Peru State Assessment Report 2013

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Overview

The academic year of 2012-13 was a period of relative stability within the academic environment of Peru State. Program and policy revisions implemented in recent years were given time to integrate into the fabric of the institution while the college turned its attention to reinvigoration of campus and athletic facilities and continued implementation of the president's Sesquicentennial Strategic Plan. The resulting period of constancy permitted the assessment team to revisit the alignment of the college's learning-outcomes assessment processes with its mission, goals, and General Studies objectives and to work toward a more cohesive and comprehensive institutional assessment approach.

The Peru State Assessment Matrix, presented in Appendix A, was updated to reflect current assessment goals, instruments, and procedures. The focus of the matrix was broadened to include assessment methods regularly employed through Student Affairs and the Council for Inclusion. The assessment team revised the faculty Course Enhancement form and called for increased emphasis on collaborative learning as well as continued emphasis on development of writing and critical thinking skills. The assessment team also developed a new survey to replace the discontinued ACT Alumni Survey, tailoring the instrument to Peru State's own learning-outcome goals and institutional mission.

2012-13 Enrollment Brief

Over the course of the year, Peru State enrolled 3336 students, approximately 14% in graduate or teacher recertification programs, 55% in baccalaureate programs, and 31% in the high school Early Entry program. Roughly 96% of graduate students and 39% of degree seeking undergraduate students were enrolled online only.

While the average age of the entire student population was 25, the average age of graduate students as 35, undergraduates (excluding Early Entry) 27. The average age of undergraduate online-only students was 33, compared to 24 within the on-campus population.

Ethnic minority representation was 8% among graduate students, 15.7% among undergraduate students (excluding Early Entry), and 11% among the entire student body (3% Hispanic). Among Early Entry students, ethnic minority representation was 4%; however, this number may not be representative since more than 37% of the Early Entry students declined to report ethnicity.

Within the graduate programs, approximately 77% of the enrollment was in MSED programs, the remaining 23% in the MSOM program. The distribution of baccalaureate enrollment (based on first-listed majors) was approximately 56% in professional studies, 25% in education, and 19% in arts and sciences.

The following pages describe findings associated with each of the college's main assessment approaches, followed by a summary of the year's findings, a list of changes informed by assessment, and a synthesis of overall implications. Table 1 below highlights findings in connection with each area of focus in the college's overarching assessment plan:

Table 1: Highlights of 2012-13 Assessment Findings

Institutional Quality
• Of alumni one year out, 93% agreed or strongly agreed with the statement "I believe I received a high quality of education at Peru State College."
• Asked how well they thought their Peru State education had prepared them for employment in their degree field, 97% of alumni five years out respondents chose "exceptionally well," "more than adequately," or "adequately."
• Eighty-nine percent of alumni five years out said if they could go back in time, they definitely or probably would choose to get their bachelor's degree at Peru State again.

Table 1 (Part 2)

General Studies Quality
• Peru State's senior CAAP score means were above the national averages for seniors on Writing (for the fourth consecutive year), Reading, and Science.
Specific Academic Program Quality
• Eighty-two percent of seniors rated the quality of courses in their major field as excellent or above average.
• Faculty observed students in capstone courses to exhibit strength in research skills, professional judgment, writing ability, and technological proficiency.
Development of Effective Communication Skills
• Eighty-one percent of seniors rated the College's contribution of their ability to effectively communicate formally with others individually and in small groups as excellent or above average.
• Peru State seniors rated the college's contribution to their ability to write clearly and effectively significantly higher than did seniors in the National Survey of Student Engagement's "Plains Public" comparison group.
Development of Computer And Information Literacy
• Seventy-four percent of seniors rated the College's contribution to their ability to use computers to research information, solve problems, and communicate results as excellent or above average.
Development of Critical Thought and Intellectual Capacity for Change
• Seventy-eight percent of seniors rated the college's contribution to their ability to "independently formulate questions or problems, gather and assess relevant information using appropriate quantitative and qualitative techniques, and come to accurate conclusions" as excellent or above average.
Preparation to Assume Social and Civic Leadership Roles
• Eighty-two percent of seniors rated the College's contribution to their ability to assume a leadership role in the community and/or organizations as excellent or above average.
Development of Ability to Pursue Intellectually, Ethically, Aesthetically, and Physically Rewarding Lives
• Eighty-three percent of alumni surveyed five years after graduation rated the College's contribution to their ability to pursue an intellectually, ethically, aesthetically, and physically rewarding life as excellent or above average.

Advising Survey

In the spring of 2013, the college administered a survey regarding advising services for the second time. As part of a plan of gradual implementation, the survey results the first year were reported in aggregate only. For this second administration, the results were reported in aggregate and separated out for the deans of each of the three schools. Individual faculty summaries were not provided to the deans this time but will be in future administrations.

From the results of the two years' summarized ratings, some consistencies begin to emerge. As shown in the table below, the item rated lowest asks whether the student would consult his/her advisor if he/she were struggling in a course important to his/her degree. One might reasonably argue that this result is not an indication of a weakness in advising, but rather a question of whether an advisor is truly the most appropriate consultant for such a situation (versus the course instructor, for example), so perhaps this item should be reconsidered.

The second lowest rating pertains to involvement of advisors in helping students see connections between their education and their career plans. While advisors are not necessarily expected to function as career counselors, they might be expected to have more knowledge than career counselors about careers in their field and how their program content prepares students for those careers. If the premise that students can be motivated academically by seeing connections between their course work and their long-range career goals holds, then the relatively low rating on this item implies that advising could be enhanced by discussing such connections.

The highest rating is for responsiveness of the advisors to requests for information. This, combined with a relatively high rating of the likelihood of consulting advisors if considering changing majors, suggests that overall students feel comfortable in their relationships with their advisors.

Table 2: 2013 Advising Assessment Percentages for "Strongly Agree" & "Agree"

My faculty advisor:	**2012** (N = 324)	**2013** (N = 352)
• is responsive to my requests for information.	86.6	88.4
• takes an interest in my academic progress.	81.1	83.6
• helps me see connections between my education and my career plans.	74.6	73.2
• seems knowledgeable about my major program requirements.	82.5	86.7
• seems knowledgeable about general studies requirements.	83.4	83.6
• seems knowledgeable about college policies, procedures, and resources.	85.7	87.3
• encourages me to set goals and/or plan ahead.	78.3	77.8
• lets me know how I can take charge of my own progress toward graduation.	77.2	77.4
• expects me to have some ideas about what I want to do before I come in for an appointment.	84.5	83.9
I would consult with my advisor if I were:		
• struggling in a course important to my degree.	61.3	66.2
• considering dropping and/or adding courses.	76.9	79.0
• considering changing my major.	84.5	85.3
• considering withdrawing from college.	82.2	77.6
Overall:		
• My advisor is effective	81.9	84.3

Capstone and Program Review

Faculty responsible for capstone experiences in Peru State's baccalaureate programs conduct annual (or semiannual) reviews in which they not only describe, but also assess program outcomes, as evidenced by student performance within the capstone experience. For 2012-13, nine reports have been received at the writing of this summary.

The form asks the faculty member to identify whether the college's learning-outcome goals are addressed in their students' General Studies coursework, in the program coursework, or both. All of the goals were identified as being addressed through at least one of these means in every program. Development of a foundation for lifelong learning; effective communication skills; and the ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives were identified as being addressed in both General Studies and program coursework across 100% of programs.

Although the means used to measure student learning gains might be expected to vary across disciplines, the assessment team began collecting data on measurement methods two years ago to monitor trends over time.

Table 3 below summarizes the extent to which different measurement methods were used during the past two years in Peru State's baccalaureate programs.

Table 3: Application Rates of Learning Measurement Methods within PSC Baccalaureate Programs

Measurement Methods	2011-12	2012-13
Projects/Performance	79%	100%
Instructor-Made Tests	62%	89%
Reflective Writing	59%	89%
Research Writing	60%	78%
Oral Presentation	41%	78%
Group/Teamwork	40%	78%
Portfolio Development	21%	44%
Standardized Tests	10%	33%

The capstone experiences are as diverse as the disciplines they represent, making a summation of program-related learning outcomes assessment difficult. However, because the students share a common General Studies curriculum, the candid assessment of student performance can potentially reveal institutional strengths and weaknesses. For example, some of the faculty noted a greater-than-expected range in overall student academic performance, with many students performing at high levels (as expected within the senior year) but others demonstrating procrastination, failure to retain information, poor reading comprehension, poor critical thinking/problem solving/objective analysis skills, inadequate quantitative analysis skills, and/or inability to work well without supervision. General student strengths noted include research skills, good professional judgment, improved writing ability, and technological proficiency.

Collegiate Assessment of Academic Proficiency (CAAP)

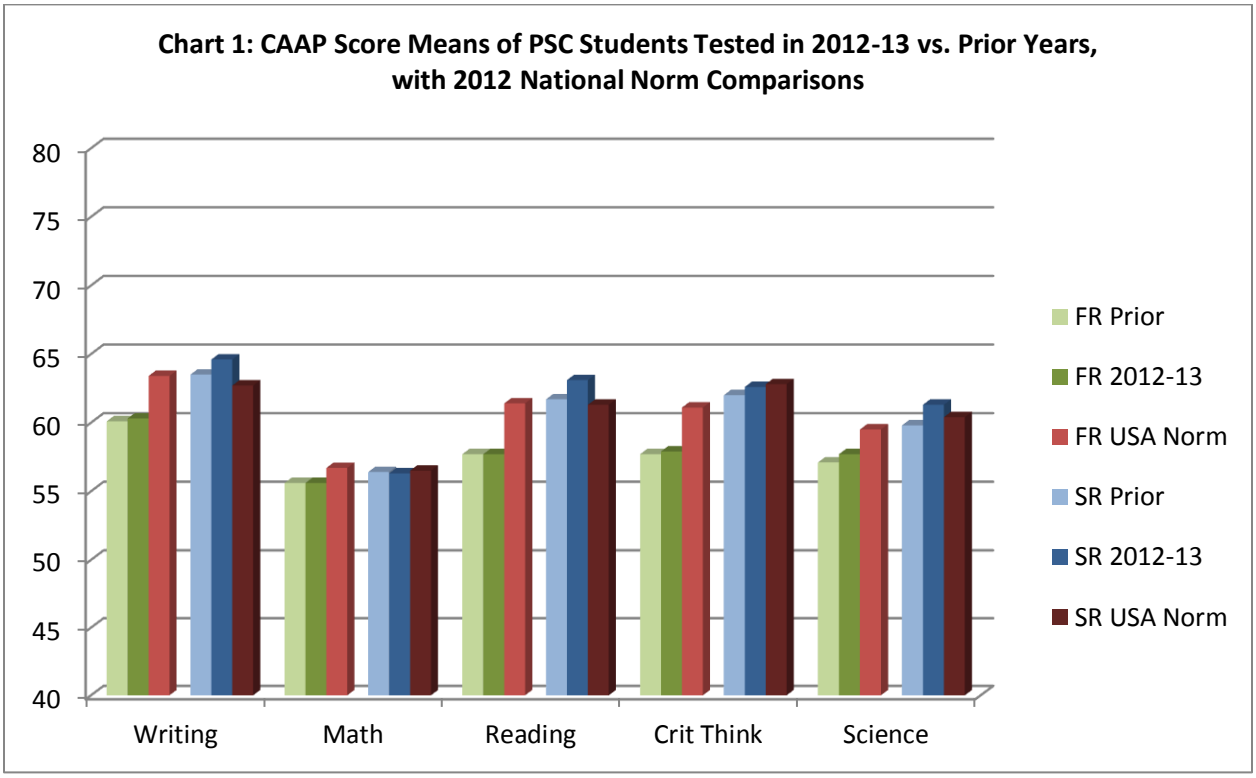
Between the spring of 2002 and the spring of 2013, Peru State administered the CAAP to 3,181 students, with 515 of those taking the tests at both the beginning and the end of their baccalaureate experience. Current policy requires all on-campus freshmen and all seniors living within a 100-mile radius of the campus to sit for five objective CAAP tests: Writing, Mathematics, Reading, Critical Thinking, and Science. Seniors living outside the 100-mile radius have the option of substituting any of several alternative standardized graduate admission tests or a free General Studies Proficiency Seminar made available through Blackboard. Cut scores representing the 3rd percentile, based on national 3-year rolling norms for freshmen and seniors, are used to identify students for additional academic intervention.

In the 2012-13 academic year, 442 Peru State students sat for the CAAP. Of 203 freshmen tested, 15% scored below one or more cut scores (mostly in writing and mathematics). The freshman score means were all below the national means for freshmen at 4-year public institutions. Nonetheless, 58% of the freshmen earned certificates of achievement (signifying scores above the national mean for sophomores). Of 239 seniors tested, 3% scored below one or more cut scores (mostly in mathematics and reading). The senior score means exceeded the national means for seniors (at public and private institutions) on the Writing, Reading, and Science tests. And, ninety-two percent of the seniors earned certificates of achievement. This marks the fourth consecutive year in which Peru State's seniors have exceeded the national senior mean on the Writing test.

