



2025 Exit Interview Survey

Institutional Summary

All semesters, 2025

5 February 2026

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 2025 Exit Survey was conducted via an online survey tool at the conclusion of each of the three academic semesters. All students who applied for graduation were required to complete the survey; however, some declined. Email invitations were sent to 593 RMU students scheduled to graduate; 570 started the survey for a response rate of 96%. Graduate demographics are included in Tables 1-5. The survey included ratings 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. For this year's report, open responses were coded with the assistance of generative A.I.

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, Physician Assistant Studies and Counseling (including Counseling certificates in this report. Future reports will count Counseling certificates in the PP group); within the PP category were all other degree and certificate programs. Institutional means for the 2024 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.

Institutional Strengths

- ✓ Employment upon completion: 72% of grads report full-time employment upon completion at RMU.
- ✓ Grads feel that RMU incorporates Evidence Based Learning.
- ✓ Students are satisfied overall. (Mean falls into ‘exceptional’ category)

Improvement Opportunities

- Student sense of belonging still sits in the *acceptable* range, just short of *exceptional*
- Some grads report career advising was somewhat lacking in their experience at RMU.

Demographics

Several programs were represented by the 2025 graduates (Table 1). There were substantially more female respondents than male respondents, reflecting enrollment composition at RMU (Table 2). Most 2025 grads began their degree program in 2023 (Table 3). Roughly twenty-five percent (25%) of the graduates were non-Caucasian (Table 4). Graduate age ranges were diverse, with the majority being between 25 -29 years of age, as is common (Table 5).

Table 1. Program (n =567)

Program	Count
Doctor of Medical Science	54
Doctor of Philosophy in Health Sciences	24
Doctor of Physical Therapy	98
Emergency Nurse Practitioner Certificate	4
Family Nurse Practitioner Certificate	8
Family Nurse Practitioner Certificate / Emergency Nurse Practitioner Certificate	1
Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate	5
Master of Medical Science	46
Master of Science in Clinical Mental Health Counseling	43
Master of Science in Clinical Mental Health Counseling and Master of Science in School Counseling, DUAL	13
Master of Science in Health Science	6
Master of Science in Medical Speech-Language Pathology	24
Master of Science in School Counseling	14
Post-Bac. Master of Science in Nursing – Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner	7
Post-Baccalaureate Doctor of Nursing Practice (Family Nurse Practitioner)	1
Post-Baccalaureate Master of Science in Nursing - Family Nurse Practitioner	45
Post-Baccalaureate Master of Science in Nursing - Family Nurse Practitioner and Emergency Nurse Practitioner	6
Post-Baccalaureate Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner	27
Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate	17
Post-Master's Clinical Mental Health Counseling Certificate	16
Post-Masters Doctor of Nursing Practice	4
Post-professional Doctor of Occupational Therapy	28
Post-Professional Doctor of Speech-Language Pathology	66
Transitional Doctor of Physical Therapy-Pediatric Science	10
Grand Total	567

Table 2. Graduate Gender (n = 567)

Answer	%	Count
Female	76%	429
Male	24%	138

Table 3. Program Start Date (n = 567)

Semester start	%	Count
Summer 2023	24.34%	138
Fall 2023	22.22%	126
Fall 2022	13.93%	79
Summer 2024	9.17%	52
Winter 2024	8.99%	51
Fall 2024	6.17%	35
Winter 2023	3.17%	18
Summer 2021	2.82%	16
Summer 2022	2.65%	15
Fall 2021	1.76%	10
Summer 2020	1.23%	7
Fall 2020	1.06%	6
Summer 2019	0.88%	5
Winter 2025	0.71%	4
Fall 2019		<3
Fall 20222		<3
Sumer 2023		<3
Summer 2016		<3
Winter 2022		<3

Table 4 Graduate Ethnicity (n = 564)

