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Overview

For years, Rocky Mountain University of Health Professions (RMUoHP) has had in place a system of institutional effectiveness tied to its Mission and expressed through Core Themes and the goals and initiatives identified in the Comprehensive Strategic Plan. While RMUoHP’s Mission references evidence-based practice from an academic and clinical perspective, the University also includes this principle in day-to-day practices. The reliance on performance-based outcomes of measuring the extent to which RMUoHP achieves its Mission assures that the University engages in practices to ensure institutional effectiveness in the delivery of academic programs, student support services, and administrative processes.

The assessment and continuous improvement process at RMUoHP is completed in a cyclical flow across academic programs and functional areas (Figure 1). Functional areas, such as Academic Affairs and Enrollment Management, complete one-year administrative assessment and continuous improvement cycles, while academic programs complete two-year academic assessment and continuous improvement cycles. Each of these cycles also includes peer review. The Executive Vice President of Institutional Effectiveness and Strategic Initiatives and the Administration ensure ongoing monitoring, guidance, and initiative completion of functional area assessment plans and quarterly review of RMUoHP’s Comprehensive Strategic Plan.

Figure 1. RMUoHP Assessment and Continuous Improvement Cycle
This ongoing, systematic, and institution-wide assessment and continuous improvement process demonstrates accountability through the following activities, which are also documented in the University Policy 3010 Institutional Effectiveness:

1. Assessment of:
   A. Student-centered learning and faculty teaching across all programs and delivery models to ensure educational quality towards preparing students for outcomes-oriented, evidence-based practice.
   B. Student support services to ensure efficacy in enhancing the student experience.
   C. Overall student experience to ensure high rates of retention and graduation.
   D. Employee experiences to ensure employee engagement, satisfaction, and development.
   E. Operational processes to enhance quality, viability, and efficacy of administrative functions.
2. Analyses of assessment findings to identify continuous improvement initiatives.
3. Implementation and subsequent assessment of continuous improvement initiatives.
4. Data-driven decision-making for all academic and administrative initiatives substantiated by assessment processes.
5. Documentation of assessment and continuous improvement processes and initiatives within the University’s Accountability Management System.

The Institutional Effectiveness Policy applies to all functions, programs, services, and employees at RMUoHP. The President, Provosts, Vice Presidents, Deans, Program/Track Directors and Coordinators, and supervisors are jointly responsible for implementing this policy. However, the University’s assessment and continuous improvement processes includes participation across varied RMUoHP constituents, including students, alumni, employees, and trustees. Each constituent group is provided opportunities to serve on committees tasked with specific areas of assessment, participate in institutional surveys, and complete assessment and continuous improvement activities within their areas of influence. The Office of Institutional Effectiveness and the Office of Academic Assessment are responsible in establishing assessment and continuous improvement procedures as well as monitoring, facilitating, and providing support to University constituents.

This inaugural report provides an update of the 2015 institutional effectiveness processes and an analysis of the University’s progress towards indicators of Mission fulfillment. Where a broader scope provides better context, additional current and historical data is provided. Key institutional metrics, strategic planning progress, and program functional area assessment and continuous improvement results demonstrate RMUoHP’s continuous process of advancing student learning, educational quality, and institutional improvement. A reliance on a culture of continuous improvement allows the University to accelerate process improvements, perform on a consistent basis, and effectively steward resources. This report reflects commitment towards Mission fulfillment and pursuit of achieving the University’s Vision “to advance the quality, delivery and efficacy of healthcare” and an intent to inspire further strategic decision-making and development at the University.
The Mission of Rocky Mountain University of Health Professions is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates Mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change. The four Core Themes, which are manifestations of RMUoHP’s Mission, reflect the diverse voices of the University community and align with its Comprehensive Strategic Plan and eight Core Values. Unified around the University’s Vision, faculty, staff, and students extend the Mission forward into the increasingly complex healthcare environment. Each Core Theme includes objectives with meaningful, assessable, and verifiable indicators, and target levels of achievement that form the basis for evaluating and demonstrating Core Theme and Mission fulfillment. Each of the themes below includes a series of objectives, outcomes, indicators, and target levels for which the University measures Mission fulfillment across the institution.

1. Developing Evidence-Based Practitioners – RMUoHP develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice.
2. Elevating Clinical Inquiry Proficiency – RMUoHP elevates clinical inquiry proficiency through learning experiences that challenge practice standards, expand evidence-based practice, increase clinical research, develop healthcare change agents, and encourage experiential learning.
3. Ensuring Educational Quality – RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement.
4. Nurturing Student Success – RMUoHP nurtures student success by engaging students in professional and personal growth opportunities.
Core Values

RMUoHP’s Core Values support the Vision, shape the culture, and reflect the University culture and beliefs. The Core Values, defined below, serve as the basic elements of how the University operates and educates.

Clinical Inquiry
The University advocates clinical inquiry that challenges practice standards, expands evidence-based practice, increases clinical research, develops healthcare change agents, and encourages experiential learning.

Student-Centeredness
The University provides a student-centered environment through relevant and participatory courses and a supportive University community.

Integrity
The University demonstrates integrity in its interactions with all its constituents.

Diversity
The University cultivates diversity through academic freedom, varied educational experiences, and broad recruitment of students and faculty.

Leadership
The University fosters skills essential to leadership roles in healthcare, academia, research, and the community.

Sustainability
The University operates with respect for the natural environment.

Viability
The University generates and manages its resources in a manner that will ensure the long-term success and operation of the institution.

Service
The University promotes service to community, healthcare, and education.
Institutional Satisfaction

The following Tables 1-4 provide mean scores across annual institutional surveys for the 2015 calendar year. Included are the perceptions of students while enrolled (Student Satisfaction) and at the time of graduation (Exit Interview), alumni who graduated three and five years previously, employees, faculty, and the Board of Trustees. According to the data, all constituents suggest both a high degree of Mission fulfillment and satisfaction with the University. As the University is committed to a culture of integrity and transparency, comprehensive reports are available for 2015 (and prior years) via to the University’s Institutional Effectiveness website at https://rmuohp.edu/university/institutional-effectiveness/.

Table 1 shows the mean scores for alignment with the Core Values, Mission, Vision, and Core Themes. On a five-point Likert scale, RMUoHP defines scores below 4.0 as improvement opportunities, scores between 4.0-4.49 as acceptable, and scores 4.5-5.0 are exceptional.

