

2025 Student Satisfaction Survey

Institutional Summary

Purpose, Methods, & Participation

As part of RMU's systematic institutional assessment and continuous improvement process, the purpose of the annual Student Satisfaction Survey (SSS) is to assess student perception of the following: University alignment with Core Values, Mission, Core Themes and Vision; academic experience; overall experience; and satisfaction. The 2025 SSS was conducted in March 2025 via an online survey tool. Student participation was solicited via email to all RMU's degree-seeking and certificate students with active email addresses. While 1,546 students were invited, 452 started the survey for a response rate of 29%. Four hundred students completed the survey. (Sidenote, 1,217 students opened the email invitation, and most chose not to participate.) Student demographics are listed in Tables 1-4. Please note, the 2024 NPS question wording was altered for that year, and it was found that the 2024 score changed significantly compared to previous years. This year, 2025, the question was returned to its original format.

Reporting & Usage

This report contains means for all scaled survey items, additional quantitative data, and open-ended item themes. To address population differences and improve reliability, post-professional (PP) and entry-level (EL) student data were also presented separately from overall institutional means. *EL* includes only the residential Doctor of Optometry, Doctor of Physical Therapy, Master of Science in Speech-Language Pathology, and Master of Physician Assistant Studies students, all Counseling, MOT, and eOTD; *PP* includes all other degree and certificate program students.

The institutional means for the 2024 SSS were also included for comparison. 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*; scores ≥ 4.5 are **exceptional**. While the summary report was presented for the consumption of the entire University community, filtered reports by program were also provided to the respective Program Directors when at least three students responded. Data from this report are used as a tool within the operational unit and academic program assessment and continuous improvement cycles.

Highlights

Institutional Strengths (mean score ≥ 4.5)

- ✓ The University fulfills its mission to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice.
- ✓ Evidence-Based. We achieve the best possible outcomes by combining the best available evidence with our expertise and input from our university community.
- ✓ Vision. The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare.

Improvement Opportunities & Implementation Suggestions (near the 4.0 mean score)

- ✓ Explore ways to enhance student experience with financial aid, the finance office, and the Institutional Review Board processes.
- ✓ Explore ways to increase the students' sense of belonging to the RMU community.

Demographics

As demonstrated in Tables 1 and 2, the majority of RMU's students who completed the survey were white/Caucasian (77%) and female (73%). Of the respondents, 53% were younger than age 35 (Table 3). Participants, which included students in all three academic deliverable models (Table 4), were a reasonable representation of the actual student population.

Table 1. Sex (n = 400)

Answer	n	%
Female	293	73%
Male	107	27%

Table 2. Race/Ethnicity (n =400)

Answer	n	%
American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or Not Specified	11	3%
Asian	19	5%
Black or African American	20	5%
Hispanic or Latino	20	4%
Prefer not to respond	14	4%
Two or more races	11	3%
White	309	77%

Table 3. Age Groups (n = 400)

Age	Count	%
21-25	53	13%
25-30	106	27%
30-35	52	13%
35-40	44	11%
40-45	38	10%
45-50	56	14%
50-55	26	7%
55 plus	25	6%
Total	400	

Table 4. Delivery model (n=323)

Answer	%	Count
Residential (DPT, MPAS/MMSc, MS MedSLP, Counseling, Optometry, eOTD, MOT)	41%	131
Online Only (no on-campus courses)	31%	100
Post-Professional (Hybrid - online w/ on-campus visits)	28%	92

Table 4.b Entry Level or Post Professional (n =400)

Answer	%	Count
Entry level (DPT, MPAS/MMSc, MS MedSLP, Counseling, Optometry, MOT, eOTD)	55%	221
Post Professional	45%	179

Table 5. Why did you decide to attend graduate school at Rocky Mountain University of Health Professions? (select all that apply (n=322))

Answer	%	Count
Balance with personal life and other resources	57%	185
Reputation/quality of program	39%	124
Connection to career	38%	121
Recommendation from others	37%	120
Location	28%	89
Cost of program	23%	73
Something else (please explain)	23%	73
Availability of financial aid	11%	34
Research opportunities	3%	11

Table 6. 'Something Else' themes (n=71)

Count	Theme
21	Program Structure & Flexibility (ie, online)
18	Academic & Curriculum Quality
13	Accessibility & Admissions
13	Supportive Community & Culture

Core Values, Mission, Vision, & Mission Fulfillment Goals (core themes)

Students were asked to rate their level of agreement to statements regarding the University's relevant Core Values, Mission, Vision, and MFG's (Core Themes) (Tables 7-8). These have all declined slightly this year, moving many from 'exceptional' to 'acceptable'.

Table 7. Core Values, Mission, Vision

Question	Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	2025 Univ Mean	EL Mean	PP Mean	2024 Univ Mean
A. Evidence-Based. We achieve the best possible outcomes by combining the best available evidence with our expertise and input from our university community.	1.46%	2.92%	3.22%	24.56%	67.84%	4.54	4.5	4.6	4.66
						(n=342)	n=181	n=161	(n=319)
B. Learning-Centered. By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.	2.92%	2.92%	3.22%	28.36%	62.57%	4.45	4.46	4.43	4.59
						(n=342)	n=180	n=162	(n=317)
C. 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.	3.56%	5.93%	6.82%	21.36%	62.31%	4.33	4.21	4.47	4.49
						(n=337)	n=179	n=158	(n=312)
D. Service-Oriented. Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.	2.11%	2.42%	7.85%	30.82%	56.80%	4.38	4.39	4.37	4.54
						(n=331)	n=176	n=155	(n=310)
E. Trustworthy. We strive for honesty, respect, and accountability in all we do to continuously earn credibility as an institution and as individuals.	2.93%	3.81%	5.57%	26.10%	61.58%	4.4	4.28	4.53	4.54
						(n=341)	n=180	n=161	(n=312)
F. Inclusive. By honoring our differences and similarities, we strengthen institutional and community connections.	2.38%	4.46%	7.14%	27.98%	58.04%	4.35	4.22	4.49	4.51
						(n=336)	n=179	n=157	(n=310)
G. Collaborative. We learn and create within and across teams to innovate, foster change, implement strategy, ensure accountability, and celebrate achievement.	1.48%	5.33%	6.80%	25.15%	61.24%	4.39	4.32	4.48	4.55