Answer	%	Count
White	77.30%	436
Black or African American	6.74%	38
Asian	5.85%	33
Two or more races	3.19%	18
Hispanic or Latino	2.84%	16
Prefer not to respond	2.30%	13
American Indian or Alaska Native	0.89%	5
Other underrepresented minorities (combined)		<5

Table 5 Graduate Age (n = 567)

Age group	Count
20-24	20
25-29	194
30-34	88
35-39	68
40-44	62
45-49	60
50 plus	75

Core Values, Mission, Mission Fulfillment Goals, and Vision

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

Table 6. Core Values, Mission, and MFGs

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n~257)	PP (n~309)	2024 Means (n=450)
1	Evidence-Based. We fuse our expertise with the best available evidence to achieve the best possible outcomes.	1%	1%	2%	12%	84%	562	4.8	4.8	4.8	4.8
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%	2%	3%	16%	78%	562	4.7	4.7	4.7	4.8
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%	3%	3%	19%	73%	555	4.6	4.5	4.7	4.6
4	Service-Oriented. Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.	1%	2%	6%	18%	74%	540	4.6	4.6	4.7	4.6
5	Trustworthy. We strive for honesty, respect, and accountability in all we do to continuously earn credibility as an institution and as individuals.	1%	2%	5%	17%	76%	556	4.6	4.6	4.7	4.7
6	Inclusive. By honoring our differences and similarities, we strengthen institutional and community connections.	1%	2%	6%	16%	76%	540	4.6	4.5	4.7	4.6
7	Collaborative. We learn and create within and across teams to innovate, foster change,	1%	2%	5%	15%	78%	552	4.7	4.6	4.7	4.7

	implement strategy, ensure accountability, and celebrate achievement.										
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%	1%	4%	11%	84%	559	4.8	4.7	4.8	4.8
9	The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare.	0%	1%	4%	14%	81%	550	4.7	4.7	4.8	4.8
10	RMU 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 - Developing Evidence-Based Practitioners)	0%	1%	4%	12%	83%	558	4.8	4.7	4.8	4.8
11	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 [formerly Core Theme] 2 - Elevating Clinical Inquiry Proficiency)	1%	1%	4%	14%	80%	552	4.7	4.7	4.8	4.7
12	RMU ensures educational quality through student-centered academic programs, services, and continuous improvement. (Mission Fulfillment Goal [formerly Core Theme] 3 - Ensuring Educational Quality)	1%	3%	5%	18%	73%	559	4.6	4.5	4.7	4.7
13	RMU nurtures student success by engaging students in professional and personal growth opportunities. (Mission Fulfillment Goal [formerly Core Theme] 4 - Nurturing Student Success)	1%	3%	5%	21%	71%	557	4.6	4.5	4.6	4.6

Academic Experiences

Graduates provided feedback on various aspects of their educational experience, including clinical inquiry and learning (Table 7), learning (Table 8), overall academic experiences (Table 9), advisement (Table 10), and academic rigor (Table 11). The results in Tables 7 and 8 show that institutional means all fell within exceptional ranges. Table 9 once again shows acceptable results regarding career advising and student feedback being considered. Additionally, 91% of graduates noted the level of academic rigor created a challenging and stimulating learning environment appropriate for graduate-level education (Table 11).

Table 7. Academic Experiences (Clinical Inquiry and Learning)

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n~256)	PP (n~305)	2024 Means (n=446)
1	I am competent at locating literature.	0.36%	0.18%	1.44%	16.73%	81.29%	556	4.8	4.7	4.9	4.8
2	I am competent at critically evaluating literature.	0.36%	0.36%	3.77%	25.49%	70.02%	557	4.6	4.6	4.7	4.7
3	I am competent in my ability to synthesize evidence-based principles into realistic practice settings.	0.36%	0.18%	2.70%	22.66%	74.10%	556	4.7	4.6	4.8	4.7
4	My participation in experiential learning activities enhanced my clinical inquiry proficiency (e.g., clinical experiences, practicum, thesis, capstone, dissertation).	0.36%	0.36%	4.35%	17.03%	77.90%	552	4.7	4.7	4.8	4.8
5	I developed knowledge and skills that will allow me to challenge current practice standards and to serve as a catalyst for healthcare change.	0.54%	0.90%	3.79%	22.38%	72.38%	554	4.7	4.5	4.8	4.7
6	The knowledge I gained from my program improved my skills as an evidence-based clinician, educator, or researcher.	0.72%	0.72%	1.80%	13.85%	82.91%	556	4.8	4.7	4.8	4.8