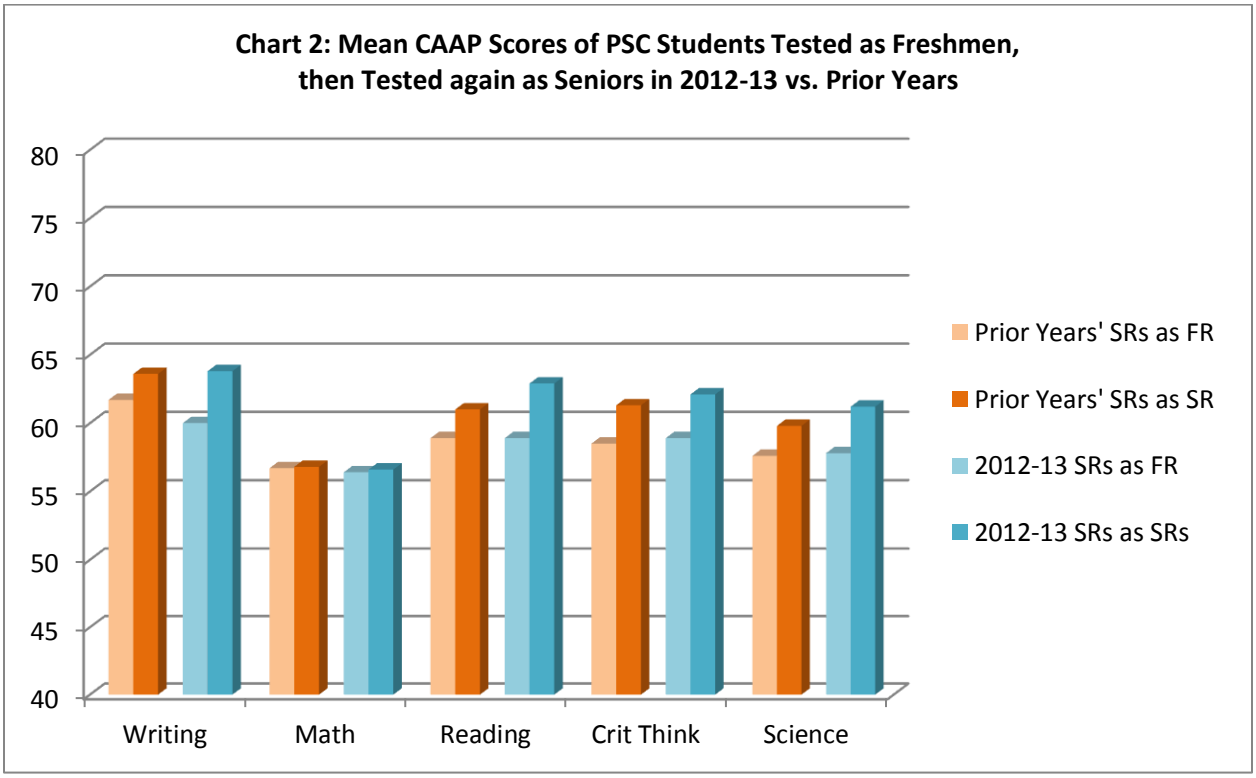
In a cross-sectional comparison, Peru State's seniors continued to outscore freshmen on all five tests.

Compared to all prior years' Peru State seniors, the 2012-13 Peru State seniors scored higher on Writing, Reading, and Science. Compared to prior years' freshmen, the 2012-13 freshmen scored higher on Science. The chart below provides a graphical presentation of these comparisons, and the statistical analysis is provided in

Appendix C. The national norms represented in this chart, comprised of three-year rolling means, were obtained from an ACT 2012 publication.



As in prior analyses, this year's longitudinal analysis, depicted in the chart below, shows the 2012-13 seniors making statistically significant gains in writing, reading, critical thinking, and science, but not in math.



In a historical analysis of Peru State students' CAAP outcomes (from 2002-2013), the following demographic differences were observed:

Online-Only Students:

- Seniors who had conducted their Peru State studies all or mostly online tended to score approximately 1.25 points lower on the Mathematics test compared to seniors who studies all or mostly on campus ($t = 2.713$, df 233, $p < .01$), a difference that represents roughly 20 to 25 percentile points.

Males and Females:

- Freshman males tended to score lower than freshman females on all five tests, with the greatest difference being in Writing. The mean score difference here was 2.6 points ($t = 11.055$, df 1878, $p < .01$), the equivalent of roughly 15 percentile points.
- As seniors, males continued to score lower than females on Writing, with a mean score difference of 1.5 points ($t = 5.423$, df 843, $p < .01$), the equivalent of roughly ten percentile points.
- Senior males tended to score slightly higher than senior females on Science, with a mean score difference of 0.6 ($t = 2.564$, df 935, $p < .05$), the equivalent of roughly two to three percentile points.

First-Generation College Students:

- As freshman, first-generation college students tended to score lower than their traditional peers on all five tests (also entering with lower ACT writing scores). However, those first-generation college students who persisted to become seniors showed no disparity. First-generation college students comprise 31% of tested freshmen and 26% of tested seniors. Those first-generation college students who did not persist tended to have lower scores than those who did on all but the Critical Thinking test.

Academically Underprepared Students:

- Students who placed into ENG 100 and/or MATH 100 tended to score lower than their traditionally placed peers on all five tests, not only as freshmen, but also as seniors. Regardless of which of these two course(s) the student placed into, the greatest senior disparity was in Reading.
    - ENG 100: mean difference 2.3 ($t = 7.129$, df 1160, $p < .01$)
    - MATH 100: mean difference 1.7 ($t = 7.129$, df 1160, $p < .01$)
        - MATH 100 but not ENG 100: Mean difference 2.7 ($t = 3.497$, df 425, $p > .01$)
- Sixty-three percent of seniors who had also tested as freshmen had placed into ENG 100, and 59% had placed into MATH 100.

Ethnic Groups:

- The only ethnic group that showed statistically significant differences on PSC CAAP scores was African Americans, who, as freshmen and seniors tended to score lower than their White classmates on all five tests.
- African American freshmen's effort ratings tended to be lower on all five tests, particularly Critical Thinking ($t = 4.728$, df 163, $p < .01$) and Reading ($t = 5.124$, df 1857, $p < .01$)
- African American seniors' effort ratings tended to be lower only on Reading ($t = 2.017$, df 30, $p < .05$)
- The greatest score difference for African American students was on Writing. For freshmen, the mean difference was 4.3 ($t = 10.727$, df 178, $p < .01$), the equivalent of roughly 25 percentile points. For

seniors, the mean score difference was 4.0 ($t = 4.809$, df 1023, $p < .01$), also the equivalent of roughly 25 percentile points. The Rhetorical Skills subscore, in which the greatest disparity is seen, represents skills associated with transitions, word choice, organization, accuracy, clarity, and style.

- Among African American students, freshmen who did not persist to retest as seniors tended to score lower than those who did on Critical Thinking, with a mean score difference of 2.8 ($t = 2.355$, df 73, $p < .05$).
- Among White students, freshmen who did not persist to retest as seniors tended to score lower than those who did on all five tests. The Writing test showed the greatest mean score difference: 1.7 points ($t = 5.107$, df 1068, $p < .01$).
- No differences were seen among persisting and non-persisting Asians, Latinos, or American Indians.

To date, 93 seniors have completed the General Studies Proficiency Seminar in lieu of the senior CAAP, and 18 have completed select modules to redress skill deficiencies as indicated by performance on the CAAP, the GRE, or another standardized assessment substituted for the CAAP. The seminar, which was originally designed to provide remediation for seniors who scored below the cut scores on the CAAP, contains five modules corresponding to the five subjects of the CAAP tests. Each module consists of a set of reviews, each with two-question multiple-choice quiz that can be retaken until passed, and a module exam. Completion of the quizzes prior to taking the exams is enforced through Blackboard's adaptive release functions. The General Studies Proficiency Seminar serves as a convenient, no-cost alternative to the CAAP for seniors living outside of a 100-mile radius from campus.

The seminar, first implemented in the fall of 2011, was revised for the 2012-13 academic year. The Writing module was expanded to include a broader review of skills, new versions of exams were created, and other exams were revised to better facilitate availability of retesting. Essay writing requirements were removed except as retesting options. The general quality of the essays previously received suggested that most students either had such severe writing skill deficiencies as to need extensive remediation or simply did not take this part of the assessment requirement seriously. Providing feedback on such essays during the final year (and sometimes final days) of a student's program proved to be unproductive.

Because the exams in the General Studies Proficiency Seminar are not standardized, mean scores have little value except perhaps as indicators of the difficulty level of each exam. The Critical Thinking and Reading exams both require students to read and demonstrate comprehension of written passages. Retesting options, which are most frequently needed for these two exams, require students to read and respond to new passages. The other three exams are comprised of independent test items and have sufficiently large test banks to accommodate repeated retesting without significantly reducing the challenge of the test. The mathematics exam has proven to be the least challenging of all. In its initial development, some questions were pulled from the test bank upon recommendation from a mathematics faculty member due to their high level of difficulty. These were held in reserve and could be added back into the test bank without making passing the exam overly difficult should there be interest in making the exam a better tool for differentiating levels of mathematics proficiency. However, as measures of basic proficiency, all five exams appear to be adequate.

Course Evaluation Survey

Peru State's course evaluation surveys are administered online through a service hosted by EvaluationKit, LLC. The questionnaire contents, however, were developed by Peru State and have remained consistent over time.

Undergraduate student ratings regarding indicators of course effectiveness, summarized in the table below, were lower overall in 2012-13 than in the prior year while graduate student ratings were up overall. The response rate was down considerably for on-campus courses at 60%, compared to 69% the prior year. The online undergraduate response rate, in comparison, was almost 75%, and the graduate (all online) response rate was 83%.

Online undergraduate ratings continue to be higher than on-campus ratings for all indicators except returning graded assignments within a reasonable time, providing appropriate feedback on graded material, responding effectively to questions, and being available for individual help. No difference is seen between the ratings regarding feedback, but on-campus students demonstrate greater satisfaction regarding instructor timeliness, responsiveness, and availability. As in prior years, the indicator on which ratings between online and on-campus undergraduates show the greatest degree of difference is the intellectual challenge associated with the course.

The mode of delivery consistently appears to be connected to differences in undergraduate students' perceptions of instructional quality. Students enrolled in online courses expect to actively make sense of written and visual materials whereas students in traditional face-to-face settings, able to rely to a greater extent on oral delivery, can take a more passive approach. Face-to-face instruction may, therefore, foster a lack of regard for clarity and organization in both written and/or oral communications, even while promoting more positive perceptions of interpersonal interaction. Although these differences may be inherent to the instructional modalities, they nonetheless carry implications for instructional enhancement. While instructors of online courses may need to seek ways of making themselves more accessible and responsive to their students, instructors of face-to-face courses may need to work at getting their students to engage more actively with course materials and content and develop a greater awareness of the course structure.

Graduate student ratings, which tend to be higher than undergraduate ratings but had taken an overall dip in 2011-12, improved on all indicators except for returning graded assignments in a reasonable amount of time and being available for individual help. Beginning in 2011-12, Peru State's graduate instruction shifted to online-only delivery. This change may in part explain the fluctuating ratings. If so, the implications discussed above may apply to graduate-level instruction as well.

Side-by-side comparisons of the past three year's percentages of responses indicating "strongly agree" or "agree" are presented in Table 4 on the following page:

Table 4: Course Evaluation Survey Percentages for "Strongly Agree" & "Agree" Responses, 2010-2013

		The instructor clearly communicates course objectives and how they relate to the program's goals and mission at the beginning of the course.	The instructor follows the syllabus and/or explains when a deviation is necessary.	Course material/presentations/discussions clearly relate to the course objectives.	Course material/presentations/discussions are well organized and clearly presented.	Exams/assignments clearly relate to the course objectives.	Exams/assignments are well organized and clearly presented.	Grading criteria are clear.	Graded assignments are returned within a reasonable time.	Appropriate feedback is provided on graded material.	The instructor responds effectively to questions.	The instructor is available for individual help.	The course is intellectually challenging.	The instructor teaches this course effectively.
On Campus Undergrad	**2010-11** (N=4442)	87.9	88.3	86.9	82.3	87.7	83.3	83.7	82.5	83.1	86.3	84.8	81.7	83.8
	2011-12 (N=3959)	88.3	88.9	88.1	83.3	88.7	84.8	85.4	82.3	83.3	86.3	86.4	82.5	83.5
	2012-13 (N=2800)	87.4	88.5	87.1	82.4	87.6	83.5	84.6	83.3	82.9	85.6	84.9	80.8	82.6
Online Undergrad	**2010-11** (N=4191)	90.1	92.6	91.2	85.6	90.0	84.6	86.4	82.1	82.4	84.3	77.9	90.9	84.7
	2011-12 (N=3841)	90.4	93.3	92.8	87.3	92.7	86.9	89.3	85.9	82.9	85.8	80.2	90.1	86.3
	2012-13 (N=4038)	89.9	92.1	90.3	85.2	90.7	85.5	87.5	82.7	82.9	84.0	80.5	88.3	84.6
Combined Undergrad	**2010-11** (N=8633)	89.0	90.4	89.0	83.9	89.1	84.0	85.0	82.3	82.8	85.4	81.5	86.2	84.2
	2011-12 (N=7800)	89.3	91.0	90.4	85.3	90.7	85.8	87.3	84.1	83.1	86.0	83.3	86.2	84.9
	2012-13 (N=6814)	89.0	90.7	89.1	84.2	89.6	84.8	86.6	83.1	83.1	84.7	82.4	85.3	83.9
Graduate	**2010-11** (N=849)	93.6	95.4	94.7	89.3	94.0	86.5	90.1	93.4	92.2	90.6	88.7	90.9	91.5
	2011-12 (N=780)	91.9	94.0	93.3	84.9	92.2	84.5	87.4	90.1	88.3	89.5	85.3	89.6	88.2
	2012-13 (N=673)	93.6	94.8	95.1	88.4	94.9	86.0	90.3	88.0	91.2	90.0	84.7	93.0	90.9
Overall	**2010-11** (N=9482)	87.6	90.8	89.5	84.4	89.3	84.2	85.4	83.3	83.6	85.8	82.1	86.6	84.9
	2011-12 (N=8580)	89.6	91.3	90.7	85.3	90.8	85.7	87.3	84.6	83.6	86.3	83.5	86.5	85.2
	2012-13 (N=7487)	89.4	91.1	89.7	84.6	90.1	84.9	86.8	83.6	83.9	85.2	82.6	86.0	84.6

EBI Campus Climate Surveys

For the second consecutive year, Peru State conducted surveys using online instruments developed by Educational Benchmarks, Inc. (EBI). The Council for Inclusion coordinated the administration of the EBI Campus Climate Assessment, using different versions for students and for faculty/staff. The Student Life Office also conducted surveys of residents in campus housing and student leaders. Summary ratings from the surveys are presented in the table below. In comparison to the prior year's overall ratings, increases can be seen on all except the Student Activities Assessment's overall evaluation of the college. Peer comparisons are improved on six of the measurements.

