

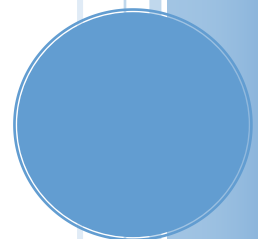
2019 PERU STATE ALUMNI SURVEY

Class of 2014

Five years after graduating with baccalaureate degrees from Peru State, 98.6% of respondents are employed. Sixty-seven percent are working full-time within their degree field, with the average salary being \$54,845, and 48.6% either enrolled in a graduate/professional program or completed an advanced degree (this number is of those that completed the survey).

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OVERVIEW

This is the seventh year that this alumni survey has been administered, which was internally developed to assess employment, their experiences at Peru State, and to help measure learning outcomes five years post-graduation; prior to 2013, the ACT Alumni survey was utilized. The development of the survey was accomplished through a collaborative effort involving the assessment committee, the prior Vice President of Academic Affairs, and the prior Director of Assessment, Research, and Retention.

METHODOLOGY

The questionnaire was constructed in-house using SurveyMonkey. PeopleSoft queries were run against the Peru State student information system to identify 253 members of the Class of 2014 and pulled all available email and postal addresses. Over a period of four weeks, three separate invitations to participate in the survey were distributed. An email invitation was sent with a link to the online survey and then they received two reminder emails encouraging them to participate. All communications were spread out over the four weeks. In an effort to increase response rates, any alumni that completed were entered into a drawing to win one of 25 PSC alumni t-shirts.

RESPONSE RATE

Seventy responses were received, representing a 28% response rate, which is a 6% decrease compared to last year. Last year, the IR office partnered with the foundation office and offered any completer a free PSC alumni t-shirt. This year it was a drawing, which is why the response rate was lower, but it was higher than the two prior years (2017 – 21.4%; 2016 – 13.9%).

FINDINGS

Subpopulation Differences

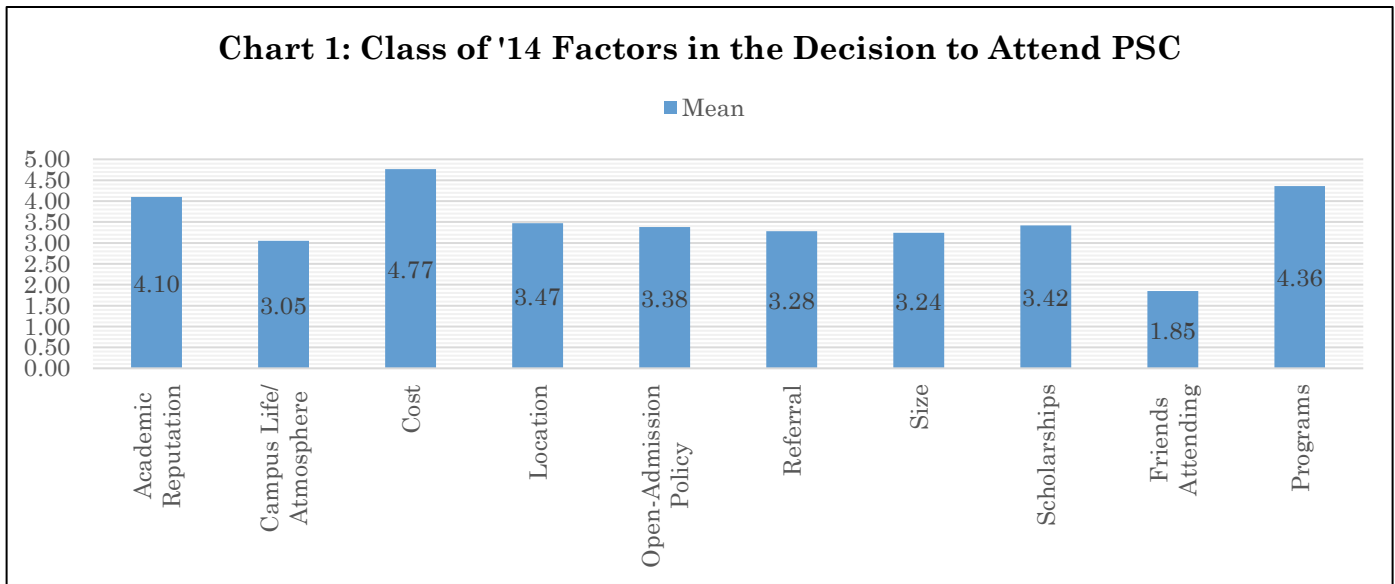
Information on respondents' characteristics as undergraduate students at Peru State was collected to identify differences in perspectives among various subpopulations of students. Percentages do not add up to 100% because some respondents did not answer the question. Table 1 shows the demographics of the alumni and Table 2 identifies certain educational characteristics, found on the next page:

Table 1: PSC Survey Respondent Demographics, 2014 Alumni	
Female	61.4%
Male	32.9%
Under 35 years of age	57.1%
Alumni of Color	12.9%
White	78.6%
First-generation	57.1%

Table 2: PSC Survey Respondent Educational Characteristics, 2014 Alumni	
On-campus only	15.7%
Mostly on campus	38.6%
Mostly online	11.4%
Online only	34.3%
Traditional (attended directly after graduating HS)	37.1%
Non-traditional (No college credit & waited at least 1 year)	12.9%
Transfer Student	48.6%
Identified Peru as college of top choice	50.0%

