



ROCKY MOUNTAIN
UNIVERSITY *of*
HEALTH PROFESSIONS



Annual Report & Fact Book



Contents

- 2 From the President
- 3 Mission, Vision & Core Themes
- 4 Core Values Revised for 2020
- 5 Mission Fulfillment
- 6 Strategic Planning
- 10 Institutional Facts
- 13 Core Values in Action: Spotlight on Student Affairs
- 15 In the News: President Nielsen Recognized by *Utah Business Magazine* as a 2019 Healthcare Hero
- 17 2nd Service Trip to Guatemala for PAs
- 18 RMUoHP Continues Service Trips to Malawi
- 19 Lifting Our Community: Center for Communication Disorders
- 21 Equity in Student Success
- 24 Increasing Institutional Effectiveness
- 33 Lifting Our Community: Community Rehabilitation Clinic
- 35 Next Steps



ROCKY MOUNTAIN
UNIVERSITY *of*
HEALTH PROFESSIONS
STRATEGY & ENGAGEMENT





From the President

Dear RMUoHP Family & Friends,

Over the nearly 22 years since the University's founding, we have taken great strides to expand our academic footprint, cultivate our RMUoHP family, and fine-tune our Mission fulfillment. Our 2019-2023 Comprehensive Strategic Plan is a vibrant, living document that provides us direction as we navigate these waters of opportunity.

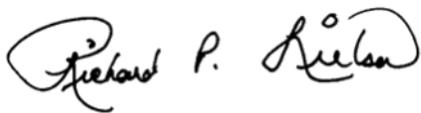
As a retired Naval Officer, I am fascinated by ships. The skill and commitment of the crew are as essential to a ship's travel as the vessel itself. External factors (e.g., undersurface, wind, barnacles) also affect the ship's capacity to achieve its potential.

Like a ship, an organization faces internal and external forces. Where human and environmental factors result in a ship's failure to reach its maximum cruising speed, so, too, may this limit the mission fulfillment and potential of a higher education institution.

Essential to both examples are keeping an eye focused on the destination. In the case of RMUoHP, this requires aligning our sights on the Mission, Vision, Core Values, Core Themes, and Comprehensive Strategic Plan. While we regularly watch for and eliminate barnacles, we are confident in the supportive, trusting, and committed crew at RMU, who has demonstrated a remarkable capacity to innovate, overcome, and course correct through even the murkiest or uncharted waters.

Our new Core Values emphasize the human-centric culture that exists at the University. Together, we serve each other, we honor our differences, and we empower learners to rise to their highest potential.

I am proud to share the Annual Report, which chronicles one year of our voyage together – the first year of our 2019-2023 Comprehensive Strategic Plan. The report is a testament to the quality of our RMU crew! Our commitment to continuous improvement is told through compelling stories, achievement milestones, and innovative advancements that resulted in the third consecutive year of Mission Fulfillment. Bon Voyage!



Richard P. Nielsen, PT, DHSc, ECS
RMUoHP President

Mission, Vision, & Core Themes

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.

The **Core Themes** are fundamental manifestations of the University's mission that demonstrate how the Mission is translated into practice. Each Core Theme includes indicators and target levels of achievement that form the basis for describing how effectively RMUoHP fulfills its Mission.

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.

How Do We Rate?

Across all 2019 Institutional surveys (of students, new graduates, employees, faculty, alumni, and Trustees), the Mission, Vision, Core Themes, and Core Values received strong reviews across constituents for the five-point Likert scaled items (5 = *strongly agree*).

- **Mission Fulfillment** received a mean score of 4.56-5.0.
- **Vision Fulfillment** progression received a mean score of 4.51-4.93.
- The four **Core Themes** had mean scores above 4.30.
- All mean scores for **Core Values** were in *acceptable* (4.0 -4.49) or *exceptional* (≥ 4.50) ranges.

Are you interested in the comprehensive survey reports by constituent? Visit the RMUoHP [Institutional Effectiveness & Strategic Planning](#) for the three years of institutional reports!

Core Values Revised for 2020

In 2018, a task force of employees, faculty, and students led an assessment of the University's Core Values. With limited changes in Core Values over its 20-year history, the opportunity was prime for a review. The Core Values set the expectations of *how* the individuals within the University behave and the attitudes necessary to foster a culture that aligns with the Core Values. Building on the words of Herb Kelleher, "Culture is what people do when no one is looking," the new Core Values more clearly outline behaviors that support a people-first mindset consistent with RMUoHP's culture.

The revised Core Values were presented for the Executive Council and Board of Trustees' approval in 2019. The Board approved the new Core Values and they were implemented in January 2020. The new Core Values more appropriately reflect the warmth of the University's culture and supply more accurate guidance to employees, faculty, and students regarding behavioral expectations. The Values are the foundation on which the University's Mission is fulfilled and through which the Comprehensive Strategic Plan is achieved. Alignment of Core Values is measured through institutional surveys and demonstrated through systematic mapping of operational and academic outcomes within the University's Accountability Management System.

Pre-2020 Core Values

- ⇒ **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.

2020 Core Values

- ⇒ **Evidence-Based.** We fuse our expertise with the best available evidence to achieve the best possible outcomes.
- ⇒ **Learning-Centered.** By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.
- ⇒ **Authentic.** We recognize our imperfections and welcome growth stemming from both success and failure. We believe in our unlimited capacities to find solutions. We model gratitude. We seek to understand, to empathize, and to forgive.
- ⇒ **Service-Oriented.** Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.
- ⇒ **Trustworthy.** We strive for honesty, respect, and accountability in all we do to continuously earn credibility as an institution and as individuals.
- ⇒ **Inclusive.** By honoring our differences and similarities, we strengthen institutional and community connections.
- ⇒ **Collaborative.** We learn and create within and across teams to innovate, foster change, implement strategy, ensure accountability, and celebrate achievement.



Mission Fulfillment

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. For our 2019 review, 75 Core Theme indicators with threshold targets were examined 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 target thresholds 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.

For the third year in a row, strong metrics on each academic indicator reflected threshold achievement of 100% (36/36) key targets measuring direct student deliverables. Secondary targets, including survey data, achieved the maximum potential points. Also, 97.4% (38/39) of administrative indicators met target thresholds, with key and secondary targets attaining the maximum possible points for all but one secondary indicator (employees currently certified in CPR was 50% on a 70% target). As such, Mission fulfillment was achieved for this period (100% of primary target thresholds and 99% of maximum potential points achieved).

100%

**Achievement of
Core Theme Primary
Targets**

100%

**Two-Year
Physical Therapy
Board Pass Rate**

100%

**Overall
Physician Assistant
Board Pass Rate**

100%

**Overall
Nursing Practice
Certification
Pass Rate**

97%

**One-Year
Speech-Language
Pathology
Certification
Pass Rate**



Strategic Planning

Six goals, 19 outcomes, and 41 initiatives were included in the 2019-2023 Comprehensive Strategic Plan (CSP) that launched in January 2019. The University considers its CSP a living document, subject to and informed by changing landscapes, including healthcare, higher education, and technology. While the overarching goals will remain unchanged, new initiatives may evolve from innovations not yet imagined as further information, enhanced data, and technologies emerge. An audit from Spring 2019 to Spring 2020 found that 20% of the initiatives were complete, 60% were in progress, and 20% were not started or not initiated.



The CSP continues to elevate excellence in student learning and outcomes achievement while refining current academic programming, expanding alternate academic models, developing personalized learning pathways, and enhancing student services, technologies, and training resources. The CSP advances key educational, research, and strategic partnerships with individuals and communities to maximize effective operational and performance strategies and to increase brand recognition. Initiative achievements from this reporting period are highlighted as follows.

1. Expand Academic Excellence (4 Outcomes)

- ⇒ **19 Initiatives** (3 Completed; 11 In Progress; 4 Not Started; 1 Not Initiated)
- ⇒ *Expanded Programming*
 - The Doctor of Philosophy program in Health Science resumed and tracks were added in Health Professions Education and Healthcare Leadership Administration.
 - Two new degree programs (Doctor of Medical Science and Master of Science in Athletic Training Practice) were developed.
 - A post-graduate Psychiatric Mental Health Nurse Practitioner Certificate was launched. The program provides eligibility to take the ANCC national certification exam for the Psychiatric-Mental Health Nurse Practitioner.
 - A track in Health Wellness Coaching was added to the Master of Science in Health Science program.
 - The University provided its first entirely online continuing education programming, including developing extensive support resources.
- ⇒ *Expanded Equipment to Support Research Activities*
 - New research equipment was secured, including MOXY muscle oxygen saturation sensors, heart rate variability monitors, and a high-speed Go Pro video camera. The University donated an electronically braked ergometer and secured a stimulation cycle ergometer for the RMUoHP Foundation's Community Rehabilitation Clinic.