Table 5: Educational Benchmarks, Inc. (EBI) Campus Climate Surveys: Summaries for Peru State

	Spring of 2012				Spring of 2013			
	Peru State College	Select 6 Institutions	Carnegie Class	All Institutions	Peru State College	Select 6 Institutions	Carnegie Class	All Institutions
Campus-wide Student Climate/Diversity Assessment: Overall Program Effectiveness	5.59	≈	≈	≈	5.69	≈	≈	≈
Faculty/Staff Climate/Diversity Assessment: Overall Program Effectiveness	5.24	↓	↓	↓	5.60	≈	≈	≈
Resident Assessment: Overall Satisfaction	4.82	N/A	↓	↓	5.25	≈	≈	≈
Resident Assessment: Overall Learning	5.05	N/A	↓	↓	5.24	≈	≈	≈
Resident Assessment: Overall Program Effectiveness	4.69	N/A	↓	↓	5.08	≈	≈	≈
Student Staff Assessment: Overall Satisfaction	4.69	N/A	↓	↓	5.90	≈	≈	≈
Student Staff Assessment: Overall Learning	5.46	N/A	≈	≈	5.74	≈	≈	≈
Student Staff Assessment: Overall Program Effectiveness	4.89	N/A	↓	↓	5.80	≈	≈	≈
Student Activities Assessment: Overall Evaluation of College	5.88	N/A	≈	≈	5.83	≈	≈	≈
Student Organization Leadership Assessment: Overall Program Evaluation	5.80	N/A	≈	≈	6.02	≈	≈	≈

Note: The scores above represent composites on a scale of 1 to 7 with an identified goal of 5.50. The scores are derived using multi-variant linear regression. A ↓ symbol indicates a score lower than the comparison group, and a ≈ symbol indicates no significant difference.

Source: Adapted from EBI Summary Reports

The six institutions comprising the first comparison group in the comparisons above were: Northwest Missouri State University, Henderson State University, Truman State University, Pennsylvania College of Technology, University of Hartford, and Saint Mary's College.

The survey of students residing in campus housing identified satisfaction with safety and security as the college's greatest strength and residence hall/apartment programming as the greatest weakness. The factor identified that, if changed, could have the greatest positive impact on resident satisfaction was the room assignment or change process, particularly in regard to flexibility of the room change policy.

In the student survey results, the college's "greatest strength" was a low incidence of expressions of insensitivity and prejudice by faculty and staff. This rating was statistically consistent with those of the comparison groups. The "greatest weakness" noted was the low number of students who felt they had received special consideration regarding additional academic support on campus, financial aid, admissions, or on-campus employment opportunities. Nonetheless, the college rated higher than its peer comparison groups in this regard.

The student rating of overall effectiveness increased in comparison to last year's rating, and the mean ratings for each of the ten factors increased as well. The factor identified as potentially having the greatest impact on the students' perception of campus climate, if improved, was "academic achievement and personal development." Here, the college's rating was statistically equivalent to those of the comparison groups. The component questions asked, "To what degree are you satisfied that your educational experience is: …," followed by:

- Developing your intellectual skills (for which ratings were positive)
- Providing skills to enable you to enter the job market/graduate school (for which ratings were positive)
- Developing social skills (for which ratings were below target)
- Broadening your interests (for which ratings were below target)
- Developing your understanding of the world (for which ratings were below target)
- Making lifelong friends (for which ratings were low)

The faculty/staff rating of overall program effectiveness moved from slightly below-goal last year to above-goal for this year. The greatest strength identified by the faculty/staff survey was the degree to which the work environment represents others. This item consists of eight questions asking, "To what degree have you been expected to speak within your organization on the behalf of other people of your: …" followed by: Disability/Ability, Sexual orientation, Financial standing, Political/social ideology, Religious identification, Race/ethnicity, Age, and Gender.

The greatest weakness identified by the faculty/staff survey was feedback from the organization regarding diversity. The three component questions asked, "To what degree is your commitment to diversity part of your overall performance evaluation as an employee?" and "To what degree are you encouraged to provide feedback regarding diversity: …" followed by "On the organization as a whole" and "Your direct supervisor."

Although all of the component ratings were high, the factor identified as having the most potential for improvement, if changed, was equal treatment of diverse faculty/staff. The component set of questions here asked, "To what degree are you being treated equally within your organization regardless of your: …" followed by: Sexual orientation, Religious identification, Race/ethnicity, Political/social ideology, Disability/ability, Financial standing, Gender, and Age.

Graduate Employment Survey

The Peru State Graduate Employment Survey was administered to baccalaureate alumni from the class of 2012 during the summer of 2013. Ninety-five responses were received, representing a 51.4% response rate from those with viable email addresses and 33.3% of the target population. The overall employment rate (counting both part-time and full-time employment) was 94.7%. Fifty-six percent of respondents had obtained new employment within six months of graduating. The percent of respondents who were employed and/or pursuing advanced degrees was 96.8. Of all survey respondents, 28.4% had enrolled in graduate or professional programs, and 42.1% said they planned to enroll later.

The median reported salary, including full-time and part-time employment, was $33,000. The median salary of those employed full-time within their field of study was $34,250. And, the median salary of alumni who were

already employed within their field before starting their Peru State programs was $47,159. The tables below provide a historical look at Peru State baccalaureate alumni salary averages (one to one-and-a-half years post-graduation) and, for context, Nebraska and U.S.A. per capita income figures:

Table 6:
PSC Alumni Median Salaries 5 Years Out, 2005-2013

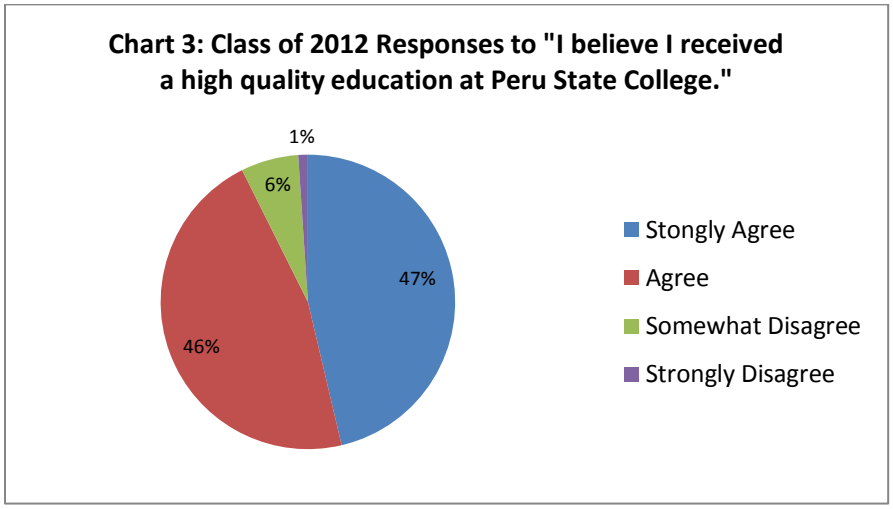
	Arts & Sciences	Education	Professional Studies	Peru State
2005	$24,000	$25,500	$26,493	$25,500
2006	$27,500	$28,202	$32,000	$29,300
2007	$16,000	$29,920	$32,000	$30,000
2008	$26,250	$30,000	$35,250	$30,000
2009	$26,000	$29,065	$38,000	$31,491
2010	$25,000	$30,200	$35,000	$31,220
2011	$33,000	$30,150	$40,000	$33,000
2012	$22,000	$35,000	$32,000	$31,950
2013	$32,500	$33,000	$36,000	$33,000

Table 7:
Per Capita Income Data 2005-2012

	Nebraska Per Capita Income	U.S.A. Per Capita Income
2005	$34,098	$35,452
2006	$35,432	$37,725
2007	$37,887	$39,506
2008	$40,396	$40,947
2009	$38,438	$38,637
2010	$39,445	$39,791
2011	$42,450	$41,560
2012	$43,143	$42,693
2013	N/A	N/A

Source: Bureau of Business & Economic Research, UNM

Ninety-three percent of respondents agreed or strongly agreed with the statement "I believe I received a high quality education at Peru State College." All respondents completed this item, and the responses rates are presented in the chart below.



The only subpopulation characteristic identified in which differences in overall ratings of the quality of education were statistically significant was that of out-of-state versus in-state residency. Alumni who had been out-of-state students rated the quality of education higher overall than did their in-state counterparts ($t = 2.846$, df 38, $p < .05$). Notably, ratings of quality did not differ significantly between those who had attended as online-only students and those who had been on campus. Nor did quality ratings differ between alumni who had transferred to Peru State from other colleges and those who enrolled here as first-time freshmen.

Graduate Program Review

Peru State offers master's degrees in Education: Curriculum and Instruction (MSED) and Organizational Management (MSOM). Both programs have comprehensive, goal-driven capstone projects with associated assessment rubrics. Both programs also require completion of an exit survey.

In the MSED program during the 2012-13 academic year, 84 graduate candidates completed the capstone assessment. The combined results of the capstone assessment and the field experience show particular strengths in development of written presentation, instructional plans, and instructional objectives and suggest that critical thinking (e.g., analysis and application of contextual information), collaboration with parents, and utilization of community resources warrant continued focus.

Student ratings of the program, summarized in Table 8 below, are remarkably positive and show overall increases from the prior year.

Table 8: Peru State College Master of Science in Education: Average Scores of Exit Survey for Items Related to Program Goals

5 = Fully; 4 = Mostly; 3 = Partially; 2 = Minimally; 1 = Not at all	2011-12	2012-13
To what extent did PSC prepare you to:		
Read, discuss, and analyze current educational and content area research/literature?	4.4	4.6
Discuss, practice, and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, background, and special needs?	4.4	4.6
Research, discuss, practice and asses classroom management techniques and effective/safe teaching practices in relation to your own beliefs and values, as well as students' learning styles, backgrounds, and special needs?	4.5	4.7
Demonstrate advanced technology skills and their application for enhancing student learning?	4.3	4.6
Demonstrate the collaborative process of curriculum development?	4.4	4.6
Discuss ideas, concepts, and research/literature with faculty and peers?	4.4	4.6
Enhance your professional skills and collegial competencies through collaboration?	4.4	4.5
Research, analyze, and discuss literature in your areas of interest, diversity issues, curriculum development, and curriculum planning?	4.3	4.5
Extend and apply your knowledge and skills thorough an internship, theses, action research project, and/or additional coursework focused on areas of interest?	4.4	4.7
Analyze and discuss your background, beliefs and values in relation to your teaching environment, historical and current issues, students, and community?	4.56	4.7

Source: Peru State College Graduate Programs Office

The table below summarizes exit interview responses from students in the MSOM program from the past two years:

Table 9: Peru State College Master of Science in Organizational Management: Average Score of Exit Surveys for Items Related to Program Goals

5 = Fully; 4 = Mostly; 3 = Partially; 2 = Minimally; 1 = Not at all	**2011-12**	**2012-13**
Understanding theoretical and practical knowledge associated with innovation and organizational change in the public and private sectors.		
To what extent did PSC prepare you to understand theoretical and practical knowledge associated with innovation and organizational change?	4.6	4.5
Understanding quantitative and qualitative research methodologies to conduct program evaluations and assist in evidence-based decision making for profit and non-profit organizations.		
To what extent did PSC prepare you to understand quantitative and qualitative research methodologies to conduct program evaluations?	4.4	4.4
To what extent did PSC prepare you to apply evidence based decision making for profit and non-profit organizations?	4.6	4.3
To what extent did PSC prepare you to research, analyze, and discuss literature in your areas of interest?	4.6	4.5
Understanding entrepreneurship, economic development and financing of projects.		
To what extent did PSC prepare you to understand entrepreneurship?	4.6	4.2
To what extent did PSC prepare you to understand economic development?	4.5	4.1
To what extent did PSC prepare you to understand financing of entrepreneurship and economic development projects?	4.4	4.4
Understanding the role of technology in commerce and research		
To what extent did PSC prepare you to understand the role of technology in commerce and research?	4.5	4.4
Understanding negotiation and mediation as a mechanism to promote change in organizations and communities.		
To what extent did PSC prepare you to understand negotiation and mediation as a mechanism to promote change in organizations and communities?	4.5	4.5

Source: Peru State College Graduate Programs Office

As demonstrated, both master's programs enjoy high levels of student satisfaction. In addition, the assessment processes associated with the capstone projects in both programs generally reflect high levels of program-related skill proficiency in degree candidates.

National Survey of Student Engagement (NSSE)

In the spring of 2013, Peru State contracted with Indiana University Bloomington (IUB) for the administration of the NSSE for the fifth consecutive year. For the first time, the college did not offer an incentive drawing for participation in the survey. A dramatic drop from response rates ranging 32 to 44% for first-year students and 53 to 62% for seniors to 18% for first-year students and 33% for seniors reveals the utility of incentive prizes in eliciting feedback. Peru State continued to apply the same criteria used in the prior three years for selection of comparison groups. The institutions comprising the comparison groups are listed in Appendix C.

For the 2013 NSSE administration, the survey instrument and the reporting methodology underwent significant revision. Nearly a quarter of the survey items were replaced with new items, nearly a quarter left unchanged, and the rest modified. The five "indicators of effective educational practice" previously used for benchmarking (and therefore referred to as "benchmarks") were replaced by four "themes":

- Academic Challenge

  Level of Academic Challenge expanded to "focus on distinct dimensions of academic effort" and include items on reading, writing, and study time

- Learning with Peers

  Active and Collaborative Learning modified to emphasize collaboration with other students, updated diversity items, and some of the items from Enriching Educational Experiences

- Experiences with Faculty

  Student-Faculty Interaction expanded to include items about teaching practices

- Campus Environment

  Supportive Campus Environment expanded to "focus separately on interactions with key people at the institution and perceptions of the institution's learning environment"

Items from the former benchmark Enriching Educational Experience pertaining to foreign language instruction, use of electronic media, independent study, and self-designed majors were deleted. Items regarding discussions with diverse others were moved to the new Learning with Peers theme. The remaining items from the former Enriching Educational Experience benchmark were separated out as "high-impact practices" and are now reported as Learning Community, Service-Learning, Research with a Faculty Member, Internships or Field Experience, Study Abroad, and Culminating Senior Experience.

