Fall 2021 Assessment Series
ATSU 2016-20 Strategic Plan: In Review

o **UWAC Overview**

o **ATSU 2016-2020 Strategic Plan: In Review**

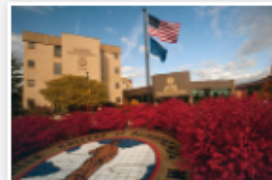o **What's On the Horizon**

Robert Trombly, DDS, JD
Chair, UWAC

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UNIVERSITY WIDE ASSESSMENT COMMITTEE

Arizona School of Dentistry & Oral Health (ASDOH)

- Doctor of Dental Medicine (DMD)
- Master of Science in Orthodontics and Certificate in Orthodontics and Dentofacial Orthopedics (MS)

College of Graduate Health Studies (CGHS)

- Doctor of Education (EdD), Online
- Doctor of Health Administration (DHA), Online
- Doctor of Health Education (DHEd), Online
- Doctor of Health Sciences (DHSc), Online
- Master of Health Administration (MHA), Online
- Master of Public Health (MPH), Online
- Master of Public Health, Dental Emphasis (MPH), Online
- Master of Public Health, Dental Emphasis with Dental Public Health Residency (MPH), Online
- Master of Science in Kinesiology (MS), Online
- Certificate in Adaptive Sports, Online
- Certificate in Corrective Exercise & Orthopedic Rehabilitation, Online
- Certificate in Exercise and Sport Psychology, Online
- Certificate in Fundamentals of Education, Online
- Certificate in Geriatric Exercise Science, Online
- Certificate in Global Health, Online
- Certificate in Leadership and Organizational Behavior, Online
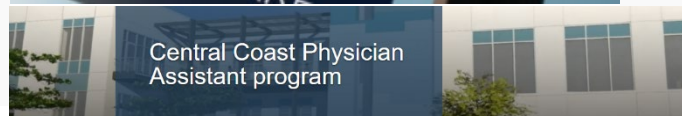- Certificate in Sports Conditioning, Online

Kirksville College of Osteopathic Medicine (KCOM)

- Doctor of Osteopathic Medicine (DO), Residential
- Master of Science in Biomedical Sciences (MS), Residential

Arizona School of Health Sciences (ASHS)

- Doctor of Athletic Training (DAT), Online
- Doctor of Audiology (AuD), Residential
- Doctor of Audiology (AuD), Online
- Doctor of Medical Science (DMSc), Online
- Doctor of Occupational Therapy (OTD), Residential
- Doctor of Physical Therapy (DPT), Online
- Doctor of Physical Therapy (DPT), Residential
- Master of Science in Athletic Training (MS), Residential
- Master of Science in Occupational Therapy (MS), Residential
- Master of Science in Physician Assistant Studies (MS), Online
- Master of Science in Physician Assistant Studies (MS), Residential
- Certificate in Clinical Decision Making in Athletic Training, Online
- Certificate in Orthopaedic Rehabilitation, Online
- Neurologic Physical Therapy Residency (Non Degree Seeking), Online
- Orthopedic Physical Therapy Residency (Non Degree Seeking), Online
- Post-Professional Doctor of Audiology Program Online Non-Degree

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Central Coast Physician Assistant program

Missouri School of Dentistry & Oral Health (MOSDOH)

- Doctor of Dental Medicine (DMD), Residential

School of Osteopathic Medicine in Arizona (SOMA)

- Doctor of Osteopathic Medicine (DO), Residential

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2016-2020 Strategic Plan Goals - Data Trend Analysis

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https://www.atsu.edu/institutional-effectiveness/university-wide-assessment-committee

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*The **University-Wide Assessment Committee (UWAC)** is responsible for providing leadership to the University community in the development and implementation of an integrated assessment plan for ATSU as a whole. This integrated assessment plan will flow from the University's mission, vision, core values, and strategic plan, as well as the metrics, adopted by the Board of Trustees. UWAC will also focus on the core professional attributes applicable to all ATSU programs and students as well as institutional assessment standards of the Higher Learning Commission impacting the University as a whole. These efforts will support ATSU's initiative to strengthen its culture of data-driven decision-making.*

https://www.atsu.edu/institutional-effectiveness/university-wide-assessment-committee

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UWAC - Purpose

Plan & Implement Assessment Systems for Institutional Effectiveness & Student Learning Outcomes

Strategic Plan Goals

Program Reviews: Academic & Non-Academic

Recommendations at Institutional Level for CQI & Decision-making

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Acquisition

Key Performance
Indicators / Metrics

Analysis

CQI

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UWAC Flowchart
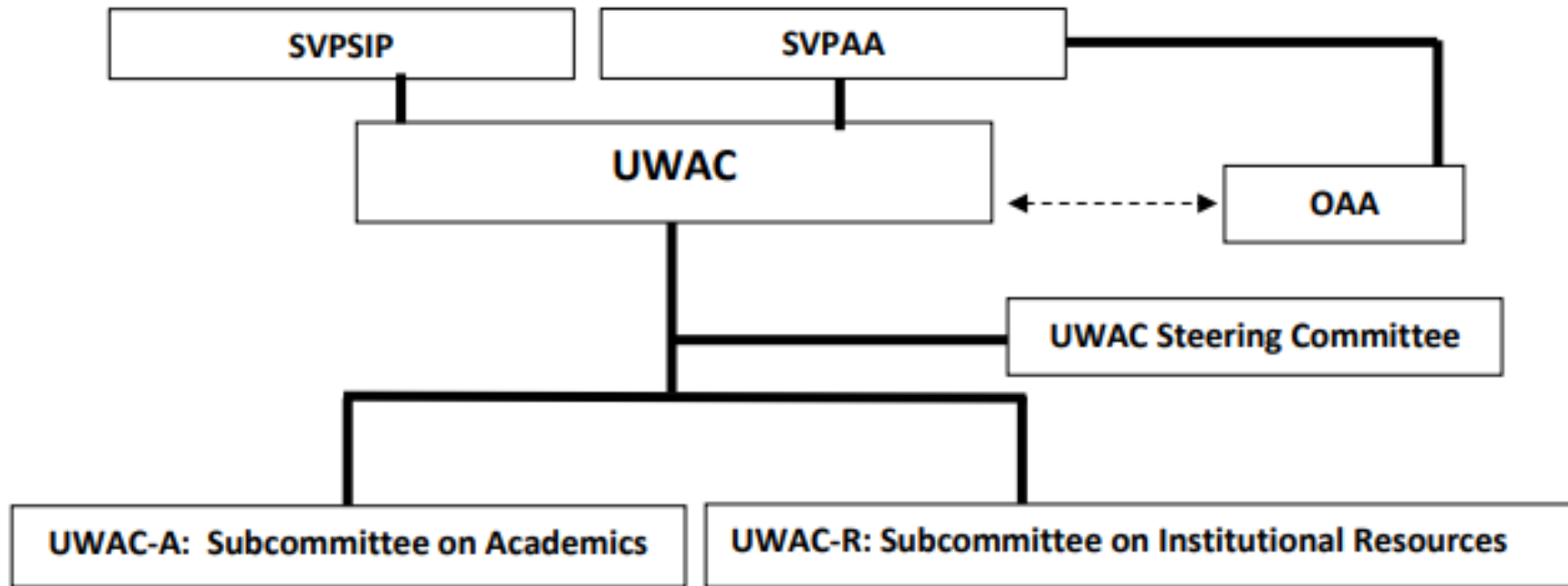
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Chair	Assoc VP Acad Affairs	Univ Fac Senate Rep
SVP Acad Affairs	VP Info Tech	Univ Staff Council Rep
SVP Univ Planning & Strategic Initiatives	VP Diversity & Inclusion	Univ Student Assoc Rep
VP Finance/Budget	Deans Council Rep	At-Large Fac Rep
VP Advancement	OAA Director	At-Large Student Rep
VP Grants & Research	Institutional Research Rep	Immed Past Chair
VP Student Affairs	Univ Strategic Initiative Rep	[UWAC-A: School Reps]
		[Ad Hoc Members]

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Norman Gevitz	*Ann Boyle*	*Daniel McArdle*
Ted Wendel	*Bryan Krusniak*	*Roxana Aguirre*
Dana Funderburk	*Don Altman*	*Robert Baer*
Shaun Sommerer	*Clinton Normore*	*Cindy Ogren*
Gaylah Sublette	*Forrest Bollow*	*Tabitha Parent-Buck*
	Cailee Welch-Bacon	

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UWAC - A

(Subcommittee on Academics)

Forrest Bollow (C)

Robert Trombly

Norman Gevitz

Ann Boyle

Don Altman

Cailee Welch-Bacon

Daniel McArdle

Robert Baer

Jordan Farris

Tabitha Parent-Buck

Erin Breitenbach

Bill Sexton

Bernard Muriithi

Aaron Allgood

Janet Woldt

Grishondra Branch-Mays

Ad Hoc

Sharon Obadia

Quincy Conley

Barbara Maxwell

Jill Matejcik

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(Subcommittee on Institutional Resources)

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Robert Trombly	*Clinton Normore*	
Ted Wendel	*Forrest Bollow*	*Ad Hoc*
Dana Funderburk	*Sean O'Connor*	*Donna Brown*
Shaun Sommerer	*Jordan Farris*	*Matt Heeren*
Gaylah Sublette	*Jill Matejcik*	*Don Altman*
Lori Haxton	*Cindy Ogren*	

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Program Review 2017 - 2021

Academic

Athletic Training, Masters

Health Administration, Doctorate & Masters

Orthopedic Physical Therapy Residency

Biomedical Sciences

MOSDOH - DMD

Academic

Health Sciences, Doctorate & Certificate

SOMA - DO

Doctor of Physical Therapy – Post Professional

Occupational Therapy Doctorate – Entry Level

Academic

Doctor of Education in Health Professions

Non-Academic

Office of Diversity & Inclusion

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Academic Program Review Criterion

