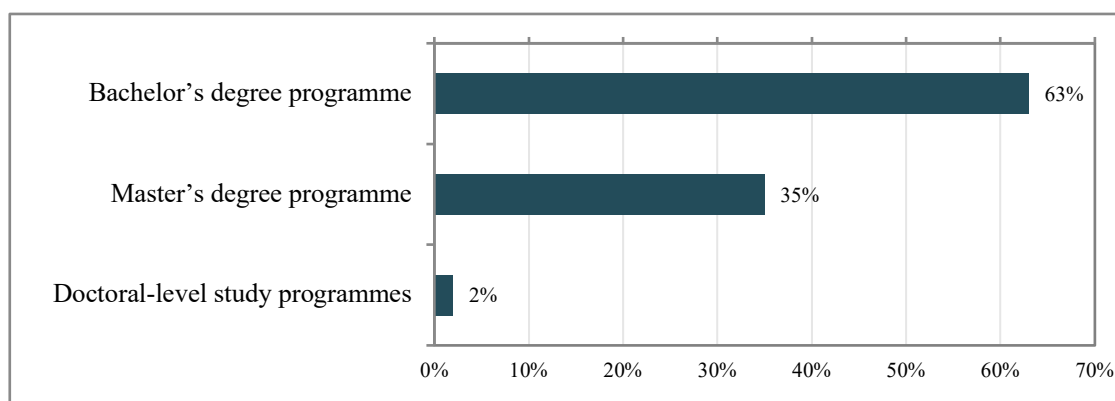


## Summary of the results of the alumni survey conducted by RISEBA University of Applied Sciences

The report provides structured analytical data from the 2026 alumnus survey regarding the responses of alumni from the university's study programmes, in general. The data summarised for each study programme is analysed by the programme director, who presents it to the Study Programme Council, together with proposals for improvement measures.

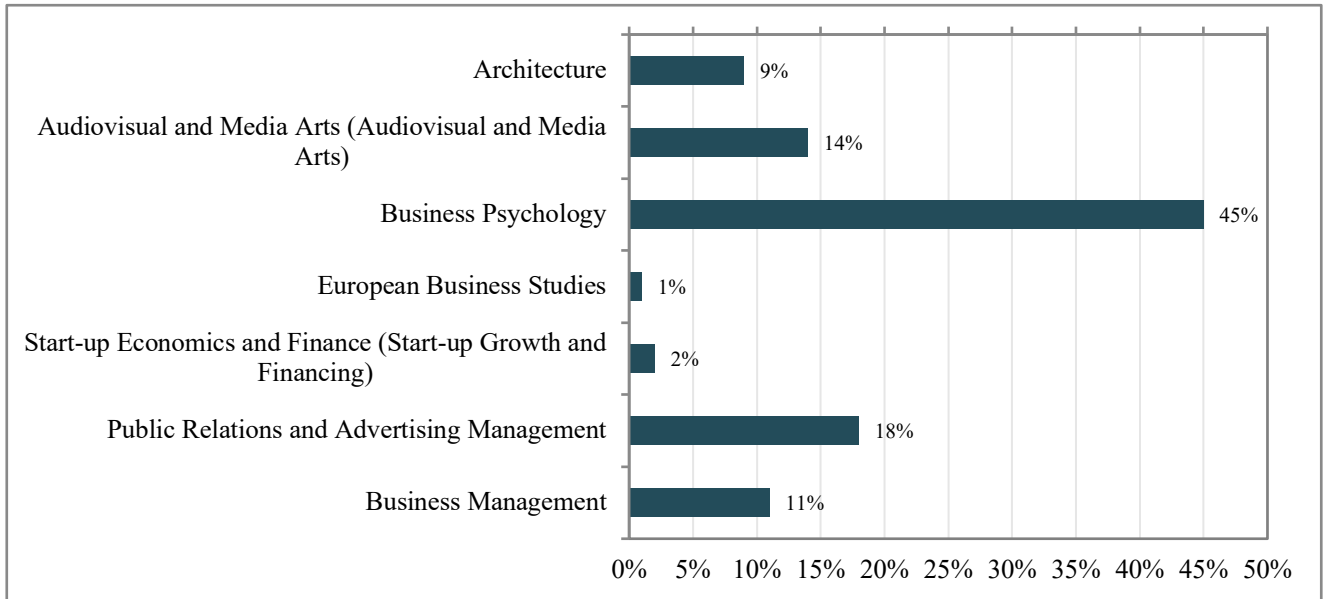
### 1. General information about the alumnus survey and its respondents

