

2024 Exit Interview Survey

Institutional Summary

All semesters, 2024

Purpose, Methods, & Participation

As part of RMU's systematic institutional assessment and continuous improvement process, the purpose of the Exit Interview Survey (EIS) is to assess graduating student perception of the following: University alignment with Core Values, Mission, Core Themes, and Vision; academic experience; overall experiences; and satisfaction. The 2024 EIS was conducted via an online survey tool at the conclusion of each of the three academic semesters. All students who applied to graduate were required to complete the survey as part of their graduation requirements; however, some refused. 492 grads were invited to complete the survey, and 455 responded. Therefore, the response rate for 2024 graduates was 93%. Graduate demographics are included in Tables 1-5. The survey included rating, and open-ended items for all graduates, as well as supplementary items for entry-level graduates and those graduates who completed capstone projects or dissertations. These supplementary items are not included in this report but were provided directly to the program and academic leadership. Please note one methodology change. The 2024 NPS question wording was altered to include the answer key, as approved by VPIE and the University Quality Improvement Committee, with a goal of ensuring psychometric clarity. This was the first year to use the new methodology. The Net Promoter Score was the only item in the survey that showed a notable change from the previous year.

Reporting & Usage

This report contains means for all scaled survey items, additional quantitative data, and a summary of themes related to open-ended items. To address population differences and improve reliability, post-professional (PP) graduate and entry-level (EL) graduate data were presented separately from overall institutional means. Included within the EL category are the entry-level Doctor of Physical Therapy, Masters of Speech-Language Pathology, and the Master of Physician Assistant Studies and Counseling; within the PP category were all other degree and certificate programs. Institutional means for the 2023 EIS were included for comparison as available. Variations in response counts were attributed to a "no basis for judgment" choice that was excluded from calculations. For appropriate five-point Likert scaled items, the University defines score

values as follows: scores ≤ 3.99 are *improvement opportunities*; scores between 4.0-4.49 are *acceptable*; and scores ≥ 4.5 are *exceptional*. While this summary report was provided for the consumption of the entire University community, filtered reports by program were also provided to the respective Program Directors when at least three graduates responded. Data from this report were used as a tool within the functional area and academic program assessment and continuous improvement cycles.

Highlights

Institutional Strengths

- ✓ Employment upon completion: 71% of grads reporting full-time employment upon completion at RMU.
- ✓ Grads feel that RMU incorporates Evidence Based learning.
- ✓ Students are satisfied, overall.

Improvement Opportunities

- Some grads felt their instructors were unreasonably harsh, careless, or rigid, and using recycled/outdated course materials.
- Career Guidance – many grads report this was lacking in their experience at RMU.

Demographics

Several programs were represented by the 2024 graduates (Table 1). There were substantially more female respondents than male respondents, reflecting enrollment composition at RMU (Table 2). Most 2024 grads began their degree program in 2022 (Table 3). Twenty-five percent (25%) of the graduates were non-Caucasian (Table 4). Graduate age ranges were diverse, with the majority of being between 25 -29 years of age (Table 5).

Table 1. Degree Program (n = 461)

