

HLC Multi-Campus Report: Peoria

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 Peoria. In this report we briefly describe the administration, educational programs, and resources that are in place for both colleges on the Peoria campus. A data sheet for the Peoria branch campus is included in Appendix A and a map of the campus appears in Appendix B.

Located in downtown Peoria's medical district, the Peoria branch campus lies within six blocks of two major academic affiliate hospitals, a Level-I trauma center, a full-service tertiary children's hospital, and the Jump Simulation Center (described in the COM section). The Peoria campus facility was completed in 1976. With approximately 153,660 gross square feet of space on three levels, the facility has ample room to house the Peoria locations of the COM, the CON, and the Library of the Health Sciences. Much of the infrastructure was updated in 2011 when the new cancer center was built. In 2016, an additional \$1.6 million was invested to update the IT and HVAC systems. To accommodate the addition of a new M1 class at the medical school's Peoria branch in Fall 2017, the facility will be extensively remodeled during the 2016-2017 academic year. This \$3 million expansion will include the creation of anatomy learning spaces, a new technology-rich Team Based Learning room, enhanced clinical learning spaces, additional rooms that can be used by small groups, and updated wireless functionality. Clinical departments associated with the COM are also housed in offices that are located within Peoria's adjacent affiliate hospitals.

While the two colleges will be described separately in this report, they share the same facility and some important resources. One shared resource that supports students' self-directed learning is the Peoria branch of the UIC Library of the Health Sciences (which also has branches in Chicago, Rockford, and Urbana). The library is 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. To ensure the facility is meeting the needs of all of its occupants, the regional dean of the COM meets routinely with the regional director of the CON and the regional head librarian.

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 Peoria campus (UICOMP).

The Peoria community is particularly rich in clinical opportunities. The UICOMP campus is within six blocks of its two major academic affiliate hospitals, OSF Saint Francis Medical Center (OSF-SFMC) and Unity Point Health-Methodist (UPH-Methodist). Together these hospitals have over 900 hospital beds; are regional referral centers; and are home to almost 300 residents and fellows. Both have extensive primary care networks, and UICOMP, UPH-Methodist and OSF-SFMC all use Epic software for their electronic health records. The two hospitals provide rich learning opportunities for medical students which include a Level-1 Trauma Center, a large children's hospital, two large emergency departments, the busiest helicopter system in Illinois, inpatient psychiatry, and many other services. Both hospitals have strong and longstanding commitments to medical education.

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. Promotion criteria at the regional campus may exceed those of the central campus, but may not have less stringent requirements. Following evaluation by regional campus departmental and campus committees, all promotions are forwarded to the college-wide promotion committee. The promotion committee has proportionate representation from each of the COM campuses. After approval by the promotion committee, promotions then go to the college-wide executive committee for additional review. On the Peoria campus, UICOMP utilizes a combination of full-time, part-time, and volunteer faculty. Faculty development is fostered in multiple ways, but most notably through the Caterpillar Scholars Program. This endowed program provides promising junior faculty with opportunities to further develop their skills related to leadership, curriculum development, research, and business processes. The UICOMP regional dean is also responsible for the overall campus facility, including oversight of units such as security, IT, housekeeping, parking, and the physical plant.

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 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. The UICOMP campus has a [strategic plan](#) that was created in 2002, revised in 2007, and updated again in 2014.

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 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, the Peoria campus will begin teaching students in their M1 year and will become a four-year campus with 55-60 students in each of the four years of medical school. Concomitant with the adoption of this new uniform curriculum, there will also be a stronger alignment across the campuses of all major aspects of course and clerkship structure, scheduling, and assessment.

As a community-based campus, UICOMP benefits from close working relationships with the practicing physician community in Peoria. OSF Healthcare's flagship hospital is OSF-SFMC. Nine residencies and eight fellowships are available in OSF-SFMC. UPH Methodist has two residencies and one fellowship. The number of residents and fellows has expanded by 50% in the last 10 years with the addition of a new psychiatry residency, larger cohort sizes for existing programs, and the addition of new fellowships. These Peoria residencies and fellowships are

separately accredited from those in Chicago, and UICOMP has its own designated institutional official. The relationships with UICOMP's partner academic hospitals are governed by affiliation agreements and managed through monthly meetings of the Joint Oversight Committee for Academic Programs.

