in Nursing</li> <li>• Doctor of Nursing Practice</li> <li>• Online RN-BSN Completion Program</li> </ul>
Budget (FY17)	\$4,913,300	\$1,319,918
Actual enrollments for each program (Fall 2016)	M1: 157 M2: 27 M3: 24 M4: 21 Total: 229	189
Projected enrollments for the next three years	<ul style="list-style-type: none"> <li>• 2017: 241</li> <li>• 2018: 95</li> <li>• 2019: 69</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2017: 217</li> <li>• Fall 2018: 219</li> <li>• Fall 2019: 221</li> </ul>
Number of full-time and part-time faculty who teach at the facility	<ul style="list-style-type: none"> <li>• FT: 9</li> <li>• PT: 57</li> </ul>	<ul style="list-style-type: none"> <li>• FT: 10</li> <li>• PT: 21</li> </ul>
Number of administrators on-site	<ul style="list-style-type: none"> <li>• Regional dean and 14 other administrators</li> </ul>	<ul style="list-style-type: none"> <li>• 1 regional director</li> <li>• 1 business manager</li> <li>• 2 office support staff</li> <li>• 1 recruiter</li> <li>• 1 simulation lab coordinator</li> </ul>
Student services available at the campus	See overview narrative	
Additional locations	None	
Campus-specific information for any campus that might function differently than the	See overview narrative	

University's standard branch campus practices	
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## Appendix B: Map of UIC Urbana Campus