Answer	%	Count
Doctor of Physical Therapy	20.17%	93
Post-Professional Doctor of Speech-Language Pathology	12.36%	57
Doctor of Medical Science	11.93%	55
Master of Physician Assistant Studies	10.20%	47
Master of Science in Clinical Mental Health Counseling	6.72%	31
Doctor of Philosophy in Health Sciences	5.64%	26
Master of Science in Medical Speech-Language Pathology	4.56%	21
Post-Masters Clinical Mental Health Counseling Certificate	3.25%	15
Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate	2.82%	13
Post-professional Doctor of Occupational Therapy	3.25%	15
Master of Science in Health Science	1.95%	9
Master of Science in School Counseling	1.74%	8
Post-Baccalaureate Master of Science in Nursing / Family Nurse Practitioner	1.52%	7
Master of Science in Clinical Mental Health Counseling; AND SC, dual	1.08%	5
Master of Science in Clinical Mental Health Counseling; AND SC	1.08%	5
Post-Baccalaureate Master of Science in Nursing / Family Nurse Practitioner	1.08%	5
Emergency Nurse Practitioner Certificate	0.87%	4
Family Nurse Practitioner Certificate	0.87%	4
Master of Science in Health Science-Rehabilitative Science	0.87%	4
Post-Baccalaureate Doctor of Nursing Practice (Family Nurse Practitioner)	0.87%	4
Post-Baccalaureate Master of Science in Nursing / Family Nurse Practitioner and Emergency Nurse Practitioner	0.87%	4
Post-Baccalaureate Master of Science in Nursing / Psychiatric Mental Health Nurse Practitioner	0.87%	4
Master of Science in Athletic Training Practice	0.65%	3
Master of Science in Health Science-Sports Performance	0.65%	3
Family Nurse Practitioner Certificate / Emergency Nurse Practitioner Certificate	n/a	<3
Master of Science in Mental Health Counseling	n/a	<3
Post-Bac. Master of Science in Nursing / Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner	n/a	<3
Post-Masters Doctor of Nursing Practice	n/a	<3
Emergency Nurse Practitioner Certificate, DUAL Master of Science in Nursing - Family Nurse Practitioner	n/a	<3
Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate	n/a	<3
Master of Science in Health Science-Functional Nutrition	n/a	<3
Master of Science in Health Science-Health & Wellness Coaching	n/a	<3
Master of Science in Nursing - Family Nurse Practitioner	n/a	<3
Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner	n/a	<3

Post-Bac. Master of Science in Nursing / Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner	n/a	<3
Post-Baccalaureate Master of Science in Nursing / Psychiatric Mental Health Nurse Practitioner	n/a	<3
Post-Master's Clinical Mental Health Counseling Certificate	n/a	<3
Post-Master's School Counseling Certificate	n/a	<3
Psychiatric Mental Health Nurse Practitioner Certificate Program	n/a	<3

Table 3.a. Start Year

Year	Count
2018	1
2019	14
2020	32
2021	81
2022	224
2023	95
2024	5
Grand Total	452

Table 2. Graduate Gender (n = 455)

Answer	%	Count
Female	70.77%	322
Male	28.79%	131
Not specified	n/a	<3

Table 3. Program Start Date (n = 452)

Semester	Count	%
Fall 2019	3	0.7%
Fall 2020	14	3.1%
Fall 2021	64	14.2%
Fall 2022	78	17.3%
Fall 2023	13	2.9%
Fall 2024	3	0.7%
Summer 2018	1	0.2%
Summer 2019	11	2.4%
Summer 2020	17	3.8%
Summer 2021	16	3.5%
Summer 2022	131	29.0%
Summer 2023	37	8.2%
Winter 2020	1	0.2%
Winter 2021	1	0.2%
Winter 2022	15	3.3%
Winter 2023	45	10.0%
Winter 2024	2	0.4%

Table 4 Graduate Ethnicity (n = 455)

White	75.6%	344
Black or African American	7.7%	35
Asian	5.1%	23
Hispanic or Latino	5.1%	23
Two or more races	4.2%	19
Other underrepresented minorities (combined)	1.1%	5
Prefer not to respond	0.9%	4

Table 5 Graduate Age (n = 454)

Age group	Count
20-24	15
25-29	153
30-34	76
35-39	60
40-44	58
45-49	46
50-54	23
55 plus	23

Core Values, Mission, Core Themes, and Vision

Graduates were asked to rate their level of agreement to statements regarding the University's Core Values, Mission, Core Themes, and Vision (Table 6). Institutional means for most items were in the exceptional range. There were no notable changes from the previous year.

