

NC STATE UNIVERSITY
2015 Alumni Survey
All Respondents

This report presents the overall results for each survey question in the 2015 Alumni Survey. For a full discussion of the survey's methodology, see [2015 Alumni Survey: Introduction, Methods, and Student Demographic Profile](#). Responses broken down by gender, race/ethnicity, college, and academic year of graduation, as well as a copy of the survey instrument with exact question wording, are available online through the [2015 Alumni Survey: Table of Contents](#).

Overall Satisfaction

Respondents to the 2015 Alumni Survey are overwhelmingly satisfied with their educational experience at NC State, and would recommend the University to others. Over 90 percent rate their overall undergraduate education as "very strong" (54%) or "strong" (39%), and a similar percentage believes that NC State prepared them "a great deal" (56%) or "some" (34%) to be competitive with graduates from other institutions. Almost all survey respondents say they would recommend NC State to a friend (94%), and over 90 percent "strongly agree" (69%) or "agree" (22%) that they would choose to attend NC State again if they were starting over. They are less certain that they would choose the same major field of study, with 44 percent reporting they "strongly agree" and 23 percent reporting they "agree" they would do so. Of the remainder, 24 percent say they either "disagree" (15%) or "strongly disagree" (9%) that they would choose the same major, and nine percent are unsure. With very few exceptions, Alumni Survey respondents report being proud to have graduated from NC State.

Table 1: Overall Evaluation of Education

	Mean	4: Very strong	3: Strong	2: Weak	1: Very weak	Total (N)
Overall evaluation of undergraduate education at NC State	3.47	54.5%	39.2%	5.4%	0.8%	2,363

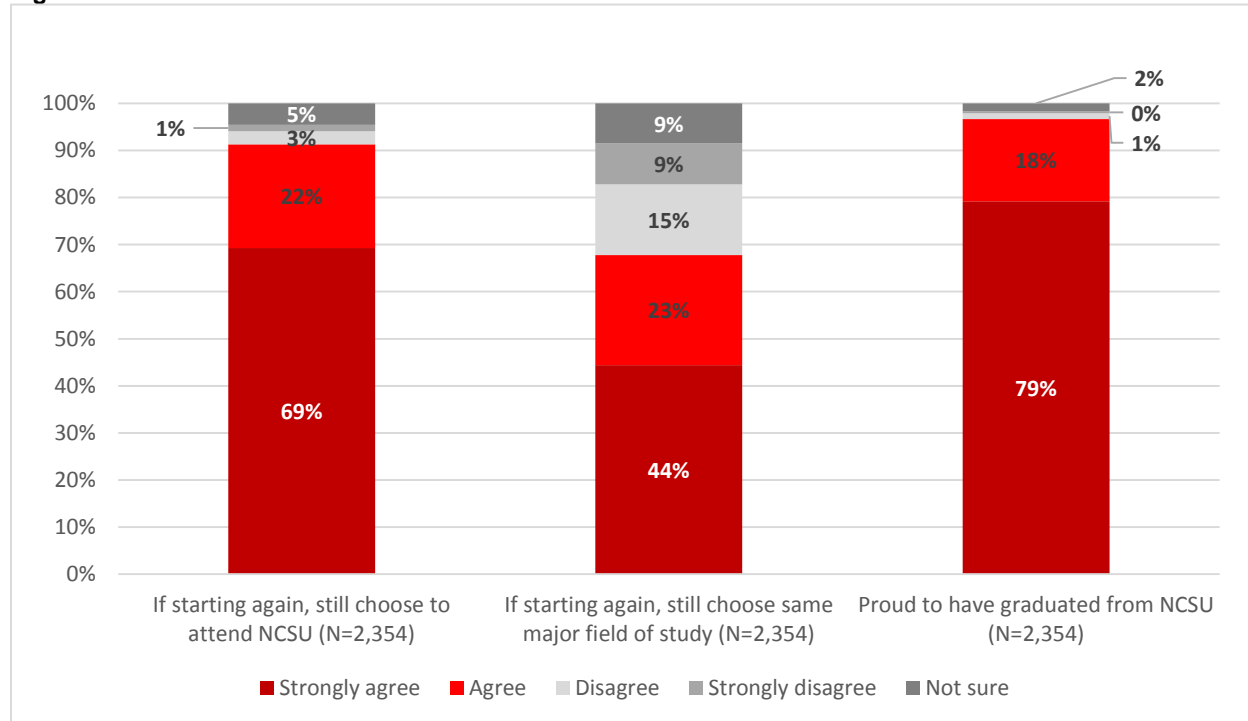
Table 2: Prepared to be Competitive with Graduates from Other Institutions

	Mean	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
NC State education prepared me to be competitive with grads from other institutions	3.44	56.5%	33.5%	7.2%	2.8%	2,359

Table 3: Would Recommend NC State to a Friend

	Yes	No	Not sure	Total (N)
Would recommend NC State to a friend	94.2%	1.3%	4.5%	2,363

Figure 1. Satisfaction with Education



The extent to which one's job relates to their academic major appears to be related to whether or not they would choose the same major again. Eighty-one percent of alumni who say their first full-time permanent position was "directly" related to their major field of study either "strongly agree" (59%) or "agree" (22%) they would choose the same major again, compared to 66 percent of those whose first full-time job was "somewhat" related and 44 percent of those whose first full-time job was unrelated to their major. Forty five percent of those in a first job unrelated to their academic major say they "strongly disagree" (19%) or "disagree" (26%) that they would choose the same field of study again.

Similarly, 83 percent of those whose current full-time job is "directly related" to their academic major say they "strongly agree" (62%) or "agree" (21%) they would choose the same major again, compared to 70 percent of those in jobs "somewhat" related and 40 percent of those in jobs that are not related to their major.

Finally, alumni who are currently enrolled in graduate/professional school or who have completed a graduate/professional degree are somewhat more likely than those without any further education to say they "strongly agree" or "agree" that they would choose the same field of study again. Alumni who had enrolled in graduate/professional school but left before completing a degree were less likely than others to say they would choose the same major.

Table 4: Still Choose Same Major, by Relationship of First Full-Time Job to Major

If starting again, still choose same major field of study	Relationship of first full-time permanent position to academic major		
	Yes, directly related	Yes, somewhat related	No, not related
Strongly Agree	58.8%	37.1%	23.1%
Agree	22.3%	29.2%	20.6%
Disagree	7.9%	17.5%	26.1%
Strongly Disagree	4.5%	5.8%	18.8%
Not sure	6.4%	10.5%	11.3%
Total (N)	1,008	572	494

Table 5: Still Choose Same Major, by Relationship of Current Job to Major

If starting again, still choose same major field of study	Relationship of current position to academic major		
	Yes, directly related	Yes, somewhat related	No, not related
Strongly Agree	61.9%	40.3%	18.3%
Agree	21.4%	29.4%	21.3%
Disagree	6.8%	16.1%	29.8%
Strongly Disagree	3.1%	5.3%	20.5%
Not sure	6.7%	8.9%	10.1%
Total (N)	966	620	507

Table 6: Still Choose Same Major by Graduate/Professional School Status

If starting again, still choose same major field of study	Further education				
	No further education	Was enrolled, but no degree	Currently enrolled, no degree yet	Currently enrolled, already have degree	Completed degree, not currently enrolled
Strongly Agree	41.1%	39.2%	50.5%	57.9%	49.6%
Agree	23.9%	24.3%	21.5%	17.5%	23.8%
Disagree	16.8%	12.2%	12.2%	17.5%	11.5%
Strongly Disagree	9.7%	17.6%	7.7%	3.5%	5.0%
Not sure	8.6%	6.8%	8.0%	3.5%	10.0%
Total (N)	1,448	74	376	57	399

Staying Connected

Alumni were asked the extent to which they have felt a connection to NC State since receiving their undergraduate degree, and how important such a connection is to them. Over 40 percent of alumni report feeling either "very connected" (15%) or "moderately connected" (29%) to NC State. In contrast, 70 percent of alumni overall say it is either "very important" (39%) or "moderately important" (31%) for them to feel a connection to NC State. Alumni for whom it is very important to feel connected are more likely to say they have such a connection. For example, 30 percent of those who say it is "very important" to feel connected to NC State say they actually feel "very connected" to the institution. In comparison, two-thirds of those relatively few alumni who say it is "not at all important" to feel connected to NC State say they are "not at all connected." There are, however, some disconnects between perceptions of the importance of remaining connected to NC State and actually feeling connected. Almost eight percent of those who say it is "very important" to them to feel connected and 18 percent of those who say it is "moderately important" report feeling "not very" or "not at all connected" to the institution as an alum.

