

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### Importance of General Education

#### Imp: An overall general education

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	69.4%	69.6%	74.4%	73.5%	74.7%	61.5%	74.3%	76.2%	63.1%	68.4%
<b>3: Somewhat important</b>	26.0%	25.3%	23.3%	22.2%	24.7%	32.2%	21.6%	19.8%	34.5%	26.5%
<b>2: Not very important</b>	4.0%	4.8%	2.3%	3.7%	0.6%	5.6%	3.8%	4.0%	1.2%	4.3%
<b>1: Not at all important</b>	0.5%	0.3%	.	0.6%	.	0.7%	0.3%	.	1.2%	0.8%
<b>Total (N)</b>	2,353	293	86	483	166	590	292	101	84	253

#### Imp: Understanding the basic concepts in a broad range of disciplines

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	58.6%	61.4%	60.5%	62.2%	60.8%	56.1%	57.6%	57.4%	61.9%	52.2%
<b>3: Somewhat important</b>	33.3%	31.1%	33.7%	29.7%	33.7%	35.4%	34.1%	32.7%	33.3%	37.5%
<b>2: Not very important</b>	7.1%	6.8%	5.8%	6.9%	4.8%	7.5%	6.9%	9.9%	3.6%	9.2%
<b>1: Not at all important</b>	1.0%	0.7%	.	1.2%	0.6%	1.0%	1.4%	.	1.2%	1.2%
<b>Total (N)</b>	2,345	293	86	481	166	588	290	101	84	251

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

**Imp: Exploring and synthesizing approaches/views from more than one discipline**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	53.2%	55.6%	61.2%	56.7%	49.1%	50.7%	54.8%	47.0%	66.7%	45.6%
<b>3: Somewhat important</b>	35.6%	35.2%	30.6%	32.3%	38.8%	37.6%	36.2%	38.0%	27.4%	38.5%
<b>2: Not very important</b>	10.3%	8.9%	8.2%	10.0%	10.9%	10.9%	8.3%	15.0%	6.0%	13.1%
<b>1: Not at all important</b>	0.9%	0.3%		1.0%	1.2%	0.9%	0.7%			2.8%
<b>Total (N)</b>	2,342	293	85	480	165	588	290	100	84	252

**Imp: Formulating and testing hypotheses**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	42.9%	50.0%	38.4%	36.9%	38.0%	48.3%	54.1%	44.6%	23.8%	30.6%
<b>3: Somewhat important</b>	30.2%	27.7%	30.2%	25.8%	31.3%	33.2%	27.2%	23.8%	46.4%	34.5%
<b>2: Not very important</b>	21.4%	20.2%	27.9%	27.5%	25.3%	16.0%	13.8%	21.8%	22.6%	27.4%
<b>1: Not at all important</b>	5.5%	2.1%	3.5%	9.8%	5.4%	2.6%	4.8%	9.9%	7.1%	7.5%
<b>Total (N)</b>	2,344	292	86	480	166	588	290	101	84	252

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

**Imp: Acquiring an awareness of new scientific knowledge and discoveries**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	41.7%	57.7%	36.9%	34.2%	38.6%	42.7%	62.1%	34.7%	25.0%	23.3%
<b>3: Somewhat important</b>	31.0%	29.0%	32.1%	26.5%	31.3%	37.9%	25.9%	30.7%	33.3%	30.8%
<b>2: Not very important</b>	19.9%	10.6%	28.6%	26.3%	22.3%	16.1%	8.3%	22.8%	31.0%	31.6%
<b>1: Not at all important</b>	7.4%	2.7%	2.4%	13.0%	7.8%	3.2%	3.8%	11.9%	10.7%	14.2%
<b>Total (N)</b>	2,337	293	84	476	166	585	290	101	84	253

**Imp: Appreciating the arts**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	29.3%	24.7%	31.4%	42.3%	30.7%	18.4%	26.1%	39.6%	67.9%	20.9%
<b>3: Somewhat important</b>	25.3%	22.6%	40.7%	25.8%	25.3%	20.3%	28.2%	25.7%	25.0%	30.4%
<b>2: Not very important</b>	26.5%	32.9%	24.4%	19.8%	27.1%	32.2%	28.2%	17.8%	6.0%	26.5%
<b>1: Not at all important</b>	18.9%	19.9%	3.5%	12.1%	16.9%	29.1%	17.5%	16.8%	1.2%	22.1%
<b>Total (N)</b>	2,345	292	86	480	166	587	291	101	84	253