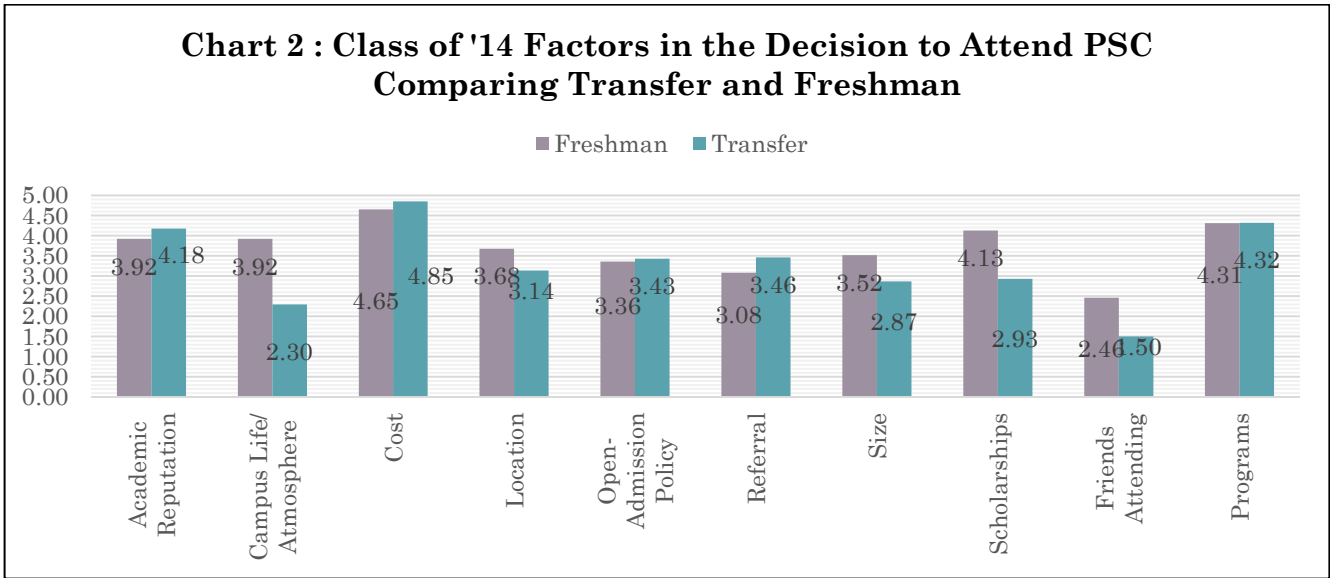
Factors to Enroll

Cost, types of programs available, and academic reputation were the top reasons cited for choosing Peru State. Even though the top reasons are consistent to past years, the 2014 alumni rated these factors higher than past alumni did. Overall ratings are shown in Chart 1 below:



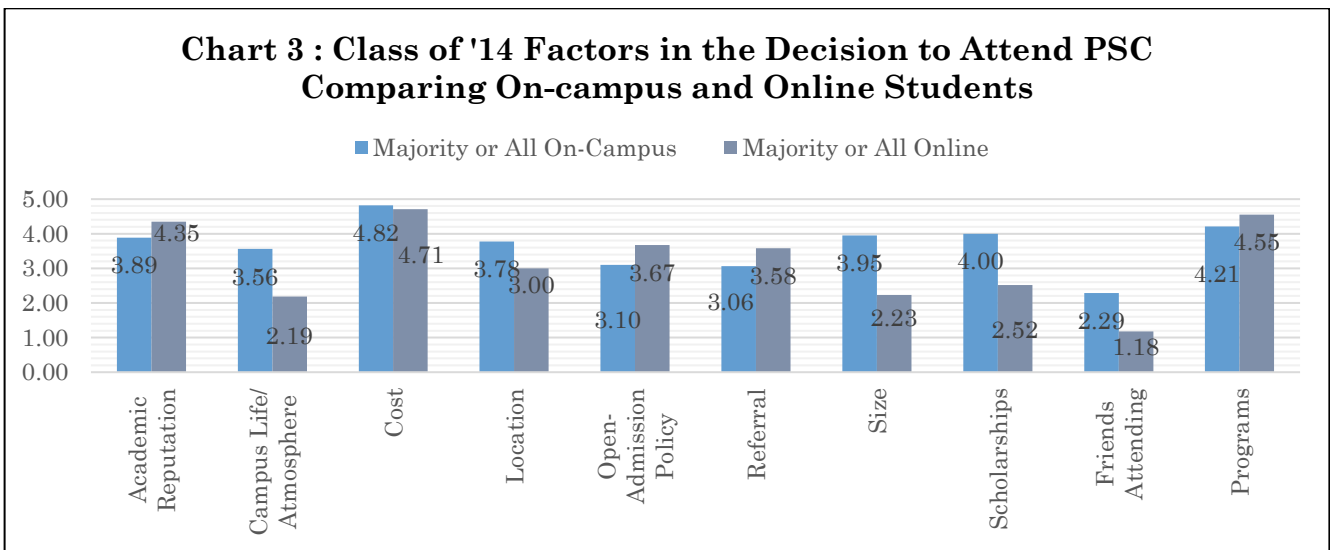
The national trend is very similar and in fact the top three factors are cost, financial aid, and academic reputation and they have stayed consistent over time. (Ruffalo Noel Levitz, 2017).

