

# Default Report

Graduate Studies Student Needs Assessment

March 1st 2024, 10:47 am CST

**Q1 - Please indicate the graduate program(s) in which you are currently enrolled.**

#	Answer	%	Count
8	Doctorate in Ethical Leadership	7.59%	18
9	Doctorate in Counselor Education and Supervision	2.95%	7
10	Doctorate of Nursing Practice	11.39%	27
11	Masters of Business Administration	8.86%	21
12	Masters of Education	16.88%	40
13	Direct Entry Masters Science in Nursing	15.19%	36
14	Masters in Nutrition (any one of four paths)	5.49%	13
15	Masters of Science in Mental Health Counseling	10.55%	25
16	Masters of Arts in Servant Leadership	5.49%	13
17	Master of Science in School Counseling	0.42%	1
18	Adult-Gero Acute Care Nurse Practitioner Post Graduate Program	0.00%	0
19	Education - license or certificate programs (non degree) Wisconsin	10.97%	26
20	Education - license or certificate programs (non degree) Iowa/National	0.84%	2
21	Certificate in Servant Leadership and Organizations (non degree)	0.00%	0
22	Health Care Management Certificate	0.00%	0
23	Initial Teaching License (post baccalaureate)	1.69%	4
24	Other. Please indicate	1.69%	4
	Total	100%	237

Q1\_24\_TEXT - Other. Please indicate

Other. Please indicate - Text

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Reading Specialist 5017

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Masters Community & Medical Dietetics

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Direct Entry Masters of Community and Medical Dietetics

**Q2 - Please indicate what year you are in your graduate program.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate what year you are in your graduate program.	1.00	4.00	1.77	0.84	0.71	226

#	Answer	%	Count
1	First year (1- 3 semesters)	45.13%	102
2	Second year (4-6 semesters)	38.05%	86
3	Third year (7-9 semesters)	11.95%	27
4	more than 9 semesters	4.87%	11
	Total	100%	226

**Q3 - Please indicate how you take the majority of your classes in your program.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate how you take the majority of your classes in your program.	1.00	5.00	2.97	1.42	2.03	226

#	Answer	%	Count
1	Face to face on the Viterbo campus.	19.47%	44
2	Mostly online with some face to face.	22.57%	51
3	Hybrid - classes that are a mix of face to face and online	20.80%	47
4	Fully online with a condensed face to face week or so in the summer	15.49%	35
5	Fully online without ever attending the Viterbo campus	21.68%	49
	Total	100%	226

**Q4 - The main reason I am pursuing a graduate degree is:**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The main reason I am pursuing a graduate degree is: - Selected Choice	1.00	5.00	2.24	0.84	0.70	226

#	Answer	%	Count
1	Personal growth	9.29%	21
2	Career advancement/professional growth	70.35%	159
3	Career change	10.18%	23
4	Develop scholarly skills/knowledge in my field	7.08%	16
5	Other, please indicate below	3.10%	7
	Total	100%	226

**Q4\_5\_TEXT - Other, please indicate below**

Other, please indicate below - Text

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Financial stability

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Required for career

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Personal Growth and Professional Growth

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All of the Above

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all of the above

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All of the above.

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initial teaching licensure

**Q5 - Please describe your satisfaction level with the following services at Viterbo University.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Initial contact for information about degree	1.00	3.00	1.29	0.49	0.24	218
2	Program Admission Process	1.00	2.00	1.22	0.42	0.17	218
3	Financial Aid Information and Process	1.00	3.00	1.53	0.67	0.44	215
4	Registration for classes	1.00	3.00	1.43	0.56	0.31	218
5	Accessibility Information	1.00	3.00	1.38	0.54	0.29	216
6	Academic Support Services (writing, statistics, research)	1.00	3.00	1.36	0.56	0.32	213
7	Counseling and emotional support	1.00	3.00	1.38	0.55	0.30	207
8	Bookstore	1.00	3.00	1.36	0.55	0.31	208
9	Health Services	1.00	3.00	1.42	0.56	0.31	197

#	Question	very satisfied		moderately satisfied		not satisfied		Total
1	Initial contact for information about degree	72.94%	159	25.23%	55	1.83%	4	218
2	Program Admission Process	77.52%	169	22.48%	49	0.00%	0	218
3	Financial Aid Information and Process	56.28%	121	33.95%	73	9.77%	21	215
4	Registration for classes	60.55%	132	36.24%	79	3.21%	7	218
5	Accessibility Information	64.81%	140	32.41%	70	2.78%	6	216
6	Academic Support Services (writing, statistics, research)	68.08%	145	27.70%	59	4.23%	9	213
7	Counseling and emotional support	65.70%	136	30.92%	64	3.38%	7	207
8	Bookstore	67.79%	141	28.37%	59	3.85%	8	208
9	Health Services	61.42%	121	35.03%	69	3.55%	7	197

## Q6 - Please add comments regarding any of the above.

Please add comments regarding any of the above.