Mission & Goals

Alignment

Strategic Plan

Curriculum & Assessment

Curriculum Review & Assessment Process

Integration of Core Professional Attributes (CPAs)

Program Assessment Plan

Recruitment & Admissions

Student Recruitment

Admissions Criteria and Trends

Student Persistence & Completion

Faculty & Staff

Adequacy

Qualifications

Development Programs

Research & Scholarship

Faculty & Student Activity
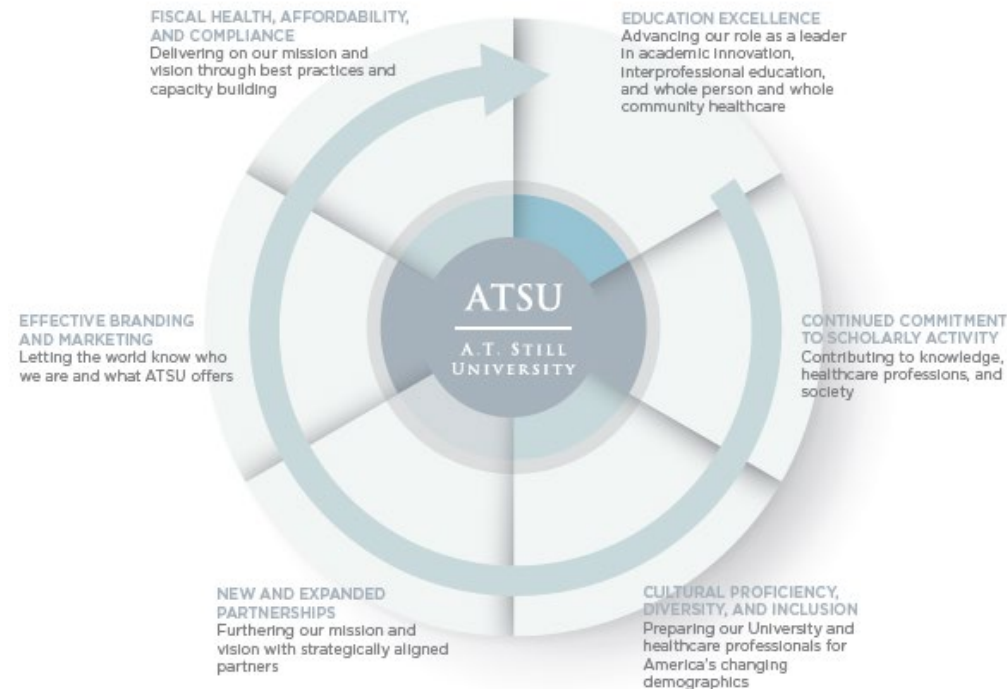
Productivity

Program Budget, Facilities & Resources

Budget Process

Adequacy of Facility & Resources

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strategic plan 2016-2020
six themes

FISCAL HEALTH, AFFORDABILITY, AND COMPLIANCE
Delivering on our mission and vision through best practices and capacity building

EDUCATION EXCELLENCE
Advancing our role as a leader in academic innovation, interprofessional education, and whole person and whole community healthcare

EFFECTIVE BRANDING AND MARKETING
Letting the world know who we are and what ATSU offers

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CONTINUED COMMITMENT TO SCHOLARLY ACTIVITY
Contributing to knowledge, healthcare professions, and society

NEW AND EXPANDED PARTNERSHIPS
Furthering our mission and vision with strategically aligned partners

CULTURAL PROFICIENCY, DIVERSITY, AND INCLUSION
Preparing our University and healthcare professionals for America's changing demographics

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2016 – 2020 ATSU Strategic Plan Goals
Data Trend Analysis

VI FISCAL HEALTH, AFFORDABILITY, AND COMPLIANCE
Delivering on our mission and vision through best practices and capacity building

I EDUCATION EXCELLENCE
Advancing our role as a leader in academic innovation, interprofessional education, and whole person and whole community healthcare

V EFFECTIVE BRANDING AND MARKETING
Letting the world know who we are and what ATSU offers

II CONTINUED COMMITMENT TO SCHOLARLY ACTIVITY
Contributing to knowledge, healthcare professions, and society

IV NEW AND EXPANDED PARTNERSHIPS
Furthering our mission and vision with strategically aligned partners

III CULTURAL PROFICIENCY, DIVERSITY, AND INCLUSION
Preparing our University and healthcare professionals for America's changing demographics

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n Goals - Da... ...nalysis

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2016 – 2020 ATSU Strategic Plan Goals
Data Trend Analysis

	GOALS		OBJECTIVES
A	Implement and enhance innovative learning strategies.	**1**	• Increase number of programs implementing competency-based learning and adaptive learning methods.
		2	• Increase professional development opportunities for faculty and staff who will educate ATSU's community regarding innovative learning strategies.
B	Continue as a national leader in interprofessional education and collaborative practice opportunities.	**1**	• Increase professional development opportunities for faculty and staff.
C	Prepare graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations.	**1**	• Ensure core professional attributes are instilled in all ATSU programs.
		2	• Increase number of full-time faculty with master of public health (MPH) degrees.
		3	• Offer at least two complimentary MPH elective courses to all residential students.
		4	• Increase number of clinical experiences serving diverse, underserved patient and client populations.
D	Respond to workforce and community health needs through innovative educational offerings.	**1**	• Expand existing and develop new programs based on societal needs, market conditions, strategic locations, and University capacity.
E	Ensure ATSU clinics provide accessible, quality, and affordable healthcare in the appropriate context of whole person and whole community.	**1**	• Clinics will develop and measure outcomes based on appropriate college/school/program and professional standards.
		2	• Clinics will assess impact on individual and community health.

I

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2016 – 2020 ATSU Strategic Plan Goals
Data Trend Analysis

6 themes

13 goals

53 objectives

13 key performance indicators

strategic plan 2016-2020
six themes

FISCAL HEALTH, AFFORDABILITY, AND COMPLIANCE
Delivering on our mission and vision through best practices and capacity building

EDUCATION EXCELLENCE
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EFFECTIVE BRANDING AND MARKETING
Letting the world know who we are and what A[...]

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[...]COMMITMENT [...]ARLY ACTIVITY
[...]ng to knowledge, [...]care professions, and [...]ty

NEW AND EXPANDED PARTNERSHIPS
Furthering our mission and vision with strategically aligned partners

CULTURAL PROFICIENCY, DIVERSITY, AND INCLUSION
Preparing our University and healthcare professionals for America's changing demographics

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2016-2020 Strategic Plan Goals - Data Trend Analysis

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2016 – 2020 ATSU Strategic Plan Goals
Data Trend Analysis

HLC Copy of MASTER UWAC Strategic Plan Tracking Worksheet (2017-2018 Results for retreat 2/22/18) (future edits as of April 19, 2018-Present)

File Edit View Insert Format Data Tools Add-ons Help   Last edit was made on February 8, 2019 by Tabitha Parent-Buck

80%   View only

1:H3   THEME I. Education Excellence

THEME I. Education Excellence
Advancing our role as a leader in academic innovation, interprofessional education, and whole person and whole community healthcare

Goals	Objectives	Primary Measure	Source/Date Available	Results/Data	Recommendations by UWAC-A	UWAC Action Date	Priority Rating/ Responsible Party/ Implementation Deadline	Follow Up/Outcomes
A. Implement and enhance innovative learning strategies.	1. Increase number of programs implementing competency-based learning and adaptive learning methods.	a. Number of programs implementing competency-based learning and adaptive learning methods.	Dean's 2016-17 Annual Report / September	1) ASDOH plans curricular revision to include increase in both competency-based and adaptive learning strategies. 2) ASHS plans to add competency-based PA program for 2019.	TLC should add programming on competency-based and adaptive learning strategies appropriate to graduate-level health professions education.	2/22/18	Easily managed / Ann Boyle / June 30 2018	TLC directed to add programming on January 24 by Ann Boyle; TLC programming on competency-based and adaptive learning scheduled for Sept and Oct, 2018.
	2. Increase professional development opportunities for faculty and staff who will educate ATSU's community regarding innovative learning strategies.	a. Number of professional development opportunities offered, focused on pedagogical content knowledge.	Dean's 2016-17 Annual Report, TLC 16-17 Annual Report / September	ASDOH -13; ASHS - Online Learning Consortium -15 memberships; CGHS -3; KCOM – 4; MOSDOH – 1; SOMA -10 TLC workshops - 9 (316 participants); 10 individual consults	TLC, schools and colleges should work to increase collaboration and coordination on faculty development efforts	2/22/18	Easily managed / Ann Boyle / June 30 2018	Deans and TLC directed to increase collaboration on January 24 by Ann Boyle
B. Continue as a national leader in interprofessional education and collaborative practice opportunities.	1. Increase interprofessional development opportunities for faculty and staff.	a. Number of IPE opportunities (curricular and co-curricular) and related scholarly activities.	IPEC 16-17 Annual Report / September	Opportunities: Cross-campus collaborative cases, 40 teams,160 students. 2 new IPE sites at CHC's. IPEC added at Adelante. Falls Prevention 151 students. Heart failure – 98 students. Cognitive Stim. Therapy – new 17 students. IPEC experiences have increased since 2012 from 33% of students to 62.3% in 2016. Scholarly: 9 grants, 3 presentations, 1 paper.	IPEC directed to set-up an Advisory Committee with membership from schools and colleges ***	2/22/18	Easily managed / Ann Boyle / June 30 2018	IPEC directed to set up and convene an advisory committee on January 24 by Ann Boyle
C. Prepare graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations.	1. Ensure core professional attributes (CPAs) are instilled in all ATSU programs.	a. Percent of programs assessing outcomes mapped to all five CPAs.	Univ. Data Manager / September	100% mapped at program outcomes level. 2 gaps identified and corrected. Mapping at course level in progress.	Continue to track	2/22/18	In Process/Deans & Chairs/Ongoing--report by October 2018	Institutional Mapping and Archival Process established, and OAA is continuing mapping
	2. Increase number of full-time faculty with MPH degrees.	a. Number of full-time faculty with MPH degrees.	HR / September	CGHS – 6; ASDOH – 7; SOMA- 1; ASHS -1; MOSDOH -1; TOTAL= 16/231	Continue to track	2/22/18	In Process/Deans & Chairs/Update September 2018	CGHS created an MPH degree path for a limited number of faculty in support of this; university adopting Digital