When disaggregating by freshman versus transfer students, they all agree on the same top two reasons for choosing Peru State College (Programs and Cost), but their third top reasons were different; transfers was academic reputation and freshman was size followed closely by scholarships. Location and atmosphere were much more important to the freshman than transfer students were, but that could be because 60% of the transfer students took mainly online courses versus 13% of freshman. This can all be seen in Chart 2 on page 4.



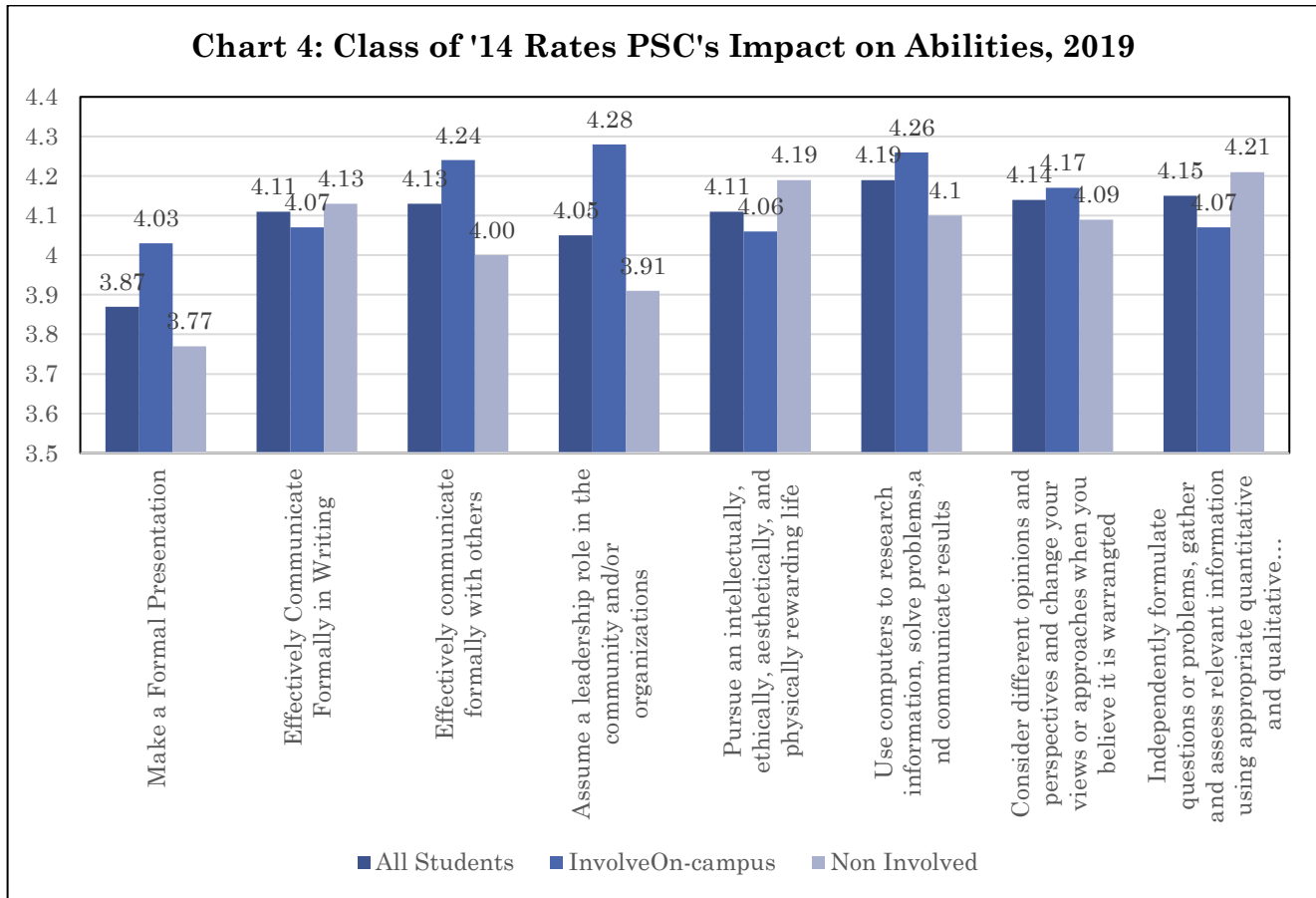
When disaggregating by those who took majority of their classes online versus on-campus, the top two reasons are the same which are cost and program, but their third choices are different. The freshmen rated scholarships as the third highest factor in their decision to attend PSC and the transfers rated academic reputation as the third highest. It is not surprising that the freshman rated scholarships higher than the transfer students because the freshman have more options for scholarships.

In spring of 2018, we administered the Ruffalo Noel Levitz student satisfaction surveys for the first time to both on-campus and online students, and they were asked about the factors that influenced their decision to enroll. The online students ranked convenience, work schedule, and cost as the top three factors. The on-campus students ranked cost, financial aid, and academic reputation as the top three factors (Ruffalo Noel Levitz, 2018). Cost continues to be the top reason that our current students and alumni decided to participate, followed by the programs. The on-campus students put higher emphasis on the scholarships, which is the same as our freshman, where our online students put higher emphasis on the academic reputation. Please see the comparison below in Chart 3:



Career Preparation

Overall ratings of the college’s impact on various abilities are summarized below in Chart 4:



As a group, respondents attributed to the college the greatest degree of impact on their abilities for the following learning outcomes: use computers to research, problem solving, consider different opinions, effectively communicate with others, and effectively communicate in writing. The two that alumni rated the lowest were make a formal presentation and assume a leadership role in the community and/or organizations, which is consistent with last year. Alumni were also asked if they were involved in a leadership role or student club or organization while at Peru State, and the results reflect a big difference between those involved on-campus versus those that were not for the learning outcomes, particularly related to assuming a leadership role and making a formal presentation.

