2017 Institutional Effectiveness Report
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Looking Ahead
Dear RMUoHP Family & Friends -

Our work comes alive in the 2017 Institutional Effectiveness Report as we integrate the diverse voices within our University community to tell the story of Mission fulfillment through our four Core Themes. Our 2016-2017 data demonstrates a strong commitment to assessment and continuous improvement and the achievement of Mission-fulfilling outcomes. We also highlight success stories of enhanced collaboration and innovation that expand on these commitments.

As we reflect on our recent achievements, I thank you for your sustained dedication and contribution to our students’ success and to the University’s continuous improvement and growth. Your efforts elevated us to new heights and you should take great satisfaction in our shared accomplishments.

Sincerely,

Dr. Richard P. Nielsen
President
Continuous Improvement

Rocky Mountain University of Health Professions (RMUoHP) celebrates a culture of continuous improvement, modelled by its President, and grounded in a commitment to educational quality and student success. This culture allows the University to accelerate process improvements, perform consistently, effectively steward resources, and strategically plan for the future. As such, the purpose of this report is to provide context, metrics, progress updates, and performance-based outcomes that demonstrate Mission fulfillment and the ongoing commitment to student learning and continuous improvement. Additionally, woven throughout the report are stories of team-initiated, meaningful continuous improvement activities.

The Office of Institutional Effectiveness and Strategic Initiatives is responsible for establishing and supporting assessment and continuous improvement initiatives and for the development, monitoring, and guidance of the University’s Comprehensive Strategic Plan. RMUoHP functions within University Policy 3010 Institutional Effectiveness, which describes the expectations for engagement across all personnel, functions, and programs; the systematic, cyclical flow (below); peer review; and documentation requirements. The University seeks transparency throughout its effectiveness measures, such as posting to its Institutional Effectiveness & Strategic Planning website years of institutional survey reports and sharing functional areas and academic program assessment and continuous improvement plans across areas and disciplines. Ongoing data-driven assessment translates evidence-based practice principles from the classroom to the boardroom as the University assesses and improves student learning outcomes, academic program delivery, student support services, and operational practices. Evidence of the culture of continuous improvement is highlighted in this report and comprehensively documented in Core Themes evaluations, academic program and functional area assessment and continuous improvement plans, and Comprehensive Strategic Plan achievements.
Mission

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.

Vision

The Vision of Rocky Mountain University of Health Professions is to advance the quality, delivery, and efficacy of healthcare.
RMUoHP’s Core Values support the Vision, shape the culture, and reflect the University ethos 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.
Core Themes

Core Themes are measurable manifestations of the University’s Mission. These four “pillars” demonstrate how the Mission is translated into practice and are grounded in the University’s Vision, Core Values, and Comprehensive Strategic Plan. Each Core Theme includes objectives with meaningful, assessable, and verifiable indicators, as well as target levels of achievement that form the basis for evaluating and demonstrating Core Theme and Mission fulfillment.

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.
Mission Fulfillment

To demonstrate the University’s recent efforts toward achieving Mission fulfillment, target examples are provided across each Core Theme. Additionally, AdvancingU stories, provided throughout the report, tell the stories of effective collaborations demonstrating a team commitment to Core Themes and the culture of continuous improvement.

Core Theme 1: Developing Evidence-Based Practitioners

RMUoHP develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice.

- Student achievement of learning outcomes exceeded 80% target levels (99% locate and evaluate literature; 90% synthesize evidence-based principles into realistic practice settings; 95% demonstrate clinical inquiry proficiency; 91% demonstrate skill in challenging current practice standards).
- Graduate achievement of learning outcomes exceeded 90% target levels (99% locate and evaluate literature; 97% synthesize evidence-based principles into realistic practice settings; 95% demonstrate clinical inquiry proficiency; 100% leads to healthcare advancement within field of influence).
- At 87%, course integration of evidence-based practice principles into learning outcomes exceeded the 80% target level.

AdvancingU: Impact of Evidence-based Education through the OTD Program

Dr. Melissa Sweetman & Dr. Loriann Helgeson

This leadership duo measured the pre- and post-impact of evidence-based education through the Doctor of Occupational Therapy (OTD) program using the Evidence-Based Practice Self-Efficacy Scale (Tucker et al, 2009). By measuring students’ perceptions of their own evidence-based practice self-efficacy through Qualtrics, the program demonstrated across four cohorts an average pre-program self-efficacy rating of 60.28% and an average post-program self-efficacy rating of 96.43% - a significant increase! The 36.15% improvement in perceived student self-efficacy demonstrates support for the teaching-learning methods utilized in the program to meet one of the programmatic outcomes. RMUoHP’s OTD graduates perceive themselves to be more knowledgeable, effective evidence-based practitioners.

The excellent work of Drs. Helgeson and Sweetman was submitted by Dr. Jessica Egbert, Vice President of Institutional Effectiveness and Community Engagement, to Qualtrics for consideration of an Insight into Action Award, an annual international program that recognizes exceptional examples of those who use data to drive innovation and transformation by using Qualtrics tools to make a meaningful difference. RMUoHP was notified the institution received a Bronze Award and a public announcement of all award recipients occurred at the 2017 Qualtrics Insight Summit.
Core Theme 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.

- Student achievement of academic outcomes exceeded 80% target levels (95% demonstrate clinical inquiry proficiency; 91% demonstrate skill in challenging current practice standards).
- Graduate achievement of academic outcomes exceeded 90% target levels (95% demonstrate clinical inquiry proficiency; 100% lead to healthcare advancement within field of influence; 98% demonstrate skill in challenging current practice standards).
- On a target of 85%, 91.57% of full- and part-time faculty served on University, department, and/or student terminal project committees.
- On a target of 80%, 81.25% of faculty met targets for experience and credentials; 81.25% met the targets for scholarly activity and service; and 86.18% had formal experience in evidence-based practice.
- On a target of 4.00/5.00, students reported an institutional mean of 4.54 that participation in experiential learning activities enhanced clinical inquiry proficiency and new graduates reported the same institutional mean at 4.77.

AdvancingU: Searchable Database of Potential Committee Members

Dr. Malissa Martin, Dr. Tom Cappaert, Ms. Brenda Llewellyn, Dr. Andi Gorman, & Mr. Shawn Massengil

Dissertation committee members and chairs play a critical role in the success of graduate students; and finding the right fit between the student and the committee can support successful progression through the terminal project. However, anecdotal faculty and student experiences shared with the Doctor of Science Program Directors and the Director of Post-Professional Research illustrated how time-consuming and often difficult it can be to connect students with potential committee members. A protracted search process can lead to student frustration, inertia, and a delay in degree completion. To assess student perceptions of the impact of a searchable database for students to use to help guide committee selection, data was collected from Student Exit Interviews and from faculty who had served or desired to serve as dissertation committee members. Anecdotal feedback was also sought from students in the committee formation process and those who had recently completed the dissertation process. A database was developed in late 2016 after findings indicated that such a tool would be useful. The searchable database is an initial step in connecting students with potential committee members. Numerous anecdotal reports by current students have lauded the tool, its ease of use, and its success in finding those potential committee matches. Faculty advising time with students now can focus on informed selection of the “best fit” committee to mentor the student through the dissertation process. Since the initial database creation to serve DSc students, the database has expanded to include Speech-Language Pathology content experts. Students report heavy database usage.

100% Graduates Complete Learning Outcomes that Lead to Healthcare Advancement

496 IRB Submissions (January 2016-July 2017)
New graduates reported an institutional mean of 4.63/5.00 (on a target of 4.00) for completing scholarly activities contributing to clinical inquiry proficiency. These new graduates also reported an institutional mean of 4.22 (on a target of 4.00) for completing scholarly activities contributing to healthcare advancement within the field of influence. At 4.34/5.00, alumni reported an exceeded target for the institutional mean on the ability to impact healthcare change within the scope of practice through their education.

Between January 2016 and July 2017, there were 496 Institutional Review Board submissions.

RMUoHP constituents have published more than 800 articles in over 200 peer-reviewed journals.

Alumni scholarly activity exceeded the 50% target; 60.14% of alumni report participating in scholarly activities within five years of graduation. All institutional means for alumni factors related to academic outcomes also exceeded the target of 4.00/5.00.

Students, faculty, and alumni gave 79 presentations (49 unique speakers representing 17 cohorts) at the 2017 American Occupational Therapy Association (AOTA) Annual Conference.

Doctor of Physical Therapy students and faculty received back-to-back blue ribbons for research presented at the 2015, 2016, and 2017 American Physical Therapy Association (APTA) Combined Sections Meeting.

Doctor of Science and Doctor of Philosophy students, alumni, and faculty gave six presentations at the National Athletic Trainers’ Association (NATA) Annual Convention.
Core Theme 3: Ensuring Educational Quality

*RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement.*

- Graduation rates from RMUoHP degree programs ranged from 63% in the Doctor of Science and Doctor of Philosophy programs to 96% in the entry-level Doctor of Physical Therapy degree program, resulting in an overall 86% graduation rate.