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### Imp: Appreciating the humanities

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	28.0%	21.8%	34.9%	51.7%	24.1%	16.3%	24.7%	27.7%	34.5%	19.8%
<b>3: Somewhat important</b>	29.6%	30.0%	39.5%	27.2%	33.1%	24.7%	30.2%	32.7%	41.7%	33.6%
<b>2: Not very important</b>	26.3%	31.7%	22.1%	13.4%	24.7%	33.4%	31.9%	21.8%	16.7%	28.5%
<b>1: Not at all important</b>	16.1%	16.4%	3.5%	7.7%	18.1%	25.7%	13.2%	17.8%	7.1%	18.2%
<b>Total (N)</b>	2,338	293	86	478	166	584	288	101	84	253

#### Imp: Applying social science methods to understand human behavior

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	34.1%	31.7%	45.3%	54.5%	37.3%	19.3%	35.7%	29.3%	33.3%	26.9%
<b>3: Somewhat important</b>	31.9%	35.5%	36.0%	29.2%	27.7%	28.9%	34.7%	33.3%	40.5%	34.8%
<b>2: Not very important</b>	22.3%	21.2%	16.3%	11.5%	25.3%	31.3%	19.9%	24.2%	20.2%	26.1%
<b>1: Not at all important</b>	11.6%	11.6%	2.3%	4.8%	9.6%	20.5%	9.6%	13.1%	6.0%	12.3%
<b>Total (N)</b>	2,341	293	86	479	166	585	291	99	84	253

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### Imp: Applying mathematics skills

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	45.9%	49.1%	60.5%	27.9%	43.4%	60.4%	46.4%	47.0%	20.5%	46.4%
<b>3: Somewhat important</b>	34.7%	35.2%	27.9%	34.2%	34.9%	31.7%	38.5%	32.0%	39.8%	39.3%
<b>2: Not very important</b>	15.5%	11.9%	11.6%	28.3%	17.5%	7.3%	11.7%	20.0%	30.1%	11.5%
<b>1: Not at all important</b>	4.0%	3.8%		9.6%	4.2%	0.5%	3.4%	1.0%	9.6%	2.8%
<b>Total (N)</b>	2,342	293	86	480	166	586	291	100	83	252

#### Imp: Understanding how science and technology influence society and everyday life

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	46.3%	54.1%	58.1%	40.5%	45.8%	46.2%	55.7%	40.6%	38.1%	39.0%
<b>3: Somewhat important</b>	32.5%	33.9%	25.6%	31.7%	31.3%	33.0%	28.9%	32.7%	41.7%	35.1%
<b>2: Not very important</b>	16.1%	9.6%	15.1%	20.7%	19.3%	15.4%	11.0%	18.8%	15.5%	19.5%
<b>1: Not at all important</b>	5.1%	2.4%	1.2%	7.1%	3.6%	5.3%	4.5%	7.9%	4.8%	6.4%
<b>Total (N)</b>	2,339	292	86	479	166	584	291	101	84	251

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### Imp: Recognizing and acting on ethical principles

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	68.8%	71.0%	67.4%	72.8%	72.1%	65.9%	72.9%	57.4%	52.4%	68.8%
<b>3: Somewhat important</b>	24.4%	24.2%	30.2%	21.8%	21.8%	25.0%	22.0%	29.7%	33.3%	25.7%
<b>2: Not very important</b>	5.5%	3.8%	2.3%	4.2%	5.5%	6.7%	4.1%	10.9%	14.3%	5.1%
<b>1: Not at all important</b>	1.3%	1.0%	.	1.3%	0.6%	2.4%	1.0%	2.0%	.	0.4%
<b>Total (N)</b>	2,340	293	86	478	165	584	291	101	84	253