Table 7: Continued Connection to NC State

Connection to NC State since graduating	Importance of feeling connection to NC State					Total
	5: Very important	4: Moderately important	3: Somewhat important	2: Not very important	1: Not at all important	
5: Very connected	29.5%	7.7%	3.5%	1.9%	2.8%	14.8%
4: Moderately connected	37.8%	37.8%	10.4%	4.7%	1.4%	28.8%
3: Somewhat connected	25.2%	36.7%	47.1%	17.8%	9.9%	31.6%
2: Not very connected	5.8%	16.4%	34.4%	60.3%	19.7%	19.6%
1: Not at all connected	1.7%	1.4%	4.6%	15.4%	66.2%	5.3%
Total	39.0%	30.9%	18.2%	9.0%	3.0%	2,386

Alumni were asked to whom or what group at NC State they feel most connected. Over one-fourth report that they feel most connected to NC State as a whole (27%), 17 percent to individual alumnus/alumna, and 15 percent to either

an NC State athletics team or their academic department/degree program. Alumni report feeling least connected to their graduating class (3%) and an NC State club or organization (3%).

	%
NC State as a whole	26.8%
Individual alumnus/a	16.6%
An NC State athletics team	15.3%
Your academic department/degree program	15.1%
Your college	6.7%
An NC State faculty member, advisor, or staff person	5.9%
Your fraternity/sorority	4.8%
An NC State club or organization	3.2%
Your graduating class	2.6%
Other	2.9%
Total (N)	2,374

Alumni stay connected to NC State through a variety of ways. The university website is most commonly mentioned as a way of staying connected, followed by social media, email, and GoPack.com. Less common ways to stay connected include the Alumni Association website (12%) and websites for non-academic units (8%).

	%
University website	59.4%
Social Media	50.3%
Email	49.3%
GoPack.com	42.2%
College or Department website	29.9%
Mailings	27.9%
NC State magazines	17.5%
Alumni Association website	11.7%
Websites for non-academic units	8.2%
Other	2.6%
Total (N)	2,390

Note: Respondents could provide more than one response.

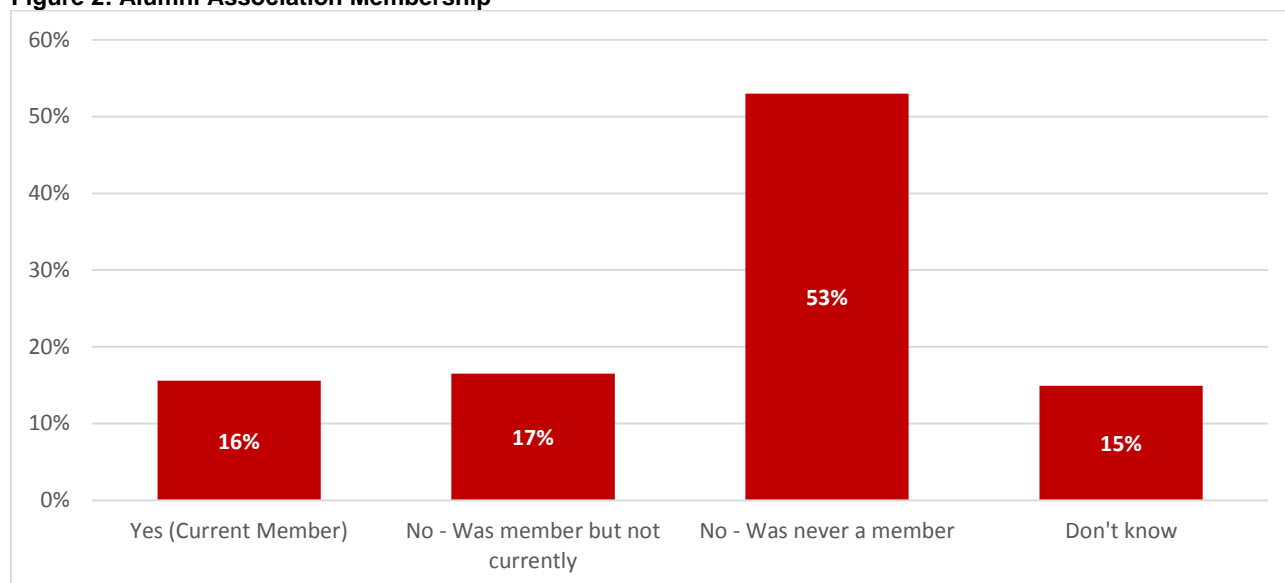
Two-thirds of the alumni responding to the survey say that they had attended an athletic event since graduating. Over one-third say they have used facilities at NC State since graduating (35%), while 29% say they had attended a university event. About one-fourth had joined the Alumni Association and one-fourth have made a philanthropic gift since graduating. Less common activities include having registered for an NC State non-credit course (11%) and having served as a volunteer on an NC State committee or board (3%).

	%
Attended athletic event	65.7%
Used an NC State facility	34.8%
Attended university event	28.7%
Philanthropic gift	23.3%
Joined Alumni Association	23.3%
Registered for NCSU non-credit course	11.1%
Served as a volunteer on NCSU committee or board	2.7%
Total (N)	2,390

Note: Respondents could provide more than one response.

While 16 percent of the alumni survey respondents say they are currently members of the Alumni Association, and 17 percent say they used to be members, the majority of these alumni say they have never been a member (53%). Fifteen percent are unsure if they are currently or have ever been a member.

Figure 2: Alumni Association Membership



Post-Graduation Activities

About two-thirds of alumni survey respondents indicated that their primary activity during the first year after they graduated was full-time employment (64%), while another 17 percent say they were working part-time, and three percent say they were self-employed. Nearly one-fourth of the alumni say their primary activity was attending graduate/professional school either full-time (22%) or part-time (2%) after graduation. One percent of graduates were serving in the military immediately after graduating, and another one percent said they were a homemaker that first year. Three percent took the opportunity to travel during the first year after graduating.

Table 11: Primary Activity During the Year After Completing Undergraduate Degree

Activity	%
Worked full-time	63.5%
Worked part-time	17.1%
Self-employed/contractor	3.4%
Military service	1.2%
Homemaker	0.8%
Attended graduate/professional school full-time	21.5%
Attended graduate/professional school part-time	2.2%
Travel	3.3%
Other	4.9%
Total (N)	2,589

Post-Graduation Employment

About 40 percent of all alumni survey respondents had a full-time permanent position to start immediately after graduation (39%). Thirty percent of respondents say they had accepted an offer for a full-time permanent position by commencement day, and another nine percent say they continued in a job that they had begun prior to graduation.