- 100% of entry-level Doctor of Physical Therapy graduates passed the National Physical Therapy Exam (NPTE); 100% of Doctor of Nursing Practice - Family Nurse Practitioner track graduates passed the American Academy of Nurse Practitioners Certification Board (AANPCB).

- Student completion of terminal projects (dissertations, capstones, or theses) within allowed timeframes exceeded target levels: 56% of Doctor of Science and Doctor of Philosophy students (on a target of 50%); 89% of Doctor of Occupational Therapy, Doctor of Nursing Practice, and transitional Doctor of Physical Therapy students (on a target of 80%).

- The student-related research budget more than doubled from 2015 to 2016.

- All institutional means related to student and employee satisfaction of safety, facilities, and technology exceeded the 4.00/5.00 targets.

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**Overall Retention & Graduation Rates (through June 2017)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Students*</th>
<th>Retained</th>
<th>Retention Rate</th>
<th>Students**</th>
<th>Graduated</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP</td>
<td>290</td>
<td>254</td>
<td>88%</td>
<td>247</td>
<td>205</td>
<td>83%</td>
</tr>
<tr>
<td>DPT (entry)</td>
<td>395</td>
<td>388</td>
<td>98%</td>
<td>227</td>
<td>219</td>
<td>96%</td>
</tr>
<tr>
<td>DSc/PhD</td>
<td>526</td>
<td>412</td>
<td>78%</td>
<td>381</td>
<td>241</td>
<td>63%</td>
</tr>
<tr>
<td>MPAS</td>
<td>145</td>
<td>144</td>
<td>99%</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MS</td>
<td>195</td>
<td>180</td>
<td>92%</td>
<td>174</td>
<td>155</td>
<td>89%</td>
</tr>
<tr>
<td>OTD</td>
<td>674</td>
<td>604</td>
<td>90%</td>
<td>576</td>
<td>530</td>
<td>92%</td>
</tr>
<tr>
<td>CScD-SLP</td>
<td>118</td>
<td>114</td>
<td>97%</td>
<td>31</td>
<td>24</td>
<td>77%</td>
</tr>
<tr>
<td>tDPT</td>
<td>480</td>
<td>459</td>
<td>96%</td>
<td>458</td>
<td>431</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2823</strong></td>
<td><strong>2555</strong></td>
<td><strong>91%</strong></td>
<td><strong>2095</strong></td>
<td><strong>1805</strong></td>
<td><strong>86%</strong></td>
</tr>
</tbody>
</table>

* Active Students enrolled <1 year not included
** Active students removed to allow for graduation calculation.
AdvancingU: Learning Resource Center Enhancements
Ms. Ashley Bassett, Ms. Karen Newmeyer, & Dr. Mark Horacek

In the spirit of continuous improvement, this team looked to increase full-text coverage for students and faculty with an eye towards more effective use of the Learning Resource Center (LRC) budget. The ultimate goals were to increase student and faculty satisfaction and to provide immediate access to research results. To do this, they evaluated Ovid database usage by journal title to determine patterns of usage and whether the current search platform delivered what end users need for evidence-based decision making.

What they found led them to explore alternate search platforms and packages that would create stronger user experiences and improve access to information. Much of the subscriptions in Ovid were not being utilized and many that were being utilized were available through other resources for a much lower cost. Changes occurred based on these findings, (1) the Cochrane libraries and HAPI (Health and Psychosocial Instruments) database moved from Ovid to EBSCO; (2) most of the Ovid subscriptions were cancelled except the LWW Nursing & Health Professions Premier Collection and the Biomedical Collection IV; (3) added subscriptions to Medline Complete from EBSCO, and; (4) subscription to Education Research Complete (ERC) from EBSCO was added. ERC is the full-text version of the government database ERIC.

By making these changes, this LRC initiative increased full-text holdings from approximately 2400 journals to almost 8000 journals and saved the University nearly $70,000. Since the initial changes, several new databases were added to support student scholarship while basically maintaining the same budget, (1) UpToDate, a point-of-care reference, for PA and DNP students; (2) PsycARTICLES, adding an additional 117 full-text journals to support the SLP program; (3) ComDisDome (Communication Disorders Database) Indexing and abstracting to support the SLP program; (4) Theme Teaching Assistant: Anatomy, supporting DPT and PA students in their anatomy courses; and, (5) AMA Manual on Style Online, at the request of tDPT Pediatric students but supports all programs that use the AMA citation format. In addition, the LRC is trialing EndNote and has been seeking feedback on its use from students and faculty.

This team-inspired effort advanced the University’s mission through expanded services and effectiveness. They again prove what Thomas Healy said “The most important asset of any library goes home at night - the library staff.”

RMUoHP maintained institutional accreditation (Northwest Commission on Colleges and Universities) and the following programmatic accreditation statuses: entry-level Doctor of Physical Therapy accreditation by the Commission on Accreditation in Physical Therapy Education; Doctor of Nursing Practice and post-graduate APRN certificate accreditation by the Commission on Collegiate Nursing Education; provisional accreditation for the Master of Physician Assistant Studies program by the Accreditation Review Committee on Education for the Physician Assistant; accreditation candidacy for the Master of Science in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; accreditation for the Physical Therapy Neonatology Fellowship by the American Board of Physical Therapy Residency and Fellowship Education.

On a target of at least 85% of graduates employed within their degree field within 12 months of graduation, 90.70% were already employed at the time of graduation and 98.68% of alumni reported full-time employment in a field related to their degree within 12 months of graduating.

Satisfaction of students and graduating students for both academic experience and overall experience exceeded the 4.00/5.00 target institutional mean. Students reported academic experience satisfaction at 4.56 and overall experience at 4.57; graduating students reported academic experience satisfaction at 4.51 and overall satisfaction at 4.49. Alumni reported satisfaction of the academic experience at 4.77.

All institutional means related to the Teaching Effectiveness Program exceeded the 4.00/5.00 targets: faculty peer classroom observations were rated at 4.76; online course audits yielded means over 4.00 across all factors. All factors on the Student Faculty and Course Evaluations yielded institutional means above 4.00, with two of the 21 means above 4.50 (professionalism, application to practice).

Compared to library expenditures of 11 similarly IPEDS classified higher education institutions, RMUoHP spent 16% more per student than the average. Additionally, 87% of all required course articles were available through RMUoHP or free online, while 13% were inter-library loans.

98.68% Alumni Employed Full-Time within 12 Months of Graduating
AdvancingU: Writing Mentoring Program
Dr. Stephanie Richardson, Dr. Kevin Ballard, Dr. Judy DePalma, & Dr. Stacey Pfenning

Assessing student learning outcomes is one of the most critical expectations in higher education. This team advanced learning and meaningful student engagement through assessment and continuous improvement activities related to achievement of writing goals identified in the terminal Scholarly Project in the Doctor of Nursing Practice (DNP) program. The project is the most visible and impactful outcome indicator of the DNP degree and requires the student to holistically draw on graduate coursework to identify and execute a project that creates meaningful healthcare change. The team triangulated assessment methods by examining direct and indirect outcome measures. Scholarly projects were reviewed in 2015 thru early 2016 and faculty were interviewed about their experience and expectations in teaching writing to RMUoHP students, and students were interviewed about the successes and barriers they faced in completing the projects. The assessment findings indicated that the quality of the writing in the program is uneven and that the opportunity to rewrite drafts of assignments, though extremely beneficial, seldom occurred until the student reached the scholarly project phase near the end of the program.

A Writing Mentoring Program was established that provided four 3-hour sessions where students could engage with a faculty member and receive mentoring with a writing project of the student’s choice, during the on-site week. These sessions were available to the students who were entering the final semesters of their program, who needed help polishing drafts.

The team evaluated all aspects of the on-site week using an anonymous survey administered at week’s end. Of the initial 18 students whose schedules allowed participation in the mentored writing sessions, 10 students participated, several more than once. All 10 participants rated their satisfaction with the sessions as very satisfied. Three students who had failed a course due to the quality of their writing saw immediate benefits as a result of participation in the sessions. One received a “best presentation” accolade from faculty and peers, one cleared his failing grade, and a third secured a faculty mentor after revising and focusing his project design.

Based on their evaluation of the sessions, student satisfaction with the sessions was very high and the quality of student writing for at-risk students improved. The inclusion of mentored writing sessions that focus on polishing drafts elevated achievement of writing goals. The most recent survey revealed that all students completing the survey (100% return rate) strongly agreed that the mentored writing sessions were valuable and should be continued during on-site weeks. In addition, interviews by course faculty in the Scholarly Project series noted an improvement in the quality of the project proposals following the summer mentored writing sessions.

