

HLC Multi-Campus Report: Rockford

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

While the three colleges will be described separately in this report, CON, COP, and COM students have access to some similar resources. Located on a 20-acre wooded site, the UIC Health Sciences Campus-Rockford houses all three colleges, as well as the Crawford Medical Library of Health Sciences. The facilities include an auditorium, classrooms, teaching and research laboratories, a computer lab, media services, and an activity center. In 2008, the facility was expanded to add classrooms, enhanced library and study areas, new research facilities, conference rooms for symposia, and a standardized patient suite.

Another shared resource that supports students' self-directed learning is the Crawford Library, the Rockford branch of the UIC Library of the Health Sciences. Across its four locations (with other branches in Chicago, Urbana, 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.

Because the three colleges of Pharmacy, Medicine, and Nursing are located together on the Rockford campus, there are many opportunities for interprofessional education. For example, one major event held each year is the Interprofessional Immersion Education Day, when students from all three colleges, along with faculty facilitators, engage in simulated scenarios regarding the patient discharge process, the emergency department, and home visits. Debriefings follow each exercise. This allows them to explain the roles and responsibilities of their own profession as well as those for professionals from other disciplines to learn how to better collaborate for safe, respectful, and effective patient-centered care.

The three colleges also share a commitment to improve healthcare in rural communities. Based in the College of Medicine, the National Center for Rural Health Professions (NCRHP) and the Rural Medical Education (RMED) Program train medical students to meet the specific needs of rural communities. The corresponding Rural Pharmacy Education Program (RPHARM) is offered by the College of Pharmacy to increase rural access to pharmacists. Students enrolled in

this program rotate at professional practice sites in downstate Illinois and train side-by-side with medical students in the RMED Program. Graduates of the RPHARM program receive a concentration in rural pharmacy services in addition to their Doctor of Pharmacy degree. In Fall 2017, the College of Nursing will launch a rural nursing program that will provide CON students with specialized training and opportunities to work interprofessionally with students in the RMED and RPHARM programs.

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 Rockford 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 4 years. Concomitant with adoption of this new campus structure, COM is taking the opportunity to introduce an entirely new curricular structure. There will be a uniform curriculum for Chicago, Peoria, and Rockford, with alignment of all major aspects of course and clerkship structure, scheduling, and assessment across the three campuses.

COM's Rockford campus has strong partnerships with a number of local facilities, including the Carrie Lynn Children's Center, OSF Saint Anthony Medical Center, Rockford Health System, and SwedishAmerican Health System, where students engage in experiential learning opportunities in clinical settings. 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 Rockford 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 added support and guidance 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 Rockford website:

<http://rockford.medicine.uic.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 Rockford branch campus.

Administration, human resources, and planning. The CON 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.

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. For example, CON students on the Rockford campus have dedicated space for basic skill development, high fidelity simulation, and standardized patient experiences.

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 Rockford 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 (AGMS) 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. 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. The Urban Health Program College of Nursing Student Association aims to recruit underrepresented minority students to health professions and provides 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.

Additional information is available on CON's Rockford website:
https://www.nursing.uic.edu/campus/rockford#campus_overview

College of Pharmacy

Administration, human resources, and planning: The UIC College of Pharmacy (COP) operates as one college with two campuses, one in Chicago and one in Rockford. Both campuses prepare students for PharmD, MS, and PhD degrees. COP functions administratively as one unit. The college's dean is based in Chicago, and there is a Rockford vice dean who leads the regional program along with the Rockford-based assistant dean for research, IT director, director of experiential education, and director of student affairs. To facilitate communication between the two campuses, the dean of the college meets weekly with the Rockford vice dean and his associate deans from the Chicago location. In addition, all officially established college committees, such as the Executive Committee, Assessment Committee, and the Educational Policy Committee, include representatives from both campuses. The COP budget for both campuses is managed by administrators, department heads, and unit directors in accordance with guidelines communicated through the dean. The Rockford vice dean and associate director for budget and finance also meet weekly with the college administrative leadership team to discuss administration, human resources, resource allocation, and planning.