### Table 1. Core Values, Mission, Vision, & Core Themes (5 = Strongly Agree)

<table>
<thead>
<tr>
<th>#</th>
<th>Statements</th>
<th>Student Satisfaction</th>
<th>Exit Interview</th>
<th>2010 &amp; 2012 Alumni</th>
<th>Employee (n = 59-64)</th>
<th>Faculty (n = 71-96)</th>
<th>Board of Trustees (n = 5-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The University advocates clinical inquiry that challenges practice standards, expands evidence-based practice, increases clinical research, develops healthcare change agents, &amp; encourages exponential learning.</td>
<td>4.59</td>
<td>4.79</td>
<td>4.62</td>
<td>4.72</td>
<td>4.77</td>
<td>5.00</td>
</tr>
<tr>
<td>2</td>
<td>The University provides a student-centered environment through relevant &amp; participatory courses &amp; a supportive University community.</td>
<td>4.37</td>
<td>4.57</td>
<td>4.47</td>
<td>4.70</td>
<td>4.83</td>
<td>5.00</td>
</tr>
<tr>
<td>3</td>
<td>The University demonstrates integrity in its interactions with all its constituents.</td>
<td>4.47</td>
<td>4.88</td>
<td>4.51</td>
<td>4.55</td>
<td>4.75</td>
<td>4.89</td>
</tr>
<tr>
<td>4</td>
<td>The University cultivates diversity through academic freedom, varied educational experiences, &amp; broad recruitment of students &amp; faculty.</td>
<td>4.34</td>
<td>4.51</td>
<td>4.45</td>
<td>4.61</td>
<td>4.64</td>
<td>4.50</td>
</tr>
<tr>
<td>5</td>
<td>The University fosters skills essential to leadership roles in healthcare, academia, research &amp; the community.</td>
<td>4.47</td>
<td>4.71</td>
<td>4.52</td>
<td>4.66</td>
<td>4.68</td>
<td>5.00</td>
</tr>
<tr>
<td>6</td>
<td>The University operates with respect for the natural environment.</td>
<td>4.30</td>
<td>4.59</td>
<td>4.42</td>
<td>4.39</td>
<td>4.64</td>
<td>5.00</td>
</tr>
<tr>
<td>7</td>
<td>The University generates &amp; manages its resources in a manner that will ensure the long-term success &amp; operation of the institution.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.40</td>
<td>4.66</td>
<td>4.91</td>
</tr>
<tr>
<td>8</td>
<td>The University promotes service to community, healthcare, &amp; education.</td>
<td>4.42</td>
<td>4.69</td>
<td>4.39</td>
<td>4.73</td>
<td>4.81</td>
<td>5.00</td>
</tr>
<tr>
<td>9</td>
<td>The University fulfills its mission to educate current &amp; future healthcare professionals for outcomes-oriented, evidence-based practice.</td>
<td>4.64</td>
<td>4.86</td>
<td>4.53</td>
<td>4.79</td>
<td>4.96</td>
<td>5.00</td>
</tr>
<tr>
<td>10</td>
<td>The University is progressing towards vision fulfillment to advance the quality, delivery, &amp; efficacy of healthcare.</td>
<td>4.62</td>
<td>4.81</td>
<td>4.86</td>
<td>4.89</td>
<td>4.76</td>
<td>5.00</td>
</tr>
<tr>
<td>11</td>
<td>RMUoHP develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice.</td>
<td>4.65*, 4.83*</td>
<td>4.86*, 4.92*</td>
<td>4.62</td>
<td>4.79</td>
<td>4.87*</td>
<td>5.00</td>
</tr>
<tr>
<td>12</td>
<td>RMUoHP elevates clinical inquiry proficiency through learning experiences that challenge practice standards, expand evidence-based practice, increase clinical research, develop healthcare change agents, and encourage exponential learning.</td>
<td>4.65*, 4.76*</td>
<td>4.88*, 4.85*, 4.70*</td>
<td>4.56</td>
<td>4.71</td>
<td>4.77*</td>
<td>5.00</td>
</tr>
<tr>
<td>13</td>
<td>RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement.</td>
<td>-</td>
<td>-</td>
<td>4.47</td>
<td>4.60</td>
<td>4.82*</td>
<td>5.00</td>
</tr>
<tr>
<td>14</td>
<td>RMUoHP nurtures student success by engaging students in professional and personal growth opportunities.</td>
<td>4.75*</td>
<td>4.43</td>
<td>4.85</td>
<td>4.77</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

*These items reflect related statements of perceived competence from the Student Satisfaction Survey and Exit Interview Survey (e.g., I am competent in my ability to synthesize evidence-based principles into realistic practice settings.)

These items are grouped as 1-2: Integrate Core Theme 1 & 2 in their teaching at RMUoHP.

*This item is phrased as "I am confident in the educational quality of the academic program(s) in which I teach."
Tables 2-4 indicate satisfaction levels across populations. Tables 2-3 utilize a Likert scale to determine satisfaction with both the academic/educational and overall experience at RMUoHP, while Table 4 demonstrates a simplified measure of satisfaction using a simply Yes/No scale. While the interpretation for Likert scales is the same as previously described, for percentage-based scales the University determines anything below 80% to be an improvement opportunity, 80-89% is acceptable, and 90-100% is exceptional.

Table 2. Responses to “All things considered, are you satisfied with your RMUoHP experience?”

<table>
<thead>
<tr>
<th>Answer</th>
<th>Student Satisfaction (n = 179)</th>
<th>Exit Interview (n = 179)</th>
<th>2010 &amp; 2012 Alumni (n = 78)</th>
<th>Faculty (n = 97)</th>
<th>Employees (n = 66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>172 (96.0%)</td>
<td>166 (97.6%)</td>
<td>76 (97.4%)</td>
<td>97 (100%)</td>
<td>63 (95%)</td>
</tr>
<tr>
<td>No</td>
<td>7 (3.91%)</td>
<td>4 (2.36%)</td>
<td>2 (2.66%)</td>
<td>2 (0%)</td>
<td>3 (4.5%)</td>
</tr>
</tbody>
</table>

Table 3. Overall Satisfaction with RMUoHP Academic/Educational Experience Means (5 = Very Satisfied)

<table>
<thead>
<tr>
<th>Student Satisfaction (n = 182)</th>
<th>Exit Interview (n = 179)</th>
<th>2010 &amp; 2012 Alumni (n = 78)</th>
<th>Faculty (n = 97)</th>
<th>Employees (n = 66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.52</td>
<td>4.51</td>
<td>4.77</td>
<td>4.67</td>
<td>4.67</td>
</tr>
</tbody>
</table>

RMUoHP also measures the likelihood of RMUoHP constituents in referring the University to a friend, family member, or colleague for his or her education or employment (Table 5). The Net Promoter Score (NPS), which measures loyalty and may be used to promote growth, is calculated from a 0-10 point scale (with 10 representing “absolutely will recommend”) by adding the percentage of nine and 10 scores (promoters) and then subtracting the percentage of zero-through-six scores (detractors). The NPS provides meaningful information regarding University growth. According to NetPromoter.com, “Companies with the most efficient growth engines operate at NPS efficiency ratings of 50 to 80%. But the average firm sputters along at an NPS efficiency of only 5 to 10%. In other words, Promoters barely outnumber Detractors.” As such, the University celebrates a NPS over 50%. For mean scores, any score below 8.0 indicates an improvement opportunity, scores between 8.0-8.9 are acceptable, and scores above 9.0 are exceptional.

Table 5. Net Promoter Score (NPS): How likely is it that you would recommend RMUoHP to a friend, family member, or colleague?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Student Satisfaction (For Education, n = 212)</th>
<th>Exit Interview (For Education, n = 179)</th>
<th>2010 &amp; 2012 Alumni (For Education, n = 78)</th>
<th>Faculty (For Education, n = 97)</th>
<th>Faculty (For Employment, n = 97)</th>
<th>Employee (For Education, n = 66)</th>
<th>Employee (For Employment, n = 66)</th>
<th>Board of Trustees (Overall, n = 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (Not Likely to Recommend)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>1</td>
<td>2 (1.10%)</td>
<td>1 (1.28%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (1.52%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (1.52%)</td>
<td>2 (3.03%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>3</td>
<td>3 (1.65%)</td>
<td>2 (1.18%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (1.03%)</td>
<td>2 (3.03%)</td>
<td>0 (0%)</td>
<td>2 (18.18%)</td>
</tr>
<tr>
<td>4</td>
<td>3 (1.65%)</td>
<td>4 (2.35%)</td>
<td>1 (1.03%)</td>
<td>1 (1.03%)</td>
<td>1 (1.03%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5</td>
<td>9 (4.95%)</td>
<td>7 (4.12%)</td>
<td>5 (4.11%)</td>
<td>2 (2.06%)</td>
<td>1 (1.03%)</td>
<td>2 (3.03%)</td>
<td>0 (0%)</td>
<td>5 (7.58%)</td>
</tr>
<tr>
<td>6</td>
<td>8 (4.00%)</td>
<td>5 (2.92%)</td>
<td>3 (1.92%)</td>
<td>1 (1.03%)</td>
<td>5 (5.15%)</td>
<td>2 (18.18%)</td>
<td>0 (0%)</td>
<td>3 (4.55%)</td>
</tr>
<tr>
<td>7</td>
<td>14 (7.56%)</td>
<td>7 (4.17%)</td>
<td>6 (3.17%)</td>
<td>3 (1.92%)</td>
<td>5 (5.15%)</td>
<td>3 (4.55%)</td>
<td>0 (0%)</td>
<td>4 (4.55%)</td>
</tr>
<tr>
<td>8</td>
<td>22 (12.06%)</td>
<td>12 (12.94%)</td>
<td>10 (12.82%)</td>
<td>13 (15.40%)</td>
<td>15 (15.40%)</td>
<td>2 (18.18%)</td>
<td>0 (0%)</td>
<td>10 (15.15%)</td>
</tr>
<tr>
<td>9</td>
<td>35 (19.23%)</td>
<td>20 (11.00%)</td>
<td>19 (19.59%)</td>
<td>20 (20.52%)</td>
<td>19 (19.59%)</td>
<td>10 (15.15%)</td>
<td>0 (0%)</td>
<td>19 (19.03%)</td>
</tr>
<tr>
<td>10 (Absolutely Will Recommend)</td>
<td>96 (46.70%)</td>
<td>64 (46.11%)</td>
<td>50 (56.31%)</td>
<td>25 (32.18%)</td>
<td>35 (42.42%)</td>
<td>25 (42.42%)</td>
<td>9 (72.72%)</td>
<td>9 (72.72%)</td>
</tr>
<tr>
<td>Mean &amp; NPS</td>
<td>6.54 (51.63%)</td>
<td>5.76 (56.47%)</td>
<td>5.88 (60.26%)</td>
<td>6.05 (86.05%)</td>
<td>6.65 (54.55%)</td>
<td>6.91 (62.11%)</td>
<td>8.36 (40.89%)</td>
<td>6.55 (81.81%)</td>
</tr>
</tbody>
</table>
Comprehensive Strategic Plan