20%

Total 2019-2023 CSP
Initiatives Completed
in 2019

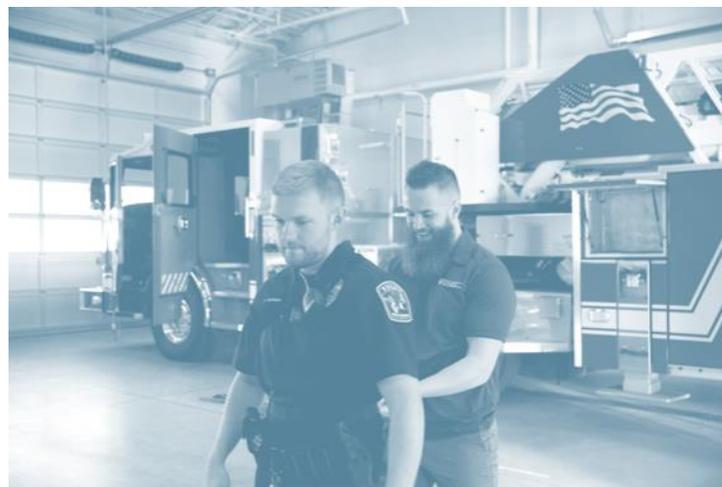
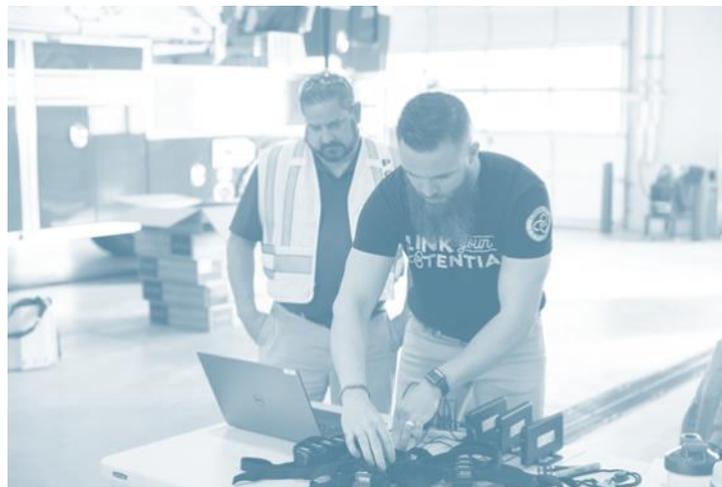
60%

Total 2019-2023 CSP
Initiatives In
Progress in 2019

- ⇒ *Enhanced Software Resources to Support Research*
 - The University renewed institution-wide subscriptions to SPSS and added Intellectus and the qualitative software, Atlasti.
- ⇒ *Expanded Financial Resources to Support Research*
 - Developed student research assistant positions (two internally-funded and one externally-funded).

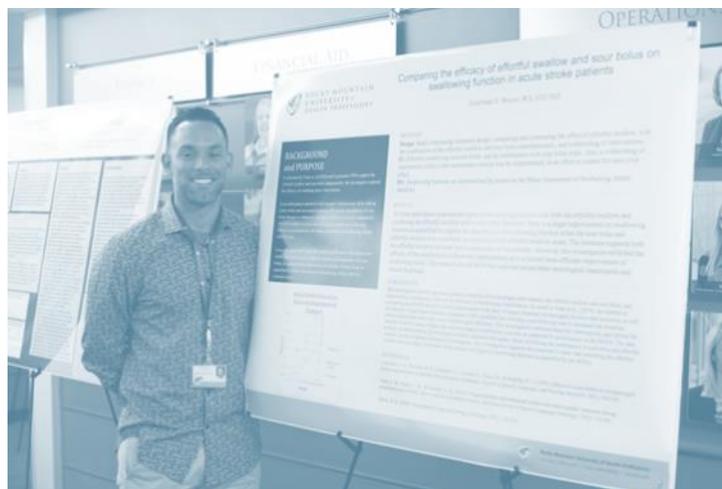
2. Advance Institutional Effectiveness (4 Outcomes)

- ⇒ **4 Initiatives** (2 Completed; 2 In Progress)
- ⇒ *Transitioned Website to Easier and More Marketable Domain*
 - Secured rights from Educause and converted to the rm.edu domain.
- ⇒ *Advanced Method for Standardizing Program Analysis and Forecasting Program Viability*
 - Completed work on a tool to standardize program analysis and forecasting or program viability.
- ⇒ *Innovated Student Tuition and Fees Policies and Processes*
 - Implemented strategies to align tuition and fees with like programs.



3. Enhanced Technological Sophistication (3 Outcomes)

- ⇒ **6 Initiatives** (5 In Progress; 1 Not Started)
- ⇒ *Unified Email and Calendaring Communication Infrastructure*
 - Completed migration to a single email and calendaring service for use across the University.
- ⇒ *Retained and Hired Key Technology and Innovation Department Personnel to Carry Out Strategic Plan.*
 - Determined market for current Technology and Innovation staff and established employment packages that are sufficiently competitive to retain and hire key departmental personnel.
- ⇒ *Established Integrated Data Architecture Infrastructure to Support Data-Driven Decision-Making and Improve Operational Processes*
 - Implemented monitoring systems and personnel to ensure core technology and web infrastructure reflects an up-time of over 99%. In addition, ensured sufficient campus WiFi bandwidth capacity to enable high fidelity real-time collaborations for meetings and classroom activities.



⇒ *Expanded Technological Sophistication to Enhance Teaching and Learning*

- Automated systems and increased collaboration through investment and training in new software tools and invested in software resources for research. Strengthened cybersecurity (e.g., single sign-on (Okta), multi-factor authentication) and launched institutional-wide technology standards and expectations training (e.g., TECH 100, LinkedIn Learning, Percipio).

4. Cultivate University Recognition & Relationships (2 Outcomes)

⇒ **5 Initiatives** (2 Complete, 3 In Progress)

⇒ *Continued to Build the University Identity by Increasing Internal and External Recognition*

- Expanded omnidirectional digital marketing and communication strategies were implemented to include regular blogging, digital newsletter, public relations improvements, podcasts, and increased social media reach. Developed accessible policies, procedures, and other materials to communicate and guide a unified institutional brand and identify, including the birth of Felix, the University mascot, and lifestyle logo.

⇒ *Enhanced the Visibility of the University's Research Enterprise*

- Initiated implementation of a system to document and communicate to internal constituents ongoing research initiatives throughout the University. Engaged RMUoHP academic community and well-structured strong annual research scholarship symposium.

⇒ *Developed a Centralized Office of Institutional Communication*

- Hired personnel to grow and support institutional marketing.

⇒ *Implemented and Refined the Shared Governance Model for the University*

- Processes, systems, policies, and training improved across multiple departments. Assessed employees regarding effectiveness of Shared Governance Model and developed strategies to improve communication, engagement, and document flow across constituencies.



**ROCKY MOUNTAIN
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5. Launch Personalized Learning Pathways (4 Outcomes)

- ⇒ **4 Initiatives** (3 In Progress, 1 Not Started)
- ⇒ *Developed Web-Based Learning Communities*
 - Developed an online learning community task force and foundational materials. Invested in systems to promote personalized learning across employees and students and working to launch stackable learning pathways through online learning community.
- ⇒ *Implement Global Programming Strategies*
 - Received SEVP approval for all residential and limited-residency programs currently approved in Winter 2019 and International Committee created to identify strategic international markets.

6. Nurture Student Success (2 Outcomes)

- ⇒ **3 Initiatives** (1 Complete, 1 In Progress, 1 Not Started)
- ⇒ *Built Virtual Student Success Center*
 - Developed the virtual Student Success Seminar Series.
- ⇒ *Bolstered Engagement Across Alumni*
 - Reorganized the Alumni Association Board, created a research publication guide and an alumni newsletter, initiated a 15% alumni tuition discount, and enhanced the alumni giving campaigns.

4.69

**Alumni Overall
Satisfaction of RMUoHP
Experience
(2019 Alumni Survey)**



2019 ALUMNI RELATIONS

1

ALUMNI ASSOCIATION BOARD

- Reorganized Alumni Association Board with a 75% increase in alumni participation.

2

ALUMNI EVENTS

- Hosted six alumni events with a 28% increase in overall attendance from 2018.

3

ALUMNI OUTREACH

- Launched alumni newsletter to enhance communication about resources and alumni offerings.
- Upgraded alumni website.

4

RESEARCH GUIDEBOOK

- With Office of Research and Sponsored Projects, published research and publications guidebook for alumni.

5

TUITION DISCOUNT

- Launched 15% alumni tuition discount for future programming.

6

ALUMNI REFERRALS

- Enhanced the alumni referral program resulting in an 83% increase in referrals.