The survey was conducted between 18 February and 23 March 2026 using the *Webropol* information system. The survey was sent to 1,927 alumni (alumni who completed their study programmes from 2021 onwards), and was completed by 254 respondents. Of these, 63% (163 out of 254) are alumni of bachelor's programmes, 35% (90 out of 254) are alumni of master's programmes, and 2% (4 out of 254) are alumni of doctoral programmes (see Figure 1). The composition of respondents reflects good alumni participation across various levels of study. The relatively high proportion of Master's alumni (more than a third) indicates not only a demand for advanced skills, but also the alumni's desire to continue their engagement with the university and participate in its academic environment. This is in line with labour market trends, where there is a growing need for specialised knowledge and management skills, and also indicates alumni's engagement and interest in further education and collaboration with the university.



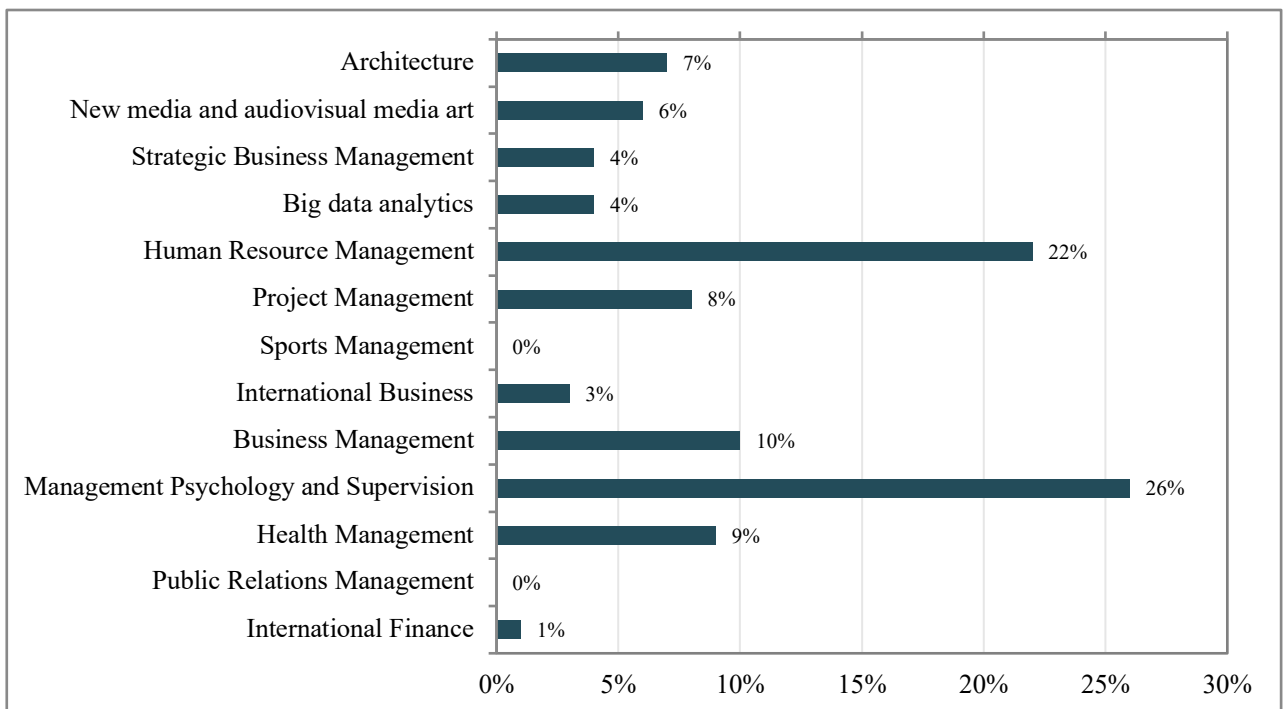
1. Figure. Breakdown of respondents by programme level.

