

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Communication Skills

Communication Skills: Importance

Mean Rating - Based on a scale of 4=Very important, 3=Somewhat important, 2=Not very important, 1=Not at all important

| | College/School | | | | | | | | | |
|---|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| Importance: Communication skills overall | 3.89 | 3.90 | 3.89 | 3.94 | 3.84 | 3.92 | 3.92 | 3.84 | 3.95 | 3.94 |
| Importance: Writing effectively | 3.58 | 3.52 | 3.47 | 3.53 | 3.51 | 3.67 | 3.75 | 3.51 | 3.52 | 3.61 |
| Importance: Speaking to small and large groups and making presentations | 3.47 | 3.38 | 3.65 | 3.69 | 3.43 | 3.52 | 3.51 | 3.44 | 3.50 | 3.43 |
| Importance: Understanding written and oral information | 3.87 | 3.88 | 3.87 | 3.87 | 3.83 | 3.88 | 3.90 | 3.87 | 3.86 | 3.88 |

Communication Skills: Preparation

Mean Rating - Based on a scale of 4=Very much, 3=Somewhat, 2=Very little, 1=Not at all

| | College/School | | | | | | | | | |
|---|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| NCSU Contrib: Communication skills overall | 3.30 | 3.33 | 3.47 | 3.41 | 3.13 | 3.46 | 3.38 | 3.22 | 3.45 | 3.35 |
| NCSU Contrib: Writing effectively | 3.27 | 3.27 | 2.92 | 3.23 | 3.09 | 3.41 | 3.52 | 3.23 | 3.30 | 3.26 |
| NCSU Contrib: Speaking to small and large groups and making presentations | 3.24 | 3.31 | 3.36 | 3.41 | 3.08 | 3.44 | 3.21 | 3.19 | 3.57 | 3.28 |
| NCSU Contrib: Understanding written and oral information | 3.44 | 3.50 | 3.19 | 3.45 | 3.39 | 3.50 | 3.51 | 3.45 | 3.55 | 3.39 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Problem Solving Skills

Problem Solving Skills: Importance

Mean Rating - Based on a scale of 4=Very important, 3=Somewhat important, 2=Not very important, 1=Not at all important

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| Importance: Problem solving skills overall | 3.89 | 3.90 | 3.89 | 3.84 | 3.95 | 3.84 | 3.85 | 3.86 | 3.91 | 3.88 |
| Importance: Defining problems | 3.79 | 3.81 | 3.79 | 3.70 | 3.87 | 3.75 | 3.71 | 3.78 | 3.83 | 3.77 |
| Importance: Examining problems from multiple perspectives | 3.74 | 3.73 | 3.81 | 3.80 | 3.78 | 3.71 | 3.73 | 3.70 | 3.81 | 3.70 |
| Importance: Breaking down complex topics to enhance understanding | 3.63 | 3.63 | 3.54 | 3.68 | 3.73 | 3.53 | 3.60 | 3.63 | 3.52 | 3.61 |
| Importance: Identifying relevant ideas/information | 3.71 | 3.67 | 3.71 | 3.69 | 3.76 | 3.65 | 3.72 | 3.70 | 3.69 | 3.68 |
| Importance: Using information technologies and search strategies to access information | 3.52 | 3.53 | 3.47 | 3.60 | 3.56 | 3.44 | 3.50 | 3.55 | 3.56 | 3.42 |
| Importance: Critically analyzing and evaluating ideas/information | 3.70 | 3.68 | 3.67 | 3.59 | 3.78 | 3.58 | 3.67 | 3.70 | 3.65 | 3.72 |
| Importance: Integrating ideas/information from multiple sources | 3.62 | 3.62 | 3.56 | 3.64 | 3.67 | 3.56 | 3.63 | 3.60 | 3.54 | 3.59 |
| Importance: Constructing clear, precise, and accurate arguments | 3.52 | 3.49 | 3.39 | 3.50 | 3.57 | 3.51 | 3.58 | 3.44 | 3.47 | 3.54 |
| Importance: Combining/synthesizing existing ideas/information in original ways | 3.45 | 3.39 | 3.66 | 3.44 | 3.43 | 3.39 | 3.50 | 3.40 | 3.58 | 3.40 |
| Importance: Generating innovative solutions | 3.54 | 3.54 | 3.81 | 3.53 | 3.63 | 3.45 | 3.49 | 3.45 | 3.63 | 3.44 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Problem Solving Skills: Preparation

