

Annual Report on Academic Affairs

2022-2023

October 31, 2023

Purpose:

The Annual Report on Academic Affairs assesses the INMED's Master's in International Health Program (MIH) in the following areas:

1. Commitment to the mission, vision, and core values
2. Student/faculty/board/administrator perspectives
3. Student success

Introduction:

INMED was established in 2003 with a mission to equip healthcare professionals and students to serve the forgotten. These groups are often highly motivated to serve, yet often feel ill-prepared in the face of cross-cultural barriers, unfamiliar diseases, and limited resources. In 2020, INMED launched the Master's in International Health (MIH) program in response to students consistent request for a higher level of credential and preparedness to address the health challenges of low-income communities and nations. Graduates are prepared to lead comprehensive disease intervention and health promotion efforts in low-resource and cross-cultural communities and acquire advanced academic expertise and field experience in epidemiology, diseases of poverty, maternal newborn health, international public health, cross-cultural skills, disaster management, health leadership, healthcare education, research, and quality improvement. INMED's approach emphasizes low tuition fees, faculty role modeling, and precepted service-learning experiences. As an organization committed to continuous quality improvement, an annual assessment of the program is conducted to gain valuable feedback from essential constituents and gather data essential to informing institutional strategic planning efforts.

Gathering Information:

Data for this report was obtained via surveys of the institution’s constituents during and immediately following the 2022-2023 academic year (June 1, 2022 – July 30, 2023), including: board members, faculty members, administrators, and students. Survey participation included 9 board members, 9 faculty members, 3 administrators and 8 student respondents for 29 total participants.

2022-2023 Survey Participation

Board Members	Faculty Members	Administrators	Students	Total Number of Survey Respondents
9	9	3	8	29

Program Demand:

The MIH program first began accepting applications in May of 2020. As of June 30, 2023, 16 students have graduated and earned the Master’s Degree in International Health. During the 2022-2023 academic year (July 1, 2022 – June 30, 2023) 9 students graduated from the program. By June 30, 2023, 24 new students were accepted to the program, making the total enrollment headcount in the MIH 40 students.

Limitations:

Due to the small nature of the program, the survey participants were correspondingly limited to a small number (29). As the program grows, survey participation is anticipated to increase respectively.

Design:

For most quantitative questions, survey respondents were asked to select a rating on a Likert scale. For example, several questions asked respondents to rate a specific aspect of the MIH program with the following scale:

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Excellent
- N = Not Observed

Opportunities for qualitative feedback were also provided through open-ended questions.

While all surveys asked about the program's commitment to the mission and vision and core values, there were also unique questions depending on the specific constituent group being surveyed. These questions focused on a constituent's area of expertise. For example, the student survey probed the student experience, the faculty survey probed the faculty experience, and so on.

Findings:

Institution-Wide Commitment to the Mission, Vision, and Core Values.

Mission: 100% of board, faculty, administration, and student respondents agree that overall, the program embraces the mission of INMED [Equipping healthcare professionals and students to serve the forgotten] with excellence. All survey respondents gave the highest possible rating of "4 = Excellent."

Vision: 93% of board (9/9), faculty (8/9), administration (2/3), and student respondents (8/8) agree that that overall, the program embraces the vision of INMED [To be the national academic standard for international health education and promotion]

with excellence. 27/29 survey respondents gave the highest possible rating of “4 = Excellent.” 2 Respondents rated it as “3 = Good.”

Core Values: 100% of respondents gave the highest possible rating of “4 = Excellent,” for the following core values:

- Compassion to all humanity: We honor the value of all human life and respect the dignity, uniqueness and intrinsic worth of all – regardless of wealth, culture, or social status.
- Excellence and Integrity: We are committed to high academic standards and exemplary conduct, demonstrating a steadfast moral and ethical uprightness.
- Service: We are committed to the world’s most forgotten and are called to serve the most marginalized people on earth, to relieve suffering, to facilitate sustainable improvements, and to respect those in need as active participants in their own wellbeing.
- Lifelong Learning: Our students and faculty are committed to lifelong learning in the pursuit of serving the forgotten.