Among the group of bachelor's degree alumni, 28% are alumni of the Business Psychology programme, 18% are alumni of the Public Relations and Advertising Management programme, and 14% are alumni of the Audiovisual and Media Arts programme. This distribution reflects the proportions of study programmes represented in the survey. The proportion of Architecture programme alumni is lower, as RISEBA offers this programme only as a full-time course.



2. Figure. Breakdown of respondents by bachelor's degree programmes.

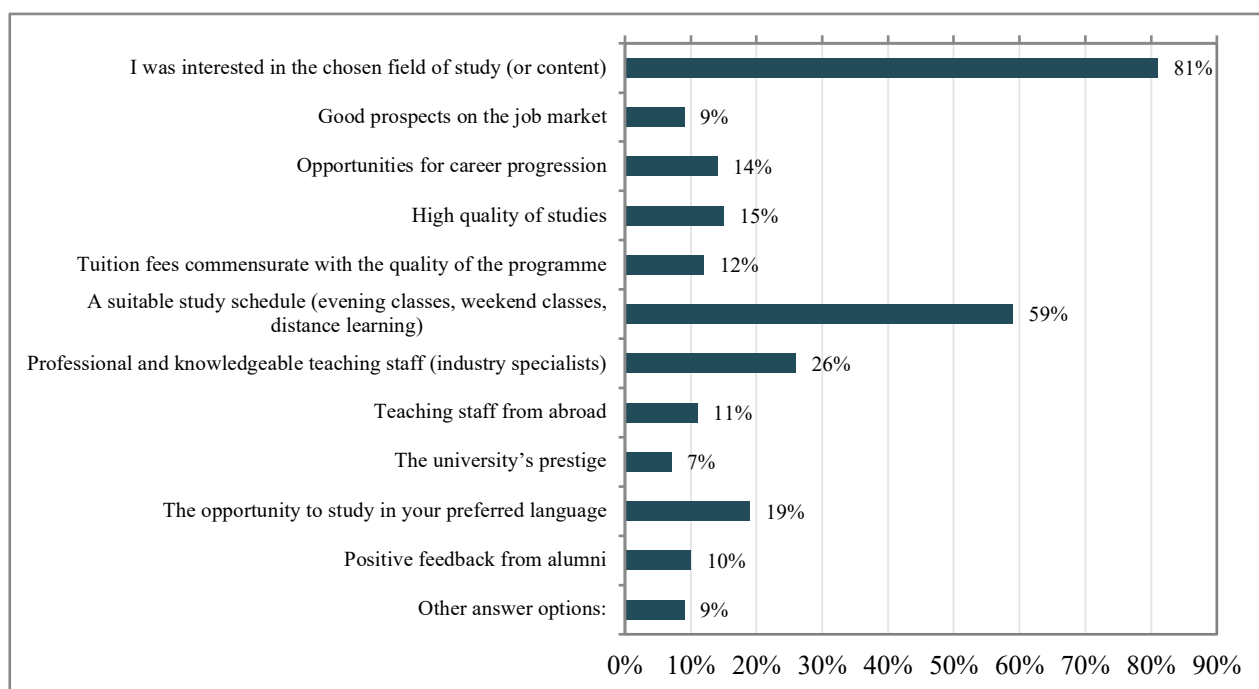
At the same time, it should be noted that RISEBA offers a wide range of master's-level study programmes, which contributes to a diverse and representative dataset of alumni, thereby ensuring the reliability of the data obtained. At the master's level, the largest groups were 26% in Management Psychology and Supervision and 22% in Human Resource Management, whilst doctoral-level programmes were dominated by alumni holding a PhD in Business Management. In terms of the respondent group, 78% studied in Latvian and 20% in English. The survey also included alumni from the last three years, i.e. RISEBA graduation years 2023–2026.