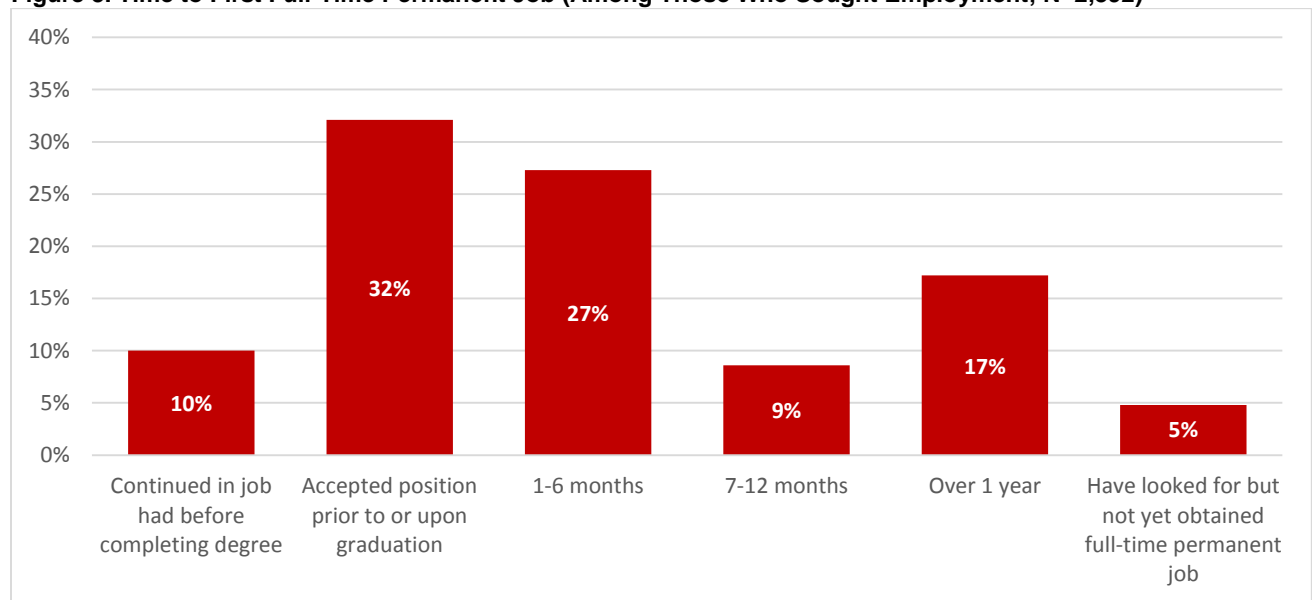
While 25 percent say they had secured a position within six months of graduating, 16 percent report that it was over one year after graduation before they began their first full-time permanent job. Finally, four percent say they have looked for, but have been unsuccessful in finding a full-time permanent position, and seven percent have not yet looked for a full-time permanent position.

Table 12: Time to First Full-Time Permanent Job

	%	N
Continued in job had before completing degree	9.3%	239
Accepted position prior to or upon graduation	29.8%	769
1-6 months	25.3%	652
7-12 months	7.9%	205
Over 1 year	15.9%	411
Have looked for but not yet obtained a full-time permanent job	4.5%	116
Have not looked for a full-time permanent job	7.4%	190
Total	100.0%	2,582

Excluding those alumni who indicated that as of the time of the survey they had not yet looked for full-time employment provides a slightly different picture. Among those who have sought employment, 42 percent had a job immediately after graduation and 27 percent started within six months of graduation. Seventeen percent say they started their first full-time job more than one year after graduating, and five percent of those seeking employment have not yet found a job. (As indicated below, it is likely that many of those who have thus far been unsuccessful in finding a job have recently finished a graduate/professional degree and therefore have just begun their job search.)

Figure 3. Time to First Full-Time Permanent Job (Among Those Who Sought Employment; N=2,392)



First Permanent Full-Time Position after Graduation

This section of the report focuses on the first full-time permanent position in which NC State alumni worked after receiving their undergraduate degree. The majority of these alumni were working in jobs related to their academic major, and report having felt well-prepared by NC State for that job. The average starting salary for first-time permanent positions was \$42,752. Alumni report having used a variety of resources to obtain their first full-time position.

Relationship of Job to Major

The majority of alumni report that their first full-time permanent position was either "directly" (48%) or "somewhat" related (28%) to their academic major. Those in jobs unrelated to their major were equally divided between doing so "by choice" (12%) and "not by choice" (12%).

	%	N
Directly related	48.3%	1,102
Somewhat related	27.6%	630
Not related (by choice)	12.2%	278
Not related (not by choice)	11.8%	270
Total	100.0%	2,280

Preparation

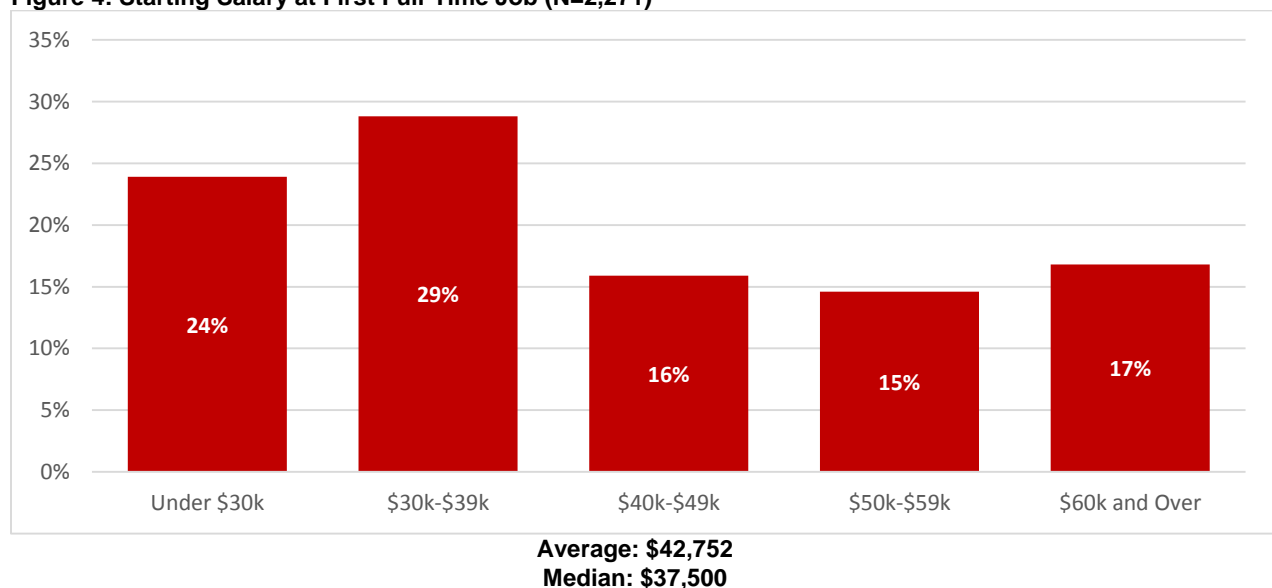
Overall, alumni report feeling well prepared by NC State for their first post-graduation position. Thirty-five percent say they had "excellent" preparation by NC State, and an additional 43 percent rate their preparation as "good." Six percent say preparation for their first full-time permanent position was either "fair" (4%) or "poor" (2%).

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for first full-time permanent position	4.05	35.1%	43.3%	15.0%	4.5%	2.1%	2,276

Salary

While starting salaries varied widely by the college from which one graduated, overall the alumni respondents report earning an average starting salary of \$42,752 in their first full-time permanent position. Seventeen percent say they started off earning \$60,000 or more, and 24 percent under \$30,000.

Figure 4: Starting Salary at First Full-Time Job (N=2,271)



Resources

Alumni used a variety of resources in their efforts to get their first full-time permanent position. The resources most helpful in acquiring their first job were an "internship" (24%), networking with "family, friends, classmates and/or co-workers" (22%), or a "personal connection within the company/family business" (21%). Also cited by notable numbers of alumni as being helpful were "previous experience with the employer" (18%), the "NC State University Career Center" (15%), "job posting in ePack" (15%), and "the Internet" (13%). Among those resources that were least helpful in getting a job were "Technician/other NC State publication", "NC State Alumni Association Career Services", "and "local, city, or national newspaper".

	%
Internship	24.2%
Family/friends/classmates/co-workers	22.1%
Personal connection(s) within the company/family business	21.3%
Previous/current experience with employer	17.9%
NC State University Career Center	14.9%
Applied for job posting in ePack	14.6%
Internet	12.9%
On-campus Career Fair	10.7%
Faculty member/advisor or job listing found in an NC State department	8.5%
On-campus interviewing via ePack	7.4%
Other	6.5%
NC State co-op experience	6.1%
Employer found your resume via an NC State University career services database	3.9%
Professional society	3.6%
Third party recruiter or executive search firm	3.5%
Employment agency	3.3%
Study Abroad or Internship/Research/Student Teaching in an international setting	3.0%
Social networking site	2.9%
Local, city, or national newspaper	2.2%
NC State Alumni Association Career Services	2.0%
Graduate/professional school/additional degree	1.0%
NC State student organization	0.5%
Technician or other NC State publication	0.4%
Total (N)	2,276

Note: Respondents could provide more than one response.

Current Position

This section of the report examines the current employment of alumni. As a reminder, these alumni respondents graduated between Summer 2009 and May 2012, so it has been between two and one half and five and one half years after receiving their baccalaureate degree that they participated in the survey and provided information about their current employment. Most of the currently employed alumni in this group are working full-time in the private sector, in a position related to their academic major, and earning an average annual salary of \$52,202. While the large majority are working in North Carolina, they are doing so in a wide range of industries. Regardless of their occupation, the majority say they were well prepared by NC State for their current position.