Related to each of the four newly defined themes are "engagement indicators." Table 10, on the following page, summarizes how the average scores from Peru State compared to those in the selected comparison groups for each of the ten engagement indicators. Appendix E provides a detailed breakout of the survey items comprising each of the engagement indicators for which statistically significant differences appear in the Table 10 comparisons.

Table 10: 2013 NSSE Summary of Peru State Comparisons to Selected Peer Groups

		First-Year (FY) Students			Seniors		
Theme	**Engagement Indicator**	**Plains Public**	**Public 5K BacDiv**	**Private 5K NeEBS**	**Plains Public**	**Public 5K BacDiv**	**Private 5K NeEBS**
Academic Challenge	Higher-Order Learning	--	--	--	--	--	--
	Reflective and Integrative Learning	--	--	--	△	--	--
	Learning Strategies	--	--	--	--	--	--
	Quantitative Reasoning	--	--	--	--	--	--
Learning with Peers	Collaborative Learning	▼	--	▼	▼	▼	▼
	Discussions with Diverse Others	--	--	▼	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--	▽	▼	▼
	Effective Teaching Practices	--	--	--	▲	--	--
Campus Environment	Quality of Interactions	--	--	--	▲	▲	--
	Supportive Environment	--	--	▼	△	△	--

Key:

▲ Peru State students' average was significantly higher (p<.05) with an effect size at least .3 in magnitude.

△ Peru State students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ Peru State students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ Peru State students' average was significantly lower (p<.05) with an effect size at least .3 in magnitude.

Adapted from IUB NESSE Reports

Peru State's strengths, which are revealed primarily through comparisons with other public institutions in the Great Plains, include reflective and integrative learning, effective teaching practices, and quality of interactions within the campus environment. The college's peer comparisons regarding collaborative learning, discussions with diverse others, and student-faculty interaction suggest opportunities for improvement.

Ratings regarding participation in collaborative learning, the frequency of faculty-student interactions, and the quality of interactions appear to be significantly impacted by differences between the online-only and on-campus educational experiences. Online-only seniors rated the frequency of engagement in collaborative learning and interactions with faculty considerably lower than did on-campus students. Interestingly, online-only seniors rated the quality of their interactions with faculty and administrators higher than did their on-campus peers. These differences, which are presented in Table 11 below, may offer valuable implications for change.

Table 11: Peru State NSSE Response Differences Between Online-Only Seniors and On-Campus Seniors, 2013

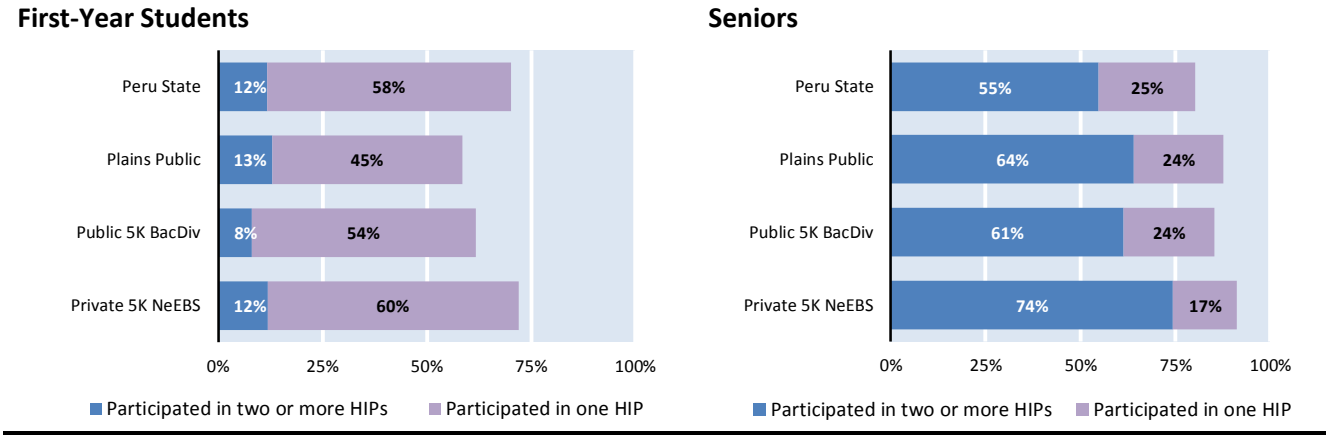
	Direction of Difference*	t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Collaborative Learning *Lead: During the current school year, about how often have you done the following?* *Response Options: Very often (4), Often (3), Sometimes (2), Never (1)*								
Asked another student to help you understand course material	↓	-7.725	99	.000	-.811	.142	-1.092	-.530
Explained course material to one or more students	↓	-6.736	100	.000	-1.069	.159	-1.384	-.754
Prepared for exams by discussing or working through course material with other students	↓	-5.269	94	.000	-1.002	.190	-1.379	-.624
Worked with other students on course projects or assignments	↓	-6.313	100	.000	-1.032	.163	-1.356	-.707
Student-Faculty Interaction *Lead: During the current school year, about how often have you done the following?* *Response Options: Very often (4), Often (3), Sometimes (2), Never (1)*								
Talked about career plans with a faculty member	↓	-5.334	97	.000	-.920	.172	-1.262	-.578
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	↓	-5.567	63	.000	-.827	.149	-1.124	-.530
Discussed course topics, ideas, or concepts with a faculty member outside of class	↓	-5.346	78	.000	-.858	.160	-1.177	-.538
Discussed your academic performance with a faculty member	↓	-4.278	73	.000	-.751	.176	-1.101	-.401
Quality of Interactions *Lead: Indicate the quality of your interactions with the following people at your institution.* *Response Options: 1=Poor to 7=Excellent, Not Applicable*								
Academic advisors	↑	2.165	85	.033	.647	.299	.053	1.242
Faculty	↑	2.260	97	.026	.545	.241	.066	1.023
Other administrative staff and offices	↑	2.278	96	.025	.714	.314	.092	1.337

* ↓ Online-only seniors' responses were lower in comparison to on-campus seniors' responses.

↑ Online-only seniors' responses were higher in comparison to on-campus seniors' responses

The section of the survey that assesses NSSE's new category of high impact practices asks students to identify activities they have done or plan to do before they graduate. The bar graphs below display the percentage of students who selected the response option "Done or in progress." Both graphs include participation in learning communities, service-learning, and research with faculty. The senior graph also includes participation in internships/field experiences, study abroad, and culminating senior experiences.

Chart 4: Peer Comparisons in Percentages for 2013 Peru State NSSE High Impact Practices



Source: IUB NSSE Reports

No statistically significant differences were found between Peru State's first-year students and those of the comparison groups. However, senior participation in some of the high impact practices were comparatively low at Peru State. The table below shows Peru State's peer comparisons for seniors in the High Impact Practices category:

Table 12: Peer Comparisons for 2013 Peru State NSSE High Impact Practices

High Impact Practices	Plains Public	Public 5K BacDiv	Private 5K NeEBS
Learning community	--	--	--
Service-learning	--	▽	▼
Research with faculty	▼	▼	▼
Internship or field experience	--	--	▽
Study abroad	▼	▽	▼
Culminating senior experience	--	--	▼

Key:

-- No significant difference.

▽ Peru State students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ Peru State students' average was significantly lower (p<.05) with an effect size at least .3 in magnitude.

The NSSE contains additional questions not formally associated with the categories previously. These tend to pertain to student behaviors and/or activities. Some of the peer comparisons on such questions reveal interesting information. The examples presented in Table 13 suggest that Peru State students benefit from the opportunities to interact with and receive feedback from faculty, made possible by small class sizes, but may also tend to rely on faculty to deliver and interpret course material more than do their peers at other institutions.

Rates of memorization are somewhat low, reflecting perhaps more than just the national trend to dismiss memorization as a low-level cognitive function. If a low rate of application of memorization skills by Peru State seniors results in reduced ability to apply knowledge, this feedback may offer valuable implications for instruction. As noted on previous NSSE surveys, rates of writing papers of significant length also tend to be low, and rates of employment and caring for dependent others tend to be high.

Table 13: Peer Comparisons for 2013 Peru State NSSE Senior Institutional Contribution			
Behavior/Activity	**Plains Public**	**Public 5K BacDiv**	**Private 5K NeEBS**
Asking questions or contributed to course discussions in other ways	▲	△	--
Preparing two or more drafts of a paper or assignment before turning it in	△	--	--
Coming to class without completing readings or assignments	▲	△	△
Attending an art exhibit, play, or other arts performance (dance, music, etc.)	--	▽	▼
Giving a course presentation	--	--	▼
Memorizing course material	▽	▼	--
Writing papers of 11 pages or more	▽	▽	▽
Working for pay on campus	▽		
Working for pay off campus	▲	▲	▲
Providing care for dependents	▲	▲	▲

Key:

- ▽ Peru State students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▼ Peru State students' average was significantly lower (p<.05) with an effect size at least .3 in magnitude.
- -- No significant difference.
- △ Peru State students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- ▲ Peru State students' average was significantly higher (p<.05) with an effect size at least .3 in magnitude.

Peru State senior ratings of how much their experience at the institution had contributed to their knowledge, skills and personal development are compared to those of the peer groups in the table below:

Table 14: Peer Comparisons for 2013 Peru State NSSE Senior Institutional Contribution			
Area of Knowledge, Skill, and Development	**Plains Public**	**Public 5K BacDiv**	**Private 5K NeEBS**
Writing clearly and effectively	▲	--	--
Speaking clearly and effectively	△	--	--
Thinking critically and analytically	--	--	--
Analyzing numerical and statistical information	--	--	--
Acquiring job-or work-related knowledge and skills	△	△	--
Working effectively with others	--	--	--
Developing or clarifying a personal code of values and ethics	△	--	--
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	--	--	--
Solving complex real-world problems	--	--	--
Being and informed and active citizen	▲	--	--

Key:

- -- No significant difference.
- △ Peru State students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- ▲ Peru State students' average was significantly higher (p<.05) with an effect size at least .3 in magnitude.

Another 2013 NSSE change was the option to add modules of questions targeting a variety of aspects of the college experience. Peru State elected to adopt the Development of Transferable Skills Module. The peer comparison group for this case is all other institutions that participated in the same module. The module leads with "During the current school year, whether course-related or not, about how often have you done the following?" Peru State's results showed low frequencies for first-year students on the following:

- Discussed or debated an issue of social, political, or philosophical importance
- Worked in a group with people who difference from you in terms of background, political orientation, points of view, etc.
- Critically evaluated multiple solutions to a problem

Peru State's senior responses showed low frequencies for:

- Made a speech to a group
- Worked in a group with people who difference from you in terms of background, political orientation, points of view, etc.

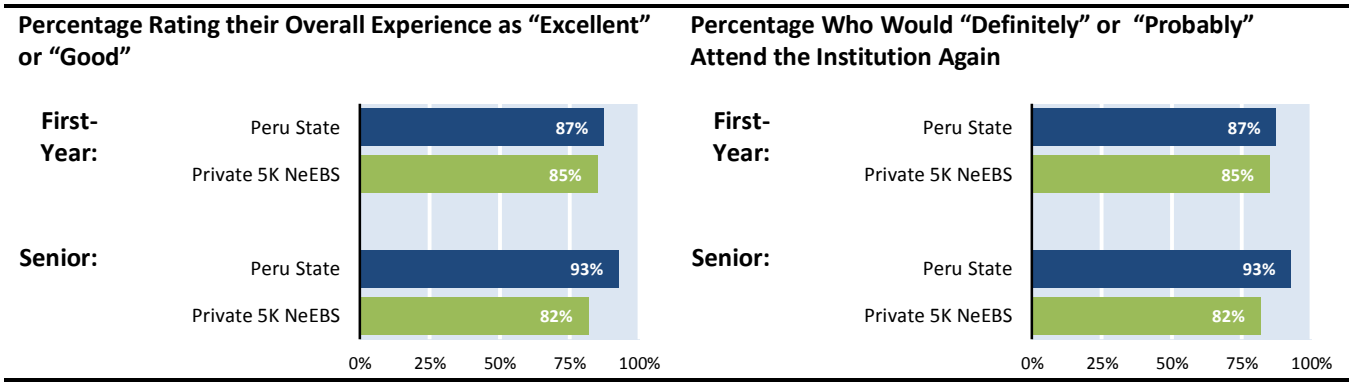
And, Peru State's senior responses showed high frequencies for having written something (paper, report, article, blog, etc.) that:

- Used information from a variety of sources (books, journals, Internet, databases, etc.)
- Included ideas from more than one academic discipline
- Presented multiple viewpoints or perspectives

An optional question pertaining to students' sexual orientation was included by Peru State in the 2013 administration of the survey. The question read, "Which of the following best describes your sexual orientation? (Question administered per institution request.)" with the following response options: *Heterosexual, Gay, Lesbian, Bisexual, Questioning or unsure, I prefer not to respond*. One student wrote a comment objecting to the inclusion of question. Approximately 21% of respondents either skipped the question or selected "I prefer not to respond." Roughly 9% selected a response other than "Heterosexual" or "I choose not to respond." Students within this set showed a higher rate of interaction with faculty compared to their heterosexual peers ($t = 2.129$, $df\ 122$, $p < .05$), though none of the individual items comprising this engagement theme rose to statistical significance.

As shown below, Peru State's overall evaluation by surveyed students compares favorably to those of the college's aspirational peer comparison group, the small private colleges in the region.