Review

The fundamental purpose of RMUoHP’s 2014-2018 Comprehensive Strategic Plan is to align the University’s Mission and Vision by employing long-term strategies that capitalize on organizational strengths and take advantage of opportunities. RMUoHP’s Comprehensive Strategic Plan and planning processes are approached systematically and include participation across all University constituencies. The Comprehensive Strategic Plan addresses four primary goals, which include a total of 30 initiatives. Each initiative has clearly defined measurements, timelines, and accountability. In addition to the original initiatives, in 2015 a new initiative to develop an entry-level Master of Science program in Speech-Language Pathology was added. Of the 30 initiatives for the five-year period, one (3.33%) has not been started, 21 (70%) are in progress, two (6.67%) will not be implemented (on hold), and six (20%) have been completed. As the University is 40% through this strategic plan cycle, the cumulative total of 90% of initiatives completed or in progress demonstrates diligence in utilizing the Comprehensive Strategic Plan as a productive guide towards University growth. The four goals and the statuses of the corresponding initiatives as of January 1, 2016 are as follows:

1. **Expand Quality Academic Influence** (16 Initiatives)
   - Not Started - 1; In Progress - 11; Not Implemented (On Hold) - 2; Completed - 2

2. **Elevate Student Peak Potential** (5 Initiatives)
   - Not Started - 0; In Progress - 3; Not Implemented (On Hold) - 0; Completed - 2

3. **Cultivate Recognition & Relationships** (4 Initiatives)
   - Not Started - 0; In Progress - 3; Not Implemented (On Hold) - 0; Completed - 1

4. **Maximize Operational Effectiveness** (5 Initiatives)
   - Not Started - 0; In Progress - 4; Not Implemented (On Hold) - 0; Completed - 1

In 2016, University constituents will hold a mid-cycle visioning conference to assess progress-to-date of the current plan and explore the University’s competencies, the competitive environment, and preliminary considerations for the 2019-2023 Comprehensive Strategic Plan.
Living the Comprehensive Strategic Plan: Presidential Initiatives

Institutional Rebranding

In 2015, the Institution began collaborating with Saxton Horne, a full-service advertising agency, for the purposes of identity development, new brand identity evolution, finalization, and new brand launch. The culmination of this effort, the first University rebranding in 17 years, will officially launch on March 4, 2016. The new brand will symbolize the blend of the University Mission and Vision in providing the highest quality of healthcare education to current and potential healthcare professionals, designed to deliver evidence-based point-of-impact healthcare change. Enrollment Management is coordinating this initiative.

ElevateHER Challenge

In concert with a state-wide higher education initiative spearheaded by the Utah Women in Higher Education Network (UWHEN), the University is participating in Moving the Needle: Advancing Women Leaders in Higher Education. UWHEN and RMUoHP, as a member institution, are embracing the Women’s Leadership Institute's ElevateHER Challenge (http://wliut.com/elevateher-challenge).

This challenge is an exciting one for the University. Building on the legacy of commitment to continuous improvement, the pledge to accept the ElevateHER Challenge completed by President Nielsen has the institution examining the University’s culture, structure, and policies to further create innovative ways to promote women’s leadership within the organization. The initiative aligns with Comprehensive Strategic Plan Goal 4: Maximize Operational Effectiveness and focuses on two initiatives:

1. Utilize systematic assessment and continuous improvement processes to ensure data-driven decision-making, accountability, and viability.
2. Increase employee and student success within a dynamic learning environment and caring culture which values and supports professional and human development.

Administration in collaboration with Human Resources identified three areas of emphasis that will encompass one of Dr. Nielsen’s 2016 President Initiatives:

1. Increase the number of women on our organization’s Board of Trustees and Board of Directors;
2. Monitor pay by gender and close identified gaps, and;
3. Establish a leadership development and/or mentoring program for women.

As the University moves forward in 2016, these initiatives will be monitored and reported on the current status of progress. The data will be collected and communicated during the year, including to the annual Utah System of Higher Education Council of Presidents meeting. Dr. Sandra Pennington was appointed the presidentially designated campus initiative owner and Dr. Jessica Egbert is serving as the UWHEN Board Chair Elect.
In 2015, 20 Doctor of Physical Therapy (DPT) students and community members traveled in conjunction with the humanitarian foundation World of Difference and the Warm Hearts Foundation to Mangochi, Malawi to participate in a three-week learning and service expedition. Under the direction of team leaders President Richard P. Nielsen and his wife, Jodi, students assisted with the construction of a large primary school that will accommodate 225 students. The team completed repairs on an old adjacent school building and built 90 desks for the new classrooms. They also brought with them 2,000 pounds of educational supplies to help stock the school. When they weren’t working on the construction of the school, the students and volunteers were able to engage with the local children and adults - singing songs, dancing, playing soccer or other games and learning the native language. The project was finished by the local native in-country director Chimwemwe Kaponda and his construction team within the next few weeks.

At the close of the trip, most of the group was able to go and visit some orphanages and other schools in the Mangochi area to donate educational supplies and athletic gear including soccer balls, jump ropes, and jerseys. One of the schools they visited is a potential site for a 2016 project.

The local school teachers, village leaders, and other community members put together a two-hour send-off ceremony showing their deepest appreciation and love to the team for what they had done and what they had brought to the community, including heart, love, teachings about relationships, and the physical labor provided by each on the project. It was an intense and meaningful celebration of several weeks of hard work and a very emotional goodbye. In addition to helping build the school and the African Safari, DPT students were also able to travel to Blantyre, Malawi where they participated in clinical rotations at Queens Hospital and at the University of Malawi College of Medicine, under the direction of RMUoHP alumna and faculty member Dr. Lisa DePasquale. As part of the academic experience, the students presented case studies to the Malawian Physiotherapy students and faculty and in turn, had the Physiotherapy students and in Malawi present case reports to them. The experience was very meaningful to each of the participants.

The next Malawi expedition will be Summer 2016 and many DPT and Physician Assistant students have already expressed interest.
For the third time since the inaugural service-learning initiative began in 2015, students from the Doctor of Physical Therapy (DPT) program are providing meaningful service to patients in the RMUoHP Foundation’s Community Rehabilitation Clinic (CRC) and incorporating that service into their academic learning experience. Balancing an already busy schedule, 17 DPT students to-date have enriched their professional and personal development while simultaneously enhancing their critical thinking skills and capacity for reflective practice. More importantly, those they serve at the CRC mutually benefit from the quality care provided to them by the students under the supervision of a licensed physical therapist. This balanced and reciprocal emphasis is the critical difference and distinguishing characteristic of service learning.

This initiative supports the University’s Vision “to advance the quality, delivery and efficacy of healthcare” and its Core Value of service. Additionally, the efforts are consistent with the American Physical Therapy Association Code of Ethics (2010) that establishes the expectation that the delivery of pro bono service to those who are economically disadvantaged, uninsured, or underinsured is an ethical responsibility of physical therapy professionals. Additionally, this initiative, facilitated by Drs. Coleby Clawson and Sandra Pennington, has created tangible inroads in allowing the academic infrastructure to support the University’s Core Value of service in measurable and meaningful ways.

Registration in the service-learning course at the CRC is available each semester. Growth plans include the potential to engage students from other academic programs in this life-changing experience.
While the University conducts comprehensive data collection and analyses internally, RMUoHP is also subject to many external agencies charged with ensuring academic quality, including institutional accreditation via the Northwest Commission on Colleges and Universities (NWCCU) and specialty accreditations through the Commission on Accreditation of Physical Therapy Education (CAPTE), Commission on Collegiate Nursing Education (CCNE), and Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and registration with the State of Utah.