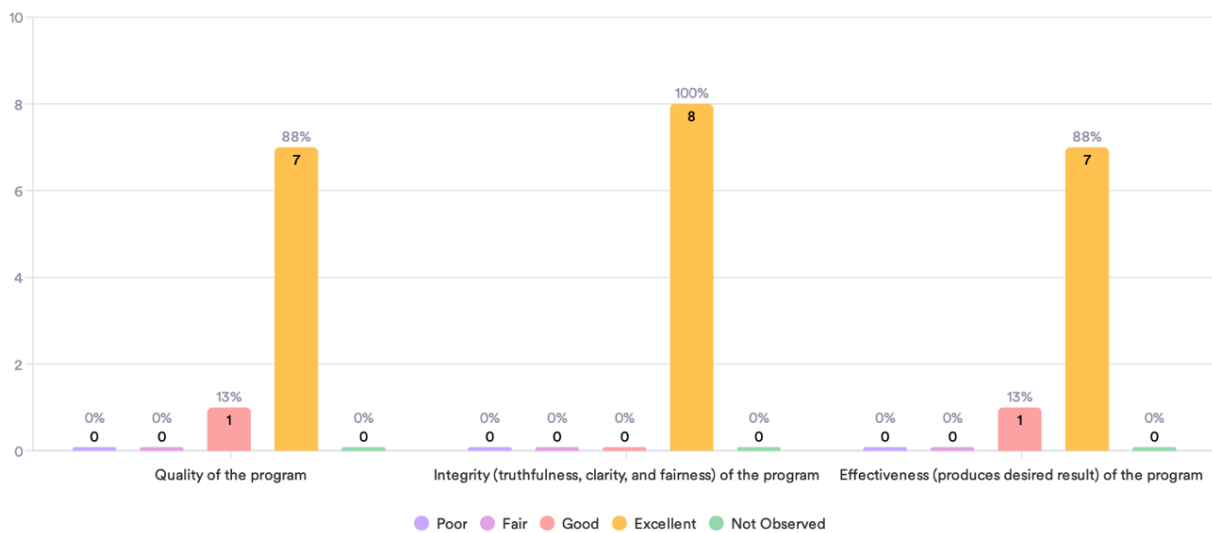
Two core values received a combination of “3 = good” and “4 = excellent” ratings, including:

- Stewardship: We are stewards of resources, knowledge, and partnerships. We are committed to being efficient, effective, and transparent in our communications and relationships with our students, partners, communities, and governments.
- Partners: We actively seek association and cooperation with our students, faculty, network, and organizations that share similar values and mission.

No survey respondent assessed the program’s commitment to the mission, vision or values as poor, fair, or not observed.

Student Perspectives

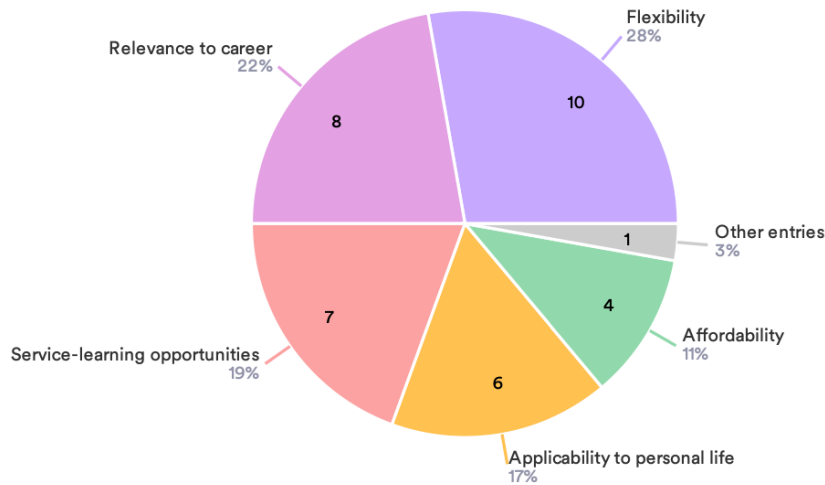
Students rated the Quality, Integrity and Effectiveness of the program highly. Particularly in integrity, with 8/8 respondents rating it as Excellent.



In another question, students were asked to select their top three reasons for program selection. Flexibility, Relevance to career, and Service-learning opportunities received the highest ratings.

Out of the following options, which were your top 3 reasons for choosing the MIH?