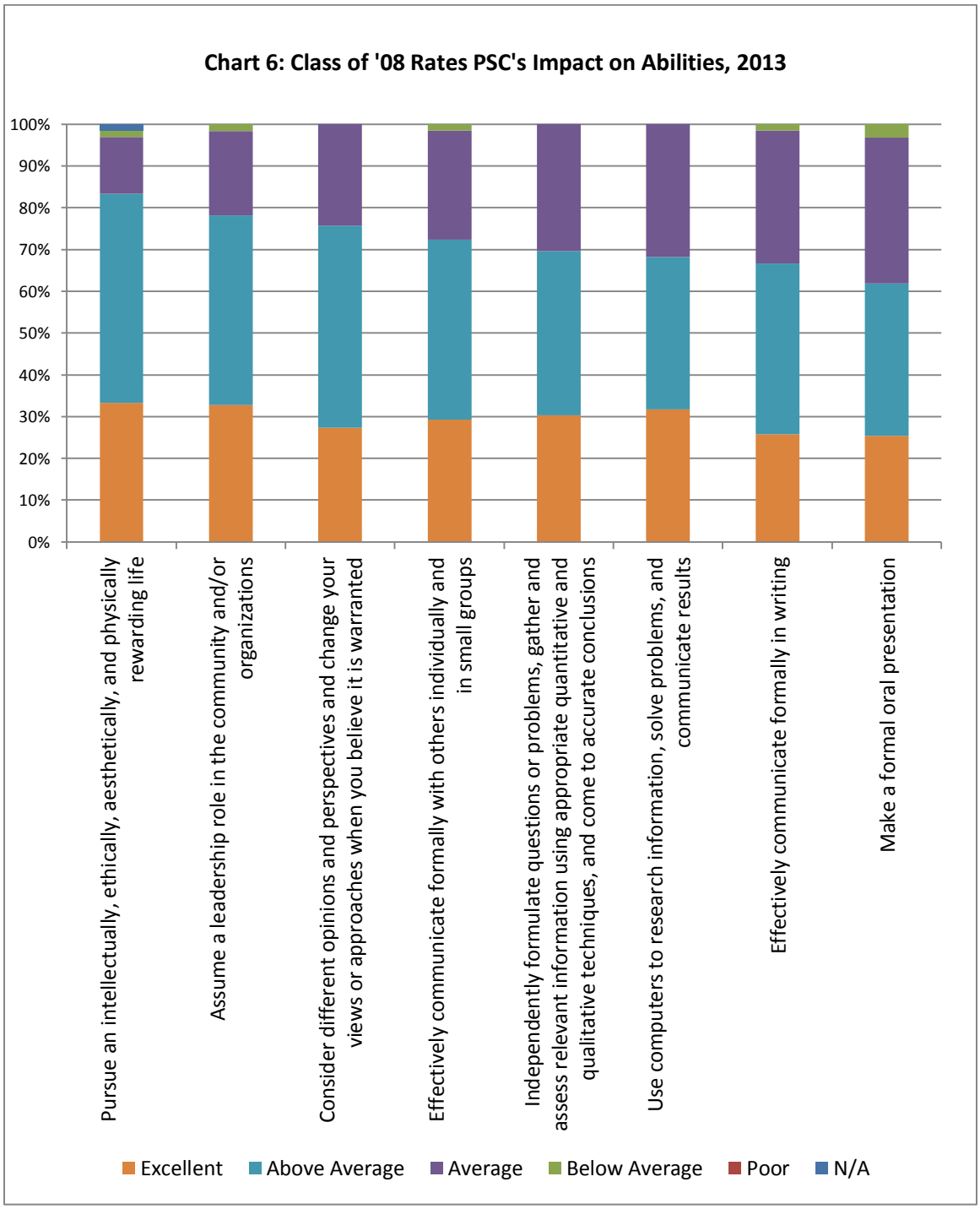
Chart 5: Peru State NSSE 2013 Summary Ratings



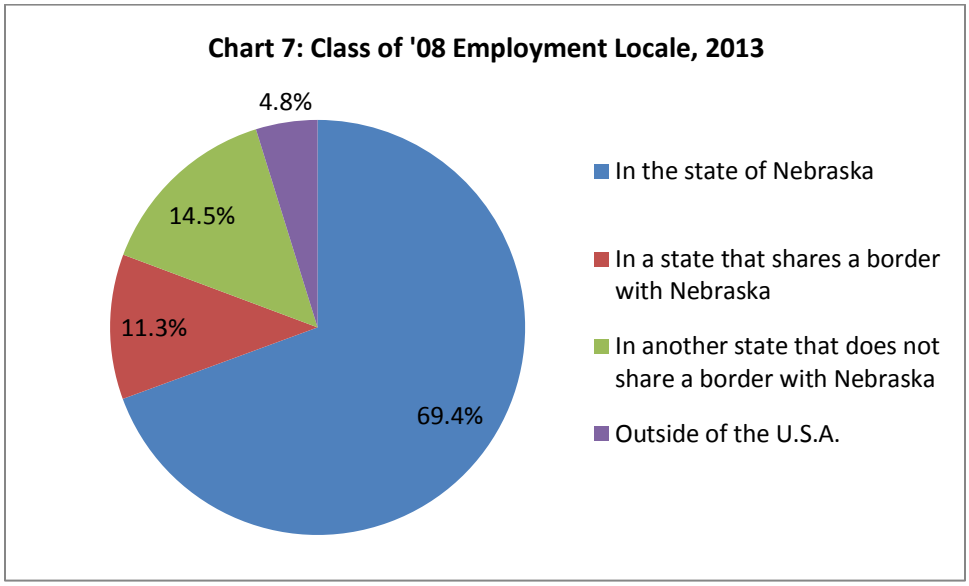
Source: UBI NSSE Reports

Peru State Alumni Survey

The 2013 Peru State Alumni Survey replaces the ACT Alumni Survey as the college's instrument of choice for assessing employment and learning outcomes five years post-graduation. The development of the questionnaire was accomplished through collaboration between the faculty serving on the Assessment Committee; the Vice President for Academic Affairs; and the Director of Assessment, Research and Student Success. The survey was conducted during the summer of 2013 via Survey Monkey. The survey population, considered to consist of all alumni for whom at least one email or postal address did not result in a failure notice, consisted of 288 individuals (99% of the target population). Sixty-six responses were received, representing a 22.9% response rate (22.8% of the population). Overall ratings of the college's impact on various abilities are summarized below:



Among all respondents, the employment rate was 93.9%, and the full-time employment rate was 87.8%. Of employed respondents, 77.4% were employed within their degree field, with 68.2% holding full-time positions within their degree field. As shown below, over 69% were working within the state of Nebraska.



The median salary for those reporting full-time employment was $41,000. As shown below, median salaries are highest for those working within their degree field. A moderately strong positive correlation exists between salary and employment locale ($r = .45$, $p < .01$), with those working in the state of Nebraska generally reporting lower salaries than those working in bordering states, non-bordering states, and outside of the U.S.A., respectively. Of respondents working in Nebraska, 74.4% were employed within their degree field compared to 84.2% of those working elsewhere. The mean Nebraska full-time salary was $41,762.

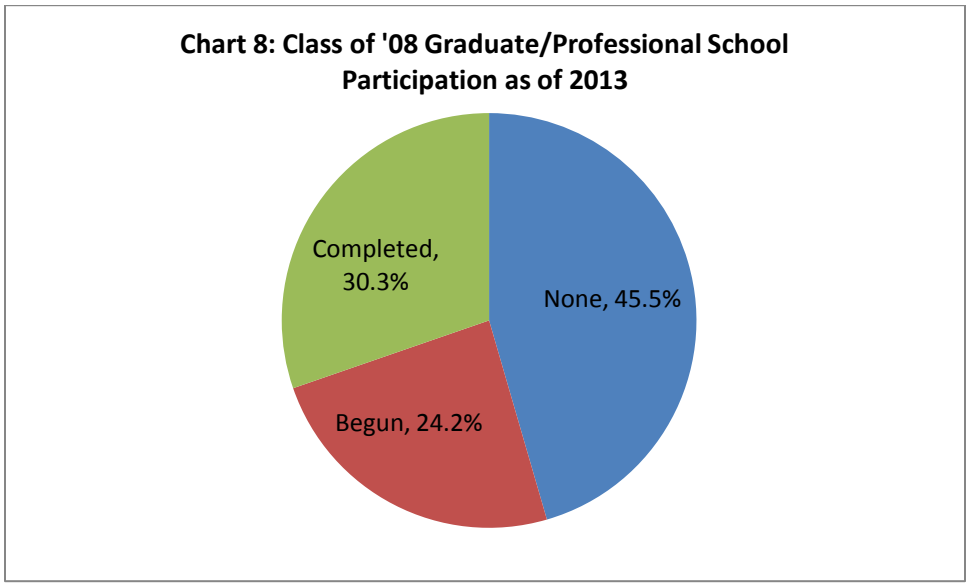
Table 15: Median Salary Comparisons among Subgroups of 2008 Alumni Reporting Full-Time 2013 Employment

Working in Degree Field	N = 44	$43,500
Not Working in Degree Field	N = 13	$33,333
Working in Nebraska	N = 40	$40,000
Working in a State Bordering Nebraska	N = 7	$35,000
Working in a State Not Bordering Nebraska	N = 7	$70,000
Working Outside the U.S.A.	N = 3	$58,000
No Graduate/Professional Studies	N = 23	$40,000
Graduate/Professional Studies Begun but Not Completed	N = 14	$35,500
Graduate/Professional Studies Completed	N = 20	$46,000

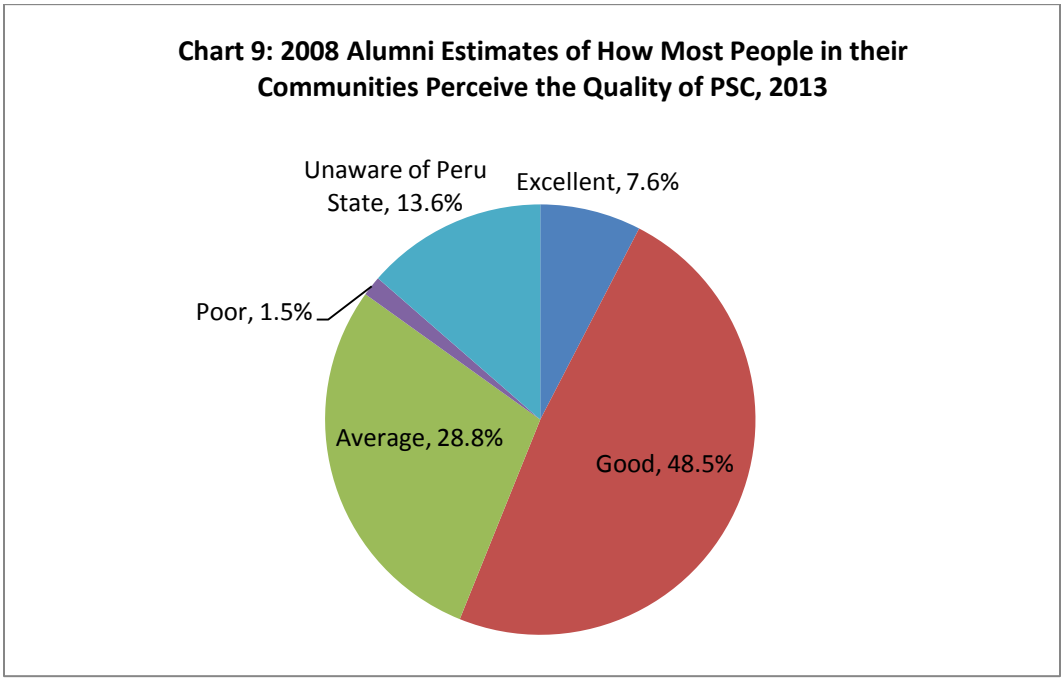
Two of the four respondents reporting part-time employment provided salaries, and each was making approximately $10,000. These two were also enrolled in graduate or professional programs; the two not reporting salaries had not pursued advanced studies.

Asked how well they thought their Peru State education had prepared them for employment in their degree field, 97% of respondents chose “exceptionally well,” “more than adequately,” or “adequately.” Responses to this question did not differ significantly between those employed in their degree fields and those employed outside of their fields.

As shown below, 54.5% of all respondents had begun or completed graduate or professional degree programs. Of these, 100% said Peru State had prepared them "exceptionally well" (17%), "more than adequately" (44%), or "adequately" (39%) for their continuing education.



Fifty-six percent of respondents estimated perceptions of Peru State within their communities to be good or excellent. Of the nine alumni (13.6%) who thought most people in their communities were unaware of the college, only one was working within the state of Nebraska.



Asked what they would do if they could go back in time, 89.4% said they definitely or probably would choose to get their bachelor's degree at Peru State again, and 80.3% said they definitely or probably would choose the same major/program.

Senior Exit Survey

The percentages of students selecting "Excellent" or "Above Average" on each of the Senior Exit Survey items for the past three years are shown in Table 16 below:

Table 16: Senior Exit Survey Percentages for "Excellent" & "Above Average" (N/A Responses Omitted)

Survey Items	2011	2012	2013
Quality of General Education Courses	62.3	55.7	59.0
Availability of General Education Courses	55.2	50.8	55.2
Quality of Courses in Major Field	77.3	80.7	82.1
Availability of Courses in Major Field	59.1	60.7	65.1
Quality of On-Line Courses	72.5	62.9	60.2
Availability of On-Line Courses	65.4	66.7	64.1
Quality of Faculty Instruction	68.9	77.2	75.8
Quality of Faculty Advising	34.1	63.0	71.5
Availability of Faculty	64.9	69.4	75.7
Preparation for Career Choice	61.6	60.0	60.5
Classroom Facilities	43.3	43.1	55.2
Meaningful Course Projects	60.2	59.0	65.3
Time, Length, and Dates of Classes	74.8	70.1	69.1
Availability of Extracurricular Activities	56.3	49.4	61.1
Use of Technology in Classroom	34.7	44.6	57.8
Quality of Technology on Campus	40.0	45.6	50.4
Quality of Center for Achievement and Transition Services	67.5	65.6	64.2
Quality of Admissions Services	53.0	55.7	58.3
Quality of Library Services	67.0	57.5	63.1
Quality of Financial Aid Services	59.5	51.6	50.3
Quality of Bookstore Services	58.0	38.1	47.1
Quality of Business Office Services	60.7	57.9	53.6
Quality of Student Records Office Services	58.3	58.8	52.8
Quality of Residence Life Experience	45.1	32.8	40.0
Your ability to pursue an intellectually, ethically, aesthetically, and physically rewarding life	78.9	82.6	79.9
Your ability to effectively communicate formally in writing	72.8	75.7	81.4
Your ability to effectively communicate formally with others individually and in small groups	77.2	78.3	72.3
Your ability to make a formal oral presentation	60.9	71.0	82.9
Your ability to use computers to research information, solve problems and communicate results	77.6	78.2	74.1
Your ability to independently formulate questions or problems, gather and assess relevant information using appropriate quantitative and qualitative techniques and come to accurate conclusions	71.1	78.2	78.4
Your ability to consider different opinions and perspectives and change your views or approaches when you believe it is warranted	79.5	82.4	74.7
Your ability to assume a leadership role in the community and/or organizations	73.8	76.6	82.1

Notably, senior ratings of the quality of faculty advising, use of technology in the classrooms, and the availability of faculty have increased considerably over the past three years. Ratings of quality and availability of courses in the major have increased as well, but ratings of the quality of online courses have declined somewhat, as have ratings of the times/lengths/dates of classes. Recent upgrades in buildings and in classroom technology appear to have positively impacted ratings related to campus facilities. And, interestingly, ratings of the college's contribution to seniors' ability to make formal oral presentations have increased.