**Accreditation**

**Regional Accreditation Status**

RMUoHP received regional accreditation in 2010 from the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation is the highest level of institutional accreditation in the United States. The University participated in a Mid-Cycle Evaluation April 22-23, 2015 to examine the extent to which RMUoHP was fulfilling its Mission, addressing its Core Themes, and assessing student outcomes as a mechanism of ensuring Mission fulfillment. The 2014 Mid-Cycle Report was accepted without recommendations. A Year Seven *Mission Fulfillment and Sustainability* Evaluation will occur in spring 2020. Following are comments regarding the University’s Core Themes and from the NWCCU Mid-Cycle Peer Evaluation Report, which support the fact that RMUoHP has its eye on its Mission and has done an effective job of integrating it into the goals, academics, and operations of the University:

- Evidence-based Practitioners – “It was clear that an evidence-based approach was integrated into the design and delivery of all of RMUoHP’s programs. It was also clear, through examples and conversations with program directors that this practice has become a major part of the way that the University administers its programs. There were clear processes for examining the extent to which students were meeting the programs’ requirements as well as specific examples of assessments to measure student success. Core Theme 1, which is focused on evidence-based practitioners, is tracked though the use of four outcomes and the achievement of these outcomes is tracked through the measurement of five primary and seven secondary indicators which appear to be clear and valid measures of evidence-based practice.”

- Elevating Clinical Inquiry Practice – “The philosophy of the institution seems to be aligned with their desire to elevate clinical inquiry practice and this could be seen when examining the way that programs are planned, their connection to industry, and the impact the programs were having on the students. The institution maintains close ties to the industries it educates through industry advisory councils and through the selection of its faculty who are top researchers and practitioners in their fields. Students voiced their excitement about being able to learn from faculty who are so renowned in their fields. Furthermore, there are a number of posters throughout the institution showing research that has been collaboratively conducted between students and faculty which shows more evidence of the

"It was clear that an evidence-based approach was integrated into the design and delivery of all of RMUoHP’s programs."

- NWCCU Mid-Cycle Peer Evaluation Report
elevation of clinical inquiry. Core Theme 2, which covers elevation of clinical inquiry is tracked through four outcomes and is effectively measured through the use of nine primary and five secondary indicators spanning areas including academic design, completion of scholarly activities by students and faculty, and graduate and alumni survey data."

- Educational Quality – “Through conversations with administrators, program directors, and faculty, it is clear that educational quality is of high importance and a number of processes are in place to ensure that program quality remains high. As an input, the University links its programs to the needs of the industry by utilizing industry advisory committees as well as faculty who are well-known practitioners in their fields. But the real strength of RMUoHP’s approach to educational quality can be seen in the way the University tracks its level of student-centeredness. Program evaluation is used to ensure that outcomes are met, survey data are used for program improvement, and the students we spoke to described an almost real-time approach to continuous quality improvement citing how the feedback from previous cohorts was directly benefitting them as they completed their degrees; these students were confident that their feedback would benefit future cohorts in the same manner. Educational quality is ensured through nine outcomes that are tracked using 18 primary and 11 secondary indicators.”

- Nurturing Student Success – “RMUoHP has a number of practices intended to nurture student success and it’s clear that these are institutionally recognized and practiced. This can be seen in the ways that the programs as designed, taught, assessed, and improved on a continuous basis to ensure that they prepare students with the skills they will need to be successful upon graduation. Clearly students are growing professionally in their fields and the exit interviews and level of word-of-mouth referral indicate confidence in the institution that supported them throughout their programs. The only concern with this part of the Mission and Core Themes was that there could be more relevant measures of “long-term student success” and this is addressed in the concerns that are included at the end of this report. Student success is measured through five outcomes and is tracked by seven primary and eight secondary indicators.”

- “Overall, the promise of Mission fulfillment at RMUoHP is strong given that the Mission drives the Core Themes and that these Core Themes are tightly integrated into the design and delivery of the programs. It was impressive to hear a consistent message of support for the Mission and, also, to see the high level of awareness of both the Mission and the Core Themes among administrators, staff, faculty and even students and that these Core Themes are tightly integrated into the design and delivery of the programs. It was impressive to hear a consistent message of support for the Mission and, also, to see the high level of awareness of both the Mission and the Core Themes among administrators, staff, faculty and even students.”
• “The team compliments the institution on the holistic manner in which the Mission links to Core Themes which are then driven by objectives, outcomes, and both primary and secondary indicators. It is clear through conversations with the administrators, program directors, faculty and students that there is a plan for clear Mission fulfillment throughout the University. This addresses all four Core Themes.”

• “Student survey, exit survey, and alumni survey data are used for continuous quality improvement as a way to ensure educational quality (Core Theme 3) and nurture student success (Core Theme 4).”

• “The team commends the way that the faculty and program directors take student feedback very seriously particularly the way it is implemented systematically as well as on an ad hoc basis. Students were able to cite direct improvements that came from previous student feedback. Also, return rates on end of course surveys are very high and the faculty and program directors work to make sure they remain so. It is clear that student feedback is a key part of the continuous quality improvement process.”

• “The Accountability Management System appears to be a tool that will serve the institution very well in its pursuit of quality and Mission fulfillment. The team comments the institution on its implementation and use of this tool and the ways in which they are using it to track progress on the Core Theme for all programs.”

• “The institution has developed a Core Themes Compliance Scoring Rubric that allows it to assess, on a program by program basis, the extent to which each program is able to comply with the Core Themes and provide data to indicate Mission fulfillment. The team commends the institution not only on the development and use of this tool for existing programs but, also, on the way the tool can be used in the development of new programs to ensure that they comply with Mission fulfillment as they are developed. There seems to be a clear connection between students and their faculty and program directors.”

• “Not only do program directors take ownership of the program and its quality, they clearly have a professional and mentorship connection to their students, referring to them as “our students.” It is clear that the faculty and program directors are invested in student success (Core Theme 4). The institution has embarked upon a number of initiatives that are helping it grow in a controlled manner. This is allowing the institution to expand and improve its educational offerings and allows the institution to pursue key initiative in its strategic plan. Students are direct beneficiaries of this growth as the institution’s facilities have expanded to support educational achievement thereby enabling Mission fulfillment.”

In response to suggestions from the peer evaluation team, the University is also focusing on several improvement opportunities, including the following:

• Continue to refine indicators to ensure the Core Themes reflect a broad scope of Mission fulfillment as the University completes the first Core Theme assessment cycle.

• Expand use of external evaluators for program improvements, including enhancing the connection between degree program curricula and the application thereof within dissertations and other scholarly projects.

• Emphasize direct student artifacts as primary indicators of student learning outcomes for Core Themes.
Specialty Accreditation Status

Commission on Accreditation in Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that is nationally recognized by the US Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists. The Doctor of Physical Therapy (DPT) program at RMUoHP received initial accreditation in 2012 and will have a 5-year visit March 26-29, 2017.

The DPT program has matriculated students eligible to take the Federation of State Boards of Physical Therapy (FSBPT) licensure exam. The program’s 2-year pass rate is 97.1% (N = 104). Since program inception, four students have scored an 800 on the national licensure exam, the highest score that FSBPT reports.

Commission on Collegiate Nursing Education

Officially recognized by the US Department of Education as a national accreditation agency, the Commission on Collegiate Nursing Education ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. RMUoHP’s Doctor of Nursing Practice program and the Post-Graduate Advanced Practice Registered Nurse Certificate received initial accreditation in 2015 and will have its next site visit in spring 2020.

Accreditation Review Commission on Education for the Physician Assistant

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial US to ensure their compliance with those standards. The ARC-PA is an independent accrediting body, recognized by Council for Higher Education Accreditation, authorized to accredit qualified physician assistant educational programs leading to the professional credential. The Master of Physician Assistant Studies program at RMUoHP received provisional accreditation in 2015 and will have its Provisional Monitoring Site Visit November 17-18, 2016.
State Licensure

The University is legally authorized by the State of Utah as a registered postsecondary school as required under 34 C.F.R 600.9 and holds a Certificate of Postsecondary State Authorization verifying that it has met the requirements of Utah Code Ann. §13-34a-204.