Interviews with course faculty in the Scholarly Project series noted an improvement in the quality of the project proposals following the summer mentored writing sessions.
• RMUoHP collaborated with students on four service initiatives in 2016, exceeding the goal of at least one collaboration per year.

• 90% of residential students completed training on gender, diversity, equity, and inclusion that reinforces values essential to healthcare success and personal growth.

• On an institutional mean target of 4.00/5.00, new graduates rated the University 4.14 on providing quality education at a competitive price (good value). Current students rated good value at 3.90 and alumni rated good value at 4.43.

• Student satisfaction of University factors for personnel and adequacy of services and programs exceeded the 4.00/5.00 target in all 16 factors (13 of which had institutional means over 4.50).

• At 4.07, the institutional mean exceeded the 4.00 target for the alumni formation of meaningful long-term relationships.

• Since Fall 2015, 40 Doctor of Physical Therapy students participating in a service-learning elective volunteered 756 combined hours of service to the RMUoHP Foundation’s Community Rehabilitation Clinic.

• Students were actively engaged in governance activities on committees of the Academic Leadership Council and the Graduate Student Council.
Calculating Mission Fulfillment

RMUoHP’s Mission fulfillment is defined by the achievement of targets associated with Core Theme objectives and indicators. Initially, seventy Core Theme indicators with over 130 targets were selected to triangulate data across the University. Divided into primary (key) and secondary targets of five- or three-point values, respectively, fulfillment of at least 90% of primary targets and at least 80% of maximum potential points was defined as achieving Mission fulfillment. The most salient markers of mission fulfillment were drawn from the indicators measuring student course deliverables. These indicators provided a high-level view of learning, with links to direct evidence in program courses and high-impact learning opportunities, such as terminal projects. The 2015-2016 assessment cycle marked the point when a full cycle of assessment activities was completed. Strong metrics on indicators reflected achievement of 276/284 (97.18%) primary target points and 108/108 (100%) secondary points, resulting in 384/392 points received, or 98%. As such, Mission fulfillment was achieved for this period.

The Office of Institutional Effectiveness also triangulates like-items from surveys across the RMUoHP community. Aggregated data is provided in the following tables. Noted across constituents are the high levels of satisfaction and high levels of agreement towards the University’s fulfillment of its Mission, Vision, Core Values, and Core Themes.

### “All things considered, are you satisfied with your RMUoHP experience?”

<table>
<thead>
<tr>
<th>Answer</th>
<th>Student Satisfaction (n = 265)</th>
<th>Exit Interview (n = 172)</th>
<th>2011 &amp; 2013 Alumni (n = 83)</th>
<th>Faculty (n = 95)</th>
<th>Employee (n = 75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97.74%</td>
<td>95.35%</td>
<td>98.80%</td>
<td>97.89%</td>
<td>93.33%</td>
</tr>
<tr>
<td>No</td>
<td>2.26%</td>
<td>4.65%</td>
<td>1.20%</td>
<td>2.11%</td>
<td>6.67%</td>
</tr>
</tbody>
</table>

### Overall Satisfaction (5 = Very Satisfied)

<table>
<thead>
<tr>
<th></th>
<th>Student Satisfaction (n = 265)</th>
<th>Exit Interview (n = 172)</th>
<th>2011 &amp; 2013 Alumni (n = 83)</th>
<th>Faculty (n = 97)</th>
<th>Employees (n = 75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Educational Experience</td>
<td>4.56</td>
<td>4.51</td>
<td>4.77</td>
<td>(N/A)</td>
<td>(N/A)</td>
</tr>
<tr>
<td>RMUoHP Experience</td>
<td>4.57</td>
<td>4.49</td>
<td>(N/A)</td>
<td>4.67</td>
<td>4.51</td>
</tr>
</tbody>
</table>

### How likely is it that you would recommend RMUoHP to a friend, family member, or colleague?” (Net Promoter Score, 10 = Extremely Likely)

<table>
<thead>
<tr>
<th></th>
<th>Student Satisfaction (For Education, n = 265)</th>
<th>Exit Interview (For Education, n = 172)</th>
<th>2011 &amp; 2013 Alumni (For Education, n = 83)</th>
<th>Faculty (For Education, n = 96)</th>
<th>Faculty (For Employment, n = 96)</th>
<th>Employee (For Education, n = 75)</th>
<th>Employee (For Employment, n = 75)</th>
<th>BoT (For Education, n = 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean (NPS%)</td>
<td>8.55</td>
<td>8.13</td>
<td>8.82</td>
<td>8.77</td>
<td>8.34</td>
<td>8.79</td>
<td>7.83</td>
<td>9.44</td>
</tr>
<tr>
<td></td>
<td>(49.78%)</td>
<td>(34.88%)</td>
<td>(61.45%)</td>
<td>(56.24%)</td>
<td>(42.72%)</td>
<td>(60.01%)</td>
<td>(28.00%)</td>
<td>(88.89%)</td>
</tr>
<tr>
<td>Question</td>
<td>Student Satisfaction (n = 248-282)</td>
<td>Exit Interview (n = 147-172)</td>
<td>2011 &amp; 2013 Alumni (n = 72-82)</td>
<td>Employee (n = 63-69)</td>
<td>Faculty (n = 61-96)</td>
<td>BoT (n = 7-9)</td>
<td></td>
<td></td>
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<td>------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. The University advocates clinical inquiry that challenges practice standards, expands evidence-based practice, increases clinical research, develops healthcare change agents, and encourages experiential learning. (Clinical Inquiry)</td>
<td>4.67</td>
<td>4.76</td>
<td>4.78</td>
<td>4.75</td>
<td>4.71</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The University provides a student-centered environment through relevant and participatory courses and a supportive University community. (Student-Centeredness)</td>
<td>4.48</td>
<td>4.47</td>
<td>4.60</td>
<td>4.75</td>
<td>4.74</td>
<td>4.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The University demonstrates integrity in its interactions with all its constituents. (Integrity)</td>
<td>4.49</td>
<td>4.49</td>
<td>4.66</td>
<td>4.49</td>
<td>4.65</td>
<td>4.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The University cultivates diversity through academic freedom, varied educational experiences, and broad recruitment of students and faculty. (Diversity)</td>
<td>4.20</td>
<td>4.39</td>
<td>4.45</td>
<td>4.61</td>
<td>4.38</td>
<td>4.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The University fosters skills essential to leadership roles in healthcare, academia, research and the community. (Leadership)</td>
<td>4.51</td>
<td>4.60</td>
<td>4.67</td>
<td>4.65</td>
<td>4.61</td>
<td>4.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The University operates with respect for the natural environment. (Sustainability)</td>
<td>4.31</td>
<td>4.52</td>
<td>4.56</td>
<td>4.46</td>
<td>4.49</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The University generates and manages its resources in a manner that will ensure the long-term success and operation of the institution. (Viability)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.45</td>
<td>4.46</td>
<td>4.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The University promotes service to community, healthcare, and education. (Service)</td>
<td>4.53</td>
<td>4.61</td>
<td>4.64</td>
<td>4.81</td>
<td>4.62</td>
<td>4.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The University fulfills its mission 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. (Mission)</td>
<td>4.64</td>
<td>4.74</td>
<td>4.75</td>
<td>4.94</td>
<td>4.75</td>
<td>4.89</td>
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<tr>
<td>10. RMUoHP develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice. (Core Theme 1 - Developing Evidence-Based Practitioners)</td>
<td>4.70</td>
<td>4.78</td>
<td>4.81</td>
<td>4.86</td>
<td>4.70*</td>
<td>5.00</td>
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<tr>
<td>11. 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. (Core Theme 2 - Elevating Clinical Inquiry Proficiency)</td>
<td>4.62</td>
<td>4.74</td>
<td>4.74</td>
<td>4.79</td>
<td>4.66*</td>
<td>4.88</td>
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<tr>
<td>12. RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement. (Core Theme 3 - Ensuring Educational Quality)</td>
<td>4.50</td>
<td>4.54</td>
<td>4.65</td>
<td>4.65</td>
<td>4.73*</td>
<td>5.00</td>
<td></td>
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<tr>
<td>13. RMUoHP nurtures student success by engaging students in professional and personal growth opportunities. (Core Theme 4 - Nurturing Student Success)</td>
<td>4.45</td>
<td>4.52</td>
<td>4.47</td>
<td>4.71</td>
<td>4.71*</td>
<td>5.00</td>
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<tr>
<td>14. The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare. (Vision)</td>
<td>4.60</td>
<td>4.68</td>
<td>4.64</td>
<td>4.78</td>
<td>4.72</td>
<td>5.00</td>
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</tbody>
</table>

*These items are phrased as “I intentionally integrate Core Theme [1, 2, 4] in my teaching at RMUoHP.”