7	Through my educational experience at RMU, I have completed scholarly activities contributing to my clinical inquiry proficiency.	0.54%	1.27%	3.81%	15.61%	78.77%	551	4.7	4.6	4.8	4.7
8	Through my educational experience at RMU, 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).	1.35%	2.12%	6.56%	17.76%	72.20%	518	4.6	4.4	4.7	4.6

Table 8. Learning Experiences

#	In general, my learning experience at RMU has been:	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Total	Mean	EL (n~256)	PP (n~304)	2024 Means (n=450)
1	Purposely designed to provide a quality learning environment.	1%	2%	3%	19%	75%	556	4.7	4.6	4.7	4.7
2	Useful and meaningful.	0%	2%	5%	18%	76%	555	4.7	4.7	4.7	4.7
3	Supportive and nurtures my growth/success.	1%	1%	5%	20%	73%	555	4.7	4.6	4.7	4.7
4	Flexible and accommodating.	1%	2%	4%	18%	76%	554	4.7	4.5	4.8	4.7
5	A positive aesthetic experience (i.e., the building, classrooms, course materials)	0%	1%	7%	18%	74%	491	4.6	4.5	4.7	4.6
6	Transformative and experiential, providing opportunities for discovery and self-directed learning.	0%	1%	6%	20%	73%	553	4.6	4.6	4.7	4.7

7	Supported by contemporary educational technologies.	0%	1%	6%	17%	76%	547	4.7	4.6	4.7	4.7
8	Providing timely and effective feedback regarding my academic performance.	1%	3%	5%	22%	69%	555	4.6	4.5	4.6	4.6

Table 9. Overall Academic Experience

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL (n~256)	PP (n~306)	2024 Means (n=449)
1	The academic model was effectively structured for learning.	1%	2%	6%	25%	66%	558	4.5	4.5	4.6	4.6
2	I received adequate career advising through my program via my program director, faculty, concentration track director, and /or clinical educators.	2%	7%	10%	23%	57%	538	4.3	4.3	4.3	4.3
3	I am confident feedback to my faculty, concentration track director, and program director was heard and considered.	2%	5%	7%	22%	64%	550	4.4	4.3	4.5	4.4
4	I have had the opportunity to engage in meaningful mentorship and advisement relationships (formal and informal) across my academic experience.	1%	3%	8%	18%	71%	555	4.6	4.6	4.5	4.5
5	At RMU, I participated in learning opportunities that promote values essential to healthcare success and personal growth (e.g., service, leadership, integrity).	0%	2%	6%	16%	76%	553	4.7	4.6	4.7	4.6
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%	2%	12%	19%	66%	472	4.5	4.4	4.5	4.4

Table 10. Advisement Session Participation (n=560)

#	Answer	%	EL (n=259)	PP (n=301)	2024
1	I have never participated in an advisement session with my Program Director(s) or Faculty.	12%	6.6%	16.6%	13.6%
2	I participated in advisement sessions approximately once per year.	20.9%	23.2%	18.9%	19.7%
3	I participated in advisement sessions approximately twice per year.	20%	16.6%	22.9%	17%
4	I participated in advisement sessions three or more times per year (at least once per semester).	47.1%	53.7%	41.5%	49.6%

Table 11. Ratings of Academic Rigor(n=561)

#	Answer	%	EL (n=259)	PP (n=302)	2024
1	In general, the program has inconsistent or low levels of rigor, leaving me feeling disengaged or bored in many courses.	3.6%	3.5%	3.6%	3.6%
2	In general, the level of rigor provides a challenging and stimulating learning environment appropriate for graduate education.	91.4%	90.4%	92.4%	92.4%
3	In general, the program is overly rigorous, and my learning process is stifled and /or I'm often overwhelmed.	5.0%	6.2%	4.0%	4.0%

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.