						(n=338)	n=179	n=159	(n=313)
H. Mission. 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.	0.93%	2.16%	4.63%	21.60%	70.68%	4.59	4.53	4.65	4.69
						(n = 324)	n= 169	n= 156	(n = 283)
I. Vision. The University is progressing towards vision fulfillment to advance the quality, delivery, and efficacy of healthcare.	1.86%	1.86%	6.21%	20.19%	69.88%	4.54	4.49	4.61	4.7
						(n = 322)	n= 168	n= 155	(n = 281)

≥ 4.33
RMU's Core Values

Table 8. Mission Fulfillment Goals (formerly called Core Themes)

Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	2025 Univ Mean	EL Mean	PP Mean	2024 Univ Mean
A. 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) (formerly Core Themes)	1.56%	2.18%	3.74%	21.50%	71.03%	4.58	4.53	4.64	4.73
						n= (321)	n= 169	n= 153	n= (281)
B. 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) (formerly Core Themes)	1.59%	2.87%	4.46%	24.84%	66.24%	4.51	4.52	4.51	4.64
						(n=314)	n= 163	n= 151	(n=279)
C. RMU ensures educational quality through student-centered academic programs, services, and continuous improvement. (Mission	3.10%	4.64%	5.88%	23.53%	62.85%	4.38	4.3	4.47	4.52

Fulfillment Goal 3 - Ensuring Educational Quality)									
						(n=323)	n= 168	n= 154	(n=283)
D. RMU nurtures student success by engaging students in professional and personal growth opportunities. (Mission Fulfillment Goal 4 - Nurturing Student Success)	3.11%	3.73%	5.59%	23.60%	63.98%	4.42	4.34	4.5	4.51
						(n=322)	n= 167	n= 153	(n=281)

University Experiences

Students responded to statements regarding university service, campus, and culture. In Table 10, Students responded to four cultural priorities of the University (community, continuous improvement, and diversity, equity, and inclusion).

Table 9. Satisfaction with University Services

Question	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	'25 Univ Mean	EL Mean	PP Mean	2024 Univ Mean
A. Finance (Tuition & Fees Processing, Financial Records)	4.62%	4.95%	16.50%	24.42%	49.50%	4.09	4.07	4.12	3.94
						n=303	n=159	n=144	n= 268
B. Financial Aid (Federal Financial Aid, VA Benefits, Other Financial Assistance)	3.49%	5.81%	18.99%	22.87%	48.84%	4.08	4.02	4.15	3.98
						n=258	n=145	n=113	n= 268
C. Institutional Review Board (IRB Application Processing, Advisement, Tutorial Support)	1.63%	1.63%	24.46%	19.57%	52.72%	4.2	4.06	4.34	4.21
						n=184	n=89	n=95	n= 268
D. Educational Technology (Support for Canvas and other related technologies, New Student Orientation)	1.03%	3.45%	8.97%	31.38%	55.17%	4.36	4.35	4.38	4.44
						n=290	n=149	n=141	n= 264
E. Learning Resource Center (Online & Physical Library Collections, Interlibrary Loans, Literature Searching Training)	0.69%	2.06%	6.87%	#####	#####	4.55	4.56	4.54	4.49
						n=291	n=149	n=142	n= 260
F. Registrar (Course Registration, Academic Progress, Transfers, Transcripts, Grade Reports)	1.44%	1.44%	9.39%	21.66%	66.06%	4.49	4.45	4.54	4.59
						n=277	n=139	n=138	n= 258

G. Student Affairs (Wellness Advising & Support, Health & Wellness Coaching, Food Pantry, Student Satisfaction Action Committee, Success Workshops, Student Leadership, Accommodations, Equity & Inclusivity, Student Senate)	1.11%	2.22%	10.74%	24.07%	61.85%	4.43	4.42	4.46	4.46
						n=270	n=156	n=114	n= 239
H. IT Technical Support (Internet Access, Software Support, Audiovisual & Classroom Support)	0.76%	1.14%	9.89%	25.86%	62.36%	4.48	4.46	4.5	4.57
						n=263	n=139	n=124	n= 237

Table 10. University Culture

Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Univ Mean	EL Mean	PP Mean	2024 Univ Mean
A. Through interactions with university personnel, I feel a sense of belonging to the RMU community.	4.04%	4.04%	12.42%	29.19%	50.31%	4.18	4.14	4.22	4.32
						n=322	n= 170	n= 152	n=274
B. My program demonstrates a commitment to continuously improving the student experience.	2.80%	4.67%	9.35%	23.99%	59.19%	4.32	4.28	4.37	4.49
						n=321	n= 168	n= 153	n=276
C. The university supports diversity, equity, and inclusion through its policies.	2.65%	2.65%	10.26%	21.85%	62.58%	4.39	4.31	4.48	4.55
						n=302	n= 160	n= 142	n=265
D. The university supports diversity, equity, and inclusion through university and student activities.	3.08%	2.40%	13.01%	23.63%	57.88%	4.31	4.27	4.36	4.47
						n=292	n= 158	n= 134	n=255

Physical Campus

Students were asked to rate their level of agreement to statements regarding the University's physical campus (Table 11). All were rated as *exceptional*.

Table 11. Physical campus

Question	Disagree	Somewhat disagree	Neither	Somewhat agree	Strongly agree	Mean	Total n=
I feel safe when I am on the physical campus.	0.94%	0.94%	3.29%	10.80%	84.04%	4.76	213
I feel that the physical RMU campus is clean and well-kept.	0.47%	0.00%	1.88%	8.92%	88.73%	4.85	213
The physical RMU campus includes quality facilities to support the learning-centered environment.	0.95%	2.37%	3.32%	18.96%	74.41%	4.64	211
The physical RMU campus includes quality technology to support the learning-centered environment.	0.48%	1.44%	6.70%	20.57%	70.81%	4.6	209
The physical RMU campus includes quality equipment to support the learning-centered environment.	0.99%	1.97%	5.91%	21.18%	69.95%	4.57	203

≥4.34
**Student Learning
Experience**

Learning Experiences

Students responded to statements regarding student learning experience, academic rigor, and clinical inquiry & learning. General Academic questions regarding Learning Experiences were in the *acceptable range with two items in the exceptional ranges* (Table 12). Most students (82%, down from 88% last year) reported their program having the appropriate level of rigor (Table 13). On the topics of clinical inquiry and learning (Table 14), one mean fell into the *exceptional range*, with the rest in the *acceptable range*.