3. Figure. Breakdown of respondents by Master's programmes.

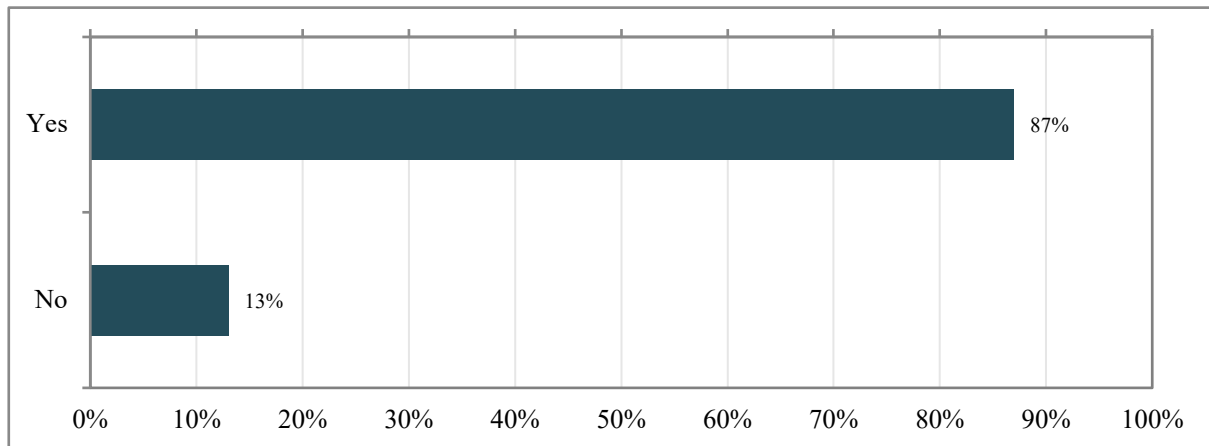
It should be noted that 43% (110 out of 254) of the alumni had already obtained another higher education qualification at the time of completing the questionnaire, which includes both first-cycle higher education obtained at RISEBA and another educational institution, as well as uncompleted first-cycle higher education.

Alumni's responses regarding their reasons for choosing to study at RISEBA reveal a clear hierarchy of priorities. Alumni were able to select multiple answers; a total of 692 responses were received. The dominant factor is **the programme content (81%)**, followed by **a flexible study schedule (59%)** and **the quality of teaching staff (26%)**, which overall reflects a balance between intrinsic motivation and practical considerations. The comparatively lower emphasis on labour market prospects (9%) suggests that the choice is more often driven by interest and personal development rather than purely economic benefits. In addition to the quantitative data, open-ended responses also highlight personal and situational factors – lecturers' attitudes, previous experience, as well as the opportunity to change or broaden one's career path. Flexibility (distance learning, shorter study duration) plays a significant role, which became particularly relevant during the pandemic and remains an important factor in competitiveness. Overall, it is concluded that *the choice of study programme is based on the quality of content, accessibility and individual needs, which aligns with current trends in the education market.*



4. Figure. Reasons for choosing a course of study.

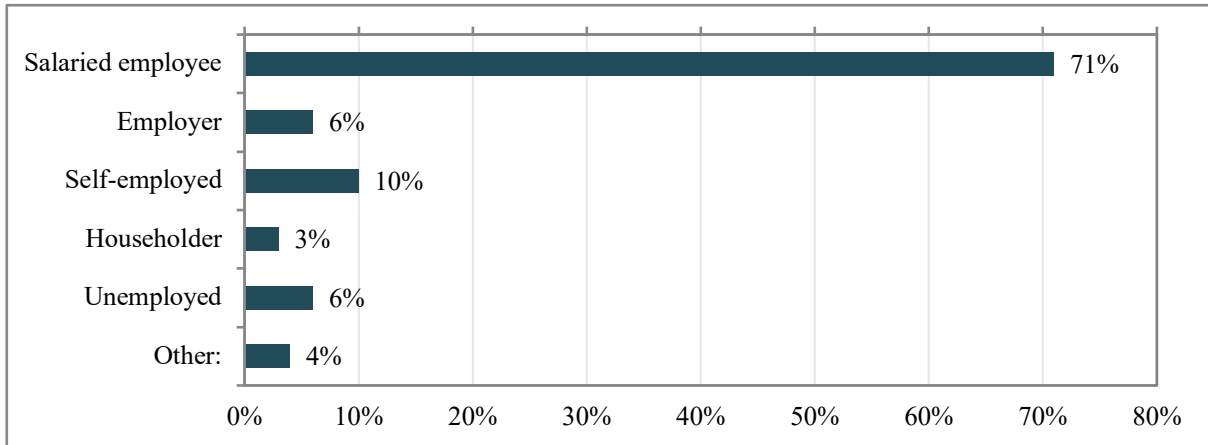
## 2. Survey results on employment during studies and after graduation