36 Responses



Students were provided an opportunity to answer open-ended questions. They were asked to share what the program does well, what could be improved upon, to provide suggestions for new course offerings, and to share how they anticipated using the MIH in the future. More than one student commented that the flexibility of the program was something the program did well: “It is a wonderful flexible and supportive program.” Another student commented: “I really like the flexibility of the program. It really helps you accommodate your schedule.” An improvement recommended by more than one student was increasing the variety of faculty teaching courses. Though many good suggestions for new courses were made, no distinct themes emerged from the limited sampling. The major themes of the question centered on implementing the MIH in future careers was the intention to use the knowledge gained in an international context and an interest in teaching. The majority of respondents intend to work

internationally and/or incorporate international work into their careers. Many are also interested in passing their skills on to others.

Students: Program Strengths

What does the MIH do well?

8 Responses

Data	Responses
online teaching and education. The basic international medicine and epidemiology courses are excellent and well structured. There is a wide variety of choices of international sites to visit all around the world to complete the international experience. Ability to interact with students from various backgrounds and specialities.	1
Communication between faculty and students	1
It is a wonderful flexible and supportive program. The staff is encouraging . There's a continuous focus on ending up with usable academic products. For example in our curriculum class it was stressed to build a curriculum we would actually use and soon	1
I really like the flexibility of the program. It really helps you accommodate your schedule. I also really enjoyed the options of online classes and in-person events that can go towards the MIH. Most of all I really enjoyed working with all the people. Everyone has been so responsive and a pleasure to get to meet. This applies to both staff and attendees of conferences and events. Everyone is open to sharing there stories and you get to meet lots of people around the world, which I think makes it unique to other programs.	1
The MIH creates connections well and gives students the opportunity to form a basis of knowledge with the core course curriculum and expand from it to pursue specific topics in the elective credit courses. I think the connections that are formed between the students is one of the most valuable aspects of the program. Meeting like-minded individuals who were working in international medicine in some capacity opened my eyes to the wide variety of ways that I can pursue a career in serving the underserved.	1
I appreciate the ability to choose elective courses that are most applicable to my future goals.	1

Suggestions for Improvement by Students

What does the MIH need to improve on?

12 Responses

Data	Responses
More variety of teachers for the different courses. Nicholas does a good job as a teacher, but at times, I think that he could use help so that he is not overly extended and stressed.	1
Nothing specific comes to mind...	1
I would love to see inmed expand the faculty. It feels like it all rests on a few people. Those are wonderful people but it concerns me for the sustainability	1
Though I think all classes are useful for any provider, I wonder if it would be beneficial to have suggested courses for that learner's interests. Providing some pathways or course options that will best suit that person for their career.	1
I think the biggest improvement to make to the program would be to design elective "tracks" where certain groups of electives are suggested to students in order to give them a specific skillset to develop. Designing tracks for people who want to work abroad long term, for people who want to work abroad short term, for people who are specifically interested in disaster relief, for people who are interested in working with refugees or immigrants in developed host nations, etc. would give the program a little more needed structure in the elective portion of the degree.	1
I do a lot of work from my iPad and the website for the courses can sometimes be hard to use. It seems to work fine on computers.	1
I wish there was a way to get around zoom classes (I may have mentioned that already) =)	1
More electives to choose from	1

Summary of Evaluation Perceptions by Students

Based on the qualitative feedback provided by the students and their responses to the survey's Likert questions, students participating in the MIH are very likely to recommend the program to others and are satisfied with their educational experience, providing "good" and "excellent" ratings to the majority of the survey's queries.

Satisfaction with faculty and program flexibility was rated very high. The program's greatest strength discerned from the evaluation lies in its commitment to the mission of equipping healthcare professionals and students to serve the forgotten.

INMED leaders will use the insights gained from this survey for future planning and program improvement. One specific area for improvement, lies in increasing INMED's reputation with the public. As a relatively small and new program, educating the public on the program's purpose, importance, and availability is a barrier to extensive participation. INMED leaders anticipate the pursuit of NECHE accreditation and increased marketing efforts will advance INMED's reputation, public prominence, and ability to become the national academic standard for international health education and promotion.