Theme I   Theme II   Theme III   Theme IV   Theme V   Theme VI

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Theme I: Educational Excellence – Advancing our role as a leader in academic innovation, interprofessional education, and whole person and whole community healthcare

Goal	Status
Goal A: Implement and enhance innovative learning strategies	Achieved: Growth Opportunity
Goal B: Continue as a national leader in interprofessional education and collaborative practice opportunities	Achieved: Growth Opportunity
Goal C: Prepare Graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations	Ongoing Progress: Improve Pass Rates
Goal D: Respond to workforce and community health needs through innovative educational offerings	Achieved: Growth Opportunity
Goal E: Ensure ATSU clinics provide accessible, quality, and affordable healthcare in the appropriate context of whole person and whole community	Achieved: Growth Opportunity

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Theme II: Continued Commitment to Scholarly Activity – Contributing to knowledge, healthcare professions, and society

Goal A: Contribute to healthcare education, knowledge, and practice through all forms of scholarly activity	**Ongoing Progress: Refine Data Collection**
Goal B: Maximize sponsored program funding and sources	**Achieved: Growth Opportunity**

Theme III: Cultural Proficiency, Diversity, and Inclusion – Preparing our University and healthcare professionals for America's changing demographics

Goal A: Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution	**Achieved: Growth Opportunity**

Theme IV: New and Expanded Partnerships – Furthering our mission and vision with strategically aligned partners

Goal A: Furthering University's vision and mission with strategically aligned partners	**Ongoing Progress: Refine Data Collection**

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2016-2020 Strategic Plan Goals - Data Trend Analysis

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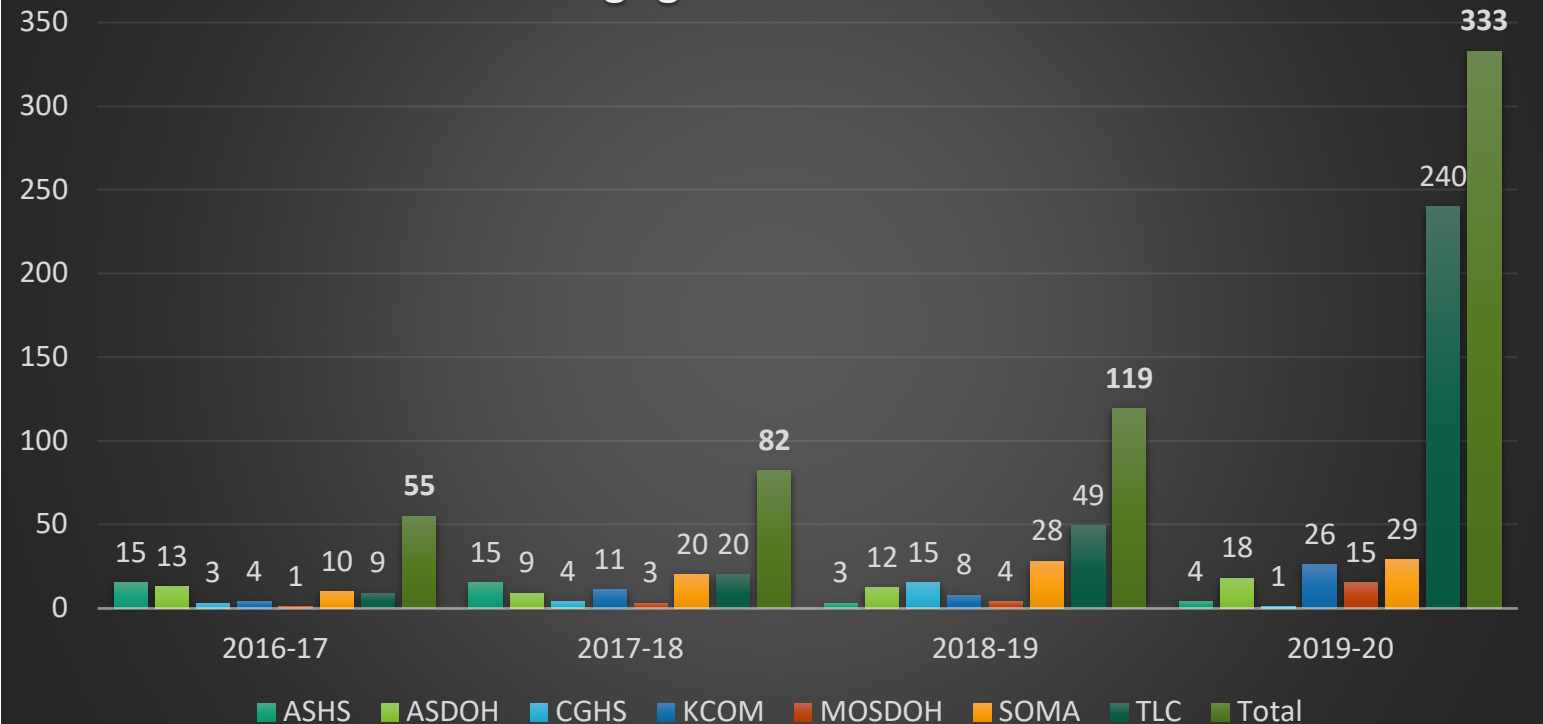
Goal B: Continue as a national leader in interprofessional education and collaborative practice opportunities

Achieved: Growth Opportunity

Notable Achievements	Goal B - Highlights & Accomplishments
Interprofessional Education (IPE) activities are increasingly being embedded into curricula in required courses and as electives with many unique opportunities. The number of IPE grants has increased, the number of IPE presentations has increased, student presentations have increased and the number of IPE publications increased. In 2019-20 there was a reduction in activities due to the pandemic and cancellation of in-person and community activities.	❑ ASHS *Falls Prevention Program* (PT, OT, PA, Audiology) ❑ ASDOH / SOMA *IPE Through Lens of Oral Systemic Disease* Module (DMD, DO) ❑ ASDOH / ASHS / SOMA - Oral Health and Local Anesthesia for medical providers (ASDOH Dental Clinics and HealthPoint CHC) ❑ CGHS embedded IPE throughout multiple programs curriculum ❑ KCOM / MOSDOH IPE *Cross-campus Case Collaboration* (ICCC) ❑ *Interprofessional Scholars Program* in collaboration with Missouri AHEC

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Goal B: Continue as a national leader in interprofessional education and collaborative practice opportunities

Achieved: Growth Opportunity

Goal B - Highlights & Accomplishments

❑ ASHS *Falls Prevention Program* (PT, OT, PA, Audiology)

❑ ASDOH / SOMA *IPE Through Lens of Oral Systemic Disease* Module (DMD, DO)

❑ ASDOH / ASHS / SOMA - Oral Health and Local Anesthesia for medical providers (ASDOH Dental Clinics and HealthPoint CHC)

❑ CGHS embedded IPE throughout multiple programs curriculum

❑ KCOM / MOSDOH IPE *Cross-campus Case Collaboration* (ICCC)

❑ *Interprofessional Scholars Program* in collaboration with Missouri AHEC

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Goal C: Prepare Graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations

Ongoing Progress: CPA Mapping

Notable Data Trends

Significant progress in mapping of ATSU's Core Professional Attributes (CPAs) with 100% mapped at the programmatic level, and all programs have completed a large majority of mapping at the course level. Analysis of gaps in the mapping of CPAs continues, and during the 2020-21 academic year findings will be entered. The number of full time faculty with MPH degrees saw an initial increase and has remained consistent the last 3 years.

AY 19/20 Institutional Mapping (5/12/20)

ATSU School / College	Number of Courses in Taskstream	Number of Courses with Course Learning Outcomes (CLOs)		Number of Courses with at Least One CPA Mapped	Number of Courses with at Least one Measure(s)
ASDOH	72	47*		22	8*
ASHS	315	309		255	237
CGHS	134	126		126	122
KCOM	112	112		112	112
MOSDOH	75	75		75	75
SOMA	85	85		85	85

*ASDOH delayed CPA data input to Taskstream of CLOs & Measures due to transition to new curriculum, reporting will be completed end of academic year '21 with final phase implementation.

Note: ASHS and CGHS gaps primarily in elective/selective courses.