Mean Rating - Based on a scale of 4=Very much, 3=Somewhat, 2=Very little, 1=Not at all

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| NCSU Contrib: Problem solving skills overall | 3.48 | 3.47 | 3.64 | 3.47 | 3.66 | 3.43 | 3.27 | 3.47 | 3.58 | 3.39 |
| NCSU Contrib: Defining problems | 3.39 | 3.36 | 3.55 | 3.41 | 3.52 | 3.40 | 3.24 | 3.37 | 3.45 | 3.29 |
| NCSU Contrib: Examining problems from multiple perspectives | 3.37 | 3.38 | 3.52 | 3.45 | 3.36 | 3.38 | 3.37 | 3.38 | 3.38 | 3.33 |
| NCSU Contrib: Breaking down complex topics to enhance understanding | 3.36 | 3.35 | 3.32 | 3.34 | 3.44 | 3.33 | 3.30 | 3.40 | 3.39 | 3.24 |
| NCSU Contrib: Identifying relevant ideas/information | 3.37 | 3.35 | 3.31 | 3.33 | 3.38 | 3.38 | 3.38 | 3.37 | 3.48 | 3.31 |
| NCSU Contrib: Using information technologies and search strategies to access information | 3.32 | 3.41 | 3.13 | 3.32 | 3.35 | 3.38 | 3.24 | 3.36 | 3.41 | 3.29 |
| NCSU Contrib: Critically analyzing and evaluating ideas/information | 3.42 | 3.35 | 3.49 | 3.38 | 3.49 | 3.43 | 3.41 | 3.41 | 3.54 | 3.33 |
| NCSU Contrib: Integrating ideas/information from multiple sources | 3.38 | 3.39 | 3.46 | 3.33 | 3.32 | 3.40 | 3.41 | 3.38 | 3.46 | 3.35 |
| NCSU Contrib: Constructing clear, precise, and accurate arguments | 3.27 | 3.23 | 3.28 | 3.28 | 3.18 | 3.33 | 3.38 | 3.25 | 3.35 | 3.24 |
| NCSU Contrib: Combining/synthesizing existing ideas/information in original ways | 3.22 | 3.20 | 3.46 | 3.25 | 3.17 | 3.26 | 3.26 | 3.17 | 3.42 | 3.19 |
| NCSU Contrib: Generating innovative solutions | 3.20 | 3.21 | 3.63 | 3.24 | 3.26 | 3.15 | 3.09 | 3.17 | 3.39 | 3.12 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Professional Skills

Professional Skills: Importance

Mean Rating - Based on a scale of 4=Very important, 3=Somewhat important, 2=Not very important, 1=Not at all important

| | College/School | | | | | | | | | |
|---|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| Importance: Professional skills overall | 3.81 | 3.84 | 3.89 | 3.86 | 3.77 | 3.86 | 3.83 | 3.78 | 3.82 | 3.84 |
| Importance: Working independently | 3.73 | 3.77 | 3.70 | 3.70 | 3.68 | 3.74 | 3.79 | 3.74 | 3.69 | 3.71 |
| Importance: Working in teams | 3.68 | 3.72 | 3.68 | 3.77 | 3.70 | 3.71 | 3.61 | 3.68 | 3.75 | 3.66 |
| Importance: Working with people from diverse cultural backgrounds | 3.48 | 3.50 | 3.36 | 3.65 | 3.38 | 3.50 | 3.55 | 3.53 | 3.50 | 3.48 |
| Importance: Conducting work activities in an ethical manner | 3.79 | 3.83 | 3.75 | 3.82 | 3.75 | 3.86 | 3.84 | 3.79 | 3.70 | 3.77 |
| Importance: Adapting to changing circumstances | 3.78 | 3.82 | 3.74 | 3.76 | 3.73 | 3.80 | 3.81 | 3.78 | 3.83 | 3.81 |
| Importance: Effectively leading/guiding others | 3.59 | 3.63 | 3.66 | 3.84 | 3.47 | 3.59 | 3.61 | 3.62 | 3.62 | 3.62 |
| Importance: Preparing for a career | 3.50 | 3.53 | 3.48 | 3.47 | 3.42 | 3.61 | 3.53 | 3.54 | 3.65 | 3.48 |
| Importance: Keeping current with skills/knowledge in my field | 3.72 | 3.80 | 3.74 | 3.75 | 3.67 | 3.75 | 3.71 | 3.73 | 3.71 | 3.68 |
| Importance: Working under pressure | 3.78 | 3.81 | 3.85 | 3.73 | 3.74 | 3.75 | 3.80 | 3.76 | 3.82 | 3.80 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Professional Skills: Preparation