#### Imp: Being involved in public and community affairs

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	40.0%	41.0%	51.2%	54.0%	45.8%	25.5%	41.9%	37.6%	41.7%	36.9%
<b>3: Somewhat important</b>	33.7%	39.2%	34.9%	28.2%	34.3%	32.6%	34.4%	26.7%	45.2%	37.7%
<b>2: Not very important</b>	19.1%	15.0%	11.6%	13.4%	13.3%	28.9%	19.6%	22.8%	13.1%	18.7%
<b>1: Not at all important</b>	7.1%	4.8%	2.3%	4.4%	6.6%	13.0%	4.1%	12.9%	.	6.7%
<b>Total (N)</b>	2,341	293	86	478	166	585	291	101	84	252

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### Imp: Developing and sustaining an active and healthy lifestyle

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	59.4%	62.7%	57.0%	60.5%	65.7%	52.8%	61.4%	65.3%	60.7%	60.5%
<b>3: Somewhat important</b>	29.1%	29.8%	34.9%	28.0%	22.9%	33.3%	28.3%	19.8%	26.2%	28.9%
<b>2: Not very important</b>	8.4%	5.8%	8.1%	9.2%	8.4%	9.4%	7.6%	6.9%	11.9%	7.5%
<b>1: Not at all important</b>	3.1%	1.7%	.	2.3%	3.0%	4.4%	2.8%	7.9%	1.2%	3.2%
<b>Total (N)</b>	2,341	292	86	479	166	585	290	101	84	253

#### Imp: Valuing learning as a lifelong process

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	73.5%	78.2%	76.7%	75.2%	68.7%	69.3%	80.8%	69.3%	79.8%	67.2%
<b>3: Somewhat important</b>	21.9%	18.8%	19.8%	20.2%	24.7%	25.3%	15.8%	24.8%	15.5%	28.1%
<b>2: Not very important</b>	3.7%	2.7%	3.5%	3.8%	4.8%	3.9%	3.1%	4.0%	2.4%	4.3%
<b>1: Not at all important</b>	0.9%	0.3%	.	0.8%	1.8%	1.4%	0.3%	2.0%	2.4%	0.4%
<b>Total (N)</b>	2,343	293	86	480	166	584	291	101	84	253

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contribution to the Development of General Education

##### NCSU Contrib: An overall general education

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	67.9%	67.1%	67.1%	70.1%	69.4%	64.0%	69.2%	85.4%	59.5%	67.4%
<b>3: Average preparation</b>	29.1%	30.4%	27.6%	26.4%	27.4%	33.0%	29.4%	11.5%	39.3%	28.5%
<b>2: Fair preparation</b>	2.6%	2.1%	5.3%	3.1%	1.9%	2.7%	0.7%	3.1%	1.2%	4.1%
<b>1: Poor preparation</b>	0.4%	0.4%	.	0.4%	1.3%	0.4%	0.7%	.	.	.
<b>Total (N)</b>	2,240	280	76	455	157	566	279	96	84	242

##### NCSU Contrib: Understanding the basic concepts in a broad range of disciplines

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	52.9%	53.9%	44.7%	55.6%	54.8%	49.6%	54.8%	59.4%	46.4%	52.5%
<b>3: Average preparation</b>	40.4%	42.9%	44.7%	36.0%	40.8%	42.8%	40.5%	35.4%	40.5%	41.3%
<b>2: Fair preparation</b>	5.9%	2.9%	10.5%	7.7%	3.2%	6.7%	3.6%	5.2%	9.5%	5.8%
<b>1: Poor preparation</b>	0.8%	0.4%	.	0.7%	1.3%	0.9%	1.1%	.	3.6%	0.4%
<b>Total (N)</b>	2,240	280	76	455	157	566	279	96	84	242



# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Exploring and synthesizing approaches/views from more than one discipline

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	42.4%	47.1%	35.5%	44.4%	42.9%	37.8%	49.1%	46.9%	36.1%	37.8%
<b>3: Average preparation</b>	45.9%	47.8%	51.3%	41.9%	46.8%	46.7%	44.4%	43.8%	51.8%	48.1%
<b>2: Fair preparation</b>	10.8%	4.3%	13.2%	12.8%	9.0%	14.6%	5.0%	9.4%	9.6%	13.3%
<b>1: Poor preparation</b>	0.9%	0.7%	.	0.9%	1.3%	0.9%	1.4%	.	2.4%	0.8%
<b>Total (N)</b>	2,226	276	76	453	156	561	279	96	83	241