There were some differences between how on-campus students rated online students. For the most part, online students rated the impact higher than the on-campus students particularly for problem solving, effective written communication, and the ability to pursue a rewarding life. The areas that the on-campus students rated higher was related to making a formal presentation and ability to assume a leadership role.

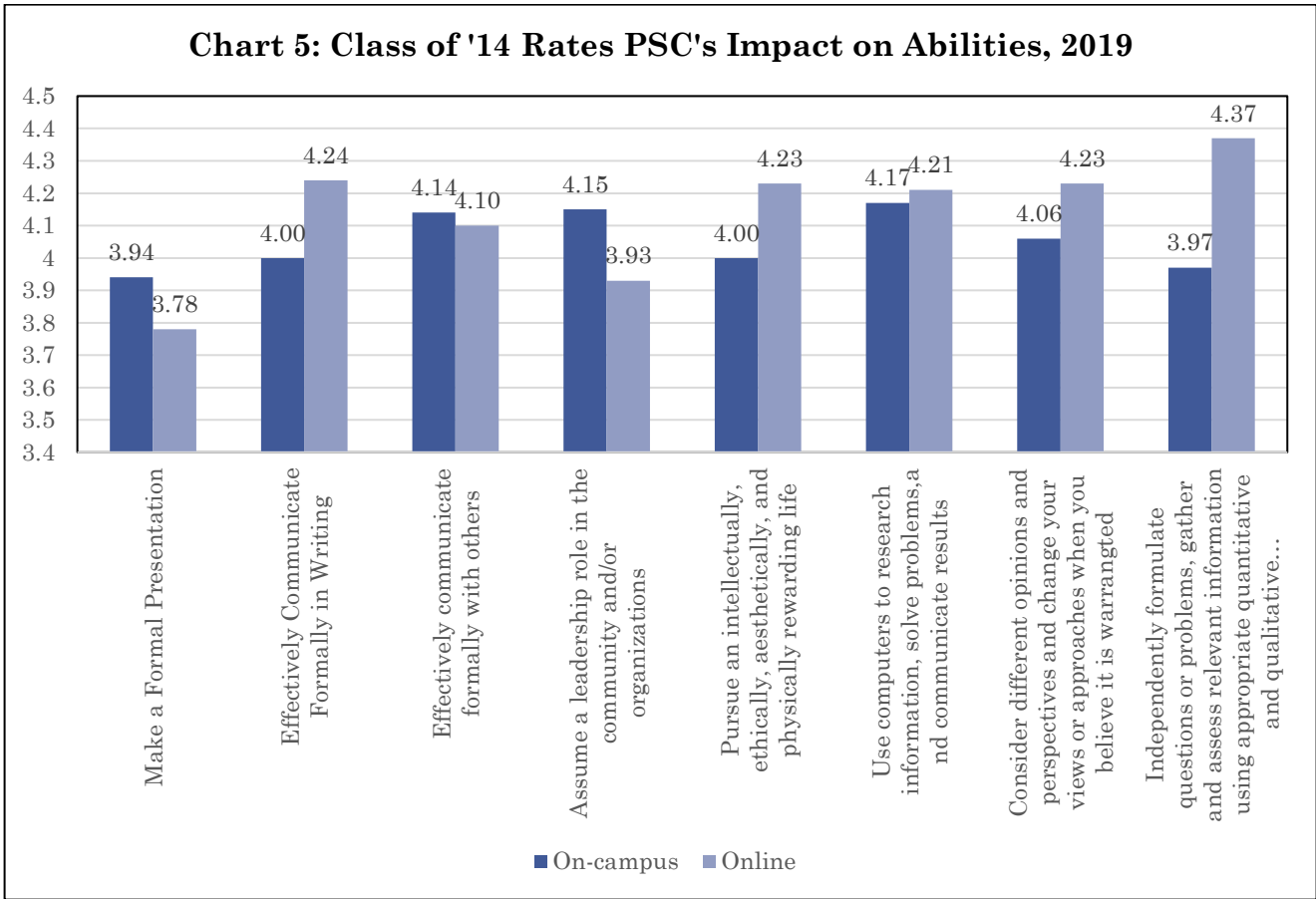


Table 3 details the scores to the same learning outcomes by each school. For the majority of the learning outcomes, the professional studies students rated the impact as the highest followed by arts and science and then education. This is different than last year, where education rated the highest followed by professional studies and then arts and sciences.