Consistently, ratings of the quality of General Education courses have been somewhat low relative to ratings of the quality of courses in students' major fields. Given the potential for perceptions of quality to be influenced by raters' interest in and valuation of the subject matter, further exploration may be needed to clarify the implications of these ratings. The challenge would be sorting out the degree to which students rate General Education courses lower because of actual qualitative differences versus because of 1) their own discomfort with unfamiliar subjects, 2) a sense of having had less freedom of self-determination in course selection, and/or 3) differences in academic challenge corresponding more to course level than to subject matter.

Trends in quality ratings for non-academic campus constituencies suggest improvements in Admissions and declines in Financial Aid services, Business Office services, and CATS services. These declines, occurring during a time when staff development efforts have focused on implementation of a customer-service model, warrant further attention.

Asked to project their principal activity upon graduation, 96.5% indicated they expected to be either employed (83.5%) or pursuing graduate or professional degrees (13%). Sixty-eight percent of respondents indicated they planned to pursue graduate education in the next five years (up from 61% in 2012).

Student Affairs Program Review

Athletics

The 2012-13 academic year was the final year of the strategic plan implemented by the Athletic Department in 2010. The following highlights the Athletic Department's findings related to each of the plan's five goals:

1. *Goal:* Enhance student achievement

   The criteria for participation in the Academic Training Program (ATP) were modified in the fall of 2012 to target services to at-risk student athletes. These changes were observed by head coaches to produce benefits. However, the Athletic Department plans to consider further modification of the program going forward.

   Staff positions and graduate assistantships added in recent years have enabled the Athletic department to enhance program operations. One of these enhancements has been the recruitment of volunteer academic advisors to promote the academic success of students on the football and women's basketball teams. In addition, public acknowledgement of the successes of teams and of individual student-athletes through media releases and recognition events provides positive reinforcement.

2. *Goal:* Develop an alumni relations strategy

   Working in concert with the Foundation Office, the Athletic Department implemented an e-newsletter to alumni, featured athletics in the Peru Stater, and held monthly meetings to discuss strategies. Special events have been scheduled and an internship created to promote alumni outreach.

3. *Goal:* Establish a fundraising plan

   The goal of developing a three-year athletic fundraising plan was postponed to focus efforts on fundraising for the Oak Bowl. To this end, the Athletic Director developed a top-50 donor list and, in collaboration with the Foundation Office, identified a top-20 donor list.

4. *Goal:* Improve recruitment and retention

   Head coaches increased visits to high schools and expanded their recruitment base. Each program has developed a recruitment plan, and coaches have expressed confidence that they will meet their recruitment goals for the 2013-14 year.

5. *Goal:* Develop athletic marketing and branding

   After contracting with University Sports Publishing to enhance marketing efforts in southeast Nebraska, the department saw sales increase by more than 20%, far exceeding the established goal of 1%. Through regular collaboration with the Office of Media Relations and Marketing, the department has made significant upgrades to its web pages, expanded outreach via social media, live-streamed athletic contests, and moved toward greater electronic marketing of athletics.

In its release of the "Champions of Character Scorecard" for 2011-12, the National Association of Intercollegiate Athletics (NAIA) listed Peru State's athletic program among the top in the nation.

Center for Achievement and Transition Services (CATS)

In the 2012-13 academic year, the Center for Achievement and Transition Services (CATS) provided supportive services through nine primary programs: Assessment, Career Services, Counseling, Disability Accommodation Services, Early Warning, Institutional Research, Probation Services, TRIO-SSS, and Tutoring. With the addition of a new counseling position, some of the program responsibilities were redistributed. The new Licensed Student Counselor became the program lead for early warning and probationary support; the Tutorial/ADA Services Coordinator became the primary contact for standardized testing services; and the Director of Student Assessment and Success Services – now the Director of Assessment, Research and Student Success – became the program lead for institutional research.

During the summer of 2012, the CATS staff participated in an assessment retreat in which they identified key desired learning outcomes and began exploring the potential uses of rubrics in academic support programs. Thereafter, each program piloted a rubric tailored to its unique services. At the end of the academic year, each program lead conducted a program review and assessment, and the usefulness of the rubrics was evaluated as well as the information obtained through them. The context in which a rubric proved to be most useful was not one of the service programs at all; rather, it was the professional development of part-time student employees in the role of Office Aide. These students were asked to participate in an informal performance evaluation and were given the evaluation rubric a couple of months in advance. By the time the performance evaluations were conducted, the CATS staff had noted overall improvements in student presentation and job performance.

Each of the CATS programs conducts at least one survey per year as part of its ongoing assessment process. In addition, service data collected throughout the year, primarily using internally developed Access databases, is aggregated and analyzed for evidence of success and implications for improvement. As a result of the 2013 program assessments, two notable changes have been implemented:

- Upon the retirement of the Coordinator of Cooperative Learning, that position was converted to a second Licensed Student Counselor, to more fully meet the need for personal counseling services. The supervision of internships was moved back to Academics under the Institute for Community Engagement.
- The Early Warning program was renamed Early Alert, and faculty were asked to submit all early alert referrals prior to the last day to withdraw with a W and to focus primarily on underclassmen.

Student Life

In addition to the EBI campus climate surveys discussed in their own section of this report, the Student Life staff conducted an alcohol education assessment, using an online program called Alcohol Wise. As in the prior year, incoming students were asked to complete the Alcohol Wise program before coming to campus. The program consists of a pre-test, an instructional component, and a post-test. The results indicated mostly static perceptions pre- and post-course. Therefore, the Student Life staff plans to substitute programming through the Residence Life Office for the online course component of Alcohol Wise. This programming will be based upon the Wellness Strategic Plan for Alcohol Education. However, the Student Life staff will continue to use an "E-Check Up To Go" data collection function of Alcohol Wise.

The Student Life staff also conducted an internal program review and assessment. According to Dean of Student Life Kristiaan Rawlings, the totality of findings suggested that "[o]ne of the greatest challenges for Student Life is to provide a dynamic programming and residential experience without appearing paternalistic." To address this challenge, the Student Life staff plans to "stress leadership development for both student-staff and the general population" through development of a co-curricular plan that takes into account "the need for greater autonomy for upperclassmen and staff" (Rawlings, 20130). Toward this end, Student Life staff hosted a Bystander training that focused on social norms. This training, which targeted student leaders across campus, was also open to the general student population and to faculty and staff. For those who could not participate in person, the presentation was live-streamed online. A Reflective Engagement Model (REM) was selected for implementation in residential student programming the fall semester of 2013.

Another significant change begun as a result of program assessment is the expansion of family services, including an inaugural Parent's Weekend.

Below is summary of Student Life's 2012-13 program assessment and related goals, provided by Dean Rawlings:

> With several new staff members, the Student Life department endeavored to provide continuity and yet also move student development initiatives forward throughout the year. Recent results from annual assessments offer reasons for optimism, however meaningful challenges remain on the horizon. Focusing on the institution's Strategic Planning initiatives, Student Life targeted and plans to continually pursue the following goals:
>
> 1. Creating excellence through essential engagement. (Transformational Goal 1)
>
> Transformational Goal 1, Strategy 3 – Create a dynamic learning environment for the campus community focused on professional development
>
> 2. Increasing prominence. (Transformational Goal 2)
>
> Transformational Goal 2, Strategy 3 – Improve campus facilities
>
> 3. Strategy 2ciii: Creating social integration programs such as learning communities, diversity awareness programs and alternative spring break experiences.

4. Strategy 2civ: Facilitating service opportunities
5. Strategy 2d1: Utilizing a campus climate survey
6. Strategy 8b: Collaborate with the City of Peru

Although the department considers all questions posed in the Strategic Plan, the following receive special consideration:

- How can we encourage and support student engagement for all students?
- How can we improve our service to students to enhance satisfaction, retention and recruitment?
- What facility improvements will enhance the student experience?
- How can we utilize service in our engagement?

Conclusions

The 2012-13 assessment results appear to support the following conclusions:

- As an open-admission public institution, Peru State continues to attract a high proportion of students with significant gaps in academic preparation, yet the college demonstrates increasing success in bridging those gaps for students who persist to graduation. CAAP testing of first-year and senior students consistently demonstrates significant gains on four of the five subjects tested, with Peru State means beginning below national freshman averages and ending near or above national senior averages.
- Deficiency in reading comprehension poses a significant obstacle for first-year student persistence.
- Writing skill development in Peru State's undergraduate programs has become an institutional strength.
- Online-only students tend to report low levels of participation in collaborative learning activities and low levels of student-faculty interaction but rate the quality of their interaction with faculty and other college personnel positively.
- Test and survey results suggest that Peru State's African American student population tends to experience disparities in academic preparation and social inclusion.
- Student ratings of the campus life experience have improved overall.
- Student perception of the undergraduate advising process at Peru State has improved.
- Seniors and baccalaureate alumni generally perceive the quality of the education received at Peru State to be strong and express high levels of satisfaction with their choice of college.
- Participation in advanced degree programs by Peru State's baccalaureate alumni is high, suggesting success on behalf of the institution in promoting a disposition toward lifelong learning and in serving the economic and workforce needs of the service region.
- Peru State's graduate programs demonstrate strong academic proficiency and high levels of student satisfaction.

Summary of Changes Made Using Assessment Data

Recent assessment data helped to inform the following changes:

- The institutional goal statements were updated to better reflect the current priorities of Peru State.
- The institutional assessment matrix was revised (see Appendix A).
- A survey instrument was developed to replace the discontinued ACT Alumni Survey in meeting the needs of the college to obtain employment information and feedback from alumni five years following their graduation. This survey was administered for the first time in the summer of 2013.
- Learning outcomes associated with the objectives for the new General Studies Program were articulated in a rubric, incorporating language from rubrics published by the American Association of Colleges and Universities, to be proposed for use as a 'global studies' faculty survey.

Implications for Future Focus

- Increased attention to development of reading comprehension, study skills, and the application of critical thinking skills could potentially improve first-year retention rates.
- Increased attention to fostering a more ethnically, culturally, and religiously inclusive campus environment could improve the student experience and promote greater retention of traditionally underrepresented populations among both students and staff.
- Application of technologies that support interpersonal interaction (such as Moodle, Skype, and FaceTime) to facilitate collaborative learning activities could significantly enhance the online student experience.

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Appendix A:

PERU STATE ASSESSMENT MATRIX

This document describes Peru State's primary assessment instruments and shows how their use aligns with institutional assessment foci derived from the college's mission, purpose, and educational goal statements. Statistics regarding all measures are tracked over time, and trends are monitored and reported to the faculty and administration, whose collective responsibility is to use the results to inform institutional enhancement strategies.

INSTRUMENT	DESCRIPTION	INITIATOR	ACTIONS
Advising Survey	Internally developed survey administered to undergrad. Students during spring registration	VPAA	Online Svc. runs reports → advisors, deans, VPAA and summary for institutional assessment report
Capstone and Program Review	Form completed by capstone instructors; May include evaluation of interviews, orals, papers, performances, portfolios, projects, student teaching, and/or written exams	Faculty	Faculty → Deans → VPAA and Assessment Director. Latter posts to R drive, aggregates data, and summarizes in institutional assessment report
Collegiate Assessment of Academic Proficiency (CAAP)	Standardized test battery published by ACT; Objective exams in Writing, Mathematics, Reading, Critical Thinking, and Science administered to freshmen and seniors	Assessment Director	Analyzes data, reports outcomes in Assessment and All-Faculty meetings, posts slides to R drive, and includes synopsis in institutional assessment report
Course Evaluation Survey	Internally developed survey administered online to selected classes at each semester end	VPAA	Online Svc. runs reports → faculty, deans, VPAA and summary for institutional assessment report
Educational Benchmarks, Inc. (EBI)	Commercial surveys administered annually regarding various aspects of student life	Dean of Student Life	Sends summary report to VPEMSA, who posts to R drive & guides highlights in inst. Assessment report
Gen Ed Capstone Review	To be determined	Faculty	To be determined
Graduate Employment Survey	Internally developed survey administered to graduating class of one year prior	Assessment Director	Sends summary report to Cabinet, posts to R drive, includes synopsis in inst. assessment report
Graduate Program Review	Annual report completed by faculty within MSED and MSOM programs	Faculty	Faculty → Dean → VPAA and Assessment Director. Latter posts to R drive, aggregates data, and summarizes in institutional assessment report
National Survey of Student Engagement (NSSE)	Commercial survey administered annually through Indiana U. to freshmen and seniors	Assessment Director	Analyzes data, reports outcomes in Assessment and All-Faculty meetings, posts slides and commercial reports to R drive, and includes highlights in institutional assessment report
Peru State Alumni Survey	Internally developed survey administered to graduating class of five years prior	Assessment Director	Sends summary report to Cabinet, posts to R drive, and includes synopsis in inst. assessment report
Senior Exit Survey	Internally developed survey administered during the final semester	VPAA	Reports summary to Cabinet and faculty, posts to R drive, and forwards to Assessment Director for synopsis in institutional assessment report
Student Affairs Program Review	Form completed by program leads within Student Affairs programs	VPEMSA	Reports summary to Cabinet and forwards to Assessment Director for synopsis in institutional assessment report