5. Figure. Employment during studies.

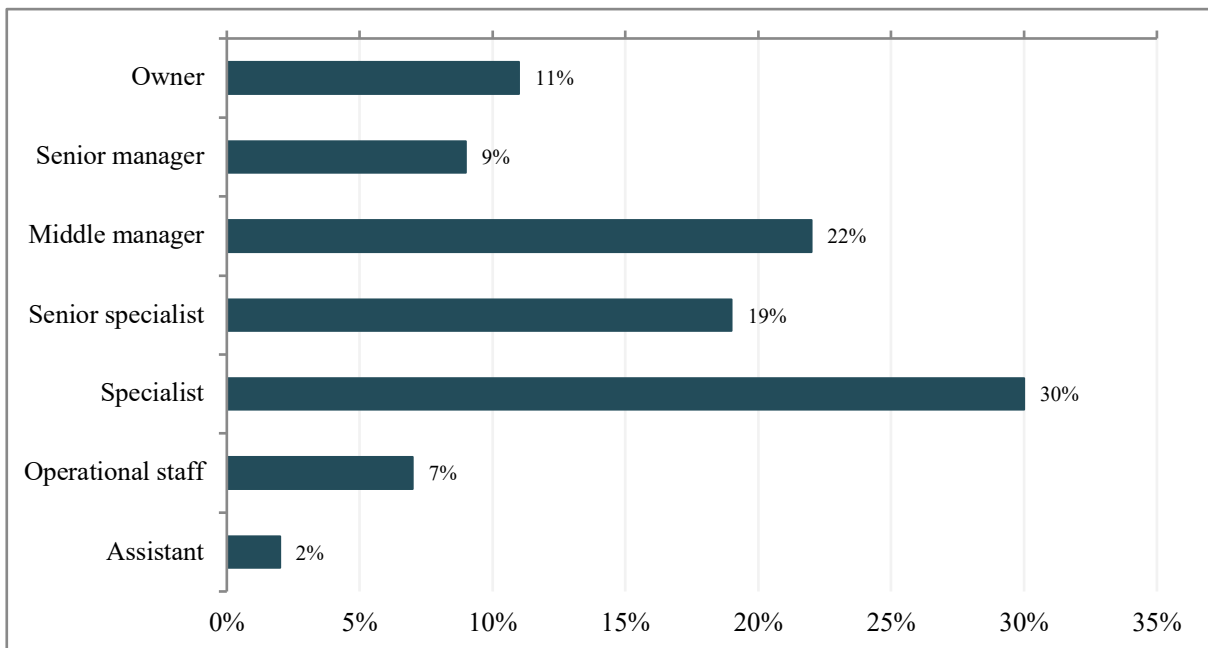
Based on respondents' answers, 87% were already in employment at the time of graduation. This is a high figure and indicates that students are starting their careers early in the labour market whilst still studying. This trend is consistent with the situation in the Latvian labour market, where a large proportion of students are already employed alongside their studies. The role of professional study programmes is particularly significant in this context. At RISEBA, these programmes are designed with an emphasis on the development of practical skills, actively involving students in real-world projects and ensuring close collaboration with industry professionals. Professional placements also play a key role in the study process, helping students to launch their careers whilst still studying.

Based on the respondents' answers, 71% are employees, 6% are employers and 9% are self-employed. The combined proportion of entrepreneurship and self-employment exceeds 15%, which is a good indicator for a business university. This demonstrates the development of entrepreneurial skills during studies. The unemployment rate (6%) is relatively low. Overall, the data show stable integration of alumni into the labour market. It should be noted that 58% of alumni work in their field of study, whilst 42% do not work directly in their field; however, the open-ended responses provided indicate that the knowledge and skills acquired are being utilised indirectly. In today's labour market, career paths are often non-linear; consequently, this distribution is considered appropriate. RISEBA interprets this as confirmation that the cross-cutting skills developed in the study programmes (i.e. critical thinking, communication, leadership, problem-solving, adaptability) are transferable across different sectors. The programme content is designed so that students acquire not only narrowly specialised knowledge, but also more broadly applicable competences that enable them to operate successfully in various professional contexts.