*This item is phrased as “I am confident in the educational quality of the academic program(s) in which I teach.”
Assessing Core Theme Effectiveness

In mid-2016, while strategizing and documenting the four Core Themes, it became apparent that the more than 130 targets were both unnecessarily redundant and unwieldy towards demonstrating institutional Mission fulfillment. All functional areas reviewed the indicators and target levels, recommending changes to refine and strengthen the indicators, measures, and thresholds that would yield stronger evidence to support Mission fulfillment. In addition, since this period reflected the first full cycle of data, a cross-functional analysis project was implement to assess the effectiveness of the University’s first efforts towards utilizing Core Themes to document Mission fulfillment.

The project included auditing of each objective, outcome, indicator, and target level associated with a Core Theme. Examples of questions discussed included the following:

- Is the objective appropriate for the Core Theme?
- Is the indicator appropriate for the objective?
- Are the target and target levels appropriate for the indicator?
- Which target(s) is (are) most appropriate (primary) towards demonstrating Mission fulfillment for the outcome?
- Are secondary or tertiary targets necessary towards demonstrating Mission fulfillment across Core Themes or are they additional supporting data?
- Are the data collection and continuous improvement leaders appropriate?
- Is the designation as primary (key) or secondary target appropriate?
- Is the rubric for calculating Mission fulfillment transparent and appropriate?
- How do the Core Themes and Mission fulfillment assessments align with ongoing programmatic and functional area assessment processes?
- How can the University articulate its level of Mission fulfillment for external constituents?
- Are there any outcomes, indicators, or target levels that should be added into the assessment to best demonstrate Mission fulfillment?

The resulting Core Themes model (Core Themes, objectives, outcomes, indicators, targets) is a concise (78 targets) and accurate representation of RMUoHP’s commitment to Mission fulfillment and emphasizes student learning outcome achievement. Additionally, the cross-functional process improved communication, provided education on the Core Themes, identified individual roles, and moved forward momentum as an efficient and productive team.
In conjunction with the targets revision, the University revised the rubric for determining Mission fulfillment. While the rubric remained in the 2016-2017 revision, a new scale is being tested to more appropriately weight indicators. The scale uses point values 0, 1, 2, 3 (Target Not Achieved, Target Achieved, Target Exceeded, Target Sustained Over Time) for secondary targets and primary targets follow the scale of 0, 4, 5, 6 (Target Not Achieved, Target Achieved, Target Exceeded, Target Sustained Over Time) to reflect the weighting changes and appropriately emphasize the significance of student learning. The reduction in targets additionally improves the calculation, since triangulated or overlapping data is not counted twice towards Mission fulfillment. For example, where both a student learning outcome and survey data may previously have been counted, the revised targets include only the most poignant data point towards calculations. This does not imply, however, that the University no longer collects the data; simply, the University has identified the most important sources of data for the respective indicators. The revised Core Themes Scoring Rubric provides the methodology to operationalize indicators and targets into quantifiable Core Theme achievement to demonstrate Mission fulfillment:

1. Primary (key) indicators are each assigned 0, 4, 5, or 6 points; secondary indicators are assigned 0, 1, 2, or 3 points.

2. An acceptable threshold of Mission fulfillment is defined as at least 90% of primary (key) target points achieved and at least 80% of overall maximum points achieved.

For those indicators in which the target is not achieved, a continuous improvement plan is established and tracked within the academic or other functional area until the target is achieved. Core Theme assessment is integrated within the University’s systematic assessment and continuous improvement cycle, which is tracked within the University’s Accountability Management System (AMS).

Finally, because the 2016 Institutional Effectiveness Report was the first edition of the report and the Core Themes review was prioritized over the 2017 Institutional Effectiveness Report production, the Office of Institutional Effectiveness reflected upon the most appropriate timing for reporting and data collection. As the University functions on a calendar year for academic programming, finances, and assessment and continuous improvement cycles, a logical conclusion was to produce future reports for the past calendar year. Because the 2017 Report includes 2016 findings and a portion of 2017 findings, there will be some overlap in findings for the 2018 Institutional Effectiveness Report. The updated targets, rubric, and production schedule will enhance the University’s capacity to demonstrate ongoing Mission fulfillment.
The 2016 functional area assessment and continuous improvement plans demonstrated additional activity related to institutional effectiveness. Through the analysis and implementation of data-driven performance metrics, each area made noteworthy contributions to increasing the overall effectiveness of RMUoHP. Functional area highlights are included as follows.

### Academic Affairs

- Assessed the onboarding and training needs of new students, faculty, and program directors. Based upon findings, updated the new student orientation and faculty onboarding modules.
- Determined strategies to increase adjunct faculty communication and engagement. The findings led to the inclusion of adjunction faculty in meetings, participation in additional on-campus activities, increased mentorship with program directors, revised orientation, participation in virtual information sessions to support recruitment of qualified students, invitations to serve on committees, faculty development participation, committee engagement, and presentation of an adjunct faculty of the year award.
- Strategized and implemented a plan to improve the appeal, digitalization, and usability of the Learning Resource Center, which included the addition of electrical outlets in study stations, acquisition of new student printers and anatomical models, new furniture, and a second librarian. Journals were expanded in speech-language pathology, service learning, and occupational therapy. Two new database were added to the collection, along with additional eBooks. The orientation process was adjusted and a chat-with-the-librarian function was added to the web. Ovid landing pages were added to improve navigation and print books were made searchable. Findings revealed between 42-63% increases in usage.
- Evaluated and implemented a web-based, consistent performance evaluation tool for faculty.
- Analyzed programmatic research needs and processes to increase research support and activities. Based upon findings, held multiple faculty development research webinars, formed research collaborative groups, created scholarship symposium in conjunction with another higher education institution, hired personnel to support research activities, developed a writing center, increased physical facilities, and acquired research equipment.

### AdvancingU: RMUoHP’s Writing Center Meeting Long-Recognized Need for Students & Faculty

*Dr. Mark Horacek & Dr. Alan Gravano*

The Writing Center at RMUoHP team champions student and faculty success, the very essence of commitment to continuous improvement. This initiative builds on constituent feedback and best practices and provides a wide variety of services and offerings dedicated to teaching, mentoring, and collaborating with students and faculty from all disciplines. The Writing Center Director, Dr. Alan Gravano, appreciates being part of a community where you share and support people. “It is about empowering individuals and teams to communicate effectively” Alan shares. “Making a positive difference in expressing evidence-based writing is central to the mission of the University.”

Review of previous feedback from student surveys and the Academic Leadership Council and program meeting minutes verifies that the Writing Center meets a need identified nearly a decade ago. “Alan brings a much needed addition to the University’s capacity to elevate student and faculty success” states interim VPAA/Provost, Dr. Mark Horacek. “New technology, currently in the works, will support mentoring and simultaneous editing whether face-to-face or through a distance.” In addition, this technology can aggregate usage data and needs to inform curricular revisions and resource decisions. In its first six months of operation, the Writing Center has had 135 inquiries (with over 50% of the inquiries coming from the OTD and ClinScD-SLP programs).
Enrollment Management

- Analyzed and implemented opportunities to improve social media marketing, including video campaigns, increasing analytics, and revised job descriptions.
- Increased opportunities to cultivate a sense of community across students, including interdisciplinary social gatherings, service projects, white coat ceremonies, and award banquets.
- Enhanced strategies for lead management, including selection of a lead management system and reconfiguration of landing pages and communications.
- Elevated the University’s ADA and Title IX support services and personnel by hiring a compliance officer, revising policies, responding to double the previous year’s accommodation requests, and implementing Campus Answers into the curricula (equality, discrimination, harassment).
- Facilitated three Doctor of Physical Therapy Professional Development Forums.

Finance

- Successfully passed the fifth consecutive external compliance and finance audit with no major findings.
- Analyzed streamlined processes by implementing new software, hiring and cross-training five personnel, and establishing new policies.
- Transitioned to a new third-party financial aid administrator.
- Identified and communicated new opportunities to provide students useful information regarding scholarships and VA benefits. Doubled the veteran student population during the period of 2013 to 2017.
- Received the Patriot Award from the Utah National Guard.
- Created an internal scholarship program and disbursed $20,000 in 2016.
- Federal Financial Aid Eligibility was recertified with the US Department of Education through 2022 (the longest possible recertification).
- Maintained 90/10 compliance (74.20%) and composite score for 2016 estimated at 2.65.

1.3%

3-Year Cohort Default Rate on Title IV Funds
Institutional Effectiveness & Strategic Initiatives

- Developed and implemented strategies to collect institutional data and stories, including the AdvancingU Initiative and the new annual Institutional Effectiveness Report.

- Analyzed strategies and opportunities towards ensuring Comprehensive Strategic Plan and Mission fulfillment. Assisted in the development and administration of an Alumni Interest Survey and analysis of continuing education opportunities.

- Evaluated opportunities to increase use of the Accountability Management System in demonstrating assessment, continuous improvement, Mission fulfillment, and strategic planning. Developed new strategies for programmatic accreditation, programmatic strategic planning, Core Themes tracking, and Core Themes rubric.