Table 12. Learning Experiences

Question: In general, my learning experience at RMU has been:	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	2025 Mean	EL Mean	PP Mean	2024 Univ Mean
A. Purposefully designed to provide a quality learning environment	2.24%	5.45%	4.49%	26.60%	61.22%	4.39	4.36	4.42	4.63
						n= 312	n=163	n=149	n=267
B. Useful and meaningful.	1.92%	3.19%	5.43%	25.56%	63.90%	4.46	4.44	4.49	4.67
						n= 313	n=163	n=150	n=268
C. Supportive and nurture my growth/success	3.19%	3.19%	5.11%	24.28%	64.22%	4.43	4.4	4.47	4.66
						n= 313	n=163	n=150	n=268
D. Flexible and accommodating	3.19%	3.51%	3.83%	26.20%	63.26%	4.43	4.33	4.53	4.44
						n= 313	n=163	n=150	n=268
E. A positive aesthetic experience (i.e., the building, classrooms & course materials)	0.71%	2.50%	6.07%	23.57%	67.14%	4.54	4.57	4.5	4.64
						n= 280	n=159	n=121	n=240
F. Transformative and experiential, providing opportunities for discovery and self-directed learning.	1.61%	2.89%	8.04%	25.72%	61.74%	4.43	4.42	4.45	4.61
						n= 311	n=163	n=148	n=266
G. Supported by contemporary educational technologies.	0.98%	2.29%	4.90%	27.78%	64.05%	4.52	4.54	4.49	4.6
						n= 306	n=160	n=146	n=260
H. Providing timely and effective feedback regarding my academic performance.	1.94%	6.13%	3.87%	32.58%	55.48%	4.34	4.27	4.4	4.47
						n= 310	n=161	n=149	n=264

Table 13. Perception of Academic Rigor (n = 305)

Program rigor	University %	EL %	PP %	2024 %
In general, the program has inconsistent or low levels of rigor, leaving me feeling disengaged or bored in many courses.	6.56%	6.88%	6.21%	3%
	n= 20	n=11	n=9	n=8
In general, the level of rigor provides a challenging and stimulating learning environment appropriate for graduate education.	82.30%	80.63%	84.14%	88%
	n= 251	n=129	n=122	n=226
In general, the program is overly rigorous, and my learning process is stifled and/or I'm often overwhelmed.	11.15%	12.50%	9.66%	9%
	n= 34	n=20	n=14	n=22
Total		100%	100%	
	n= 305	n=160	n=145	n=256

Table 14. Clinical Inquiry & Learning

Question	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Univ Mean	EL Mean	PP Mean	2024 Univ Mean
A. I am competent at locating literature.	0.33%	1.97%	7.21%	38.03%	52.46%	4.4	4.22	4.58	4.52
						n= 305	n=158	n=147	n= 259
B. I am competent at critically evaluating literature.	0.66%	1.32%	11.51%	38.82%	47.70%	4.32	4.24	4.42	4.4
						n=304	n=158	n=146	n= 259
C. I am competent in my ability to synthesize evidence-based principles into realistic practice settings.	0.33%	1.32%	9.93%	39.40%	49.01%	4.35	4.22	4.5	4.5
						n=302	n=157	n=145	n= 257

D. My participation in experiential learning activities (e.g., clinical experiences, practicum, thesis, capstone, dissertation) has enhanced my clinical inquiry proficiency.	1.44%	1.44%	8.99%	32.01%	56.12%	4.4	4.27	4.47	4.51
						n=278	n=156	n=134	n= 241
E. I am developing knowledge & skills that will allow me to challenge current practice standards & serve as a catalyst for healthcare change.	1.00%	1.67%	8.67%	35.33%	53.33%	4.38	4.33	4.51	4.55
						n=300	n=144	n=144	n= 258
F. The knowledge I have gained from my degree program has improved my skills as an evidence-based clinician, educator, or researcher.	1.97%	0.33%	3.95%	29.28%	64.47%	4.54	4.48	4.6	4.66
						n=304	n=158	n=146	n= 257

≥ 4.32
**Clinical Inquiry &
 Learning**

Overall Satisfaction

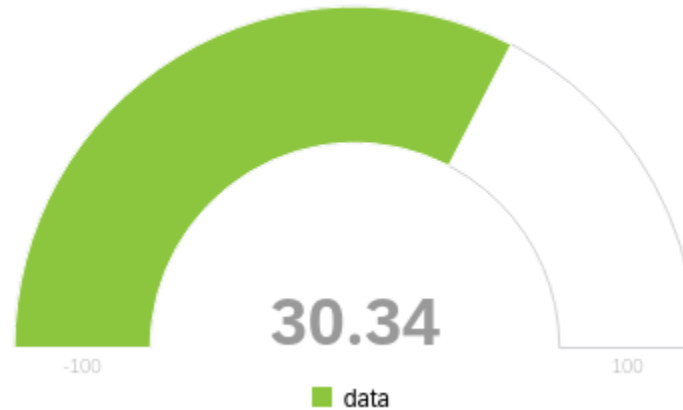
Multiple data points were utilized to explore student satisfaction. RMU also measured the likelihood of students referring the University to a friend, family member, or colleague for his or her education (Table 16) through the Net Promoter Score (NPS), which measures loyalty and may be used to promote growth. The University aspires to NPS score of +30 or higher. The NPS for the institution met the 30% level. Post-professional student NPS score was 34.66, while the entry-level NPS was lower, at 26.6. *Note: the NPS question was temporarily altered in 2024 when it included verbiage about the scoring definitions.

Table 15. Academic & University Experience Satisfaction

Question	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Univ Mean	EL Mean	PP Mean	2024 Univ Mean
						(n = 305)	(n=159)	(n=146)	(n = 259)
A. How satisfied are you with your academic experience at RMU?	2.62%	5.25%	3.93%	25.90%	62.30%	4.4	4.34	4.47	4.49
B. How satisfied are you with your overall experience at RMU?	3.28%	4.92%	4.92%	25.90%	60.98%	4.36	4.32	4.41	4.55

NPS mean= 7.86
Net Promoter Score= 30.34

Table 16.NPS. How likely is it that you would recommend RMU to a friend, family member, or colleague who is interested in health professions education? (Net Promoter Score) Score is a value between -100 and +100, with an RMU goal of +30 or greater.