State Authorization of Distance Education

States and territories regulate higher education within their borders, with varying requirements for out-of-state institutions that want to do business in the state. States expect that institutions enrolling students, advertising, marketing, or performing other activities in their state, obtain approval from the state before conducting those activities. The requirements as to which activities require authorization vary greatly from state-to-state. Typically, state authorization requirements focus on a “physical presence” test which varies from state-to-state as well. In the majority of states, the need to seek authorization depends on the specific combination of that state’s laws and the activities that the institution is conducting in that state. If conducting any activity on a list of "trigger" activities (i.e., advertising in local media, advertising directly to prospective students, using local proctors or preceptors, employing faculty or marketing locally), there is a need to seek authorization.

Effort in 2015 to comply with state authorization requirements for distance education were significant. To date, the University has approval to educate students for all programs in 21 states. Eight states are in the process of authorization and the University will not seek authorization nor admit students from Arkansas. The remaining states are in the RMUoHP’s long-term state authorization plan. The University also upgraded information on the website to comply with the Student Disclosure Rule. In 2016, to help navigate the complex and diverse regulatory landscape, the University will enter into an agreement with a legal firm that specializes in state authorization and advanced nursing licensure eligibility requirements.

At present there is no alternative to each institution separately pursuing needed state authorization in each state and territory where it enrolls students. Consequently, thousands of institutions are required to contact and work through each state, sometimes with multiple regulatory agencies in those states. Obviously, the process is inefficient, costly, and not effective in supporting access to high quality distance education throughout the country.

A model interstate state reciprocity agreement has been developed to ensure a comprehensive national coverage framework. The State Authorization Reciprocity Agreement involves the four regional compacts (Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, and the Western Interstate Commission for Higher Education). Participation in such an agreement is voluntary for states and institutions.
Core Themes Indicators

The University’s 70 indicators include over 30 indicators specific to academic programming. Classified as primary or secondary, the measures are weighted to give more emphasis to direct artifact measures of student performance. Through using multiple sources and types of relevant information towards demonstrating Mission fulfillment and informing changes, the University has elevated confidence in achieving ongoing Mission fulfillment.

Academic Affairs collaborated on a Core Theme Indicator repository using a Google-based tool to conveniently harvest and report Core Theme data from academic programs related to student deliverable primary indicators. This tool has been piloted by several programs. Faculty may easily report data through a customized link that is sent to them via email (or through WebStudy) and the data is accessed by program directors and academic leaders through WebStudy (by program and overall). There are several updates and upgrades occurring to address needs identified in the pilot process. Additional information will be presented in future reports as the capacity to demonstrate Core Themes and Mission fulfillment is evaluated.

Our RMUoHP Story

Maintaining a supportive environment while providing adequate feedback for faculty is just one of the many Administrative Outcomes established by the OTD Program Directors. After seeing a need to improve ratings on the Faculty Satisfaction Survey regarding the teaching environment, the OTD Program Directors developed a series of activities that created a more supportive teaching experience. The Program Directors recognized that when faculty members are highly satisfied, they demonstrate more loyalty and commitment to their courses, students, and the University. Coupling this approach with enhanced faculty satisfaction regarding development and training opportunities, resulted in a cadre of committed core OTD faculty who utilized best practices and improved student outcomes.

After monitoring effectiveness from the evaluation process, each time measures were provided to the OTD Program Directors they looked at tangible things they could do to increase performance in that area of improvement. The OTD Program Directors and Faculty have begun to achieve this goal by having an open door policy, providing detailed feedback on syllabi to ensure clarity, facilitating introductions at AOTA conferences to encourage faculty to work collaboratively, creating a master spreadsheet which lists all course evaluation measures per course/per faculty as compared to OTD programmatic and RMU benchmarks, and addressing any score falling below 4.1/5.0 at the end of each semester.

With these new actions and procedures, the OTD Program Directors have seen an appreciation from faculty for the time and efforts taken to improve satisfaction. According to Dr. Loriann Helgeson and Dr. Melissa Sweetman, “We have built a solid core faculty who help one another to provide the best RMUoHP experience to our students. They step up in times of need and crisis to help out for the good of the program and reputation of the University.”
Along with tracking Core Theme indicators, during the 2014-2015 assessment period, each Program Director evaluated student performance associated with specific program elements. As with all institutional assessment plans, assessment details and methods are identified along with assessment targets, levels, and task timelines. Narrative findings are reported, along with supportive documentation, and a determination is made as to whether target achievement is met. Should action and improvement recommendations be made, a continuous improvement plan is developed. Academic plans for continuous improvement have demonstrated a focus on improving student learning through curricular and process improvements, enriched educational experiences, and enhanced faculty development opportunities.

In addition to specific learning outcomes, common administrative outcomes across programs were assessed. The 2014-2015 cycle, teaching effectiveness, and persistence and degree completion were highlighted. In 2015, a fourth outcome, faculty satisfaction with the quantity and quality of faculty development offerings, was added to assess the effectiveness of this major initiative. Findings are reported in the table below.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Individual Questions</th>
<th>DSc Program</th>
<th>DNP Program</th>
<th>DPT Program</th>
<th>MSHS Program</th>
<th>OTD Program</th>
<th>PA Program</th>
<th>SLP Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Effectiveness</td>
<td>Faculty utilize effective teaching methods.</td>
<td>(n=564) 4.20/5.0</td>
<td>(n=436) 4.31/5.0</td>
<td>(n=1937) 3.99/5.0</td>
<td>(n=54) 4.24/5.0</td>
<td>(n=1545) 4.44/5.0</td>
<td>(n=434) 4.24/5.0</td>
<td>(n=332) 4.37/5.0</td>
</tr>
<tr>
<td></td>
<td>Instructor facilitated participated in online forums/discussions.</td>
<td>(n=562) 4.20/5.0</td>
<td>(n=434) 4.40/5.0</td>
<td>(n=1432) 4.07/5.0</td>
<td>(n=54) 4.20/5.0</td>
<td>(n=1540) 4.42/5.0</td>
<td>(n=384) 4.41/5.0</td>
<td>(n=332) 4.39/5.0</td>
</tr>
<tr>
<td></td>
<td>Instructor provided an environment conducive to learning and student engagement.</td>
<td>(n=566) 4.29/5.0</td>
<td>(n=436) 4.39/5.0</td>
<td>(n=1937) 4.18/5.0</td>
<td>(n=54) 4.26/5.0</td>
<td>(n=1540) 4.51/5.0</td>
<td>(n=434) 4.39/5.0</td>
<td>(n=332) 4.39/5.0</td>
</tr>
<tr>
<td></td>
<td>Technology used in course delivery was conducive to my learning experience.</td>
<td>(n=439) 4.34/5.0</td>
<td>(n=376) 4.40/5.0</td>
<td>(n=1820) 4.20/5.0</td>
<td>(n=51) 4.49/5.0</td>
<td>(n=1298) 4.48/5.0</td>
<td>(n=433) 4.43/5.0</td>
<td>(n=22) 4.61/5.0</td>
</tr>
<tr>
<td>Persistence and Degree Completion</td>
<td>Faculty satisfaction (faculty development)</td>
<td>(n=454/47) 56.7% Cohort's 1-2-3</td>
<td>(n=452/21) 56% Cohort 2011</td>
<td>(n=41/21) 97.6% F 2015</td>
<td>(n=49/22) 95.2%</td>
<td>(n=71/77) 97.6% May 2015</td>
<td>(n=56/59) 96.3%</td>
<td></td>
</tr>
</tbody>
</table>

*Persistence rate: no graduates to date.
Persistence & Degree Completion

Although the 2014-2015 academic program administrative outcomes addressed persistence and degree completion, the University has a historic record of better-than-national average degree completion across academic programs.

