Contents

From the President 3
Continuous Improvement 4
Mission, Vision, & Values 5
Core Themes 6
Mission Fulfillment 7
Calculating Mission Fulfillment 13
Assessing Core Theme Effectiveness 15
Assessment Culture 16
Designing Organizational Efficiency 17
2014-2018 CSP In Review 19
Who are RMUoHP’s Students & Alumni? 21
2019-2023 CSP Development 22
Presidential Strategic Initiatives 23
20th Anniversary 27
In the News 35
Looking Ahead 43
Dear RMUoHP Family & Friends -

As we celebrate our 20th year as a university, our passion, commitment, and achievements are at an all-time high. Innovation resonated within our Blue Ocean Shift, through which we’ve reframed an inspired organizational chart that focuses on contribution, efficiency, and collaboration. We are looking forward with excitement for our 2019-2023 Comprehensive Strategic Plan, which captures opportunity and magnifies our Mission.

The 2018 Institutional Effectiveness Report integrates the collective voice of our University community in sharing the stories of Mission fulfillment. Our 2017-2018 data demonstrates a strong commitment to assessment and continuous improvement and, for the second cycle, fulfillment of our Core Themes as manifestations of Mission fulfillment. We also highlight success stories of enhanced collaboration and innovation that expand on these commitments.

As we continue to set and achieve ambitious goals, such as described in this report, we strengthen RMUoHP’s visibility and reputation for quality academic programming, research, commitment to community and service, and our positive culture. Reflecting on the past year, I thank you for your sustained creativity and dedication as we embrace innovative, strategic approaches to student success, and advancing healthcare.

Sincerely,

Dr. Richard P. Nielsen
President
Rocky Mountain University of Health Professions (RMUoHP) celebrates a culture of assessment and continuous improvement, modeled by its leadership and Board of Trustees, which is 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 institutional improvement. Additionally, woven throughout the report are stories of team-initiated, meaningful continuous improvement activities.

The Office of Institutional Effectiveness and Strategic Initiatives, which hereafter will be the Office of Strategy and Engagement in conjunction with the 2018 organizational shift, 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 is deliberately transparent in its effectiveness measures, such as posting to its Institutional Effectiveness & Strategic Planning website several years of institutional survey data and reports, and sharing across areas and disciplines the functional areas’ and academic programs’ assessment and continuous improvement plans. 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 a 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.

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Evidence of a 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.
The **Mission** of Rocky Mountain University of Health Professions is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates Mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change.

The **Vision** of Rocky Mountain University of Health Professions is to advance the quality, delivery, and efficacy of healthcare.

RMUoHP’s **Core Values** support the Mission and Vision, shape the culture, and reflect the University ethos and beliefs. These Values 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.
The seven-year Northwest Commission on Colleges and Universities (NWCCU) accreditation model requires institutions to establish Core Themes. Core Themes are defined as manifestations of fundamental aspects of an institution’s mission. RMUoHP’s four Core Themes, their objectives, and their outcomes collectively express the University’s Mission. The Core Themes 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 describes a key aspect of the Mission and includes indicators and target levels of achievement that form the basis for describing how effectively RMUoHP fulfills its intentions. By examining its purpose, characteristics, and potential, the University defines the parameters for and an acceptable threshold of Mission fulfillment. Guided by that definition, the University demonstrates its effectiveness in achieving its Mission through assessment of the metrics related to the indicators of achievement. The University’s four core themes are:

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.
To demonstrate the University’s recent efforts in 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 a 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 (100% locate and evaluate literature; 90% synthesize evidence-based principles into realistic practice settings; 96% demonstrate clinical inquiry proficiency; 93% demonstrate skill in challenging current practice standards; 85% leads to healthcare advancement within field of influence).

- Graduate achievement of learning outcomes exceeded 90% target levels (92% locate and evaluate literature; 92% synthesize evidence-based principles into realistic practice settings; 97% demonstrate clinical inquiry proficiency; 99% leads to healthcare advancement within field of influence).

- On Faculty Performance Assessment data, 91.% of faculty (on a target of 80%) demonstrate experience in evidence-based practice (e.g., practice, publications, instruction, completing courses, peer evaluation, survey data, performance assessment).

100%

**Achievement of Core Theme Student Learning Outcome Targets**
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 (96% demonstrate clinical inquiry proficiency; 98% lead to healthcare advancement within field of influence; 93% demonstrate skill in challenging current practice standards).

- Graduate achievement of academic outcomes exceeded 90% target levels (97% demonstrate clinical inquiry proficiency; 99% lead to healthcare advancement within field of influence; 97% 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 the annual faculty performance assessment, 100% of faculty scored at least 30 (out of 50) for scholarly activity, exceeding the 80% target level.

- On a target of 80%, 93% of faculty engage students in the learning experience.

- On a target of 80%, 96% of full and part-time faculty met target for mastery of content related to clinical inquiry on classroom peer observations.

- On a target of 4.00/5.00, students reported an institutional mean of 4.71 that participation in experiential learning activities enhanced clinical inquiry proficiency and graduating students reported the institutional mean at 4.70.

- On a target of 80%, 99% of graduates reported completing scholarly activities contributing to healthcare advancement within the field of influence. In addition, 85% of these graduates also reported completing scholarly activities contributing to clinical inquiry proficiency. Alumni reported an exceeded target for the institutional mean on the ability to impact healthcare change within the scope of practice through the RMUoHP education.

- 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.
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 65% in the Doctor of Science and Doctor of Philosophy programs to 98% in the entry-level Doctor of Physical Therapy degree program, resulting in an overall 87% graduation rate.

- When averaged over a 2-year period, 100% of entry-level Doctor of Physical Therapy graduates passed the National Physical Therapy Exam (NPTE); overall, 100% of Doctor of Nursing Practice - Family Nurse Practitioner track graduates passed the American Academy of Nurse Practitioners Certification Board (AANPCB); 100% of the inaugural cohort of the Masters in Physician Assistant Studies passed the Physician Assistant National Certifying Exam (PANCE).

- 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%).

- On a target of at least 80%, 95% of alumni report that the educational experience at RMUoHP had a positive impact on their career.

- All institutional means related to satisfaction of safety, facilities, and technology exceeded the 4.00/5.00 targets, including those for students and employees. In this rating period, 76% of employees are currently certified in CPR, first aid, and AED.

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### Retention and Graduation Rates - All Programs (through July 2018)

<table>
<thead>
<tr>
<th>Program</th>
<th>Students*</th>
<th>Retained</th>
<th>Retention Rate</th>
<th>Students (for Grad Calc)**</th>
<th>Graduated</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP</td>
<td>319</td>
<td>282</td>
<td>88%</td>
<td>264</td>
<td>219</td>
<td>83%</td>
</tr>
<tr>
<td>DPT (Entry)</td>
<td>489</td>
<td>483</td>
<td>99%</td>
<td>277</td>
<td>271</td>
<td>98%</td>
</tr>
<tr>
<td>DSc/PhD</td>
<td>547</td>
<td>430</td>
<td>79%</td>
<td>416</td>
<td>270</td>
<td>65%</td>
</tr>
<tr>
<td>MPAS</td>
<td>195</td>
<td>193</td>
<td>99%</td>
<td>48</td>
<td>45</td>
<td>94%</td>
</tr>
<tr>
<td>MSHS</td>
<td>204</td>
<td>188</td>
<td>92%</td>
<td>185</td>
<td>164</td>
<td>89%</td>
</tr>
<tr>
<td>OTD</td>
<td>703</td>
<td>663</td>
<td>94%</td>
<td>639</td>
<td>590</td>
<td>92%</td>
</tr>
<tr>
<td>SLPD</td>
<td>164</td>
<td>152</td>
<td>93%</td>
<td>61</td>
<td>44</td>
<td>72%</td>
</tr>
<tr>
<td>tDPT</td>
<td>480</td>
<td>459</td>
<td>96%</td>
<td>480</td>
<td>453</td>
<td>94%</td>
</tr>
<tr>
<td>Total</td>
<td>3101</td>
<td>2850</td>
<td>92%</td>
<td>2370</td>
<td>2056</td>
<td>87%</td>
</tr>
</tbody>
</table>

* Active Students enrolled <1 year not included

** Active students removed to allow for graduation calculation.
Satisfaction of graduating students for both academic experience and overall experience exceeded the 4.00/5.00 target institutional mean. Graduating students reported academic experience satisfaction at 4.53 and overall satisfaction at 4.52. Alumni reported satisfaction of the academic experience at 4.34.

All institutional means related to the Teaching Effectiveness Program exceeded the 4.00/5.00 targets: faculty peer classroom observations were rated at 4.57; online course audits yielded means over 4.50 across all factors. All factors on the Student Faculty and Course Evaluations yielded institutional means above 4.00, with two of the 20 means above 4.50 (feedback improved knowledge/skills; facilitated active and collaborative learning).

100% of appropriate University committees include student participation.

The University is compliant with Gainful Employment and Clery Act requirements.

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AdvancingU: Instructional Technology Staff Promotes Faculty & Student Success through Exemplary Customer Service

Dr. Malissa Martin, Jan Reese, & Brittany Gouett

The Instructional Technology (IT) team works behind the scenes so efficiently that their work often goes unnoticed. The team-designed, syllabus-based system for course posting has been in place for years. By loading the syllabus platform into the learning management system, faculty are allowed to focus their efforts on the scholarship of teaching and learning. In collaboration with the Learning Resource Center (LRC), IT uploads all required articles (files or links) to each course. A conservative estimate of total faculty time saved is roughly 3,000 hours. In addition, faculty have reported high satisfaction rates with the customer service they receive from the IT staff.

A New Faculty Orientation course is provided online, specifically designed to meet the unique needs of each individual program and faculty status. Over 200 faculty and TAs have completed one of these orientation courses. The monthly Faculty Newsletter provides tips and approaches for best practice teaching-learning strategies and offers additional information on faculty development opportunities.

