

2025 Alumni Survey

(2024 & 2022 Graduates)

Institutional Summary

Methodology and participation:

- Email list of RMU graduates from 2024 and 2022 provided by BI Analyst, IE
- Survey ran from 7 November 2025 – 31 December 2025
- 966 grads were invited via email; Program Directors were asked to also contact alumni.
- Of those invited, 194 graduates reviewed the survey with 188 answering at least one question.
- Response rate was 20%; slightly above the Alumni survey average(mean) response rate 18%
 - Response rates prior to that were 14% in 2024, 15% in 2023, 24% in 2022 when program directors were heavily involved in personal outreach, and 18% in 2021.

Purpose

As part of RMU's comprehensive institutional assessment and continuous improvement process, the purpose of the annual Alumni Survey is to collect institutional data to assess factors related to post-graduation achievements and perceptions. The University measures alumni data one and three-years post-graduation; as such, all 2022 and 2024 graduates were solicited for participation in the 2025 Alumni Survey. The survey was conducted in November and December 2025 via an online survey tool and included five categories: demographics; University Mission, Vision, and Core Themes; Professional Role and Engagement; Overall RMUoHP Experience; and open-ended questions to clarify and supplement the quantitative data.

Reporting & Usage

This report contains the quantitative data and relevant means for all scaled survey items, including comparisons to 2024 findings (as applicable). Five-point Likert scales were frequently used across quantitative items and, when appropriate, the University defines score values ≤ 3.99 as **improvement opportunities**; scores between 4.0-4.49 as *acceptable*; and scores ≥ 4.5 as *exceptional*. Variations in response counts were attributed to a “no basis for judgment” choice that was excluded from calculations. Alumni were given opportunities to provide feedback via open-ended comments, which comments are presented as themes. While this summary report was provided for the consumption of the entire University community, filtered and detailed reports by program were also provided to respective Program Directors as well as to the University’s academic leadership. Feedback from this report is used as an assessment tool for the institutional and academic program assessment and continuous improvement cycles.

Highlights

Institutional Strengths

- 91% of respondents report being employed in degree field (Before or at 12 months of graduation.)
- Almost 40% of respondents reported having “Presented a podium presentation, poster presentation, or served on a panel presentation” after graduating. (Table 12)

Improvement Opportunities & Implementation Suggestions

- EL students report being somewhat dissatisfied with many elements of their educational experience (Table 15)
- Consider ways to increase focus on providing students with meaningful long-term mentorship relationships.

Demographics

Race/ethnicity, gender, age range, grad year, program (Tables 1-5).

Table 1. Race/Ethnicity (n = 194)

Answer	%	Count
White	76%	148
Black or African American	13%	25
Hispanic or Latino	4%	8
Asian	3%	5
Two or more races	3%	5
Not Specified	< 3%	<5
American Indian or Alaska Native	< 3%	<5

Table 2. Sex (n = 194)

Answer	%	Count
Female	67%	130
Male	32%	63
Not specified	0.52%	1

Table 3. Age Range (n = 194)

Mode age group is 20-29. Mean age of respondents: 39 years old.

age group	Total number of students	% of students in age group	Entry-Level	Post-Prof
20-29	60	31%	46	14
30-39	48	25%	17	31
40-49	44	23%	9	35
50-59	31	16%	8	23
60-69	11	6%	1	10
total	194		n= 81	n=113

Table 4. Graduation Year (n=194)

Answer	%	Count
2022	45%	88
2024	55%	106
Total	100%	194

Table 5 Program (n=194)

#	Program Code	%	Count
1	DPT	15%	29
2	DMSC	14%	28
3	SLPD	14%	27
4	PA	10%	19
5	PHD-HS	8%	15
6	MSCO-MHC	7%	14
7	POTD	7%	14
8	MS SLP	3%	5
9	POTD-EDU	3%	5
10	CERT-MHC	2%	4
11	MSCO-SC	2%	4
12	MSHS-HWC	2%	4
13	MSMEDSLP	2%	4
14	PMHNPC	2%	4
15	CERT-SC	<2%	<4
16	DNP-FNP	<2%	<4
17	MSHS	<2%	<4
18	MSN-FNP	<2%	<4
19	DNP	<2%	<4
20	DSC-HSAT	<2%	<4
21	ENPC	<2%	<4
22	MSHS-FN	<2%	<4
23	MSHS-RS	<2%	<4
24	MSHS-SP	<2%	<4
25	MSN-FNPM	<2%	<4
26	PHD-OS	<2%	<4
27	POTD-PED	<2%	<4
28	TDPT-PED	<2%	<4