Table 12. RMU Culture and Career Impact

#	Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Total	Mean	EL	PP	2024 Mean
1	Through interactions with faculty, program, and university personnel, I felt a sense of belonging to the RMU community.	1.3%	2%	9.1%	27%	61%	552	4.4	4.3	4.5	4.3
2	My program demonstrated a commitment to continuously improving the student experience.	1.4%	2.2%	7.2%	21%	68%	556	4.5	4.4	4.6	4.6
3	My educational experience at RMU has had a positive impact on my career (e.g., receiving a job, raise, or promotion).	0.9%	1.3%	10%	18%	70%	534	4.5	4.6	4.5	4.6

Table 13. Full-time Employment upon Graduation (n=560)

Answer	%	EL (n=259)	PP (n=301)	2024
1 Yes, I currently hold or will hold full-time employment upon program completion.	72%	62%	80%	71%
2 No, I do not hold full-time employment, and I am not currently seeking it.	1%	1%	1%	2%
3 No, I do not hold full-time employment, but I am currently seeking it.	18%	26%	11%	18%
4 No, I currently hold part-time employment and am not seeking full-time employment.	4%	5%	3%	4%
5 No, I currently hold part-time employment and am seeking full-time employment.	5%	5%	6%	4%

Table 14. Satisfaction Ratings (n=554)

#	Question	Mean	EL (n=258)	PP (n=296)	2024 (n=443)
1	How satisfied are you with your academic experience at RMU?	4.5	4.4	4.6	4.5
2	How satisfied are you with your overall RMU experience?	4.5	4.3	4.6	4.5

Table.15 Net Promoter Score (n=560)

How likely are you to recommend RMU to a friend, family member, or colleague who is interested in health professions education? (*RMU aspires for an NPS of +30 or above. The Entry Level NPS sits very near that +30 goal.)

Category	RMU (n=560)	EL (n=259)	PP (n=301)	2024 (n=445)
Net Promoter Score (NPS)	45.2	30.9*	57.5	63.4
Mean	8.3	7.9	8.7	8.7

Answer	%	Count
0	0.71%	4
1	0.18%	1
2	0.89%	5
3	2.68%	15
4	1.61%	9
5	3.75%	21
6	3.75%	21
7	11.25%	63
8	16.43%	92
9	22.14%	124
10	36.61%	205
Total	100%	560

Table 15.b RMU Campus

#	Field	Mean	Count (n=)
1	I felt safe when I was on campus.	4.8	387
2	The RMU campus included quality facilities to support the student-centered learning environment.	4.8	386
3	The RMU campus included quality equipment to support the student-centered learning environment.	4.8	375
4	The RMU campus included quality technology to support the student-centered learning environment.	4.7	395

Table 15.c Type of setting in which you will be practicing (n=556)

#	Answer	%	Count
1	Acute Care/Hospital Facility	16.01%	89
4	ECF/Nursing Home/SNF	4.68%	26
5	Outpatient Hospital Clinic	20.68%	115
6	Inpatient Hospital Clinic	8.99%	50
7	University affiliated Healthcare Program	5.04%	28
8	Home Health Care Pediatrics	0.72%	4
9	Home Health Adults	3.60%	20
10	Home Health Adults and Pediatrics	0.72%	4
11	Private Practice - Pediatrics	7.01%	39
12	Private Practice - Adults	21.22%	118
13	Private Practice - Adults and Pediatrics	19.06%	106
14	School/Preschool System - Early Intervention	2.34%	13
15	School/Preschool System - Preschool Program	4.14%	23
16	School/ System - Elementary	10.43%	58
17	School/Preschool System - Secondary	9.53%	53
18	School System specialty (such as an autism center, school for the deaf, etc)	1.44%	8
19	Other	18.17%	101

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 RMU 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. 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. Beginning in Fall 2025, survey respondents were informed and open responses were coded with the help of generative A.I.