Critical Thinking   **Interprofessional Collaboration**   **Cultural Proficiency**   **Social Responsibility**   **Interpersonal Skills**

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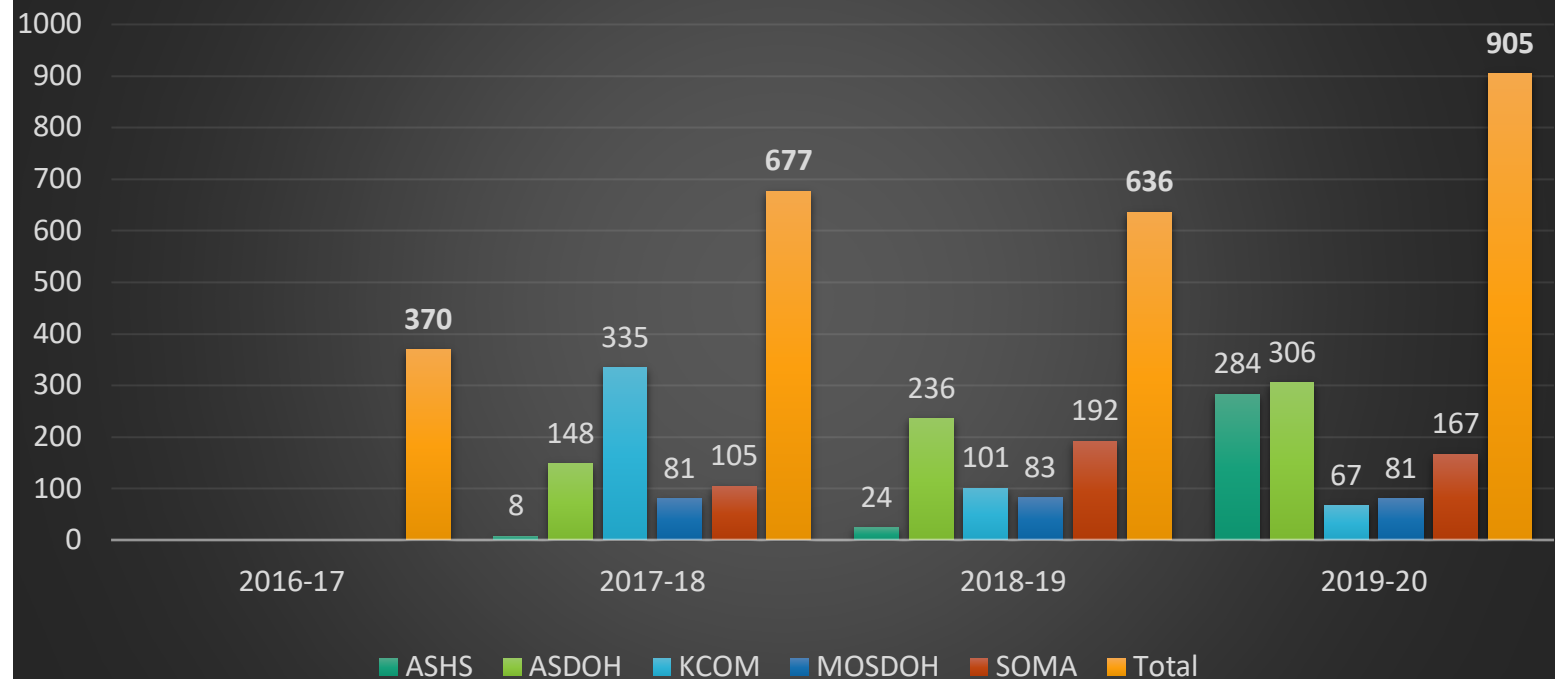
Goal C: Prepare Graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations

Ongoing Progress: Increase in Student Care for Underserved

Notable Data Trends

The number of ATSU students participating in clinical care programs serving underrepresented patients and underserved communities has generally increased. It was noted that some data over the four year period appears inconsistent as standardized definitions were being developed and/or modified.

Number of Students in ATSU Clinical Care Serving Underserved Patients and Communities Annually by Program

Legend: ASHS, ASDOH, KCOM, MOSDOH, SOMA, Total

Note: 2016-17 data was reported to UWAC as a cumulative total only.

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Goal C: Prepare Graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations
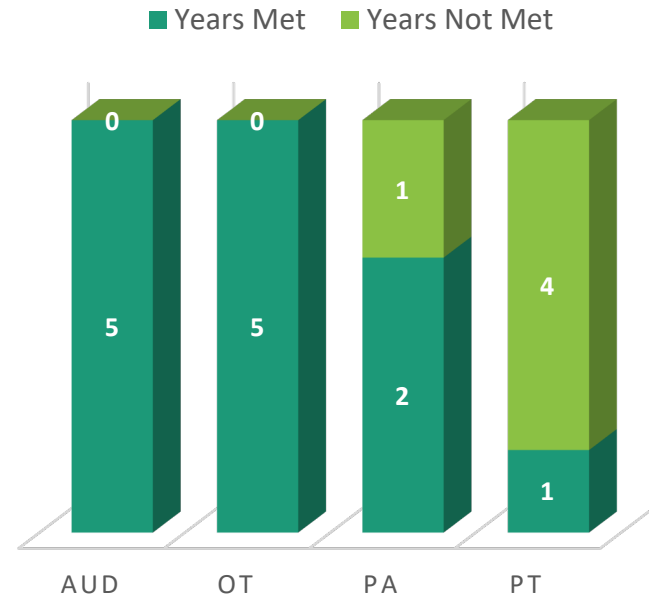
Ongoing Progress: Improve First Time Pass Rates
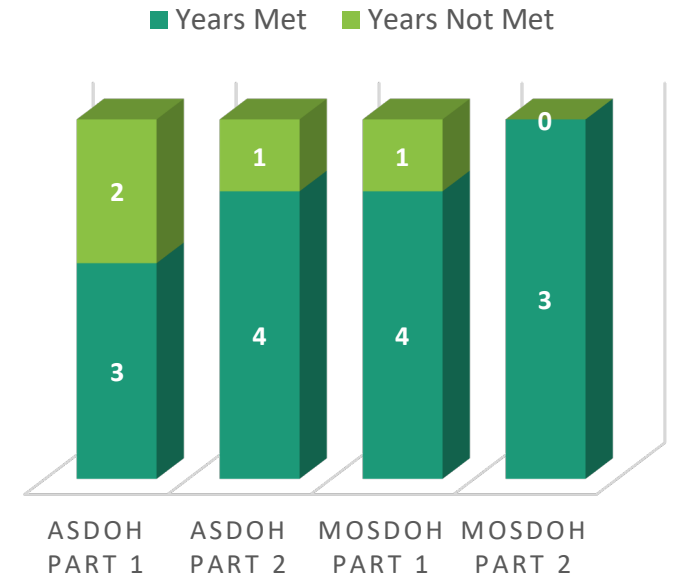
Notable Data Trends

Area for Improvement under Goal C: *Not all ATSU programs are able to meet first time pass rate benchmarks. Programs are near or above the national pass rates/benchmarks for programs in ASDOH, MOSDOH, and ASHS, with the exception of the PT program. PT has implemented significant strategies to improve performance and other programs continue to work toward 100% achievement meeting benchmarks.*

(Note: Dental National Boards do not publish national pass rates, and therefore both ASDOH and MOSDOH have established benchmarks in place of national data)

ASHS PROGRAMS FIRST TIME PASS RATES VS NATIONAL AVERAGES BETWEEN 2015-20

■ Years Met ■ Years Not Met

	AUD	OT	PA	PT
Years Not Met	0	0	1	4
Years Met	5	5	2	1

ASDOH / MOSDOH DENTAL NATIONAL BOARDS FIRST TIME PASS RATE VS. BENCHMARKS BETWEEN 2015-20

■ Years Met ■ Years Not Met

	ASDOH PART 1	ASDOH PART 2	MOSDOH PART 1	MOSDOH PART 2
Years Not Met	2	1	1	0
Years Met	3	4	4	3

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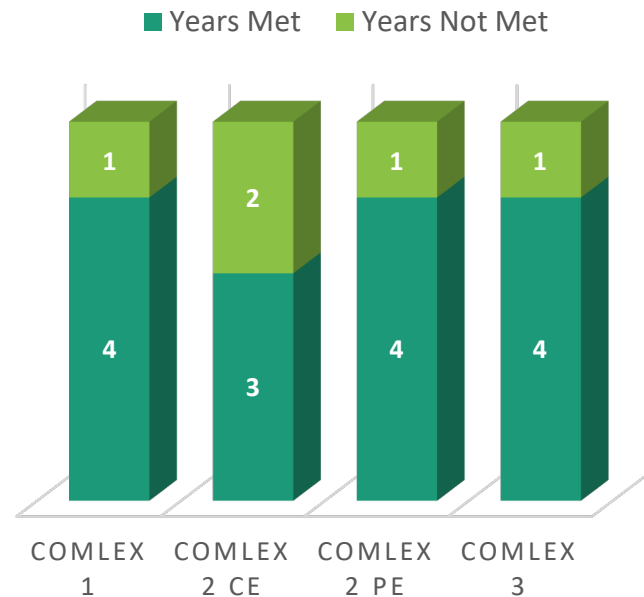
Goal C: Prepare Graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations
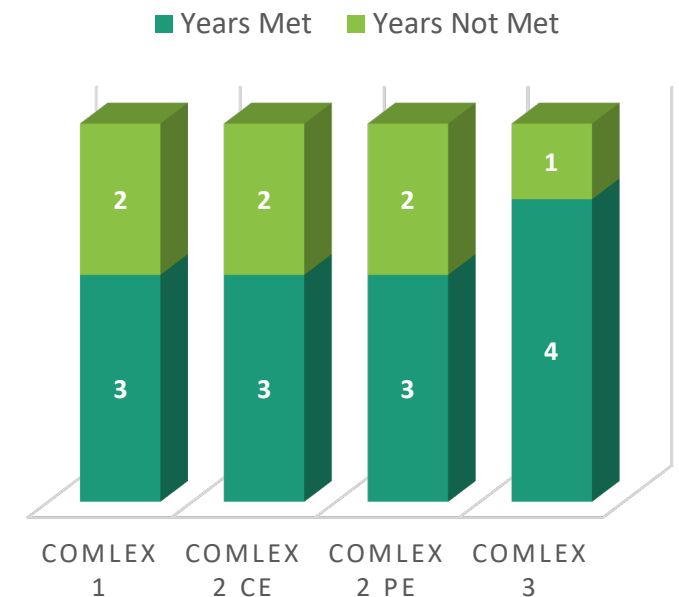
Ongoing Progress: Improve First Time Pass Rates

Notable Data Trends

Area for Improvement under Goal C:
KCOM and SOMA first time pass rates on national boards and licensure exams have remained consistently near or above the national pass rates over the past five years. Both Schools continue to work toward 100% achievement in meeting annual benchmarks.

KCOM FIRST TIME PASS RATES VS NATIONAL AVG 2015-20

■ Years Met ■ Years Not Met

| COMLEX 1 | COMLEX 2 CE | COMLEX 2 PE | COMLEX 3 |

SOMA FIRST TIME PASS RATE VS. NATIONAL AVG 2015-20

■ Years Met ■ Years Not Met

| COMLEX 1 | COMLEX 2 CE | COMLEX 2 PE | COMLEX 3 |

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Goal D: Respond to workforce and community health needs through innovative educational offerings

Achieved: Growth Opportunity

Notable Data Trends

ATSU has continued to respond to workforce and community health needs by expanding and/or redesigning existing programs and by developing new programs based on societal needs, market conditions and strategic locations.