Employment Status

The large majority of Summer 2009 through May 2012 alumni are currently employed full-time, with 80 percent working 35 hours per week or more. Six percent are working part-time, and another three percent are self-employed/contractors. At the time they responded to the survey, four percent of alumni say they were unemployed and looking for work. The remaining seven percent were not employed and not looking for work.

Current employment status, however, varies markedly by whether or not the alumnus is currently enrolled in graduate/professional school, with non-students being nearly twice as likely as those who are currently enrolled to be employed full-time (88% vs 47%, respectively). Just two percent of those who are not currently enrolled in graduate/professional school say they are "not employed and not seeking employment," compared to 29 percent of those who are currently enrolled.

Table 16: Current Employment Status, Overall and by Graduate/Professional School Status

	All	Currently Enrolled in Graduate/Professional School	
		Yes	No
Employed full-time (35+ hours per week)	80.2%	46.8%	87.7%
Employed part-time (34 hours per week or less)	6.1%	17.5%	3.5%
Self-employed/contractor	3.1%	0.9%	3.5%
Not employed, but seeking employment	4.0%	6.2%	3.5%
Not employed, not seeking employment	6.6%	28.6%	1.7%
Total (N)	2,572	468	2,085

Tenure in Current Position

At the time of the survey almost half of those currently employed alumni in full-time positions say they had been in their job less than two years (47%), with 27 percent saying they started their current position within the past year. Length of time in current position, of course, varies by when the alumnus received their bachelor's degree from NC State. About one-fourth of those who graduated in the calendar year of 2009, 2010, or 2011 have been in their current position less than one year, compared to 31 percent of those who graduated in 2012. One-third of those who graduated in 2009, and 25 percent of those who graduated in 2010 have been in their current position four or more years.

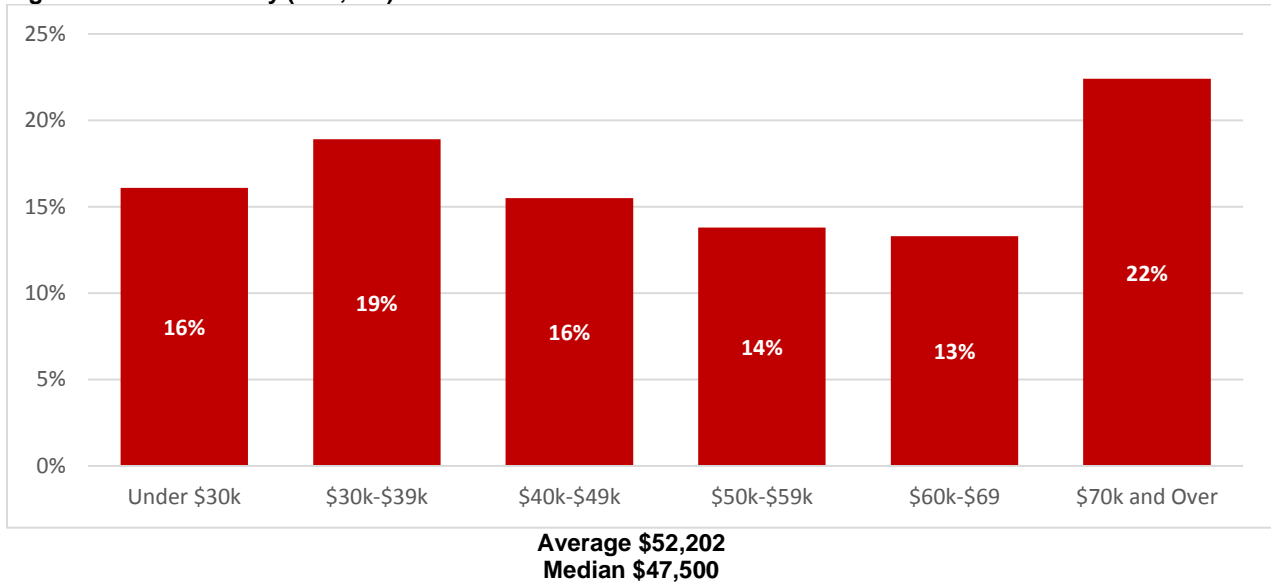
Table 17: Tenure in Current Position, Overall and by Graduation Year[]

Tenure in current position	All Currently Employed Alumni	Graduation Year			
		2009	2010	2011	2012
Less than 12 months	26.8%	24.1%	25.9%	25.4%	31.4%
1 year to less than 2 years	20.4%	14.4%	18.0%	23.5%	21.5%
2 years to less than 3 years	23.8%	22.1%	17.8%	20.3%	38.5%
3 years to less than 4 years	14.7%	7.7%	13.1%	23.9%	5.4%
4 years to less than 5 years	9.7%	15.9%	19.9%	4.0%	1.3%
5 years or more	4.6%	15.9%	5.3%	2.9%	1.9%
Total (N)	2,281	195	757	807	522

Salary

Overall, alumni report earning an average salary of \$52,202 in their current full-time position. Sixteen percent of alumni earn under \$30,000 in their current position, and 22 percent are earning \$70,000 or more.

Figure 5: Current Salary (N=2,266)



Employment Sector and Industry

The majority of currently employed alumni are working in the private sector (63%). Fourteen percent work in academia, 12 percent for the federal, state, or local government, and seven percent for a private non-profit. Relatively few alumni (3%) say they are self-employed. The most common industries where alumni are currently working include engineering (10%), education (8%), health care (5%), research (5%), technology (4%), and manufacturing (4%).

Table 18: Employment Sector of Current Position

	%	N
Private, for profit business or organization	63.4%	1,452
Academic	14.4%	330
Federal, state, or local government	12.1%	278
Private, not for profit business or organization	7.3%	167
Self-employed	2.8%	65
Total	100.0%	2,292

Table 19: Industry of Current Position		
	%	N
Engineering	9.6%	219
Education	8.4%	193
Health Care	5.2%	118
Research	4.7%	107
Technology	4.5%	103
Manufacturing	4.2%	95
Computer Software/Hardware	3.6%	83
Agriculture	2.8%	64
Retail/Merchandising	2.8%	64
Pharmaceutical	2.7%	62
Financial Services	2.4%	56
Government	2.2%	51
Non-Profit/Philanthropy	2.1%	48
Military & Defense	1.8%	41
Consulting	1.7%	40
Biotechnology	1.7%	38
Construction	1.6%	36
Veterinary	1.5%	35
Legal	1.5%	34
Recreation & Sports	1.5%	34
Hotel, Restaurant, Hospitality	1.4%	33
Banking	1.4%	32
Aerospace	1.4%	32
Energy	1.3%	30
Insurance	1.3%	29
Natural Resources	1.2%	28
Utilities (Public & Private)	1.2%	28
Marketing	1.2%	28
Design	1.2%	28
Environment/Sustainability	1.1%	26
Automotive	1.1%	26
Accounting	1.1%	26
Real Estate	1.1%	26
Architecture/Urban Planning	1.0%	23
Chemicals	0.9%	21
Human/Social Services	0.9%	21
Transportation	0.9%	21
Media	0.8%	19
Telecommunications	0.7%	17
Law Enforcement/Security/Corrections	0.7%	16
Fashion	0.7%	15
Advertising	0.6%	14
Consumer Products	0.6%	13
Travel & Tourism	0.6%	13
Business Services	0.6%	13
Arts & Entertainment	0.6%	13
Staffing & Executive Search	0.5%	12
Faith Based	0.5%	11
Museums & Libraries	0.4%	9
Electronics	0.4%	9

	%	N
Food Science	0.3%	8
Counseling	0.3%	8
Public Policy	0.3%	7
International Affairs & Development	0.3%	7
Wood Products	0.3%	7
Materials- Plastics, Metals, Ceramics	0.3%	6
Print & Publishing	0.3%	6
Public Relations	0.2%	4
Trade	0.1%	3
Communications	0.1%	3
Entrepreneurial/Venture Capital	0.1%	2
Other	3.1%	72
Total	100.0%	2,286

Note: Table excludes "not sure" response option.