Table 6. Core Values, Mission, and Core Themes

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n=221)	PP (n=229)	2023 Means (n=510)
1	Evidence-Based. We fuse our expertise with the best available evidence to achieve the best possible outcomes.	1.11%	0.22%	2.23%	6.90%	89.53%	449	4.84	4.86	4.81	4.82
2	Learning-Centered. By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.	1.33%	0.44%	3.33%	10.44%	84.44%	450	4.76	4.78	4.75	4.75
3	Authentic. We recognize our imperfections and welcome growth stemming from both success and failure. We believe in our unlimited capacities to find solutions. We model gratitude. We seek to understand, to empathize, and to forgive.	1.56%	1.12%	6.47%	19.64%	71.21%	448	4.58	4.51	4.64	4.58
4	Service-Oriented. Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.	1.15%	0.92%	5.52%	17.93%	74.48%	435	4.64	4.61	4.67	4.65
5	Trustworthy. We strive for honesty, respect, and	1.35%	0.67%	4.94%	15.73%	77.30%	445	4.67	4.62	4.72	4.65

	accountability in all we do to continuously earn credibility as an institution and as individuals.										
6	Inclusive. By honoring our differences and similarities, we strengthen institutional and community connections.	1.14%	1.14%	7.73%	15.45%	74.55%	440	4.61	4.49	4.73	4.63
7	Collaborative. We learn and create within and across teams to innovate, foster change, implement strategy, ensure accountability, and celebrate achievement.	1.57%	0.89%	4.25%	12.98%	80.31%	447	4.7	4.66	4.73	4.69
8	The University fulfills its mission to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change.	0.67%	0.45%	2.01%	11.86%	85.01%	447	4.8	4.8	4.8	4.76
9	The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare.	0.67%	0.45%	2.02%	15.02%	81.84%	446	4.77	4.76	4.77	4.75
10	RMUoHP develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice. (Mission Fulfillment Goal [formerly Core Theme] 1 -	0.45%	0.22%	1.78%	12.25%	85.30%	449	4.82	4.78	4.85	4.78

	Developing Evidence-Based Practitioners)										
11	RMUoHP elevates clinical inquiry proficiency through learning experiences that challenge practice standards, expand evidence-based practice, increase clinical research, develop healthcare change agents, and encourage experiential learning. (Mission Fulfillment Goal [formerly Core Theme] 2 - Elevating Clinical Inquiry Proficiency)	0.67%	0.22%	2.68%	17.45%	78.97%	447	4.74	4.71	4.77	4.69
12	RMUoHP ensures educational quality through student-centered academic programs, services, and continuous improvement. (Mission Fulfillment Goal [formerly Core Theme] 3 - Ensuring Educational Quality)	0.89%	0.67%	4.02%	19.87%	74.55%	448	4.67	4.64	4.69	4.64
13	RMUoHP nurtures student success by engaging students in professional and personal growth opportunities. (Mission Fulfillment Goal [formerly Core Theme] 4 - Nurturing Student Success)	0.67%	0.67%	6.29%	19.10%	73.26%	445	4.64	4.61	4.66	4.63

Academic Experiences

Graduates provided feedback on various aspects of their educational experience, including clinical inquiry and learning (Table 7), academic experiences (Table 8), advisement (Table 9), and academic rigor (Table 10). The results in Table 7 show that institutional and program means all fell within exceptional ranges. In Table 8, items five and eight crossed into the exceptional range compared to the year prior. As seen in Table 10, about 66% of graduates engaged in more than one advisement session with the program director per year. Additionally, 90% of graduates noted the level of academic rigor created a challenging and stimulating learning environment appropriate for graduate-level education (Table 11). Themes related to perceptions of ‘overly rigorous’ coursework are detailed in Table 11b. There were no notable changes from the previous year.