Mean Rating - Based on a scale of 4=Very much, 3=Somewhat, 2=Very little, 1=Not at all

| | College/School | | | | | | | | | |
|---|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| NCSU Contrib: Professional skills overall | 3.31 | 3.37 | 3.24 | 3.51 | 3.21 | 3.55 | 3.19 | 3.30 | 3.48 | 3.42 |
| NCSU Contrib: Working independently | 3.48 | 3.50 | 3.64 | 3.46 | 3.48 | 3.48 | 3.45 | 3.47 | 3.50 | 3.47 |
| NCSU Contrib: Working in teams | 3.47 | 3.46 | 3.43 | 3.51 | 3.52 | 3.58 | 3.32 | 3.44 | 3.62 | 3.50 |
| NCSU Contrib: Working with people from diverse cultural backgrounds | 3.29 | 3.36 | 3.00 | 3.39 | 3.20 | 3.38 | 3.30 | 3.32 | 3.36 | 3.32 |
| NCSU Contrib: Conducting work activities in an ethical manner | 3.34 | 3.43 | 2.99 | 3.35 | 3.32 | 3.43 | 3.29 | 3.28 | 3.46 | 3.43 |
| NCSU Contrib: Adapting to changing circumstances | 3.20 | 3.34 | 3.16 | 3.32 | 3.10 | 3.34 | 3.19 | 3.16 | 3.24 | 3.20 |
| NCSU Contrib: Effectively leading/guiding others | 3.12 | 3.22 | 2.93 | 3.34 | 3.03 | 3.25 | 3.07 | 3.06 | 3.30 | 3.23 |
| NCSU Contrib: Preparing for a career | 3.16 | 3.28 | 3.01 | 3.33 | 3.17 | 3.39 | 2.96 | 3.14 | 3.28 | 3.23 |
| NCSU Contrib: Keeping current with skills/knowledge in my field | 3.21 | 3.31 | 3.26 | 3.36 | 3.16 | 3.37 | 3.10 | 3.23 | 3.29 | 3.17 |
| NCSU Contrib: Working under pressure | 3.44 | 3.45 | 3.67 | 3.33 | 3.55 | 3.45 | 3.33 | 3.41 | 3.50 | 3.33 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

General Education

General Education: Importance

Mean Rating - Based on a scale of 4=Very important, 3=Somewhat important, 2=Not very important, 1=Not at all important

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| Importance: An overall general education | 3.64 | 3.64 | 3.60 | 3.72 | 3.55 | 3.74 | 3.69 | 3.70 | 3.72 | 3.62 |
| Importance: Understanding the basic concepts in a broad range of disciplines | 3.49 | 3.53 | 3.56 | 3.55 | 3.47 | 3.55 | 3.53 | 3.48 | 3.48 | 3.41 |
| Importance: Exploring and synthesizing approaches/views from more than one discipline | 3.41 | 3.46 | 3.61 | 3.53 | 3.38 | 3.36 | 3.45 | 3.45 | 3.32 | 3.27 |
| Importance: Formulating and testing hypotheses | 3.10 | 3.26 | 2.87 | 3.03 | 3.27 | 3.02 | 2.90 | 3.31 | 3.03 | 2.88 |
| Importance: Acquiring an awareness of new scientific knowledge and discoveries | 3.07 | 3.42 | 2.73 | 3.04 | 3.20 | 3.01 | 2.82 | 3.46 | 2.88 | 2.63 |
| Importance: Appreciating the arts | 2.65 | 2.52 | 3.60 | 3.00 | 2.28 | 2.70 | 2.98 | 2.63 | 2.88 | 2.50 |
| Importance: Appreciating the humanities | 2.70 | 2.57 | 3.04 | 3.06 | 2.32 | 2.63 | 3.23 | 2.66 | 2.70 | 2.55 |
| Importance: Applying social science methods to understand human behavior | 2.89 | 2.87 | 3.01 | 3.24 | 2.47 | 2.93 | 3.33 | 2.97 | 2.79 | 2.76 |
| Importance: Applying mathematics skills | 3.22 | 3.30 | 2.71 | 3.49 | 3.52 | 3.17 | 2.80 | 3.28 | 3.25 | 3.29 |
| Importance: Understanding how science and technology influence society and everyday life | 3.20 | 3.40 | 3.13 | 3.41 | 3.20 | 3.19 | 3.06 | 3.36 | 3.06 | 3.07 |
| Importance: Recognizing and acting on ethical principles | 3.61 | 3.65 | 3.38 | 3.65 | 3.54 | 3.65 | 3.66 | 3.67 | 3.43 | 3.63 |
| Importance: Being involved in public and community affairs | 3.07 | 3.16 | 3.29 | 3.35 | 2.71 | 3.19 | 3.32 | 3.14 | 2.89 | 3.05 |
| Importance: Developing and sustaining an active and healthy lifestyle | 3.45 | 3.53 | 3.46 | 3.49 | 3.35 | 3.51 | 3.47 | 3.48 | 3.43 | 3.47 |
| Importance: Valuing learning as a lifelong process | 3.68 | 3.75 | 3.73 | 3.73 | 3.63 | 3.60 | 3.70 | 3.77 | 3.61 | 3.62 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