6. Figure. Employment after graduation

Summarising the respondents’ answers, alumni work in IT (12.5%), the financial sector (8%), public administration (9%), healthcare (9%), and arts and entertainment (10%). This demonstrates the diverse integration of alumni into the economy. The strong presence of the creative and service sectors aligns with the university’s profile, whilst the presence of the IT and finance sectors points to competitive business competencies and the interdisciplinary nature of the programmes. The alumnus profile is broad across the board – 22% work in middle management, 19% are senior specialists, and 30% are specialists. This reflects both career progression and professional consolidation in the labour market. Similarly, 10% of alumni are business owners, which is a positive indicator of entrepreneurial activity. Overall, more than 30% of alumni hold management-level positions, which demonstrates that the qualifications obtained meet labour market requirements and reflects the focus of the university’s professional study programmes on the development of leadership, entrepreneurship and strategic thinking.



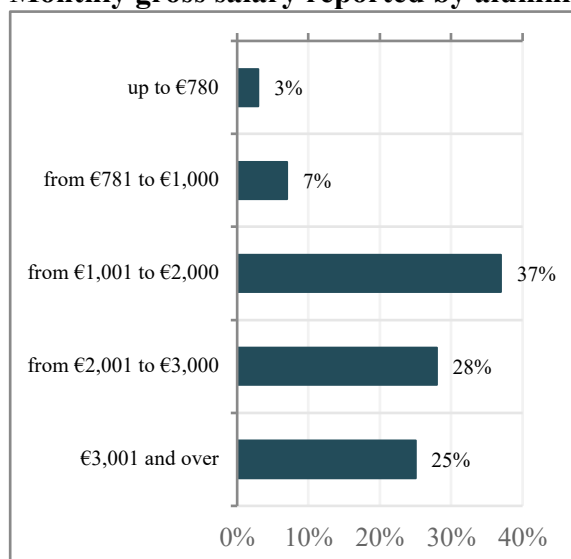
7. Figure. Alumnus employment by job level.

216 alumni have indicated their current gross monthly salary, which should be viewed in conjunction with the reported workload; taken together, these data provide a clear picture of

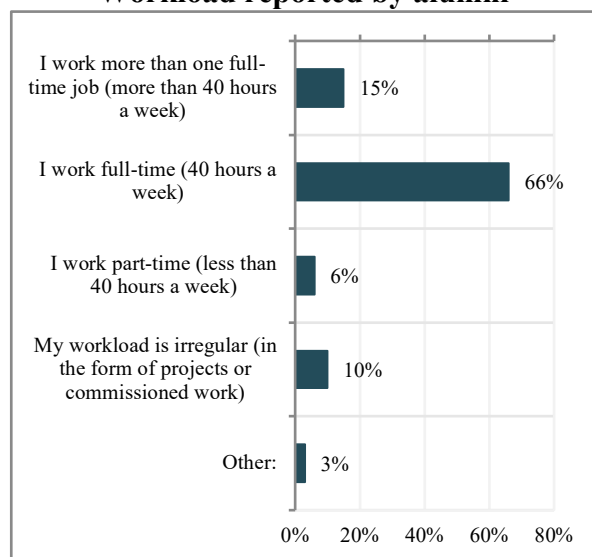
the success of RISEBA alumni in the labour market. The income distribution shows that a significant proportion of alumni – more than half (53%) – earn over €2,000 per month, indicating that alumni generally achieve an income level above the national average.

In RISEBA’s view, this confirms that the education received provides the skills and competences sought after in the labour market, enabling alumni not only to successfully integrate into the workplace but also to achieve competitive and above-average remuneration.