The syllabus-based system for course posting benefits students as well, resulting in courses that are similar in design and set up, thereby providing an organized and consistent platform for learning. Before starting regular studies, students are provided with an online orientation course (RMU 101) where they become familiar with this platform. Students can return to this orientation option anytime during their course of study with the University. Students consistently report satisfaction with the course content and outcomes in preparing them for their academic journey.
Core Theme 4: Nurturing Student Success

RMUoHP nurtures student success by engaging students in professional and personal growth opportunities.

- Student achievement of academic outcomes exceeded 80% target levels (98% demonstrate reinforcement of values essential to healthcare success and personal growth).
- Graduate achievement of academic outcomes exceeded 90% target levels (99% demonstrate reinforcement of values essential to healthcare success and personal growth).
- Graduating students exceeded 90% target levels (95% participate in learning opportunities that reinforced values essential to healthcare success and personal growth).
- On a target of 4.00/5.00, alumni rated the University 4.34 on providing quality education at a competitive price (good value).
- 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 within the exceptional range equal to or above 4.50), demonstrating a consistent quality of support that is described in the supporting open-ended themes as a culture of student-centeredness (Core Value).
- At 4.04, the institutional mean exceeded the 4.00 target for the alumni formation of meaningful long-term relationships.

AdvancingU: PA Program Extends University’s Ethos of Community Service

Students McKenzie Momberger, Adam Whitney, Stefan Lee, & Faculty Mentor Kimberly Warburton, PA-C

The ethos of servant leadership and service-learning in the RMUoHP community is strengthened through the work of this patient-centered initiative out of the Physician Assistant (PA) program. What makes this initiative distinctive is that it is the first student-initiated project distinguished for AdvancingU recognition. Working with the Maliheh Free Clinic, which provides pro bono primary care, PA students initiated and developed a student-run clinic with the guidance of PA faculty members. Students conduct a complete history and physical exam, formulate a comprehensive assessment, and discuss the patient’s plan for care. Students present the patient case to PA preceptors from program faculty, alumni, and community PAs who provide mentorship to ensure high quality care is delivered to each patient. The student experience is a mutually beneficial opportunity to make a measurable and meaningful impact on a community-in-need. Importantly, this initiative accelerates the ability of the patient to receive optimal care while providing life-affirming service opportunities that foster collaboration and inspire growth.

This volunteer experience compliments the ongoing pro bono work PA students complete at Mountainlands Community Health Center in Provo. There, students participate in acute care experiences as part of the service-learning component of the program’s professional development courses. David Payne PA-C, PA, champions this initiative. “This experience expands the opportunities for students to establish comprehensive longitudinal care and compliments the acute care experiences at Mountainlands. This initiative affords students a reflective realization about the purpose of our profession and an opportunity to empower a community in need.” By modelling a culture of community service, students and faculty demonstrate characteristics essential to healthcare, support the University’s Mission and Vision, and positively enhance the healthcare environment.
The Student Health & Wellness Committee has made tremendous strides in supporting the health and wellness of RMUoHP’s students and equipping our faculty and staff with critical resources and processes to identify the appropriate course of action for students in crisis. The Committee is recognized for providing the tools to minimize stress and create a safe haven for students during the most stressful times. Student Affairs assembled the team with the intent of creating a campus environment of general well-being and a climate where students in crisis are triaged to appropriate resources by informed faculty and staff.

Using a three-pronged approach based on the Eight Dimensions of Wellness by the Substance Abuse and Mental Health Service Administration, the Committee structured a multi-tiered system of support. First, a website repository contains information on local and national mental health resources that address common stressors such as anxiety balance and time management. Secondly, a roster of monthly Student Health & Wellness Forums was organized and student participation has been noteworthy. The forums are presented in the evenings and remote students can connect via videoconferencing. The final piece of the approach is the Red Folder Initiative, built on the national initiative started in 2012 by the University of California. Information is consolidated in customized folders that identify common signs of student distress that direct faculty and staff through campus protocol to clarify whom they should contact in the event of an emergency. The folders also provide tips for how to approach a student who may be in distress and connects that student with the appropriate resource. In addition, the Admission Office provides the text Mindset: The New Psychology of Success (Dweck, 2007) to all incoming students in their acceptance package to prepare students for graduate and post-graduate study. This student-centered team connects those in need to critical preventive and interventional resources and fosters the capacity for evidence-based triage decision-making within the RMUoHP community.
Mission fulfillment, in the context of the University’s purpose, characteristics, and expectations, is defined by the achievement of targets associated with Core Theme objectives and indicators. Seventy-eight Core Theme indicators with threshold targets were selected to triangulate data across the University. Divided into key and secondary targets of five– or three-point values, respectively, Mission fulfillment is defined as meeting at least 90% of primary targets and at least 80% of maximum potential points. 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.

Strong metrics on each academic indicator reflected achievement of the threshold of all key targets measuring direct student deliverables and secondary targets, including survey data, achieved the maximum potential points. In addition, all administrative indicators achieved target thresholds, with key and secondary targets attaining the maximum potential points. As such, Mission fulfillment was achieved for this period.

In addition to the data already provided in this report, the Office of Strategy and Engagement 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 $(n = 251)$</th>
<th>Exit Interview $(n = 255)$</th>
<th>2012 &amp; 2014 Alumni $(n = 85)$</th>
<th>Faculty $(n = 82)$</th>
<th>Employee $(n = 99)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.62%</td>
<td>97.25%</td>
<td>97.65%</td>
<td>93.90%</td>
<td>98.99%</td>
</tr>
<tr>
<td>No</td>
<td>4.38%</td>
<td>2.75%</td>
<td>2.35%</td>
<td>6.10%</td>
<td>1.01%</td>
</tr>
</tbody>
</table>

### Overall Satisfaction with RMUoHP Academic/Educational Experience ($5 = Very Satisfied$)

<table>
<thead>
<tr>
<th></th>
<th>Student Satisfaction $(n = 251)$</th>
<th>Exit Interview $(n = 255)$</th>
<th>2012 &amp; 2014 Alumni $(n = 85)$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.41</td>
<td>4.53</td>
<td>4.75</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Student Satisfaction $(n = 251)$</th>
<th>Exit Interview $(n = 255)$</th>
<th>Faculty $(n = 82)$</th>
<th>Employees $(n = 99)$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.33</td>
<td>4.52</td>
<td>4.49</td>
<td>4.75</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, $n = 366$)</th>
<th>Exit Interview (For Education, $n = 255$)</th>
<th>2012 &amp; 2014 Alumni (For Education, $n = 85$)</th>
<th>Faculty (For Employment, $n = 87$)</th>
<th>Faculty (For Education, $n = 82$)</th>
<th>Employee (For Education, $n = 99$)</th>
<th>Employee (For Employment, $n = 99$)</th>
<th>BoT (For Education, $n = 12$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean (NPS%)</td>
<td>7.94 (27.32%)</td>
<td>8.27 (40.78%)</td>
<td>8.78 (57.76%)</td>
<td>8.48 (48.78%)</td>
<td>8.09 (33.33%)</td>
<td>8.98 (67.68%)</td>
<td>8.86 (59.60%)</td>
<td>9.67 (91.66%)</td>
</tr>
<tr>
<td>Question</td>
<td>Student Satisfaction (n = 259-292)</td>
<td>Exit Interview (n = 233-252)</td>
<td>2012 &amp; 2014 Alumni (n = 75-89)</td>
<td>Employee (n = 93-101)</td>
<td>Faculty (n = 71-83)</td>
<td>BoT (n = 9-12)</td>
<td></td>
<td></td>
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<tr>
<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>4.65</td>
<td>4.73</td>
<td>4.62</td>
<td>4.77</td>
<td>4.71</td>
<td>4.83</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>4.37</td>
<td>4.61</td>
<td>4.56</td>
<td>4.88</td>
<td>4.81</td>
<td>4.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The University demonstrates integrity in its interactions with all its constituents. (Integrity)</td>
<td>4.48</td>
<td>4.65</td>
<td>4.57</td>
<td>4.66</td>
<td>4.50</td>
<td>4.83</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>4.15</td>
<td>4.49</td>
<td>4.39</td>
<td>4.33</td>
<td>4.55</td>
<td>4.70</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>4.43</td>
<td>4.68</td>
<td>4.46</td>
<td>4.65</td>
<td>4.55</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The University operates with respect for the natural environment. (Sustainability)</td>
<td>4.41</td>
<td>4.56</td>
<td>4.53</td>
<td>4.45</td>
<td>4.54</td>
<td>4.78</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>4.64</td>
<td>4.55</td>
<td>4.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The University promotes service to community, healthcare, and education. (Service)</td>
<td>4.55</td>
<td>4.67</td>
<td>4.49</td>
<td>4.88</td>
<td>4.88</td>
<td>5.00</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>4.58</td>
<td>4.76</td>
<td>4.69</td>
<td>4.97</td>
<td>4.81</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<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>4.68</td>
<td>4.77</td>
<td>4.70</td>
<td>4.92</td>
<td>4.95*</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<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>4.51</td>
<td>4.71</td>
<td>4.66</td>
<td>4.81</td>
<td>4.86*</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement. (Core Theme 3 - Ensuring Educational Quality)</td>
<td>4.38</td>
<td>4.67</td>
<td>4.55</td>
<td>4.81</td>
<td>4.92*</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. RMUoHP nurtures student success by engaging students in professional and personal growth opportunities. (Core Theme 4 - Nurturing Student Success)</td>
<td>4.32</td>
<td>4.60</td>
<td>4.46</td>
<td>4.82</td>
<td>4.86*</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare. (Vision)</td>
<td>4.49</td>
<td>4.71</td>
<td>4.62</td>
<td>4.89</td>
<td>4.79</td>
<td>4.83</td>
<td></td>
<td></td>
</tr>
</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.”
The University has developed a focused, integrated, and cross-functional approach to identifying, linking, and articulating its Mission, Core Themes, outcomes, objectives, and a wide range of indicators used to assess the institution’s effectiveness and extent of Mission fulfillment. In this rating period, efforts to refine and strengthen the indicators, measures, and thresholds to yield stronger evidence to support Mission fulfillment were influenced by several considerations, including the following:

- Does each target and target level independently contribute to demonstrating Mission fulfillment?
- Is the rubric for calculating Mission fulfillment transparent and appropriate?
- Do the Core Themes and Mission fulfillment assessments align with ongoing programmatic and functional area assessment processes and industry benchmarks?
- Are the target indicator statements aligned with the phrasing in survey instruments to support accurate interpretations?
- Do gradations within the achieved category (Target Achieved, Target Exceeded, Target Sustained Over Time) contribute further clarity to the level of mission fulfillment?
- Are the current indicators and target levels sufficient to articulate the University’s level of Mission fulfillment for external constituents?