Institutional Facts

1068

Degree-Seeking Students

27.37

Mean Age for Entry-Level Students

40.14

Mean Age for Post-Professional Students

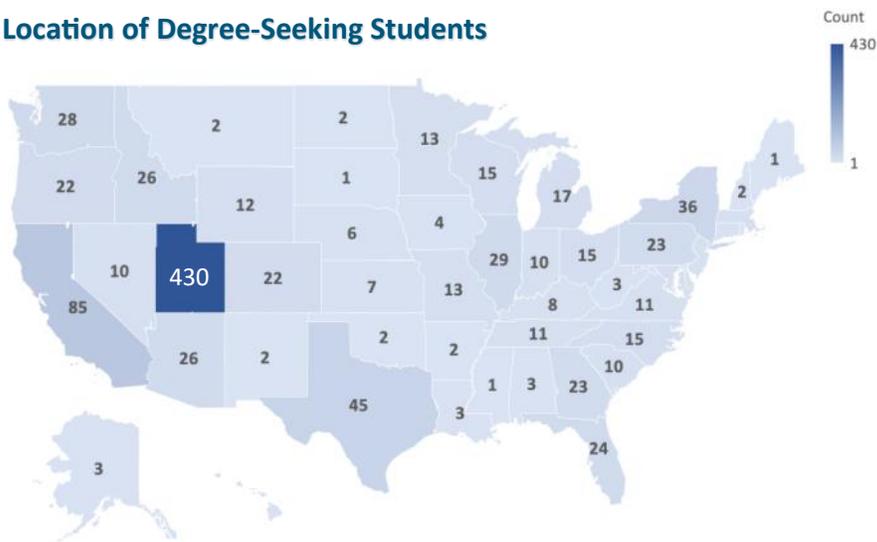
50

States in which Alumni Reside

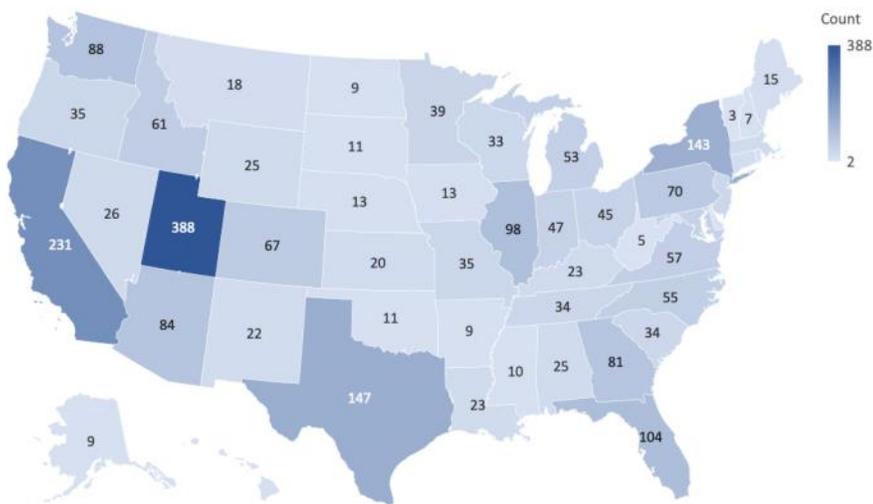
2491

Total Alumni

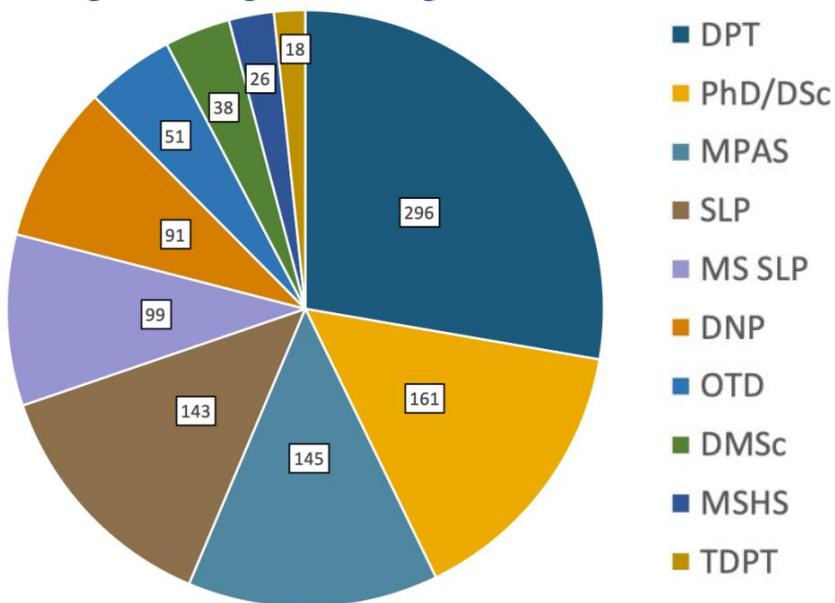
Location of Degree-Seeking Students



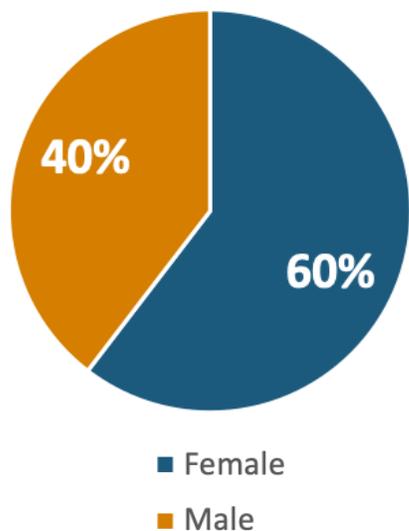
Location of Alumni



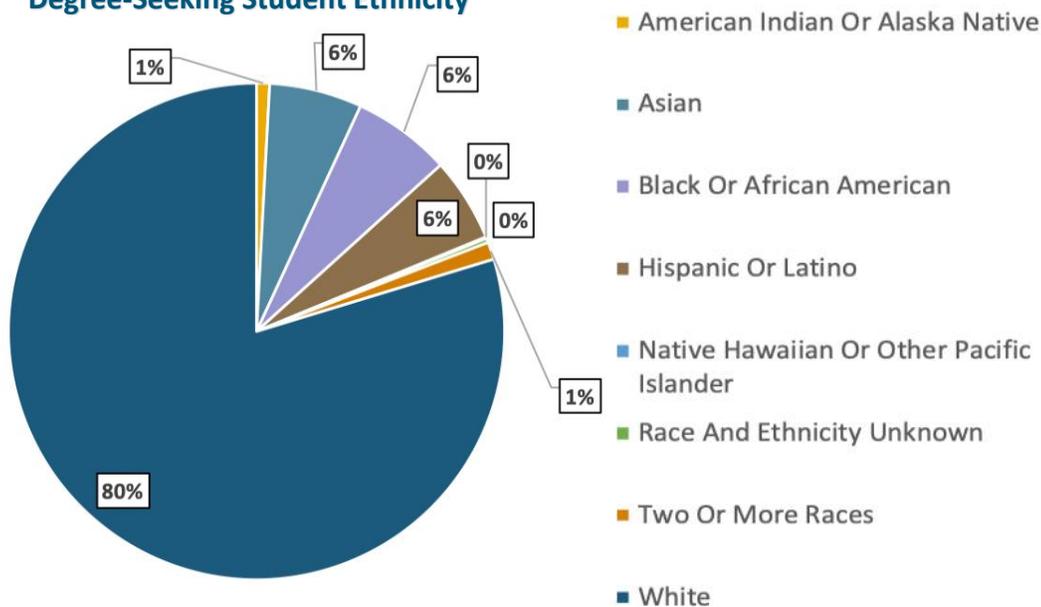
Degree-Seeking Student Program



Degree-Seeking Student Gender



Degree-Seeking Student Ethnicity



Retention & Graduation Rates (Through Winter 2020)

Program	Students	Retained	Retention Rate	Graduated	Graduation Rate
DNP	483	416	86%	244	77%
DPT (Entry)	630	619	98%	382	97%
DSc/PhD	586	467	80%	293	66%
MPAS	244	241	99%	142	99%
MS SLP	103	101	98%	29	88%
MSSH	222	203	91%	180	89%
OTD	738	697	94%	646	92%
SLPD	234	212	91%	93	74%
DPT (Transitional)	499	477	96%	471	94%
Total	3739	3433	92%	2480	87%

92%

University
Retention Rate

87%

University
Graduation Rate

75.19%

2019 90/10*
Percentage

64%
Students Employed
in Degree Field at
Graduation

97%
Alumni Employed
in Degree Field Before or
at 12 Months Post-Graduation

0.70%
2019 Cohort Default Rate



Core Values in Action

STUDENT AFFAIRS SPOTLIGHT

Service-Oriented

Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.

Rocky Mountain University of Health Professions hosted the annual Student Day of Service on Saturday, November 9, 2019. Over 40 students from the Doctor of Physical Therapy (DPT), Master of Physician Assistant Studies (MPAS), and Master of Science in Speech-Language Pathology (MS SLP) programs participated in the event. The students assisted in the necessary steps of preparing a local property for a tiny house with the direction of FreshStart. Fresh Start, an organization co-owned by a husband and wife team, builds housing for individuals transitioning out of incarceration or who are victims of domestic violence.

The FreshStart Transition Program “focuses on enabling individuals to create a successful life emotionally, spiritually, socially, physically, and financially through REAL Transition. Each year [they] provide hope, training, and support to previously

incarcerated men and women, allowing them to redirect their lives and become contributing members of our community and their families” (FreshStartVentures.org).

The high turnout of student volunteers ensured that there were plenty of helping hands to accomplish the work, which included digging two 12-foot-deep trenches for a sewage line and gas and electric lines. In addition to working on the trenches, students also fixed a wooden fence, raked leaves, and took all the scrap materials to the local dump.

Javin Miller, an MS SLP student with some construction experience, enjoyed the opportunity to serve the local community. Miller stated, “It means a lot to me when I can help a fellow human being become a better person by helping them in the way they need. Getting to participate in this project was a great way to serve the community and help those that need it.”



Student Affairs Manager Jeanine Farmer, along with Student Affairs Administrative Assistant Dailie Todd, worked with FreshStart on all of the logistics and planning for this project. Farmer stated, "I felt that this organization would resonate well with our student population of future healthcare providers, and it did. We had over 100 students initially signed up to volunteer, but due to unforeseen circumstances with the construction crew, the event had to be postponed a week. Despite the last-minute changes, we still had a great turnout!"

The students enjoyed the opportunity to work alongside their peers outside of the classroom. Miller stated, "Creating an even

greater bond working together as cohorts will only strengthen the relationship we have as a school." DPT student Kristen Schoonover added, "I think it is vital to give of yourself in order to grow. Service is a huge part of why we enter the health field, so it's awesome to exercise that now while in school!"

The University, through the Department of Student Affairs, sponsors the annual Student Day of Service for residential students as part of its commitment to service. Among many other service initiatives in which students are involved, Student Affairs also led a holiday service project to support Heber Children's Justice Center.

Inclusion

By honoring our differences and similarities, we strengthen institutional and community connections.

In 2019, the Office of Institutional Equity within the Department of Student Affairs expanded the University's training, capacity, and services to promote an inclusive culture. Included among these investments were the following, each of which has proven valuable towards RMUoHP's efforts to sustain an inclusive culture:

- Diversity & Equity Student Focus Groups
- Student Diversity Committee
- Civil Rights Investigator Training
- Equity Training to University Leadership Councils

Learning-Centered

By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.

The Student Success Workshops Series began in 2019 to provide an added value to advance, facilitate, and further support overall student health, wellness, and learning outcomes. Workshops topics are based upon qualitative data collected directly from students via an online survey. The workshops are available on-campus with a way to join remotely, as well as recorded for future student reference. Workshop recordings are stored in a shared Google Drive and accessible to students (as well as faculty and staff). Student Success Workshops topics have included Financial Aid; Financial Planning; Professional Networking; and Resumes, CV, and Cover Letter Writing.