#### Monthly gross salary reported by alumni

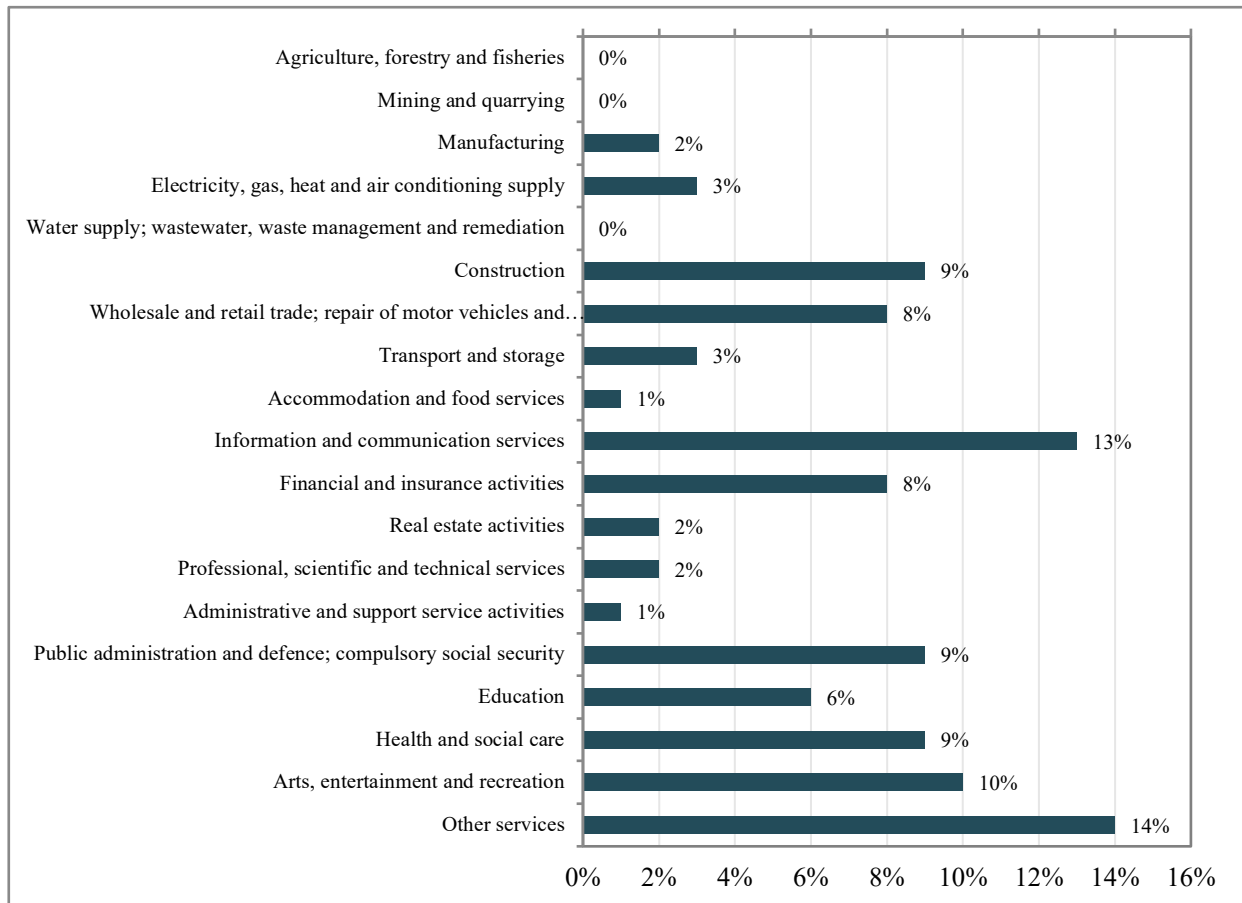


#### Workload reported by alumni



8. Figure. Alumnus’ gross monthly salary and workload.

RISEBA alumni are employed (or self-employed) in various sectors, reflecting the range of specialisations within the study programmes. 27% are in the services sector (including information and communication services). Between 8% and 10% are employed in construction, the finance and insurance sector, public administration and defence, compulsory social security, health and social care, arts, entertainment and recreation, as well as wholesale and retail trade.



9. Figure. Alumnus employment by sector.

Alumni' responses to the question: "To what extent do you agree with the statement that you would recommend this study programme to friends, relatives and acquaintances?" are distributed as follows: NPS = 7, average rating 7.4. 26% are critics and 34% are supporters. This indicates a **moderately positive attitude** towards the study programmes. An NPS score of 7 and an average rating of 7.4 indicate that the majority of alumni rate the programme positively; however, the relatively high proportion of critics (26%) and the moderate proportion of supporters (34%) highlight potential for improving the study experience.