Table 16. NPS detractor, why dissatisfied (Eight Percent [8%] of Respondents submitted a comment as 'detractors', n=45/560)

Theme	Frequency (n)	Representative verbatim responses
High Cost / Poor Value	15	"Tuition is too much." "RMU is very expensive for what it offers." "The cost was outrageous for what education is being taught."
Inadequate Curriculum Quality & Instructor preparation	8	"I felt very minimally challenged throughout the entire degree." "I was not impressed with the curriculum."
Online Format Limitations	7	"I would recommend a brick-and-mortar program." "I really do not care for that majority of my learning being done online."
Inconsistent Faculty Engagement & Support	6	"Some were barely in the courses at all." "Professors should be stronger advocates for student success." "Instructors (should) actually teach us instead of just assign readings."
Insufficient Clinical Placement Support	4	"Not having help finding preceptors was incredibly hard."
Overwhelming program workload & employment demands	3	"The course workload and time frame for due dates were overwhelming."

Table 17. NPS positive feelings about RMU (Forty percent [40%] of respondents made positive comments as ‘supporters’, n=223/560)

Theme	Frequency (≈)	Representative Verbatim Responses
Faculty care, responsiveness, and approachability	~150	“The faculty is very supportive and genuinely wants to see you become a highly competent and compassionate provider.” “You can learn the information anywhere... the faculty at RMU is what makes the difference.” “All of the professors have been incredibly welcome, responsive, and present through every step.”
Feeling supported, valued, and ‘seen’ as a student/professional	~135	“I’ve always felt seen and supported here—academically and personally.” “It feels like home... I felt like I belonged.” “I felt genuinely valued as a student.”
Flexibility for working professionals and families (online/hybrid/asynchronous)	~125	“Opportunity available to go to school full time and work full time.” “The online learning made it possible to go back to school as a busy adult.” “The flexibility allowed me to balance career, family, and education.”
Well-organized programs and clear expectations	~105	“The program provided a clear structure and meaningful learning experiences.” “Very well organized.” “Smooth experience with classes, communication, and expectations.”
Rigor with support (challenging but manageable)	~95	“I felt supported and challenged. I feel prepared for the next steps.” “The program had challenging moments, but I was never overwhelmed.” “Appropriately allocated rigorous curriculum.”
Meaningful, applied curriculum (not ‘busy work’)	~90	“Assignments were functional and intentionally made to develop our clinical skills.” “Everything I learned was applicable to my field.” “Helped me redesign my classrooms at the university level.”
Community, cohort connection, and peer support	~85	“Even in a virtual program, my classmates and I encouraged each other.” “I loved my cohort—felt they were family.” “RMU fostered a sense of community that made collaboration meaningful.”
Evidence-based practice and patient-centered emphasis	~75	“I experienced a paradigm shift through evidence-based practice.” “Love the emphasis on patient-centered care.” “The program taught me to be a professional consumer of the literature.”
Mentorship, advising, and individualized guidance	~70	“I appreciated having an assigned advisor I could consult.” “I was able to carry out my research with my long-time mentor.” “Faculty mentorship was key to my growth.”
Student services & staff support (IT, financial aid, admin)	~65	“From financial aid to IT, everyone was supportive and available.” “The support of the academic team was phenomenal.” “Staff truly want you to succeed.”
Confidence, growth, and career readiness outcomes	~60	“I walked away a more confident, capable, and engaged clinician.” “RMU went above and beyond in preparing me for my career.” “I feel prepared to step into my field.”
Program differentiators (tracks, accreditation, residencies)	~55	“RMU offered a CACREP-accredited counseling program.” “The only DMSc program with a psychiatry track at the time.” “I enjoyed the residency and on-site experiences.”
Admissions access / ‘RMU gave me a chance’	~25	“RMU allowed me to interview and gave me a chance.” “Because of RMU, I completed school and passed my boards.”
Facilities and campus environment	~20	“State-of-the-art facilities.” “I enjoyed the facilities and learning environment.”
Recognition and milestone experiences (e.g., graduation)	~15	“Thank you for the memorable and beautiful graduation ceremony.” “You made each of us feel recognized.”