RMUoHP President Dr. Richard P. Nielsen Recognized by *Utah Business Magazine* as a 2019 Healthcare Hero

Dr. Richard P. Nielsen, President of Rocky Mountain University of Health Professions (RMUoHP), was recognized recently as a 2019 Healthcare Hero in the **Healthcare Educator** category for his many years serving Utah's healthcare education community and helping close the need gap for more healthcare professionals.

Nielsen was the Founding President of The Institute of Clinical Electrophysiology (1994-1998). He currently serves as the Founding President and CEO of RMUoHP, Founding President and CEO of the proposed Noorda College of Osteopathic Medicine (Noorda-COM), and Founding President of World of Difference (a charitable humanitarian foundation that provides educational facilities for the under-served children of Africa and healthcare experiences for graduate healthcare students from RMUoHP).

"A key founder of Rocky Mountain University of Health Professions ... [Dr. Nielsen] has spent the last 21 years fostering the doctoral and master's degree levels of education in the next generation of the nation's healthcare practitioners," said *Utah Business Magazine*, sponsor of the 2019 Healthcare Heroes. "Now, he's in the midst of founding (and developing) the proposed Noorda College of Osteopathic Medicine, the first medical school in Utah County."

Unpretentious of the recognition, Nielsen, who is a very early riser and does his best thinking while running every morning, is quick to point out his acknowledgment is shared among a growing group of talented colleagues, employees, and students within his organizations.

“It is humbling to be recognized for the great work that so many people have been involved in over the years to help and move healthcare forward,” said Nielsen. “I’m surrounded by the best healthcare practitioners, the greatest faculty and staff, and a growing number of students who will graduate and go out and serve hundreds of thousands and even millions of people during their careers in Utah, the United States, and throughout the world.”

In August 2019, Nielsen returned from a humanitarian trip to Africa where he and his wife, Jodi, and graduate healthcare students and faculty of RMUoHP helped build schools for underserved children, drilled a well in the remote villages in which they worked, and participated in providing healthcare needs with other local healthcare providers and students in the third world hospital and clinics of Lilongwe, Malawi. Nielsen has been providing humanitarian service, including building schools and libraries, drilling wells, and providing healthcare education opportunities for RMUoHP students and faculty and the under-resourced people of Africa for the past 32 years.

“Our philosophy and one of the RMUoHP’s core values is about providing service to others,” said Nielsen. “Whether we are working in our professions, serving those in need at our free clinics in Utah County, serving children and others in Africa, or weekend RMUoHP student service projects during the semester, it is always about making people’s lives a bit better and making a world of difference across the planet. Jodi and I have a motto we try to live by which says, ‘You don’t have to go out of your way to serve somebody – you just simply do it on your way.’”

Nielsen is founding president and CEO of the Noorda-COM, which recently received Candidate Status from the Commission on Osteopathic College Accreditation. Noorda-COM is a newly proposed medical school planned for opening in Provo in late 2021. The school will potentially increase the number of students graduating with a medical degree in Utah, significantly addressing the shortage of medical professionals currently experienced throughout the state.

“Dr. Nielsen also served as a physical therapist with the U.S. Navy for 20 years and served as the specialty consultant to the U.S. Congress, Senate, Supreme Court, Surgeon General, Pentagon, and the White House as a board-certified electroneuromyographer. He is also co-founder of two charitable foundations,” said *Utah Business Magazine*.



2nd Service Trip to Guatemala for PAs

In August 2019, the RMUoHP Master of Physician Assistant Studies (PA) students and faculty completed their second annual 10-day service trip to Guatemala, where they helped over 500 locals. The students and faculty provided medical care for locals, trained local firefighters, and taught local families about the importance of nutrition.

The trip was led by Travis Layne, MPAS, PA-C, Principal Faculty/Instructor for the PA program and Student Association Advisor, and by Bryan Nelson, MPAS, MMS, PA-C, another Principal Faculty/Instructor for the PA program. Along with the faculty, eight PA students volunteered: Madison Groberg, Rachel Hamilton, Krista Yardley, Kierstin Lealiiiee, Maite Antola, and Brad Miller.

Layne stated, "This was actually our second year to go. Last August, we went as part of a larger group through the coordinated efforts of Katie Walther, who is the director of Humanize Expeditions. Because of that positive experience last year with our PA students, we developed the idea to [create] our own RMUoHP PA team, which included two faculty, six PA students, one medical assistant, multiple interpreters, and Katie."

During their time in Guatemala, the students and faculty stayed at a local orphanage in Los Robles but also spent time traveling between nearby communities during the day. A typical day consisted of driving to nearby villages and setting up pop up clinics in empty schoolrooms or warehouses. Each student and faculty member would either work as providers to triage patients or at the pharmacy station. Locals came from the village and lined up outside the clinics to wait for their turn to be seen. The largest quantity of patients the faculty and students saw in one day was around 85.

Layne added, "We also provided a Basic Life Support update for the local bomberos (firefighters). They basically provide all emergency care, including medical, fire, and rescue services to a large area of coverage. We also had students provide diet education to a group of about 30 mothers and their children who receive food supplementation on a regular basis there. They discussed the importance of nutrition both for pregnancy and breastfeeding."

Students and faculty brought medical supplies and medicine to treat the patients they would be seeing. Even though the volunteers brought supplies from the US, PA student Krista Yardley stated, "Sometimes we had to think outside the box for treatment options because they were very limited. This trip taught me to be creative and resourceful."

PA student Madison Groberg valued her experience in Guatemala. She stated, "I really loved how much autonomy we were given. Students were able to triage the patient and provide treatment all on their own. It was an amazing introduction into primary care for students since we were able to use what we [have] learned to treat many people in a safe atmosphere where any little thing we did could help. I felt like I was able to make a difference in people's lives because we were given the responsibility to care for the patients."

Layne pointed out, "The importance of service-learning opportunities is always the same. Help others where you can and when you should and also learn to be an empathetic provider." RMUoHP strives to provide these types of opportunities for our students because they are invaluable experiences that will help them become better healthcare providers in the future.



#RMUServes

RMUoHP Continues Service Trips to Malawi

Thirty-eight students, faculty, and staff from RMUoHP embarked on their fifth service trip to Malawi, Africa in August 2019 representing the Master of Science in Speech-Language Pathology, Master of Physician Assistant Studies, and Doctor of Physical Therapy degree programs. Twenty-two other volunteers joined the RMUoHP team to travel 22,000 miles by air and 1,500 miles by land to get to their destination. They took with them approximately 6,000 pounds of educational supplies, athletic equipment, clothes, blankets and quilts, and hygiene kits from Days for Girls to donate to schools, orphanages, and hospitals.

The goals of the trip are to continually expand and improve the Selengo Primary School, give aid to the local orphanages, provide desperately needed supplies and resources to the villagers, to teach at the Malawi College of Health Sciences, and to provide the Kamazu Central Hospital and Child Legacy International with clinical work from students and faculty. Previous trips to Malawi have helped RMUoHP build long-lasting relationships with chiefs, villagers, children, and the patients and staff at the Kamazu Hospital, which allows for a lot of work to get done within a short amount of time.

During their time in Malawi, students, faculty, and staff from RMUoHP built and restored classrooms, gave villagers access to running water, taught young girls and women about hygiene, visited orphanages, and donated items to the locals. RMUoHP President Richard P. Nielsen provided a quick synopsis of their success, "We moved over 5,000 blocks weighing a total of 200,000 pounds (100 tons) and dug trenches. We helped 225 girls and 30 women learn about hygiene. We painted walls and chalkboards in classrooms. We drilled a borehole for the villagers to get fresh water versus having the women in the village walk several miles each way twice a day to fetch water that needs to be boiled before using it. We made 286 lunches for the project workers. We saw dozens of patients at Kamuzu Hospital, where we helped deliver several babies and helped end-stage people leave this life. We delivered 6,000 pounds of clothing, shoes, books, athletic equipment, and hygiene kits to several hundred orphans."

Greer Simpson, a student in the Master of Science in Speech-Language Pathology program, stated, "[At the hospital] we had the opportunity to assess children and adults with speech, language, and cognitive delays and deficits. We were able to give recommendations to clients and their family members, present information, and collaborate with other medical professionals." Commenting on her takeaways from the trip, Simpson added, "Our time spent at the hospital with these patients is something I will hold onto forever. The speech-language pathology field does not exist in Africa as of right now, so this opportunity to assess, give recommendations, and educate other medical professionals goes much, much further than one might think."

During the closing meeting in Malawi, RMUoHP President Richard P. Nielsen noted that even though there were so many things that they could physically and numerically account for, what they could never account for was the human touch aspect of the trip and the feeling that they left behind with the people of Malawi.



#RMUServes



Center for Communication Disorders

The pro bono Rocky Mountain University of Health Professions Center for Communication Disorders (CCD), located in Provo, Utah, has a dual mission to serve the community and provide opportunities for clinical education.

Within the Master of Science in Speech-Language Pathology program, students spend their first three semesters earning approximately 100 contact hours of direct patient care, which care occurs in the CCD and through its affiliated programs in the community. The CCD allows for students to receive maximum supervision from speech-language pathologists who are invested in the art and science of clinical education. These supervisors establish the foundational skills necessary for students to succeed in external placement in their second year.

Within the University's culture of service, the department, its faculty, and its students demonstrate a commitment to the Core Value *Service-Oriented* through the CCD. The CCD targets populations that are typically unable to access speech-language pathology services, including the underinsured population. For example, a family may have health insurance benefits in place. Yet, their policy precludes services to "developmental disabilities," often presuming that the child will have access to services through the Birth-to-Three or school-based avenues. The uncomfortable truth is that both of those entities may have highly restrictive eligibility criteria that limit services to the most impaired. Children who have disabilities that are mild or moderate - but do not result in complete failure at school - are often not eligible. Self-pay for skilled therapy services through a company that takes insurance is usually out of reach for families (\$100 to \$180/visit). Even with insurance coverage, making a \$20 to \$35 co-pay each week for many months presents a financial hardship. A similar situation is seen when an adult experiences a traumatic brain injury or stroke, and their insurance covers a number of visits (often 10). Still, their communication disorder lingers for months or even years, and they continue to make progress.