Faculty Perspectives

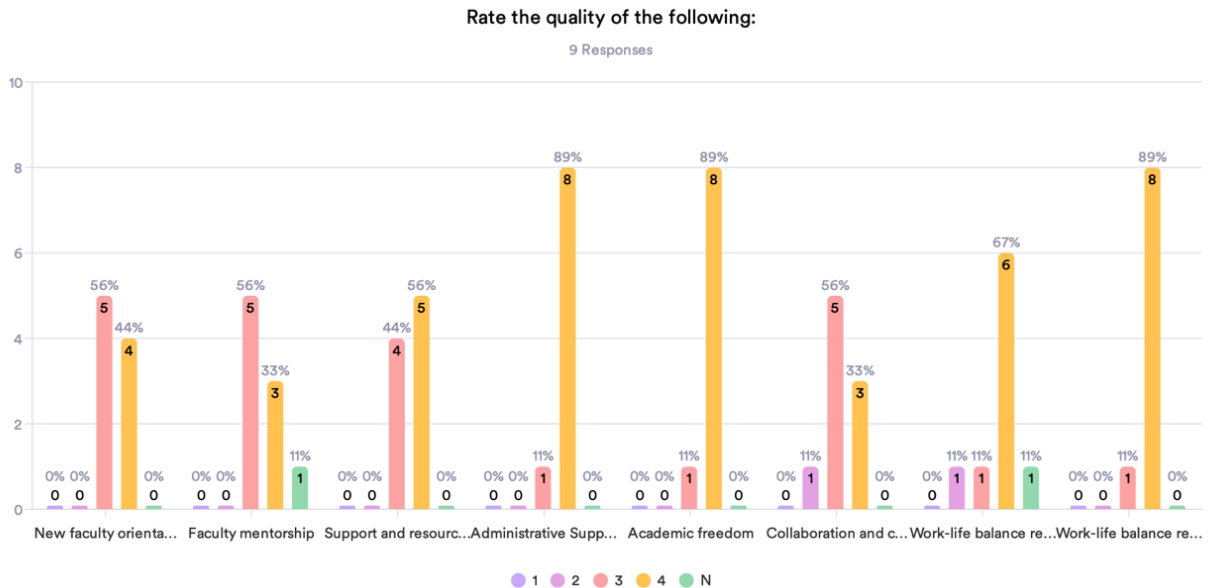
Faculty members were asked to rate the quality of 7 aspects of their experience with the MIH program. These areas include:

- New faculty orientation/onboarding,
- Faculty mentorship,
- Support and resources available for teaching and learning,
- Administrative support,
- Academic freedom,

- Collaboration and communication between faculty members related to teaching and learning,
- Work-life balance related to workload, and
- Work-life balance related to schedule flexibility.

The highest areas of faculty satisfaction were related to “administrative support”, “academic freedom”, and “work-life balance related to schedule flexibility” with 100% of faculty member respondents (9/9) rating them as “4 = Excellent.”

“Collaboration and communication between faculty members related to teaching and learning” emerged as an area for improvement, as well as “New faculty orientation/onboarding” and “faculty mentorship.” These aspects of the program received the lowest overall ratings of the seven areas of inquiry.



Faculty: Program Strengths

The passion, commitment, depth of experience, and expertise of faculty emerged as a key asset of the program. In addition to program flexibility – an area similarly

praised by students. Additionally, 78% of faculty members (7/9) reported “frequently” incorporating innovative teaching techniques or technology into courses.

In your opinion, what are the biggest strengths of our institution related to teaching, learning, and scholarship?

9 Responses

Data	Responses
The best program for asynchronous didactic learning before a full day of hands-on imaging. It is concise and the student leaves the hands-on day with a confidence that would take much longer time away from work/training to achieve otherwise.	1
The tremendous depth of experience and expertise of the faculty	1
Diverse faculty with extensive practical experience in the fields of study Diverse student body committed to learning. Most students bring expertise of their own to their studies which is invaluable to learning - especially as they interact with fellow learners. Unified commitment of learners and faculty and administration to the INMED mission and purpose.	1
The opportunity to build relationships with our learners, and to advise their clinical and career decisions.	1
Experience of faculty. Passion of faculty for the mission of the institution.	1
The flexible online format allows many to access the curriculum. The integrity of leadership provides a safe, nurturing environment for all involved.	1
Faculty commitment	1
Regarding scholarship and research, this is not a high priority for most Inman faculty. This is where we should grow, and this should be added to our long-term development objectives.	1

Faculty: Biggest Challenges / Areas for Improvement

Faculty members were asked about the biggest challenges facing the institution (related to teaching, learning, and scholarship). They were also asked for ways to improve quality and effectiveness of the program. Faculty members reported concerns about the public awareness of the program, capacity of limited/part-time faculty, improving faculty collaboration, and the urgent need to recruit new students.