Table 3: Learning Outcomes by School, 2013 Alumni								
	Formal Presentation	Comm in Writing	Comm w/others	Leadership role	Rewarding Life	Computers to Research	Different Opinions	Assess Info
AS	3.85	4.14	4.07	4.92	4.07	4.07	4.00	4.25
ED	3.74	3.95	4.09	3.91	3.83	4.04	3.95	3.81
PS	4.05	4.22	4.17	4.23	4.48	4.36	4.35	4.39

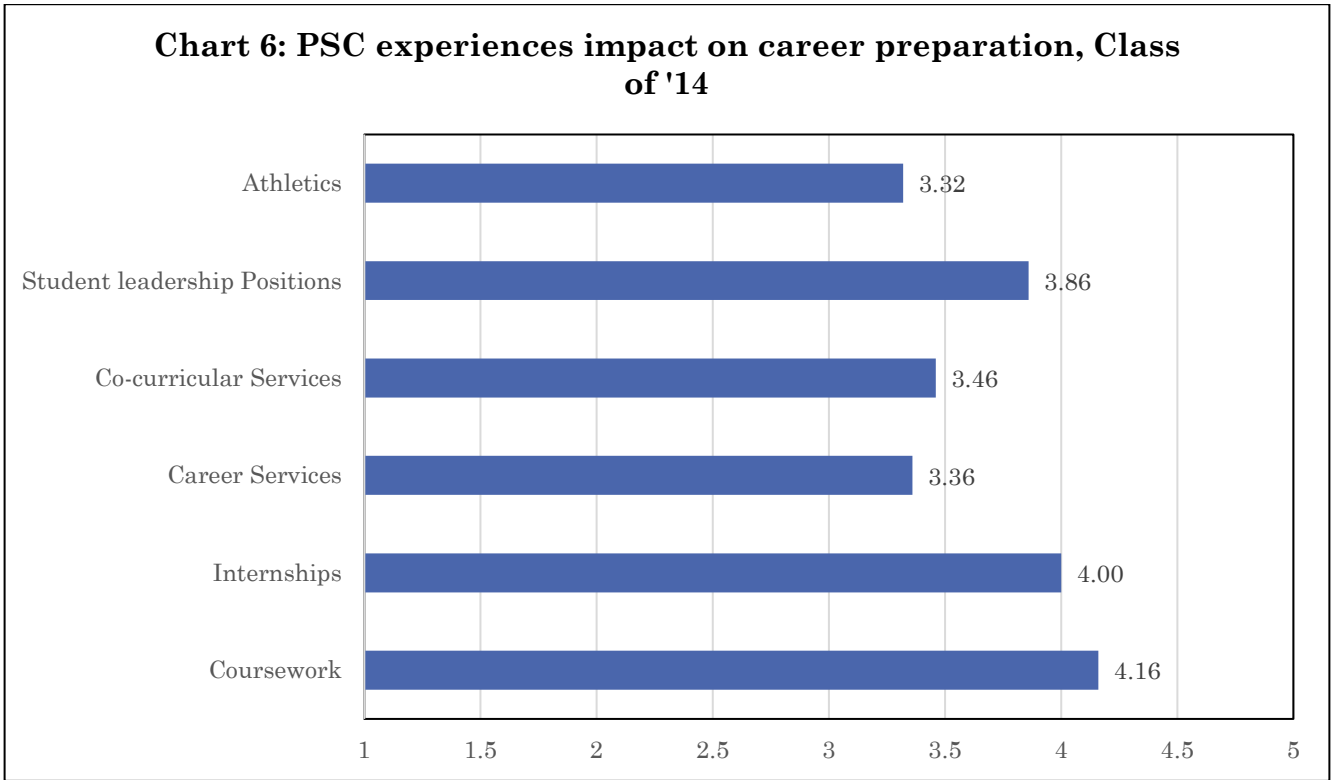
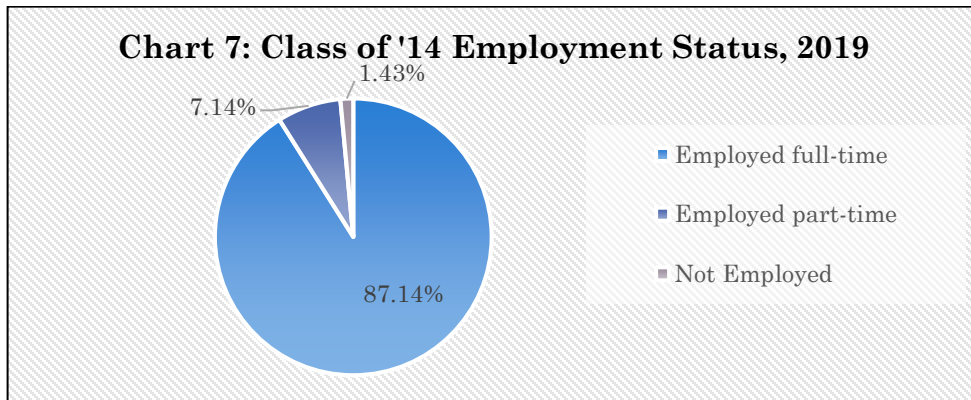
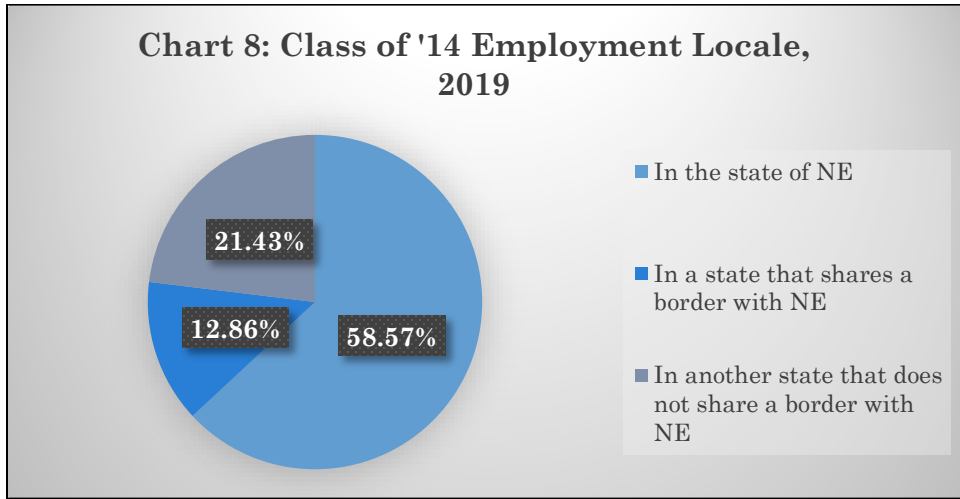