Answer	2025 Univ n (%)	EL n (%)	PP n (%)	2024 Univ n (%)	2022 Univ n (%)
	(n = 379)	(n=203)	(n=176)	(n = 374)	(n = 577)
0	10 (2.64%)	7(3.45%)	3(1.7%)	5(1.34%)	10 (1.73%)
1	3 (0.79%)	3(1.48%)	0(0%)	1(.27%)	6 (1.04%)
2	5 (1.32%)	3(1.48%)	2(1.14%)	6(1.6%)	10 (1.73%)
3	11 (2.9%)	6(2.96%)	5(2.84%)	7(1.87%)	12 (2.08%)
4	14 (3.69%)	7(3.45%)	7(3.98%)	3(.8%)	22 (3.81%)
5	5 (1.32%)	3(1.48%)	2(1.14%)	12(3.21%)	25 (4.33%)
6	22 (5.8%)	15(7.39%)	7(3.98%)	9(2.41%)	28 (4.85%)
7	51 (13.46%)	27(13.3%)	24(13.64%)	33(8.82%)	62 (10.75%)
8	73 (19.26%)	34(16.75%)	39(22.16%)	42(11.23%)	88 (15.25%)
9	71 (18.73%)	41(20.2%)	30(17.05%)	117(31.28%)	67 (11.61%)
10	114 (30.08%)	57(28.08%)	57(32.39%)	139(37.17%)	247 (42.81%)
Mean (NPS)	7.86 (NPS 30.34)	7.68 (NPS 26.6)	8.06 (NPS 34.66)	8.48 (56.95)*	8.07 (34.84)

*Note: The 2024 NPS question was altered. Explanatory verbiage about what the scores mean was added and may have introduced bias into the 2024 results. The question reverted to the original format in 2025.

Open-Ended Questions

To provide additional clarity to the survey's quantitative results, students were asked to comment on the following open-ended items:

- Feelings of Disagreement or Dissatisfaction with Services at RMU (Table 20).
- Feelings of Disagreement with the University Core Values (Table 21).
- Feelings of Disagreement with the University's Mission, Vision, and/or Mission Fulfillment Goals (Table 22).
- Feelings of Disagreement with the Learning Experience and/or Clinical Inquiry and Learning Items (Table 23).
- NPS Detractor for Feelings of Dissatisfaction/NPS Promoter for Positive Feelings (Tables 24-25).
- What RMU Could Do So Students [Who Rated 7-8] Would Rate the University a 9 or 10 (NPS) (Table 26).
- Levels of Academic Rigor within the Program (Table 27).
- Opportunity to Provide Additional Feedback (Table 28).

Similar ideas that appeared in approximately 10% of the responses (by survey item) were considered themes. Many comments included multiple ideas, and each of these ideas was counted individually. While this report addresses only the themes, individual responses were provided to the appropriate Program Director and academic leadership for consideration in the assessment and continuous improvement process.

Table 20. Choices Regarding Feelings of Disagreement or Dissatisfaction with Services at RMU

Question	They gave me incorrect information	They did not respond in timely manner	They lacked customer service skills (e.g. they were rude)	They did not address my concerns	Something else not listed here	Total
Finance (Tuition and Fees Processing, Financial Records)	5.88%	17.65%	17.65%	11.76%	47.06%	17
Financial Aid (Federal Financial Aid, VA Benefits, Other Financial Assistance)	0.00%	16.67%	8.33%	8.33%	66.67%	12

Institutional Review Board (IRB Application Processing, Advisement, Tutorial Support)	0.00%	50.00%	0.00%	0.00%	50.00%	2
Educational Technology (Support for Canvas and other related technologies, New Student Orientation)	0.00%	11.11%	0.00%	44.44%	44.44%	9
Learning Resource Center (Online and Physical Library Collections, Interlibrary Loans, Literature Searching Training)	0.00%	16.67%	0.00%	16.67%	66.67%	6
Registrar (Course Registration, Academic Progress, Transfers, Transcripts, Grade Reports)	0.00%	0.00%	0.00%	0.00%	100.00%	4
Student Affairs (Student Advocacy Support, Wellness Advising, Health and Wellness Coaching, Student Food Pantry, BetterHelp, Residential Student Leadership, ADA Accommodations, Equity and Inclusivity, Student Senate, Student Diversity Committee)	10.00%	20.00%	30.00%	40.00%	0.00%	10

Table.22.a

count	"Something not listed here" Themes (n=19)
9	Employees made serious errors that negatively impacted my experience, including problems in Canvas
7	I experienced concerns over financial demands while attending

Table 21. Selected choices Regarding Feelings of Disagreement with RMU's Core Values (n=131)

Reason		count
Lack of transparency and standardization	21.37%	28
Educational gaps and self-teaching	21.37%	28
Faculty behavior issues	19.08%	25
Communication problems: unanswered email, feedback too late, etc.	16.03%	21
Something else (please explain)	14.50%	19
Remote learning issues	7.63%	10

Table 21.a

"Something else" comments (n=18)

Count	Theme
4	Concerns about DEI at RMU
6	Some faculty members seem disorganized, confused, unprofessional or untrained. Errors with their use of Canvas is a concern.

Table 22. Themes Regarding Feelings of Disagreement with RMU's Missions, Vision, and/or Mission Fulfillment Goals (n=35)

Count	
22	Critique of faculty: poor contribution to education, emphasizing 'self-teaching', reading and discussion posts
18	Call for more tailored teaching, flexible expectations, and updated course materials.
14	Program being instructor-centered, not student-centered
13	Something else (please explain)
13	Perception of professors setting students up for failure
7	Limited engagement and prioritization of professors' primary clinic jobs
4	Lack of instructor responsiveness to emails

Table 22.a. *Something else, Disagree Mission, vision, MFGs (n=12)*

Count	Theme
8	Some instructors demonstrated poor performance and carelessness.