In 2019, during its first full year of operation, the CCD delivered 1,710 individual or group treatment sessions and completed 139 client assessments. The disorders and differences addressed included developmental delays and disorders of speech or language, literacy disorders, voice disorders, fluency disorders, acquired language and cognitive disorders such as those resulting from stroke and brain injury, swallowing disorders, gender-related differences, augmentative and alternative communication needs, and social language disorders. The Medicare equivalent for services provided in 2019 was \$195,826.00. Those sessions were delivered by Master of Science Students in Speech-Language Pathology, who were supervised by licensed and certified speech-language pathologists. Students accumulated 2,957 clock hours of clinical education while providing care and engaging in activities supported by CCD equipment and supplies.

The CCD received a total of \$19,360 in grant funding from the Mountainland Association of Governments during 2019. All other operating costs were supported through RMUoHP.

1710

**Treatment Sessions
Provided @ CCD in 2019**

\$195K

**Medicare Equivalent for
Free Services Rendered @
CCD in 2019**

In 2019, the five-room space that makes up the primary clinic was used effectively to meet 80% of capacity for client visits. Several periods throughout the week are in high demand, and, during those times, all three study rooms, as well as the conference room, have been used to supplement space. In December, three more rooms were allocated to the Center, and renovations began. The electronic medical record was adapted to facilitate additional report formats and all clients were represented in that medium beginning September 2019. The full-time clinical faculty grew to three in January and per diem supervisors increased to four. The clinic keeps a waiting list averaging 12 clients. New initiatives in 2019 included:

- New Focus Academy Residential School for Neurodiversity (Heber City, UT)
- South Franklin Community Center Literacy Program (Provo, UT)
- Pediatric Feeding and Swallowing Center (CCD)

The CCD mission to provide a resource to the community for the underserved, underinsured, and uninsured populations of Utah County, in particular, and available to all of Utah as necessary.

New programs to target specific populations and outreach activities that put clinical services more directly accessible to client groups are in development to better serve our neighbors.

During 2020 and beyond, new initiatives will include the following:

- Radiology Center (CCD)
- Senior Center Clinical Dysphagia Evaluations (Utah County)
- South Franklin Community Center Dysphagia Evaluations (Provo, UT)
- AAC Camp Expansion (CCD)
- Extended School Year Public School Placements (Nebo and Alpine School Districts)

Equity in Student Success

With student success at the forefront of the University's Mission, RMUoHP is committed to providing equitable services, programs, and opportunities for students. The Core Value of *Inclusivity* describes the Institution's philosophy on honoring differences and strengthening connections.

Historically high graduation and on-time graduation rates (fundamental measures of student success), supported long-held assumptions that RMUoHP held no significant equity gaps in student success. Qualitative, anecdotal, and descriptive analyses within a learner-centered culture have, however, resulted in continuous improvements to expand and create student services and programs.

Conclusions drawn from these data included potentially gap-bridging services, programs, and improvements to existing services and programs that were drawn from these conclusions have included the following:

- Student Success Workshops (accessible both on- & off-campus).
- Student Pantry (accessible both on- & off-campus).
- Student Wellness Checks.
- Teletherapy Services (converted from a single on-campus provider who could not serve students in other states; now globally accessible & personalized by student need).
- Enhanced Academic Support Services (e.g., book-to-audio conversion, Testing Center, Writing Center).
- Creation of the Office of Institutional Equity & Designation of an Institutional Equity Officer.
- Development of a University Committee on Inclusiveness, University Committee on Professionalism & Sensitivity, Professionalism & Sensitivity Course, & other related training.
- Biannual Equity & Diversity Focus Groups.

2010-2019 Institutional Data

Graduate GPA

Younger students had higher GPAs than older students.

Women were more likely to have a higher GPA than men.

White & Asian students had higher GPAs than other ethnicities.

The higher the GPA, the more likely the student graduated on-time.

Financial Need

Men were more likely to receive financial aid than women.

Older students were less likely to receive financial aid than younger students.

DNP & OTD students who received financial aid were more likely to graduate than those who did not receive financial aid.

Graduation

Of 1580 graduates, 1494 graduated on-time. [86 graduated later than expected.]

Men were more likely than women to graduate & to graduate on-time.

By ethnicity, the rate white students graduating on-time is higher than the rate of non-white students graduating on-time.

By program, more women than men graduated on-time from the transitional DPT program.

By program, more white students graduated on time from the SLPD program than did non-white students. [No other programs had significant differences in on-time graduation by ethnicity.]

White students were more likely to graduate than non-white students in the OTD & PhD programs.

- Development of an Equity webpage & the addition of equity-related survey items for 2020 Student Satisfaction Survey.
- Development of a Nondiscrimination, Nonharassment, Conduct, & Equity Resolution Handbook.

RMUoHP consistently receives high satisfaction scores from students for the quality and adequacy of student support services and programs. However, to strengthen the use of data in decision-making, increased investment of resources was placed on discovering and addressing potential gaps in student success. A more in-depth disaggregated statistical analysis into demographic and academic variables strengthens the foundational evidence to inform current and future efforts related to institutional equity. Highlighted findings (when noteworthy or statistically significant ($p < .05$)) from the analysis of 2010-2019 student and graduate data and 2017-2019 application and enrollment data are presented on pages 11-13.

Analyses for entry-level programs (Master of Science in Speech-Language Pathology (MS SLP), Master of Physician Assistant Studies (MPAS), and Doctor of Physical Therapy (DPT)) included additional data available through the centralized application services that are not collected for post-professional students at RMUoHP (who do not participate in a centralized system).

Through this analysis, nuances of the student population emerged, some of which validated previous assumptions and others, which may inform decision-making in closing equity gaps. For example, data on white students and male students suggested a disproportionate advantage by some measures. As such, the University may consider exploring other recruitment and support strategies and goals for non-white and non-male students.

Looking Forward

The data analysis process revealed and confirmed opportunities to organize and analyze data at the University. Currently in process are two initiatives for which this exercise demonstrated increased need: developing a set of University-wide data definitions and implementing an enterprise-wide database that maintains data across the student lifecycle (from prospect to alumni). Because student information is currently housed in two non-unified databases for different periods

Entry-Level Programs

Doctor of Physical Therapy

More women apply than men; more men enroll than women.

There was a higher rate of applicants enrolled who received free/reduced school lunch than did not receive free/reduced school lunch.

There were no significant differences in enrollment for socioeconomic variables, including first generation college students, students from families with a low percentage of high school graduates, students from families receiving public assistance, & students from disadvantaged families.

There was a higher rate of enrollment by students in health professional shortage geographic areas than those not in those geographic areas.

There was a higher rate of enrollment by students in rural areas than urban areas.

While there were more white applicants than non-white applicants, a higher rate of white applicants enrolled than did non-white applicants.

Ethnicity was not related to graduating or graduating on-time.

On-time graduation was not different by gender. However, gender was related to graduating (a greater portion of men graduate than women).

of the lifecycle (recruitment and enrollment; matriculation and graduation), the effort to align student records is cumbersome and creates the opportunity for error. For this novel analysis, the multiple records explain why gaps are observed in following the complete student lifecycle: from prospect to application, to acceptance, to enrollment, to matriculation, to graduation. Centralizing record-keeping through the expected enterprise system will increase the opportunity to use data in more robust ways, discover opportunities to address equity gaps, establish future initiatives, and more clearly understand the student population.

An added area of opportunity to improve consistency is with the data collected from applicants and students. The centralized application services supply far more data than do the University's application processes. The University will define which variables are most meaningful and include the data collection as part of the admission process across programs.

Through the deep dive into student data, the University:

- Added evidence to support or refute assumptions.
- Discovered data for decision-making to ensure equity and enhance success strategies for students.
- Affirmed and identified opportunities to improve data management to support the development of a long-term, systematic analysis of equity across all programs and all phases of the student lifecycle.

Finally, this process of assessment demonstrated RMUoHP's commitment to continuous improvement and, more importantly, to student success.

Master of Physician Assistant Studies

There were no significant differences in enrollment by socioeconomic variables.

Over half of enrollments come from mid-sized cities & suburbs; 30% from rural areas.

There were no significant differences in application or enrollment by ethnicity.

Gender & ethnicity were not related to graduating or graduating on-time.

Master of Science in Speech-Language Pathology

There were no significant differences in enrollment by socioeconomic variables.

There were no significant differences in application or enrollment by gender or ethnicity.

More women than men apply & enroll.

Gender & ethnicity were not related to graduating or graduating on-time.