FOCUS	ASSESSMENT APPROACH	KEY MEASURES
Institutional Quality	Advising Surveys	Likert-scale rating of overall advisor effectiveness (18)
	Senior Exit Surveys	Multiple Likert-scale ratings (A)
	Peru State Alumni Surveys	Multiple Likert-scale and categorical items (14, 15)
	Graduate Employment Surveys	Likert-scale ratings regarding factors in choosing Peru State and quality of education received
	NSSE	Contribution to knowledge, skills, personal development (11 a; 13)
General Studies Quality	CAAP	All Tests: Norm-referenced score means, Cross-sectional analyses, Longitudinal analyses, and Factor analyses
	Senior Exit Surveys	Likert-scale rating of quality and availability of General Education courses (2 & 3)
	Gen Ed Capstone Survey	To be determined

PERU STATE ASSESSMENT MATRIX, CONTINUED		
FOCUS	**ASSESSMENT APPROACH**	**KEY MEASURES**
Specific Academic Program Quality	NSSE	Likert-scale ratings of college contribution to knowledge, skills, and personal development (11 b)
	Course Evaluation Surveys	Likert-scale ratings of intellectual challenge and effective teaching
	Capstone and Program Reviews	Objective and subjective measures of achievement
	Senior Exit Surveys	Likert-scale ratings of quality and availability of courses in major field (4 & 5)
	Graduate Program Reviews	Objective and subjective measures of achievement
	Graduate Employment Surveys	Employment rates within 6 mos. And 1 yr. following graduation
	Peru State Alumni Surveys	Likert-scale ratings (13, 15)
Development of Effective Communication Skills	CAAP	Writing Test: Norm-referenced score means, Cross-sectional analyses, and Longitudinal analyses
	Gen Ed Capstone Survey	To be determined
	EBI	Student Staff Assessment
	NSSE	Likert-scale ratings of college contribution to knowledge, skills, and personal development (11 c & d)
	Capstone and Program Reviews	Learning-outcomes rubrics or other metrics for oral and/or written communication
	Senior Exit Surveys	Likert-scale rating of college contribution to development (B)
	Peru State Alumni Surveys	Likert-scale rating of college impact on ability (8)
Development of Computer and Information Literacy	CAAP	Mathematics and Reading Tests: Norm-referenced score means, Cross-sectional analyses, and Longitudinal analyses
	NSSE	Likert-scale ratings of college contribution to knowledge, skills, and personal development (11 f & g)
	Capstone and Program Reviews	Learning-outcomes rubrics or other metrics for information literacy, reading and/or quantitative literacy
	Senior Exit Surveys	Likert-scale rating of college contribution to development (A & B)
	Peru State Alumni Surveys	Likert-scale rating of college impact on ability (8)
Development of Critical Thought and Intellectual Capacity for Change	CAAP	Critical Thinking and Scientific Reasoning Tests: Norm-referenced score means, Cross-sectional analyses, and Longitudinal analyses
	NSSE	Likert-scale ratings of college contribution to knowledge, skills, and personal development (2, 6, 11)
	Gen Ed Capstone Survey	To be determined
	Capstone and Program Reviews	Learning-outcomes rubrics or other metrics for critical thinking, creativity, reflection, innovation, and/or synthesis
	Senior Exit Surveys	Likert-scale rating of college contribution to development (B)
	Peru State Alumni Surveys	Likert-scale rating of college impact on ability (8)
Preparation to Assume Social and Civic Leadership Roles	NSSE	Likert-scale rating of activity frequency (1 e, u, & v; 11 l)
	Student Affairs Program Reviews	Outcomes in Admissions, Athletics, Student Life, SSS
	EBI	Student Activities Assessment, Student Leadership Assessment, and Student Staff Assessment
	Senior Exit Surveys	Likert-scale rating of college contribution to development (B)
	Peru State Alumni Surveys	Likert-scale rating of college impact on ability (8)
Development of Ability to Pursue Intellectually, Ethically, Aesthetically, and Physically Rewarding Lives	Senior Exit Surveys	Likert-scale rating of college contribution to development (B)
	Student Affairs Program Reviews	Outcomes in various support programs, Student Life, Athletics
	EBI	Student Climate Diversity Assessment
	Graduate Employment Surveys	Employment rates within 6 mos. And 1 yr. following graduation; Graduate/professional program enrollment rates
	Peru State Alumni Surveys	Likert-scale rating of college impact on ability (8)

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Appendix B: Data Tables for 2012-13 CAAP

Bold-face blue text used to emphasize statistically significant findings

Cross-Sectional Analysis: T-Test Independent Sample on Students Tested in 2012-13 Year
(Comparison of this year's senior scores to this year's freshman scores)

Group Statistics

	Ed Level	N	Mean	Std. Devia-tion	Std. Error Mean
Writing	SR	239	64.59	3.867	.250
	FR	203	60.31	5.157	.362
Math	SR	239	56.31	3.372	.218
	FR	203	55.58	3.657	.257
Reading	SR	239	63.09	5.338	.345
	FR	203	57.68	5.163	.362
Critical Thkg	SR	239	62.64	4.683	.303
	FR	203	57.93	4.923	.346
Science	SR	239	61.25	4.108	.266
	FR	203	57.70	4.175	.293

Independent Samples Test

	t-test for Equality of Means						
						95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing	**9.737**	**369**	**.000**	**4.285**	**.440**	**3.419**	**5.150**
Math	**2.150**	**415**	**.032**	**.724**	**.337**	**.062**	**1.386**
Reading	**10.776**	**440**	**.000**	**5.408**	**.502**	**4.422**	**6.394**
Critical Thkg	**10.310**	**440**	**.000**	**4.718**	**.458**	**3.819**	**5.618**
Science	**8.980**	**440**	**.000**	**3.547**	**.395**	**2.771**	**4.324**

Longitudinal Analysis: Paired Samples T-Test on Seniors Tested for 2nd Time in 2012-13 Year
(Comparison of this year's seniors' scores to their own scores obtained when they were freshmen)

Paired Samples Statistics

		Mean	N	Std. Devia-tion	Std. Error Mean
Writing	SR	63.83	47	4.687	.684
	FR	60.00	47	5.763	.841
Math	SR	56.62	102	3.197	.317
	FR	56.39	102	3.834	.380
Reading	SR	62.85	102	5.705	.565
	FR	58.85	102	5.872	.581
Critical Thkg	SR	62.13	102	4.957	.491
	FR	58.85	102	5.447	.539
Science	SR	61.18	102	4.218	.418
	FR	57.75	102	4.357	.431

Paired Samples Correlations

SR:FR	N	Correlation	Sig.
Writing	**47**	**.777**	**.000**
Math	**102**	**.680**	**.000**
Reading	**102**	**.701**	**.000**
Critical Thkg	**102**	**.733**	**.000**
Science	**102**	**.710**	**.000**

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
Writing	**3.830**	**3.637**	**.531**	**2.762**	**4.898**	**7.218**	**46**	**.000**
Math	.225	2.873	.284	-.339	.790	.793	101	.430
Reading	**4.000**	**4.477**	**.443**	**3.121**	**4.879**	**9.024**	**101**	**.000**
Critical Thkg	**3.275**	**3.831**	**.379**	**2.522**	**4.027**	**8.633**	**101**	**.000**
Science	**3.431**	**3.269**	**.324**	**2.789**	**4.073**	**10.603**	**101**	**.000**

Cross-Sectional Analysis: T-Test Independent Sample on Students Tested Prior to 2012-13
(Comparison of prior years' combined senior scores to prior years' combined freshman scores)

Group Statistics

	Ed Level	N	Mean	Std. Deviation	Std. Error Mean
Writing	SR	873	63.51	4.576	.155
	FR	1679	60.12	5.174	.126
Math	SR	1021	56.43	3.513	.110
	FR	1923	55.60	3.856	.088
Reading	SR	1023	61.69	5.308	.166
	FR	1878	57.72	5.221	.120
Critical Thkg	SR	1007	62.00	5.212	.164
	FR	1742	57.65	5.165	.124
Science	SR	996	59.83	4.162	.132
	FR	1746	57.07	4.146	.099

Independent Samples Test

	t-test for Equality of Means						
						95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing	**16.950**	**1965**	**.000**	**3.387**	**.200**	**2.995**	**3.779**
Math	**5.898**	**2253**	**.000**	**.830**	**.141**	**.554**	**1.106**
Reading	**19.435**	**2899**	**.000**	**3.966**	**.204**	**3.566**	**4.367**
Critical Thkg	**21.187**	**2747**	**.000**	**4.346**	**.205**	**3.944**	**4.748**
Science	**16.731**	**2740**	**.000**	**2.758**	**.165**	**2.435**	**3.082**

Longitudinal Analysis: Paired Samples T-Test on Seniors Tested for 2nd Time Prior to 2012-13
(Comparison of prior years' seniors' scores to their own scores obtained when they were freshmen)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Writing	SR	63.63	313	4.659	.263
	FR	61.65	313	5.174	.292
Math	SR	56.80	388	3.523	.179
	FR	56.66	388	4.105	.208
Reading	SR	60.98	388	5.333	.271
	FR	58.91	388	5.021	.255
Critical Thkg	SR	61.34	361	5.253	.276
	FR	58.51	361	5.001	.263
Science	SR	59.79	358	4.314	.228
	FR	57.59	358	3.998	.211

Paired Samples Correlations

SR:FR	N	Correlation	Sig.
Writing	**313**	**.748**	**.000**
Math	**388**	**.608**	**.000**
Reading	**388**	**.664**	**.000**
Critical Thkg	**361**	**.654**	**.000**
Science	**358**	**.559**	**.000**

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Writing	**1.981**	**3.520**	**.199**	**1.589**	**2.372**	**9.956**	**312**	**.000**
Math	.144	3.415	.173	-.197	.485	.832	387	.406
Reading	**2.067**	**4.255**	**.216**	**1.642**	**2.492**	**9.568**	**387**	**.000**
Critical Thkg	**2.834**	**4.269**	**.225**	**2.392**	**3.276**	**12.611**	**360**	**.000**
Science	**2.198**	**3.912**	**.207**	**1.792**	**2.605**	**10.633**	**357**	**.000**

Appendix C: Peru State College's Selected Peer Comparison Groups for the NSSE, 2013

Plains Public		Public 5K BacDiv		Private 5K NeEBS	
Public alternatives in marketing region, aspirational in terms of what can be accomplished in well-resourced institutions.		Public Baccalaureate Division Institutions with < 5000 Students – Most direct peers in terms of funding, size, and Carnegie classification		Private Institutions with < 5000 Students, in Nebraska & Eastern Bordering States – Aspirational peers: private non-profit but similar in size and marketing region	
Institution Name	**State**	**Institution Name**	**State**	**Institution Name**	**State**
Bemidji State U.	MN	Chadron State College	NE	Avila U.	MO
Chadron State College	NE	Concord U.	WV	Baker U.	KS
Dickinson State U.	ND	Dickinson State U.	ND	Buena Vista U.	IA
Emporia State U.	KS	Lake Superior State U.	MI	Central College	IA
Iowa State U.	IA	Lander U.	SC	Central Methodist U.	MO
Kansas State U.	KS	Lyndon State College	VT	Culver-Stockton College	MO
Mayville State U.	ND	Mayville State U.	ND	Dordt College	IA
Metropolitan State U.	MN	Montana State U.-Northern	MT	Drake U.	IA
Minnesota State U.-Moorhead	MN	Nevada State College-Henderson	NV	Hastings College	NE
Minnesota State U.-Mankato	MN	Ohio State U.-Lima Campus	OH	Iowa Wesleyan College	IA
Minot State U.	ND	U. of Maine at Presque Isle	ME	Kansas Wesleyan U.	KS
Missouri U. of Science & Tech.	MO	U. of Minnesota-Crookston	MN	Maryville U. of Saint Louis	MO
Missouri Western State U.	MO	U. of Pittsburgh-Bradford	PA	McPherson College	KS
North Dakota State U.	ND	U. of Pittsburgh-Johnstown	PA	MidAmerica Nazarene U.	KS
Pittsburg State U.	KS	U. of Puerto Rico at Cayey	PR	Morningside College	IA
Southwest Minnesota State U.	MN	U. of South Carolina-Beaufort	SC	National American U.-Rapid City	SD
St. Cloud State U.	MN	U. of the Virgin Islands	VI	National American U.-Sioux Falls	SD
U. of Central Missouri	MO	Valley City State U.	ND	Stephens College	MO
U. of Kansas	KS			Tabor College	KS
U. of Minnesota-Crookston	MN			Union College	NE
U. of Missouri-St. Louis	MO			U. of Saint Mary	KS
U. of Nebraska at Kearney	NE			Wartburg College	IA
U. of Nebraska at Lincoln	NE			Westminster College	MO
U. of Nebraska at Omaha	NE			William Jewell College	MO
U. of North Dakota)	ND			William Woods U.	MO
U. of Northern Iowa	IS				
Valley City State U.	ND				
Wichita State U.	KS				
Winona State U.	MN				