Mission, Vision, & Mission Fulfillment Goals

All survey items regarding the University's Mission, Vision, and Mission Fulfillment Goals remained in the *acceptable* range (between 4.0-4.49) or excellent range (4.5+) with Table 6 items 2 and 3 slightly higher than 2024 while item 6 was the lowest.

Table 6. Mission, Vision, Core Values, & MFGs

#	Question	Strongly Disagree	Count	Some what Disagree	Count	Neutral	Count	Some what Agree	Count	Strongly Agree	Count	Total	Mean	EL	PP	2024
1	Mission: The university fulfills its mission to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice.... (2025 version)	4.14%	6	1.4%	2	7.6%	11	16.6%	24	70.3%	102	145	4.5	4.3	4.6	4.5
2	Vision: The university is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare.	4.90%	7	2.1%	3	5.6%	8	16.1%	23	71.3%	102	143	4.5	4.3	4.6	4.4
3	RMU develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice. (Mission Fulfillment Goal 1 - Developing Evidence-Based Practitioners)	4.93%	7	0.7%	1	3.5%	5	13.4%	19	77.5%	110	142	4.6	4.4	4.7	4.5
4	RMU 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. (Mission Fulfillment Goal 2 - Elevating Clinical Inquiry Proficiency)	4.93%	7	2.1%	3	7.0%	10	16.2%	23	69.7%	99	142	4.4	4.1	4.6	4.4
5	RMU ensures educational quality through student-centered academic programs, services, and continuous improvement. (Mission fulfillment Goal 3 - Ensuring Educational Quality)	4.96%	7	2.8%	4	6.4%	9	17.0%	24	68.8%	97	141	4.4	4.3	4.5	4.4
6	RMU nurtures student success by engaging students in professional and personal growth opportunities. (Mission fulfillment goal 4 - Nurturing Student Success)	6.29%	9	2.1%	3	7.0%	10	22.4%	32	62.2%	89	143	4.3	4.2	4.4	4.3

Professional Role & Engagement

Many respondents indicated transitions in professional roles, with the highest levels being Clinicians and following graduation (Table 7). Alumni also reported increased obtainment of board or specialty certifications and membership in the primary professional association following graduation (Tables 8-9).

Table 7. Professional Role, prior and current (n = 143)

Professional Role Prior to Program Enrollment at RMU														
#		Clinician	Count	Researcher	Count	Administrator	Count	Educator	Count	Full-time Student	Count	Other	Count	Total
1	Post-Prof	67.8%	61	0.0%	0	4.4%	4	11.1%	10	7.8%	7	8.9%	8	90
2	Entry-Level	11.3%	6	0.0%	0	1.9%	1	7.6%	4	50.9%	27	28.3%	15	53
Current Professional Role														
#		Clinician	Count	Researcher	Count	Administrator	Count	Educator	Count	Full-time Student	Count	Other	Count	Total
1	Post-Prof	64.0%	57	2.3%	2	3.4%	3	23.6%	21	0.00%	0	6.7%	6	89
2	Entry-Level	84.6%	44	1.9%	1	5.8%	3	3.9%	2	0.00%	0	3.9%	2	52

Table 8. Possess a Board or Specialty Certification (n=123, n=132)

Prior to Program Enrollment at RMU						
#	Possess Certification	Yes	count	No	count	Total
1	ALL	43.1%	53	56.9%	70	123
2	Post-Prof	55.4%	46	44.6%	37	83
3	Entry-Level	17.5%	7	82.5%	33	40
Currently						
#	Question	Yes		No		Total
1	ALL	65.9%	87	34.1%	45	132
2	Post-Prof	69.1%	58	31.0%	26	84
3	Entry-Level	60.4%	29	39.6%	19	48