Table 7. Academic Experiences (Clinical Inquiry and Learning)

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	E.L.	P.P.	2023 Mean (n=508)
1	I am competent at locating literature.	0.22%	0.90%	1.35%	16.14%	81.39%	446	4.78	4.65	4.89	4.75
2	I am competent at critically evaluating literature.	0.22%	0.45%	3.14%	25.56%	70.63%	446	4.66	4.52	4.8	4.6
3	I am competent in my ability to synthesize evidence-based principles into realistic practice settings.	0.22%	0.45%	1.12%	21.12%	77.08%	445	4.74	4.64	4.85	4.73
4	My participation in experiential learning activities enhanced my clinical inquiry proficiency (e.g., clinical experiences, practicum, thesis, capstone, dissertation).	0.45%	0.68%	2.71%	14.93%	81.22%	442	4.76	4.67	4.84	4.7
5	I developed knowledge and skills that will allow me to challenge current practice standards and to serve as a catalyst for healthcare change.	0.46%	0.46%	3.42%	19.13%	76.54%	439	4.71	4.6	4.81	4.68

6	The knowledge I gained from my program improved my skills as an evidence-based clinician, educator, or researcher.	0.67%	0.00%	2.24%	12.11%	84.98%	446	4.81	4.8	4.82	4.79
7	Through my educational experience at RMUoHP, I have completed scholarly activities contributing to my clinical inquiry proficiency.	0.45%	0.45%	3.61%	18.06%	77.43%	443	4.72	4.6	4.83	4.71
8	Through my educational experience at RMUoHP, I completed scholarly activities contributing to healthcare advancement within my field of influence (e.g., publishing, presenting research or capstones, grant writing, journal editing, or preparing presentation-worthy posters or publication-worthy manuscripts).	2.11%	1.17%	6.81%	17.84%	72.07%	426	4.57	4.38	4.74	4.56

Table 8. Learning Experiences

#	In general, my learning experience at RMUoHP has been:	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Total	Mean	E.L. (n=222)	PP (n=228)	2023 (n=508)
1	Purposefully designed to provide a quality learning environment.	0.45%	0.67%	1.79%	18.53%	78.57%	448	4.74	4.72	4.77	4.68
2	Useful and meaningful.	0.45%	0.45%	2.23%	18.49%	78.40%	449	4.74	4.74	4.74	4.72
3	Supportive and nurtures my growth/success.	0.67%	0.45%	2.90%	16.29%	79.69%	448	4.74	4.71	4.77	4.65

4	Flexible and accommodating.	0.67%	1.12%	3.58%	18.34%	76.29%	447	4.68	4.53	4.83	4.58
5	A positive aesthetic experience (i.e, the building, classrooms, course materials)	1.03%	1.03%	6.68%	19.79%	71.47%	389	4.6	4.55	4.65	4.43
6	Transformative and experiential, providing opportunities for discovery and self-directed learning.	0.67%	0.67%	4.44%	19.11%	75.11%	450	4.67	4.62	4.72	4.64
7	Supported by contemporary educational technologies.	0.22%	0.90%	4.72%	18.65%	75.51%	445	4.68	4.62	4.75	4.67
8	Providing of timely and effective feedback regarding my academic performance.	0.90%	2.92%	5.17%	22.70%	68.31%	445	4.55	4.43	4.66	4.46

Table 9. Overall Academic Experience

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n=223)	PP (n=227)	2023 mean
1	The academic model was effectively structured for learning.	0.89%	0.67%	3.56%	24.72%	70.16%	449	4.63	4.59	4.66	4.54
2	I received adequate career advising through my program via my program director, faculty,	1.84%	7.37%	9.91%	24.19%	56.68%	434	4.26	4.22	4.31	4.16

	concentration track director, and /or clinical educators.										
3	I am confident feedback to my faculty, concentration track director, and program director was heard and considered.	1.59%	3.85%	9.52%	20.86%	64.17%	441	4.42	4.26	4.58	4.33
4	I have had the opportunity to engage in meaningful mentorship and advisement relationships (formal and informal) across my academic experience.	1.56%	1.34%	7.35%	21.38%	68.37%	449	4.54	4.55	4.53	4.49
5	At RMUoHP, I participated in learning opportunities that promote values essential to healthcare success and personal growth (e.g., service, leadership, integrity).	0.90%	0.45%	5.63%	19.59%	73.42%	444	4.64	4.62	4.66	4.62
6	The service I participated in (i.e., at the university, community, professional, local, regional, or national levels) was discussed and acknowledged by my faculty, concentration track director, and/or program director.	1.56%	3.12%	8.83%	24.42%	62.08%	385	4.42	4.4	4.45	4.4