Table 22.b. Response Excerpts from ‘Disagree’ responses; Mission, Vision, and Mission Fulfillment Goals: (n=12)

	Comment excerpts
1	The professionalism, the lack of being prepared, the never having a correct syllabus, the professors never grading a paper. No preparation.
2	The programs are hindered by the lack of variety in professors’ experience and knowledge. Also, the professors don't all seem to know how to use Canvas. Critical information about assignments is sometimes hidden in another tab or they put it in an announcement after I have asked for clarification. Videos/screencasts are old. One of my instructors doesn’t seem to have a good grasp of the English language. Just overall, I’m disappointed in the quality of most of the online professors.

Table 23. *Themes Regarding Any Feelings of Disagreement with the Academic Experience and/or Clinical Inquiry and Learning Items (n=15)*

Count	Theme, Disagree
15	Instructor Engagement and effectiveness
13	Timeliness and delays
12	Flexibility and accommodation
10	Communication problems
7	Something else

Table 23.a

Comment #	Disagreement with learning experience; comment excerpts
1	Students are expected to stick to a rigorous deadline schedule, but grades are not returned in similar fashion, which makes it difficult to foster a learning environment where we can process and take feedback to improve upon past assignments. Sometimes we have turned in 4 weeks’ worth of assignments before receiving feedback. I'm still waiting for assignments to be graded that were submitted in January.
2	Professors overall did not communicate well. Faculty in some classes became defense and aggressive when students expressed concerns.
3	Most of my RMU instructors have been laughably bad and reliant on self-teaching, outdated materials, and meaningless discussion board posts

4	Some courses are not compatible with working schedules for the students residing in a time-zone west of RMU. Seemed like some students were given more grace for mistakes or problems than others.
5	My program is not flexible enough for working professionals with a full time 40 hour a week job which was the marketing slogan to get me into the program. Years later, I still can't graduate from the program.

Table 24. NPS Detractor, why I would not recommend RMU (n=67)

Count	Answer
45	Concerns related to the cost of tuition at RMU
43	Concerns related to the quality of instructors at RMU
23	Concerns related to RMU Programs of study
23	Something else (please specify)
23	Concerns related to student debt
8	Concerns over job placement

Table 24.a 'Something else' themes n=23

Count	Theme
10	Poor professors and/or staff
7	Lack of student support
4	Too much independent learning

Table 24.b Excerpts from student comments

Excerpt #	Comment Excerpts, "Something else"
1	Disorganization. Lack of competence. Double standards applied to students but not professors.
2	Lack of student support with individual research projects including adequate faculty-student mentorship and research subject recruitment.
3	Too much learning is done independently and reliant on peer review. More actual instruction is necessary. For what I'm paying I expect the teachers to teach me something and not just give me a bunch of busy work.

Table 25. NPS Promoter Themes for Positive Feelings about RMU (n=178)

Count	Answer
136	Quality Faculty
111	Program rigor
107	Online degree options
101	Quality of career preparedness
99	Feelings of belonging/community at RMU
66	Geographical location
61	Culture of professional networking
39	Financial aid offered
9	Something else (please explain)

Table 26. Response groups and themes Regarding What RMU Could Do to Increase NPS Ratings from 7-8 to 9-10.

Count	Answer Choice, all that apply (n=166)
55	Offer more financial-aid options
46	Something else (please specify)
36	Act on student feedback
29	Improve course offerings

Table 26.a Open response “something else” (n=44)

count	Open Response Theme
19	Course or Program concerns
7	Instructor improvement suggestions
5	Tech problems
5	Financial concerns
3	Communication problems
<3	Advising
<3	Clinical placement needs
<3	International student requests
9	Other concerns and suggestions

Table 26.b What could RMU do to increase NPS ratings? Excerpts from student comments

Excerpt number	What could RMU do? Comment excerpts:
1	More faculty support. I emailed [a faculty member 10 days ago] and have yet to hear back... I was trying to apply for [a scholarship that would have made a huge impact financially] but due to (their) non-response I am not able to apply for the scholarship.
2	Please get a contract with Oregon BoN since there are several grads practicing here... I would support recruitment and consider precepting students in the area.
3	Try to help with the capstone process earlier by helping with site approval and other steps. I also think that having the CC be an employee of RMU would be helpful as they would be more vested in helping us progress in a more timely manner. Both my CC and my school district cost me months of time and money... They took so long to approve it that now I am in danger of not finishing before school finishes. It has been such a difficult process.
4	I'll be honest, it's been difficult not to feel frustrated by recent changes to [my] program, especially knowing that the previous structure would have cost me significantly less [money]. It's also been disheartening to learn that some students, depending on whether they were pursuing a certificate or a degree, paid different amounts for the same course. While I recognize that RMU is adapting to broader trends in higher education, I sincerely hope that the rigor and value of the program remain intact. I chose this path because of the high standards, and I hope future students continue to benefit from that same level of academic depth and challenge.
5	RMU [lags] behind when it comes to providing information and opportunities to international students enrolled in limited residency models. An international calling facility, postal facilities for delivering textbooks, internship/shadowing opportunities, and proper guidance regarding government policies [would be helpful].

Table 27. Comment Excerpts Regarding Program having Inconsistent Levels of Rigor (n=38)

#	Rigor, comment excerpts:
1	I feel some classes are useless and just have students enrolled [for the institution to make] money.
2	Some instructors did a great job at creating the appropriate amount of rigor to engage students and create a positive learning environment. A surprising number of professors used PowerPoint slides to create boring lessons. Some classes had more reading and writing assignments than could reasonably be completed for [full-time] employed students. There was no standard.
3	Because the large projects are often 'self-taught' I don't feel confident about my ability to accomplish the assignment well... It is difficult to fully comprehend how to best retain the information and what is going well. For one project, I received zero feedback, and when I asked about it, I was told, "you don't really want feedback, anyway."
4	I'm positive some of the courses are being written as they happen, and not in advance. We are consistently being told about assignments days before they are due. If we had access to the entire course (even if modules are locked) we know exactly how many assignments we have and when they are due, it would be much easier to handle. [This] is unfair to students. We deserve to have courses [prepared] with forethought.
5	Rigor was not the problem. I can do hard things. Expectations we constantly changing, and when given a hard task we were given no support. I had to teach myself everything I know.
6	The discussion boards are meaningless - students look up information, compile it and post it. Very little knowledge is gained. I have multiple assignments waiting weeks to get graded and returned to me. There are inconsistent expectations in clinicals (that vary widely) from faculty to faculty.
7	It is more the inconsistency of the professors. They expect a lot of us however they do not reciprocate. I must wait months for a grade on an assignment but they expect me to return it with corrections within days.