#### NCSU Contrib: Formulating and testing hypotheses

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	41.9%	51.1%	34.2%	36.7%	38.9%	45.1%	54.5%	49.0%	26.5%	26.1%
<b>3: Average preparation</b>	43.9%	41.1%	43.4%	41.5%	46.5%	46.0%	41.9%	41.7%	41.0%	49.8%
<b>2: Fair preparation</b>	12.0%	6.8%	22.4%	18.0%	14.0%	7.8%	2.5%	6.3%	24.1%	21.2%
<b>1: Poor preparation</b>	2.1%	1.1%	.	3.7%	0.6%	1.1%	1.1%	3.1%	8.4%	2.9%
<b>Total (N)</b>	2,237	280	76	455	157	565	279	96	83	241

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Acquiring an awareness of new scientific knowledge and discoveries

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	38.7%	51.6%	31.6%	32.7%	40.8%	37.9%	55.7%	45.3%	20.2%	21.9%
<b>3: Average preparation</b>	42.3%	38.7%	43.4%	39.8%	43.9%	48.0%	37.1%	41.1%	39.3%	44.6%
<b>2: Fair preparation</b>	15.3%	7.5%	23.7%	21.5%	11.5%	11.2%	6.4%	11.6%	29.8%	28.9%
<b>1: Poor preparation</b>	3.6%	2.2%	1.3%	5.9%	3.8%	2.8%	0.7%	2.1%	10.7%	4.5%
<b>Total (N)</b>	2,235	279	76	455	157	562	280	95	84	242

#### NCSU Contrib: Appreciating the arts

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	27.6%	23.2%	26.3%	39.4%	28.5%	17.7%	27.9%	35.8%	58.3%	19.3%
<b>3: Average preparation</b>	36.1%	39.6%	38.2%	35.5%	37.3%	35.3%	36.4%	34.7%	22.6%	38.3%
<b>2: Fair preparation</b>	25.4%	25.7%	32.9%	17.6%	25.9%	30.6%	27.1%	17.9%	15.5%	29.2%
<b>1: Poor preparation</b>	10.9%	11.4%	2.6%	7.5%	8.2%	16.4%	8.6%	11.6%	3.6%	13.2%
<b>Total (N)</b>	2,241	280	76	454	158	566	280	95	84	243

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Appreciating the humanities

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	31.6%	25.4%	23.4%	59.6%	31.0%	16.8%	32.6%	28.4%	32.1%	23.9%
<b>3: Average preparation</b>	41.6%	43.9%	50.6%	29.9%	42.4%	44.9%	43.4%	38.9%	48.8%	46.5%
<b>2: Fair preparation</b>	20.4%	25.0%	24.7%	8.8%	18.4%	28.3%	17.9%	26.3%	11.9%	22.2%
<b>1: Poor preparation</b>	6.3%	5.7%	1.3%	1.8%	8.2%	10.1%	6.1%	6.3%	7.1%	7.4%
<b>Total (N)</b>	2,242	280	77	455	158	566	279	95	84	243

#### NCSU Contrib: Applying social science methods to understand human behavior

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	31.3%	27.5%	33.8%	55.5%	36.5%	16.0%	32.0%	30.5%	21.4%	24.3%
<b>3: Average preparation</b>	41.3%	49.3%	48.1%	33.6%	39.7%	39.9%	43.1%	37.9%	44.0%	47.3%
<b>2: Fair preparation</b>	20.9%	16.8%	18.2%	8.8%	17.3%	32.4%	19.6%	25.3%	28.6%	22.2%
<b>1: Poor preparation</b>	6.5%	6.4%	.	2.2%	6.4%	11.7%	5.3%	6.3%	6.0%	6.2%
<b>Total (N)</b>	2,241	280	77	456	156	564	281	95	84	243