Chart 5 showcases how well alumni felt certain experiences at Peru State college prepared them for their career. It is evident that both coursework and internships had the biggest impact on career preparation.

Employment Outcomes

Among all respondents, the employment rate was 98.6%, and the full-time employment rate was 87.1%. 70.0% were employed within their degree field, with 67.1% holding full-time positions within their degree field. As shown below, 59.4% were working within the state of Nebraska (out of those employed). Chart 6 breaks down employment in 2019 for the class of 2014.





98.3% of the respondents holding full-time employment answered the question related to their salary, which asked them to share their annual salary. The average salary in Nebraska is \$46,710 (US DOL, 2018) compared to the average salary of those that responded to the question working in Nebraska, which was \$50,965 for full-time employees. The total average for all alumni regardless of their employment locations was \$54,845. More information regarding full-time employed alumni’s salaries are in Table 4 below:

Table 4: Salary Statistics of '14 Alumni Reporting Full-Time 2019 Employment

Less than \$25,000	N = 3	4.7%
\$25,000 to \$34,999	N = 6	9.4%
\$35,000 to \$49,999	N = 24	37.5%
\$50,000 to \$74,999	N = 19	30.0%
\$75,000 or more	N = 12	18.8%

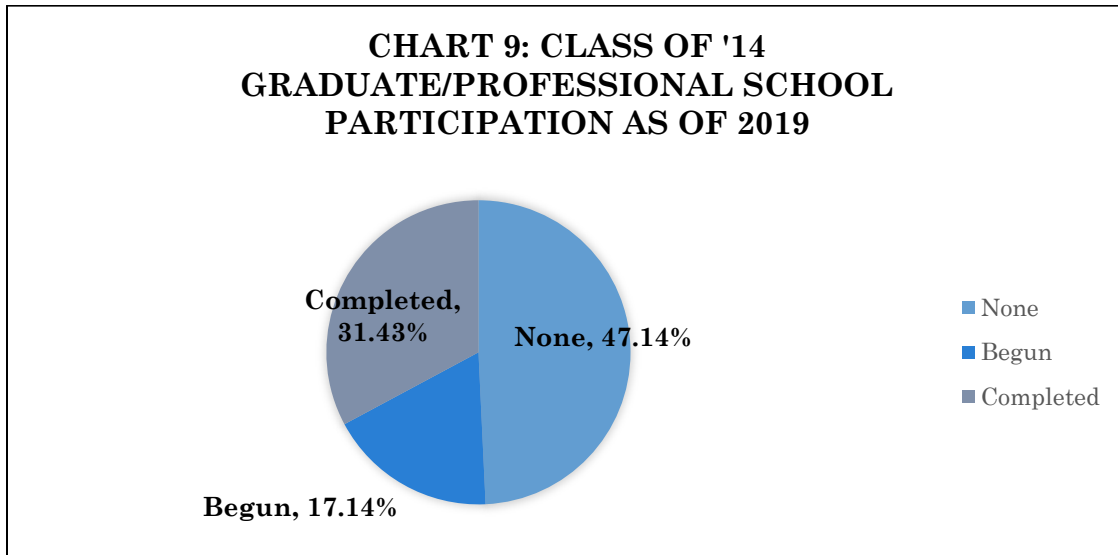
Table 5: Median Salary Comparisons among Subgroups of 2013 Alumni Reporting Full-Time 2018 Employment

	Ave Salary	Min/Max
Working in Degree Field	\$53,037	\$28,000/\$100,000
Not Working in Degree Field	\$56,353	\$12,000/\$115,000
Working in Nebraska	\$49,940	\$12,000/\$115,000
Working in a State Bordering Nebraska	\$45,111	\$20,000/\$82,000
Working in a State Not Bordering Nebraska	\$66,933	\$28,000/\$105,000
No Graduate/Professional Studies	\$53,424	\$12,000/\$105,000
Graduate/Professional Studies Begun but Not Completed	\$49,708	\$30,000/\$92,000
Graduate/Professional Studies Completed	\$57,071	\$28,000/\$115,000
On-campus	\$45,188	\$12,000/\$92,000
Online	\$63,550	\$28,000/\$115,000
Freshman	\$44,934	\$12,000/\$92,000
Transfer	\$59,297	\$28,000/\$115,000

The alumni who end up working in a state other than Nebraska or a border state report a higher income. Also, transfer and online students tend to report higher income than those that took classes on-campus and freshman.