Table 28. Comment Excerpts Regarding Any Additional Feedback (n=43)

#	Anything else? Comment Excerpts
1	During our orientation at the start of the program, expectations were laid out [with] stern/harsh but necessary consequences for not meeting those guidelines. As future healthcare providers, these rules should not be hard to follow. However, multiple classmates have not kept up with grades, attendance, timeliness, dress code, etc, and have just slipped through and (been) pushed along. Some classmates suggest [they are retained in the program so] the university can keep collecting tuition, while others suggest there is a lack of accountability from our program leaders.
2	I think RMU could partner with some BSN nursing programs to have a psych focus and then roll directly into the PMHNP program without having to wait. Allow the BSN students to apply for a nursing fellowship in psych care, making sure that their capstone is a psych, and that they also get their nurse apprenticeship license to work in psych, and that they demonstrate academic excellence. This could qualify them to waive the year of waiting and could let them roll straight into a PMHNP without missing a beat and it would create a great partnership with local BSN programs. I work at [a local school] and know we would love to advertise a partnership like this to our students.
3	It was not made clear [prior to starting] that this program involved significant remote instruction. And the content taught remotely is comparably more difficult and dense than most in-person lectures. Furthermore, the addition of more remote instruction seems to be the trend for this program.
4	[Students] could use a live on-line support [resource] for things like program technical issues or program-specific projects
5	Dr. Jones, the director of PMHNP program is compassionate and kind.
6	I am thrilled overall with my experience at RMU. As a COTA bridging to an OTR this program was the lowest cost and had the most flexible schedule for completing my graduate degree-not to mention that the duration is just 18 short months (INCLUDING fieldwork)-Making it just 12 months of didactic study. I am so happy I found this program and I will be happy to wear RMU as my alma mater as I continue in my career.
7	The difficulty in finding school counseling internships and jobs is something that, had I known prior to enrolling, would have deterred me. During our first residency, when there was still time to drop the school counseling program and do only the CMHC program, we were told that there was still a high demand for school counselors. We have found that to be completely untrue. I feel like I wasted money, time and energy and may not even be able to work in this field. Transparency and accurate information on current trends in employment opportunities would've been extremely valuable.
8	I think overall, the school could focus on mutual respect amongst different programs. Every single time I have to take an exam, other programs are screaming in the hallway despite the signs [displayed] that say we are taking a test. The study room situation has gotten ridiculous. [One program] books out every study room every day, while also taking the lounges, any other open space. It feels like I have been booted off my floor. This concern has been repeatedly dismissed [by RMU].
9	Overall, I have been very happy with my educational experience at RMU. The communication with faculty and the organization of the online learning management system needs significant improvement. Problems such as outdated syllabi, incorrect dates, and missing posts on Canvas have been prevalent. Additionally, timely responses from some faculty members have been challenging to obtain.
10	Please have the NP program include scheduled preceptor and lift the huge burden of this from the students
11	Poor feedback is often couched as overly emotional. [However,] my program has wasted huge amounts of my money. I have discussed this with trusted colleagues who have been horrified at the quality of content and teaching provided.
12	I would like [to have] access to all previous classes to create a study guide for licensing. Example, access to all previous class chapter quizzes from textbooks.
13	Please increase the temperature in the PA classroom. It really does hinder my ability to learn. I actively dread going to class because I know that I am going to be cold for 8 hours straight.
14	This survey appears to be intentionally ambiguous in order to meet some accreditation or administrative requirement. It does not appear to have been created to assess how the university could improve or what could be improved. I'm not sure that I'll bother filling it out in the future.
15	Please reevaluate the online professors for fit/educational background/experience in the programs they are teaching.
16	Those of us local to Utah are fighting for clinical hours with Noorda, the U, BYU, UVU and RMU for rotations. Most of these other campuses have a faculty member that is securing sights for them and ensuring they have a valid preceptor. This makes it difficult for us to find a preceptor unless we know the providers personally or are asking months and months in advance. More assistance with securing sights would be beneficial.

Prepared by:

Angela Ward
RMU Institutional Effectiveness
Director of Institutional Assessment
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Appendix

Verbatim responses, positive experiences

Q52 - If you have had a uniquely positive or memorable experience at RMU, we invite you to tell us about it.	
1	Dr. McClellan has always made me comfortable asking questions in her class and had an open-door policy that allowed to me discussing questions and talk through things better.
2	All of the professors at RMU would be willing to sharer my questions and take the time with me to help me succeed. I am very grateful to all of them for making me feel important and that they were there to make sure everyone in our class was successful.
3	Professors within DPT program care and always take the time to talk, educate, and help students through challenging or difficult times. There is not a single professor within this department that I feel wouldn't or hasn't already taken the time to sit with me and invest in my educational or mental health.
4	Every time I have had a difficult tome in the program, I know I can come to staff for moral and educational support without judgement.
5	Dr McCreary and Prof Andrew Jensen helped me work through navigating an assignment in which all parties were satisfied.
6	I switched to part time for my program and the registrar's office worked with the nursing department to build me a schedule that would help me reach my goals.
7	There were two remarkable individuals a professor and a faculty/staff member who believed in me and stood by my side when others doubted my abilities. Their unwavering support and words of encouragement reassured me, reminding me that I was doing far better than I realized. In moments when I felt like I was falling short, they were there to help me see my potential and motivate me to keep moving forward.
8	I am in an online program. I have had teachers reach out by email and check up on me. It was very meaningful to know that I am more than a face on Zoom and a name in the Canvas gradebook.
9	Dr. Allyce Jones and Dr. Timothy Legg have been amazing during the whole length of the program. They are so available and responsive. I love this program because of the work that they put into it. They care about my success and it shows. Do whatever you can to keep them around.
10	Dr. Purcell in the physical therapy department is the most incredible educator I have ever worked with. His is organized and is able to provide the information needed in an effective and applicable manner. He has really improved my learning and confidence in my ability to become a good health care provider.
11	Caixa Pope has been especially supportive and understanding throughout the counseling program. She answers emails within 24 hours, has compassion over concerns both with school and in home life, and has great depth and breadth of knowledge in the counseling field that she willingly offers to support her students. I am grateful to have been able to work with her.
12	I want to thank the faculty for the excellent support in advancing my clinical knowledge and research skills in speech-language pathology.
13	The professors are quite supportive and seem to be invested in our success. Particularly Doctors: Kruoch. Orgill, Roden, and McClellan. I also had a very good conversation with Ray Rodriguez and he assisted in getting me counseling for assistance with mental health.
14	My program director Dr. Janet Tankersley and former program director Dr. Jane Sweeney took out the time to hear me out when I was facing concerns regarding repayment of government fees and assured me that they will advocate for me. Mr. Steve Carwile (DSO for international students) has also been extremely helpful as this is the first time the university enrolled an international student to a limited residency program. I do wish that he had more support when dealing with international students and the government. I really appreciate all their help.
15	Dr. Matt Malcolm always give positive, constructive feedback.
16	A HLA course that has positively affected me. Faculty was involved i felt good about applying the teachings in real life situations
17	I have loved all my instructors so far, but Timothy Legg has been especially great!