General Education: Preparation

Mean Rating - Based on a scale of 4=Very much, 3=Somewhat, 2=Very little, 1=Not at all

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| NCSU Contrib: An overall general education | 3.64 | 3.64 | 3.58 | 3.62 | 3.61 | 3.65 | 3.66 | 3.67 | 3.82 | 3.63 |
| NCSU Contrib: Understanding the basic concepts in a broad range of disciplines | 3.45 | 3.50 | 3.30 | 3.34 | 3.41 | 3.49 | 3.47 | 3.49 | 3.54 | 3.46 |
| NCSU Contrib: Exploring and synthesizing approaches/views from more than one discipline | 3.30 | 3.41 | 3.22 | 3.22 | 3.21 | 3.31 | 3.30 | 3.41 | 3.38 | 3.23 |
| NCSU Contrib: Formulating and testing hypotheses | 3.26 | 3.42 | 2.86 | 3.12 | 3.35 | 3.24 | 3.11 | 3.50 | 3.36 | 2.99 |
| NCSU Contrib: Acquiring an awareness of new scientific knowledge and discoveries | 3.16 | 3.40 | 2.69 | 3.05 | 3.21 | 3.22 | 2.99 | 3.48 | 3.29 | 2.84 |
| NCSU Contrib: Appreciating the arts | 2.80 | 2.75 | 3.36 | 2.88 | 2.54 | 2.86 | 3.07 | 2.84 | 2.95 | 2.64 |
| NCSU Contrib: Appreciating the humanities | 2.99 | 2.89 | 3.06 | 2.96 | 2.68 | 2.96 | 3.47 | 3.03 | 2.89 | 2.87 |
| NCSU Contrib: Applying social science methods to understand human behavior | 2.97 | 2.98 | 2.81 | 3.16 | 2.60 | 3.06 | 3.42 | 3.02 | 2.93 | 2.90 |
| NCSU Contrib: Applying mathematics skills | 3.33 | 3.37 | 2.68 | 3.30 | 3.69 | 3.30 | 2.88 | 3.46 | 3.52 | 3.32 |
| NCSU Contrib: Understanding how science and technology influence society and everyday life | 3.23 | 3.36 | 2.99 | 3.23 | 3.24 | 3.29 | 3.11 | 3.43 | 3.27 | 3.09 |
| NCSU Contrib: Recognizing and acting on ethical principles | 3.23 | 3.28 | 2.92 | 3.17 | 3.18 | 3.36 | 3.24 | 3.21 | 3.15 | 3.37 |
| NCSU Contrib: Being involved in public and community affairs | 2.95 | 3.07 | 2.86 | 3.05 | 2.66 | 3.12 | 3.05 | 3.03 | 3.07 | 3.05 |
| NCSU Contrib: Developing and sustaining an active and healthy lifestyle | 3.00 | 3.09 | 2.81 | 3.09 | 2.86 | 3.20 | 2.98 | 3.08 | 2.97 | 3.07 |
| NCSU Contrib: Valuing learning as a lifelong process | 3.41 | 3.53 | 3.43 | 3.34 | 3.32 | 3.38 | 3.43 | 3.47 | 3.43 | 3.40 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Diversity and Global Awareness