Graduate and Professional Program Outcomes

As shown in chart 8, 48.6% of all respondents had begun or completed graduate or professional degree programs. Of these, 85.3% said Peru State had prepared them “exceptionally well” (41.2%), “very well” (44.1%), or “moderately well” (14.7%) for their continuing education. Survey respondents were asked which academic college they graduated from; 5 Arts and Science, 14 Education, 13 Professional Studies. Professional studies alumni rated the highest with a mean of 4.53, followed by Arts and Sciences at 4.20, and then Education at 4.07.



National Student Clearinghouse

Starting in 2017, the Office of Institutional Research started sending names of alumni through the National Student Clearinghouse to determine which ones had already received their advanced degrees or were currently enrolled in a graduate/professional program. This is more valid data because it provides information on all graduates, rather than relying on self-reported responses from only a portion of alumni. Out of the 281 graduates, 56 completed a graduate/professional degree (22.1%), 14 are currently enrolled in a graduate/professional program (5.5%), and 15 were enrolled in a graduate/professional program but not currently this semester (5.9%).

Out of the 85 students who attended or is attending graduate school, 35 of them attended Peru State College. Forty-four pursued a program in education, twenty in business, and ten in psychology/counseling/human services. The following is a breakdown of where alumni attended and the programs:

Table 6: 2013 PSC Alumni Graduate/Professional School Attendance

COLLEGE/UNIVERSITY	PROGRAM	LOCATION	#
BELLEVUE UNIVERSITY	CLINICAL COUNSELING	NE	2
	PUBLIC ADMINISTRATION (MPA)		1
CALIFORNIA STATE UNIVERSITY – MONTEREY BAY	INSTRUCTIONAL SCIENCE AND TECH (MS)	CA	1
CAPELLA UNIVERSITY	EARLY CHILDHOOD EDUCATION (MS)	MN	1
COLORADO STATE UNIVERSITY	AGRICULTURAL SCIENCES (M OF AG)	CO	1
COLUMBUS STATE UNIVERSITY	EDUCATIONAL LEADERSHIP (MED)	GA	1
CONCORDIA UNIVERSITY	ATHLETICS ADMINISTRATION	NE	1
	HUMAN SERVICES (MHS)		1

CREIGHTON UNIVERSITY	MEDICAL MICROBIOLOGY IMM	NE	1
	SCHL CNSLING PRVNT MENTAL HLTH (MSE)		1
DOANE UNIVERSITY	CURRICULUM AND INSTRUCTION (MSED)		2
IOWA STATE UNIVERSITY	VET MEDICINE NE ALLIANCE (DVM)	IA	1
KANSAS STATE UNIVERSITY	ANIMAL SCIENCE (MS)	KS	1
MINOT STATE UNIVERSITY	SPECIAL EDUCATION	ND	1
MORNINGSIDE COLLEGE	K-12 STRATEG BD	IA	1
NEBRASKA WESLEYAN UNIVERSITY	BUSINESS ADMIN (MBA)	NE	1
	FORENSIC SCIENCE		1
PALO ALTO UNIVERSITY	COUNSELING PSYCHOLOGY	CA	1
PERU STATE COLLEGE	CURRICULUM AND INSTRUCTION (MSED)	NE	23
	ENTREPRENEURIAL & ECON DEV (MSOM)		12
SAN JOSE STATE UNIVERSITY	UNKNOWN	CA	1
SOUTHERN NEW HAMPSHIRE	HISTORY	NH	1
	BUSINESS ADMINISTRATION (MBA)		1
	ACCOUNTING AND FINANCE (MS)		1
ST. AMBROSE UNIVERSITY	PHYSICIAN ASSISTANT	IA	1
ST. JOSEPH'S UNIVERSITY	CRIMINAL JUSTICE (MS)	PA	1
STEPHENS COLLEGE	STRATEGIC LEADERSHIP	MO	1
UNIVERSITY OF MARY	PHYS ED AND ATHLETIC ADMIN (M.ED)	ND	1
UNIVERSITY OF NEBRASKA AT KEARNEY	PHYS ED TEACHING (MAED)	NE	1
	SPECIAL EDUCATION		2
	SCHOOL PRINCIPALSHIP 7-12		1
	SUPERVISOR OF SPECIAL EDUCATION		1
UNIVERSITY OF NEBRASKA AT OMAHA	PUBLIC ADMINISTRATION	NE	1
UNIVERSITY OF NEBRASKA MEDICAL CENTER	PHYSICIAN ASSISTANT	NE	2
UNIVERSITY OF NEBRASKA-LINCOLN	K-3 MATHEMATICS SPECIALIST	NE	1
	EDUCATIONAL ADMINISTRATION		1
	LAW (JD)		2
	SPECIAL EDUCATION		1
UNIVERSITY OF PHOENIX	CURRICULUM AND INSTRUCTION (MAED)	AZ	2
WAYLAND BAPTIST UNIVERSITY	COUNSELING (MA)	TX	1
WAYNE STATE COLLEGE	BUSINESS ADMINISTRATION (MBA)	NE	2
	C&I INSTRUCTIONAL LEADERSHIP (MSE)		1
	SPECIAL EDUCATION GENERALIST (MSE)		1
	CO ED/CLNCL MNTL HLTH CSLG (MSE)		1
WESTERN GOVERNORS UNIVERSITY	DATA ANALYTICS	UT	1

Satisfaction/Perceptions Ratings

Alumni were asked what they would do if they could go back in time, 90% said they definitely or probably would choose to get their bachelor’s degree at Peru State again, and 69% said they definitely or probably would choose the same major/program.