Table 9. Professional Association Membership (n=137)

Association Membership						
Prior to Program Enrollment at RMU						
#	Group	Yes	#	No	#	Total
1	Post-Prof	70.5%	62	29.6%	26	88
2	Entry-Level	10.2%	5	89.8%	44	49
3	All	48.9%	67	51.1%	70	137
Currently						
#	Group	Yes		No		Total
1	Post-Prof	87.4%	76	12.6%	11	87
2	Entry-Level	60.0%	30	40.0%	20	50
3	All	77.4%	106	22.6%	31	137

Table 10. Intend to Obtain New Board or Specialty Certification (n = 133)

Group	Yes	count	No	count	Unsure at this time	count	Total
Post-Prof	19.8%	17	32.6%	28	47.7%	41	86
Entry-Level	23.4%	11	23.4%	11	53.2%	25	47

Table 11. Service in Professional Organization Leadership Roles (n = 137)

#	Answer	%	Count
1	No.	89.1%	122
2	Yes, at the state level.	5.1%	7
3	Yes, at the regional level.	0.7%	1
4	Yes, at the national level.	2.9%	4
5	Yes, at multiple levels.	2.2%	3
	Total	100%	137

Table 12. Scholarly Activity Post-Graduation

#	Question	Never	count	1-2 Times	count	3-4 Times	count	5-6 Times	count	Greater than 6 Times	count	Total
1	Published articles (or in press) in academic or professional journals.	85.7%	114	12.0%	16	2.3%	3	0.0%	0	0.0%	0	133
2	Published chapters (or in press) in edited volumes.	97.7%	129	2.3%	3	0.0%	0	0.0%	0	0.0%	0	132
3	Authored published (or in press) books, manuals, or monographs.	94.7%	124	5.3%	7	0.0%	0	0.0%	0	0.0%	0	131
4	Published articles in popular press (non-academic, non-journal (e.g., magazines, blogs)).	94.6%	122	3.9%	5	1.6%	2	0.0%	0	0.0%	0	129
5	Presented a podium presentation, poster presentation, or served on a panel presentation.	60.8%	79	23.1%	30	11.5%	15	1.5%	2	3.1%	4	130
6	Awarded a grant as the primary investigator.	94.6%	122	5.4%	7	0.0%	0	0.0%	0	0.0%	0	129

Table 13. Employment Status in related field at Graduation & 12 Months Post-Graduation (n = 134)

#	Answer	%	Count
1	Yes, I held full-time employment (>29 hours/week) when I completed my degree.	78%	105
2	Yes, I held full-time employment (>29 hours/week) within 12 months of completing my degree.	13%	17
3	No, I did not hold full-time employment (>29 hours/week) within 12 months of completing my degree and <i>I was seeking</i> full-time employment.	4.5%	6
4	No, I did not hold full-time employment (>29 hours/week) within 12 months of completing my degree, but I was NOT seeking full-time employment.	4.5%	6



Table 14. Current Employment Status (n = 133)

#	Answer	%	Count
1	I currently hold full-time employment (>29 hours/week).	85%	113
2	I am currently seeking full-time employment (>29 hours/week).	1%	1
3	I am NOT currently seeking full-time employment (>29 hours/week).	3.0%	4
4	I currently hold part-time employment (29 hours/week) and am seeking full-time employment.	1.5%	2
5	I currently hold part-time employment (29 hours/week) and am NOT seeking full-time employment.	7.5%	10
6	I am employed outside of my degree field. (Please describe.)	2%	3

Overall RMUoHP Experience

Table 15 demonstrates respondent agreement levels to various aspects of the RMUoHP experience, which means most fall within the *acceptable* ranges, with three **improvement opportunities (items 1, 3, 4)**. 86% of the respondents indicated overall satisfaction with their RMUoHP experience (Table 16). The Net Promoter Score (NPS), to which RMU aspires at least 30, is 38.8. (Table 17)