In your opinion, what are the biggest challenges facing our institution related to teaching, learning, and scholarship?

9 Responses

Data	Responses
Making the potential audience aware of this unique opportunity and the low cost due to volunteer faculty and donated equipment on loan to utilize.	1
Reliance on adjunct faculty that teach, in addition to other core job requirements	1
Improving faculty collaboration Technological and time zone challenges when learners are located in many parts of the world. Tailoring curriculum to meet the educational needs of learners both inside and outside of the US. Developing appropriate new electives to match the needs/ educational goals of learners	1
Capacity. Increasing the number of students and increasing our capacity to provide excellent learning opportunities.	1
Increasing capacity to meet the needs of students	1
Too young to know... Re above question---really have no idea regarding this but didn't have that option to answer.	1
Lack of full time faculty	1
Recruiting new students. This is most urgent.	1

In what ways can the quality and effectiveness of the program be improved:

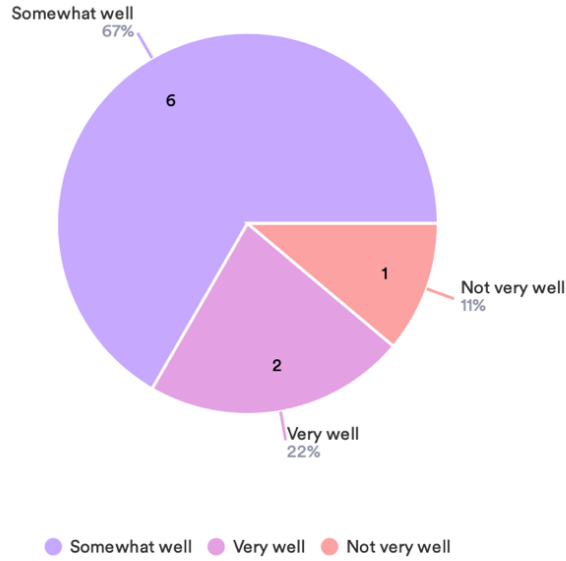
9 Responses

Data	Responses
Identify the areas to be covered and stick with the training area. Confirm adequate models for imaging as this was the primary sticking point with early classes that students volunteered to be imaged and some were prevented from having adequate time to image. Consider expanding offering by [since the opportunities to teach are broad with POCUS] engaging students to ID variances class-to-class in what they'd like to leave the hands-on training with a thorough introduction to select areas of imaging that is most important to that group. Consider changing up to 50% of the course yearly to draw students that have select interests.	1
Ongoing faculty development and collaboration	1
Expand curriculum to meet needs of US and international learners Facilitate more collaboration of faculty Recruit more international faculty Develop additional lifelong learning pathways for learners and faculty	1
Capacity. Increasing the number of students and increasing our capacity to provide excellent learning opportunities.	1
Develop new rigorous course work to meet the evolving demands of international medicine.	1
Continue to offer real connections to the international aspects of the education.	1

Increasing institutional support of faculty scholarship and research is another area for growth. The majority of respondents (6/9) reported the institution supports faculty scholarship and research “Somewhat well.”

How well do you feel our institution supports faculty scholarship and research?

9 Responses



Other open-ended questions asked faculty members to consider additional suggestions for improvement. The most useful comments centered on collaboration among faculty members/relationship building and increasing public awareness/recruitment.

Do you have any suggestions for improvements related to your experience as a faculty member at our institution?

7 Responses

Data	Responses
Actually, numerous changes have been made during my time with INMED to adapt based on optimizing teaching conditions as well as student recommendations.	1
I am excited about the prospect of collaborating more with fellow faculty members about teaching methods, expansion of curriculum, and acquiring new resources for teaching existing courses.	1
Gathering the faculty together, periodically for sharing experiences and insights would help to build a sense of camaraderie. But, we don't want to add meetings to our schedule. Maybe just informal phone calls periodically would be helpful.	1
Continue to develop seek new faculty with both academic credentials and life experiences.	1
Too "young" to offer suggestions..	1
At this point in the development of INMED, I think, ready accessibility of the dean of faculty, and the president to faculty members is especially encouraging and important to my role. The faculty meetings are also quite important, even though there are only three times a year.	1
Being a virtual institution, we haven't the opportunity of getting to know each other well except for periodic faculty meetings. As the new Dean of Faculty, it is my desire to meet individually with each faculty member in an effort to build relationships with each faculty member, field questions and concerns, and share collegially ideas for improvement within the Institution.	1