While securing 2017 Core Themes data, it was evident that several academic indicators and target levels for the University’s four Core Themes did not substantially contribute beyond other targets to support Mission fulfillment and were eliminated. In addition, precise alignment and rephrasing of targets to institutional survey questions resulted in additional validity and decision integrity. Advancements in technology and systems created an opportunity to refine target indicator statements that align with current best practice. This assessment and continuous improvement activity strengthened the effectiveness of the University’s ongoing efforts towards utilizing Core Themes to document Mission fulfillment.

The reduction in targets additionally improves the calculation as triangulated or overlapping data is not counted twice towards Mission fulfillment. The resulting Core Themes model (Core Themes, objectives, outcomes, indicators, targets) is an increasingly concise (approximately 76 targets) and accurate representation of RMUoHP’s commitment to Mission fulfillment and emphasizes student learning outcome achievement. Additionally, the cross-functional process improved communication, education about the Core Themes, alignment with best practices, and forward momentum as a productive team.

The refined scale established last year was hoped to yield applicable weight indicators for determining Mission fulfillment. The scale uses point values 0, 1, 2, 3 (Target Not Achieved, Target Achieved, Target Exceeded, Target Sustained Over Time) for secondary targets and key targets follow the scale of 0, 4, 5, 6 (Target Not Achieved, Target Achieved, Target Exceeded, Target Sustained Over Time) to reflect the weighting revisions and appropriately emphasize the significance of student learning. Assigning stability progressions to the indicators (in addition to documenting trend analyses over multiple years of data on top of key and secondary targets) did not enhanced clarity and the scoring was dropped in favor of the designated targets.

The University-identified target for each indicator provided reliable data on which to judge achievement of the associated outcome. The revised Core Themes Scoring Rubric provides the methodology to operationalize indicators and targets into quantifiable Core Theme achievement to demonstrate Mission fulfillment. 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. The rubric continues to identify previous indicators should the target not be achieved so that a triangulated analysis can facilitate continuous improvement planning. 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). The updated targets and rubric will enhance the University’s capacity to demonstrate ongoing Mission fulfillment. For the latest assessment cycle, RMUoHP met all of the outcome targets for an overall achievement of Core Themes.
Assessing campus climate is an important part of evaluating an institution’s effectiveness. Although it is often said that RMUoHP has an institutional culture of assessment, the University sought to validate that assumption through the assessment of attitudes and behaviors of individuals in leadership within the institution through participation in a national survey. In Spring 2018, the University participated in the Survey of Assessment Culture project by Sam Houston State University. The current instrument, developed using Maki’s (2010) Principles of an Inclusive Commitment, has undergone intense validation and refinement efforts over the last 20 years and is a leading instrument for examining institutional cultures of assessment. The Survey explores the areas of 1) Shared Institutional Commitment, 2) Clear Conceptual Framework for Assessment, 3) A Cross Institutional Responsibility, 4) Transparency of Findings, 5) Connection to Change-Making Processes, and 6) Recognition of Leadership or Involvement in Assessment. To assess similarities and differences between multiple organizational leadership groups, the survey was administered to administration, faculty, and student services staff.

The small response sets for administration (N = 9) and student services (N =2) and a low response rate on the faculty survey (27%) did not allow for any significant mean comparisons with national norms. In addition, the University’s graduate-level, professional focus makes comparison to institutions in the nation-wide sample challenging. However, some anecdotal comparisons are possible. RMUoHP survey responses are similar to nationwide averages in all factors. The faculty response to a fill-in-the-blank question regarding the primary reason that assessment is done yielded a strong percentage saying assessment is about improving student learning. This response is atypical, as most institutions have a strong percentage saying assessment is for accreditation and accountability. Although there are many reasons for assessment, a faculty focus on student learning and outcomes is an integral part of the learning process and verifies whether courses and programs are effective. Additional comparisons with national responses on individual questions lend support to a Institutional culture of assessment are included in the table below.

Five questions reflecting a culture of assessment were extracted from the survey. Leadership at RMUoHP responded more favorably to these questions than those responding nationally. With numbers closest to 1 indicating strong agreement, it can be inferred that assessment is more often part of the organizational culture, is more clearly understood, and more commonly is used to make decisions. In addition, success stories are more often shared at RMUoHP and used as part of the continuous improvement process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Administration</th>
<th>Faculty</th>
<th>Student Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment is emphasized as part of the organizational culture.</td>
<td>1.70</td>
<td>2.75</td>
<td>1.70</td>
</tr>
<tr>
<td>2. The purpose of assessment is clearly understood at my institution.</td>
<td>2.00</td>
<td>3.15</td>
<td>2.00</td>
</tr>
<tr>
<td>3. Decisions are made using assessment data.</td>
<td>2.16</td>
<td>3.39</td>
<td>2.00</td>
</tr>
<tr>
<td>4. Assessment success stories are formally shared throughout my institution.</td>
<td>2.00</td>
<td>4.05</td>
<td>2.00</td>
</tr>
<tr>
<td>5. Assessment is expected as part of my institution’s continuous improvement process.</td>
<td>1.24</td>
<td>1.93</td>
<td>1.24</td>
</tr>
</tbody>
</table>
Inspired by the potential created by challenging assumptions, the University embarked on a Blue Ocean Shift (Kim & Mauborgne, 2017) in the development of its 2019-2023 Comprehensive Strategic Plan. These conversations yielded strategies on how to elevate institutional performance by maximizing efficiencies, creating opportunities, and rejecting the nuances that hold captive people and organizations by thinking there is only one way to do anything. As such, an in-depth review of the University’s organizational structure resulted in new strategies where talents are leveraged regardless of title and through which communication and teams are empowered to innovate.

The revised organizational chart inspires creativity, challenges status quo, and increases efficiencies, yet affirms the allocation of responsibilities and accountability. Designed around collaborative teams and their capacity to create new markets, refine and enhance existing services and programs, and capture opportunities, the new organizational structure provides a ready backdrop for embracing change, continuous improvement, and fostering a growth mindset. Redefining structural lines and placing a greater emphasis on organizational fit creates opportunities for employees to stretch personal and institutional potential while embracing a cross-functional culture that minimizes silos and communication gaps. Launched July 1, 2018, this initiative is intended to improve the long-term performance of the University.

Deliberately designed within the new organizational structure was an attention to technology, specifically as it relates to student learning, student experience, and effective teaching. As such, a new functional area for Technology and Innovation was created. Additionally, an enhanced focus on institutional communication, effectiveness, and strategy and decision support resulted in a revised functional area of Strategy and Engagement. Other changes to increase collaboration and enhance the student experience included, for example, relocating the Student and Alumni Affairs and Enrollment Management functions under Academic Affairs. A full organizational chart is provided on the following page.
The purpose of a Comprehensive Strategic Plan (CSP) is to align the University’s Mission and Vision by employing long-term strategies that capitalize on organizational strengths and take advantage of opportunities. A review of RMUoHP’s 2014-2018 CSP indicates that the University achieved this purpose. All but three of the 30 initiatives have been completed and many are now successful ongoing programs.

The 2014-2018 CSP was a guide to a better RMUoHP, a better system, and a better educational experience for students. Four goals created the foundation for remarkable success: Expand Quality Academic Influence, Elevate Student Peak Potential, Cultivate Recognition & Relationships, and Maximize Operational Effectiveness. Several notable outcomes related to each goal are provided as follows.

**Expand Quality Academic Influence**

Sixteen programmatic initiatives were established and 14 were implemented. Two initiatives were not feasible in light of internal and external considerations. The University saw significant increases in support services, resources, and program growth. Highlights include

- Master of Physician Assistant Studies—Degree program began and graduated its first cohort; achieved accreditation-provisional status from the Accreditation Review Committee on Education for the Physician Assistant. Overall board passage rate is 100%.
- Master of Science in Speech-Language Pathology—Degree program began and achieved candidate for accreditation status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
- Doctor of Physical Therapy—Added a second cohort of enrollments per year and received reaccreditation through the Commission on Accreditation in Physical Therapy Education through 2027. When averaged over two years, board passage rate is 100%
- Doctor of Speech-Language Pathology—Post-professional degree program began and graduated students; initial degree designator of Doctor of Clinical Science was converted to a Doctor of Speech-Language Pathology to align with revised national standards.
- Doctor of Science in Health Science—Program added tracks in Human and Sport Performance and Neurologic Rehabilitation.
- Doctor of Nursing Practice—Expanded program to include a baccalaureate entry track leading to eligibility for Family Nurse Practitioner Certification. Overall board passage rate is 100%. In addition, a post-master’s Family Nurse Practitioner Certificate and the Psychiatric Mental Health Nurse Practitioner Certificate were added. The program and post-graduate APRN certificate programs at RMUoHP are accredited by the Commission on Collegiate Nursing Education.
- The Health Professions Education Certificate program began.
- The quantity of continuing education offered by the University expanded and new strategic partners were identified.
• The Office of Research and Sponsored Projects was implemented and expanded support and resources for student and faculty research. The University reassessed its capacity to offer the Doctor of Philosophy degree program and submitted a substantive change request to the NWCCU to offer a PhD in Health Science to replace the DSc program.

• The Center for Teaching and Learning was created and demonstrated outcomes that enhanced student support services for curricular synergy, improved learning, and cultivated faculty and student success.