18	Our slpd onsites have always been amazing and special! Provo will always have a special place in my heart and the people in my program and my professors will forever be my family
19	Discussing my HLA certificate with Jacob Fox. The interaction that I had was a phone call discussing the needed classes to add/drop throughout my time for the HLA certificate, alongside my DMSc. He was so supportive and gave great direction to answer my questions. I was so thankful and appreciative of his patience and understanding through the entire interaction. He was fantastic to work with!!
20	Dr. Malcolm has been invaluable to making my time at RMU positive. He has always been available for mentoring or to answer questions, and has always made each student feel heard and understood. He is a huge asset to the university.
21	The faculty have been welcoming and provide an environment that allows us to continue seeking knowledge. Each professor is always willing see each of us succeed.
22	Dr. Jones helped me during a challenging time after an unknown policy change.
23	I am going through a hard situation but there are few staff members who are very caring and really care about my wellbeing. They are very special and take the time to listen about any issue.
24	The counseling onsite day was incredible. It was engaging, challenging, fun, and made me feel excited for my future career. I really enjoyed getting to know the faculty and my cohort better.
25	My instructor for my current class has been extremely supportive with some 'hiccups' this term.
26	All of the DPT faculty are exceptionally caring about not just your academics but you as a person. They consistently go out of their way to show you their support, be someone who will listen to you when you need it, and find ways to make your learning experience positive.
27	I believe Dr. Mary J. Taylor is an exceptional professor. During my first semester in the SLPD program, she used a variety of teaching methods to effectively teach the course. Her enthusiasm about the subject material was infectious and helped me get through the first semester.
28	Dr. Erskine, Dr. Briggs, Dr. Shumway, Dr. Todd, Caisa, and Dr. Letourneau have all been wonderful, supportive instructors.
29	Dr. Nielsen has given the opportunity to teach more about EMG and has been a significant role model in my experience at RMU. As well as Dr. Young was able to console me in a panic attack during a practical and was able to calm me down during a time of need. Overall with both experiences were exceptional and invaluable to me.
30	I am very thankful for Kevin Knutson who has been so helpful in my program. He has answered a million questions, imparted wisdom, and been nothing but kind and patient with me throughout my Rocky Mountain journey. I felt that he believed in me and that meant a lot to me. His encouragment to apply to the program when I was looking into it, and his support at every turn, has given me the reassurance that I can get through this rigorous program. I have never felt judged or criticized by him in the process of learning and growing in my field of study and that has allowed me to be able to learn and grow a lot. Please pass on my many thanks to him!
31	Dr. Krueger promptly addresses any requests or questions guiding the research process. Furthermore, his course HS-720-1, "Survey of Qualitative Research," offered a gratifying learning experience. The OTD 712 course, Quantitative Inquiry, taught by Dr. Paquette, was outstanding in its design and instruction. Ms. Darcy Hammer provided excellent guidance throughout the IRB application process. Dr. Hudgins and Dr. Mathena opened my eyes to various venues to grow as a professional. Dr. Uddin created a warm learning atmosphere while teaching her course, Scientific Writing.
32	Dr. Buckley - At 2nd residency I was really struggling. I felt like I was failing and would never get these skills down that we were learning. I felt like everything I did was wrong. I was ready to go to the registrar and drop out. Dr. Buckley took time to validate me, encourage me, and give me a hug....Simple things that made me realize I was going to make it. AND THEN, he continued pushing me and I will be a better counselor because of him
33	Kailey is wonderful to talk with about anything! She is very welcoming and is a great listener.
34	Dr. Matt Malcolm met with me biweekly during my first semester when I was feeling overwhelmed by the program. After being out of school for over 25 years, adjusting to academic life was challenging. However, Dr. Malcolm's encouragement to keep going made a significant difference. I am incredibly grateful that I didn't quit!
35	First residency for counseling program was great
36	I actually really enjoy the onsite residency's that the nursing program puts together, they do a very good job.