- With the President, identified and implemented methods to fulfill the ElevateHER Challenge to which the University had committed. This includes collaborating with Human Resources to evaluate pay equity, provide leadership training, and strategize the addition of qualified female candidates to the Board of Trustees. A pay equity analysis was completed, two leadership courses were provided by an external expert on Leading and Influencing Through Layers and Creating a Safe and Inclusive Work Environment, and interested female employees were supported in attending the annual Utah Women in Higher Education Leadership Conference. Two additional female Trustees joined the University.

- Completed an analysis of state-based distance education compliance needs and implemented strategies and procedures to ensure the University received approval or exemption in appropriate states. RMUoHP was the first approved State Authorization Reciprocity Agreement (SARA) participant in the State of Utah.

AdvancingU: RMUoHP Board of Trustees Models Collaboration and Continuous Improvement

Board of Trustees

The AdvancingU Initiative recognizes teams who have demonstrated a commitment to continuous improvement to achieve goals, enhance learning, or increase effectiveness. The Board of Trustees does all three through their unwavering commitment to RMUoHP.

Their diverse backgrounds in education, healthcare, law, finance, and business provide broad perspective on matters related to our mission, vision, core values and core themes. Skillfully guided by Chair Dr. Roger Hite, the Board of Trustees provides guidance and support on institutional growth and sustained quality and integrity of academic programming and operations at RMUoHP. Their input produce stronger outcomes, such as improved operational management strategies and risk-mitigated growth initiatives. The Board of Trustees model best practices in assessment and continuous improvement activities.

The collaborative relationship between the Board of Trustees and University constituents reinforces how we share our common Vision: to advance the quality, delivery, and efficacy of healthcare. The Trustees’ commitment to collaboration and continuous improvement builds our institutional legacy.
AdvancingU: Improvements in Information Technology Infrastructure

Mr. Ross Sabin & Mr. Will Dabbs

The multifaceted needs of the University are being met by our Information Technology (IT) team as they have worked across departments to provide a myriad of improvements in RMUoHP’s 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 of the Financial Aid Department and Registrar’s Office. Systems were evaluated and implemented across departments to increase the security of virtually shared information. Additionally, the IT department was able to increase cyber security by installing Sophos antivirus on all RMUoHP computers to prevent malicious software from installing and compromising our data.

Along with computer and cyber security, the IT department has increased effectiveness with prompt response and resolution through the IT ticketing system that is accessible by all Faculty/Staff from the RMUoHP homepage. A camera system for use by the DNP and PA programs in the clinic rooms and cameras in the cadaver lab allow optimal utilization of those resources. An electronic door lock that reads ID cards was also installed in the cadaver lab. Card access systems installed on main entries to increase security and increase effectiveness, wherein multiple buildings may be monitored from a single location.

Most recently, the IT team reports that 0% of users have been affected by any type of crypto locker since the implementation of Sophos antivirus and Labtech (our patch management software). In fact, only one instance of an actual malware infection has occurred since January 2016. This rouge antivirus did not pose a threat to the University as this type of malware asks users for payment to delete false viruses. The team attributes this success not only to great safeguards, but a knowledgeable user base.

Operations

- Collaborated across functions to develop and implement an employee competency model and evaluation system integrating competencies and goals.
- Completed salary evaluation for employees at the manager level and below.
- Analyzed adequacy and improvement opportunities for campus security, safety, and training. Implemented regular training at All Hands Meetings, updated and distributed Employee and Student Risk Management Handbooks, developed new policies on computer logoff and campus cyber theft, and improved security in physical facilities with the additional of electronic security systems and window tinting.
- Efforts to increase cybersecurity resulted in 0% of users affected by any type of crypto locker and only one malware infection since January 2016.
- Evaluated opportunities to improve on-campus technology to increase employee and learning effectiveness. Based on the analysis, new projectors and computers were purchased, encryption software was installed, phone system was replaced, and additional personnel were hired.
- Solicited priorities from across the University and utilized Technology Committee to prioritize objectives, which included configuring facilities for new programs, upgrading and standardizing classroom technology, enhancing student and employee conference rooms, migrating to Microsoft Office 365, improving web conferencing and collaboration strategies, and improving printing and copying resources.
- Developed and implemented priority tracking processes to improve communication and accountability.
The 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. Of the 30 initiatives for the five-year period, 16 (53%) are in progress, two (6.67%) will not be implemented (on hold), and twelve (40%) have been completed. As the University is 60% through this strategic plan cycle, the cumulative total of 93% 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 corresponding initiatives status as of July 1, 2017 are as follows:

1. **Expand Quality Academic Influence** (16 Initiatives)
   - In Progress - 9; Not Implemented (On Hold) - 2; Completed - 5

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

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

4. **Maximize Operational Effectiveness** (5 Initiatives)
   - In Progress - 2; Not Implemented (On Hold) - 0; Completed - 3

In early 2018, University constituents will hold a visioning conference to assess progress-to-date of the current plan and explore the University’s competencies, the competitive environment, and goals for the 2019-2023 Comprehensive Strategic Plan.

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**AdvancingU: Online Anatomy Review Course for Clinical Instructors**

Dr. Joel Tenbrink, Dr. Jessica Immonen, Dr. Hina Garg, Dr. Anmy Mayfield, Dr. Mace Hamblin, Dr. Mike Skurja, Ms. Jan Reese, & Ms. Carla Shelton

When a dynamic talent pool, passion for learning, and commitment to continuous improvement collide—magic happens. This innovative AdvancingU team caused that to happen with an online anatomy review course for clinical instructors (CIs). Spearheaded by Dr. Joel Tenbrink, the initiative grew out of a discussion regarding the adequacy of CI development opportunities in the DPT program. As he noted, “The program assessed the educational offerings we provide to our clinical instructors and found that although we offer numerous programs to the local clinical faculty we were not reaching our clinical partners at a distance. This free, self-paced continuing education course provides a mechanism for CIs to engage in professional development activities whether they are local or live from a distance of RMUoHP.” Over 20 anatomy modules developed by Dr. Jessica Immonen in the cadaver lab for student use serve as the current foundation of the course. Participants who finish the modules receive a certificate of completion that the CIs can use to pursue continuing education requirements. Over 132 CIs have enrolled in the course since it went live in February 2017.

In addition, a prototype for future programming was established through Joel’s stewardship and the support of the entire team in various aspects of the course development and implementation. “We are excited to offer the first of many modules that will be available to CIs in any of our entry-level programs. In addition, the anatomy course can serve as a model for similar courses for our alumni and other healthcare providers” says Dr. Mike Skurja, Director of Continuing Education at RMUoHP. The course elevates the potential of our CIs, enriches the student clinical experiences, and build sustainable relationships with our clinical partners. This course also directly links to the 2014-2018 Comprehensive Strategic Plan Goal, *Expand Quality Academic Influence*, by providing a continuing education program to address constituent and societal healthcare needs.
Rocky Mountain University of Health Professions starts new speech-language pathology master’s degree

Braley Dodson Daily Herald  May 2, 2017

Two hundred people applied for 35 spots in the Rocky Mountain University of Health Professions in Provo’s new Master of Science in Speech-Language Pathology program, with applicants sending in their information from across the country.

“There is a nationwide shortage of speech-language pathologists,” said Linda Spencer, the program’s director. “So caseloads are very high.”

The university has recognized that demand with the new master’s program, which joins a doctorate-level speech-language pathology program.

The master’s program has received candidacy for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The program now has pre-accreditation status for up to five years.

The first set of 35 students will begin the program this fall.

With the degree, a student can use it to work in a school or hospital. Spencer said it’s not uncommon for students to leave a program like it with three or four job offers.

The university has been in the process of starting the program for two years.
In conjunction with the Comprehensive Strategic Plan, RMUoHP President Richard P. Nielsen identifies initiatives of importance related to University culture and growth. During this reporting period, three initiatives were identified: Women in Leadership, Culture of Service, and Administrative Assistants Forum.

Women in Leadership

As a member of the Utah Women in Higher Education Network (UWHEN), the Utah affiliate of the American Council on Education (ACE) Women’s Network, RMUoHP supports the ACE Women’s Network’s Moving the Needle: Advancing Women Leaders in Higher Education initiative. This initiative also aligns with a statewide Women’s Leadership Institute (WLI) initiative, the ElevateHER Challenge, to which the University has also pledged. The Challenge presents seven areas of opportunity for elevating the stature of women’s leadership. Organizations are encouraged to adopt one or more of these areas, which also align with the ACE Moving the Needle initiative towards advancing women in leadership. RMUoHP’s commitment to these initiative aligns with the University’s Comprehensive Strategic Plan Goal 4: Maximize Operational Effectiveness:

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.

As an ongoing Presidential Strategic Initiative, three areas of the ElevateHER Challenge were identified as areas of focus. Concentrated efforts in these areas has resulted in positive outcomes.