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I dont use health services or counseling at the school.

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There seemed to be a bit of a disconnect with program information and communication.

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My advisor was always available and responsive to my questions so I felt like I had a go-to person

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I dont have any experiences with health services, counseling, accesibility

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Due to the fact that I am 100% online, I didn't need to use some of the services listed.

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I have not experienced academic support, counseling support, nor health services

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online graduate students are not made aware of services available to them

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Extreme lack of communication from financial services.

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I live too far from campus to visit the bookstore or utilize the Health Services. I would be willing to come on campus one week in summer for an intensive but would not be able to attend in-person classes on a regular basis. I'm disappointed with the business office/university's decision to charge for card payments the same semester that had a tuition increase. The university makes it unreasonable difficult for students to avoid taking out student loans.

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I really have no opinion regarding Health Services as I am not on campus full-time and have no need for their services.

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I am not aware of Counseling/ Support Services or Health Services

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The financial aid process is not easy to follow and lacks important information within the myVU portal.

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Most of these are not applicable for graduate students such as Academic Support services.

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Difficult to rate many of these areas (accessibility, bookstore, health services, counseling, academic supports as I have not had or had little interaction with these as I am in the off campus/Iowa program

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Would like to be able to enter n/a for finacial aid and health services

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I did not really hear anything about financial aid as a graduate student

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n/a

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the financial aid process is very clunky. I am still waiting on aid to be applied & receiving emails about outstanding tuition.

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The admission process was very long to find out if I was accepted. I was planning on moving for a different school as it was taking too long.

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I don't use most of the services offered because I am not a full-time graduate student. I am an employee of the college so I am not sure if those services are meant for me or not.

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I feel the graduate program for mental health counseling is modified to benefit working adults. Registration for classes is fairly easy; however, there are classes that have been cut from the schedule due to lack of professors or students. It would be wonderful if Viterbo provided another option in these scenarios, instead of making the student wait until the class is offered at a later date.

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Digital bookstore would be beneficial since the courses in my program are all virtual and I do not attend Viterbo on campus.

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Only concern that I have dealt with repeatedly, with being a part of the CIP program there is a delay in Viterbo receiving the check from the organization (even though I do my part/vouchers months in advance). Because of this delay, I routinely receive notices that I have a balance due that will be accruing interest. This results in duplicate work on my end and Viterbos end due to my questions because I feel I have to reach out, double check everything, see if I missed anything in light of the auto notification. If there is an opportunity to optimize the notices to students who truly need them, that would have been helpful. Health services staff were wonderful to work with, I always had issues with starfish for schedule. So issue isn't with the services provided rather barriers with the online scheduling process.

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Would you consider adding a NA category? I don't use health services.

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Navigating financial aid has been very challenging. The financial aid office seems unclear with the process to on applying the military (VA) financial aid.

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I do not use health services

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I would mark NA for some of these since I am 100% online.

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Book store staff are amazing

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I experienced a mental health urgency that required hospitalization. My instructor offered no alternatives to making up the one assignment I missed, which ended up being a lot of points. This caused me to go into Academic Probation because my grade was a BC. This speaks very, very poorly to the support a person in mental health crisis receives from the program.

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Many of these services I have not needed to use however it is nice they are available.

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Many services (in the middle choice, other than bookstore) I have not utilized.

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Very impressed with the initial contact when I was interested in applying to Viterbo. The person that I talked to took time out of their busy schedule to support my application process which needed to be done immediately due to the approaching start of the semester. This person's support and kindness made me realize Viterbo was a good fit for me.

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It may be helpful to have a N/A option as I have not utilized some of the resources such as counseling and health services.

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I personally have not experienced the Academic Support Services, counseling and emotional support, or health services areas of Viterbo. During my introduction in the first week, they had amazing presentations letting me know how to contact them if needed.

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Should add N/A category.

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I did not use Health services, the bookstore, counseling or academic support

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Viterbo did a great job finding rotations for my supervised practice in my area. I couldn't have done it without their help!