Table15. Overall Educational Experience

#	Question	Strongly Disagree	count	Disagree	count	Neutral	count	Agree	count	Strongly Agree	count	Total	Mean	EL (n=46)	PP (n=82)	2024 Mean
1	My RMU education included the completion of scholarly activities that led to healthcare advancement within my field of influence.	3.2%	4	10.5%	13	19.4%	24	27.4%	34	39.5%	49	124	3.9	3.6	4.0	4.0
2	My educational experience at RMU enhanced my ability to conduct scholarly activity (e.g., clinical inquiry through performing research, implementing system change, expanding evidence-based practice).	3.2%	4	4.8%	6	8.1%	10	29.8%	37	54.0%	67	124	4.3	3.8	4.5	4.2

3	Through my RMU education, I have been able to challenge current practice standards and serve as a catalyst for healthcare change within my scope of practice.	2.4%	3	10.5%	13	18.6%	23	31.5%	39	37.1%	46	124	3.9	3.5	4.2	4.0
4	I formed meaningful formal and informal long-term mentorship and advisement relationships through my RMU educational experience.	8.0%	10	16.0%	20	11.2%	14	28.0%	35	36.8%	46	125	3.7	3.6	3.7	3.8
5	My educational experience at RMU helped me contribute to the greater body of healthcare knowledge.	4.0%	5	7.1%	9	17.5%	22	29.4%	37	42.1%	53	126	4.0	3.7	4.1	4.0
6	My educational experience at RMU had a positive impact on my career (e.g., raise, promotion, leadership opportunities (university committees, project leadership), research funding, practice expansion).	5.6%	7	7.1%	9	9.5%	12	31.0%	39	46.8%	59	126	4.1	4.0	4.1	4.0
7	My academic program was a good value.	8.6%	11	7.0%	9	9.4%	12	31.3%	40	43.8%	56	128	4.0	3.6	4.1	4.1
8	My RMU education has improved my evidence-based clinical skills.	4.8%	6	2.4%	3	7.2%	9	24.0%	30	61.6%	77	125	4.4	4.2	4.5	4.4
9	My RMU education has improved my evidence-based administrative skills.	4.8%	6	7.9%	10	12.7%	16	31.8%	40	42.9%	54	126	4.0	3.6	4.2	4.1
10	My RMU education has improved my skills as an evidence-based educator.	5.0%	6	3.4%	4	14.3%	17	25.2%	30	52.1%	62	119	4.2	3.7	4.4	4.4

Table16. Overall Experience Satisfaction (n=129)

group	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Mean
Post-Prof	25.00%	2	75.0%	3	33.3%	2	54.2%	13	72.4%	63	4.6
Entry-Level	75.00%	6	25.0%	1	66.7%	4	45.8%	11	27.6%	24	4
ALL	6.20%	8	3.1%	4	4.7%	6	18.6%	24	67.4%	87	4.4

Net Promoter Score

Table17. Likelihood of Recommending RMUoHP to a Friend, Family Member, or Colleague (NPS) (n=188)

Answer	%	Count
0	2.1%	4
1	1.1%	2
2	1.1%	2
3	1.1%	2
4	1.1%	2
5	4.3%	8
6	6.4%	12
7	11.7%	22
8	15.4%	29
9	14.9%	28
10	41.0%	77
	100%	188

2025 NPS= 38.8 (mean= 8.2)

EL= 10.5 (mean=7.4)

PP= 58 (mean= 8.7)

2024 NPS= 55.4 (mean=8.4)

EL= 37.8 (mean=7.9)

PP= 65 (mean= 8.7)

2023 NPS= 42 (mean=8.2)

Table 17.a Why would you not recommend RMU to others? (select all that apply) (n=31)

Answer	%	Count
Concerns related to the cost of tuition at RMU	87.1%	27
Concerns related to RMU Programs of study	35.5%	11
Concerns related to the quality of instructors at RMU	48.4%	15
Concerns over job placement	12.9%	4
Something else (please specify)	16.1%	5
Concerns related to student debt	74.2%	23

Table 17.b What could we improve so you would be more willing to recommend RMU in the future? (select all that apply) (n=76)

Answer	%	Count
Something else (please specify)	47.4%	36
Offer more financial-aid options	55.3%	42
Improve course offerings	26.3%	20
Act on student feedback	23.7%	18