Relationship of Current Job to Academic Major

Three-fourths of currently employed alumni are working in jobs either "directly" (46%) or "somewhat" related (30%) to their academic major at NC State. Unlike their first full-time permanent job, those currently working in a position unrelated to their major are slightly more likely to be doing so "by choice" (16%) than "not by choice" (9%).

	%	N
Directly related	46.0%	1,049
Somewhat related	29.6%	675
Not related (by choice)	15.6%	355
Not related (not by choice)	8.8%	201
Total	100.0%	2,280

Preparation

Alumni give positive ratings to how well NC State prepared them for their current position, with 32 percent rating their preparation as "excellent," and 44 percent rating it as "good."

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for current position	3.96	31.7%	43.5%	17.1%	5.1%	2.6%	2,281

Location

NC State alumni tend to remain in the region after graduating, with almost half of those currently employed saying they are working in the Research Triangle area (47%). Another 23 percent are working in North Carolina, but outside of the Triangle. Twenty-nine percent are working out of state and one percent are working outside of the United States.

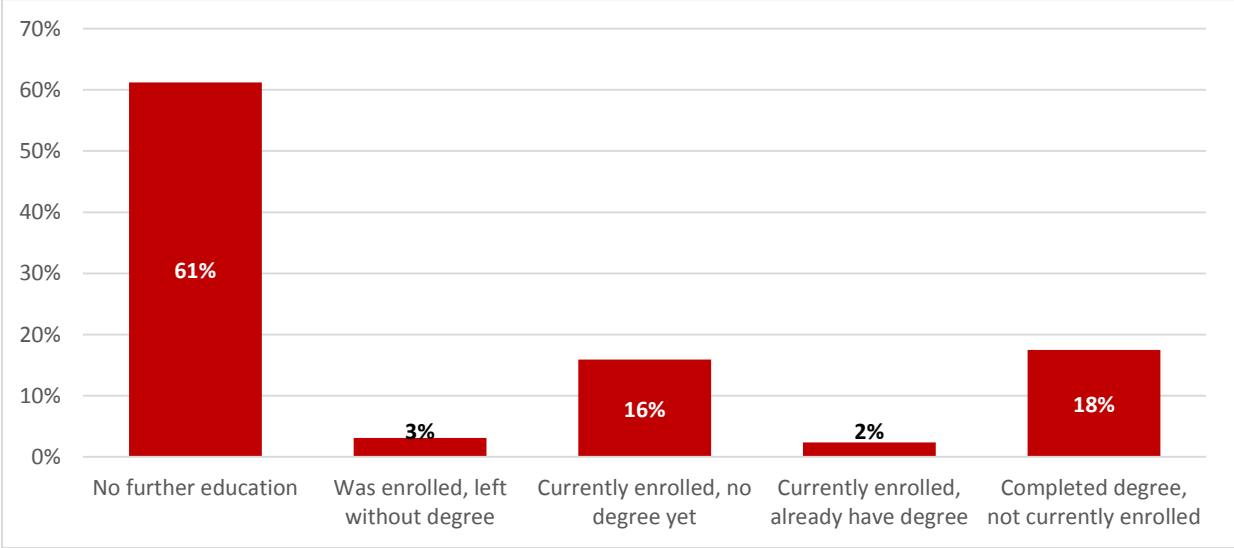
	%	N
Inside Triangle	47.3%	1,072
Other NC	22.9%	520
Other US	28.8%	654
Outside US	0.9%	21
Total	100.0%	2,267

Further Education

Nearly 40 percent of the Alumni Survey respondents have attended graduate/professional school since receiving their bachelor's degree from NC State. Eighteen percent have already completed an advanced degree, with another two percent already completing one advanced degree and currently pursuing another. Sixteen percent are currently seeking their first graduate/professional degree. A small number indicated that they had been enrolled in graduate/professional school at one time, but withdrew before completing a degree (3%).

Notable numbers of those who have never enrolled in graduate/professional school or who left without completing a degree express interest in pursuing an advanced degree. Nearly 70 percent of this group say they have either "high" (29%) or "moderate" (38%) interest in attending graduate/professional school. Only nine percent of this group say they are "not at all interested" in graduate/professional school.

Figure 6: Further Education (N=2,589)



	Mean Rating	4: High interest	3: Moderate interest	2: Low interest	1: Not interested at all	Total (N)
Interest in continuing education in graduate/professional school	2.88	29.3%	38.2%	23.5%	9.0%	1,636

Graduate/Professional School Experience

This section of the report provides information about those alumni who have already obtained an advanced degree or are currently enrolled and seeking a degree. The majority of those going to graduate school were/are attending a school in North Carolina, with a plurality at NC State. Over half of those going on to graduate/professional school received some type of funding, and the large majority felt well prepared by their program of study at NC State for their advanced studies.

Degree Seeking/Completed

Twenty percent of the Alumni Survey respondents (graduates between Summer 2009 and May 2012) have already completed an advanced degree. The majority of those who completed a graduate degree earned a Master's degree (84%), while 15 percent earned a Professional degree, and two percent earned a Doctoral degree. Among the 18 percent of alumni who are currently enrolled in graduate/professional school either full- (75%) or part-time (25%), half are seeking a Master's degree, 24 percent a Doctoral degree, and 29 percent a Professional degree.

	Completed	Seeking
Master's	83.8%	49.9%
Doctoral	1.6%	24.1%
Professional	14.8%	29.0%
Total (N)	513	473

Note: Respondents could provide more than one response.

Alumni having already received or who are currently seeking an advanced degree were asked to indicate the specific degree program in which they were/are enrolled, and the institution(s) they attended and/or are attending. Among those already having obtained a Master's degree the most common degrees obtained include an Master of Science (37%), Master of Arts (8%), Master of Accounting/Accountancy (7%), Master of Education (5%), and Master of Business Administration (5%). Among those currently enrolled in a Master's degree program, 21 percent are seeking a Master of Business Administration, 16 percent are seeking a Master of Science, 10 percent are seeking a Master of Education, and five percent a Master of Arts.

	Completed	Seeking
Master of Accounting/Accountancy	6.9%	1.3%
Master of Advanced Studies	0.7%	0.4%
Master of Architecture	1.9%	1.3%
Master of Arts	8.5%	4.7%
Master of Athletic Training	0.0%	0.0%
Master of Biological & Agricultural Engineering	0.5%	0.4%
Master of Business Administration	4.7%	21.1%
Master of Civil Engineering	2.1%	1.7%
Master of Clinical Research	0.5%	0.0%
Master of Computer Science	1.7%	1.7%
Master of Construction Management	0.0%	0.9%
Master of Divinity	0.2%	2.2%
Master of Economics	0.2%	0.0%
Master of Education	5.0%	10.3%
Master of Engineering, General	3.3%	2.6%
Master of Engineering Management	0.2%	0.9%
Master of Environmental Health	0.0%	0.4%
Master of Environmental Science and Engineering	0.2%	0.0%
Master of Fine Arts	0.7%	0.4%
Master of Global Innovation Management	0.7%	0.0%
Master of Health Administration	0.2%	0.9%
Master of Health Science	0.5%	1.3%
Master of Industrial Engineering	0.2%	0.4%
Master of Information Sciences	0.0%	0.4%
Master of Landscape Architecture	0.5%	0.0%
Master of Library and Information Studies/Library Science	0.7%	0.9%
Master of Mechanical Engineering	0.7%	1.7%
Master of Medical Sciences	0.7%	0.4%
Master of Molecular Diagnostic Science	0.0%	0.4%
Master of Music Education	0.0%	0.4%
Master of Nursing	0.2%	0.4%
Master of Nursing/Master of Business Administration	0.2%	0.0%
Master of Occupational Therapy	0.5%	0.0%
Master of Physician Assistant Studies	1.4%	0.4%
Master of Project Management	0.0%	0.4%
Master of Public Administration	1.7%	1.3%
Master of Public Health	1.2%	2.6%
Master of Public Policy	0.0%	0.9%
Master of School Administration	0.0%	0.9%
Master of Science	36.9%	16.4%
Master of Social Work	0.9%	2.2%
Master of Teaching	2.6%	0.4%
Master of Textiles	1.4%	1.3%
Master of Urban Design	0.2%	0.0%
Professional Science Master's	0.9%	0.9%
Other	10.2%	14.7%
Total (N)	423	232

Note: Respondents could provide more than one response.