1. **Increase the number of women on our organization’s Board of Trustees, extend the influence of women in your industry, and encourage women to serve on community and corporate boards.** Over the last year two qualified women were elected to the BoT, increasing the percentage of women on the Board to 27%. Many women, as part of their institutional roles, served in leadership roles. For example, the 2016-2017 UWHEN Chair and Utah State Chair to the ACE Women’s Network was Dr. Jessica Egbert, Vice President of Institutional Effectiveness and Community Engagement, and the UWHEN Treasurer was Dr. Ann Hoffman, Doctor of Physical Therapy Faculty. Egbert also serves on three other community boards related to business, government, and education. Dr. Sandy Pennington, Executive Vice President of Institutional Effectiveness and Strategic Initiatives, serves as a site evaluator for the Northwest Commission on Colleges and Universities (NWCCU) and for the Commission on Accreditation in Physical Therapy Education, where she is a commissioner. Dr. Malissa Martin, Vice Provost for Academic Affairs and Post-Professional Programs, serves as a NWCCU site evaluator, on the editorial board (section editor) for the International Journal of Athletic Therapy and Training, and is a reviewer for the Athletic Training Education Journal.
Through her roles with UWHEN and the ACE Women’s Network, Dr. Egbert participated in national ACE Women’s Network planning activities in which opportunities were discussed to increase nation-wide support for the *Moving the Needle* initiative. She suggested and followed-through on an idea to obtain support of policy influencers (in addition to the existing strategies to obtain commitments from college and university presidents). Egbert authored a request and draft statement to Utah Governor Gary Herbert to solicit his support and advocacy in encouraging higher education and policy leaders to commit to the *Moving the Needle* principles and which could be used to generate nation-wide momentum. Presidents of three academic institutions (Salt Lake Community College, Dixie State University, and Rocky Mountain University of Health Professions) signed the letter in support of this request. The Governor, an advocate for the ElevateHER Challenge, quickly responded. This effort has created local, State, and national conversations, putting Utah (and Rocky Mountain University of Health Professions) in a position of leadership. (The Governor’s letter and newspaper article are included in this report.)

2. **Monitor pay by gender and close identified gaps.** A consultant completed a compensation analysis by position (up to the director role) in late 2015. In 2016, a preliminary breakdown of compensation by position at the director rank through executive leadership occurred using data derived from CUPA-HR research. Data were analyzed and potential pay gaps in compensation in two categories were identified. However, the hybrid nature of job descriptions, disparate numbers of female and males in a comparison group, and unknown variations based on education, experience, or time in position likely explained the variation. For example, in one category compensation for 12 female employees was compared to compensation for one recently hired male employee in the category; in this situation, the compensation for the male employee was less than the aggregate mean of the 12 female employees. This initiative will be monitored through the President’s office in conjunction with established assessment practices by Human Resources. Currently, job comparisons and job grades for each position, excluding faculty, is being completed using market data from HR- CUPA, the Economic Research institute, and data from Pay Scale. Once Human Resources has assembled the data, gender variations will be reanalyzed to identify potential pay gaps.

3. **Establish a leadership development and/or mentoring program for women.** Human Resource presented a yearlong leadership program. To augment that training and capture content specific to leadership development in women, two leadership development workshops were presented in conjunction with the ElevateHER Challenge initiative. Leading and Influencing Through Layers, a four-hour workshop, was presented on campus in December 2016. The workshop, presented by the Associate Vice President of Human Resources at the University of Utah, drew approximately 40 employees, representing all functional areas of the University and both men and women. Several additional attendees joined via webinar. The participants represented a cross-section of roles including administration (10%), faculty (23%), and staff (68%). Participants explored the complexities of leading and identified strategies to enhance collaboration. The Net Promoter Score was at 60% and the overall workshop mean was 4.60 (where 5 = Excellent). Additionally, UWHEN awarded a grant of $300 to support the workshop.

The 3.5 hour *Creating a Safe & Inclusive Work Environment* workshop was presented in July 2017 (by the same facilitator), included approximately 34 employees (both men and women and diverse roles, administration (15%), faculty (27%), and staff (58%)) from all functional areas. The workshop built on suggested topics identified in the first workshop, emphasizing workplace culture and unconscious bias. The Net Promoter Score was 65.38% and the overall workshop mean was 4.62 (where 5 = Excellent).

High Net Promoter Scores and overall satisfaction means are strong measures for the value of these workshops to the participants and for continued support of the ElevateHER Challenge.
Dear Higher Education and Policy Leaders,

As you are aware, there is a growing recognition in Utah, and nationwide, of the need to elevate leadership opportunities for women in higher education. As governor, my goal is to have the top performing education system in the nation, and much of that work falls to our institutions of higher education. As we strive to improve this system we must continue to promote opportunities for both men and women in higher education leadership roles.

Time and again, research demonstrates how integrating women into leadership positions results in positive gains for organizations, including enhanced fiscal strength, improved risk management, and increased retention, particularly with regards to business. What is true in business may equally translate into higher education goals of improving hiring, promotion, tenure, recruitment, and leadership development strategies.

The recent Moving the Needle Initiative sponsored by the American Council on Education (ACE) Women’s Network aims to bridge gender-based leadership gaps through engaging education as well as community leaders in this dialogue and call to action. The goals of Moving the Needle are consistent with a Utah initiative that has received national recognition and for which I am an advocate: The ElevateHER Challenge.

I invite public and private university presidents and trustees, to learn more about both of these initiatives and find ways to provide opportunities to address women in leadership roles, particularly in higher education.

Thank you for joining me in this important effort!

Sincerely,

Gary R. Herbert
Governor
Boys club: Educational leadership in Utah County dominated by men

In Utah County, women in educational leadership positions are scarce

Braley Dodson Daily Herald  Aug 3, 2017

When it comes to leadership positions in Utah County, it’s strictly the boys’ club. Men outnumber women as students at universities in Utah County, and that pattern extends to the schools’ administration as well.

There has never been a female president at Brigham Young University in Provo or at Utah Valley University in Orem, although UVU has had two female interim presidents who served a total of three times. At UVU, two of six vice presidents are female and there isn’t one female dean out of eight of them. About a third of the members on the board of trustees are women. At BYU, there are two female members of the Church Board of Education. Out of 17 administrative officers, two are women. There are three female deans. There are far more female teachers in K-12 education than males in Utah County, yet the superintendents of all three Utah County school districts are male.

Several organizations are looking to change those numbers, including local universities.

“In many cases, there are literally not a lot of women who are qualified to serve as presidents in Utah, or in many areas, or even more so, we have women who don’t ever perceive themselves as presidents, they don’t aspire to presidency. That is a huge challenge,” said Jessica Egbert, the vice president of institutional effectiveness and community engagement at Rocky Mountain University of Health Professions in Provo.

Egbert was the chair of the Utah Women in Higher Education Network until last month and authored a letter to Gov. Gary Herbert urging him to support the Moving the Needle initiative, which aims to have 50 percent of college and university presidents be women by 2030. Gender disparity among college and university presidents isn’t just a Utah problem. Currently, only about a third of college and university presidents nationwide are women, according to information from the American Council on Education. The governor voiced his support for Moving the Needle, along with the ElevateHER Challenge, in a letter dated July 5 and sent to higher education and policy leaders in Utah. The letter encourages public and private university presidents to find opportunities to address women in leadership roles in higher education.

Susan Madsen, project director of the Utah Women and Leadership Project at UVU, said there’s been progress in getting more women involved in leadership in higher education, but national progress appears to have stalled about 10 years ago. Part of it, she said, is occupational segregation, where certain jobs are perceived as masculine or feminine. Other parts could be cultural, especially in the religious context of Utah County, as women lean toward careers in social work, nursing and education because they view those fields as being flexible with juggling a family.

“In Utah, more than in other states, our young women don’t have true choice, and that means they don’t understand that they have a lot of choices of what to major in,” Madsen said. The majority of Utah women work, although Madsen said most believe they have to quit their jobs or halt their education once they have a child. “When women do at key times drop out, then they are less likely to be on the leadership track,” she said. To get more women into leadership positions in education, Madsen said there needs to be progress to make sure that women aren’t expected to adapt to masculine cultures. Recruitment also has to be done to include women, which includes using language that women respond to, like saying that a job is engaging and innovative. Men are also more likely to apply to those positions without prompting than prompting them are, according to Madsen. Another factor is increasing how many women in Utah County have college degrees, since academic leadership positions typically require advanced ones.

But work is being done at both BYU and UVU to include more women in leadership. At UVU, Madsen said the university has women-only professional development and is letting men know why women are beneficial to have in leadership roles. She said gender is looked at when seeking new faculty. “I think we are making progress here at UVU,” Madsen said.