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My main issue with Viterbo is the financial aid office. I had to constantly follow up in order to receive aid, every semester the Financial aid office would state one value I'd receive and then I'd get a different sum. There was no follow up with staff. The checks should be disbursed to a checking account, I am often on rotation for my education and not in La Crosse to pickup a check at home. One semester it took 3 months to receive my aid. I do not have income during my program and need this money to pay for rent etc. Complete lack of concern and accountability. Other than that, the program was fine.

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I am never on campus so my answers above shouldn't hold a ton of weight

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Have not used counseling/emotional support or health services.

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Academic Support Services, Counseling and emotional support, and health services were not applicable, but it was not listed as an option.

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So stressful course. All quizzes and tests do not match with lessons at all. Teachers information is just general and doesn't help to prepare for tests. Doing tests or quizzes you lost because some answers the same but you have to pick up one of them. Graded of skills before practice I believe it's wrong. It is supposed to be in reverse Answers for test's doesn't match with ATI studies. Mostly it looks like answers will depend on teachers opinions.

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Haven't used health services, emotional support, or know what accessibility means in this context

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I have not used counseling or health services so those questions are not answered.

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Could use more resources for writing support, provide more feedback to incoming students especially non-traditional ones about the writing requiriements

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I have not had direct contact with counseling services, health services, and academic support.

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Financial aid communications were confusing and provided false information. The professor did not communicate with the bookstore which book he would be using for the course until the day before, so I purchased the wrong book.

## Q7 - How helpful was your orientation to Viterbo University?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How helpful was your orientation to Viterbo University?	1.00	5.00	2.09	0.92	0.85	211

#	Answer	%	Count
1	Extremely helpful	27.01%	57
2	Moderately helpful	44.55%	94
3	Neither helpful nor unhelpful	23.70%	50
4	Slightly unhelpful	1.42%	3
5	Unhelpful	3.32%	7
	Total	100%	211

## Q8 - What could be done to improve your orientation to Viterbo University?

What could be done to improve your orientation to Viterbo University?

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didn't have one.

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I did not attend or was not asked to attend an orientation.

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Didn't have one

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Separate event for doctoral students/or students who have previously attended Viterbo.

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Na

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I really would not change anything, one of the main reasons I made my final decision to attend Viterbo was because of how clear the information was and how actually excited the staff was about communicating and the possibility of me attending the university even initially.

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I didn't have orientation, but my situation was odd

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I'm not sure that it could be improved. It was just an overwhelming day in general, as the first day usually is, I have no negative feedback it was simply a lot of information to take in all at once.

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I didn't see much of campus or where things are, but with my program being mostly online there's no need for a full orientation.

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a tour of the campus

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Wasn't able to participate, just followed my wife's guidance as she was enrolled at the time I was admitted.

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We were the first cohort so I think there were still many things not worked out.

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Nothing

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Fewer random decisions especially as it pertains to knowing when and how a course is scheduled. Depending on the course, I/we did

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As a returning student, I was initially unaware of what "moodle" was nor how to navigate. This put me at a significant disadvantage at the onset -- struggled to find course information; unclear how to register for courses; difficult finding required policies, etc

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I didn't understand how to use Moodle. I had to figure that out on my own.

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Choosing and buying scrubs from the bookstore was a little stressful, since we were crunched for time and there were so many people at once. It might have been helpful to give have us sign up for times instead.

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There is far more information out there regarding the EdD program now than when we started...which is very much appreciated!

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I would like to continue classes to get my masters and the pathway shared with me seems confusing. I need to follow up with my counselor.

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More time for individual questions.

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I was fortunate to be able to travel for the orientation.

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I didn't get much of any orientation.

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N/A

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Transparency regarding professional sequence requirements and how the program will work to help meet those requirements and what the student needs to prepare for personally and professionally to obtain/maintain their placement site

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NA

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A starter class to refresh on the basics of writing research papers and the requirements of the program and licensing

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If we've taken graduate courses from you before, maybe tailor a different session to be for those of us returning and revisit resources we would need for our specific areas and less of a general overview.

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I did not have an orientation

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I did not have orientation.

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I was an undergraduate student so I knew most of the information already!

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not sure at this time, just getting rolling

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orientation was not useful and a waste of time for graduate students. adult learners can figure it out and do not need to waste a day

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I could only recommend transparency - explaining the shortcomings of the program. For example, classes are only offered Wednesday and Thursday evenings, with occasional weekend classes. The opportunity to take four classes a semester may not always be offered. There may be times when classes are cut from the schedule and a student has to wait additional semesters to take the course. These are helpful suggestions for students to be aware of when deciding on graduate programs, especially when a student is paying for their education without an employer's assistance.

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I don't believe I had one, so anything would be good.