Goal D - Highlights & Accomplishments

❑ ASHS
- ✓ Redesign Audiology Post-Professional TAUD (2017-18)
- ✓ DMSc (2018)
- ✓ Proposal for MS in Speech-Language Pathology (2020)
- ✓ Proposal for growth expansion master's in PA Studies (2020)
- ✓ Planning for master's in Respiratory Therapy (2020)

❑ ASDOH – MS in Orthodontics (2017-18)

❑ CGHS
- ✓ Conversion for DHEd to EdD to meet market conditions (2016-17)
- ✓ MSN/DNP (2018-19)
- ✓ New MEd degree / certificate programs and MHSc program approved (2020, with start in 2021-22)

❑ MOSDOH – Enrollment Expansion (2019-20)

❑ SOMA – Enrollment Expansion (2019-20)

❑ Development of California Central Coast PA program

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Theme I: Educational Excellence – Advancing our role as a leader in academic innovation, interprofessional education, and whole person and whole community healthcare
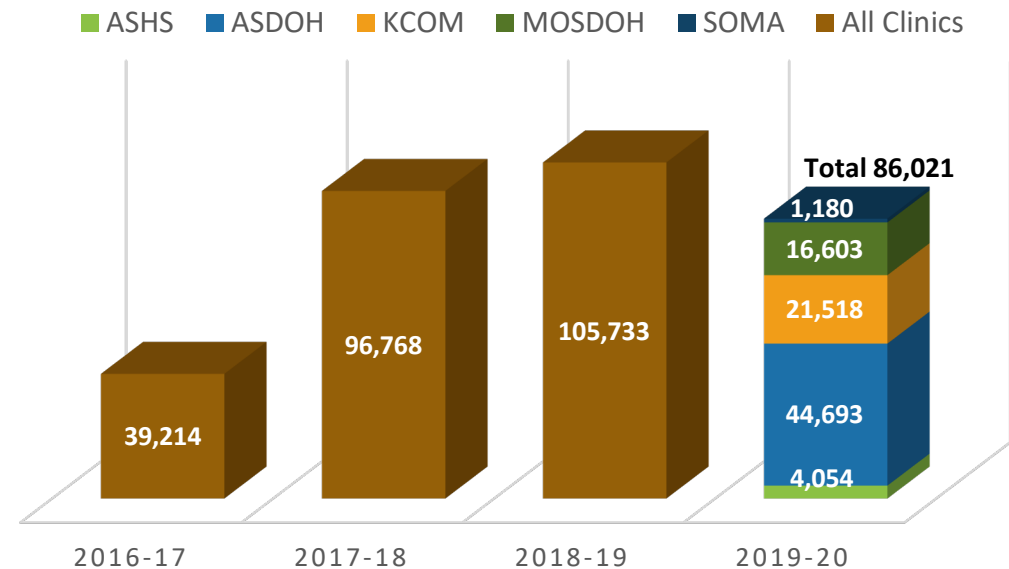
Goal E: Ensure ATSU clinics provide accessible, quality, and affordable healthcare in the appropriate context of whole person and whole community

Achieved: Growth Opportunity

Notable Data Trends

All ATSU clinics have remained compliant with accreditation and professional standards. Patient encounters at all ATSU clinics increased each year with the exception being 2019-20 due to limited patient care during the pandemic.

PATIENT ENCOUNTERS IN ATSU CLINICS

Legend: ASHS ASDOH KCOM MOSDOH SOMA All Clinics

- 2016-17: 39,214
- 2017-18: 96,768
- 2018-19: 105,733
- 2019-20: Total 86,021
  - SOMA: 1,180
  - MOSDOH: 16,603
  - KCOM: 21,518
  - ASDOH: 44,693
  - ASHS: 4,054

*Data was collected by individual School Clinics for the first time in 2019-20, with an all clinic total of 86,021 patient encounters.
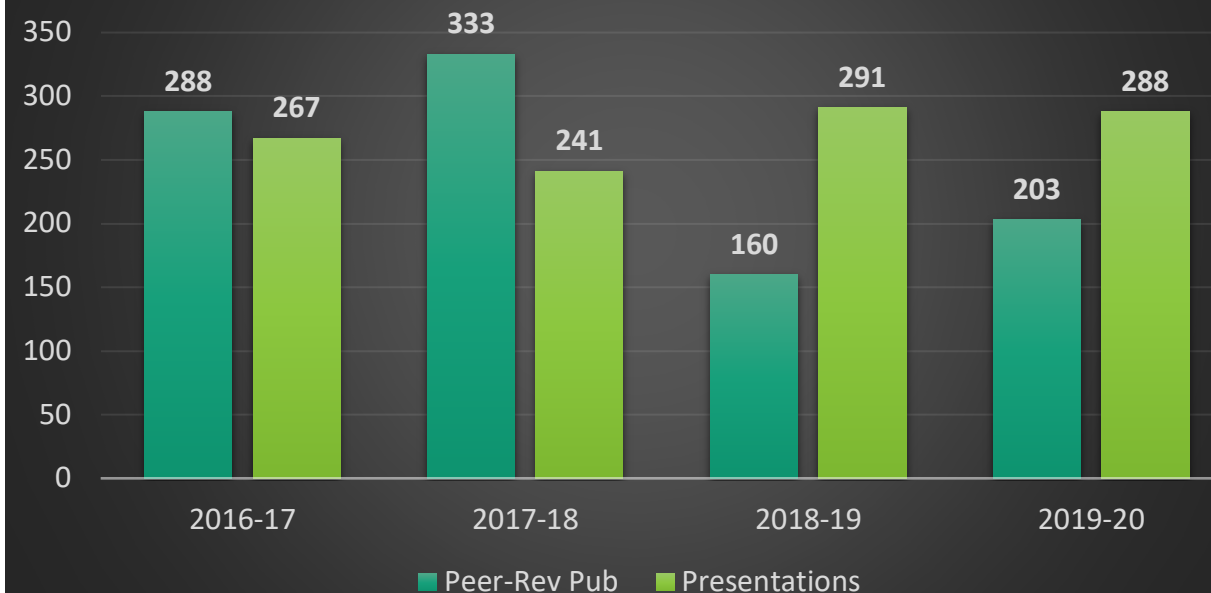
Goal A: Contribute to healthcare education, knowledge, and practice through all forms of scholarly activity

Ongoing Progress: Refine Data Collection

Notable Data Trends

Area for Improvement under Goal A: UWAC has made significant progress in collecting and reporting of data relevant to Strategic Plan Goals. Data reporting relating to publications and presentations is illustrative of the challenges. Digital Measures is now being utilized to track faculty scholarship activity. UWAC recognizes that the 2018-20 publication data trended down, but analysis indicates it is likely due to new standardized categories, gaps in faculty self-reporting into Digital Measures, and/or duplicate reporting in the past. ATSU will continue to support faculty in utilizing Digital Measures to improve consistent data trend analysis.

Number of Peer-Reviewed Publications* and Presentations

Year	Peer-Rev Pub	Presentations
2016-17	288	267
2017-18	333	241
2018-19	160	291
2019-20	203	288

*Peer-reviewed publications include books, book chapters, journal articles, and abstracts.
Note: Effective 2018-19 data was reported to UWAC via Digital Measures

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Theme II: Continued Commitment to Scholarly Activity – Contributing to knowledge, healthcare professions, and society

Goal A: Contribute to healthcare education, knowledge, and practice through all forms of scholarly activity

Satisfactory Progress: Partnership Financial Support

Notable Data Trends
The number of partnerships in support of scholarship has remained consistent over the past three years since UWAC began monitoring the data in 2017-18. The amount of extramural funding through partnerships saw a decrease during 2019-20, which reflects the typical availability of grant funding opportunities over multiple year cycles.

Major Partners	Support FY 18-20
East Valley Adult Resources	$52,000
Penn State University	$367,208
St. Louis University, Prime	$245,103
NACHC	$348,000
Arizona State University	$12,975
Maricopa County of Arizona	$338,750
Wright Center GME	$537,942
Illinois State University	$12,000
Old Dominion University	$9,761
Total Support	**$1,693,739**

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Goal B: Maximize sponsored program funding and sources

Achieved: Growth Opportunity

Trends

Internal grant funding is trending up, with the exception of FY 2018-19 (when Spark Tank ended and no special initiatives were offered—until the next fiscal year). The increase in 2019-20 was due to a special initiative offering (Scholarly Activity Strategic Planning equipment awards). Research Reinvestment Funds have also remained constant, with distributions of approximately $100,000 each year.

Internal Grant Total Funding By year

Year	Funding
2016-17	$155,925
2017-18	$183,152
2018-19	$96,435
2019-20	$208,330

Theme III: Cultural Proficiency, Diversity, and Inclusion – Preparing our University and healthcare professionals for America's changing demographics

Goal A: Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution

Achieved: Growth Opportunity

Trends: Student Enrollment

*Overall positive trends are noted in many of the primary measures, including increases in **historically underrepresented group (HUG)** applications and enrollment across all schools over the past five years, with the exception of ASHS (decrease for the past two years).*

Race	2017		2018		2019		2020	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaska Native (HUG)	**34**	**0.9%**	**26**	**0.7%**	**22**	**<1%**	**19**	**<1%**
Asian	532	14.3%	523	14.1%	592	14%	595	14%
Black or African American (HUG)	**255**	**6.9%**	**265**	**7.1%**	**275**	**7%**	**274**	**7%**
Hispanic/Latino (HUG)	**207**	**5.6%**	**318**	**8.6%**	**340**	**9%**	**377**	**10%**
Native Hawaiian or Other Pacific Islander(HUG)	**4**	**0.1%**	**4**	**0.1%**	**9**	**<1%**	**12**	**<1%**
Nonresident Alien	46	1.2%	122	3.3%	112	3%	117	3%
Race Ethnicity Unknown	267	7.2%	208	5.6%	212	5%	210	5%
Two or More Races	129	3.4%	160	4.8%	179	8%	179	9%
White	2248	60.4%	2072	55.7%	2156	53%	2179	52%
Grand Total	3722	100%	3717	100%	3878	100%	3962	100%

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Native Hawaiian or Other Pacific Islander(HUG)	4	0.1%	4	0.1%	9	<1%	12	<1%

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Achieved: Growth Opportunity

Trends: Student Enrollment

Overall positive trends are noted in many of the primary measures, including increases in historically underrepresented group (HUG) enrollment.