Appendix D: Peru State 2013 NSSE Comparison Statistics

	First-Year Students (N = 42)								Seniors (N = 121)							
	Mean statistics			Comparison results					Mean statistics			Comparison results				
	Mean	SD[b]	SEM[c]	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]	Symbol	Mean	SD[b]	SEM[c]	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]	Symbol
Academic Challenge																
Higher-Order Learning																
Peru State	37.9	11.5	2.05						40.9	13.0	1.22					
Plains Public	37.2	13.4	.15	8,207	.8	.748	.057	--	39.2	13.8	.10	18,432	1.6	.215	.117	--
Public 5K BacDiv	38.1	13.6	.34	32	-.2	.943	-.011	--	41.6	14.4	.29	125	-.8	.527	-.055	--
Private 5K NeEBS	39.2	13.2	.37	1,290	-1.2	.608	-.093	--	42.0	13.2	.28	2,411	-1.1	.371	-.086	--
Top 50%	40.9	13.6	.06	30	-2.9	.165	-.214	--	**43.5**	**13.7**	**.05**	**113**	**-2.6**	**.032**	**-.193**	▽
Top 10%	**42.7**	**13.7**	**.13**	**31**	**-4.8**	**.026**	**-.351**	▼	**45.3**	**13.6**	**.08**	**114**	**-4.4**	**.000**	**-.325**	▼
Reflective and Integrative Learning																
Peru State	32.5	10.0	1.65						40.0	12.9	1.19					
Plains Public	33.9	12.2	.13	8,514	-1.4	.492	-.113	--	**37.1**	**12.7**	**.09**	**19,063**	**2.8**	**.017**	**.222**	△
Public 5K BacDiv	34.0	12.4	.30	1,699	-1.5	.468	-.121	--	38.6	13.0	.25	2,747	1.3	.283	.102	--
Private 5K NeEBS	35.8	12.2	.34	1,341	-3.2	.114	-.264	--	39.6	12.3	.25	2,470	.4	.749	.030	--
Top 50%	**37.6**	**12.5**	**.06**	**50,731**	**-5.0**	**.014**	**-.405**	▼	41.1	12.6	.04	89,031	-1.1	.328	-.091	--
Top 10%	**39.4**	**12.5**	**.11**	**12,637**	**-6.9**	**.001**	**-.549**	▼	**43.1**	**12.6**	**.08**	**24,071**	**-3.1**	**.008**	**-.247**	▽
Learning Strategies																
Peru State	37.4	14.3	2.46						40.5	14.4	1.37					
Plains Public	37.3	14.0	.16	7,738	.1	.979	.005	--	37.9	14.8	.11	17,591	2.5	.069	.173	--
Public 5K BacDiv	39.0	13.9	.36	1,530	-1.7	.495	-.119	--	41.2	14.8	.30	2,525	-.7	.621	-.048	--
Private 5K NeEBS	39.7	14.1	.41	1,227	-2.3	.346	-.165	--	39.8	14.7	.31	2,340	.6	.662	.043	--
Top 50%	41.8	14.1	.07	44,918	-4.5	.067	-.316	--	**43.2**	**14.4**	**.04**	**105,334**	**-2.7**	**.049**	**-.187**	▽
Top 10%	**44.3**	**14.2**	**.14**	**10,109**	**-6.9**	**.005**	**-.489**	▼	**45.4**	**14.0**	**.08**	**31,205**	**-4.9**	**.000**	**-.351**	▼
Quantitative Reasoning																
Peru State	26.2	16.1	2.77						28.5	16.2	1.51					
Plains Public	27.1	15.7	.17	8,354	-.9	.743	-.057	--	29.4	16.6	.12	18,732	-1.0	.533	-.058	--
Public 5K BacDiv	27.3	16.1	.40	1,653	-1.1	.697	-.068	--	29.9	17.5	.35	2,676	-1.4	.391	-.081	--
Private 5K NeEBS	27.9	16.2	.45	1,306	-1.7	.557	-.103	--	29.3	16.7	.35	2,453	-.8	.614	-.048	--
Top 50%	28.8	16.3	.06	64,785	-2.6	.360	-.158	--	31.1	17.2	.05	132,460	-2.7	.092	-.156	--
Top 10%	30.5	16.2	.14	13,801	-4.2	.129	-.262	--	**32.5**	**17.0**	**.09**	**36,103**	**-4.1**	**.010**	**-.240**	▽
Learning with Peers																
Collaborative Learning																
Peru State	25.5	14.9	2.38						24.7	16.7	1.55					
Plains Public	**31.9**	**13.8**	**.15**	**8,665**	**-6.4**	**.004**	**-.466**	▼	**32.6**	**14.3**	**.10**	**115**	**-7.9**	**.000**	**-.556**	▼
Public 5K BacDiv	29.8	14.1	.34	1,742	-4.3	.061	-.303	--	**30.6**	**14.9**	**.29**	**2,771**	**-5.9**	**.000**	**-.393**	▼
Private 5K NeEBS	**33.8**	**14.4**	**.40**	**1,350**	**-8.3**	**.000**	**-.577**	▼	**33.0**	**14.2**	**.29**	**122**	**-8.3**	**.000**	**-.577**	▼
Top 50%	**34.5**	**13.7**	**.06**	**53,316**	**-9.0**	**.000**	**-.654**	▼	**35.0**	**13.8**	**.04**	**114**	**-10.3**	**.000**	**-.746**	▼
Top 10%	**37.1**	**13.6**	**.13**	**10,808**	**-11.6**	**.000**	**-.852**	▼	**37.5**	**13.5**	**.11**	**115**	**-12.8**	**.000**	**-.949**	▼
Discussions with Diverse Others																
Peru State	35.7	16.2	2.80						36.9	16.5	1.61					
Plains Public	38.9	15.8	.18	7,787	-3.2	.241	-.203	--	39.6	15.9	.12	17,733	-2.7	.084	-.168	--
Public 5K BacDiv	38.0	17.1	.44	1,566	-2.2	.451	-.132	--	39.9	16.7	.34	2,537	-2.9	.077	-.175	--

Private 5K NeEBS	**41.3**	**15.6**	**.45**	**1,237**	**-5.6**	**.040**	**-.360**	▼	**40.9**	**15.6**	**.33**	**2,341**	**-4.0**	**.010**	**-.256**	▽
Top 50%	**43.2**	**15.4**	**.07**	**52,091**	**-7.5**	**.005**	**-.485**	▼	**44.1**	**15.9**	**.05**	**120,893**	**-7.2**	**.000**	**-.453**	▼
Top 10%	**45.7**	**15.0**	**.15**	**10,608**	**-10.0**	**.000**	**-.665**	▼	**45.8**	**15.6**	**.08**	**36,910**	**-8.9**	**.000**	**-.569**	▼
Experiences with Faculty																
Student-Faculty Interaction																
Peru State	20.6	15.5	2.56						19.6	16.1	1.52					
Plains Public	20.2	14.1	.15	8,355	.4	.867	.028	--	**23.6**	**15.7**	**.12**	**18,747**	**-4.1**	**.007**	**-.258**	▽
Public 5K BacDiv	20.2	14.9	.37	1,655	.4	.869	.028	--	**25.2**	**16.7**	**.33**	**2,673**	**-5.6**	**.001**	**-.337**	▼
Private 5K NeEBS	23.9	14.3	.40	1,314	-3.3	.175	-.228	--	**27.5**	**15.8**	**.33**	**2,439**	**-7.9**	**.000**	**-.498**	▼
Top 50%	23.4	15.0	.08	36,542	-2.8	.267	-.184	--	**29.7**	**16.1**	**.07**	**49,954**	**-10.1**	**.000**	**-.627**	▼
Top 10%	**26.7**	**16.4**	**.22**	**5,616**	**-6.0**	**.027**	**-.367**	▼	**34.6**	**16.0**	**.21**	**6,127**	**-15.0**	**.000**	**-.937**	▼
Effective Teaching Practices																
Peru State	42.9	12.8	2.14						44.1	13.4	1.24					
Plains Public	38.9	12.9	.14	8,424	4.1	.058	.317	--	**39.4**	**13.3**	**.10**	**18,899**	**4.7**	**.000**	**.355**	▲
Public 5K BacDiv	40.4	13.6	.34	1,661	2.5	.268	.187	--	41.6	14.0	.28	2,699	2.6	.053	.183	--
Private 5K NeEBS	41.7	13.3	.37	1,321	1.2	.587	.092	--	41.9	13.2	.27	2,471	2.2	.075	.169	--
Top 50%	42.8	13.3	.07	40,894	.1	.948	.011	--	43.3	13.7	.05	86,279	.9	.490	.064	--
Top 10%	44.7	13.8	.13	10,587	-1.7	.457	-.125	--	45.3	13.5	.11	15,326	-1.2	.356	-.086	--
Campus Environment																
Quality of Interactions																
Peru State	45.0	9.9	1.79						47.0	11.0	1.09					
Plains Public	42.3	11.8	.14	7,522	2.7	.206	.230	--	**42.6**	**11.2**	**.09**	**17,054**	**4.4**	**.000**	**.390**	▲
Public 5K BacDiv	41.5	12.6	.33	1,458	3.4	.136	.274	--	**43.0**	**12.1**	**.25**	**2,379**	**4.0**	**.001**	**.331**	▲
Private 5K NeEBS	45.1	11.3	.33	1,204	-.1	.945	-.013	--	45.6	11.0	.23	2,282	1.4	.197	.131	--
Top 50%	44.3	11.6	.06	34,873	.6	.763	.055	--	45.8	11.5	.04	70,956	1.2	.284	.106	--
Top 10%	46.3	12.0	.12	9,593	-1.3	.554	-.107	--	47.7	11.6	.08	20,481	-.7	.559	-.058	--
Supportive Environment																
Peru State	33.4	14.6	2.61						35.5	13.4	1.36					
Plains Public	36.7	13.3	.16	7,272	-3.3	.165	-.248	--	**32.4**	**13.6**	**.10**	**16,874**	**3.1**	**.026**	**.226**	△
Public 5K BacDiv	34.4	14.2	.38	1,443	-1.0	.686	-.073	--	**32.2**	**14.6**	**.30**	**2,412**	**3.2**	**.032**	**.221**	△
Private 5K NeEBS	**38.8**	**13.2**	**.39**	**1,160**	**-5.5**	**.023**	**-.413**	▼	33.8	14.0	.30	2,222	1.6	.256	.118	--
Top 50%	**39.5**	**13.2**	**.06**	**45,893**	**-6.2**	**.009**	**-.468**	▼	36.2	13.7	.05	79,062	-.7	.609	-.052	--
Top 10%	**41.4**	**12.9**	**.14**	**9,065**	**-8.1**	**.000**	**-.623**	▼	**39.1**	**13.1**	**.12**	**12,494**	**-3.7**	**.006**	**-.281**	▽

Key:

▲	Peru State students' average was significantly higher (p<.05) with an effect size at least .3 in magnitude.
△	Peru State students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.
--	No significant difference.
▽	Peru State students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.
▼	Peru State students' average was significantly lower (p<.05) with an effect size at least .3 in magnitude.

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation

Appendix E: Peru State 2013 NSSE Component Item Peer Comparisons

(Engagement Indicators with Statistically Significant Differences)

	First-Year (FY) Students			Seniors		
	Plains Public	Public 5K BacDiv	Plains Public	Public 5K BacDiv	Plains Public	Public 5K BacDiv
Reflective and Integrative Learning *Lead: During the current school year, about how often have you done the following?* *Response options: Very often (4), Often (3), Sometimes (2), Never (1)*						
• Combined ideas from different courses when completing assignments	--	--	--	--	--	--
• Connected your learning to societal problems or issues	--	--	▼	△	--	--
• Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	--	--	--	▲	△	--
• Examined the strengths and weaknesses of your own views on a topic or issue	--	--	--	△	--	--
• Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	--	--	--	--	--	--
• Learned something that changed the way you understand an issue or concept	--	--	--	--	--	--
• Connected ideas from your courses to your prior experiences and knowledge	--	--	--	--	--	--
Collaborative Learning *Lead: During the current school year, about how often have you done the following?* *Response options: Very often (4), Often (3), Sometimes (2), Never (1)*						
• Asked another student to help you understand course material	--	--	▼	▼	▽	▼
• Explained course material to one or more students	▼	▼	▼	▼	▼	▼
• Prepared for exams by discussing or working through course material with other students	--	--	--	▼	▼	▼
• Worked with other students on course projects or assignments	▼	▼	▼	▼	▼	▼
Discussions with Diverse Others *Lead: During the current school year, about how often have you had discussions with people from the following groups:* *Response Options: Very often (4), Often (3), Sometimes (2), Never (1)*						
• People of a race or ethnicity other than your own	--	--	--	--	--	▽
• People from an economic background other than your own	--	--	--	--	--	▽
• People with religious beliefs other than your own	--	--	▼	--	--	--
• People with political views other than your own	--	--	--	--	--	▽
Student-Faculty Interaction *Lead: During the current school year, about how often have you done the following?* *Response Options: Very often (4), Often (3), Sometimes (2), Never (1)*						
• Talked about career plans with a faculty member	--	--	--	--	▽	▼

• Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	--	--	--	▼	▼	▼
• Discussed course topics, ideas, or concepts with a faculty member outside of class	--	--	--	▼	▼	▼
• Discussed your academic performance with a faculty member	--	--	--	--	--	▽
Effective Teaching Practices *Lead: During the current school year, to what extent have your instructors done the following?* *Response Options: Very often (4), Often (3), Sometimes (2), Never (1)*						
• Clearly explained course goals and requirements	--	--	--	△	--	--
• Taught course sessions in an organized way	--	--	--	△	--	--
• Used examples or illustrations to explain difficult points	--	--	--	--	--	--
• Provided feedback on a draft or work in progress	▲	▲	--	▲	--	--
• Provided prompt and detailed feedback on tests or completed assignments	--	--	--	▲	--	--
Quality of Interactions *Lead: Indicate the quality of your interactions with the following people at your institution.* *Response Options: 1=Poor to 7=Excellent, Not Applicable*						
• Students	△	▲	--	--	--	--
• Academic advisors	--	--	--	▲	△	--
• Faculty	--	--	--	▲	△	--
• Student services staff	--	--	--	--	△	--
• Other administrative staff and offices	--	--	--	▲	△	--
Supportive Environment *Lead: How much does your institution emphasize the following?* *Response Options: Very much (4), Quite a bit (3), Some (2), Very little (1)*						
• Providing support to help students succeed academically	--	--	--	▲	△	--
• Using learning support services (tutoring services, writing center, etc.)	--	--	--	▲	△	--
• Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	--	--	--	△	--	--
• Providing opportunities to be involved socially	▼	--	▼	--	--	--
• Providing support for your overall well-being (recreation, health care, counseling, etc.)	▼	--	▼	--	--	--
• Helping you manage your non-academic responsibilities (work, family, etc.)	--	--	--	--	--	--
• Attending campus activities and events (performing arts, athletic events, etc.)	▼	--	▼	--	--	--
• Attending events that address important social, economic, or political issues	--	--	--	--	--	--

Key:

▲ Peru State students' average was significantly higher (p<.05) with an effect size at least .3 in magnitude.

△ Peru State students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ Peru State students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ Peru State students' average was significantly lower (p<.05) with an effect size at least .3 in magnitude.