The President’s Council at UVU has collaborated with the university’s inclusion committee to find existing and new ways to promote more leadership opportunities for women in response to the governor’s letter, according to Stephen Whyte, spokesman for UVU. “We welcome and support Governor Herbert’s invitation and are seriously taking it as an opportunity to redouble our efforts,” Whyte wrote in an email. He cited the 2011 creation of the Women’s Success Center and said UVU has been at the forefront of the national conversation to address women in leadership roles. “Utah Valley University has made significant and intentional efforts toward increasing opportunities for women at all levels with the university,” Whyte said.

Not only could a woman be a president of BYU, but well-qualified women were considered by the search committee prior to current President Kevin Worthen’s appointment, according to BYU spokeswoman Carri Jenkins. Jenkins said the university has a leadership development program where selected participants meet for half a day each month from September to April. “BYU has made an intentional effort to make sure that women are a part of this program,” Jenkins said in an email. She also said the human resources department has a training that runs throughout the year and that employees can take courses at BYU free of tuition.

But women can still feel like they have barriers, like family, to leadership positions in higher education, Egbert said. She said those are limiting beliefs. The fact that leadership positions have historically been held by men could be a possible deterrent. What needs to be done, Egbert said, is telling young women they can aspire to be leaders and that they can have it all, in a personal and professional sense. It’s also about acknowledging that by adding diversity to those roles, it brings both the ways men and women think and problem solve to the table. At the Rocky Mountain University of Health Professions, Egbert said the university has been working on specific initiatives like pay equity between the genders. A workshop series has been created and the university pays for employees to attend a spring leadership conference. She said the university has also been working to create a safe and inclusive environment. “They have put their money where their mouth is, and I am proud of that,” Egbert said.

RMUoHP Foundation’s Community Rehabilitation Clinic (CRC) is rooted in the Core Value of Service. In the past 18 months, the CRC has had nearly 2,000 hours of donated student time. Forty Doctor of Physical Therapy (DPT) student volunteers provided 756 combined hours of service as part of a service-learning elective offered each semester. Since Fall 2015, students from the DPT program have provided quality service to patients at the CRC through this elective course. Feedback from students has indicated that this service opportunity enriches 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.

Forty-one pre-professional and other undergraduate students from Brigham Young University and Utah Valley University (UVU) have contributed 1208 combined hours during the same period. In addition to pre-health professions majors, language majors, through an affiliation with the UVU Language Department, have expanded the translator services for the CRC, a needed skill, as nearly 60% of the patients seen are Spanish speaking.

During 2016, community physical therapy providers volunteered 335 combined hours through 1,500 patient encounters. Seeing on average of 14 patients per day for the first five months of 2017, the CRC is on target to reach 4,500 patient treatment visits this year. Based on Medicaid rates, the cost savings to the patients and communities they represent total $33,513 per month.

Beginning in May 2017, the CRC expanded the hours of operation from 15 to 45 per week, increased staff by three, and upgraded equipment better serving the needs of the medically underserved citizens of Utah County.

The CRC’s patient outcomes are measured by FOTO (Focus on Therapeutic Outcomes), a national outcomes management system that provides risk-adjusted, benchmarked reporting and quality management. The system compares the CRC patient rehabilitation outcomes to care provided nationally in 4,200 physical therapy clinics by over 19,600 clinicians which generates a database of 17.5 million patient assessments and 4.8 million complete episodes. Recent data analysis revealed that patient outcomes at the CRC are on par with the national average, yet require half the number of visits to meet patient outcomes. In addition, overall patient satisfaction scores are at 94%.
Malawi Africa Service Excursion

RMUoHP students and employees have the opportunity to participate in an annual service excursion (students participate through a service-learning course). The teams completed construction projects (such as schools, libraries, and restrooms) for underserved populations. Additionally, students participate in supervised clinical internships.

For 2016, the 35-member team consisted of Physician Assistant and Physical Therapy students and faculty, employees, and other community members constructed a primary school, library, and two restrooms in the Nasenga community in Mangochi, Malawi. The team also provided the school with nearly 4,000 pounds of educational supplies and materials. Students also participated in supervised clinical internships.

The 2017 team of 40 members departs to Malawi on August 16 and will construct a hostel for young women and perform healthcare services as part of clinical internships while in Africa. Additionally, this year the team will get the opportunity to work on sustainability projects for the communities. In advance of the excursion, a project spearheaded by Physician Assistant program faculty Tyler Summer collected and shipped 512 boxes of medical textbooks to Malawi. Additional textbooks and needed supplies will be transported by expedition team members.

Service September

The Core Value of Service is central to RMUoHP’s culture. In 2014, President Nielsen declared September as an annual service month and approved eight hours of paid time for each employee to participate in a self-selected service project.

The United Way Day of Caring is a tradition for RMUoHP’s employees and, in 2016, 14 dedicated employee volunteers cleaned, organized materials, and painted at Kids on the Move, which organization serves children and families in the community. Employees will return to Kids on the Move in September 2017.

In addition to Service September, RMUoHP participates in service-related activities throughout the year. For example, RMUoHP collaborates with a local business to host three American Red Cross blood drives per year and donates to the local American Red Cross Chapter. Also, in 2016, the University also sponsored the All-Together Shootout to raise money for a local all-abilities playground for which RMUoHP students also participated in its construction.

The University and its employees are engaged in service throughout the year. By modelling a culture of service, employees demonstrate characteristics essential to healthcare, support Mission fulfillment, and enhance the positive working environment.
Student Service Activities

In 2010, the University started the tradition of collaborating with residential students every year on at least one student-selected service initiative. Since then and as the culture of service grew, so too has the engagement between RMUoHP and its students in activities that build both competence and character. During this reporting period, the following service projects were completed by students:

Master of Science in Physician Assistant Studies Service Projects
- **Day of Unity (October 2016)** - Service project to feed the homeless in SLC; 20 students participated.
- **Kids on the Move Halloween Half (October 2016)** - Assisted with race logistics; 10 student participated.
- **Valentine’s Cards for Primary Children’s Hospital (February 2017)** – An entire cohort of students participated and delivered cards prior to Valentine’s day.
- **Strides for Stroke 5K (June 2017)** - 10 students supported the race.

Doctor of Physical Therapy Student Service Projects
- **All Together Playground (September 2016)** - Students helped construct the all-abilities playground; 20 students participated.
- **Christmas Box International: Project Elf (December 2016)** - Students helped to provide Christmas for families in need; 47 students participated.
- **Hotter than Heck Bike Race (July 2017)** - Under the direction of four faculty, 22 students provided stretching and therapeutic massage to riders following a 60-mile and 100-mile ride. Additionally, four students participated in the 100-mile race.

Administrative Assistants Forum

Initiated in 2017, the Administrative Assistants Forum provides an optional activity for those in like roles to fellowship, share and build resources, and receive relevant training. Events are hosted at least quarterly during a lunch hour and feature topics identified by the Administration and institution-wide supervisors. Funding for lunch and external speakers is provided through the President’s budget. The goal of this forum is to invest in and develop employees essential to RMUoHP’s effective operations.
In the News...


Rocky Mountain University of Health Professions makes trip to Malawi

Shelby Slade Daily Herald  Oct 19, 2016

After wrapping up finals, students and staff from Rocky Mountain University of Health Professions traveled 22,000 miles by air to volunteer. The trip took the group of 35, which included community members as well, to Malawi where they worked to improve lives and future generations, RMUoHP President Dr. Richard Nielsen said.

“You start learning lessons from people who have nothing but are very happy. They’re the happiest people on the planet,” he said. “They don’t equate success or happiness to degrees, titles, status or to conveniences of life because they have none of that.”

Nielsen has been traveling to Africa to do service for more than 20 years. He, his wife and his daughter founded the nonprofit World of Difference, which seeks to improve the quality of life for underprivileged children, after serving with other groups. “Each time I come home I realize I’ve learned more lessons, but I don’t think I’ve arrived,” he said. “So my wife and I keep going back and going back, and each time we learn more.”

When Nielsen went to Africa in late August, he took with him a group of 35, including 10 physician assistant students and 5 doctor of physical therapy students from RMUoHP. Nielsen said it was important to open the opportunity to students several years ago.

“We train their hands and we train their minds but we don’t pay as much attention to giving them experiences to train their hearts so they know what it feels like to actually have a hand in treating someone where it’s not about the money,” he said.

During the first part of their stay in Malawi, the students visited orphanages and handed out some of the items they’d brought. This experience deeply affected Crystal Miskin, a doctor of physical therapy student. “They just sleep body-to-body and wall-to-wall with no blankets,” Miskin said. “And I thought, ‘Wow, we made a difference.’ … It was gratifying to see that we were able to give them something they needed in that moment.”

The group also built a school, latrines, library and desks for the children in a rural area of Malawi, while also providing supplies to stock the school and books for the library. Miskin said it was amazing to see how happy the people were even though they went without some of the simplest conveniences. The kids played soccer with a wadded up ball of trash bags they tied together. The group brought a real soccer ball for them to keep.