Diversity/Global Awareness: Importance

Mean Rating - Based on a scale of 4=Very important, 3=Somewhat important, 2=Not very important, 1=Not at all important

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| Importance: Diversity/global awareness overall | 3.32 | 3.25 | 3.39 | 3.48 | 3.15 | 3.30 | 3.50 | 3.37 | 3.45 | 3.33 |
| Importance: Having a tolerance for different points of views | 3.62 | 3.59 | 3.69 | 3.64 | 3.51 | 3.56 | 3.73 | 3.64 | 3.74 | 3.60 |
| Importance: Understanding diverse cultures and values | 3.42 | 3.37 | 3.53 | 3.63 | 3.24 | 3.43 | 3.62 | 3.44 | 3.52 | 3.38 |
| Importance: Understanding the commonality of human problems through a global perspective | 3.26 | 3.28 | 3.49 | 3.45 | 3.04 | 3.25 | 3.45 | 3.28 | 3.28 | 3.21 |
| Importance: Understanding issues and problems facing the world | 3.36 | 3.39 | 3.41 | 3.46 | 3.19 | 3.33 | 3.55 | 3.37 | 3.28 | 3.35 |
| Importance: Understanding the present as it relates to historical events/processes | 3.20 | 3.19 | 3.38 | 3.25 | 3.02 | 3.18 | 3.48 | 3.10 | 3.11 | 3.18 |
| Importance: Understanding issues associated with racial equity | 3.16 | 3.10 | 3.35 | 3.42 | 2.90 | 3.15 | 3.48 | 3.14 | 3.17 | 3.09 |
| Importance: Understanding issues associated with gender equity | 3.15 | 3.14 | 3.40 | 3.39 | 2.87 | 3.11 | 3.45 | 3.16 | 3.15 | 3.09 |
| Importance: Appreciating differences in sexual orientation | 3.02 | 2.96 | 3.29 | 3.19 | 2.73 | 3.00 | 3.37 | 3.06 | 3.05 | 2.94 |

2015 Alumni Survey

College Comparisons of Undergraduate Education Goals

Diversity/Global Awareness: Preparation

Mean Rating - Based on a scale of 4=Very much, 3=Somewhat, 2=Very little, 1=Not at all

| | College/School | | | | | | | | | |
|--|----------------|------|--------|------|------|------|-------|------|------|------|
| | NCSU | CALS | Design | CED | COE | CNR | CHASS | COS | COT | PCOM |
| NCSU Contrib: Diversity/global awareness overall | 3.14 | 3.16 | 3.07 | 3.25 | 2.94 | 3.20 | 3.29 | 3.16 | 3.14 | 3.20 |
| NCSU Contrib: Having a tolerance for different points of views | 3.23 | 3.26 | 3.11 | 3.28 | 3.08 | 3.21 | 3.38 | 3.28 | 3.23 | 3.25 |
| NCSU Contrib: Understanding diverse cultures and values | 3.15 | 3.17 | 3.17 | 3.23 | 2.93 | 3.11 | 3.36 | 3.21 | 3.11 | 3.21 |
| NCSU Contrib: Understanding the commonality of human problems through a global perspective | 3.06 | 3.12 | 3.09 | 3.13 | 2.81 | 3.09 | 3.27 | 3.08 | 3.00 | 3.09 |
| NCSU Contrib: Understanding issues and problems facing the world | 3.08 | 3.18 | 2.93 | 3.13 | 2.88 | 3.12 | 3.28 | 3.07 | 3.02 | 3.06 |
| NCSU Contrib: Understanding the present as it relates to historical events/processes | 3.02 | 3.07 | 3.01 | 2.97 | 2.79 | 3.04 | 3.30 | 3.00 | 2.93 | 3.01 |
| NCSU Contrib: Understanding issues associated with racial equity | 2.91 | 2.99 | 2.73 | 3.08 | 2.62 | 2.92 | 3.18 | 2.95 | 2.84 | 3.00 |
| NCSU Contrib: Understanding issues associated with gender equity | 2.89 | 3.00 | 2.74 | 2.93 | 2.61 | 2.95 | 3.14 | 2.90 | 2.86 | 2.95 |
| NCSU Contrib: Appreciating differences in sexual orientation | 2.82 | 2.88 | 2.72 | 2.93 | 2.56 | 2.81 | 3.03 | 2.87 | 2.89 | 2.85 |