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Applying mathematics skills

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	49.2%	47.9%	51.3%	25.7%	44.3%	71.9%	55.7%	61.1%	15.5%	43.6%
<b>3: Average preparation</b>	37.2%	43.6%	28.9%	43.7%	43.7%	25.1%	36.1%	29.5%	45.2%	45.7%
<b>2: Fair preparation</b>	11.0%	6.4%	18.4%	23.5%	10.1%	2.7%	6.4%	9.5%	31.0%	9.5%
<b>1: Poor preparation</b>	2.6%	2.1%	1.3%	7.0%	1.9%	0.4%	1.8%		8.3%	1.2%
<b>Total (N)</b>	2,242	280	76	455	158	566	280	95	84	243

#### NCSU Contrib: Understanding how science and technology influence society and everyday life

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	40.7%	44.5%	44.2%	35.7%	42.0%	41.3%	50.4%	43.8%	27.4%	34.6%
<b>3: Average preparation</b>	44.5%	48.8%	35.1%	43.2%	46.5%	45.0%	43.2%	42.7%	48.8%	43.2%
<b>2: Fair preparation</b>	12.2%	5.0%	20.8%	17.4%	9.6%	10.5%	5.7%	10.4%	19.0%	19.3%
<b>1: Poor preparation</b>	2.6%	1.8%		3.7%	1.9%	3.2%	0.7%	3.1%	4.8%	2.9%
<b>Total (N)</b>	2,241	281	77	454	157	564	280	96	84	243

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Recognizing and acting on ethical principles

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	42.3%	43.4%	39.0%	44.4%	51.6%	38.6%	40.7%	36.8%	28.9%	49.8%
<b>3: Average preparation</b>	41.4%	44.1%	39.0%	39.1%	35.0%	43.7%	42.1%	44.2%	44.6%	39.1%
<b>2: Fair preparation</b>	13.2%	10.0%	22.1%	12.7%	10.8%	14.3%	14.6%	15.8%	15.7%	9.9%
<b>1: Poor preparation</b>	3.1%	2.5%		3.7%	2.5%	3.4%	2.5%	3.2%	10.8%	1.2%
<b>Total (N)</b>	2,241	281	77	455	157	565	280	95	83	243

#### NCSU Contrib: Being involved in public and community affairs

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	30.2%	31.7%	35.1%	37.4%	36.5%	18.6%	32.3%	40.0%	22.6%	33.1%
<b>3: Average preparation</b>	42.1%	49.5%	37.7%	37.4%	42.9%	41.3%	43.0%	33.7%	48.8%	44.6%
<b>2: Fair preparation</b>	20.4%	12.8%	24.7%	18.5%	16.7%	28.1%	19.7%	20.0%	20.2%	16.5%
<b>1: Poor preparation</b>	7.4%	6.0%	2.6%	6.8%	3.8%	12.0%	5.0%	6.3%	8.3%	5.8%
<b>Total (N)</b>	2,240	281	77	455	156	566	279	95	84	242

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals

### General Education Frequency Distributions

#### NCSU Contrib: Developing and sustaining an active and healthy lifestyle

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	33.1%	33.5%	35.1%	36.0%	43.7%	27.4%	33.9%	38.1%	26.2%	32.1%
<b>3: Average preparation</b>	40.4%	47.0%	41.6%	34.1%	38.0%	40.4%	43.9%	28.9%	41.7%	46.5%
<b>2: Fair preparation</b>	19.8%	14.9%	20.8%	21.8%	13.3%	23.2%	18.6%	24.7%	19.0%	17.7%
<b>1: Poor preparation</b>	6.6%	4.6%	2.6%	8.1%	5.1%	9.0%	3.6%	8.2%	13.1%	3.7%
<b>Total (N)</b>	2,245	281	77	455	158	565	280	97	84	243

#### NCSU Contrib: Valuing learning as a lifelong process

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	53.0%	59.8%	46.8%	56.6%	51.9%	46.8%	55.2%	57.3%	53.6%	50.6%
<b>3: Average preparation</b>	36.9%	34.2%	41.6%	32.5%	36.5%	41.3%	38.0%	32.3%	35.7%	38.7%
<b>2: Fair preparation</b>	8.2%	5.0%	10.4%	8.8%	9.0%	9.2%	5.4%	6.3%	10.7%	10.3%
<b>1: Poor preparation</b>	1.9%	1.1%	1.3%	2.2%	2.6%	2.7%	1.4%	4.2%	.	0.4%
<b>Total (N)</b>	2,243	281	77	456	156	566	279	96	84	243