Additional Comments/Suggestions for Improvement:

4 Responses

Data	Responses
Excellent efforts to attain, maintain, and provide quality, up-to-date instruction.	1
I mainly wish that more people were aware of and took advantage of these INMED learning options	1
In addition to all of the steps surrounding accreditation, my main concern is recruitment of new learners into the MIH degree	1
I am still getting to know the faculty members in their respective roles and need to become more familiar with their particular strengths and what they bring to the program and the intellectual vigor of the particular classes. The program is certainly managed well. I am particularly impressed with the diversity of the student body.	1

Summary of Evaluation Perceptions by Faculty

Faculty experience is a significant strength of the program, in addition to the flexibility of the program. The greatest, most urgent need is the recruitment of new students, which is directly linked to public awareness of the program. Finally, faculty development/collaboration and mentoring should be a priority for institutional improvement moving forward.

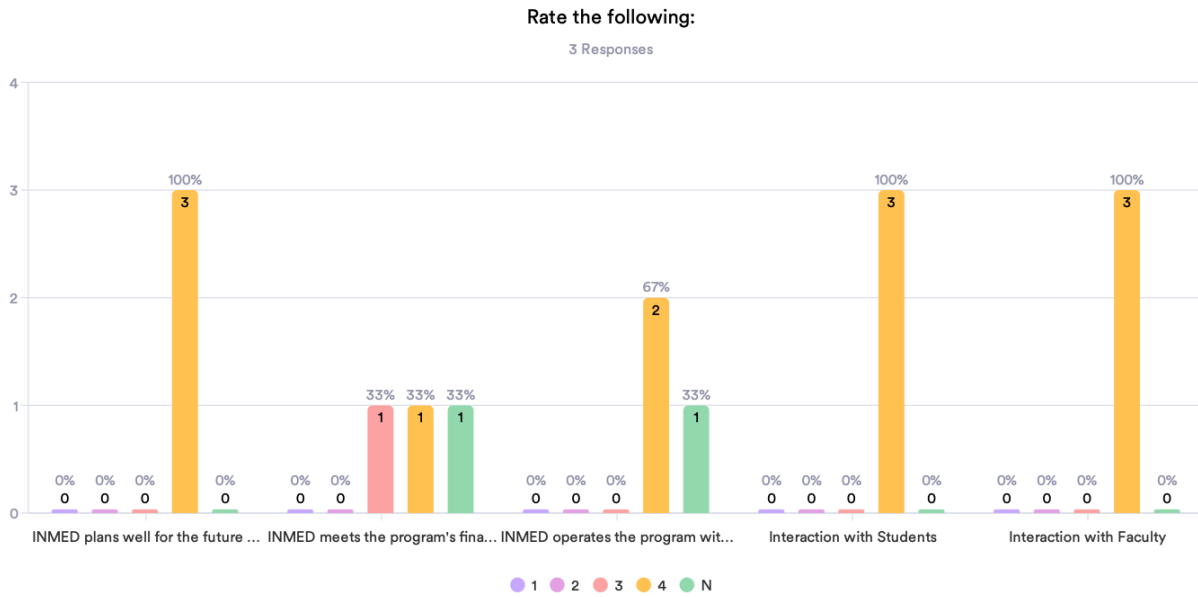
Administrator Perspectives

Program administrators were asked to rate the quality of 5 aspects of the MIH program. These areas were as follows:

- INMED plans well for the future of the program.
- INMED meets the program's financial goals.
- INMED operates the program within its means.
- Interaction with Students.
- Interaction with Faculty

The highest areas of administrative agreement were related to INMED's ability to "plan well for the future of the program," the quality of "interaction with students," and the quality of "interaction with faculty," with 100% of administrator respondents (3/3) rating them as "4 = Excellent." This highlights the institution's sober commitment to strategic planning and reveals the high esteem in which the administrators hold the institution's students and faculty.

The most divergent response was to the statement "INMED meets the program's financial goals." The interpretation of this question and the administrator's varying perspectives should provide a springboard for discussion at the next academic planning retreat.