'Something Else' open response Themes (n=34)

	Theme	% of Responses	Frequency
1	Tuition, Cost & Financial Burden	32%	11
2	Faculty Quality, Professionalism & Support	29%	10
3	Program Quality, Rigor & Curriculum Improvements	24%	8
4	Reputation, Career Outcomes & Recommendation Concerns	15%	5

'Something else' Sample verbatim open responses:

I witnessed inappropriate/unprofessional conversations from instructors that has changed my view of the program ...
Improve the quality of instructors, how they guide students, and their overall ability to teach and mentor professionals
Tuitions should not exceed that of the national average for new grad annual income.
Cost of clinical ed ...
Be more honest about the type of work that is available
More assistance finding clinical placements

Table 17.c Which of the following elements contributed to your positive feelings about RMU (mark all that apply) (n=98)

Answer	%	Count
Feelings of belonging/community at RMU	49.0%	48
Program rigor	81.6%	80
Quality of career preparedness	66.3%	65
Something else (please explain)	11.2%	11
Quality Faculty	83.7%	82
Culture of professional networking	41.8%	41
Financial aid offered	15.3%	15

'Something else' sample open responses

The helpfulness of all personnel to ensure your success.

Location

Adult learner friendly and superb librarian assistance and faculty availability.

Table 17.d Setting in which you are currently practicing

Answer	%	Count
Acute Care/Hospital Facility	11.2%	15
ECF/Nursing Home/SNF	2.2%	3
Outpatient Hospital Clinic	9.7%	13
Inpatient Hospital Clinic	2.2%	3
University affiliated Healthcare Program	13.4%	18
Home Health Care Pediatrics	3.7%	5
Home Health Adults	1.5%	2
Home Health Adults and Pediatrics	2.2%	3
Private Practice -- Pediatrics	7.5%	10
Private Practice -- Adults	14.2%	19
Private Practice -- Adults and Pediatrics	16.4%	22
School/Preschool System -- Early Intervention	6.0%	8
School/Preschool System -- Preschool Program	6.0%	8

School/ System -- Elementary	10.5%	14
School/Preschool System -- Secondary	11.9%	16
School System specialty (such as an autism center, school for the deaf, etc)	5.2%	7
Other	23.9%	32
Total	100%	134

ID #	'Other' Setting (open response)
1	Assisted living facility part-time and employed at a digital health company for allied health professions part time. Those roles together make up my full time role in this field.
2	EMG/NCV and MSKUS Diagnostics
3	Faculty - higher ed
4	Field Researcher
5	Full time academic, no clinical responsibility
6	Higher education academician
7	Higher Education Faculty
8	HMO/Medicare Entity
9	I am working abroad to help establish inclusive education in Macedonia.
10	I own a private practice working with private clients plus a small school contract.
11	IHS clinic
12	Independent, Adjunct. Volunteer Ombudsman
13	Instructor for a NBC-HWC Accredited Program
14	None
15	Non-Profit Counseling Agency
16	Outpatient FQHC
17	Outpatient ortho
18	Outpatient treatment for SUD
19	own & manage a psychiatry clinic
20	Private office
21	Public health
22	R1 land grant institution
23	University
24	University Level
25	University Library
26	University Outdoor Recreation Program
27	University; Athletics
28	urgent care

Open-Ended Question Responses

The open-ended comments added clarification and detail to aid in the interpretation of quantitative data. The final table (Table 22) contains the list of 'Success stories'.

Table 18. Any Additional Feedback? (n=111)

Answer	%	Count
Nothing I can think of, thanks	83.78%	93
I'd like to share additional feedback (Please explain)	16.22%	18

Table 19. Additional Feedback, open response, edited for clarity (n=18)