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I wish I would have attended the initial orientation date. I believe because I was already engaged with Viterbo prior to being a student it was optional for me to attend, there may have been assumptions that I knew more than I actually did from a student perspective.

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There was no program orientation at the start. Program orientation wasn't offered until I was in the program for an entire year.

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Orientation more than just at the beginning of the program! Semesterly orientation about what to expect each semester would have been helpful, as I know we were given all the information on the first day, but it is hard to remember what is going on in semester 5, when you are told about it in semester 1.

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Training on the Moodle app

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Being an online student, I don't feel I required an orientation.

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I believe what would be useful is to have an inperson orientation and an online orientation (two parts). The online part should be ATI orientation as well as online resources.

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Can't think of anything specific

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More information on scheduling for the semester ahead of time

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nothing

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Didn't have any

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My orientation day was very informative.

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I enjoyed mine!

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introduction to free services offered at Viterbo. As I did not take my undergrad here, I am quite unaware.

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I never had one

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I feel that face to face orientation was the best! Being that the majority of our time is spent online, I feel that allowing us to connect with our peers and faculty from the beginning is most beneficial for us as students.

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Help with parking passes would have been helpful.

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a more formalized orientation instead of a haphazard attend if you want; it would be nice to meet all the faculty members, be given information about what a dissertation committee is and how to form one, what resources are available, meet the others in the cohort and learn if there are electives or independent studies that are available and how to go about setting these up; also, a high level overview of the program would have been nice - you don't even know what to ask when you don't have an understanding for the program

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My orientation involved a one day introduction to the campus and services through my consoler. It was very informative, and organized.

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Didn't have one. No advisor for first 2/3 of program.

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Follow up after initial orientation

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n/a

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Too much for a day. Could be spread out

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I would say that it could be helpful to provide encouragement around planning courses, and creating a course plan/track.

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A tour of the whole campus.

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I don't really need anything more from Viterbo about orientation.

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Available online via zoom - didn't feel like it needed to be in person

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I didn't have one

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No improvement is needed at this time.

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It would have been nice to have the opportunity to get to know the people in my cohort more.

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More step by step information on how to register for classes.

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Organize Moodle in more simple way. It's hard to find any info.

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I had one online session, not all the materials about the program provided were up to date. Important information about program completion was not known until my 2nd/3rd year in the program.

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I am in the 4+1 program, so didn't go through orientation for my graduate program. My initial orientation was beneficial, but as a transfer student, some things could have been improved upon. For instance, as freshman students are made aware of resources and locations of things on campus, but as a transfer student I didn't feel like that information was relayed as well.

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I was unable to attend the day of and felt very behind trying to catch up

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I completed my underrate at Viterbo 17 years prior. Technology has advanced and feel I this was not addressed for a person not in acadimia for a long time.

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I did not have an orientation

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The program information was great, but it lacked information about the overall campus and what there was to do for graduate students. I wish there was a tour or building break down and what other services or things we are offered as Viterbo Students.

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I really wish more orientation to the various online systems at Viterbo (eg. moodle, vitnet, self service) would've been done. There are so many different platforms that things are used on and it is difficult to navigate these as a new student.

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Improving the instruction surrounding class offerings

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I don't remember having one.

**Q9 - For On-Campus Students: Please rate your interest in the following.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Attend events for graduate students outside of class (e.g. lectures, potlucks, etc.)	1.00	3.00	2.00	0.74	0.55	120
2	Use the graduate lounge in Murphy Center 4th floor	1.00	3.00	2.06	0.72	0.52	120
3	Use campus dining locations	1.00	3.00	2.43	0.72	0.51	120
4	Other activities: please indicate.	1.00	3.00	2.33	0.73	0.54	51

#	Question	Very interested		Neutral		Not interested		Total
1	Attend events for graduate students outside of class (e.g. lectures, potlucks, etc.)	27.50%	33	45.00%	54	27.50%	33	120
2	Use the graduate lounge in Murphy Center 4th floor	23.33%	28	47.50%	57	29.17%	35	120
3	Use campus dining locations	13.33%	16	30.00%	36	56.67%	68	120
4	Other activities: please indicate.	15.69%	8	35.29%	18	49.02%	25	51

**Q10 - On-Line Graduate Students: Please indicate your response to the following.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online gatherings outside of class with other students.	1.00	3.00	2.08	0.77	0.60	178
2	Online lectures outside of class on research and timely issues.	1.00	3.00	1.96	0.76	0.58	178
3	Other activities: please indicate	1.00	3.00	2.32	0.75	0.57	69