New Track Approvals

Three new tracks were developed to support existing degree programs offered at RMUoHP. Concentration tracks in Human and Sport Performance, which began in 2015, and Neurologic Rehabilitation, which begins in 2016, were added to the Doctor of Science in Health Science Program. Additionally, beginning in 2015, an elective track in Work and Health was added to the current Doctor of Occupational Therapy program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Students**</th>
<th>Graduated</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP</td>
<td>212</td>
<td>176</td>
<td>83%</td>
</tr>
<tr>
<td>DPT (entry)</td>
<td>174</td>
<td>170</td>
<td>98%</td>
</tr>
<tr>
<td>DSc/PhD</td>
<td>347</td>
<td>217</td>
<td>63%</td>
</tr>
<tr>
<td>MS</td>
<td>172</td>
<td>148</td>
<td>86%</td>
</tr>
<tr>
<td>OTD</td>
<td>503</td>
<td>465</td>
<td>92%</td>
</tr>
<tr>
<td>SLP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>tDPT</td>
<td>457</td>
<td>430</td>
<td>94%</td>
</tr>
<tr>
<td>Total</td>
<td>1865</td>
<td>1606</td>
<td>86%</td>
</tr>
</tbody>
</table>

** Active students removed to allow for graduation calculation.

Our RMUoHP Story

The Doctor of Nursing Practice Program and Track Directors, Advisory Panel, and Academic Administration have evaluated the disparity of student ability to transition to competence in the completion of a rigorous capstone process with current curricula and two capstone seminar courses, as well as a decreasing rate of degree completion. After recognizing the need to improve student satisfaction and success in completing the programs in the prescribed timeframe, anecdotal feedback from students in the form of queries on course evaluations were collected.

With these assessment findings, the department learned that students lacked understanding of the need for theoretical framework and how to apply theory to capstone projects. The overall student completion rate (from January 2010 – 2013) was 41/49 (83%). These findings supported revision of current courses and subsequent feedback supported the addition of a third “Capstone Primer” course, which was added in the Fall of 2011. The results of this revision have brought clarity and direction into the Capstone courses, such that students better understand the concepts of transformation of research and evidence into practice. Capstone projects now have strong practice change characteristics and demonstrate utilization of strategies to apply evidence at the point of care. Given the maximum timeframe for degree completion at four years, the graduate completion rate is now 18/21 (85%).
The development of the Office of University Research in 2015 expanded the footing for an environment that supports clinical inquiry by students and faculty and articulated the intent of the University to grow its research enterprise. At RMUoHP, elevating clinical inquiry proficiency is one of four Core Themes used to demonstrate Mission fulfillment through the Institution’s regional accreditation process. The University strives to elevate clinical inquiry proficiency through learning experiences that challenge practice standards, expand evidence-based practice, increase clinical research, develop healthcare change agents, and encourage experiential learning. The University also embraces the four aspects of scholarship as described by Boyer (1990) (discovery, teaching and learning, application, and integration). This range of scholarship is particularly relevant in the context of the University’s Mission.

In Fall 2015, the University brought together 23 research-oriented alumni, faculty, program directors, administration, Trustees, and outside consultants for an inaugural Research Visioning Conference. The conference team created a guiding document that can be used to help create a strategic plan for the RMUoHP Office of University Research. Initiatives identified at the conference for 2016 include:

- Improve the ability to collaborate on clinical inquiry with one another across institutions, academic programs, and among students and faculty. Plans include establishing a RMUoHP Intranet and data repository, and subscribing to SharePoint. A SharePoint initiative will provide additional focus on highlighting student and faculty research projects as well as creating a collaborate work space;
- Establish a baseline for faculty productivity including publication, presentations, grants, affiliate associations/activities. A research questionnaire will be developed to establish/measure faculty perception of support for research as well a comfort with the research engagement; and,
- Establish dashboard for RMUoHP research activities.

Faculty Scholarship

Although maintaining great teaching is paramount for RMUoHP teaching faculty, the expectation of scholarship in the professional role of faculty is a top priority as well. Among their scholarly pursuits, faculty embraces the four aspects of scholarship as described by Boyer (1990) (discovery, teaching and learning, application, and integration) and present at scholarly symposia and conferences, author books, and produce scholarship in journals. Since inception, residential faculty have published 69 articles, and adjunct faculty have published 466 articles. The publications appear in over 277 different journals.
Teaching Effectiveness Program

Quality teaching is a priority at RMUoHP and resources are available from many sources to aid faculty in the delivery of quality education. The Teaching Effectiveness Program employs two complementary and distinct processes, faculty assessment and faculty development, to support faculty and contribute to a successful learning experience.

Faculty Assessment

The University has a robust process of faculty assessment in place to provide feedback for teaching improvement and for use in promotion decisions. Through the use of multiple methods of teaching evaluation involving multiple sources of data (faculty self-reflection, student summative course/instructor evaluation, peer observation, and online course design assessment) the University acquires information about faculty’s teaching activities, accomplishments, and effectiveness.

Student Evaluation of Course & Faculty

Student feedback is a critical component to RMUoHP’s commitment to a culture of assessment and continuous improvement. Each semester, students are provided the opportunity to complete summative evaluations of courses and faculty. The following table represents 2015 per term year mean scores for all University degree program courses and faculty. (Note: The Physician Assistant program did not start until Summer 2015.)

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>Winter 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N = 1271, n = 835 (65.7%)</td>
<td>N = 1946, n = 1241 (63.26%)</td>
<td>N = 1653, n = 1159 (62.38%)</td>
</tr>
<tr>
<td>1</td>
<td>The course readings included the best available evidence to support my learning.</td>
<td>4.50</td>
<td>4.35</td>
<td>4.35</td>
</tr>
<tr>
<td>2</td>
<td>The published grading criteria were appropriately utilized across the course.</td>
<td>4.40</td>
<td>4.51</td>
<td>4.40</td>
</tr>
<tr>
<td>3</td>
<td>Coursework due dates were adequately distributed/scheduled throughout the semester.</td>
<td>4.61</td>
<td>4.56</td>
<td>4.52</td>
</tr>
<tr>
<td>4</td>
<td>This course made me critically analyze the literature and become more of an evidence based practitioner. educator, and/or leader.</td>
<td>4.48</td>
<td>4.41</td>
<td>4.36</td>
</tr>
<tr>
<td>5</td>
<td>The graded assignments (forums, and exams) for this course were appropriate for assessing my knowledge.</td>
<td>4.29</td>
<td>4.37</td>
<td>4.30</td>
</tr>
<tr>
<td>6</td>
<td>The use of the learning management system (WebStudy) was effective in managing the course.</td>
<td>4.41</td>
<td>4.39</td>
<td>4.38</td>
</tr>
<tr>
<td>7</td>
<td>The technology used in this course delivery were conducive to my learning experiences</td>
<td>4.35</td>
<td>4.37</td>
<td>4.35</td>
</tr>
<tr>
<td>8</td>
<td>This course required me to critically analyze and synthesize the literature.</td>
<td>4.37</td>
<td>4.40</td>
<td>4.35</td>
</tr>
<tr>
<td>9</td>
<td>The instructor provided adequate orientation to the course.</td>
<td>4.50</td>
<td>4.42</td>
<td>4.44</td>
</tr>
<tr>
<td>10</td>
<td>The instructor expressed clear expectations for my learning and performance in this class.</td>
<td>4.41</td>
<td>4.44</td>
<td>4.27</td>
</tr>
<tr>
<td>11</td>
<td>The instructor was well organized and prepared.</td>
<td>4.41</td>
<td>4.42</td>
<td>4.23</td>
</tr>
<tr>
<td>12</td>
<td>The instructor used effective teaching methods.</td>
<td>4.29</td>
<td>4.29</td>
<td>4.16</td>
</tr>
<tr>
<td>13</td>
<td>The instructor utilized evidence-based principles during course delivery.</td>
<td>4.53</td>
<td>4.53</td>
<td>4.48</td>
</tr>
<tr>
<td>14</td>
<td>The instructor facilitated forum/ online discussions through participation and guidance.</td>
<td>4.36</td>
<td>4.31</td>
<td>4.29</td>
</tr>
<tr>
<td>15</td>
<td>The instructor provided an environment conducive to learning and student engagement.</td>
<td>4.37</td>
<td>4.42</td>
<td>4.31</td>
</tr>
<tr>
<td>16</td>
<td>The instructor was adequately accessible outside of scheduled class time.</td>
<td>4.38</td>
<td>4.42</td>
<td>4.46</td>
</tr>
<tr>
<td>17</td>
<td>The instructor was professional, patient, and showed respect when working with students.</td>
<td>4.52</td>
<td>4.61</td>
<td>4.51</td>
</tr>
<tr>
<td>18</td>
<td>The instructor related course material to clinical situations.</td>
<td>4.54</td>
<td>4.00</td>
<td>4.54</td>
</tr>
<tr>
<td>19</td>
<td>The feedback of graded assignments was sufficient to improve my knowledge and/or skills.</td>
<td>4.21</td>
<td>4.34</td>
<td>4.25</td>
</tr>
</tbody>
</table>
Classroom Peer Observation

During Winter and Summer 2015, 21 faculty were peer observed across eight degree programs. On a Likert scale of 1-5, in which 5 represents excellent, the University goal was an overall mean of 4.0. However, the following results indicate an overall mean of 4.82.