Throughout their years in medical school, UICOMP students engage in experiential learning opportunities in clinical settings. For example, UICOMP students have access to the new Jump Trading Simulation and Conference Education Center ("Jump"). A collaboration with OSF Healthcare, Jump is a 64,000-square-foot simulation center complete with a simulated hospital ward, operating room, ambulance, and virtual technology. Jump 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 through practice in a simulated setting; 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 experiences as members of interprofessional healthcare 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.

One unique learning opportunity available on the UICOMP campus is the Rural Student Physician Program (RSPP), which is designed to introduce medical students to the challenges and rewards of rural medicine and primary care by providing a strong rural educational curriculum. UICOMP students who participate in the RSPP have the opportunity to spend seven months of their third year in medical school living and learning in a rural community.

Resources and services. Like all students at UIC, UICOMP students have access to services that are centralized on the Chicago campus. For example, the Academic Computing and Communications Center provides central computer support for members of the UIC community. In some cases, such as with financial aid, 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. In addition to resources available in Chicago, the Peoria campus offers a number of services on site, such as information technology support, career development, and health and wellness resources. Each branch campus also has an associate dean and staff for student affairs, with their efforts coordinated centrally by the college's senior associate dean for students.

UICOMP 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 provides specialized supports for underrepresented students.

Students have many opportunities to collaborate with UICOMP faculty on research projects. While students can design research studies on a wide range of topics, the UICOMP research strategic plan focuses on four areas: medical education, health outcomes, cancer biology, and neuroscience. Students can conduct research with experts in the Center for Outcomes Research or in state-of-the-art laboratories located in the 24,000-square-foot Cancer Research Center that was completed in 2011. The Peoria campus also has its own Laboratory Animal Care Facility, Institutional Animal Care and Use Committee, and Institutional Biosafety Committee. 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. Medical students may also apply for summer research internships in which they work collaboratively with engineers on projects focused on healthcare simulation. 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 UICOMP's annual research day and at the wider COM's annual Research Forum, which showcases all types of biomedical research, from basic to clinical to community research. The Peoria campus has its own independently-accredited Institutional Review Board which serves the research and compliance needs of the campus (accredited by the Association for the Accreditation of Human Research Protection Programs).

Finally, students can develop their leadership skills and engage in co-curricular learning by participating in student government, in one of the more than 40 COM student organizations, or in a wide range of student interest groups on the Peoria campus. Students also have multiple opportunities to engage in service learning in free clinics in the area or in Peoria's charter school or high school.

Additional information is available on the UICOMP website: <http://peoria.medicine.uic.edu/>

College of Nursing

The UIC College of Nursing (CON) serves students on 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 Peoria.

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 (BSN), 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 on six different campuses. 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 campus. This approach allows classes and content to be delivered in live sessions with faculty residing at any of the six campuses. 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.

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 Peoria 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 the CON Peoria website:
http://www.nursing.uic.edu/campus/peoria#campus_overview

Appendix A: Peoria Data Summary

	College of Medicine	College of Nursing
Date of inception	1970	1970
Programs offered	MD	<ul style="list-style-type: none"> • Advanced Generalist Master of Science in Nursing • Doctor of Nursing Practice • Online RN-BSN Completion Program
Budget (FY17)	\$63,500,000	\$203,116
Actual enrollments for each program (Fall 2016)	180	39
Projected enrollments for the next three years	<ul style="list-style-type: none"> • 2017: 223 • 2018: 220 • 2019: 225 	<ul style="list-style-type: none"> • Fall 2017: 45 • Fall 2018: 47 • Fall 2019: 50
Number of full-time and part-time faculty who teach at the facility	<ul style="list-style-type: none"> • FT: 161 • PT: 96 • Volunteer: 1156 	<ul style="list-style-type: none"> • FT: 1 • PT: 6
Number of administrators on-site	<ul style="list-style-type: none"> • Regional Dean • Senior Associate Dean for Research • Associate Dean for Academic Affairs • Associate Dean for Graduate Medical Education • Assistant Dean for Student Affairs • Assistant Dean for Diversity and Inclusion • Assistant Dean for Technology Enhanced Instruction • Assistant Dean for Curriculum and Assessment 	<ul style="list-style-type: none"> • Regional Director • Facility Manager

Student services available at the campus	See overview narrative
Additional locations	None
Campus-specific information for any campus that might function differently than the University's standard branch campus practices	See overview narrative

Appendix B: Maps of UIC Peoria Campus