Administrators: Program Strengths

Administrators report that students and faculty members are valued and respected. A commitment to the mission, combined with a quality, appropriately rigorous learning experience reveals a positive opinion of the program focused on student success and achievement.

What does the program do well:

3 Responses

Data	Responses
Genuinely cares about its students and achieving the mission.	1
The MIH Program has many qualified faculty and outstanding students. The rigor of the program seems to be at an appropriate place. The courses are excellent. The advisors are great at communicating with students on course progress and advising them on what to do next.	1
The program is excellent at actively advising students regarding their academic progress and future careers. The program is a great mix of in-classroom learning, hands-on experience through service-learning, and self-guided learning through the scholarly project.	1

Suggestions for Improvement by Administrators

Administrator's suggestions for improvement centered around faculty-related improvements. Primarily, increasing faculty diversity and engagement, as well as increasing the number of elective courses available in the program.

In what ways can the quality and effectiveness of the program be improved:

3 Responses

Data	Responses
Increasing faculty engagement.	1
Diversity of faculty in terms of gender, age, and nationality can definitely be improved. More courses that can potentially target other health professions.	1
Increased diversity of faculty, additional elective courses	1

Summary of Evaluation Perceptions by Administrators

Administrator's respect for the institution's mission and admiration for students and faculty is high. A focus of future strategic discussions should center around financial planning and faculty development, including the recruitment of a diverse faculty as increased enrollment dictates the need for additional faculty.

Board of Directors Perspectives

Board members were asked to rate the quality of 4 aspects of the MIH program.

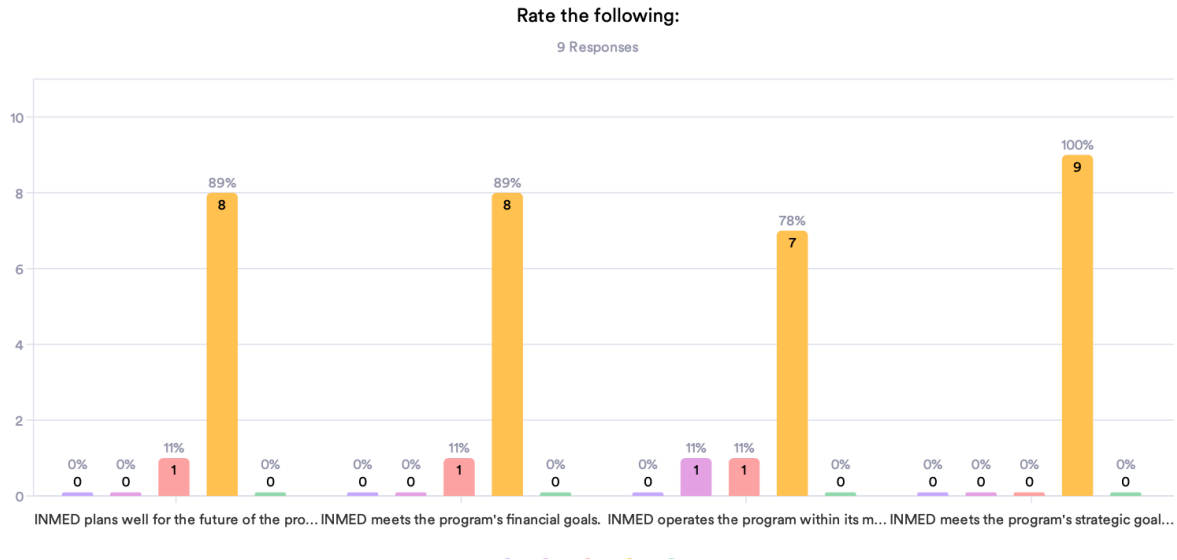
These areas were as follows:

- INMED plans well for the future of the program.
- INMED meets the program's financial goals.
- INMED operates the program within its means.
- INMED meets the program's strategic goals/objectives.

The highest area of board member agreement was related to INMED's ability to "meet the program's strategic goals/objectives," with 100% of administrator respondents (9/9) rating it as "4 = Excellent." This highlights the Board of Directors confidence in the administration and the educational and strategic purpose of the MIH program.