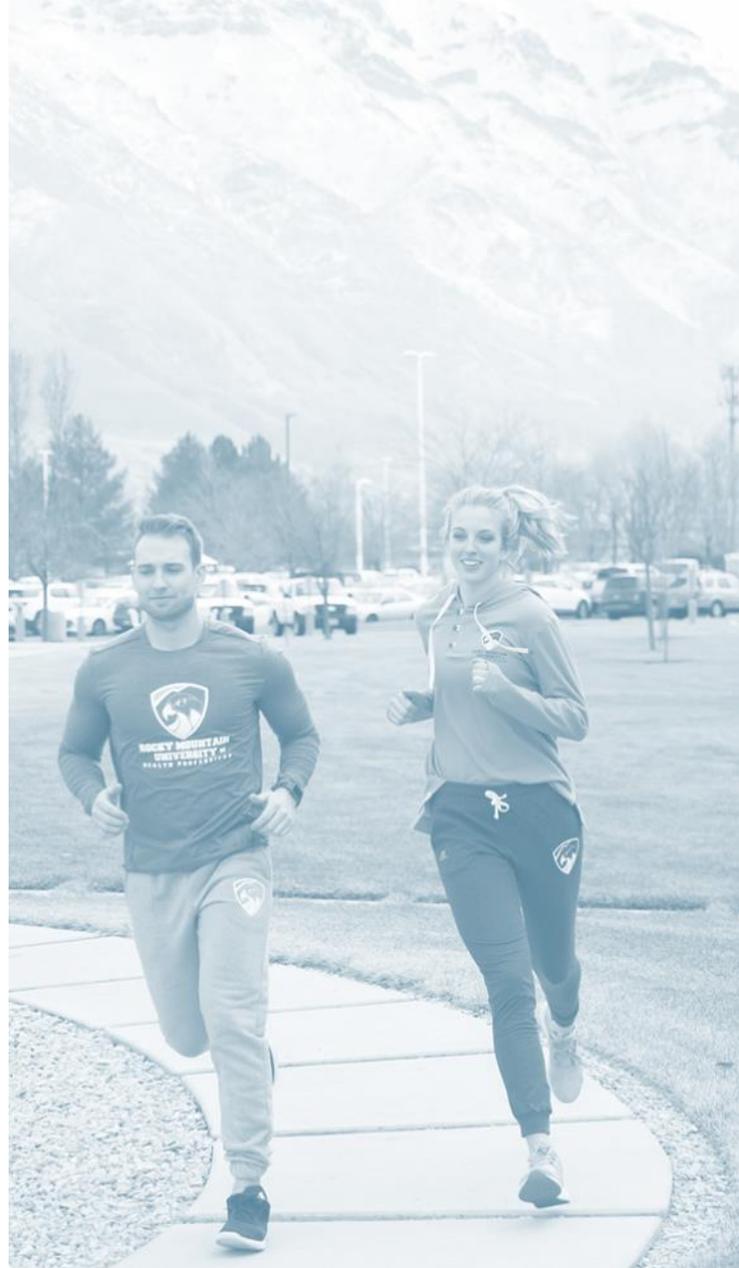


Increasing Institutional Effectiveness

Rocky Mountain University of Health Professions models a culture of continuous improvement that results in increased institutional effectiveness. The systematic assessment processes utilized across academic programs and operations are designed to support the ultimate outcome: student success. Whether aligned with a particular Comprehensive Strategic Plan initiative, a Core Value, or identified through Mission-driven strategies, the following examples from 2019 provide an evidentiary snapshot of the University's commitment to data-driven decision-making and continuous improvement.

Increasing Access to Mental Health Services

In 2019, consistent with regional and national mental health efforts, the Department of Student Affairs reexamined opportunities to expand counseling services to all students, particularly as 64% of the University's students live in states outside of Utah. Upon identifying an improved resource in BetterHelp Teletherapy, the University shifted from a licensed, on-campus mental health counselor to online professional counseling services for all students and employees. Although on-campus counseling services were well-used, differing state mental health licensure requirements restricted services to students living in Utah. This excluded 82% of RMUoHP's post-professional students and 50% of students on clinical placements outside of Utah. The global teletherapy plan by BetterHelp Teletherapy matches needs to expertise using over 6,000 licensed, professional therapists that can be engaged through the website or mobile app. By offering teletherapy services to students and employees, the limitations of individual state mental health licensures and regulations remove accessibility barriers and limitations for individuals who live outside of Utah. Since students and employees are matched with a counselor based upon their needs and disclosed demographics, this better meets the needs of the diverse RMUoHP student and employee population. This service is fully funded by the University and is offered without cost to students and employees. Additionally, to ensure continuity of support, students who participate in BetterHelp services are eligible for a post-graduation discount.



4.53

Student Satisfaction of
RMUoHP Experience
(2019 Student Satisfaction
Survey)

Expanding Student Food Pantry Resources

The RMUoHP Student Food Pantry started in 2018 as a grassroots effort by employees in response to anecdotal reports of students not knowing from where their next meal was coming. The goal of the initiative was to offer aid to temporarily relieve student worries about how they will feed themselves and their families for the near future. Concerns with the findings in national studies showed that 18-30% of students, including graduate medical students, face food insecurity. Food was donated by employees and the University and placed bi-weekly in all three campus buildings for students to take as they needed with signage explaining the purpose. Although utilization of the services was apparent in our residential students, reassessment of the distribution process through a student survey revealed that the intended outcomes of meeting food scarcity among students were not being achieved by the current structure and process. Beginning in late 2019, a new method was implemented by which a student completes an online student request form for items that would best supplement his/her resources. Once those items are secured, the student is notified and is provided a scheduled pick-up time. The University, employees, and other generous donors have continued to provide food, hygiene, household, and financial donations to support the Pantry.

Broadening University Reputation & Brand Awareness

As part of the 2019-2023 Comprehensive Strategic Plan, the University identified four strategies to grow awareness of the institution's brand and reputation in support of RMUoHP's Mission and Vision: expand digital presence, increase brand awareness, enhance continuing education marketing, and cultivate campus engagement and buy-in. From the end of 2018 to the end of 2019, social media has seen tremendous growth due to the use of advanced analytics to curate content, expand multimedia use, and strategize messaging. Total Facebook post reach went from 92,898 in 2018 to 545,954 in 2019, and Instagram reach went from 18,512 in the fourth quarter of 2018 to 68,785 in the fourth quarter of 2019. Audience engagement skyrocketed as well; Facebook increased from 13,672 in 2018



>280%

Engagement Increase
on Facebook

to 39,235 in 2019, while Instagram had increased 4,243 in 2018 to 15,444 in 2019. LinkedIn engagement increased from 1,236 in 2018 to 3,118 in 2019, and Twitter saw an increase from 600 in 2018 to 999 in 2019. Followers also increased significantly on Facebook, Instagram, and LinkedIn.

Other strategies implemented during 2019 were a monthly blog digest, the development of an employee institutional marketing grant, the re-launch of an employee e-newsletter, and a podcast series, each of which provide educational content to readers and listeners. In 2019 the RMUupload had 19 podcast episodes with content ranging from wound management to emotional intelligence and had 2,185 downloads.

During 2019, RMUoHP launched a new Founders Day tradition, a celebratory event to occur each June in recognition of the June 5, 1998 University' founding.

The inaugural event featured a week of online and in-person activities and concluded with a celebration featuring free shirts, music, food, and fun! Feedback from Founders Day was positive and reflected the University's people-centric culture.

During the third quarter of 2019, RMUoHP determined the timing was right to select a mascot. As such, a mascot selection and naming contest were held for all University constituents. The lighthearted yet data-driven process had high engagement and resulted in the selection of a peregrine falcon as the University's mascot. A mascot unveiling event introduced Felix the Falcon to students and employees, each of whom also received a University shirt featuring a new lifestyle brand logo. Additionally, the University Store was revamped at the end of 2019 to feature a wider variety of items (including the lifestyle logos), better displays, enhanced online access, and improved operations.

Lastly, a comprehensive study on the University's reach and brand recognition was completed in late 2019 to evaluate

RMUoHP's position in Utah County. The study will inform a brand awareness campaign beginning late 2020.

Elevating Writing Resources

Since the Writing Center's inception in early 2017, the Center's team has championed student and faculty success, the very essence of the commitment to continuous improvement. Building on constituent feedback and best practices, the Writing Center Director, Dr. Alan Gravano, strives to enrich the writing journey of students and to empowering individuals and teams to communicate effectively through mentorship and resource assistance.

An assessment focus in 2019 was to identify the most asked-for writing help and create resources for those writing requests. The most sought-after help occurs while students are writing terminal projects, such as dissertations and capstones. Nearly 30% of the 1737 student help requests from 2017 through 2019 were supported during their culminating writing project. In addition, there was a near three-fold increase (2017, 306 students: 2019, 902 students) in the number of students utilizing the Center in 2019 than in 2017. With the help of Dr. Sandy Shigetomi-Toyama, the



Center created a handout on the changes between the 6th and the recently released 7th edition of the Publication Manual of the American Psychological Association (APA). The APA manual is the general formatting and style guide for students in nursing, occupational therapy, and speech-language pathology. In 2019, Drs. Mike Nelson and Alan Gravano created an American Medical Association (AMA) style guide for the students in the Master of Physician Assistant Studies to provide guidance in writing research papers and posters. Work continues in the development of short "how-to" videos that will be available in summer 2020.

4.35

**New Graduate
Satisfaction of Overall
Academic Experience at
RMUoHP**
(2019 Exit Interview Survey)

Strengthening Financial Aid

Through team-based initiatives, the Financial Aid Department has strengthened professional student services and has implemented strategies to educate students about student loan debt. Recognizing the need to expand support services for military veterans and other students who would benefit from external scholarship programs, the University hired a Scholarships and Veterans Benefits Coordinator in 2016. Mr. Joe Colflesh continues to serve in that role, and under his dedicated direction, 21 military veterans are currently using their VA benefits. Through the efforts of his office, the University has processed 400 scholarship applications for University scholarships, and over 30 University scholarships were awarded in 2019. Additionally, five students in the Master of Science in Speech-Language Pathology program are recipients of support from the Utah State Board of Education (USBE) financial aid program, one student received a two-year scholarship, and four students received offers for loan repayment through the USBE. Two students in the Doctor of Physical Therapy program received tuition support for 2019-2020 from Wyoming through the Western Interstate Commission for Higher Education's (WICHE) Professional Student Exchange Program (PSEP). Not only have these expanded services allowed students to incur less debt to obtain their degree, but it also allows funneling RMUoHP talent into public service.