**Elevate Student Peak Potential**

Five initiatives were identified, implemented, and completed. Academic Affairs augmented learning opportunities that actively engage students in discovery, expansion, and application of healthcare knowledge and challenges within their discipline, across disciplines, and with respect to local, national, and international arenas. An active collaborative interprofessional education initiative across residential programs brought students together to develop effective interprofessional working relationships to enable optimal health outcomes.

An external expert of 21st century learner-centered models and research reviewed current programming and offered recommendations on enhancements. Initiatives were developed incorporating those recommendations. Faculty development, including participation in the Health Professions Education Certificate program, was enhanced, a monthly faculty newsletter on best practice was implemented, and additional funding was allocated towards support of teaching-learning activities. The library expanded its holdings and built a strong University orientation program to foster student success.

**Cultivate Recognition & Relationships**

Four initiatives were identified to expand University recognition and relationships with individuals and communities by enhancing the tradition of service. In 2014, the Community Rehabilitation Clinic opened to provide pro bono rehabilitation to the community. In addition, the Center for Communication Disorders opened to provide pro bono speech-language services to the community in 2018. The University also collaborated with community partners on numerous service and sponsorship-related initiatives whose efforts aligned with the University Mission. Student services support and resources were expanded to meet evolving student needs and additional personnel and projects focused on alumni relationships have developed enhanced University loyalty. Through the ElevateHER Initiative, employees received encouragement and support to serve on community and professional leadership boards.

**AdvancingU: Campus Facilities**

*Penny Boothe, Nathan Spencer, Carla Shelton, Kelsey Frazier, Mykal Alsop, & Rachel Anderson*

Creating an environment that fits cohesively with the University culture and brand helps shape a memorable introduction to RMUoHP and sets the stage for an experience that emotionally attaches people to the RMUoHP community. This AdvancingU team works behind-the-scenes to allow employees to focus on our jobs in environments that support memorable first impressions, sustained satisfaction, and quality student learning. The Campus Facilities team is recognized for their focus on continuous improvement and their people-centric approach. Multiple enrichments across campus were integral to the University’s expansion. As the old adage goes, “a picture is worth a thousand words” and it is evident in the significant effort to recognize those individuals who serve the students and the University. The extension of the picture walls in the hallways across campus demonstrate an appreciation and pride of those who serve the University’s students. With the help of Jeanine Farmer, a new display of uniform photos create a more modern and informative visual. The enhanced commencement photo displays continue as a visual narrative of those who have made a significant imprint across RMUoHP’s 20 years. This team’s assessment and continuous improvement efforts enhance the University’s services and provide individual attention to RMUoHP community, guests, and the campus environment.
Maximize Operational Effectiveness

Efforts to maximize operational effectiveness identified five initiatives to enhance the culture of continuous improvement through a focus on data-driven decision-making, accountability, and long-term campus planning. Both student and employee success flourished in the University’s dynamic learning environment and caring culture which values and supports professional and personal development. Communication strategies and training facilitated consensus building, collaboration, and transparency. The result is an educated workforce who meets the needs of the University and aided in the recruitment and retention of exceptional employees.

As the RMUoHP has grown, the University has retained the initial characteristics that make it a student-focused institution and a destination of choice for well-qualified healthcare education students. An increase in residential programming has expanded the student body; the opportunity to teach and learn in such a rich environment is one of the University’s greatest strengths. RMUoHP’s goal is to continue to position itself as a place where high academic standards join outstanding student support to produce academic and professional success.

Who are RMUoHP’s Students & Alumni?

<table>
<thead>
<tr>
<th>794</th>
<th>34</th>
<th>70%</th>
<th>25%</th>
<th>2079</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Students</td>
<td>Mean Age of Current Students</td>
<td>Students Graduate on Time</td>
<td>Students Graduate Early</td>
<td>Current Alumni</td>
<td>States in which Alumni Reside</td>
</tr>
</tbody>
</table>

Current Student Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Unknown
- Two or more races
- White

Location of Current Students

Location of Alumni

Current Student Gender

- Female
- Male

- Mean Age of Current Students
- Students Graduate on Time
- Students Graduate Early
- Current Alumni
- States in which Alumni Reside
Comprehensive strategic planning in higher education describes the method through which an institution aligns its direction, priorities, and activities with its Mission, Vision, and Core Values. The systematic process and resulting strategies represent the institution’s response toward environmental circumstances, institutional capacity, and future opportunities. Working towards consistent goals, the collective, disciplined efforts produce fundamental decisions and actions that shape the institution. The process requires ongoing assessment and communication to ensure the effectiveness thereof. RMUoHP approaches comprehensive strategic planning through these perspectives; focused on its Mission, healthcare advancement, enhanced collaboration, and institutional growth.

The success of the 2014-2018 CSP informed the development of the 2019-2023 CSP in practicing inclusive strategies that maximized the talent and expertise found in the greater RMUoHP community. Students, alumni, employees, faculty, and Trustees were included in initial data collection via online surveying. Focus groups organized by functional area expanded the analysis of the survey findings and the aggregated content was next brought to an inclusive Strategic Plan Task Force. Additionally the RMUoHP Board of Trustees provided ongoing advice regarding relevant issues, such as Mission alignment, growth, operations, and staffing.

The Task Force began by reviewing data from constituent groups and gathering in a day-long innovation session that included structured individual and team activities following a *Blue Ocean Shift* model. Strategies discovered within this session were analyzed and themed. The participants ranked their interest areas and were assigned to one of seven teams through which each team would conduct an analysis and deliver the findings via a presentation to the University audience and via a written report. The seven teams were Customized Credentials, Engaged External Audiences, Faculty and Curricula Considerations, Creatively Clinical, Rigorous Research, Forging Academic Frontiers, and Student-Centered Strategies.

Following the team presentations and reports, data and priorities were organized into themes through which a focused group of 10 individuals (including the eight members of the Administrative Board) participated in an exercise using Q-methodology. By participating in this mixed-methods analysis that allowed for the rating and ranking of themed initiatives, findings revealed preferences of the team on whether and when to implement an initiative.

Constituent data, team presentations and reports, strategy sessions, results of the ongoing CSP, and themed analyses were considered with the RMUoHP Mission, Vision, Core Values, and Core Themes to yield goals and initiatives. Six goals (below) and initiatives were established to guide the University for the next five years while empowering initiative leaders to develop measurements through which these goals and initiatives are achieved. Currently, feedback regarding the goals and initiatives is in collection from the University community. Following the analysis of feedback, the final 2019-2023 CSP was presented in August 2018 to the University’s Administrative Board and Board of Trustees and was approved.

1. Expand Academic Excellence
2. Advance Institutional Effectiveness
3. Enhance Technological Sophistication
4. Cultivate University Recognition & Relationships
5. Launch Personalized Learning Pathways
6. Nurture Student Success
In conjunction with the 2014-2018 Comprehensive Strategic Plan, RMUoHP President Richard P. Nielsen identified initiatives of importance related to University culture and growth. During this reporting period, three Presidential initiatives were continued: Women in Leadership, Administrative Professionals Forum, and the Culture of Service. This series of initiatives were meant to strengthen and enrich the University’s Mission and recognize the commitment to empower people, relationships, and a culture of service. The result of this commitment is personal and professional employee development and enhanced collaboration and camaraderie throughout the University.

Women in Leadership

RMUoHP supports the American Council on Education Women’s Network’s Moving the Needle: Advancing Women Leaders in Higher Education initiative and commits to the statewide Women’s Leadership Institute (WLI) initiative, the ElevateHER Challenge. RMUoHP’s commitment to these initiatives align with the University’s CSP Goal 4: Maximize Operational Effectiveness. 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 sustained 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 three years of the initiative, qualified women were elected to the Board of Trustees (BoT), increasing the percentage of women on the Board to 31%. Twenty percent of the Executive Committee of the BoT are women and 50% hold committee chair positions. In addition, many women employees served in leadership roles within the Institution. Numerous University women serve on community and corporate boards locally, regionally, and nationally. Specifically, an RMUoHP employee has represented the State of Utah and presented to the ACE Women’s Network at the annual State Chairs Meeting. It is inherent within RMUoHP’s culture of service to encourage employees to support leadership contributions outside of the University’s walls.

2. Monitor pay by gender and close identified gaps.

   Two compensation analyses by position across the University were completed in 2015 and 2016 that indicated no pay gaps by gender. A new salary structure was rolled out by Human Resources in 2018 following review of local, national, and industry specific survey data. Market value of each position was determined through review of internal and external equity factors. Three data points (minimum, midpoint, maximum) were identified in each salary range reflecting the target pay with the level of requisite skills and experience. All salary ranges are contained in the 20 salary bands in the administrative salary structure and the five bands in the faculty salary structure. This initiative will be monitored through the President’s office in conjunction with the ongoing work of Human Resources. Salary ranges will be evaluated at least every two years. As labor markets, compensation, and inflation increases, so too will salary ranges. Salary structures help with understanding compensation decisions, career development opportunities, and career ladders.
3. **Establish a leadership development and/or mentoring program for women.**

To augment training presented by Human Resources and capture content specific to leadership development in women, a leadership development workshop was presented in December 2017 in conjunction with the *ElevateHER Challenge* initiative. The *Elevating Peak Performance & Building Your Personal Brand* workshop was presented by a national speaker to 40 employees (including both men and women and representing diverse roles within all functional areas). Participants learned how to prioritize and grow in their most important roles and heard tips on how to grow their career without sacrificing their personal life. The Net Promoter Score for this workshop was 68.97% and the overall workshop mean was 4.69 (where 5 = *Excellent*). The University also funded all 24 interested women employees to attend the UWHEN Annual Leadership Conference in Salt Lake City, where an employee presented and received a statewide recognition.