ID	Verbatim comment
1	I was greatly disappointed with the termination of our access to our modules and lecture material through Canvas. We were told this would be life long access and helpful handouts, slides, etc were lost to me. The transfer to outlook email and our limited access has also impacted me negatively.
2	Mostly just really concerned with the cost of education and student loan debt per average salary of SLP field.. across the national spectrum, not just RMU
3	The fact that you guys are continuously raising the cost of tuition.... There are schools out there delivering the same ... education that cost less. Your students deserve better....
4	I had an overall positive academic experience at RMU. I really enjoyed all of my professors. I graduated in 2024 & I was disheartened to find out that my academic program (MS in Health Science; Rehabilitation pathway) had been dissolved.
5	I've really appreciated the opportunity to serve as an adjunct research fellow (e.g., content expert) on SLPD students' capstone committees (thank you)!
6	Handled COVID poorly... how many hours I would get during rotations when I was applying... (later) changed without us agreeing to what we were promised... The school didn't allow our family to join the white coat ceremony. We hardly had contact with teachers due to COVID, so mentoring did not exist as promised.
7	Maybe my program was in its infancy, which is why I gave the ratings I did. I still maintain good relationships with my faculty and several in my cohort. The following year, the tuition rate dropped. However, I wish that I could have gone to Malawi, I wish that I could have had more research experience, and I wish that we were encouraged to be more involved in academia and administration.
8	I would like them to apologize for how they treated us during Covid
9	It would be beneficial for RMU to have a career opportunities follow up for graduates.
10	It would be helpful to better prepare students for the precepting experience. I've had students from another school that seem much better prepared on what to expect
11	I LOVE RMU and am reminded daily of the exceptional education I received. Utah will always hold a special place in my heart. Jon, Jen, Tyler, Mike, Travis, and Dr. Immonen were out of this world educators. Also, Cecile - so grateful for her!

- 12 With the changes in loans per the current administration, I really hope you look at how the cost of clinical education is irresponsible ... Incurring ~40k of additional debt not including interest for clinical education is insane. I really enjoyed my time at RMU but the for-profit university is [bad]. I hope there is some serious self-reflection on this matter.
- 13 PP OTD track for Education should include opportunities for planning and teaching
- 14 Reduce costs
- 15 I wish it were a requirement to have an acute care clinical. Now that I am in the field, many positions require or prefer this experience and I don't have it. Would not have known when we needed to sign up for clinicals.
- 16 One thing that I feel would be of great benefit as part of the PP OTD program, would be requiring student to present at state or national OT conferences.
- 17 I appreciated all the office hours from my instructors and people in the program to learn tidbits about how to make the most of my experience. Through the provost's messages, I felt valued and connected. Throughout the program, I had nearly immediate access to a variety of departments. Thank you!
- 18 Tuition is VERY high for the MS SLP and the fields current salary/hourly ranges don't necessarily reflect a positive return on investment. Please consider this when pricing your program. Also it's a great school but I know many individuals who declined going because of the price tag.

Table 20 Current board or specialty certification (n=70)

ID	Certification
1	AANP, ANCC
2	ACMHC
3	ACMHC, school counseling
4	ANCC - FNP-BC
5	ASHA
6	ASHA
7	ASHA CCCs
8	ASHA, TDLR
9	Associate Clinical Mental Health Counselor
10	ATC
11	ATC
12	ATC
13	ATC, CSCS
14	Athletic Trainer

15	Board Certified AT
16	BOC (Athletic Training)
17	BOC ATC
18	California Board of Occupational Therapy
19	CAQ-Psych, NCCPA
20	CCC-SLP
21	CMHC
22	CMHC
23	EM CAQ
24	Fnp, enp
25	FNP-C, FNP-BC, ENP-C
26	Jungian Advanced Motor Processing Transformational Coach, Internal Family Systems, Somatic Processing, Mindfulness Certifications
27	Licensed school counselor, certified college and career awareness
28	LOTR, Gerontologist

29	National Board for Certification in Occupational Therapy; National Board Certified Health and Wellness Coach; 500 Hour Registered Yoga Teacher; teaching Yoga to Seniors Certification; Geriatric Certification; Pelvic Health Certification
30	NBC-HWC
31	NBC-HWC
32	NBC-HWC
33	NBCOT
34	NCCPA
35	Nccpa
36	nccpa
37	NCCPA
38	Nccpa
39	NCCPA
40	NCCPA
41	NCCPA & CAQ-Psych
42	NCCPA internal medicine.