The Financial Aid Department supported a Loan Default Rate between 0% and 1.3% for percentage for fiscal years 2014, 2015, and 2016 and implemented strategies to educate students about student loan debt. In 2019, Student Affairs started a student educational series that provides students with opportunities to hear from qualified speakers on a variety of relevant topics, including how to avoid student debt and how to manage finances. All federal financial aid switched to in-house processing, which resulted in the largest processing year to date. Also, several employees were hired to ensure ongoing professional student support.

Investing in Research

The research enterprise at RMUoHP expanded considerably in 2019 through the Office of Research and Sponsored Projects (ORSP) and in conjunction with initiatives driven by the Comprehensive Strategic Plan. Faculty and students enjoy access to the latest software packages for finding



funding, conducting statistical analyses, designing surveys, and evaluating quality with an application allowing 24-hour access anywhere. Internal research grants are seeding faculty research across a wide range of departments. Enhancing both the research brand and benefitting the faculty and students, the University hosted numerous scholarly events bringing some of the brightest minds to campus (e.g., Critical Power: Unlocking the Limits of Human Performance; Hard to Swallow: A Catalyst for Change in Dysphagia Management, in-service on flow-mediated dilation using the lab's Doppler ultrasound unit; the third annual Research Symposium). Strategic research partnerships have also been formed between RMUoHP and external academic higher education institutions in support of deliberate efforts to enhance the University's research enterprise.

The ORSP, through the RMUoHP Foundation, secured funding to support research involving three PhD residential research assistants and residential faculty. Three research assistants, all within RMUoHP's PhD program, were on campus during 2019, each working on research projects with RMU faculty and staff. Dane Bartz has been working on a study examining law enforcement officers' performance and kinematics in a stressful communication drill using motion capture data and working with city and state agencies. Sarah Fretti has been working with Dr. Phil Sechtem on a study of the effects of vaping on voice, pulmonary, and vascular function, which Dr. Sechtem presented at a national conference. Fretti is also collaborating with DPT faculty and local health agencies on a study examining the quality of life and physiological responses among older adults in a post-acute cardiac rehabilitation program. Lastly, Michael Kantor has been working on a study of skeletal muscle oxygen as a surrogate metric of W' utilization during high-intensity interval training. The partnerships created from these projects, as well as the contributions to the research community, have significantly increased RMUoHP's research enterprise.

Bolstering Student Scholarship & Program Effectiveness

In addition to a successful accreditation visit in 2019 that resulted in the granting of a 10-year accreditation status, the Master of Physician Assistant Studies (MPAS) program has



been focused on increasing student success and program effectiveness. The program started the first annual Physician Assistant (PA) Student Scholarship Symposium at the annual Utah Academy of Physician Assistants meeting. The Symposium was successful for students and faculty, with other PA programs asking if they could take part. Students produced posters as part of their Applied Scholarly Projects, and 10 students were selected to present. This effort culminated in every student having, on average, a 30-page manuscript, a condensed version suitable for submission to a journal, and a poster for presentations.

Program effectiveness has been increased through a robust and evidence-centric Program Self-Assessment, including management and leadership modifications as well as procedural changes to the program's systems of self-assessment, reporting, and planning. In 2019, the program completed its first annual cycle of the new process. Accreditation standards and policies are reviewed annually. Many other aspects of the program are also evaluated, such as faculty and staff effectiveness, curriculum effectiveness,

clinical phase evaluation, post-graduate surveys, student satisfaction, admissions procedures, and overall national certification outcomes. The system has brought more ease to faculty as it has simplified processes, helped communicate expectations among faculty and staff, and has created a platform for documenting plans and follow up of those plans. It has also increased awareness of accreditations standards.



Creating Interprofessional Connections

A large part of learning how to provide excellent patient care is learning how to work collaboratively with multiple healthcare providers across many disciplines. However, many professional healthcare curriculums do not include opportunities to engage in cooperative learning with other programs. At RMUoHP, the Interprofessional Education Committee (IPE) was formed to bridge this gap. The IPE Committee has found innovative ways to help students in all professional programs learn together so they can more effectively work together. The Committee has designed a progressive curriculum to aid students in learning the core competencies of IPE education. These competencies are continuously scaffolded with each subsequent IPE activity. Starting from the very first semester of courses at RMUoHP, students from the Doctor of Physical Therapy, Master of Science in Speech-Language Pathology, Master of Physician Assistant Studies, and Doctor of Nursing Practice programs work together to learn these competencies, roles and responsibilities, teamwork and collaboration, and values and ethics. These events have grown to include the use of standardized patients and collaborating with professional students in pharmacy from Roseman University of Health Sciences and the social work and dietetics students from Brigham Young University at the simulation center at Utah Valley Hospital. The IPE program has provided valuable learning experiences for RMUoHP students.

Amplifying Accreditation

In 2019, RMUoHP volunteered to serve as a pilot institution for the revised Northwest Commission on Colleges and Universities accreditation Standards and Elements for the self-study and 2020 Comprehensive Peer-Evaluation (April 6-8, 2020). The

Standards and Elements, which were not approved at the time of the University's draft self-study in Fall 2019, provided an opportunity for the University to support the accrediting body's efforts while simultaneously completing early much of the self-study process. The self-study, which was submitted in March 2020 following the January 2020 NWCCU approval of the new Standards and Elements, allowed the RMUoHP leadership team and other constituents an opportunity to reflect on the institutional changes since the Mid-Cycle Self-Evaluation in 2015 and to envision and guide the direction and trajectory of its future.

Innovating through Technology

The Department of Technology and Innovation is dedicated to improving the security of information technology at RMUoHP. One of the most large-scale advances in 2019 was the significant infrastructure enhancements implemented through this Department. Technology upgrades and extensive training were performed to increase effectiveness, supported communication across departments, and minimized the risk of cybersecurity. The newly developed TECH 100 training course increased the employees' technology confidence and competence and was completed by 63% (99/156) of RMUoHP employees. The University also acquired LinkedIn Learning and provided free access for students and employees. Additional training occurred during the 2019 University Development Week, during which the Technology and Innovation team presented *Security in a Digital World*, which informed employees of common security threats, how they occur, and how to mitigate risk. In support of the University's commitment to

supplying robust training and support, the Instructional Technology team has developed strategies and provided technological tools that will allow faculty to offer students the best possible educational experience.

The most significant information security threats to RMUoHP identified before 2019 were phishing attacks and malware, such as the cryptolocker virus. Countering these threats is still a top priority as email is the primary vector hackers have used to successfully breach the security of higher education universities like RMUoHP. During 2019, four safeguards were implemented. To minimize phishing attacks, simulated phishing emails were introduced, and targeted training for high-risk employees, as well as in-person consultations, where deemed necessary, were completed. Sophos Endpoint Protection, which includes web protection and behavior analytics, was implemented to reduce the threat of malware.

78.81%

**Employees Participated
in Professional
Development**

(2019 Employee Engagement
Survey)



Added safeguards enhanced in 2019 were backups of the network file system, host servers, VMs, and employee local files.

Drive data scavenging is prevented by secure drive disposal. The Technology and Innovation team stores used hard drives separately and securely and destroys drives using a hard drive shredding service to eliminate the possibility of data recovery. Sophos File System Encryption is used to encrypt data on Human Resources, Financial Aid, and Registrar file systems to mitigate risk in case of unauthorized access or data leak. Also, the team introduced an email security appliance (Mimecast) that scans emails for malware and reduces threat for phishing attempts.

Upgrades to the University's network infrastructure supply more throughput for equipment connecting to the network. Upgrading of wireless on across the campus more than doubled speed, increased range, and handling of more devices per unit, effectively extending coverage throughout the University.

The University uses six primary technology systems. Five of the six are enterprise-level software-as-a-service (SaaS) web-based systems, which means they can be accessed via any reliable internet connection. The other, being the University's private internal server network used by faculty and staff, is available off-campus through a VPN.

Each system protects privacy through industry-standard SSL encryption and is password and access-protected. The 2019 addition of Okta, an enterprise identity and access management service, allows for added authorization and authentication security with planned adaptive multi-factor authentication.

Revamping Governance

The 2018 transformation to the current organizational structure set the stage for the institution to extend operations and growth into new dimensions, including the development of two new operations units (Strategy and Engagement, Technology and Innovation) and the role modification of approximately two-dozen employees. The changes better accommodated the Comprehensive Strategic Plan, maximized interests and skillsets, and supported thriving teams.

In 2019, following the organizational structural changes, the University restructured the governing system to emphasize principles of shared governance. Six levels of governance include the Executive Council, the President's Cabinet, the Academic Leadership Council (ALC), and three Senates (the Student Senate (formerly the Student Government Association), the Employee Senate, and the Faculty Senate). Each body has officer positions of Chair, Chair-elect/Vice-chair, Secretary, and a representative to the President's Cabinet, which allows for bi-directional sharing of information and policy recommendations.

To assess the effectiveness of the governance structure, a survey was administered in March 2020 to obtain feedback about the employee experience with the governance structure. Findings from the 109 employees who participated in the study indicated that greater than half of the employees felt that RMUoHP's decision-making, organizational structures, and processes give faculty, staff, students, and administrative personnel a voice in the decision-making process on matters in which each has a direct and reasonable interest. Opportunities for improvement included added training to improve employees' understanding of the shared governance system and expanded efforts to increase transparency, productivity, communication, and collaboration at RMUoHP. Efforts to address this feedback are underway for 2020.