Currently, the COP employs 237 full-time and 28 part-time faculty on both campuses, with 11 full-time and five part-time faculty at Rockford. These five part-time faculty are shared with College of Medicine at Rockford. Rockford's tenure-track faculty report to their companion Chicago unit head with a dotted reporting line to the Rockford vice dean. This reporting structure fosters their collaboration with Chicago faculty who are engaged in similar research/scholarship and provides them with mentoring and support as they progress through the promotion and tenure process. Concerted efforts are made by faculty and administration to promote one unified campus. Although the majority of faculty and staff are Chicago-based, during one recent academic year they made over 130 visits to Rockford for various purposes (e.g., lecturing, presentations, meetings, professional development forums).

Key staff, such as the director of student affairs, IT director, and associate director for budget and finance, also report directly to their Chicago units with a reporting line to the Rockford vice dean to ensure adequate support, direction, mentoring, and consistency with policies and procedures on both campuses. Two groups report directly to the Rockford vice dean: (1) the administrative staff, and (2) the Rockford clinical faculty, who are hired in conjunction with a local practice site. Because of this geographic proximity and relationships with local healthcare sites, it is more feasible for the Rockford vice dean to guide and mentor these faculty members. However, they are considered Pharmacy Practice faculty along with their clinical counterparts in Chicago and actively participate in the Pharmacy Practice Department.

COP's strategic planning process is continuous; involves key stakeholders; and is based on environmental assessments including strengths, weaknesses, opportunities, and threats (SWOT)

analysis. The current [strategic plan](#) was approved by the full faculty in advance and then ratified unanimously by voting members in attendance at the September 2013 COP faculty meeting. The strategic plan performance assessment metrics document was vetted and approved at the March 2014 meeting of the COP Assessment Committee and then approved by the COP faculty in June 2014. Faculty members from both Chicago and Rockford participate in meetings and committees focused on strategic planning. The College of Pharmacy utilizes monthly meetings with its administrative officers to regularly review the assessment metrics for its programs at both sites.

Curriculum and instruction. The curriculum and instructional delivery methods are the same at both campuses. To ensure that the curriculum is current and aligned with professional practice guidelines, it is regularly reviewed and evaluated by the Educational Policy Committee (EPC), which includes members from both the Chicago and Rockford campuses. To engage a broad range of stakeholders in the curriculum review process, the EPC solicits feedback from faculty, students, alumni, preceptors, and employers.

A range of instructional delivery methods are employed during the first three years of the PharmD program, including lectures, discussions, and opportunities for reflection on what students have learned, as well as hands-on learning opportunities through 330 hours of introductory pharmacy practice experiences. Then, during the fourth professional year, students gain practical experience as student pharmacists through six-week rotations that expose them to a variety of environments, including hospital, medicine, community, and ambulatory care (for a total of 1440 additional hours of experiential learning). Formal and informal mechanisms are used to assess the curriculum, such as student performance on the national licensing examination, evaluation of the portfolios that students develop during their fourth year, and student feedback that is shared through course evaluations and student forums.

In Fall 2016, implementation of a major revision of the pharmacy professional curriculum began with the first-year class. It will be rolled out one year at a time, resulting in full implementation by spring semester 2019. The Educational Policy Committee (Curriculum Committee), with approval by the faculty, worked for approximately three years to develop the new curriculum. The revised curriculum emphasizes early introduction of experiential courses, which are offered throughout the first three years to increase the time that students will have patient contact, as encouraged by the Accreditation Council for Pharmacy Education. There is increased emphasis on active learning in courses, and successful features of the previous curriculum, such as the integrated curriculum, were maintained.