Miskin said the time she spent in Malawi reaffirmed her desire to give back. She has volunteered at a pro bono clinic in the past and is determined to continue doing so. “It was a very good decision,” she said. “I’d do it again in a heartbeat. It’s refueled the flame I had for helping others.”

Dallas Reynolds, a doctor of physical therapy student, agreed with Miskin that the trip changed lives, including their own. “In those two weeks I did more in that time for others than in any other time of my life,” Reynolds said. Both the physician assistant and doctor of physical therapy student were given the opportunity to do a clinical experience while in Malawi. His favorite part of the trip was interacting with physical therapy students from Malawi. The health care system in the country isn’t adequately funded though, and the students felt a future in physical therapy was out of reach. “The students down there were unmotivated or discouraged about the future and the health care system and we were able to rejuvenate them,” he said. “Some of them came up to us and said they, ‘Hey, we were planning on selling insurance or doing something else after graduation but you changed our minds.’” Reynolds said he had originally decided to go to Malawi as a way to give back before graduation and the hustle of life caught up to him. He said he hoped it would give him some experience working with nonprofits and medical professionals in other countries. But he said he found something different in his experiences in Malawi. “Everything I went over for was completely different than what I got out of it,” Reynolds said.
In the News...

Utah Valley's Everyday Heroes: RMUoHP collects textbooks to send to Malawi

Bretley Dodson Daily Herald Jun 21, 2017

Many people go about doing good deeds in their families, neighborhoods, organizations and church congregations. “Utah Valley’s Everyday Heroes” celebrates these unsung community members and brings to light their quiet contributions.

The library at the Malawi College of Health Sciences only has a few hundred worn-out textbooks, dating back to the ’60s, ’70s and ’80s.

They have so little that when a group with the Rocky Mountain University of Health Professions brought them textbooks last year, the college’s employees cried.

“I wasn’t expecting them to have so little in their library,” said Tyler Sommer, a faculty member in the Master of Physician Assistant Studies program.

A group with the Rocky Mountain University of Health Professions in Provo makes an annual mission trip to Africa every August. Last year, they brought several hundred textbooks in their checked luggage to distribute while they were there.

But Sommer wanted to do more this year. He coordinated with the African Library Project, a nonprofit that collects and ships textbooks across the ocean, to get additional supplies to libraries in need.

The university started collecting books in January. Sommer stored them in his office, stacking them beside his desk and under it, from the floor to the bottom of his desk several rows across.

More than 500 textbooks totaling 1,800 pounds were collected and shipped to the African Library Project. The goal is for the books to be in the libraries by the time the Provo group arrives in Malawi in August to build a school.

The books are all at least from 1995, but Sommer said he was concerned that some of the treatments mentioned in books might not yet be available in Malawi. To solve that problem, the textbooks are mainly based on the basic sciences.

Unlike in the United States, internet service at the Malawi College of Health Sciences isn’t reliable. So the students have to rely on the textbooks to get their information.

“Using the internet for the majority of their teaching like we do here in the U.S. is not an option,” Sommer said.

While there, the group lives out of their carry ons and packs two checked bags each full of supplies to leave in the country. Any books that are donated between now and when they leave will be brought by the RMUoHP team.

Sommer said the large textbook donation speaks to the university’s culture of service.

For President Richard Nielsen (who goes by “Ranger” when he’s in Africa), this year will be his 30th year of going on service trips to Africa.

Nielsen said medical care in Malawi is at least 40 years behind what it is in the United States. For most people in their group, their first trip is a shocking experience.

“It’s very surreal,” Nielsen said. “There is no way you can really prepare someone for that level of poverty.”

The group also will drill wells when they build a school, which can cut hours of a day locals spend walking to fetch water.

The trips, which last three weeks, are a way to teach the RMUoHP to live outside themselves.

“They come home changed people,” Nielsen said.
The collective value placed on assessment and continuous improvement was evident in this review period. In addition, the impact of organizational change has enhanced an environment that promotes knowledge-sharing and stimulates a team-centered work culture (reflected in the AdvancingU stories). The shared ownership for the attainment of organization Mission fulfillment and strategic goals resonates throughout this report. The effective demonstration of Mission fulfillment during this reporting period provides the framework to reframe discussions from meeting accreditation standards to sustaining high-level student learning. Enhanced transparency and increased collaboration are captured in the following reflections focused upon driving culture and sustaining action as RMUoHP moves ahead.

**Academic Assessment & Continuous Improvement**

Over this review period, the direct-methods utilized as primary indicators were effective in demonstrating achievement of student learning outcomes. In 2016, the refinement of the project-embedded assessment methods by Academic Affairs and the processes identified to integrate Core Theme measurement into regular faculty responsibilities provided timely data collection and retrieval of information on which to base analysis of Mission fulfillment. Use of a web-based repository (Accountability Management System) across the University to record, evaluate, and communicate data in 2018 will ease data collection challenges, enhance the systematic approach to Core Themes reporting, and provide a ready dashboard for ongoing assessment.

**Functional Area Assessment & Continuous Improvement**

A strong commitment to assessment and continuous improvement from functional areas provided effective analysis on Core Theme indicators. The assessments demonstrated keen perspectives into the needs and issues of functional areas, while the resulting findings provided direction into continuous improvement plans. A revitalized commitment to ongoing documentation of related efforts will enhance efficiency of reporting and the inclusion of team members will elevate the overarching culture of continuous improvement and help the University continue building a system driven by information and supported with evidence in the service of empowering decision-makers to make good decisions.

**Institutional Effectiveness**

The University culture and continuous improvement efforts presented opportunities to evaluate institutional data needs and the potential contribution of the Office of Institutional Effectiveness. Identified in the evaluation process were opportunities to increase the quantity and quality of data, enhance the timeliness of documentation, and develop increasingly centralized sources for institutional research. Challenging questions were posed regarding the perceived ownership of data and the institution-wide impact of data isolated within a silo mentality. These conversations have expanded to include the role of the Administrative Board, time constraints and priorities, long-term institutional research needs, and best practices in assessment and continuous improvement that maintain quality data, ensure data transparency and access, and promote the continual commitment and dynamic use of data in decision-making. Through increased commitment and accountability to RMUoHP’s culture of continuous improvement, individuals and teams will continue to streamline efforts to achieve and demonstrate Mission fulfillment.
Next Steps

For the current reporting period, RMUoHP demonstrated Mission fulfillment through achievement of targets associated with the University’s Core Themes. Quality education delivered through Academic Affairs were supported by services, programs, and operations. The completion of a full assessment cycle provided an opportunity for introspection and long-term planning for ongoing continuous improvement. Based upon this analysis, the following were recommended:

1. Reduction of Core Themes targets by 40% from 130 to 78. *(Completed)*
2. Re-identification of primary (key) targets contributing to Mission fulfillment. *(Completed)*
3. Identification of appropriate assessment leaders and continuous improvement leaders for each target. *(Completed)*
4. Identification of Institutional Effectiveness as the assessment leader of all institutional survey data. *(Completed)*
5. Enhancement of systems for regular monitoring and transparency in Core Themes reporting across functional areas.
6. Revision of University Policy 3010 Institutional Effectiveness to update verbiage, emphasize summative reflection and analysis, and add survey guidelines.
7. Enhance the use of data as a strategic asset at RMUoHP.
8. Develop a central data repository through the Office of Institutional Effectiveness.
9. Create an Institutional Effectiveness Council to support functional area efforts, engage diverse personnel in related processes, ensure systematic assessment and continuous improvement occurs across the University, recognize and celebrate achievements, and improve communication across University constituents.
10. Continue an introspective review of the assessment and continuous improvement processes at RMUoHP.

Consider the following questions:
- Are target levels appropriate?
- What new data collection methods or analyses should we consider?
- Is this the most meaningful indicator towards making a decision or telling the story?
- Who will analyze the data and how? Are we consistent in our analyses? Are we providing analysis in a meaningful way?
- Do we include the right people in our processes? Who needs to see the data? Are our end-users data-literate?
- Who needs to make decisions with the data? How do we document evidence on the decisions made from the data?
- Do we have the best available data to make decisions now or in the future?
- Do we begin with the end in mind?
- Are we comfortable with inconclusive data or acknowledging we don’t know the answer?
- Do we acknowledge and learn from our mistakes?

RMUoHP recognizes and embraces the ongoing journey of continuous improvement. An institution-wide sustained commitment to data-driven decision-making and strategic planning requires continual efforts to evaluate progress, ensure accountability, and respond to challenges. Transparency with data, decision-making, and continuous improvement encourages a holistic culture that advocates and elevates employee investment in quality work in pursuit of Mission fulfillment. Participation in these rigorous activities is evidence of the University’s commitment to the Core Value of Integrity and a shared vision for educational quality and student success.