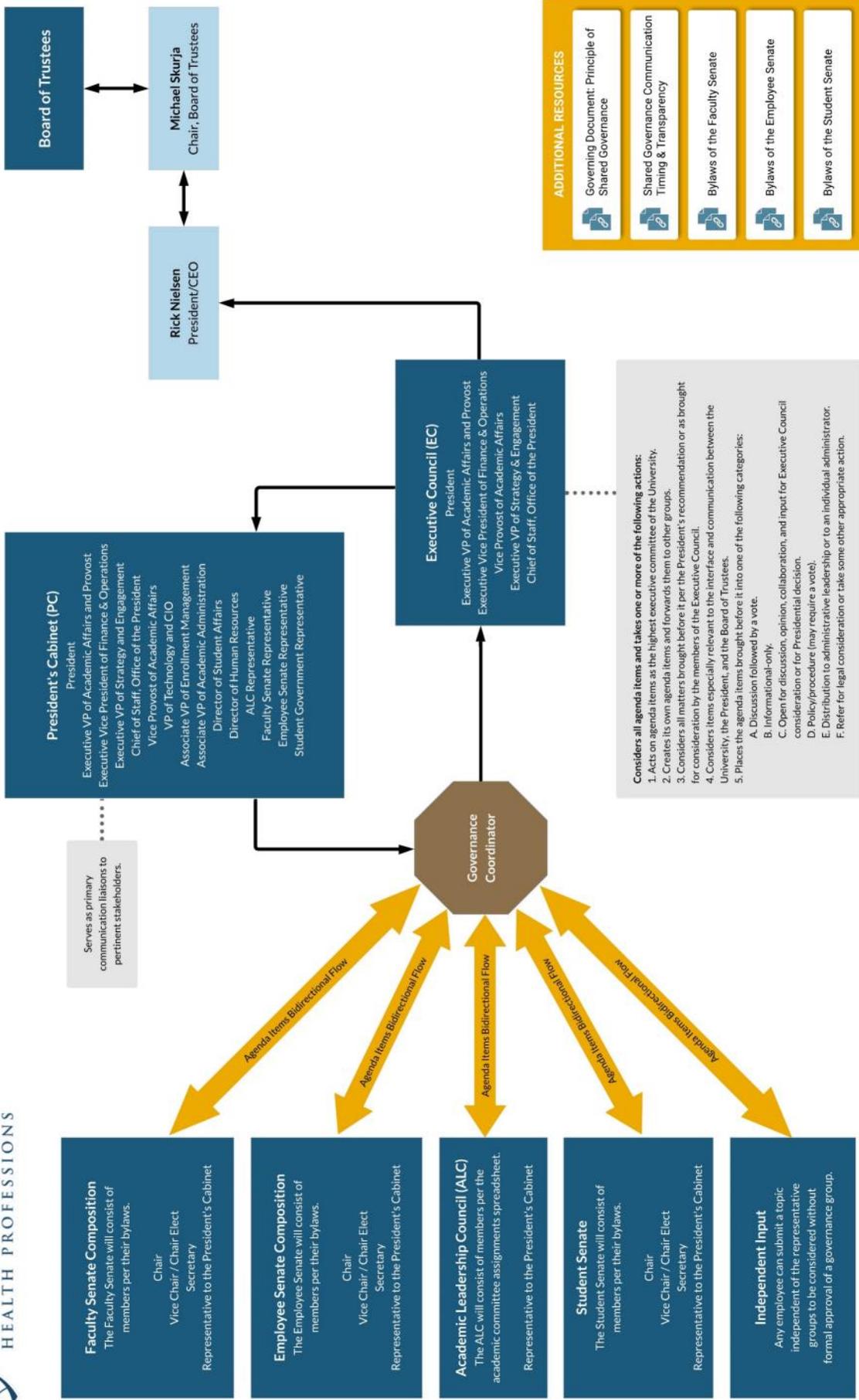
91.46%

**Employees Agree they
Feel Appreciated at
RMUoHP**
(2019 Employee Engagement
Survey)

93.10%

**Employees Agree
RMUoHP Supports a
Culture Continuous
Improvement Culture by
Investing in Employees**
(2019 Employee Engagement
Survey)

Shared Governance Model





Community Rehabilitation Clinic

The Rocky Mountain University of Health Professions Community Rehabilitation Clinic (CRC) is a pro bono physical therapy rehabilitation treatment center located in Provo, Utah. The qualified and licensed staff treat uninsured and underserved citizens of Utah County needing physical therapy, including orthopedic, neurologic, pediatric, post-surgical, acute injury, chronic pain, balance, gait, and electromyographic services. Additionally, the CRC provides individualized and multiple sclerosis-specific physical therapy rehabilitation and wellness services for managing chronic symptoms of the disease to significantly enhance health-related outcomes.

The goals of the CRC are to provide high quality, evidence-based care to all patients and to create a vibrant learning environment for students and faculty.

The CRC staff are licensed, qualified practitioners of physical therapy. Physical therapy doctoral students from RMUoHP and pre-physical therapy students from Brigham Young University and Utah Valley University volunteer as assistants to the staff for service learning and clinical experience.

In 2019, the CRC provided 1,258 new patient physical therapy evaluations and 3,703 patient physical therapy rehabilitation treatments). Mountainlands Family Health Center, Community Health Connect, and Utah Valley Regional Medical Center referred most patients treated. These treatments (*at present Medicare rates*) equal a total cost savings of nearly \$1.2M to the patients and their communities.

The clinic model reflects a Physical Therapist and two Physical Therapy Assistants working together as a team to provide one-on-one treatment to each patient while assisted by a Physical Therapy Aide.

In 2019, 180 students from RMUoHP, Brigham Young University, and Utah Valley University volunteered a total of 1,808 hours of community service at the CRC. These students were able to receive excellent training in physical therapy and apply their knowledge and skills.

As pro bono volunteers in the CRC, students learn the value of serving their community by treating and understanding the circumstances of underserved citizens from their community.

The clinic tracks patients' results and satisfaction via an online, nationwide program. These statistics are monitored throughout the patient's treatment plan of care and are compared to national averages of patients with similar physical limitations and challenges.

In 2019, the CRC ranked in the 63rd percentile compared to the national average of 51% for Patient Completion Rate, which compares the number of new patient evaluations to the number of patients discharged for completion of therapy care. Patients at the CRC continue to improve faster than the national average by four patient visits per patient.

The 2019 data also shows that the CRC staff are achieving superior results using resources available to them. Patient Utilization measures how well the CRC uses its resources in the treatment of patients to discharge compared to the national average. CRC patients achieved improved use scores in the 84th percentile compared to the national average of 34%, placing the Clinic in the top 15% of clinics nationally.

The Functional Score reflects how well patients are responding to physical therapy treatments and includes the patient's perception of pain, fear-avoidance beliefs, disability, and their ability to function at home and work. The average CRC functional score is consistent with the national average of clinics nationwide. Additionally, overall patient satisfaction for 2019 is approximately 97%.

These data show how the CRC is achieving improved outcomes and doing it better and faster than most physical therapy clinics across the country - as well as demonstrate the effectiveness of the CRC at treating patients and maximizing contributors' investments.

Private foundations, municipalities, corporations, and individuals provide support for CRC to assist operations and increase the CRC's contribution as a healthcare resource. The CRC, through the Rocky Mountain University of Health Professions Foundation, extends its gratitude to the following individuals and organizations for their generosity in 2019:

- The Kahlert Foundation
- Ray & Tye Noorda Foundation
- Utah County Commissioners
- Merrill Financial Associates
- Rocky Mountain Power Foundation
- Cadwell Laboratories, Inc.
- Intermountain Healthcare Community Partner Fund
- Rocky Mountain University of Health Professions
- Eldred Sunset Manor Foundation
- Provo City CDBG
- Dynatronics Corporation
- United Way of Utah County
- Hina Garg
- Coral Gubler
- Hank & Michelle Moore
- Brian & Cindy Cunningham
- Jonathan Wright
- Krista Young
- Britt & Brent Hawley
- CRC Advisory Board
- RMUoHP Foundation Board of Directors
- RMUoHP DPT Students
- BYU & UVU Pre-PT & Spanish Language Students

4961

**New Patient &
Follow-Up Physical
Therapy Treatments at
the CRC in 2019**

\$1.2M

**Medicare Equivalent
for Free Services
Rendered at the CRC
in 2019**

Next Steps

The Annual Report represents the collective journey of an engaged University team whose focus on student success has led to significant achievement and inspired innovation. During 2019, we modeled a sustained commitment to assessing meaningful institutional, operational, programmatic, and student learning outcomes resulting in Mission fulfillment and substantial progress on the 2019-2023 Comprehensive Strategic Plan. Additionally, this period revealed new opportunities to improve and innovate. The ongoing investments in technology and employee development elevate the University's ability to expand quality programming and support services while also increasing institutional effectiveness.

By capitalizing on organizational strengths, the second year of the five-year 2019-2023 Comprehensive Strategic Plan supplies abundant opportunities for growth and increased effectiveness. The University's academic footprint and our employee and student ranks will continue to grow, yet our focus will not waver from a commitment to developing strong relationships with students, offering diverse learning-centered environments, and focusing on an institutional culture that promotes collaborative team-based data-driven decision-making.

The following year will include continued investment in developing need-based, focused programming for continuing education, certificate programs, and graduate education. Specifically, during 2020, the University will offer newly approved degree programs in counseling and athletic training. Additionally, RMUoHP will expand efforts related to the shared governance model, expand opportunities for collaboration across organizational units, increase wellness resources, invest in the research enterprise and interdisciplinary education, streamline infrastructure and technology, seek strategic partnerships, increase brand awareness and loyalty, and strategize longer-term master facilities planning. Consistent with the Comprehensive Strategic Plan, several new programs of interest are in various levels of exploration and development, including the potential departure from a graduate education focus through bachelor's completion programming.

The change in NWCCU Standards has also provided the opportunity to consider the Core Themes structure and how RMUoHP may best measure student learning and institutional effectiveness to achieve and demonstrate Mission fulfillment. As such, an internal assessment of the Core Themes (including objectives, indicators, and targets) will become a strategic initiative for the upcoming year as we explore potential changes to our Mission statement.

Guided by the 2019-2023 Comprehensive Strategic Plan and with an eye toward internal and external environments, RMUoHP is on a trajectory to sustain steady growth, to expand student learning and employee development opportunities, and to effect change in the efficacy and delivery of nationwide healthcare.