The most differing response was to the statement "INMED operates the program within its means." 78% of board member respondents (7/9) rated this aspect of the program as "4 = Excellent." One individual responded "3 = Good" and one individual

responded “2 = Fair.” It is recommended this question, due to the varying responses and financial implications be discussed at the next board meeting.



Board Members: Program Strengths

Qualitative feedback from the board of directors revealed confidence in the academic program, highlighting a quality curriculum, appropriate to meet the institution’s mission.

What does the program do well:

9 Responses

Data	Responses
Development and management	1
Delivers its promise to best educate medical professionals and equips them for international medicine.	1
Provides high quality educational content	1
Does well in teaching and equipping healthcare professionals with the knowledge and skills they need to serve in the international mission field.	1
Provides great student support and practical experience, in the USA and overseas, to ensure competence, confidence and compassionate service to the least-served.	1
Organize the curriculum, the instructors are excellent	1
Train the student(s) to be equipped to enter communities of underserved people.	1
Assess the reality and deliver appropriate learning adventures to equip student to thrive.	1
Other entries	1

Board Members: Suggestions for Improvement

Board members recognize the need for effective recruitment of students and faculty, and hiring faculty that are aligned with the mission and philosophy of the institution. Continuous quality improvement and the ability to adapt to the changing needs of students will be essential for long-term success.

In what ways can the quality and effectiveness of the program be improved:

9 Responses

Data	Responses
Continue present course	1
I'm confident that "everything" in life can be improved upon. However, with INMED I cannot identify anything specific that comes to mind. However, my observation is that the leaders of INMED are constantly looking for ways to improve.	1
- Advertise/recruit students - Recruit faculty - Sustainably distribute faculty workload	1
More hands on experience at partner sites.	1
The hiring of additional qualified and experienced faculty, who share the same mission, goals and philosophy, would allow the expansion of the program and provide more variety of experience for the learners.	1
Continue to develop the program as time passes. The more experience that the course instructors get, the better the program will be.	1
As time passes, the program will naturally evolve.	1
Keeping their eyes on the ever changing market to deliver appropriate content in relevant ways	1
Other entries	1

Summary of Evaluation Perceptions by Board Members

Board member's commitment to the institutional mission is high, and essential for organizational success and continuance. The "10,000-foot view" of the institution's operations, including program oversight, regular review of finances, and the approval of any major program changes, will be essential for program growth.

Student Success Measures

INMED uses several factors to measure student success. INMED asks the following questions to help measure student success:

- *Are students meet learning outcomes?* INMED learners demonstrate competency through faculty evaluation of student performance and accompanying grades. For the 2022 – 2023 Academic Year, MIH Students achieved a 98% pass rate in all Academic Credit Courses.

- *Are students satisfied upon completion of the degree? On a scale of 1 = Unlikely to 5 = Very Likely, 92% of 2022 – 2023 graduates (11/12) indicated that they were “Very likely” to tell others about the program.*

How likely are you to tell others about the MIH? *



How likely are you to tell others about the MIH?

12 Responses

Best Response

5

92%
Percentage

12
Responses

Data	Response	%
5	11	92%
4	1	8%
1	0	0%
2	0	0%
3	0	0%

- *Are students graduating with no debt owed to INMED? 100% of INMED students graduate with no debt owed to INMED. This is made possible by steeply-discounted tuition rates and a course payment structure that allows learners to pay as they go, one course at a time.*

Two other data points indicating student satisfaction and success are acceptance and retention.

- Program Acceptance Rate: 100% (2022 – 2023). INMED calculates the acceptance rate by dividing the total number of students accepted by the total number of students that apply within a specified academic year.
- Program Retention Rate: 91% (2022 – 2023). INMED calculates retention by taking the total number of enrolled students (including any who have withdrawn or canceled), minus the number of students who have withdrawn or canceled their enrollment, divided by the total number of enrolled students. Note: student numbers are based on enrollment, withdrawal, or cancellation within a specified academic year.

Conclusion:

This report indicates a high degree of satisfaction and observed program excellence among the constituent groups surveyed. Board members, faculty members, administrators, and students all observed an especially strong commitment to INMED’s mission. The need for increased faculty diversity and steady increase in student enrollment are critical for future success and sustainability. Of the constituent groups surveyed, feedback from additional program graduates will be especially crucial for implementing program improvements. In the future, soliciting critical and constructive feedback from external sources may provide valuable new perspectives for program improvement.