- 4.59 Content
- 4.89 Organization
- 4.80 Student Engagement
- 4.76 Use of Materials
- 4.82 Overall Mean

Online Course Design Assessment

During Winter and Summer 2015, 26 course online components were evaluated using a 5-point Likert scale in which 5 represents meets competency. Again, the University goal was an overall mean of 4.0 and a 4.41 was achieved.

- 4.08 Instructor Course Orientation
- 4.55 Learning Objectives
- 4.59 Assessment
- 4.74 Instructional Materials
- 4.55 Course Organization
- 4.45 Instructor Engagement
- 3.88 Technology
- 4.41 Overall Mean

Our RMUoHP Story

The Library/Resource Center and Instructional Technology departments have been hard at work increasing efficiency by reducing repetitive work. In the past, the library staff reviewed syllabi at the start of every semester to make sure the most current texts were being required or recommended as well as verifying that requested articles for each course were available to students. By reviewing the syllabi, the cost for copyright fees and the volume of interlibrary loans were reduced. Although this enabled the library staff to ensure that the library was offering the best resources to meet both faculty and student requirements, the duplication of efforts by both departments resulted in shared responsibility to review syllabi and make sure faculty shared syllabi in a timely manner to both the Library Resource Center and Instructional Technology departments.

In 2014, the two departments evaluated several new eBookstores as well as the process of acquiring course materials and evaluating syllabi. Both departments worked together to ease redundant work, simplify the pattern of faculty submitting syllabi, and ensure consistency of information to students and faculty as well as to the two departments.

After reviewing the duplicated process of both departments and recognizing there were redundancies and miscommunications, the decision was made for the library to absorb the responsibilities of the bookstore management to distribute specific responsibilities for each department. One department vetted evaluated availability and accuracy of text information in the syllabus and then placed the information in an electronic bookstore to register the text for students.

According to Joy Coleman, “We reduced the work of the Instructional Technology department, condensed activities to one department, and changed to a different e-Bookstore service. We now have a fairly seamless resource.”
RMUoHP’s Teaching Effectiveness Program offers development opportunities to teaching faculty through a comprehensive faculty orientation addressing best practices of adult teaching via online, blended, and face-to-face learning platforms; onsite workshops; virtual webinars; a monthly faculty training newsletter; on-demand tutorials; a faculty resources website (https://rmuohp.edu/university/faculty/resources/); and planned conversations on teaching/learning. Faculty development sessions are hosted by RMUoHP faculty and guest experts from across the country onsite and via webinar. Over 400 participants have attended 42 faculty development offerings in the past two years. Open topics presented include information on collaborative learning, best practices in online teaching, and the flipped classroom. In addition to advertised faculty development sessions, invitation-only sessions are offered to new full-time faculty who are also encouraged to enroll in RMUoHP’s Learning and Design for the Healthcare Provider certificate program that provides essential skills and tools foundational to a successful teaching career in higher education. In 2015, Camtasia and Snagit screencasting software tools were offered to faculty in addition to training programs and there has been an increase in approximately 30% of faculty incorporating some sort of screencast lecture in their courses. Overall, during 2015, the University has supported approximately 210 faculty in 262 courses in which over 650 students enrolled. According to the 2015 Faculty Survey, on a 5-point Likert scale in which 5 = Strongly Agree, responding faculty indicated an overall 4.74 mean to “I am satisfied with the quantity of faculty development offerings at RMUoHP.” and 4.72 mean to “I am satisfied with the quality of faculty development offerings at RMUoHP.”

As part of the University’s assessment and continuous improvement activities, a consultant was retained to assess the 21st century classroom whereby RMUoHP can provide enhanced faculty support in their delivery of a best practices 21st century classroom to students. The feedback from this analysis was integrated into the revised faculty orientation programs beginning in 2016.
Enrollment Management

Marketing/Recruitment

Marketing has structured successful campaigns that have produced strong lead production trends and have demonstrated comparable program lead growth totals, for the month of January year over year. For the first month of 2016 as compared to 2015 there was a 49% increase in year over year lead production. The University experienced a 107% increase in the number of leads acquired at graduate health fairs last year and an 11% increase in conference lead capture. 2015 marked an important milestone in the strategy and integration of social media in RMUoHP digital marketing efforts. Digital lead production increased 42% through the success of social media.

Our RMUoHP Story

National and regional data informs universities regarding the dynamics of students who apply and enroll in their programs. Determining baselines, understanding future enrollment potential of quality of applicants, and examining comparisons to national trends is something that has captured the interest of the Student Services Department.

In Physical Therapy education, national benchmark data for the last six consecutive year cycles from the Physical Therapy Centralized Application Service indicate that the percentage of female applicants and acceptances remain significantly higher than male applicants and data trends reveal that a relatively greater percentage of female applicants are being accepted, as compared to the applicant percentage. However, at RMUoHP, a gender disparity in applicants and acceptances exists in the current cohorts with over 50% less females (29%) enrolling in the DPT program in contrast to nationally reported data (61%). Additionally, RMUoHP receives and accepts significantly fewer female applicants than the state trend.

Team-led exploration and analysis of potential causes of this deviation from national trends generated female-focused student recruitment strategies for our residential programs that include:

- Collaborating with undergraduate centers of excellence designed to support female entry into STEM and health sciences;
- Awarding five $3,000 new scholarships, three of which are earmarked for entering female students; and,
- Enhancing female-focused peer student recruitment, female presence at University interview events, and development of an upper classman role-modeling program.

The hope is that these initiatives will balance gender acceptance rates in RMUoHP’s residential programs to enhance the classroom experience.
The Admissions Office strives to admit qualified students with the ability to be successful. Examining a four-year annual cycle, applications have reached a high water mark with more applications were submitted in the first six weeks in 2016 than any of the three previous years. Specifically, applications are 32% higher in 2016 YTD than in 2015 as outlined in the table below.

Additionally, there has been a 70% increase in enrollments, year-to-date for 2016 has compared to 2015 as highlighted in the table below.
Student Services foster the RMUoHP’s Core Value of student-centeredness and numerous efforts have empowered students to be able to focus on learning and personal growth throughout matriculation. Alumni engagement and student referrals through a Spread the Word Campaign was created to attract and encourage word of mouth prospective student referral. This effort resulted in a 22% increase in trackable referrals. The University has also increased the availability and granting of RMUoHP internal student scholarships. From inception, 13 individual Advancing Knowledge and Core Values Scholarship finalists have been selected and honored. As a recognized recruitment and retention tool, the RMUoHP Student scholarship initiative has increased 60% over a two-year period. Inaugural White Coat Ceremonies were developed, coordinated, and conducted for both entry-level residential programs. Blueprint White Coat Ceremony elements have been identified, and refined, for future such ceremonies. Additionally, Student Services increased the number of external job posting opportunities for all students by 73% in 2015 as compared to 2014.
The efforts of the Finance Department in financial and resource planning are critical for sufficient cash flow and reserves to support the University’s programs and services. Through the department’s efforts to oversee financial planning and management activities, including budgeting and forecasting, reporting, and compliance supports RMUoHP’s ability to meet compliance obligations and contribute to profit-building for RMUoHP. The Finance Department and the Financial Aid Office have fostered a culture of exemplary student-centered customer service.

For the 2014-2015 Award Year, the Financial Aid Office successfully set up and processed $5,000,000 in Title IV disbursements. The Office also successfully created and set up 2015-2016 Title IV Budgets, including setting up disbursement dates and Cost of Attendance budgets.

The University is pleased to report that the cohort default rate at RMUoHP for FY 2012 is 0.0%. Default rates are based on the number of students who have defaulted on at least one student loan three years after leaving college. In comparison, the FY 2012 official 3-year cohort default rates nationwide average 11.8%; for proprietary institutions (4 years+) the rate is 14.7%.