Very few of the Alumni Survey respondents who have completed a graduate/professional degree have already completed a Doctoral degree (2%). Among that small group all indicated they had completed a Doctor of Philosophy. Of those alumni who are currently enrolled in graduate or professional school, 24 percent are pursuing a doctoral degree - - the majority of which (96%) are pursuing a Doctor of Philosophy. An additional two percent are pursuing a Doctor of Education.

Fifteen percent of those having already completed an advanced degree earned a Professional degree, most commonly a Juris Doctorate followed by a Doctor of Veterinary Medicine. Among those currently enrolled in Professional school, 22 percent are seeking a Juris Doctorate degree, 19 percent a Doctor of Veterinary Medicine, 18 percent a Doctor of Medicine, 14 percent a Doctor of Osteopathy, and 12 percent a Doctor of Pharmacy.

	Completed	Seeking
Dentistry	1.4%	4.4%
Doctor of Audiology	0.0%	0.0%
Doctor of Medicine	2.7%	17.5%
Doctor of Optometry	2.7%	2.9%
Doctor of Osteopathy	1.4%	13.9%
Doctor of Pharmacy	10.8%	12.4%
Doctor of Physical Therapy	6.8%	0.7%
Doctor of Veterinary Medicine	18.9%	19.0%
Juris Doctor	31.1%	21.9%
Bachelor of Architecture	4.1%	0.0%
Other	20.3%	7.3%
Total (N)	74	137

Note: Respondents could provide more than one response.

Institution

The majority of those going on for a graduate/professional degree stayed in North Carolina (58%), with over one-third (39%) earning or seeking an advanced degree from NC State. See Table 28 for the five most common institutions enrolled in for graduate/professional school, and click [here](#) for the complete listing.

	%	N
North Carolina	58.3%	586
Outside NC, within US	30.7%	309
Outside US	1.7%	17
Not reported	9.3%	93

Note: If respondents reported both having completed and currently seeking a degree, location is based on their current enrollment.

	%	N
NC State University	39.2%	358
UNC - Chapel Hill	4.9%	45
East Carolina University	4.0%	37
Campbell University	3.5%	32
Duke University	2.0%	18

Note: If respondents reported both having completed and currently seeking a degree, location is based on their current enrollment.

Funding

Alumni were asked if they had received any type of scholarship support while attending graduate/professional school. Fifty-six percent of those going to graduate/professional school indicated that they had received such support. The most common type of support was a "scholarship" (27%), followed by a "research assistantship" (21%). Less common were a "teaching assistantship" (15%) and an "honor/award" (14%). Another nine percent indicated that they had received some "other" type of support.

	%	N
No – Did Not Receive Any Funding	44.1%	443
Yes – Received Funding	55.9%	562

	%
Scholarship	27.4%
Honor/Award	13.5%
Teaching Assistantship	15.0%
Research Assistantship	21.1%
Other Assistantship	8.7%

Note: Respondents could provide more than one response.

Preparation

Overall, NC State alumni report feeling well prepared for their graduate/professional school program. Over ninety percent of those who have already completed an advanced degree say their undergraduate education did an "excellent" (52%) or "good" (39%) job preparing them for graduate/professional school. Similar ratings were given by those currently enrolled, with 46 percent saying their preparation for graduate/professional school was "excellent," and 43 percent saying it was "good."

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Among those having completed an advance degree	4.42	52.5%	38.9%	7.1%	1.6%	0.0%	509
Among those currently seeking an advance degree	4.33	46.1%	42.7%	9.8%	0.8%	0.6%	471

Continuing Education

NC State alumni were asked about their participation in continuing education and/or professional development classes/programs. Sixteen percent say that since graduating they had taken a non-credit class, 11 percent have taken a for-credit course, and eight percent have taken both for-credit and not-for-credit classes. Seven percent of those taking a continuing education course or professional development course did so through NC State's McKimmon Center for Extension and Continuing Education.

Figure 7: Enrollment in Continuing/Lifelong Education or Professional Development (N=2,555)

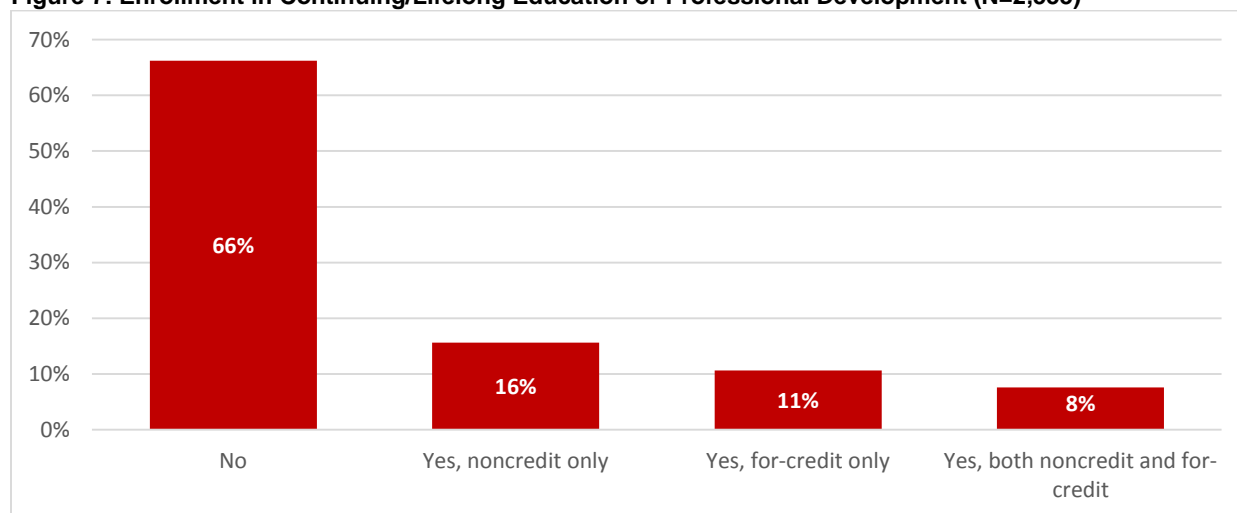


Table 32: Enrollment in NC State's McKimmon Center for Extension and Continuing Education (Among Those Ever Taking a Continuing Education Class)

	%	N
No	93.1%	770
Yes	6.9%	57
Total	100.0%	827

Note: Table excludes "don't know" response option.

Impact

A majority of those taking a continuing education/professional development course report that it had a significant impact on their professional and/or personal life. About one-fourth say the course(s) had a "very significant" impact on their professional career (27%), and another 38 percent say it had a "somewhat significant" impact. Similar numbers say the course(s) had a "very significant" (30%) or "somewhat significant" (42%) impact on their personal life.

Table 33: Professional and Personal Impact of Continuing Education Course

Impact of continuing educ/prof development/lifelong education on:	Mean Rating	4: Very significant impact	3: Somewhat significant impact	2: Limited impact	1: No impact at all	Total (N)
Professional career	2.85	26.9%	38.2%	27.8%	7.1%	862
Personal goals/life enrichment	2.98	30.3%	41.6%	24.2%	3.8%	862

Future Enrollment

Alumni appear likely to enroll in continuing education/professional development courses in the future, with 16 percent saying it is "very likely" and 38 percent saying it is "somewhat likely" that they will take a continuing education or professional development course in the next five years. Twelve percent say it is "not at all likely" that they will pursue such educational opportunities in the future. Those already having taken a continuing education or professional development course are somewhat more likely than those who have not to say it is "very likely" they will do so again in the future (20% vs 13%).

Likelihood of Enrolling	All Respondents	Post-undergraduate enrollment in continuing educ/prof development/lifelong educ	
		Yes	No
4: Very likely	15.6%	20.1%	13.3%
3: Somewhat likely	37.6%	38.4%	37.2%
2: Not very likely	34.3%	32.4%	35.2%
1: Not at all likely	12.5%	9.2%	14.2%
Total (N)	2,548	862	1,686

Undergraduate Education Goals

NC State has a range of educational goals for our undergraduate students, including those related to communication, critical and creative thinking, professionalism, general education, and diversity and global awareness. Respondents to the Alumni Survey were asked how important a number of specific skills related to each of these areas are to them currently, and the extent to which NC State helped them to acquire each of those skills. Overall, alumni believe each of these specific skills to be important, and, although ratings for preparation are consistently lower than ratings for importance for a given item, they feel like NC State did a good job helping them develop such skills. Skills related to communication tended to be more highly rated in importance than other skills, while those related to general education and diversity and global awareness were seen as less important. In terms of how well alumni feel that NC State prepared them, highest overall ratings are given to preparation on skills related to critical and creative thinking and to communication, and lowest ratings to diversity and global awareness. In this section of the report we first look at overall results for the 48 individual skills asked about, then focus specifically on items related to each general area.