#	Question	Very interested		Neutral		Not interested		Total
1	Online gatherings outside of class with other students.	26.40%	47	39.33%	70	34.27%	61	178
2	Online lectures outside of class on research and timely issues.	30.90%	55	42.13%	75	26.97%	48	178
3	Other activities: please indicate	17.39%	12	33.33%	23	49.28%	34	69



**Q11 - To what degree have you felt engaged in the classroom?**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online classroom	1.00	3.00	1.63	0.62	0.39	197
2	Face to face classroom	1.00	3.00	1.33	0.59	0.34	178
3	Hybrid classroom	1.00	3.00	1.59	0.64	0.42	161

#	Question	Very engaged		Neutral		Not engaged		Total
1	Online classroom	44.67%	88	47.72%	94	7.61%	15	197
2	Face to face classroom	73.60%	131	20.22%	36	6.18%	11	178
3	Hybrid classroom	49.69%	80	41.61%	67	8.70%	14	161

## Q12 - Please share any feedback about how engaged you feel in the classroom.

Please share any feedback about how engaged you feel in the classroom.

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Professors overall did a great job whether we were in person, online or hybrid. There were a few that completed solely online courses that just had busy work to have work. As a full time employee working, while obtaining my degree, I don't have time for busy work. I appreciated the activities, projects, lectures that were thought out.

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There were certain classes that were more engaging than others - not just "sit and get."

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Having at least one partner or group project was engaging, as well as the professors who recorded and shared a weekly video to update about the class - helped with feeling more connected

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Feedback from teachers is minimal in terms of improvements or suggested questions/clarification

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I needed online only and am thankful for that opportunity

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I like the 100% online asynchronous learning style.

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Engagement is encouraged by instructors, but level of engagement will vary by cohort / other class members. As a non-traditional student, I would have preferred more engagement.

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The face to face provides you with more real world experience and valuable conversations that just cannot be replicated online.

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More online options for this degree

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Even with the online element to our degree, most of our professors put great effort into connecting with us and making us feel seen and known.

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The inperson class we attended was amazing. Our cohort is very engaged and talkative during class. We learn so much from each other's experiences.

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I look forward to the weekends that I travel to Viterbo. The classes are always engaging, and my fellow cohort members are a pleasure to be around.

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There is such a different "feel" about the program when classes are in person- community is built differently and in my opinion the connections form more organically and are deeper- which is a HUGE part of Servant Leadership. I started the SL program because classes were IN PERSON.. then due to covid and apparently student needs assessments, the format changed and more classes were offered online, a format I do not appreciate nearly as much.

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I think the amount of discussion posts are absolutely insane . For one of the classes we did 30 min zoom debates, and these were more beneficial than any of the discussion posts I have done. I think this is something that more professors should consider doing of scheduling either a zoom discussion meeting or the person can complete the discussion post. Discussion posts do not make me feel engaged, but rather are just strictly busy work when you need references. If the discussions were based more on personal experiences, I guarantee more students would get more out of the discussion post.

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Easier to manage asynchronous classes with full time work and family. A lot of hybrid or face to face classes felt like we were there to check a box and could have been online just as easily.

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Did not like the virtual classes, did not hold my interest and did not bond with classmates

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Lots of discussions, talking with others in the classroom

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Online I engaged. I feel the discussion boards are there to ensure that we are reading and learning the content however, I think some of it is redundant and sometimes feels like busy work. I also feel that we should not be deducted points for the amount of times we do or don't log in. If the work is completed and expectations are met with performance, it should not matter if I logged in once a week or four times a week.

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In person allows dialogue with professors and peers.

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My professors are very good about helping us to engage in conversation with each other as well as trying to gage when breaks are needed.

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I believe classroom engagement could be higher, specifically in one area. From feedback I have received from other students and personal experiences, the Wednesday and Thursday back-to-back class schedule can be difficult for engagement. When a student has a class from 3-6 pm and 6:30 - 9:30 pm, engagement in the classroom may suffer. Specifically, it may be wise for professors to include at least a five-minute break per hour, as 6 hours of continuous concentration and learning can be difficult to consume.

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With very limited feedback from professors, I have felt disengaged with the instruction and tasks.

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I really enjoyed coming to campus and learning. I felt as that is when I learned the most as compared to online discussion.

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I did not attend face to face or hybrid

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As someone that struggles with ADHD, a purely online program has been challenging. I believe that professors need multiple different teaching methods especially in the online format. It should not be purely lecture/reading based. It should have multiple dynamics like face-to-face case studies, videos, interactive simulations, and many other types of interactions.