**Administrative Professionals Forum**

Initiated in 2017, the Administrative Professionals Forum, which now includes 27 members, provides an optional opportunity to engage in fellowship, share and build resources, and receive relevant training for those in like roles who represent the face of the University. The forums, spearheaded by the Senior Executive Assistant to the University President, are hosted at least quarterly during a lunch-and-learn event for all Administrative Professionals at the University (including administrative and executive assistants, receptionists, and coordinators). The goal of this forum is to invest in and develop employees essential to RMUoHP’s effective operations. The forums feature topics identified by its members and their supervisors that have included *Emotional intelligence, The Difference Between Good and Great, Vision and Collaborators*, and *Attitude Determines our Altitude*. The Forum also provides a mechanism for creating a shared repository of resources, aligned processes, and a sense of community. In 2018, RMUoHP sponsored the Administrative Professionals Conference at Utah Valley University, where nine employees attended and a senior Forum member served on the Conference planning committee and participated as a panelist. Established as a way to align personal and professional goals, the Forum has helped to build skills and expand networks.
At RMUoHP, “service” is not simply a word we see on a wall or in documents; rather, it is a verb which behaviors are manifest across the University by employees and students. It is an outcome of the educational experience at RMUoHP and a characteristic essential to healthcare leadership. While endless examples of service are demonstrated within and outside the walls of RMUoHP, the following examples provide behavioral examples that show how the University and, more importantly, the people affiliated with RMUoHP are committed to a Culture of Service.

1. **Year-Round Service**
   The RMUoHP community actively engages in services activities throughout the year, but, since 2014, President Nielsen has declared September as an annual service month and approves eight hours of paid work time to an employee’s service project of choice to serve someone in need or someone who could benefit from focused service. In addition to Service September, RMUoHP participates in service-related activities throughout the year. For example, RMUoHP hosts American Red Cross blood drives, supports multiple families each year through the United Way Sub for Santa program, donates funds and physical resources to local non-profit organizations, such as TOSA, and provides volunteer service to community and professional boards.

   Students, too, are actively engaged in service. Eighty-seven (48%) of first-year residential students in the MPAS, DPT, and MS-SLP students participated in the Special Olympics of Utah and there were 457 DNP and PA student encounters related to service activities including *Now I Can 5K Run, Food & Care Coalition, Sock Drive for Legacy Initiative, Special Olympics, VCC, Burritos & Heroes, Nursing Home Caroling, Utah Refugee Connection Giving, Maliheh Free Clinic, Homeless Women Valentine Dinner, and Birthday Cards for WWII Veterans.*

2. **Student Food Pantry**
   In June 2018, the University opened a Student Food Pantry to provide temporary relief when students are in a situation where they can’t afford food or hygiene products. The food pantry was implemented to provide short-term support when unexpected needs arise to avoid having students choose between being able to eat or paying for another necessary expense. Initial inventory for the Student Food Pantry was donated by faculty and staff members. In addition, most dental and hygiene items were donated by Main Plaza Dental in Spanish Fork, Utah.
3. **Malawi, Africa Service Excursion**

The 2017 Malawi team of 38 traveled more than 20,000 miles round trip to serve those in Malawi. During their service-learning course, Physical Therapy and Physician Assistant students lead by faculty, Tyler Sommer and Dr. Miriam Cortez-Cooper, performed healthcare services as part of a clinical internship and experienced firsthand the impact of poverty on health in a third-world country. The students capped their experience by presenting case studies to the African students and preceptors at the local medical college. In advance of the excursion, a project spearheaded by Physician Assistant program faculty Tyler Sommer collected and shipped several boxes containing 512 medical textbooks to Malawi. Expedition team members also transported additional textbooks and needed supplies.

The team worked on building a girls boarding facility to provide shelter for 40 young women while receiving an education geographically distant from their homes. At a large orphanage for 280 children through age five, the group shared donations with the children. The team also repaired wooden/metal school desks and chairs, sanded and painted classrooms, dug swales to divert water and mulched a permaculture garden.

Additionally, the team installed a water well that will support thousands of local villagers and make extinct the requirement for walking several miles each day to fetch water. The group identified conditions such as water run-off from existing wells and the substandard location of latrines that threaten community health. In addition, the team explored a mature permaculture compound that, along with a cycle of gardening and partnership with recycling technologies, provided the means to create a sustainable and replicable method to support regrowth of deforestation and enhanced food production.

Preparations are in place for the 2018 expedition with a record-sized team of 43 traveling to Malawi in August to construct a primary school and library and build a permaculture garden in the local village. In addition, 25 (DPT, PA, SLP) students and four RMUoHP faculty will participate in clinical education experiences.

4. **Community Rehabilitation Clinic**

The Community Rehabilitation Clinic (CRC) provides pro bono rehabilitation care to the community through the volunteer service of students (from RMUoHP and other surrounding institutions), faculty, and community providers. The CRC’s patient outcome measures exceed national averages: clinic effectiveness in the 59th percentile (above the national average of 50); clinic utilization in the 92nd percentile (CRC produced above-average results in eight patient visits compared to the national average 12 visits); and cost savings of $541 per patient episode (based on Medicare rates for eight patient visits instead of 12). The CRC has an overall patient satisfaction rating of 97%. With 618 hours of volunteer services in the first six months, the clinic expanded treatment hours to over 40 hours per week in 2018. From 2015 through June 2018, the CRC treated 959 patients through 5,854 patient visits. The total cost savings to these patients and the community is projected at $852,800 based on Medicare rates. The average patient functional score change places the CRC in the 83rd percentile of achievement of functional score improvement.

5. **Rocky Mountain University of Health Professions Center for Communication Disorders**

In June 2018, RMUoHP officially opened this second pro-bono clinic. The Rocky Mountain University of Health Professions Center for Communications Disorders (CCD) is a free clinic run by the faculty and students of the Master of Science in Speech-Language (MS-SLP) since March 2018. The program is staffed by one director, one full-time clinical supervisor, and per diem SLP’s who work with specialized populations with limited availability. In the first 4 months, 33 scheduled evaluations and 178 scheduled treatments were provided representing the Medicare equivalent of $15,521 in services. In the next few months the CCD will implement patient satisfaction surveys for evaluation sessions. In addition, outcome measures will be assessed using the National Outcomes Measurement System.

![Cost Savings Chart]

>5000

CRC Patient Visits

$675,200

Projected Cost Savings for CRC Patients

(Based on Medicare Rates)
According to the State of Utah, June 5, 1998, was the official “birth day” of Rocky Mountain University of Health Professions. For the 20th anniversary of the event, the University celebrated with 20 days of activities. Whether on- or off-campus, students, alumni, employees, and friends were engaged in learning about RMUoHP’s history, its Core Values, Mission, and celebration acknowledging the contributions of each individual towards the creation of an institution recognized for quality, evidence-based graduate healthcare education. Indeed, the University’s motto of “Advancing Knowledge. Advancing Healthcare.” was evidenced through the activities and engagement surrounding this event.

Infographics, blogs, news media, daily activities, and plenty of treats and prizes culminated in a June 9 celebration at the Provo Library at Academy Square. The celebration, which theme was The Journey, highlighted in video hundreds of people who individually influenced the shaping of the University. Themed displays and a buffet welcomed guests to an opening reception and Jonathan Baird, faculty in the Master of Physician Assistant Studies program, kicked off the event with light humor and an introduction to the afternoon’s program. Entertainment provided by an improv comedy troupe, ImprovBroadway, added to the festivities. The entire event was live-streamed to allow global participation.

Co-founders, Dr. Mike Skurja, and Dr. Rick Nielsen, spoke of the RMUoHP journey crafted by so many individuals. Both noted that the celebration was not about the University itself, but rather about the contributions of thousands of individuals who shared a common goal. Students, alumni, faculty, employees, friends, family, and community played an important part in writing the story. President Nielsen spoke with emotion about the past twenty years, the heart of the University, and the vision for the next twenty years. “If you truly dissect it out, every single one of you would have your footprint, your handprint, your heart-print somewhere in the mortar, on the bricks, in the hallways, in the labs, or in the offices of this university. All of you have contributed sweat, you contributed heart, you contributed love.” President Nielsen concluded, “I am experiencing what really made Rocky Mountain University of Health Professions what it is today. It is our love of, consideration for, interest in, and involvement with our students.”

In conjunction with the 20th Anniversary, the University also opened its second pro bono community clinic, the RMUoHP Center for Communication Disorders, on Friday, June 15. Highlights of the 20th Anniversary Celebration are captured in the following infographics, photos, and media.
CLINICAL INQUIRY
CELEBRATING 20 YEARS AT ROCKY MOUNTAIN UNIVERSITY OF HEALTH PROFESSIONS

MORE THAN 800 PEER-REVIEWED STUDENT AND FACULTY ARTICLES IN 260 PUBLICATIONS

2264 TOTAL IRB SUBMISSIONS FROM 2009-2017

814 NEW IRB PROJECTS FROM 2001-2017

15 18 55 64
RMUOHP ARTICLES INDEXED IN PUBMED
PubMed is the National Library of Medicine database of citations and abstracts in the fields of medicine, nursing, dentistry, veterinary medicine, healthcare systems, and preclinical sciences

PROGRAM SNAPSHOT
DOCTOR OF SCIENCE IN HEALTH SCIENCE
66 ALUMNI PUBLICATIONS IN THE LAST 3 YEARS
97 FACULTY PUBLICATIONS IN 2016
92 FACULTY PRESENTATIONS IN 2016

2017 INAUGURAL RMUOHP RESEARCH SYMPOSIUM
The Research Symposium expands upon the Evidence-Based Practice Symposium hosted by RMUOHP in previous years, and which also featured student and faculty research and related continuing education.

THE OFFICE OF RESEARCH AND SPONSORED PROJECTS OPENED ORSP
The ORSP’s mission is to reduce barriers so that faculty and students can achieve greater success in research and scholarship. The ORSP provides support to on-going research groups, consultation for research design and statistical analysis, and more.