Alumni were asked to give their views on the study process, mentioning positive, motivating factors (reasons that motivated them to complete their studies), as well as aspects that hindered their learning. Upon analysing the open-ended responses provided, these were summarised and structured into three groups

**Positive aspects of the study process:** the predominant positive factors relate to **the teaching staff and the quality of the programme**. Alumnus particularly highlight responsive, knowledgeable and practising lecturers, as well as an individual approach to students and a supportive attitude. **The practical approach to studies** is also frequently mentioned – real-life examples, projects, internship opportunities and industry experience, which help to link theory with the working environment. The second key category is **flexibility and accessibility** – distance learning, the ability to combine studies with work, a clear timetable and the availability of study materials. **The study environment and social aspects** are also significant – fellow students, collaboration and a sense of community.

**Motivating factors (which helped students complete their studies):** summarising the responses provided, it was concluded that the main source of motivation is **internal motivation and determination** – the desire to finish what has been started, to obtain a degree and to develop professionally. **The time invested and finances** were also mentioned very frequently, serving as a strong external motivator not to drop out. Among external factors, **the support of lecturers and fellow students** plays a significant role, helping to maintain motivation during difficult times. **Career prospects** are also significant – opportunities for professional growth, a change of profession, or development within a specific sector.

**Factors hindering the study process:** summarising the responses provided, the hindering factors are most often linked to **organisational and communication shortcomings**; that is, alumni point to unclear processes, delayed information flow and ambiguous assessment criteria. A second significant factor is the quality of the subjects, i.e. aspects of the study content and quality, including inconsistent implementation of the study process and specific areas for improvement in the curriculum. **Personal factors** are also frequently mentioned, **such as difficulties with time and workload**, and balancing studies with work and private life. Additionally, external factors (Covid-19, personal life) have emerged that have influenced the study experience.

### **3. Areas for improvement in the content and organisation of study programmes**

The survey results provide valuable insight into opportunities for the future development of study programmes and highlight several key areas for improvement. Alumnus' responses confirm an interest in even closer integration of theory and practice within the study process. These include suggestions for further expanding the practical training component by incorporating more real-world tasks and case studies, as well as by fostering collaboration with the industry and providing more internship opportunities in companies.

The survey also highlights the importance of regularly updating the curriculum to ensure it fully aligns with current labour market trends. Alumni's recommendations point to the potential to strengthen such topical areas as artificial intelligence, digital marketing, data analytics and the use of social media in a professional environment, whilst deepening the content of individual courses.

Significant opportunities for development are also emerging in the improvement of study organisation and administrative processes. Alumnus' experiences allow us to identify opportunities to improve the clarity of communication, refine study planning processes and ensure a more consistent flow of information, thereby enhancing the overall study experience.

At the same time, the survey provides valuable feedback on the organisation of teaching staff's work, which allows for the identification of opportunities to promote a more unified approach to requirements, strengthen the provision of feedback, and develop transparent assessment principles. This contributes to a higher-quality and more student-centred study environment.

### **4. Alumnus involvement in strengthening the RISEBA community**

Based on the respondents' data, of the 115 respondents who indicated that they wish to continue collaborating with RISEBA, 44% wish to continue their studies, 33% to give guest lectures,

and 25% to provide work placements. This indicates strong potential for alumnus engagement. The university is already actively developing mentoring programmes and collaboration with businesses. Interest in master's programmes demonstrates alumni's trust in the university's brand and the quality of its studies, whilst the alumni network serves as a significant resource for development.

RISEBA alumni are purposefully involved in the university's academic and professional environment by participating in the Mentors' Club, attending council meetings, as well as acting as guest lecturers and participating as attendees and speakers at conferences organised by the university, panel discussions and forums. Such involvement strengthens the link between the study process and industry practice, whilst promoting the exchange of knowledge and the development of professional networks.

At the same time, data from alumni surveys indicate positive trends regarding future collaboration in the field of study, which strengthens RISEBA's sustainability. A significant proportion of bachelor's degree alumni wish to continue their studies at master's level, and many go on to pursue doctoral studies. This confirms the high level of alumni confidence in the quality of education and academic environment offered by RISEBA, whilst ensuring the sustainability and continuous development of the relevant study programmes.

Report prepared on 14 April 2026.