37	I have had the opportunity to work with our program director on a research project that wasn't related to coursework or program requirements but was an area of mutual interest
38	Tye Jensen has been incredible to work with on my ASP project. He has been very timely in his responses and has provided extremely helpful feedback.
39	Dr. Hawkins is always available to help problem solve and sort through difficult situations in the SLPD program experience.
40	Right before my program started, I [suffered a traumatic loss]. Both the onboarding Optometry crew and professors were very accommodating. *note: part of quote removed due to personal nature
41	Krista McEnrire with financial aid was SO helpful for me as I'm navigating student loans for the first time. I accidentally missed a deadline due to some confusion about a particular form, and she helped me fill out the form and made sure I could still get the reduction I needed.
42	I met individually with a Student Affairs staff member about study tips and techniques; he was invaluable. I appreciated that he followed up with me about how I was doing.
43	Leah and Jocelyn were very welcoming from their offices. I and a few other students would regularly visit them. They willingly shared snacks, helped me when I had questions about things I needed to do for my class leadership role, as well as set up access to the food pantry for when I and my family needed it.
44	I have had two SLPD professors meet with me when I wasn't in one of their current classes. They were have helpful and provided great feedback.
45	I was struggling and the dean of my program got directly involved in supporting me to achieve success
46	Faculty within my program are aware of my health history and are accommodative when necessity arises.
47	Doctors Jones and Legg amaze me with the many hats they wear that they are still able to make purposeful and meaningful connections with their students. I am a transfer student, and there is a stark difference between faculty at RMUoHP and my previous university. In fact, I did not think this level of faculty participation, feedback and structure was possible.
48	You know the one instructor in my program that I felt really tried to put the student first was Dr. Price in the Optometry department he always was more than will to take the extra time to not only make sure you understood something but he has an amazing way of relating it back to you. I think if more academia tried to take this approach it would become a much better space.
49	Residency experiences required for our program are particularly memorable and helpful. Our Cohort is all there and faculty which is so helpful when they become a person rather than a face on a screen.
50	My advisor Dr Rust was very engaging and encouraged me every step of the way.
51	I have had a few professors take a special interest in me and work to help me in ways that are above and beyond what I expected from them. These experiences have been overwhelmingly positive and have greatly contributed to the quality of my education.
52	During my time with RMU, I had [traumatic life changes]. Much of life occurred from that point on. Drs. Shigetomi-Toyama, Simpson, and (later) Combs remained steadfastly understanding and encouraging. Without their tenacious support and guidance, I genuinely do not think I would have completed this degree. I am so very grateful for them. *note: part of quote removed due to personal nature
53	For the most art RMU does a good job of looking out for students and seeing when they are struggling.
54	In our second semester and we were in physiology with Dr. CC and a lot of the class was stressing about an upcoming test and she came in on a Saturday and spent approximately two hours with us to help us study better.
55	During an onsite visit, after traveling for hours, I was [exhausted]. Dr Shotwell, Dr Austin, and Dr Webb took the time to [assist me] Much appreciated. I've encountered many personal challenges, and the faculty makes sure I access the assistance needed (i.e., check-ins and betterHelp) *note: part of quote removed due to personal nature
56	I had 2 clinical sites lined up in my home state [removed], they both fell through and I was left scrambling to find a site. Though I live in [removed] I have the ability to go to Utah for a month or so. Dr. Jones found me a site last minute which has kept me from having to drop out. *note: part of quote removed due to personal nature
57	I felt enlightened by the first residency experience that I attended with the Clinical Mental Health Counseling program. All of the professors were engaging and challenging and I felt like they wanted us to succeed. It was personable and well planned. I felt recognized as more than just a student. I felt like they saw our personhood.

58	I missed two important assignments in my first semester. The instructors reached out, listened to my perspective, and allowed me to complete the assignments for reduced points, allowing me to pass the class.
59	I recently lost my [family member]. The MOT program administration and cohort all reached out to me personally and contributed to gifts and flowers for my family. It was very heartfelt and felt by my entire family. *note: part of quote removed due to personal nature
60	In the SLPD program, I developed a good student/faculty relationship with Dr. Sandy Shigtoma and Dr. Courtney Moore as they made the time to speak with me and followed up on my progress throughout the program which made me feel seen, heard, and my supported as a student with challenges but one is also dedicated to enhancing and finishing my advanced education. I really appreciate them for going the extra mile outside of their own faculty duties and personal lives.
61	I thought I would fail one of my courses because [of an error]. I informed the professor that I was not turning it in because I would have to rewrite it. She wrote me back and asked if we could meet and discuss my options. She allowed me the time from when it was due to the time she had to turn in grades to rewrite it and turn it in. Thanks to her generosity I do not have to retake the course and I got an A- out of the class. *note: part of quote removed due to personal nature
62	The RMUoHP staff in my PhD Health Sciences program have been awesome! Dr. Austin, Dr. Shotwell, Ms. Hammar, Dr. Cappaert, Dr. Martin, Dr. Romano, and others, thank you for all that you do and continue to do to support your students.
63	Dr. Janet Noles has been phenomenal. She is genuinely kind, and always professional, friendly, responsive, and supportive. Such a great feeling every time you interact with her! She's why I decided to attend a second program at RMU!
64	My professor, Tom Arbendour in leadership in healthcare was exceptional. The course content, expertise and discussion and mentorship and engagement with the students on an individual level was amazing. Jason Edsall was also exceptional, both courses I have taken from him, had a high degree of rigour and expectation, and he was extremely accommodating when I ran into some circumstances where I needed some help with adjusting my deadlines due to [health concerns], and he always had a quick turnaround on My Work whenever it was handed in and made sure he supported me in every way possible while I was recovering. He also took the time to meet individually with everybody in our class two times throughout the semester so it made the courses feel much more personal and engaging from the membership standpoint. *note: part of quote removed due to personal nature In my course with Jennifer Caputo and Sam Johnson, they had exceptional lectures every single week that were very helpful and targeted and I wish more courses did their lectures and we're ahead of the game and as prepared as they were! Overall, a very fantastic experience with my professor so far and really have enjoyed the courses
65	Ever since the first semester, I have never felt short or incapable of not being able to perform well. The PA staff is incredible and I am very grateful to be a part of RMU.
66	Ray was fantastic to work with when it came to getting academic accommodations figured out. He went above and beyond to make sure my professors and I were on the same page. He is fabulous!
67	Jocelyn Whiting is an incredible human and went so above and beyond for me with helping to get responses from one of my professors that allowed for me to get tuition reimbursement from my employer. I am super grateful to her!! She has been beyond the most helpful person I have encountered at RMU. Thank you Jocelyn, I really appreciate you!!!!
68	I received flowers and a card from the university after my [family member] passed away. I did not hear from anyone in my program. *note: part of quote removed due to personal nature
69	Dr. Amber Heape is an exceptional professor and student mentor. She has contributed to a positive and very memorable student experience for me. She always goes the extra mile for her students and she believes in her students to achieve great things. She dreams big and creates pathways for her students to do the same. Many RMUoHP staff and faculty has been excellent and Dr. Heape is truly a wonderful person and contributor of positivity towards the RMUoHP student experience and she is an example of the excellence that the staff and faculty of RMUoHP offers.