Overall Importance of Skills

Average ratings for the 48 individual goals asked about range from a high of 3.9 to a low of 2.7 (on a 4-point scale). At least half the respondents rate all but 12 of the skills as "very important," and for only four skills do more than 10 percent of respondents say the skill is "not at all important."

Most likely to be seen as currently "very important" by alumni are:

- Problem solving skills overall (90%)
- Communication skills overall (90%)
- Understanding written and oral information (88%)
- Professional skills overall (83%)
- Conducting work activities in an ethical manner (83%)
- Defining problems (80%)
- Adapting to changing circumstances (80%)
- Working under pressure (80%)

Most likely to be considered by alumni as "not at all important" to them currently are:

- Appreciating the arts (19%)
- Appreciating the humanities (16%)
- Appreciating differences in sexual orientation (12%)
- Applying social science methods to understand human behavior (12%)

Overall Preparation for Skills

Average preparation ratings for the individual skills range from a high of 3.6 to a low of 2.8 (on a 4-point scale). While few alumni indicate that NC State had "not at all" contributed to their development of a skill, for only nine of the 48 items do half or more of the respondents say that NC State contributed "very much" to their development of it.

Skills for which NC State is most likely to have contributed "very much" to their development, according to alumni, are:

- An overall general education (68%)
- Working independently (56%)
- Working in teams (55%)
- Working under pressure (54%)
- Problem solving skills overall (54%)
- Valuing learning as a lifelong process (53%)
- Understanding the basic concepts in a broad range of disciplines (53%)
- Understanding written and oral information (52%)
- Critically analyzing and evaluating ideas/information (50%)

Alumni are most likely to say that NC State contributed "not at all" to their development of:

- Appreciating differences in sexual orientation (12%)
- Appreciating the arts (11%)
- Understanding issues associated with gender equity (9%)
- Being involved in public and community affairs (7%)
- Understanding issues associated with racial equity (7%)
- Developing and maintaining a healthy lifestyle (7%)
- Applying social science methods to understand human behavior (6%)

Overall Importance Compared to Preparation

As noted above, with few exceptions, on average alumni give higher ratings to the importance of a skill than to the extent to which NC State contributed to their development of that skill. However, in general, alumni give similar relative ratings to the importance of a skill and their preparation for the skill. That is, if a skill ranks high relative to other skills in importance it typically also ranks high relative to other items in preparation. For example, 'problem solving skills overall' has the 2nd highest average rating for importance (3.9) and the 3rd highest average rating for preparation (3.5). Conversely, if a skill ranks low in importance, it typically also ranks low in preparation. For example, 'appreciating the arts' has the lowest average rating for importance (2.7) and the lowest average rating for preparation (2.8).

There are a few notable exceptions to skills having similar relative rankings. Some skills have an average importance rating that is relatively high compared to other skills, but have an average preparation rating that is relatively low compared to other skills. These include:

- Communication skills overall (1st in importance vs 19th in preparation)
- Professional skills overall (4th vs 18th)
- Adapting to changing circumstances (7th vs 32nd)
- Keeping current with skills/knowledge in my field (11th vs 30th)

Conversely, some skills are rated as relatively less important than others, but alumni feel they were relatively better prepared on them. These include:

- An overall general education (16th vs 1st)
- Understanding the basic concepts in a broad range of disciplines (27th vs 5th)
- Applying mathematical skills (37th vs 16th)

Another way to look at this is to examine the differences in the average importance and preparation ratings, irrespective of their rank relative to other skills. The "gap" between ratings were largest for:

- Communication skills overall (average importance rating of 3.9 versus average preparation rating of 3.3)
- Adapting to changing circumstances (3.8 vs 3.2)

- Keeping current with skills/knowledge in my field (3.7 vs 3.2)
- Professional skills overall (3.8 vs 3.3)
- Effectively leading and guiding others (3.6 vs 3.1)

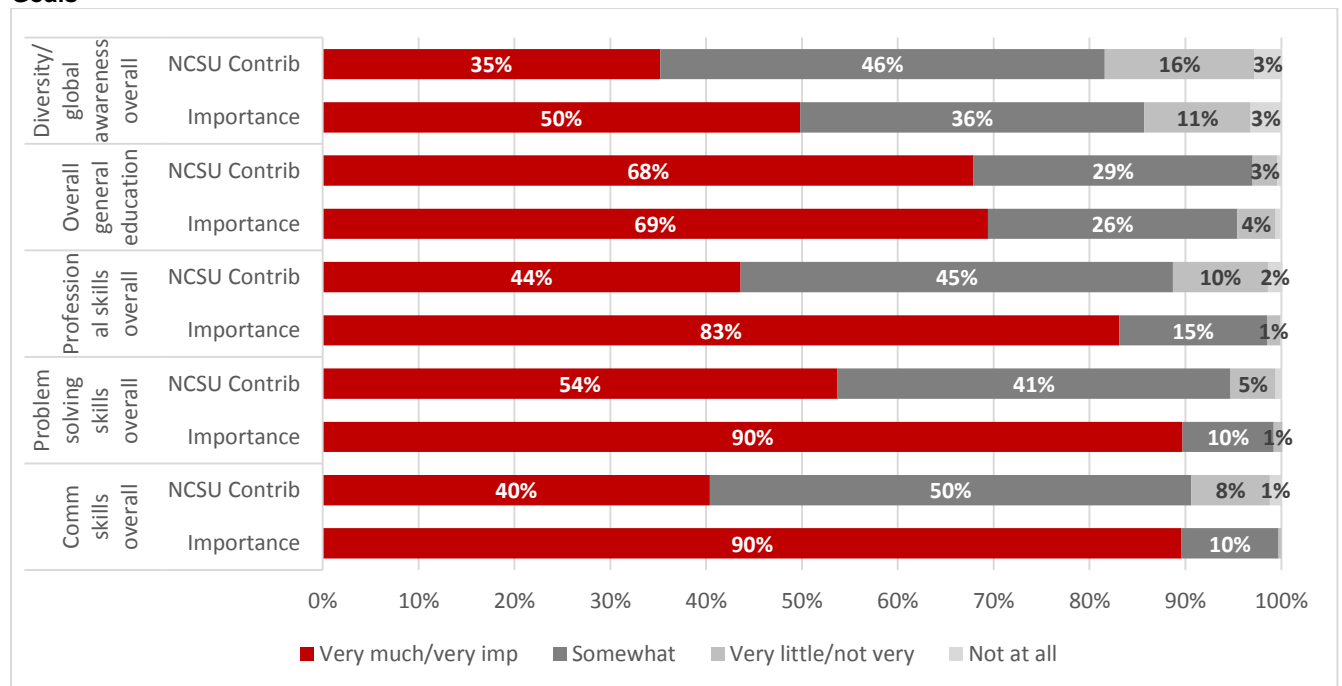
Table 35 below contains mean ratings for importance and preparation for skills. For frequencies of results to all survey items included in the “Undergraduate Education Goals”, click [here](#).