*Table 18. What could we improve so you would recommend RMU?
(Eighteen percent [18%] of respondents submitted suggestions for improvement, n=102/560)*

Theme	Frequency (n)	Representative Verbatim Responses
High Cost / Tuition Burden	31	"The experience was great, but the financial aspect is overwhelming." "Make it cheaper so I am not financially ruined for the rest of my life."
Clinical Placement & Internship Support	14	"Do not make the in state FNP students find their own clinical placement. That was the most difficult experience of my entire school career." "Help with clinical placement/more understanding of difficulty of finding one."
Faculty Engagement, Feedback & Responsiveness	12	"Email responses from some faculty were slow or never came at all." "The professors should be expected to actually teach instead of just grading discussion posts."
Curriculum Depth, Relevance & Skill Application	9	"I was really excited to learn more interventions and have been disappointed in the lack of variety when it comes to actual interventions." "Case based discussion, specifically around medication management would be helpful."
Program Organization & Clarity	7	"Offering more organized study materials and clearer expectations throughout the program would really improve the student experience." "Canvas was frequently frustrating, with often the wrong syllabi and dates inputted into it."
Student Support, Advising & Cohort Experience	6	"I would have liked more opportunities for academic and career advising." "Cohort-building activities would be so helpful. My cohort was my strongest support throughout the whole process."
Facilities, Technology & Logistics	5	"Staying at some of the hotels at the onsite was not great." "More equipment that is new and enough for more use."
Faculty Conduct & Climate Concerns	3	"That situation was handled so poorly in my opinion, and it made me feel like the faculty were out to scare and attack us." "Many students in my program also worked at RMU and the dual relationships... made things messy."
International Student Support	2	"The legislative information passed on to international students can be smoother." "There is potential for the program to be more supportive, particularly for international students."

Table 19. Disagreement with Core values (Five percent [5%] of respondents submitted a comment on 'disagreement', n=32/562)

Theme	Frequency (n)	Representative Verbatim Responses
Faculty Conduct, Bias & Respect	10	"There were professors who were biased, did not treat students with respect, shared personal opinions criticism about religions and other minority groups." "There is bullying among some of the professors to students... Some professors belittle students and put them down in class."
Lack of Support & Accountability	8	"There was no staff involvement. For the amount I paid I would have expected more support." "I've experienced a lack of support throughout many of my courses in this program from both peers and advisors."
Poor Instruction & Self-Teaching	7	"There were no lectures, recorded or otherwise. This program is 97% self taught." "I had to teach myself almost everything that I know with little to no support."
Feedback Ignored / Culture Issues	5	"While voicing my opinions... has proven to be a fruitless and harmful exercise." "Over several years RMU has been ignoring their students feedback when they have been demanding a change."

Table 20. Disagree Mission, Vision, MFGs (Three percent [3%] of respondents submitted a comment on 'disagreement', n=16/562)

Theme	Frequency (n)	Representative Verbatim Responses
Insufficient Teaching & Feedback	6	"There is a lack of teaching and feedback." "Some professors were using years old slide decks and didn't come prepared to teach."
Curriculum Misaligned with Outcomes	5	"I feel no more prepared than when I started." "These goals are only addressed theoretically in the curriculum."
Faculty Conduct & Learning Climate	4	"Their grading was inconsistent and regularly attacked character." "Class was not always safe."
Other	4	"The NP program doesn't adequately prepare students for real life." "Opportunities for practice or clinical learning are very limited." "I never received a reply to my email." "I did not feel supported when trying to find clinical sites." "How can you care about the success of your students with these outrageous tuition costs."