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I enjoy the variety

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I think the hardest thing for the DEMSN program was trying to juggle working part-time and mandatory meetings that would arise last minute as a class. It was helpful to know at the beginning of the semester which days were needed for mandatory meetings to allow for time off requests.

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A lot of really great, practical and usable conversations

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While having synchronous online classes may be difficult for everyone's schedules, I think it would be beneficial for there to be scheduled synchronous meetings for us to interact with our professors and classmates throughout the semester to make it more engaging.

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I am most engaged and feel as if I learn the most when we are face to face.

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Most of the courses I have taken have had professors who are very engaged and even go out of their way to learn my name in an online setting. This is extremely welcoming and not something I experienced in most of my undergraduate courses. I have had a couple professors who seem very disengaged and set their class up completely asynchronous.

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I feel engaged throughout each course. The instructors have provided great opportunities for reflection.

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Online professors should be held accountable for leaving feedback and explanations for assignments. I have been unsatisfied with a handful of professors who assign the same questions every week with no feedback or purpose for the assignment. It makes me feel like I am wasting money and time.

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I feel like the CRNA DNP tract isn't incorporated into much of the program. Topics should be anesthesia related, very NP centric

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I am in a hybrid class and the lectures that are face to face are 7.5 hours long, sometimes 10 hours long. This is not engaging and classes should be able to meet via zoom if travel is excessive.

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I felt engaged with discussion board assignments.

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I have only been in face to face classes and they have been very engaging.

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I don't always feel the most engaged with online classes, but my professors have been wonderful with communication and answering questions when they arise.

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you can feel the room better, less distraction then on-line when other people talk. you have a level of commitement and investment to learn.

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Everyone will get attention in class. It is expected to participate in discussions with team members. This makes the class fun and you learn a lot.

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There has been good discussion at times. The amount of group work is high, and too much in my opinion.

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Instructors are helpful and understanding of life situations, but provide support in the best ways that they can!

**Q13 - Please indicate your comfort level with the following research activities.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Scholarly article retrieval	1.00	3.00	1.38	0.58	0.33	206
2	Scholarly article critique, analysis, and synthesis.	1.00	3.00	1.46	0.61	0.37	206
3	Citation and reference format	1.00	3.00	1.45	0.64	0.40	205
4	Survey design	1.00	3.00	1.76	0.67	0.45	201
5	Interview and/or Focus group design	1.00	3.00	1.80	0.71	0.50	202
6	Quantitative data analysis	1.00	3.00	1.76	0.73	0.54	203
7	Qualitative data analysis	1.00	3.00	1.74	0.69	0.47	202

#	Question	Very comfortable		Neutral		Uncomfortable		Total
1	Scholarly article retrieval	66.99%	138	28.16%	58	4.85%	10	206
2	Scholarly article critique, analysis, and synthesis.	60.68%	125	33.01%	68	6.31%	13	206
3	Citation and reference format	62.93%	129	29.27%	60	7.80%	16	205
4	Survey design	37.31%	75	49.25%	99	13.43%	27	201
5	Interview and/or Focus group design	37.13%	75	46.04%	93	16.83%	34	202
6	Quantitative data analysis	41.38%	84	40.89%	83	17.73%	36	203
7	Qualitative data analysis	40.10%	81	46.04%	93	13.86%	28	202

**Q14 - Please share any feedback about your specific graduate program or Viterbo University. What else would you like us to know about your experience as a graduate student?**

Please share any feedback about your specific graduate program or Viterbo University. What else would you like us to know about your experience as a graduate student?

Scott was unorganized in his communication. Sending emails with multiple links that were not relevant to my specific pathway. As cohorts, we just usually tried to piece meal what he said to each of us to figure out what we needed to do.

I am a graduate student in masters of educational leadership and would love the opportunity to take all on-line courses due to family obligations. Thank you.

The advising process started very rocky with little guidance, contributing to feelings of anxiety and uncertainty in the advice being provided. I appreciate the pivot made in selecting a new advisor.

formatting in APA for references--there are no online platforms you don't have to pay for...some teachers kept a resources list for classes, some did not. Recommended to keep a list (in APA) on Moodle for students to copy/paste

I would like to see more learning for students already teaching for a couple years or ways that being a para could test out of certain assignments

Much of my success I can chalk up to peer support. Having others to discuss due dates or talk about how someone else interpreted something in a rubric, or even to lament about stressors has been incredibly helpful. Though this is likely something that would be difficult for the University to foster, perhaps encouraging a scholarly relationship could help with the overall wellbeing and success of the students.

I have been recommending this program to other teachers. I really have enjoyed my learning and felt like it directly applied to what I was doing in the classroom.