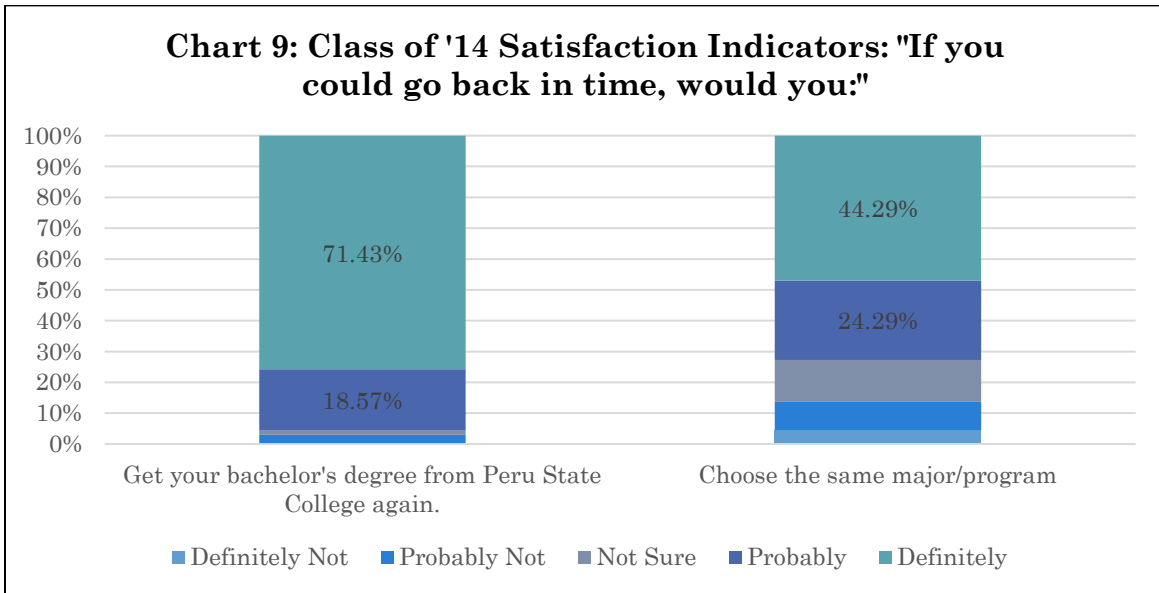
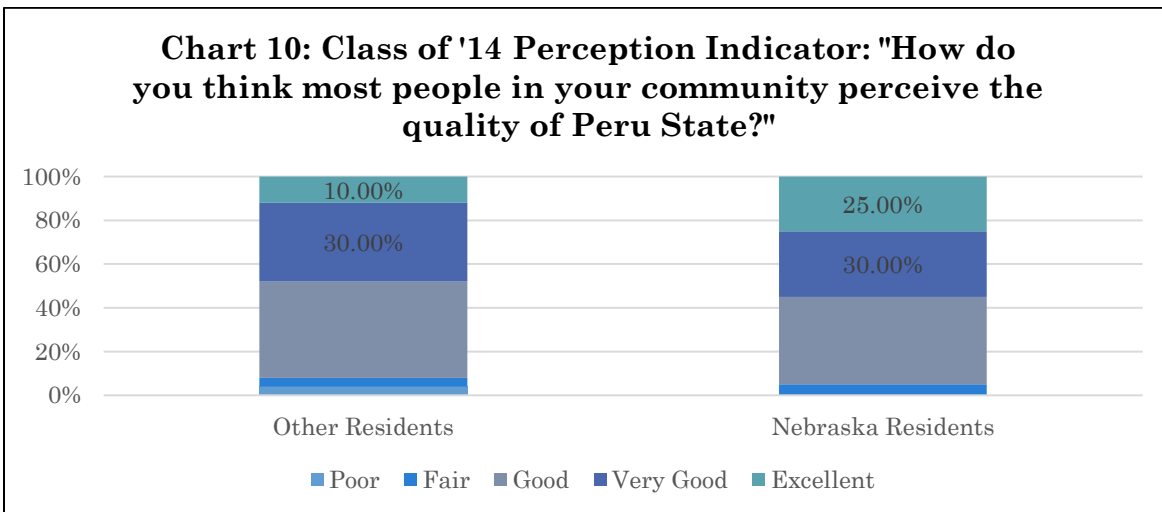


Table 7: 2014 Alumni Satisfaction by School on Alumni Survey, 2019

School	Get your bachelor’s degree from PSC again	Choose the same major/ program
Arts and Sciences	4.87	3.93
Education	4.56	4.00
Professional Studies	4.74	4.17
All Students	4.68	3.76

Alumni were also asked how their community perceives the quality of education provided by Peru State College. Those that were from Nebraska felt their community had a higher perception than those that lived out-of-state. The results are displayed in Chart 10:



REFERENCES

- Bureau of Labor Statistics, U.S. Department of Labor. (2018). *May 2018 State Occupational Employment and Wage Estimates: Nebraska*. Retrieved from https://www.bls.gov/oes/2017/may/oes_ne.htm
- Ruffalo Noel Levitz. (2018). *2018 National Student Satisfaction and Priorities Report: United States*. Retrieved from: http://learn.ruffalonl.com/rs/395-EOG-977/images/2018_National_Student_Satisfaction_Report_EM-031.pdf