43	NCCPA, CPHQ
44	Occupational Therapist, Licensed Special Education Teacher
45	OCS
46	OCS
47	OCS, MTC, CHT
48	OTR/L
49	PA-C
50	PA-C
51	PA-C
52	PA-C
53	PAC
54	PA-C, CAQ-Psych
55	Pediatrics
56	Physician Assistant
57	Physician Assistant, NCCPA and Lifestyle Medicine (ACLM) Board Certification
58	PMHNP
59	PMHNP-BC
60	PMHNP-BC
61	Psych caq
62	RDN-AP, CNSC
63	Registered Dietitian
64	Respiratory therapist
65	SIPT (sensory integration and praxis test) certification. I also earned an education certificate for healthcare providers through RMU.
66	SLP ASHA
67	SLPAHADB
68	Speech Language Pathologist
69	Usbe school counselor
70	VA Board of Audiology and Speech Pathology

AACN, APNA
AANP
Aanp
AANP, ANA
AAPA
AAPA
Aapa
AAPA
Aapa
AAPA
AAPA
AAPA
AAPA
AAPA
AAPA and GAPA
AAPA and UAPA
AAPA Napa
AAPA, APAP
AAPA, IL PA Association, American College of Lifestyle Medicine
AAPA, NJSSPA, APAP
AAPA, WAPA,
ACA
Academy of Nutrition and Dietetics
ACE
American Association of Intellectual and Developmental Disabilities (AAIDD)
American Occupational Therapy Association
American School Counselor Association, Utah School Counselor Association
American Speech-Language Hearing Association (ASHA)
ANCC

ASHA
Asha
ASHA
ASHA
ASHA
ASHA
ASHA
ASHA
Asha
Asha
ASHA and Illinois and Indiana state organizations
ASHA, CSHA
ASHA, KDP
ASHA, NBASHL
ASHA, TDLR
Association of Caribbean Occupational Therapists & Trinidad and Tobago Occupational Therapy
Autism Botswana & AOTA
capa, aapa, nccpa

Human Anatomy & Physiology Society
ISHA, ASHA
NATA
NATA
NATA
NATA, APTA
NATA, CATA
NATA, MAATA, MoATA, NSATA
NATA, NSCA
NATA, RMATA, AZATA
NBCC/ASCA
NBC-HWC
NCCPA. AAPA. Society of Army Physician Associates: Expert fellow. Academy of Doctoral PAs.
Rrt
Tsha and Asha
UAPA
UCBET
UMHCA and AMHCA
USCA, ASCA
Utah Academy of Physician Assistants

Table 22. Success stories (n=14)

ID	comment
1	My doctoral education at RMU has empowered me to become a stronger, more confident advocate for individuals with communication disorders by deepening both my clinical expertise and my commitment to equity in access to care. Through this experience, I have been able to raise funds to support students who require augmentative and alternative communication (AAC), conduct field research to improve the quality and fairness of diagnostic materials, and volunteer my time to provide free support within my community. These opportunities have strengthened my voice as a leader, affirmed my passion for service, and reinforced the belief that advocacy must extend beyond the therapy room. Additionally, being honored as my school's Teacher of the Year further reflects the impact of this work and my dedication to uplifting the communication needs of every individual I serve.
2	Completing the DMSc program at RMU of HP was a wonderful add to my career boost! I was able to obtain dedicated learning in the field of psychiatry by professors who have become friends and colleagues. I felt prepared to sit for the Certificate of Added Qualifications for Psychiatry and passed without difficulty. I was exposed to additional resources and professional opportunities that have served me well. I highly recommend this option for learning and achieving new professional heights to my colleagues.

3 The professionalism, collegiate support systems, and engagement with classmates at RMU were exceptional experiences.

4 RMU is a supportive environment! The work was challenging and rigorous at times. Even through the rigor, faculty were extremely helpful. As a student, I knew they genuinely cared. I learned the gold standard way of conducting research from start to finish. I left feeling competent as a researcher which was an additional asset of the SLPD program. I am grateful for the pleasant experience that I had and would recommend this program to any clinician seeking to further their knowledge and clinical development.

After receiving my clinical doctorate, I have participated in several research studies. The degree positions you as an authority figure in your field and people will begin to rely on your expertise. I am so pleased in my decision to attend RMU and encourage anyone exploring SLPD options to learn more about them!!