ATSU HUG Student Enrollment by Year

- Total HUG: 500 (2017), 613 (2018), 646 (2019), 682 (2020)
- Hispanic/Latino: 207 (2017), 318 (2018), 340 (2019), 377 (2020)
- Black/African Amer: 255 (2017), 265 (2018), 275 (2019), 274 (2020)
- Amer Indian/Alaska Native: 34 (2017), 26 (2018), 22 (2019), 19 (2020)
- Native Hawaiian/PI: 4 (2017), 4 (2018), 9 (2019), 12 (2020)

Legend:
- Black/African Amer
- Hispanic/Latino
- Amer Indian/Alaska Native
- Native Hawaiian/PI
- Total HUG

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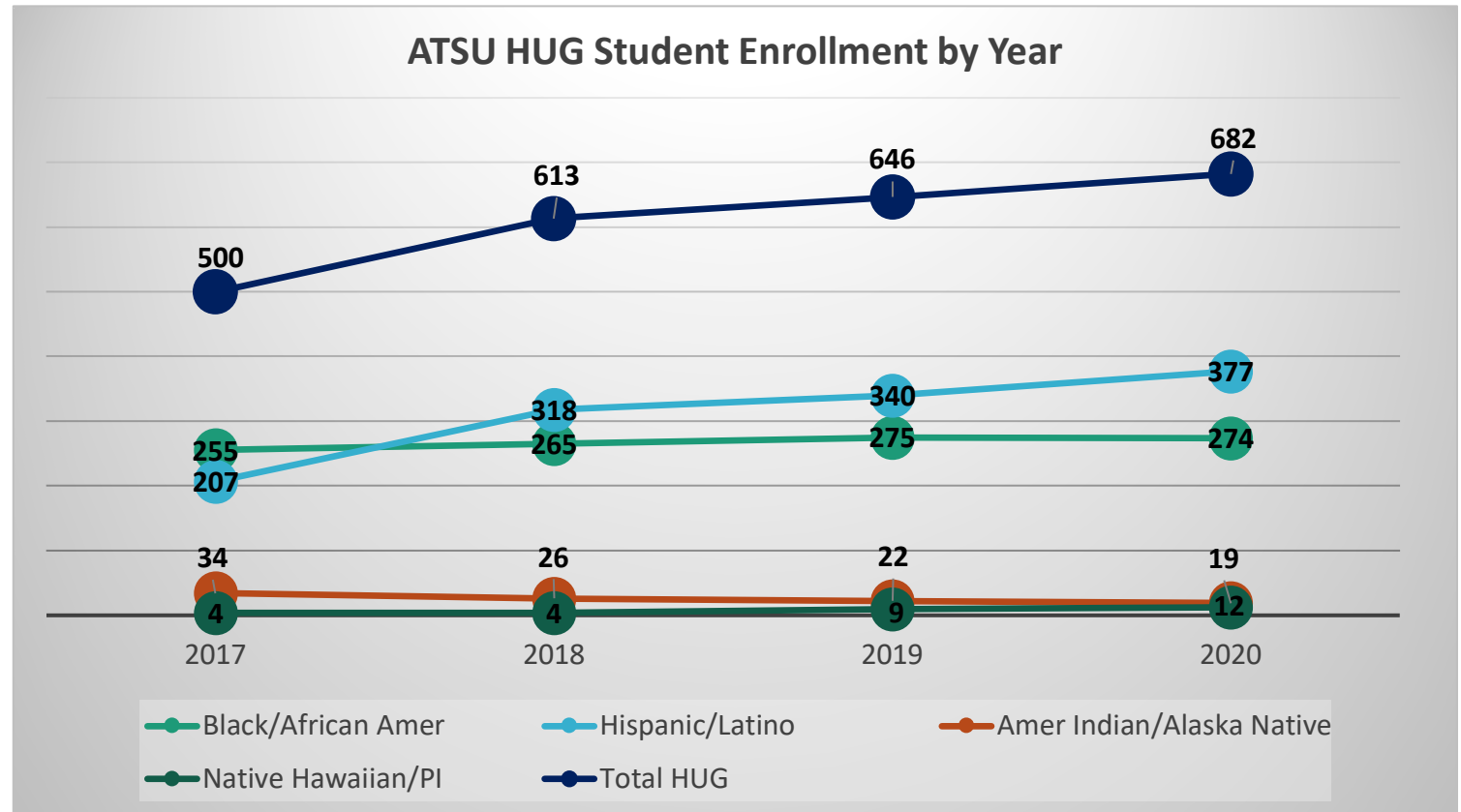UNIVERSITY WIDE ASSESSMENT COMMITTEE

Theme III: Cultural Proficiency, Diversity, and Inclusion – Preparing our University and healthcare professionals for America's changing demographics

Goal A: Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution

Achieved: Growth Opportunity

Trends: Faculty and Staff

Overall positive trends are noted in increasing the diversity of ATSU faculty and staff

Race	2014		2019		2020	
American Indian/Alaska Native	13	0.95%	13	0.79%	14	0.97%
Asian (Changed to Asian only 2015)	55	4.04%	79	5.50%	72	5.01%
Black/African American	24	1.76%	57	3.97%	56	3.89%
Hispanic/Latino (Latino added 2015)	58	4.26%	66	4.60%	73	5.08%
Native Hawaiian or Pacific Islander (Added 2015)	0	0.00%	3	0.21%	4	0.28%
N/A	48	3.52%	19	1.32%	26	1.81%
Other (Changed to **Two or more Races** in 2015)	16	1.17%	27	1.88%	29	2.02%
White	1149	84.30%	1172	81.62%	1164	80.95%
Total Faculty and Staff	1363	100%	1436	100%	1438	100%
Total HUG Faculty and Staff	95	6.97%	139	9.68%	147	10.22%

Note: 2014 is provided as baseline data prior to the implementation of Strategic Plan. Most recent two years (2019 / 2020) included for comparison, with additional data available for 2015-2018.

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Theme III: Cultural Proficiency, Diversity, and Inclusion – Preparing our University and healthcare professionals for America's changing demographics
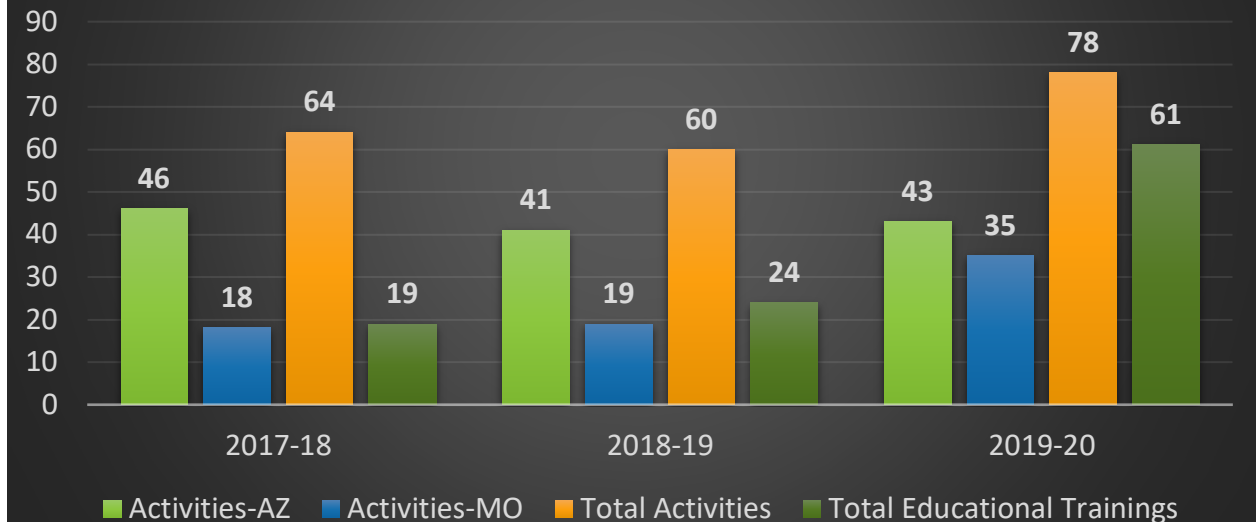
Goal A: Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution

Achieved: Growth Opportunity

Trends

Educational programs, events, and activities have remained constant for the Arizona campus with a sustainable average of 43 events annually, and events on the Missouri campus have grown from 16 to 35. Formal educational offerings have increased significantly over the course of the plan, going from 12-61. Tracking attendance is something to work on in the future, as well as sustaining virtual attendance numbers. MOUs/Agreements have remained stable across the years.