Table 21 Disagreement with learning experiences (Twelve percent [12%] of respondents submitted a comment on 'disagreement', n=68/556)

Theme	Frequency (n)	Representative Verbatim Responses
Insufficient Teaching & Feedback	16	"It felt instructors were paid to assign and grade assignments, but there was no real teaching." "Feedback and grading on assignments across courses was not consistently timely or helpful."
Program Organization & Communication	13	"The program felt unorganized, like they were figuring it out as they went." "There was frequently unclear instructions regarding assignments."
Faculty Responsiveness & Conduct	11	"Some professors were not responsive and provided poor communication and direction." "The capstone instructor was so insensitive that (they) caused the majority of the cohort to break down in tears."
Curriculum Depth & Relevance	10	"I would have liked to have acquired more knowledge in my specific concentration track." "Some classes need more 'teaching' and less independent learning."
Limited Experiential Learning	8	"Would have liked more focus on clinical aspects of field." "We did not do much service at all."
Career Advising & Preparation Gaps	6	"I didn't get any career advice." "I did not receive any career support or advice felt as if I was flying blind."
Online Modality Limitations	6	"I am disappointed to finish my graduate program without really ever building relationships with mentors." "Even just a weekly Zoom meeting would have been better."
Feedback Not Acted Upon	5	"I feel some feedback I have given was not addressed." "Nothing changed and there were no more conversations about it."
Technology & Learning Systems	5	"Canvas had many technological glitches." "Some material being deleted or inaccessible."

Table 22 Disagreement with culture (Three percent [3%] of respondents submitted a comment on 'disagreement', n=16/556)

Theme	Frequency (n)	Representative Verbatim Responses
Unresponsive Leadership to Feedback	3	"The feedback I have provided here has been given by several students in the past with no known changes made" "Leadership & Faculty were not open to feedback"
Unprofessional Climate and Fear	3	"Nothing ever changed at RMU with student feedback. The culture I experienced was one of fear and anxiety." "It soured me towards the mission of the school and was terribly unprofessional."
Isolation and Limited Support	2	"Isolating and very little support." "I saw my peers and professors in person for less than 10 days total in the two years I was in this program."
Online Limits Relationships	2	"online classes make it difficult to form relationships with faculty and other students." "I don't feel like that promotes relationships, as there was minimal contact."
Faculty Turnover and Variability	2	"Some instructors were better than others, several of the good ones left within my program time." "About half and half. Some of the professors and staff were wonderful..."
Favoritism, Cliques, and Arrogance	3	"Clique-y culture in my specific program" "sometimes there can be a sense of arrogance among the faculty" / "favoritism... it should be equally fair to all students."

Table 23 Dissatisfaction with career impact (One and a half percent [1.5%] of respondents submitted a comment on 'dissatisfaction with career impact', n=8/534)

Theme	Frequency (n)	Representative Verbatim Responses
No Financial Return	5	"I am not receiving a pay raise with the completion of this program." "The DMSc (degree) has not given me a raise, any accolades or additional respect."
Limited Career Advancement Impact	4	"Already working in psychiatry, having this degree is unlikely to change the position I hold or impact my salary." "It was advertised as advancing my career and the DMSc did nothing more than me taking out more loans."
Employment Market Challenges	3	"I am struggling to find employment." "I have had very little support in getting a job as a school counselor."
Increased Workload Without Benefit	2	"My workload has increased with this advanced degree." "We're given no time to do adequate job search prior to graduation because we have to work full-time."
Employer Constraints	2	"The non-for-profit hospital I am employed does not offer a raise or promotion for earning this degree."

END

RMU Office of Institutional Effectiveness

February 2026