5 My personal success story is that RMU gave me the pathway and support I needed to complete my doctorate, a journey I started and stopped twice before finally reaching the finish line.

6 After graduating from Rocky Mountain University of Health Professions, I have developed a comprehensive understanding of being an evidence-based practitioner in occupational therapy, and I fully embrace this role.

7 I am very happy with my education through RMUoHP. I also credit the MI and CBT classes with changing how I practice medicine, I have decided to stay in primary care. Even though my initial intent was to change to psychiatry. I find my education and MI training highly applicable in my current work. I also appreciate being more comfortable with mental health diagnosis and treatment as well, as we see these in primary care and access to behavior health specialist is limited.

8 necessarily rigorous for preparation of practice

9 Obtaining my PhD allowed me to apply for promotion to Full Professor of Practice, which I obtained in April 2025.

10 RMUoHP was perfect for me to achieve a doctor of medical science with an emphasis in psychiatry. Online was great. The only time I went to the campus was to graduate. I continue to work mobile medicine and not help more with mental health in our company.

11 As a Doctor of Speech-Language Pathology and the only SLP practice owner in my area with a doctoral degree, I entered private practice already positioned for success. I began my private practice while I was completing my coursework. My experience at RMU allowed for me to become an expert in my field of early intervention and expand my practice to multiple counties. My advanced clinical training, leadership and supervisory training, and deep understanding of evidence-based practice set me apart as I continued to build a thriving, high-quality practice from the ground up. With a strong foundation in both clinical excellence and business strategy, I've been able to deliver elevated services, supervise a team of therapists, advocate effectively for families, and create impactful systems that support meaningful, measurable outcomes for the children and communities I serve.

12 I completed the post professional occupational therapy doctoral program through Rocky Mountain University of Healthcare Professionals in 2022 and received an additional Education Certificate for Healthcare Professionals in April of 2023. Since completing my program, I have been teaching as an adjunct professor in a local occupational therapy program and hope to teach full time in the near future. I value my experience at RMU, as it prepared me for the academic rigor of teaching and evidence-based practice.

13 Rocky Mountain University gave a name to my professional passion: knowledge translation: the art of putting research into practice. Before RMU, I possessed the foundational skills to read research and adapt findings to clinical settings. I sought the challenge of implementing evidence-based strategies, yet I didn't realize this work had a formal discipline behind it; my skills had been largely self-taught. RMU transformed my understanding and opened an entirely new chapter in both my professional and personal life. After graduation, I accepted a full-time clinical assistant position at a university in the Pacific Northwest, where I co-taught courses in the evidence-based practice series. I had no other teaching experience, but with a supportive faculty and skills learned at RMU, I found a satisfying and exciting challenge in making knowledge translation accessible to students. I loved mentoring them through community-based knowledge translation projects and watching their initiatives flourish from concept to implementation.

Currently, I'm applying my occupational therapy lens, evidence-based practice skills, and love for knowledge translation to help establish inclusive

education practices in schools in a small Balkan country. Three pillars of RMU's program were instrumental to my success: exceptional faculty mentorship, innovative instruction methods, and academic rigor that pushed me to grow. Above all, my time at RMU cultivated something invaluable: professional confidence that continues to fuel my work wherever I go.

- 14** I am humbly grateful for the opportunity to become a more proactive, healthcare leader promoting and effecting changes to the value and quality of clinical care offered for those we serve day in and day out. I feel more confident and best prepared to continue my clinical research as the field of care unfolds with more clinical challenges to overcome with resolute passionate resilience to keep on leading in humility and excellence. I am quite grateful to the academic influence from Dr. Bartley Rust, Dr Eugenia Franco, Dr Shilpa Gajarawala, Dr. Mace Hamblin and Dr Victoria Galloway, who did go the "extra mile" in patience for this adult learner needing more encouragement in "believing and actualizing the best version of myself to the task at hand". The librarian staff, specially Ms. Monica Benavidez who kindly steward tutored me in so many ways and in such a nurturing manner. Their input was certainly crucial in keeping me motivated and engaged to succeed.

END