Table 10. Advisement Session Participation (n=446)

#	Answer	%	EL (n=222)	PP (n=224)	2023
1	I have never participated in an advisement session with my Program Director(s) or Faculty.	13.68%	8.11%	19.20%	14.17%
2	I participated in advisement sessions approximately once per year.	19.73%	18.47%	20.98%	25.98%
3	I participated in advisement sessions approximately twice per year.	17.04%	18.02%	16.07%	16.73%
4	I participated in advisement sessions three or more times per year (at least once per semester).	49.55%	55.41%	43.75%	43.11%

Table 11. Ratings of Academic Rigor(n=446)

#	Statement	%	EL (n=222)	PP (n=226)	2023
1	In general, the program has inconsistent or low levels of rigor, leaving me feeling disengaged or bored in many courses.	3.57%	2.25%	4.87%	4.13%
2	In general, the level of rigor provides a challenging and stimulating learning environment appropriate for graduate education.	92.41%	94.14%	90.71%	90.37%
3	In general, the program is overly rigorous, and my learning process is stifled and /or often overwhelmed.	4.02%	3.60%	4.42%	5.50%

Table 11.b (n=18) Themes Regarding 'Overly Rigorous' (open responses)

count	Theme
5	Time requirements for long assignments, internship hours go beyond requirements, and capstone time delays completion

University Culture, Career, & Satisfaction

Questions pertaining to the RMUoHP culture and career impact of students' program can be seen in Table 12. Means for items two and three were in the exceptional range, with item one remaining in the acceptable range. The Net Promoter Score showed a notable change from the previous year, which used a different methodology.

Table12. RMU Culture and Career Impact

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n=220)	PP (n=219)	2023 (n=503)
1	Through interactions with faculty, program, and university personnel, I felt a sense of belonging to the RMUoHP community.	1.37%	3.66%	10.30%	28.83%	55.84%	437	4.34	4.3	4.38	4.3

2	My program demonstrated a commitment to continuously improving the student experience.	0.68%	1.37%	7.97 %	21.64%	68.34%	439	4.56	4.51	4.6	4.43
3	My educational experience at RMU has had a positive impact on my career (e.g., receiving a job, raise, or promotion).	0.70%	1.64%	8.90 %	18.74%	70.02%	427	4.56	4.65	4.47	4.47

Table 13. Full-time Employment upon Graduation (n=446)

#	Answer	%	EL (n=220)	PP (n=226)	2023
1	Yes, I currently hold or will hold full-time employment upon program completion.	70.85%	61.82%	79.65%	68.24%
2	No, I do not hold full-time employment and I am not currently seeking it.	2.02%	2.73%	1.33%	3.14%
3	No, I do not hold full-time employment, but I am currently seeking it.	18.16%	26.82%	9.73%	20.98%
4	No, I currently hold part-time employment and am not seeking full-time employment.	4.48%	5.00%	3.98%	3.92%
5	No, I currently hold part-time employment and am seeking full-time employment.	4.48%	3.64%	5.31%	3.73%

Table 14. Satisfaction Ratings (n=443)

#	Field	Mean	EL (n=218)	PP (n=225)
1	How satisfied are you with your academic experience at RMU?	4.57	4.51	4.62
2	How satisfied are you with your overall RMU experience?	4.45	4.36	4.55

Table.15 Net Promoter Score (n=445))

Category	RMU (n=445)	EL (n=220)	PP (n=225)	2023 (n=501)
NP score	63.37	52.27	74.22	44.31
Mean	8.74	8.45	9.02	8.29

*Methodology change. Please note, the 2024 NPS question wording was changed. The 2024 wording included the interpretation of the rating scale to ensure psychometric clarity. Change was approved by VPIE and the

University Quality Improvement Committee. The score has increased notably compared to prior years which used the previous methodology.