2018 THE RMUOHP INTERNAL GRANT PROGRAM STARTED $19,160 AWARDED TO 4 FACULTY-LED PROJECTS
# Educational Excellence

Celebrating 20 Years at Rocky Mountain University of Health Professions

## Terminal Research Degrees (DSc, PhD) 1999
- Athletic Training
- Clinical Electrophysiology
- Health Promotion & Wellness
- Human & Sport Performance
- Neurologic Rehabilitation

<table>
<thead>
<tr>
<th>Potential Dissertation Committee Members</th>
<th>2013-2018 Overall Pass Rate on Qualifying Core Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>185</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Transitional Doctor of Physical Therapy 2001
- 94% Graduation Rate
- 2nd Transitional DPT Program in the US
- The RMUoHP Physical Therapy Fellowship in Neonatology, in partnership with Seattle Children's Hospital, is the first accredited of its kind in the US

## Doctor of Occupational Therapy 2003
- 95% Employment Rate
- 1st Post-Professional OTD Program in the US

<table>
<thead>
<tr>
<th>Advanced Practice</th>
<th>Hand Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Practice Management</td>
<td></td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>Education</td>
</tr>
<tr>
<td>Aging Behavioral &amp; Mental Health</td>
<td>Pediatrics</td>
</tr>
</tbody>
</table>

## Doctor of Nursing Practice 2006
- Over 50% of Nursing Faculty are Nursing Academy Fellows
- 95% Graduation Rate
- 100% FNP licensure pass rate

## Doctor of Physical Therapy 2010
- DPT faculty have an average of 21 years of clinical experience
- 98% Graduation Rate
- 98% NPTE Pass Rate
- 51 Weeks of Clinical Education

## Master of Science in Health Science 2013
- Rehabilitative Science Sport Performance
- 89% Graduation Rate

## Doctor of Clinical Science in Speech-Language Pathology 2014
- Emphasis on integration of research and evidenced-based practice, clinical supervision, and quality improvement, organizational development, advocacy, ethics, and leadership
- 100% Employment Rate
- 1st Limited-Residency Post-Professional SLP Doctorate Program in the US

## Master of Science in Speech-Language Pathology 2017
- 100% Academic Faculty with Terminal Degree
- 100% Clinical Faculty with Specialty Certifications

## Master of Physician Assistant Studies 2015
- Beginning with the 2nd semester, PA students are challenged weekly with simulated patient encounters so they are ready to hit the ground running upon entering clinical rotations (the average PA program only offers a few simulated patient encounters just prior to clinical rotations)
- 98% PANCE Certification Pass Rate

## Accreditation
- NWCCU: Northcentral Commission on Colleges and Universities
- ABPTFE: American Board of Physical Therapy Education
- ARCFE: The Accreditation Review Commission on Education for the Physician Assistant
- CAA: Commission on Accreditation in Audiology and Speech-Language Pathology
- CAPTE: Commission on Accreditation in Physical Therapy Education
- CCNE: Commission on Collegiate Nursing Education
COMMUNITY REHAB CLINIC

Opened in 2014, the Community Rehabilitation Clinic (CRC) has a mission to provide free physical therapy care to underserved and uninsured low-income families and individuals in Utah County. Since 2015:

- 721 patients helped
- 4,591 patient visits
- $890,084 total patient cost savings
- 97% patient satisfaction
- 1,500 service hours from students at RMUoHP, BYU, and UVU in 2017
- 301 patient referrals in 2017

SERVICE STARTS AT THE TOP

RMUoHP President Rick Nielsen and his wife Jodi, founded World of Difference, a non-profit organization dedicated to service. In 2012, President Rick and Jodi Nielsen received the Utah Red Cross International Hero Award.

SERVICE SEPTEMBER

University employees are credited with paid hours every year to serve in the community.

EMPLOYEE-LED SERVICE

- Relay for Life
- Spartan Race
- Kids on the Move
- Rocky Mountain 5K
- American Heart Association
- And many more...

AFRICA WITH WORLD OF DIFFERENCE

AFRICA 2016 SERVICE TRIP

35 service volunteers went to Africa focused on sharing sustainability principles and permaculture. They made a big difference in the few weeks there:

- 3,500 pounds of donations (educational materials, tools, blankets, medical supplies, medical books, and athletic equipment)
- 18,000 service hours

AFRICA 2017 SERVICE TRIP

Over the course of 3 weeks, 38 RMUoHP employees, students, and associates went to Malawi, Africa, to collaborate with the Malawi College of Health Sciences, participate in clinical rotations at Kamuzu Central Hospital, serve in an orphanage, build a school for underprivileged children, and build a 40-room boarding facility for young women

CENTER FOR COMMUNICATIONS DISORDERS

A community service clinic dedicated to providing high-quality speech-language pathology assessment and intervention to those in need. Free services include Speech, Language, Voice, Fluency, and Swallowing Assessment & Intervention; as well as Summer Intensive Treatment Programs. OPENED JUNE 2018

STUDENT-LED SERVICE PROJECTS

- SPECIAL OLYMPICS
- OREM ALL-TOGETHER PLAYGROUND
- SOCK DRIVE FOR THE HOMELESS
- EAST BAY RECYCLING IMPLEMENTATION
- FOOD DRIVES
- And many more...

STUDENT-LED SERVICE PROJECTS

- Since 2009 RMUoHP annual employee participation in United Way Day of Caring
STUDENT CENTEREDNESS

OUR STUDENTS

CURRENT STUDENTS

392 RESIDENTIAL STUDENTS

370 NON-RESIDENTIAL STUDENTS

87% OVERALL DEGREE COMPLETION RATE

“There is no better community and support system than RMUoHP that will help you achieve the level of education you seek while getting to do the things that you love.”
- 2017 MSHS Graduate

2058 GRADUATES

0.00% LOAN DEFAULT RATE

OVER 90% STUDENT SATISFACTION RATE

STUDENT SERVICES AND RESOURCES

LEARNING RESOURCE CENTER
- Book Scanner and free printing services
- Collaboration/study spaces
- More than 7000 full-text articles in online database

STUDENT COUNCIL
initiatives include the development of
- Emergency Notification System
- Inclement Weather Policy
- Refillable Water Bottle Dispensers

RMU 101
Online orientation for students with training in technology, the Honor Code, plagiarism, grammar, and research
- 97% COMPLETION RATE

STUDENT SERVICES
Assistance with
- ADA Accommodations
- Service Opportunities
- Transportation
- Food Pantry
- Housing

WRITING CENTER
free assistance with all types of writing needs

“It has been such a blessing to be a student at RMUoHP. I have learned about serving others more fully and becoming a better healthcare provider.”
- 2017 MPAS Graduate
Rocky Mountain University of Health Professions

Center for Communication Disorders

Ribbon Cutting & Open House
Friday, June 15 • 3:30-5:30PM
561 East 1860 South • Provo, Utah • 84606
801.734.6821 • ccd@rmuohp.edu

Join us for the opening of your newest community resource!

The Rocky Mountain University of Health Professions Center for Communication Disorders is a community service clinic dedicated to providing high-quality speech-language pathology assessment and intervention to those in need. All ages are welcomed (infants through elderly) and all services are free of charge. Services include:

- Speech, Language, Voice, Fluency, & Swallowing Assessment & Intervention
- Summer Intensive Treatment Programs
Provo University Helping Transgender Population with Free Speech Clinic

The director of the Rocky Mountain Center for Communication Disorders and Differences didn’t expect the services directed at the transgender community to be well-used. In the clinic’s first few months, between 12 to 15 people have already been screened and undergone therapy so their voice can match their gender identity. “That piece really took off,” said Linda Spencer, director of Rocky Mountain University of Health Profession’s Master of Science in Speech-Language Pathology program. There were so many people interested, Spencer said, there was a waitlist, and the clinic expects a waitlist moving forward. “It’s a very underserved population, especially in the Provo area,” Spencer said.

The free clinic started as the first set of students in the university’s Master of Science in Speech-Language Pathology program began the program last fall. The clinic offers free services not always covered by insurance, or under-covered by insurance. The students in the program are supervised. “It is really a win-win situation for our students and for the community, as well,” Spencer said.

In the transgender population, especially transgender women, voice is a barrier to passing as the gender they identify as. The clinic worked with Encircle, an LGBTQ family and youth resource center in Provo, to offer the services. Services were provided at Encircle while the clinic was being built at a Rocky Mountain University of Health Professions building. Other services the clinic provides including helping with the language and phonological awareness part of reading therapy.

Providing the clinic, Spencer said, helps fill a need in the community. “Speech and language and voice therapy is very important because communication is kind of the crux of being human and individuals that can’t communicate their messages for whatever reason suffer decreased quality of life and sometimes isolation and depression,” Spencer said. “You even see incidents of individuals who have language disorders having trouble with the law.”

Jared Stroud, a student in the master’s program, got involved with the clinic in November. He’ll be able to sample various parts of the clinic during his time working in it. He said a patient he’s worked with voiced their thanks for the clinic due to the high caseloads for speech-language pathologists. The clinic reinforces what he learns in the classroom. “It is great to in tandem learn from a book or class and be able to speak specifically about our clients and how we can apply it to them,” Stroud said.

The clinic’s services will move into a Rocky Mountain University of Health Professions building at 561 E. 1860 South in Provo in January. Advanced equipment is also being ordered for the clinic. To inquire about services, contact the clinic at rmuohpclinic@rmuohp.edu or at (801) 734-6821.

Additional coverage on this story was featured by the Salt Lake Tribune on February 2, 2018: https://www.sltrib.com/news/politics/2018/02/02/she-wants-to-sound-like-a-woman-this-utah-speech-clinic-is-helping-her-and-other-transgender-clients-find-a-new-voice/.
Rocky Mountain University of Health Professions Celebrates 20th Anniversary


PROVO, Utah, June 7, 2018 — Setting out on a mission to advance the quality, delivery, and efficacy of healthcare to the world, Rocky Mountain University of Health Professions (RMUoHP), an institution of higher education regionally accredited through the US Department of Education, this week celebrates its 20th Anniversary.

Since its founding in 1998, there have been approximately 2,200 graduates of the University’s doctoral and master’s degree programs in different healthcare specialties. Graduates from all 50 states and other countries today treat millions of patients annually in their respective healthcare professions throughout the world. Many are also healthcare educators and administrators within reputable institutions.