Distance technology provides a means to deliver real-time course content across campuses and ensure an equivalent experience for all students. The delivery of course content to Chicago and Rockford occurs via synchronous distance learning technology. Courses taught live in one location are supported by faculty or class coordinators in the other location. There are five large

classrooms and two seminar rooms in Chicago as well as three large classrooms and two seminar rooms at the Rockford campus that are equipped for distance learning. Since 2008, the COP has invested over \$5.5 million to improve multimedia technology and classroom equipment to meet the technological requirements of the Rockford expansion. In addition to the distance learning equipment that is available, COP also uses Blackboard, a web-based integrated teaching and learning environment available at UIC since 1999. Blackboard's Elluminate Live and GoToMeeting are other interactive tools that faculty can use to conference with a student or group of students, particularly if the students are not on the same campus or if they are working at an off-campus site. Finally, in 2014 an instructional designer was hired to help COP faculty adapt their curricular content to the web-based learning environment and to increase their use of instructional delivery methods that engage students in active learning and take full advantage of the available technology.

Resources and services. Like all students at UIC, Rockford Pharmacy students have access to services that are centralized on the Chicago campus, such as financial aid, computing services, and registration and records. While these offices are located in Chicago, most resources are available through online portals. If students have questions, they can seek assistance from the Rockford Office of Student Affairs or follow up with Chicago staff via e-mail or phone. Outside of class, students based at the Rockford campus have many opportunities to pursue extracurricular and leadership opportunities, to develop as pharmacy professionals, to participate in research, and to engage in hands-on professional practice learning experiences. To help students prepare for licensing exams, review sessions are held on a regular basis. These sessions are held via distance technology to ensure that all COP students can participate. Additional materials to help students prepare for their exams are available online through a dedicated Blackboard website. Students interested in research can work with tenure-track faculty to study cancer-fighting medications, drug delivery systems, and other topics in three state-of-the-art scientific research laboratory facilities. These research opportunities are available for PharmD students and graduate students enrolled in the MS program or one of the four PhD programs, as well as to COM students enrolled in the Masters in Medical Biotechnology program and undergraduate students from Rockford University.

To support students' success and to guide their career planning, the Rockford program has a dedicated director of student affairs as well as an advisor to serve students. In addition, students can take advantage of mentorships and a peer advising program, with options to connect with mentors and peer advisors either in person or by using distance technology. A Chicago-Rockford Student Exchange Day is also held annually in the spring to forge connections between students on the two campuses. Furthermore, a wealth of information is available through the COP website related to professional organizations, academic advising, internships, careers, and job opportunities. If Rockford COP students require additional assistance with student services (e.g., housing, CampusCare student health, and other academic support services), the College of

Medicine and the COP work collaboratively to handle students' needs, which are similar for students in the two colleges.

Additional information is available on COP's Rockford website:
<https://pharmacy.uic.edu/about/rockford-campus>

Appendix A: Rockford Data Summary

	College of Medicine	College of Nursing	College of Pharmacy
Date of inception	1971	1991	2010
Programs offered	<ul style="list-style-type: none"> • MD • MS Medical Biotechnology 	<ul style="list-style-type: none"> • Advanced Generalist Master of Science in Nursing • Doctor of Nursing Practice • Online RN-BSN Completion Program 	<ul style="list-style-type: none"> • PharmD • MS • PhD
Budget (FY17)	\$7,265,865	\$193,843	\$4,171,068
Actual enrollments for each program (Fall 2016)	182	36	<ul style="list-style-type: none"> • 122 PharmD • 0 MS • 6 PhD
Projected enrollments for the next three years	<ul style="list-style-type: none"> • 2017: 245 • 2018: 238 • 2019: 232 	<ul style="list-style-type: none"> • Fall 2017: 35 • Fall 2018: 36 • Fall 2019: 39 	<ul style="list-style-type: none"> • 2017-18: 133 • 2018-19: 141 • 2019-20: 153
Number of full-time and part-time faculty who teach at the facility	<ul style="list-style-type: none"> • FT:29 • PT: 139 • Volunteer: 436 	<ul style="list-style-type: none"> • FT: 0 • PT: 4 	<ul style="list-style-type: none"> • FT: 11 • PT: 5
Number of administrators on-site	<ul style="list-style-type: none"> • Regional dean • 14 other administrators 	<ul style="list-style-type: none"> • 1 regional director • 1 business manager 	<ul style="list-style-type: none"> • 1 vice dean • 1 assistant dean • 3 directors • 1 associate director
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: Map of UIC Rockford Campus