I like the pacing and convenience of the 100% asynchronous learning style. It is very flexible and fits into my work schedule nicely.

I have enjoyed the MBA faculty I have had so far. They are all very approachable and certainly care about students. Dr. Welsh is phenomenal, and a great addition to the team. Would like to have more engagement and more opportunities to network. Also wish that there was an option for an international course - maybe for a week during the summer or between Christmas and NY? I know of other universities (St. Thomas) that offer this for students.

I enjoyed the professors very much.

it is frustrating that a non-thesis track was previously offered for graduate nutrition students, but we were not offered this track. I would have benefitted from more information earlier on in how to select a research topic and what the thesis process would look like, not just at the start of fall semester. I feel we have not received adequate information of how to conduct a thesis

Appreciate Viterbo partnering with area school districts to offer cohorts

More online classes. Stop marketing it as a program for working professionals. It is not.

I have been very grateful that Viterbo started this program and that I have had the opportunity to be a part of it. I do not feel very connected to Viterbo campus or activities, but our cohort is tight-knit and supportive of each other (even with the hybrid nature of the program).

Knowing we were the first cohort, we understood there were going to be bumps in the road. Shannon had done amazing work getting the program information out there and being supportive of our experiences.

I have no experience in the previous section regarding research activities. I will need help in this area as I progress through the Masters and Doctorate programs.

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I love Viterbo!

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If there are to be classes with an on-line format, I would greatly encourage at least one initial class in person

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Honestly, some of the classes are way more time consuming than the classroom hours per credit. For example, in classes that we are expected to respond 4 times to a discussion post, after the initial discussion post ask 3 very in depth questions (which takes nearly all day to do to and is like writing a short paper each post) is not beneficial, rather just frustrating. I truly think any discussion post should not require any more than 2 discussion replies. I also think that for needing IRB and having to pay \*\$500\* just to accomplish this on an off semester is a way for Viterbo to just take more money. This should be split in half between the credits we have to take. I do appreciate the level of understanding from most professors here though and being flexible with due dates.

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More fully online courses.

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NA

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I have taken numerous graduate courses through Viterbo. I have obtained my Masters in Education, completed the instructional coaching classes/cohort, and am now enrolled in the Literacy Coordinator (317) course work. I have been disappointed in the decline of quality of classes. The quality of the classes I am taking for my 317 right now are very different than when I took my instructional coaching courses about 4 years ago. The focus of the content and rigid expectations in my Research in Education course seemed unreasonable and hyper focused, and the disorganization and lack of overall vision in my current practicum course is very disappointing. I have loved all of my coursework through Viterbo up to this point. I hesitate to recommend Viterbo for Reading Specialist licensure, specifically, and I am extremely disheartened to admit this. For the money I have spent out of my own pocket, I wish I had a better experience.

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I believe there is too much time and effort that needs to be put towards the DNP project, I would rather be educated about other things that I foresee in my future as a DNP. Having to focus so intensely on this project, deters from other classes and learning what will be utilized more in practice in the future as a DNP. There are some that want to be a DNP, and may want to do research, but others who have no interest in writing articles, doing studies, researching and spending hundreds of hours on a project as it will never be done again. I would have preferred to have had learned about the systems, more natural remedies, and have had the time to focus on other classes. Had I known how much time was to be invested into this project versus learning about DNP courses, I may not have taken this program at Viterbo. Spending some time on this topic is great, but not over the course of two years. Thank you.

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I feel there are other ways to assess our learning besides timed quizzes. When they are timed they feel as though they are high stakes and causes test anxiety. I did not expect this in a graduate program. I also feel that when a rubric is given, student work should be evaluated on the quality of the content in the answers and responses, the number of words should not matter if the question was thoroughly and succinctly answered.

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Most of the doctoral graduate degree was fluff that does not apply to the job I will be doing. Many of the classes were online discussions that did not add any benefit to my education but felt like a waste of time.

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The schedule of face-to-face dates has changed and are confirmed late into starting the semester. As a full time working person this gets difficult.

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I rarely receive feedback from professors about the work I put a lot of time into.

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It has been one of the most challenging things that I have ever done and has also been very rewarding. I am grateful for the opportunity and have grown immensely personally and professionally. Thank you for routinely seeking feedback and being open to feedback.

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Shannon has been a wonderful addition to the EDD program in Ethical Leadership - she is committed to continuous quality improvement. A statistics lab would be very helpful for graduate students.