Educational Programs, Events, and Activities to Promote Cultural Proficiency

Year	Activities-AZ	Activities-MO	Total Activities	Total Educational Trainings
2017-18	46	18	64	19
2018-19	41	19	60	24
2019-20	43	35	78	61

Theme III: Cultural Proficiency, Diversity, and Inclusion – Preparing our University and healthcare professionals for America's changing demographics

Goal A: Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution

Achieved: Growth Opportunity

Highlights

- ❑ GPS Scholarship Program has grown from 9 to 25 scholarship awards from 2016 to 2020
- ❑ Implementation of Ultipro to track HUG data trends for employee recruitment and retention (2019)
- ❑ Cultural Climate Survey (2018)
  - ✓ Formation of Comprehensive Cultural Proficiency Climate Survey Implementation Workgroup (CSIW)
  - ✓ Improvements in Annual Review Process
  - ✓ Expanded use of Diversity.edu
  - ✓ Integration of survey recommendation into ATSU planning
- ❑ Improvements in Campus Accessibility: All planned facility accessibility improvement completed by 2018-19
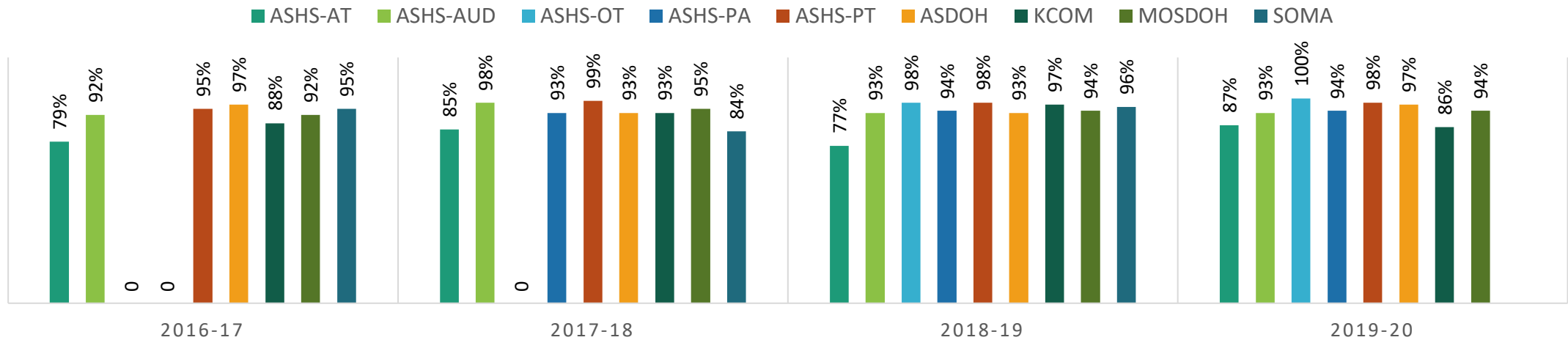- ❑ Website accessibility compliance substantially completed (future audit recommended)

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Theme V: Effective Branding and Marketing – Letting the world know who we are and what ATSU offers

Goal A: Build and maintain a strong public image of ATSU as a preeminent health professions university and founding institution of osteopathic medicine

**Ongoing Progress:
AZ - Improve Public Awareness**

Trends

The primary objective to increase public awareness of the University's reputation as a quality health professions education and service-oriented institution focused on whole person and whole community health for this Strategic Plan has been to update the ATSU webpages. Recognizing the dynamic nature of a website, the website renovation can be considered complete for the purposes of the corresponding objective. ATSU's new website homepage launched July 1, 2019. The website will always be undergoing revisions and renovations, as there are always changes to be made and new accessibility requirements to be considered. Communications & Marketing (C&M) is able to accomplish these updates working within their budget with the implementation of operational efficiencies and technology over the past year.

Highlights

❑ ATSU new website homepage launch (July 1, 2019) including updated navigation
❑ Compliance levels for accessibility with WCAG level A for all new and updated webpages
❑ Updated webpages (March 2020)
  ✓ ASDOH
  ✓ Security
  ✓ Emergency
❑ Projected within 6-8 months all ATSU webpages will be updated
❑ Implementation of Bugherd to support efficient ongoing webpage updates

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Theme V: Effective Branding and Marketing – Letting the world know who we are and what ATSU offers

Goal B: Become a health sciences university known for diversity and community service-oriented students, faculty, and staff

Achieved: Growth Opportunity

Trends

As noted in Theme III, the demographic for students has continued to show increased diversity for students, with similar positive trends for ATSU employees. ATSU has a presence on social media sites including Facebook and Twitter (recommendation was made to have C&M mine these data for analysis). NADOHE recognized the need for a focus on health professions, and ATSU is among the few schools and organizations contacted to start the health professions chapter.

Highlights

- ❑ Higher Education Excellence in Diversity (HEED) Award for four consecutive years (2017-2020)
- ❑ Student National Medical Association Award for Organization of the Year (2018-19)
- ❑ National Association of Diversity Officers in Higher Education (NADOHE) request ATSU to start new health professions chapter

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Theme VI: Fiscal Health, Affordability, and Compliance – Delivering on our mission and vision through best practices and capacity building
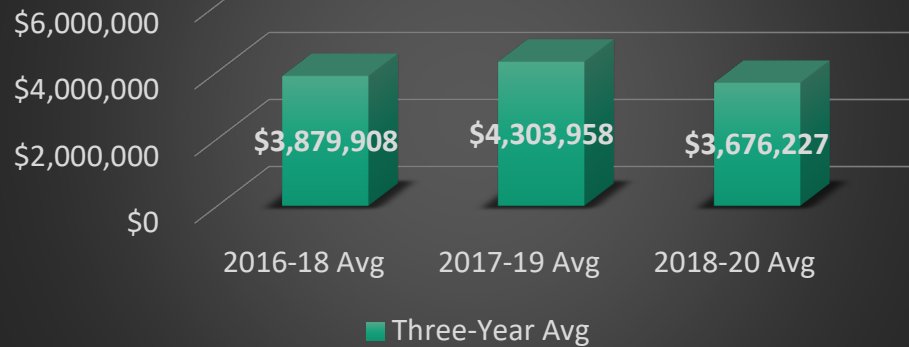
Goal A: Explore opportunities to lower dependence on tuition revenue and increase affordability

Ongoing Progress: Change Data Metrics To 3-yr Rolling Avg

Trends

The trend data for gifts received has been analyzed on an annual basis, which show predictable variance due to the limited time frame. Common trend analysis is based on a three-year rolling average, which below shows that ATSU has performed consistently since 2016.

Gifts Received: Three-Year Rolling Average

- $3,879,908 (2016-18 Avg)
- $4,303,958 (2017-19 Avg)
- $3,676,227 (2018-20 Avg)
- ■ Three-Year Avg

Annual Gifts Received by Gift Type
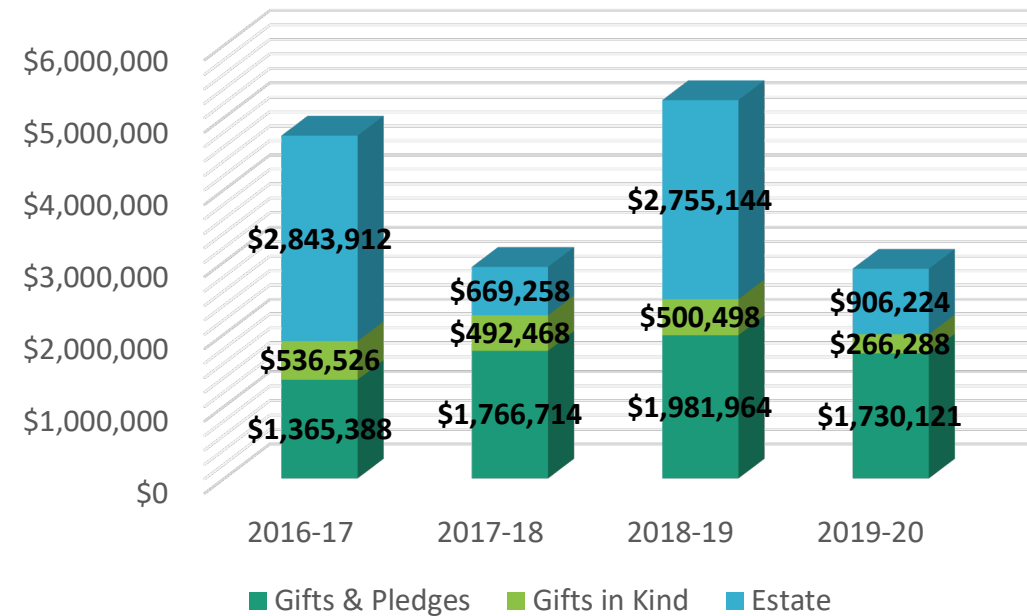
	2016-17	2017-18	2018-19	2019-20
Estate	$2,843,912	$669,258	$2,755,144	$906,224
Gifts in Kind	$536,526	$492,468	$500,498	$266,288
Gifts & Pledges	$1,365,388	$1,766,714	$1,981,964	$1,730,121

■ Gifts & Pledges ■ Gifts in Kind ■ Estate

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Theme VI: Fiscal Health, Affordability, and Compliance – Delivering on our mission and vision through best practices and capacity building

Goal A: Explore opportunities to lower dependence on tuition revenue and increase affordability

Satisfactory Progress: Steady Clinic Revenue

Trends

Prior to the pandemic, ATSU clinic performance remained steady overall for revenue and expenses. Due to COVID-19, the 19-20 data set for decreased clinic revenue is considered an outlier.