Table 15.b RMU Campus

#	Field	Mean	Count
1	I felt safe when I was on campus.	4.88	298
2	The RMU campus included quality facilities to support the student-centered learning environment.	4.69	301

3	The RMU campus included quality equipment to support the student-centered learning environment.	4.7	292
4	The RMU campus included quality technology to support the student-centered learning environment.	4.68	301

Table 15.c Type of setting in which you will be practicing (n=164)

#	Answer	%	Count
1	Acute Care/Hospital Facility	10.98%	18
4	ECF/Nursing Home/SNF	2.44%	4
5	Outpatient Hospital Clinic	12.20%	20
6	Inpatient Hospital Clinic	6.10%	10
7	University affiliated Healthcare Program	3.05%	5
8	Home Health Care Pediatrics	0.61%	1
9	Home Health Adults	2.44%	4
10	Home Health Adults and Pediatrics	1.22%	2
11	Private Practice - Pediatrics	7.93%	13
12	Private Practice - Adults	12.80%	21
13	Private Practice - Adults and Pediatrics	14.02%	23
14	School/Preschool System - Early Intervention	2.44%	4
15	School/Preschool System - Preschool Program	1.22%	2
16	School/ System - Elementary	7.93%	13
17	School/Preschool System - Secondary	3.66%	6
18	School System specialty (such as an autism center, school for the deaf, etc.)	1.83%	3
19	Other	9.15%	15

Open-Ended Responses

Open-ended comment opportunities were provided for respondents to elaborate upon the Net Promoter Score responses (Tables 16 & 17) and what could RMUoHP improve to get a 9 or a 10 (Table 18). Tables 19 -22 contain themes that emerged from responses containing Strongly Disagree and Disagree answers. The open-ended comments added clarification and detail to aid in the interpretation of quantitative data. Many comments included multiple ideas and each of these ideas was counted individually. Theming was not completed for the broad range of comments related to the request for any additional feedback. While this report addresses only the themes, individual responses were provided to the appropriate Program Director for consideration in the assessment and continuous improvement process. There were no notable changes from the previous year.

Table 16. NPS detractor, why dissatisfied (n=14)

count	Theme
9	High cost
4	Disorganized, poor-quality programs, facilities, or personnel
2	Serious problems with RMU clinicals

Table 17. NPS positive feelings (n=209)

count	Theme
78	Great faculty
70	Quality programs
62	Student success is a priority
41	Flexibility for working adults
40	RMU culture, feelings of community, belonging, and support
27	Great experiences
13	Online

Table 18. What could we improve so you would recommend RMU? (n=87)

count	Theme
33	Lower the costs of attending
17	Suggestions of specific ways RMU can take action
14	Areas where RMU seems to fall short
12	Increase the organization and quality of programs

Table 19. Disagreement with Core values (n=13)

Count	Theme
3	I've witnessed lack of honesty, respect or accountability at RMU
4	I've felt a lack of cohesiveness among personnel and programs

Table 20. Disagree Mission, vision, MFGs (n=3)

Count	Theme
3	I've experienced Faculty members who acted dishonest and unkind.

Table 21 Disagreement with academic experiences (n=46)

count	Theme
20	People/programs not supportive
12	Not quality, useful, meaningful (waste of time or money)
10	Lack of useful Feedback
3	Problems with clinicals

Table 22 Disagreement with culture (n=17)

count	Theme
9	I feel that students are <i>not</i> nurtured here
7	I felt some students experienced distinct exclusion
5	I didn't feel connected to RMU culture

Table 23 Dissatisfaction with career impact (n=6)

Q4.4
Summary of the six responses:
Completing my program at RMU has led to neither a promotion nor a raise