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I have had a great experience at Viterbo. Much less stress than some of my friends at an online college (not viterbo)

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I've thoroughly enjoyed the graduate program I am enrolled in. I purposefully took 1 course a semester to be able to balance working fulltime and family demands. The timeframe worked for me to take it slow and steady.

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When participating fully online, I find it unnecessary to require students to participate in Proseminar in person.

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I think that hands on learning is essential. There is times in this program where that occurs, but I think it needs to happen more regularly. Additionally, I think my program needs more face-to-face learning opportunities like live lectures and such.

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Strongly, strongly recommend having much more compassion and empathy with regard to mental health. Healthcare workers are in a state of mental health crisis; it would be nice to know that support was there to carry a person when they are too weak to carry themselves.

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I have had a great experience so far.

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I personally feel that having more synchronous and/or in person sessions with the initial courses, such as pharmacology and pathophysiology would be very beneficial. These courses are not only the foundation of our schooling, but extremely important to know for the NCLEX and nursing career. Many of us found ourselves teaching ourselves and struggling with the material. This may have been due to the online format, or may have been due to the professors whom taught the courses.

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The DNP Project needs more guidance, it is so broad and so independent that I don't feel as supported as I would like.

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Some of the courses that I have taken that are more disengaged, seem to be information that we have already been taught in other classes or been informed of throughout my experience getting my undergraduate degree.

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Am okay for now and patiently adapting

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I was in the principalship program for a short time and was greatly disappointed with the level of organization presented by my advisor and professor. I did not feel like it would provide me enough support and subsequently changed out of the program.

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It's been great, would like to know more about scholarships.

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Moodle is a really poor platform.

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Dr. Smith, Dr. Hill, Dr. Houin, Dr. Massengale, Dr. who teaches group are exemplary

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I felt like I paid a lot of money to attend a mostly online program and did not get a lot of support from campus or get to enjoy the resources available to those on campus.

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While I enjoy my course of study, my classes seemed to be planned last minute by the professors and are not what I was promised. I am required to travel 2-2.5 hours one way to attend class that was supposed to be given an hour away. I do not feel my time or safety is considered when they change locations.

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It is convenient to take classes on-line and work at my own pace.

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I'm not really a fan of the weekend classes. I don't feel like I retain the information as well as I do in a weekly class. Also, having to read 4-5 chapters and complete a written assignment in 2 weeks on top of my weekly classes and work is overwhelming.

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Reading certification program is not up to date both in terms of instructors and content.

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Supplies are limited for practice. So, we don't have really chance to improve our skills

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The program seems to be in transition, it needs strong leadership and organization and I am hopeful that they are on the right track. One big inequity that I have noticed is that students were granted credit upon enrollment that has not been consistent from student to student. This practice raises serious questions for me.

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I felt a lack of communication at times in the graduate portion of the 4+1 dietetics program. There were many times that I had to remind coordinators about the correct amount of supervised practice hours needed. I also heard from other students that their supervised practice placements changed without them knowing until a few weeks before it started. I don't think there was a great explanation as to why all 4+1 students were required to conduct a thesis, while students that are receiving their masters in nutrition can choose a thesis or non-thesis track. This may have to do with us receiving our masters degree in one year, but since we take an evidence analysis course to have a well-rounded understanding of research, I think it could be more beneficial for 4+1

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students to have an option of doing a thesis or not. That way those credits could be used in other courses that pertain to the areas that students plan pursue in their career.

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My advisor had not been very engaged. When I ask questions the responses are often brief and unhelpful. I don't feel she is invested in my progress as a student.

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While I understand how useful it is to share an education placement coordinator with UWL, the frequent lack of response from L. Butts to Viterbo students makes it hard to get information. Advisors often are unaware of information that should be shared with students but isn't because of the lack of communication. If I want an answer to a question answered, I have to CC multiple people to get an answer from L. Butts, and even that may take several follow ups from multiple people.

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organization is very important and think it lacking in this program. I have a lot of hats (work full time and a family).

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For the physical assessment course in the FNP program, it would be helpful to have the entire class in-person with no virtual days. I feel this would be more effective for learning the skills.

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It has been great. The support is amazing, and everybody is always ready to talk and help.

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I haven't used many services outside of the Murphy Building (and that is primarily the 4th and 5th floor) and Bookstore. I wish I was giving more information about what else there was and the different resources that are available to us as graduate students.

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Alert students when they are registering about the writing requirements and resources they can use, increase writing resource capacity

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I have been a bit surprised at the casual nature of this graduate program. While it seems like a nice community, sometimes the role between student and instructor seems skewed and there is a lack of professionalism.

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Moodle is a terrible interface. Has VU ever looked at Canvas or blackboard?