**Our RMUoHP Story**

The Financial Aid Office (FAO) strives to provide the highest quality service to students in pursuit of their academic goals. The FAO team serves as a primary advocate for students, families, and the University through a continuous improvement focus that aids in updating technologies, streamlining processes, maintaining Federal compliance, and effectively managing financial aid resources. One recent opportunity came to light when numerous students reported having a hard time with rent and living expenses stretching through each semester. The challenge was one of determining whether the shortage was a lack of student skill in budgeting the disbursement or related to the allowances set in the Cost of Attendance budgets (which includes tuition and fees, books and supplies, room and board, transportation, and personal expenses). The FAO team reassessed student processes, budget calculations, and community trends in housing and recognized that the student’s actual costs exceeded the allowances upon which the student budget was based and an adjustment to the allowance for “Room and Board” was made. The capacity of the FAO team to respond to students’ needs and concerns provides students with a sense of empowerment and demonstrates commitment to RMUoHP’s Core Values.
Operations

Facilities & Risk Management

Driven by the 2014-2018 Comprehensive Strategic Plan, the University identified the need for additional physical facilities to support future growth and enhance the student experience. Data analysis resulted in the recommendation to relocate the bulk of the University in 2015 from a 35,000 square foot facility to a nearby 56,000 square foot facility. The new facility would both provide physical space for strategic growth, but also address identified needs to improve the student experience, such as providing additional study spaces, cadaver lab, proximity to food and housing, green space, and other laboratories. The majority of the University was relocated to its current campus in May 2014. This team effort, guided by Operations, resulted in increased satisfaction across students and employees. Building 561 East, a 15,000 square foot facility, on the old campus was retained within the University footprint to help accommodate future growth.

In 2014, due to a change in personnel, the Risk Management Committee (RMC) had become inactive. Recognizing the need and critical importance of having such a committee, the RMC was reconstituted in 2015. Immediately after the reformed committee was established, they were tasked with reviewing the Risk Management Handbook, which was three years old at the time, and addressing the security and safety of RMUoHP facilities. Throughout 2015, the RMC was able to revise the Employee Risk Management Handbook to increase campus security. An emergency notification system (e2Campus Omnilert) was purchased which allows University personnel to send time sensitive notifications/messages to mobile phones, home phones, computers, and/or email all students and employees. A new security system was also installed to utilize ID cards for both Building C and 561. Furthermore, the newly installed security system at 561 utilizes an intercom and camera which are connected to the receptionist in Building C and required clearance for those without an RMUoHP ID.

Technology

During 2015, RMUoHP experienced a myriad of improvements across its information technology infrastructure. From the addition of much-needed in-house employees to hardware and software upgrades, the University utilized data from response times, future growth analysis, security analysis, and performance to implement enhanced IT strategies.

Through an analysis of network security, the University recognized an opportunity to provide increased security through the addition of encryption software within data-sensitive areas, specifically Financial Aid and the Registrar’s Office. Systems were evaluated and a system was implemented across departments to increase the security of virtually shared information. Additionally, the IT department was able to increase cyber security by implementing Sophos antivirus. All RMUoHP computers currently have Sophos antivirus installed to prevent malicious software from installing and compromising our data. This is able to strengthen servers against attack and promote better security for faculty and student data.

Along with computer and cyber security, the IT department has increased effectiveness by adding a new ticketing system that is accessible by all Faculty/Staff from the RMUoHP homepage. This allows IT to follow changes and resolutions to cases across campus. They have also setup a camera system for the PA program in the clinic rooms. Each room has 2 cameras connected to a DVR system to record and allow better understanding for students.
Human Resources

In 2015, the number of employees at the RMUoHP increased from 63 to 78 employees, a growth of 24%. Additionally, changes in the organizational chart repositions several executives. Dr. Michael Skurja, Jr. was appointed Chief Operating Officer. Dr. Hani-Ghazi Birry was appointed the Executive Vice President of Academic Affairs/Provost and Dr. Sandra Pennington assumed the role as the Executive Vice President of Institutional Effectiveness and Strategic Initiatives.

One of Human Resources initiatives in 2015 has been the development of a competency model (see Our RMUoHP Story) that identified necessary behaviors that together define successful performance at RMUoHP. The new competency model represent the most critical knowledge, skills, and behaviors that drive successful performance and serve as the foundation for important human resource functions such as recruitment and hiring, training and development, and performance management.

RMUoHP Foundation

In 2014 the Rocky Mountain University of Health Professions Foundation, a 501(c) (3), utilized donations to build a Community Rehabilitation Clinic which is located in Provo, Utah. The Community Rehabilitation Clinic (CRC) received a City of Provo business license on June 3, 2014 and officially opened to the public on October 23, 2014. Although the University Foundation is a separate entity from RMUoHP, a collaborative relationship between the University and the Foundation at the Community Rehabilitation Clinic (CRC) has provided significant value to the community and University.

The purpose of the CRC was to use volunteer physical therapists to provide free physical therapy to underserved and uninsured residents of Utah County. However, by late 2014 and early 2015 it was obvious that the concept of utilizing only volunteers was not working, and the number of referrals and actual number of patients receiving physical therapy was limited. Whereby, a CRC Advisory Board was established to provide guidance and direction. The CRC Advisory Board, consisting of physical therapists and executives employed at Rocky Mountain University of Health Professions (RMUoHP) and a physical therapist from Brigham Young University (BYU) recommended that the Foundation hire a part-time CRC Director. The Director, a physical therapist, was hired in December 2014. The Director was successful in recruiting volunteer physical therapists from RMUoHP, BYU and Intermountain Health and generating referrals from the community, and as a result the number of patient visits increased dramatically. In addition, a RMUoHP Service Learning Course was implemented. Whereby in 2015, the following milestones were achieved:

- 8 physical therapists volunteered.
- 175 patient referrals were received.
- 1046 patient visits were recorded.
- 11 physical therapy students participated in the Service Learning 540 course in 2015 and six to date in 2016.

Our RMUoHP Story

In Fall 2015, representatives across multiple departments (including the MPAS, DNP, and DPT programs; Registrar; Human Resources; Finance Office; and Institutional Effectiveness Office) came together in response to the University’s identified need for improved methods of employee recruitment, evaluation, and development. The Core Competencies Project involved the evaluation of best practices and research with consideration for RMUoHP’s culture and Mission towards the selection of core competencies to be utilized across these processes. The competencies were intended to provide clarity, consistency, and transparency throughout HR processes. Over months of thorough, collaborative analyses, the team submitted a model including 12 core competencies across four career levels. These competencies were adopted and utilized in the HR-developed Competency Model Guide to be implemented in 2016:

- Critical Thinking
- Integrity
- Student-/Customer-Centeredness
- Job Knowledge/Skill Application
- Self-Development
- Communication
- Develops & Inspired Others
- Collaboration
- Drives for Results
- Initiative
- Champions Innovation
- Develops Strategic Perspective
Future Planning: Achieving Mission Fulfillment

This annual report demonstrates significant work across University departments towards a collaborative effort in fulfilling the 2014-2018 Comprehensive Strategic Plan and achieving Mission fulfillment. During 2016, University constituents will participate in a mid-cycle visioning conference to assess progress-to-date of the strategic plan and explore preliminary considerations for the 2019-2023 Comprehensive Strategic Plan.

Major activities occurring in 2016 include the development of the entry-level Speech-Language Pathology degree program, which development was recently approved by the Northwest Commission on Colleges and Universities (NWCCU), and expansion of the University’s research enterprise. The exploration will continue towards the potential development of a medical school and campus expansion. Enrollment Management will continue a successful rebranding initiative during 2016 as well as emphasize strategies in social media, video, and an enhanced website.

After the successful NWCCU Mid-Cycle Peer Evaluation in 2015, the University will continue refining the Core Theme indicators to ensure capacity to measure and demonstrate achievement of defined outcomes. The development of tools and educational processes will ensure institution-wide understanding and deliberate use of the Core Themes. The AdvancingU Initiative was launched in early 2016 and will continue to build to the 2020 NWCCU Peer Evaluation.

Through this inclusive initiative, the University collects and celebrates collaborative continuous improvement stories across academic programs and functional areas. These stories demonstrate a commitment to outcomes measurement and continuous improvement while strengthening the University’s institutional value proposition for prospective students, employees, and strategic partners.