“We estimate Rocky Mountain University of Health Professions graduates currently treat tens-of-thousands of patients throughout the country every day,” said Dr. Richard P. Nielsen, founding president of Rocky Mountain University of Health Professions. “The quality of care these patients receive is evidence of the quality of education our graduates experience.”

RMUoHP graduates experience a 97% student satisfaction rate; more than a 99% job placement rate; an overall graduation rate of 87%; a national board pass rate of 98-100%

RMUoHP was initially founded to provide post-professional physical therapy education, which included a Master of Science and Doctor of Physical Therapy degree programs. During its two decades, the University expanded its program specialties to include 21 doctoral and master’s degree healthcare education programs and specialty concentration tracks.

The University has a superior record of educational excellence, and is recognized for its evidence-based and meaningful graduate healthcare education. Some of the university’s key academic milestones include:

- **Terminal Research Degrees (DSc, PhD; started in 1999)** — 185 potential dissertation committee members; 100% pass rate on qualifying core exams.

- **Transitional Doctor of Physical Therapy post-professional (DPT; started in 2001)** — 94% graduation rate; 2nd transitional DPT program in the US.

- **Post-Professional Doctor of Occupational Therapy (OTD; started in 2003)** — 95% employment rate; 1st post-professional OTD program in the US.

- **Doctor of Nursing Practice (DNP; started in 2006)** — Over 50% of nursing faculty are nursing academy fellows; 95% graduation rate; 100% FNP licensure pass rate.

- **Entry-Level Doctor of Physical Therapy (DPT; started in 2010)** — 51 weeks of clinical education; 98% graduation rate; 98% NPTE pass rate.

- **Master of Science in Health Science (MSHS; started in 2013)** — 89% graduation rate.

- **Doctor of Speech-Language Pathology (SLPD; started in 2014)** — 100% employment rate. First post-professional SLP post-professional limited residency program in the US.

- **Master of Physician Assistant Studies (MPAS; started in 2015)** — 98% PANCE certification pass rate.

- **Master of Science in Speech-Language Pathology (MS-SLP; started in 2017)** — 100% academic faculty with terminal degree; 100% clinical faculty with specialty certifications.
RMUoHP is regionally accredited with the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Secretary of the U.S. Department of Education – the highest achievable in the United States. “One of the University’s most important milestones includes receiving regional accreditation,” said Nielsen. “Accreditation demonstrates we have met the most stringent higher education academic standards in the United States. It demonstrates to students, faculty, and staff that they are associated with an academic institution of higher education meeting the highest standards and that our students are receiving the highest quality education in the healthcare sciences.” Additionally, RMUoHP is recognized for the following programmatic accreditation status:

- **APBTRFE**—American Board of Physical Therapy Residency and Fellowship Education (Accreditation) – First PT neonatology fellowship program in the US.
- **ARC-PA**—The Accreditation Review Commission on Education for the Physician Assistant (Provisional Accreditation)
- **ASHA**—Council on Academic Accreditation in Audiology and Speech-Hearing-Language Pathology (Accreditation Candidacy)
- **CAPTE**—Commission on Accreditation in Physical Therapy Education (Accreditation)
- **CCNE**—Commission on Collegiate Nursing Education (Accreditation)

“It has been an interesting and at times stressful journey,” said Dr. Michael Skurja, co-founder and executive vice president of operations at Rocky Mountain University of Health Professions. “We started by providing a pathway to a doctorate for physical therapy professionals. Today, Rocky Mountain University provides multiple high quality, evidence-based healthcare programs students and graduates can be proud of and that they can use to help people enjoy better health.”

Nielsen said the University would continue to lead the nation in providing innovative and successful specialty healthcare programs that fulfill healthcare needs. Over the last 20 years, it has designed and executed more than 20 graduate healthcare programs with great student outcomes including impactful student preparation to deliver healthcare services. “We expect and anticipate continuing this leading trend to develop highly sought-after graduate-level healthcare programs,” said Nielsen.

“We will continue to be innovative in using technology and transformational education models in academic programming to better prepare our students for their role as healthcare providers and healthcare leaders during their future years. We have proven ourselves worthy to be recognized as one of the top leaders of graduate healthcare education in the world.”
One of Michael Skurja’s mentors told him he’d never be able to start a university.

Twenty years into its inception, the Rocky Mountain University of Health Professions has made the impossible, possible.

“We started a university, but all of our employees have built it,” said Skurja, the university’s co-founder and its executive vice president of operations.

The university opened its doors in 1998 as the Rocky Mountain University of Physical Therapy before changing its name the following year. It started off renting space in Provo College and now has about 90,000 square feet of its own spread out in three different locations in Provo.

The private university offers master’s and doctorate programs in health care and enrolls 775 students.

The university, which continues to grow, started off as an idea between Skurja and Richard Nielsen, the university’s president, when they were in the Navy.

The two founders and physical therapists discovered their mutual passion for education when they were stationed together and began teaching continuing education classes for years while working full-time. After surveying physical therapists in their specialty and realizing that people were willing to take their courses, they started seriously considering founding a school.

They both retired in the 1990s, when Skurja was a captain and Nielsen was a commander, the chief physical therapist for the Navy and the specialty advisor to the Supreme Court, Congress and the White House. They both had served in executive medical positions and were board certified in clinical electrophysiology.

The two were getting tired of being on the road, teaching classes and staying in hotels. They set up shop in Provo because it was a central location for students to fly in for three-day courses and because Nielsen is from Utah County.

They began teaching courses in 1994, and then realized they were teaching doctoral-level courses. In order to award doctoral degrees, they needed to start a university.

They started by presenting the idea to offer a single degree.

“We went to the Board of Regents with a proposal to do that,” Nielsen said. “They looked at us like we were nuts.”

The two founders pulled in experts they’d met with throughout their careers to help draft proposals for the Utah System of Higher Education Board of Regents.

That one degree turned to seven, and then the university began expanding to degrees outside physical therapy as it went after regional accreditation from the U.S. Department of Education.

Nielsen said the university plans to continue being an innovation trendsetter in its next 20 years. The university is also expecting to add more online programs and develop more programs, but has no plans to expand beyond health care education. It expects growth, but doesn’t plan on becoming a large university.

There are also plans for RMUoHP to move to what is now the northwest part of the East Bay Golf Course in 2024. It will move next to the proposed site of the Noorda College of Osteopathic Medicine, projected to open in 2021. Both schools are run by Wasatch Educational.

The founders feel pride when clinicians say they like working with their students. Nielsen estimates the school’s graduates collectively see up to 30,000 patients a day.

“The numbers are just pretty amazing to think they are out there and they are all displaying the Rocky Mountain University diploma somewhere in their clinics or in their offices,” Nielsen said.
As John Donne famously wrote, “No man is an island.” Another just as accurate statement could be that no college is an island. Developing partnerships with schools and organizations off campus is a key in offering students more opportunities to succeed.

Fort Lewis College (FLC) and Utah's Rocky Mountain University of Health Professions (RMUoHP) have signed an articulation agreement that would offer preferred acceptance for FLC students. Each year, up to three Fort Lewis students who complete the required courses with at least a 3.5 GPA and who score well on the GRE can matriculate into RMUoHP’s Doctor of Physical Therapy (DPT) program.

As the national need for healthcare professionals continues to grow, Fort Lewis College is putting more and more focus on preparing students for these professions. This new partnership, along with new FLC programs like the Pre-Health Certificate, will add to the College’s health sciences offerings, giving students more avenues to join the healthcare field. The College was also recently awarded just over $3 million to begin designing a new Health Sciences & Athletics Complex on campus.

“I believe that this partnership with RMUoHP and other institutions provides excellent opportunities for our students,” says Dr. Melissa Knight-Maloney, chair of the FLC exercise science program. “I am excited about this partnership as this allows our students to set themselves apart from other applicants. We provide our students with an excellent knowledge base and hands-on experiences to prepare them for health professions and this agreement will allow those students another opportunity to be more competitive in the admissions process.”

“We know various alumni and faculty from Fort Lewis College. We feel that the faculty offer a quality education in preparation for a DPT degree,” adds Dr. Joel Tenbrink, assistant program director at RMUoHP. “Additionally, those alumni with which we have had interactions have impressed us in their passion and integrity. We wanted this type of person in our program. As such we felt it appropriate to offer preferred admissions to these qualified students. We look forward to meeting more Fort Lewis College alumni and making them alumni of Rocky Mountain University of Health Professions. They will represent both institutions well.”

One of the FLC alumni that ties Fort Lewis College and Rocky Mountain University of Health Professions together is one of RMUoHP’s co-founders, Dr. Michael Skurja (Biological Science, ’67). After earning a degree in biological science at FLC and serving more than 20 years in the U.S. Navy, Dr. Skurja helped begin the accredited, private university that has awarded master’s and doctorate degrees for 20 years in Provo, Utah.

“I majored in biological science at Fort Lewis, and have been thankful for the quality of the instruction that provided me with a solid foundation,” Dr. Skurja says. “I thought that some of the students graduating from the science department might be interested in the healthcare degree programs offered by Rocky Mountain University.”

RMUoHP’s Doctor of Physical Therapy program boasts a 98 percent graduation rate, with 99 percent of those graduates going on to pass the National Physical Therapy Exam. In addition to their studies, the University’s students put their skills to work on service trips to Africa and Guatemala, in addition to working at the Community Rehabilitation Clinic in Provo, which offers free physical therapy services to the uninsured and underserved.