CLINIC OPERATIONS REVENUE

Legend: ■ Gutensohn ■ SOMA ■ AFA ■ ASDOH

	2017-18	2018-2019	2019-20
ASDOH	$6,904,175	$6,577,000	$5,800,837
AFA	$246,449	$267,959	$168,379
SOMA	$56,360	$118,094	$113,339
Gutensohn	$1,643,063	$1,903,977	$2,086,912

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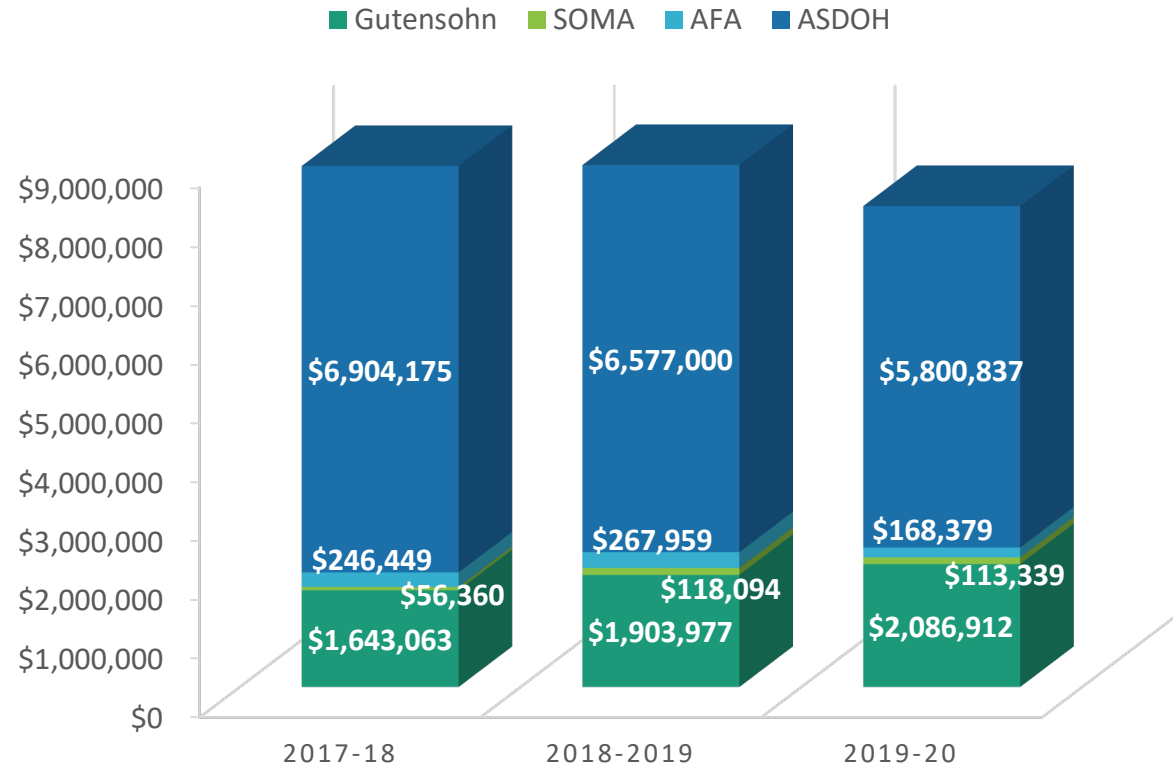
Goal C: Update and implement campus master plans, including information technology, for improving and/or increasing academics, scholarly activity, patient care, and campus life

Achieved: Growth Opportunity

Facility Projects

MO / AZ
FY 18-19
Total Cost:
$3,886,920

Kirksville: $1,840,854
Mesa: $2,046,066

Facility Projects 2018-19 Missouri	Date	Cost
Electrical Feeder Boiler Room	Aug 18	$55,362
Memorial Hall Roof	Oct 18	$52,989
Exterior Courtyard – Gutensohn / Education Bldg	Nov 18	$99,474
Gutensohn 3rd Floor Remodel	Jan 19	$28,205
Dental Operatories & Equipment MOSDOH IPE Bldg	Aug 19	$750,069
Howard Bldg Transformer	Aug 19	$36,203
Student Housing Roof Replacement (x2)	Aug 19	$167,496
Memorial Hall Bathrooms & New Elevator	Oct 19	$501,416
TCC Renovation – Dan Martin Court (Phase I)	Oct 19	$139,380
Planning for Timken Burnett Research Bldg Remodel	In Prog	$30,260

Facility Projects 2018-19 Arizona	Date	Cost
Dillenberg Center Expansion (ASDOH)	Jun 18	$298,642
Kitchen Renovation Bldg 5835	Jun 18	$26,749
HVAC-Mini Split 1st Floor Elec Room Bldg 5850	Nov 18	$6,749
Laminate Lockers for D1 ASDOH Students Bldg 5855	Dec 18	$19,600
Administration & Testing Area Remodel	Jan 19	$262,161
Remodel former Ahwahtukee Dental Lab Bldg 5855	Jan 19	$18,000
Cabinets – Sim Lab Coordinator Office	Feb 19	$10,764
Security Surveillance System, Mesa Campus & AFA	Mar 19	$270,654
Seal Parking Lot adjacent to Bldg 5855	Apr 19	$19,091
Roof Coating Bldg 5855	May 19	$50,119
Landscape Renovations	May 19	$50,717
Front Patio Project Bldg 5850	Jun 19	$23,400
Interprofessional & Culturally Proficient Standardized Patient Center (TOCA space) & SOMA Expansion	Jun 19	$758,606
Electrical Transformer Replacement 2nd Flr Bldg 5850	Jun 19	$14,820
HVAC Rooftop Replacement	Jun 19	$189,995
Remodel SOMA Sim Lab	Jun 19	$26,000

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Achieved: Growth Opportunity

Facility Projects

MO / AZ
FY 19-20
Total Cost:
$3,841,671

Kirksville: $360,613
St. Louis: $1,701,907
Mesa: $914,237

Facility Projects 2019-20 Missouri	Date	Cost
Asphalt Paving for Couts / Memorial Hall	Oct 19	$76,439
TCC Court Phase II	Mar 20	$162,318
Purchase of 1300 Lafayette MOSDOH Parking (St. L)	Apr 20	$1,701,907
Campus Sidewalk Repairs	Jun 20	$25.856
MOSDOH St Louis 3rd Flr Offices, Conf Rm, Restrooms	Jun 20	$655,914
TCC Wood Gym Floor	Jul 20	$105,000
Timken Burnett Research Bldg Renovation Planning	In Prog	---
Demolition of Twin Pines Nursing Home	In Prog	---

Facility Projects 2019-20 Arizona	Date	Cost
Research Space Remodel	Aug 19	$11,255
HVAC Rooftop Units (20) & Equipment Controllers	Sep 19	$195,205
Roof Replacement Bldg 5855	Oct 19	$81,228
Cubicle Buildout Learning Resource Center	Oct 19	$7,870
BHS Foundation Digital Dentistry Support Lab - Dillenberg Center Bldg 5855	Nov 19	$37,674
Multimodal OT Classroom	Jan 20	$102,647
Energy Management System	Feb 20	$156,775
Dhanjal Family Oral Health Research Center Lab – Dillenberg Center Bldg 5855	Jun 20	$91,033
Library Furniture	Jun 20	$23,000
HVAC - Replacement of Defective Unit	Jun 20	$8,345
Major Plumbing Repairs Building 5855	Jun 20	$170,655
Camelback Classroom Expansion	Jul 20	$7,870
Parking Lot Expansion North of Bldg 5855	In Prog	---

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Goal C: Update and implement campus master plans, including information technology, for improving and/or increasing academics, scholarly activity, patient care, and campus life

Achieved: Growth Opportunity

IT Projects

MO / AZ

FY 18-19
Total Cost:
$1,070,980

FY 19-20
Total Cost:
$1,355,500

IT Projects 2018-19 (selected)	Date	Cost
Expansion of Encrypted Email	Oct 18	$20,000
Phase 1 – Preliminary Phone System Upgrades	Nov 18	$46,000
Upgrades of Student Printing	Nov 18	$22,000
Campus Nexus Data Exports	Dec 18	$21,000
St. Louis Switch and Wireless Expansion	Feb 19	$15,000
Implementation of Digital Measures	Mar 19	---
Increase Switch Capacity MO Classrooms, PAC	Apr 19	$41,000
AZ Data Closet Clean Up	Apr 19	$27,500
Out of Band Firewall – MO and AZ	Apr 19	$5,000
Switch Linecard Replacement (Cisco)	May 19	$171,480
Transition to Campus Nexus Web Interface	May 19	Maint
CHC Infrastructure	Jun 19	$25,000
Routine Computer Replacements on 4-5 yr cycle	Jun 19	$300,000
Classroom Improvements	Jun 19	$10,000
Transition of Payroll/HCMS to External Services	Jun 19	$276,000
Implementation & Piloting for Canvas LMS	Jul 19	$67,000
Wireless Upgrades	Jul 19	$24,000

IT Project 2019-20 (selected)	Date	Cost
Storage Area Network (SAN) Replace – AZ and MO	Sep 19	$400,000
ImageNOW Upgrades	Oct 19	$18,500
Scholarship Universe	Oct 19	$28,000
I Modules Implementation	Nov 19	$24,000
SOMA 5845 Classroom and Sim Area AV	Nov 19	$100,000
St Louis Classroom Upgrade	Dec 19	$22,500
IPE 241 Classroom Upgrade	Dec 19	$6,500
Mogollon Classroom Updates	Jan 20	$7,800
Prepare to move Campus Nexus to Managed Hosting	Mar 20	$142,000
Campus Nexus SFAAA	Apr 20	$87,300
Various Classroom Improvements	Apr 20	$47,200
Setup TCC Gym as Classroom	May 20	$2000
Campus Nexus Campus / Program Transition	May 20	$41,700
Wireless Upgrades	Jun 20	$43,000
Security SOC Expansion	Jun 20	$50,000
Routine Computer Replacements on 4-5 yr cycle	Jun 20	$300,000
Replace trend Micro with Bit Defender	Jun 20	$32,200

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2016-2020 Strategic Plan Goals - Data Trend Analysis

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UWAC – On the Horizon

DATA

EVIDENCE BASED

Academic and Non-Academic Program Reviews

Key Performance Indicators

2021-2028 Strategic Plan

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UWAC – Key Performance Indicators

Education

- # Applicants
- # Matriculated Students
- # HUGS Matriculants
- CPA Outcomes
- Clinical Rotation Site Sufficiency
- # Degree & Certificate Programs

Scholarship

- External Grants
- Dissemination of Scholarship

Community / Climate

- Diversity of Employees

Finance / Compliance

- Bond Ratings
- Gifts & Endowments
- Student Federal Loan Default Rates
- Compliance

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2021 – 2028 ATSU Strategic Plan