Learn more about Fort Lewis College’s exercise science program at www.fortlewis.edu/exercise-science. More information about the FLC Biology Department can be found at www.fortlewis.edu/biology. Finally, find out more about Rocky Mountain University of Health Professions at https://rmuohp.edu.
RMUoHP Opens Free Center for Communication Disorders: Speech-Language Pathology Clinic Open to the Public

(BusinessWire, June 14, 2018)

PROVO, Utah--(BUSINESS WIRE)--Rocky Mountain University of Health Professions (RMUoHP) will hold a ribbon cutting and open house for its new Center for Communications Disorders – a free clinic providing speech-language pathology assessment and intervention for community members of all ages. “The clinic helps fulfill our vision to advance the quality, delivery and efficacy of healthcare.” The clinic provides speech, language, voice, fluency, and swallowing assessment and intervention services. It will also provide summer intensive treatment programs. It is under the direction of Wendy Chase, MA CCC-SLP, RMUoHP assistant professor and director of clinical education for MS SLP. “Many people in our community have no idea they can receive help for communication disorders,” said Chase. “The RMUoHP Center for Communication Disorders provides a valuable service to all people with a variety of different speech disorders that in most cases can be easily identified and treated with professional expertise.”

The clinic is staffed by faculty and students in the Master of Speech-Language Pathology (MS SLP) program at RMUoHP. Services are available to anyone from the community who may be uninsured, or who do not have adequate insurance or where programs are not available. It is open each Tuesday, Thursday and Friday from 8:00 a.m. to 6:00 p.m. Select appointments are available on Mondays and Wednesdays.

“We are so excited to offer the Center for Communications Disorders to our local community,” said Dr. Richard Nielsen, founding president of Rocky Mountain University of Health Professions. “The clinic helps fulfill our vision to advance the quality, delivery and efficacy of healthcare.”

AdvancingU: Speech-Language Pathology Program Models Community Engagement

The Master of Science in Speech-Language Pathology (MS-SLP) program faculty and students, led by Program Director, Dr. Linda Spencer, have already left an imprint at RMUoHP and in Utah. Team-inspired assessment and continuous improvement activities have created a dynamic curriculum, fostered connections with the community, and provided services to resolve unmet needs.

The MS-SLP program’s structured classroom experiences and a community-based clinical education model provides broad-based training in human communication and its disorders with a specific emphasis that prepares graduates for practice in medical settings. Director of Clinical Education, Ms. Wendy Chase, coordinated a series of student experiences at the LDS Simulation Center Hospital that provide opportunities to develop the medical side of their practice from the very first semester. In addition, the program’s 33 student clinicians frequent the halls of the Alpine and Nebo School Districts completing observation and clinical therapy hours.

A brainstorming session at a team retreat focused on clinical placement challenges for the inaugural class. With three other graduate SLP programs in the area, creative strategies for limited local and regional placement sites led to curricular revisions that allow additional flexibility in externship placements. The Center for Communication Disorders also provides well-supervised placement opportunities for students. Execution of the program’s Mission to provide comprehensive, evidence-based, client centered care for the betterment of society is evident in sustained collaborative community outreach efforts.

Dr. Naylor has been guiding students at the Provo City Library with ‘Project Read.’ The project targets literacy development that enables Utah Valley residents to receive tutoring in order to improve their literacy skills. Students are working with the tutors under Dr. Naylor’s supervision to provide a language-based diagnostic assessment and recommendations for future project directions.

The program’s work at Encircle (a Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) support house) arose from a team venture. Dr. Spencer and Ms. Chase devised a plan for the students to complete initial consults in conjunction with the staff at Encircle. Ms. Chase and Dr. Phil Sechtem created a schedule and procedure for completing instrumental voice evaluations with program equipment. The result is a multi-step procedure where LGBTQ individuals, who previously had no services in the area and had to go to Salt Lake City for evaluation, can receive local comprehensive care in their journey.

During the first two semesters of the new program, students have had over 33 scheduled evaluations and 178 scheduled treatments resulting in substantial pro bono service to the community. These mission-driven, team-inspired initiatives support the University’s Core Values and the culture of continuous improvement. Distinctly by its curricular specialization, innovative faculty, and committed students, the new program is a perfect fit at RMUoHP and in the community.
ElevateHER Challenge: A Case Study—Rocky Mountain University of Health Professions

Rocky Mountain University of Health Professions (RMUoHP), an accredited graduate institution located in Provo that is dedicated to quality education that advances healthcare and enhances quality of life, took the Women’s Leadership Institute’s ElevateHER Challenge three years ago — and hasn’t looked back since.

“We wanted to be early adopters of the ElevateHER Challenge,” said President Rick Nielsen, “Our commitment is a measurable, visible demonstration to our employees, students, and the community of our Core Values – especially integrity, diversity, and leadership.”

RMUoHP selected three areas of the Challenge on which to focus organizational intentions and which were identified as Presidential Strategic Initiatives and for which concentrated efforts have resulted in positive outcomes:

Increase the number of women on your organization’s Board of Directors, extend the influence of women in your industry, and encourage women to serve on community and corporate boards.

The University’s Board of Trustees has increased to 33% women and nominations are called to increase that number (see Next Steps). Additionally, 58% of RMUoHP’s employees are women, including 25% of its current administrative board and 44% of its program directors.

A highlight of RMUoHP’s success with the ElevateHER Challenge is the empowerment and sponsorship of employees to serve on leadership boards. Many of the University’s women employees serve in leadership roles and positions of influence on boards within the community, State, higher education, and professional associations.

Monitor pay by gender and close identified gaps.

A comprehensive analysis of the internal and external landscapes resulted in salary restructuring and implementation of a new process to include equitability and market analysis of starting wages for all potential new employees. The University is commitment to ongoing wage equitability across genders and roles.

Establish a Leadership Development and/or Mentoring Program for women.

RMUoHP has a long-term investment in personnel development, but the ElevateHER Challenge brought leadership development and related skills to the forefront of institutional priorities. In the last year, the University has:

- Offered a comprehensive leadership development series that was attended by 25% of all University employees.
- Provided a Creating a Safe and Inclusive Work Environment training that was attended by 30% of all University employees.
- Provided an Elevating Peak Performance and Building Your Personal Brand training that was attended by 30% of all University employees.
- Developed an Administrative Professionals Forum that offers bi-monthly networking and educational content for all of the University’s administrative professionals.
- Provided a Crucial Conversations training that was attended by 50% of all University employees.
- Sponsored the UVU Administrative Professionals Conference, including supporting the attendance of the University’s administrative professionals.
- Sponsored 24 employees to attend the UWHEN Leadership Conference, including one of whom received the inaugural Special Recognition Award from the organization and facilitated cross-institutional (6) panel discussion on Eliminating Barriers to Effective Mentorship-Overcoming the Imposter Syndrome.
- Sponsored an employee to represent UWHEN and the State of Utah at the American Council on Education Women’s Network’s Annual Meeting in Washington DC.
- Provided support and advocacy for the Women’s Leadership Institute Political Development Series and actively engaged in ElevateHER events.
Next Steps

The University recognizes its ElevateHER Challenge commitment is long-term and RMUoHP will continue to support and invest in that commitment. Current initiatives are focused on sustaining pay equity, providing ongoing leadership development, and diversifying the Board of Trustees:

Wasatch Educational, RMUoHP’s parent corporation, is also managing the development of the proposed Noorda College of Osteopathic Medicine (NCOM). Both RMUoHP and NCOM, in conjunction with ElevateHER Challenge initiatives, are seeking to expand the membership and influence of women and diversity on related boards and committees. Ideal candidates will have significant professional experience in leadership roles (C-Level, Ownership, Administration), formal education, and an interest in higher education, healthcare, and the community. Present needs for RMUoHP include local business owners and banking professionals to join the existing engaged Board of experts who support the University from across the United States. The proposed NCOM, as a new entity, is seeking a broad spectrum of candidates. The proposed NCOM is developing medical school in Provo that will create expert providers to support local healthcare needs. For more information or to express interest, contact Dr. Jessica Egbert at RMUoHP (jegbert@rmuohp.edu).

“Women bring to an organization diverse perspectives, key leadership skills, enhanced innovation, and improve overall success. RMUoHP has benefitted from our commitment to the ElevateHER Challenge and we encourage all organizations to join us!” concluded President Nielsen.
Looking Ahead

Through collaborative, systematic assessment and continuous improvement, RMUoHP is well positioned to demonstrate Mission fulfillment and sustainability at the Year Seven Peer Evaluation Visit of its regional accreditation cycle. Focused efforts are in place and will continue to mature to ensure student learning outcome achievements result in positive, data-driven changes to programs, services, and processes. These metrics allow RMUoHP to demonstrate Mission fulfillment in developing evidence-based practitioners, elevating clinical inquiry proficiency, ensuring educational quality, and nurturing student success. RMUoHP demonstrated Mission fulfillment for the current reporting period by successfully meeting the target thresholds identified by the University’s four Core Themes.

As the University looks ahead, ongoing long-term strategies that capitalized on organizational strengths and potential will be the core of institutional planning. The University community has been preparing for the Northwest Commission on Colleges and Universities Year Seven Self-Evaluation Report and Peer Evaluation Visit occurring in Spring 2020 with the intent to demonstrate Mission fulfillment, address its Core Themes, and assess student learning outcomes as a mechanism of ensuring Mission fulfillment. It will also embark on a new strategic plan for the years 2019-2023.

The University will continue to cultivate educational, research, and strategic partnership to advance institutional effectiveness. A sustained emphasis on expanding academic excellence will persist and new areas of healthcare educational programming will position the University for greater market strength. Specific initiatives to address non-degree programming and expanded continuing education is in the pipeline as the University considers the viability, scope, and opportunities for lifelong learning.

A greater focus on technological sophistication will drive initiatives to improve systems, enhance the educational experience for students and faculty, increase institution-wide effectiveness, and promote creativity and collaboration. An analysis of expanded opportunities to nurture student success will enhance student satisfaction and alumni engagement. Initiatives are already in progress to transform the University website into a dynamic, relevant, and comprehensive gateways to the University and revamp enterprise technology systems.

Learning from the past and strategically planning for blue ocean opportunities has resulted in a University-wide shift in how employees and systems communicate, how change occurs, and how resources are maximized. A dedicated workforce drives the ongoing and upcoming innovations that serve students and empower the University to fulfill its Vision to advance the quality, delivery, and efficacy of healthcare. While RMUoHP may be comparatively small in number, the passion of its people moves University forward in mighty ways.