	Mean Importance	Mean Preparation
Communication skills overall	3.89	3.30
Problem solving skills overall	3.89	3.48
Understanding written and oral information	3.87	3.44
Professional skills overall	3.81	3.31
Conducting work activities in an ethical manner	3.79	3.34
Defining problems	3.79	3.39
Adapting to changing circumstances	3.78	3.20
Working under pressure	3.78	3.44
Examining problems from multiple perspectives	3.74	3.37
Working independently	3.73	3.48
Keeping current with skills/knowledge in my field	3.72	3.21
Identifying relevant ideas/information	3.71	3.37
Critically analyzing and evaluating ideas/information	3.70	3.42
Working in teams	3.68	3.47
Valuing learning as a lifelong process	3.68	3.41
An overall general education	3.64	3.64
Breaking down complex topics to enhance understanding	3.63	3.36
Integrating ideas/information from multiple sources	3.62	3.38
Having a tolerance for different points of views	3.62	3.23
Recognizing and acting on ethical principles	3.61	3.23
Effectively leading/guiding others	3.59	3.12
Writing effectively	3.58	3.27
Generating innovative solutions	3.54	3.20
Constructing clear, precise, and accurate arguments	3.52	3.27
Using information technologies and search strategies to access information	3.52	3.32
Preparing for a career	3.50	3.16
Understanding the basic concepts in a broad range of disciplines	3.49	3.45
Working with people from diverse cultural backgrounds	3.48	3.29
Speaking to small and large groups and making presentations	3.47	3.24
Developing and sustaining an active and healthy lifestyle	3.45	3.00
Combining/synthesizing existing ideas/information in original ways	3.45	3.22
Understanding diverse cultures and values	3.42	3.15
Exploring and synthesizing approaches/views from more than one discipline	3.41	3.30
Understanding issues and problems facing the world	3.36	3.08
Diversity/global awareness overall	3.32	3.14
Understanding the commonality of human problems through a global perspective	3.26	3.06
Applying mathematics skills	3.22	3.33
Understanding the present as it relates to historical events/processes	3.20	3.02

	Mean Importance	Mean Preparation
Understanding how science and technology influence society and everyday life	3.20	3.23
Understanding issues associated with racial equity	3.16	2.91
Understanding issues associated with gender equity	3.15	2.89
Formulating and testing hypotheses	3.10	3.26
Acquiring an awareness of new scientific knowledge and discoveries	3.07	3.16
Being involved in public and community affairs	3.07	2.95
Appreciating differences in sexual orientation	3.02	2.82
Applying social science methods to understand human behavior	2.89	2.97
Appreciating the humanities	2.70	2.99
Appreciating the arts	2.65	2.80

Figure 8 below presents a visual display of the differences in "preparation" versus "importance" for the summary measures for the five different areas asked about. Again, highlighting the "gap" for *communications skills overall*, we find that 90 percent of alumni say such skills are "very important" but only 40 percent say NC State contributed "very much" to their development of them. There are also large discrepancies in ratings for *professional skills overall*, *problem solving skills overall*, and, to a lesser extent, *diversity/global awareness overall*. The only summary measure for which there is no difference in ratings is for *overall general education*, with 69 percent of alumni saying this learning outcome is "very important" and 68 percent saying NC State contributed "very much" to their development of it.

Figure 8: NC State's Contribution to and Importance of Summary Measures of Undergraduate Education Goals



Communication Skills

Overall, communication skills were rated as more important than other types of skills asked about.

The ability to *understand written and oral communication* is nearly universally judged by alumni to be an important skill, with 88 percent of respondents rating it as "very important." While *writing effectively* and *speaking to large and small groups and making presentations* are also seen as important by alumni, they are less likely to be judged "very important" (65% and 60%, respectively).

NC State got the highest ratings for contributing to *understanding written and oral communication*, with 52 percent saying the University contributed "very much" and 41 percent saying it contributed "somewhat" to their development of this skill. Although still rated favorably by majorities of alumni, NC State gets lower ratings for their contribution to *writing effectively* and *speaking to large and small groups and making presentations*. About 40 percent say the University contributed "very much" to their development of these skills (40% and 41%, respectively), and over 10 percent rate NC State's contribution as only "very little" or "not at all" (12% and 16%, respectively).

While alumni are satisfied with how well NC State prepared them with respect to communication skills there does appear to be room for improvement - - the overall "gap" between importance and preparation ratings for communication skills is larger than that for others areas asked about.

Table 36 below represents mean importance and preparation ratings. For frequencies of results to all survey items included in the "Undergraduate Education Goals," including those related to communication, click [here](#).

	Mean Importance	Mean Preparation
Communication skills overall	3.89	3.30
Understanding written and oral information	3.87	3.48
Writing effectively	3.58	3.27
Speaking to small and large groups and making presentations	3.47	3.24

Critical and Creative Thinking

Alumni Survey respondents were asked about 11 specific skills related to critical and creative thinking. Each of the 11 skills is rated as "very important" by a majority of alumni. Most likely to be seen as "very important" are:

- Problem solving skills overall (90%)
- Defining problems (80%)
- Examining problems from multiple perspectives (77%)
- Critically analyzing and evaluating ideas and information (75%)

Although still seen as "very important" by a majority of respondents, skills related to critical and creative thinking that are judged to be somewhat less important are:

- Combining/synthesizing existing ideas/information in original ways (11% "not very important" and 1% "not at all important")
- Constructing clear, precise, and accurate arguments (8% and 1%)
- Using information technologies and search strategies to access information (8% and 1%)

Alumni generally believe that they are well prepared for critical and creative thinking. For each specific skill, one-third or more respondents say NC State contributed "very much" to their development of it. Critical and creative thinking skills for which respondents are most likely to believe NC State contributed "very much" to their development are:

- Problem solving skills overall (54%)
- Critically analyzing and evaluating ideas and information (50%)
- Integrating ideas/information from multiple sources (47%)
- Examining problems from multiple perspectives (47%)

Critical and creative thinking skills on which alumni feel less well prepared, saying that NC State contributed only "very little" or "not at all" to their development of, include:

- Generating innovative solutions (13% "very little" and 2% "not at all")
- Combining/synthesizing existing ideas/information in original ways (12% and 2%)
- Constructing clear, precise and accurate arguments (12% and 1%)
- Using information technologies and search strategies to access information (11% and 2%)

Table 37 below represents mean importance and preparation ratings. For frequencies of results to all survey items included in the "Undergraduate Education Goals," including those related to critical and creative thinking, click [here](#).

Table 37: Mean Ratings for Importance of and Preparation for Skills Related to Critical and Creative Thinking		
	Mean Importance	Mean Preparation
Problem solving skills overall	3.89	3.48
Defining problems	3.79	3.39
Examining problems from multiple perspectives	3.74	3.37
Identifying relevant ideas/information	3.71	3.37
Critically analyzing and evaluating ideas/information	3.70	3.42
Breaking down complex topics to enhance understanding	3.63	3.36
Integrating ideas/information from multiple sources	3.62	3.38
Generating innovative solutions	3.54	3.20
Constructing clear, precise, and accurate arguments	3.52	3.27
Using information technologies and search strategies to access information	3.52	3.32
Combining/synthesizing existing ideas/information in original ways	3.45	3.22

Professionalism

A wide range of professional skills are viewed as "very important" by NC State alumni. Seven of the 10 skills were rated as "very important" by over 70 percent of alumni. The skills ranked most important by alumni are:

- Professional skills overall (83%)
- Conducting work activities in an ethical manner (83%)
- Adapting to changing circumstances (80%)
- Working under pressure (80%)

Although still seen as "very important" by a majority of respondents, skills related to professionalism that are viewed as relatively less important are:

- Working with people from diverse cultural backgrounds (9% "not very important" and 2% "not at all important")
- Preparing for a career (8% and 2%)
- Effectively leading/guiding others (6% and 1%)

Although alumni generally feel that they were well prepared with respect to professionalism, differences in average ratings of the importance of the individual skills and ratings for preparation for them is relatively large compared to skills in other areas. Alumni indicate NC State contributed the most to their development of:

- Working independently (56% "very much")
- Working in teams (55%)
- Working under pressure (54%)

Fifteen percent or more alumni say that NC State contributed "very little" or "not at all" to their development of:

- Effectively leading/guiding others (19% "very little" and 3% "not at all")
- Preparing for a career (15% and 4%)
- Adapting to changing circumstances (15% and 3%)
- Keeping current with skills/knowledge in my field (13% and 3%)
- Working with people from diverse cultural backgrounds (13% and 3%)

Table 38 below represents mean importance and preparation ratings. For frequencies of results to all survey items included in the “Undergraduate Education Goals,” including those related to professionalism, click [here](#).

	Mean Importance	Mean Preparation
Professional skills overall	3.81	3.31
Conducting work activities in an ethical manner	3.79	3.34
Adapting to changing circumstances	3.78	3.20
Working under pressure	3.78	3.44
Working independently	3.73	3.48
Keeping current with skills/knowledge in my field	3.72	3.21
Working in teams	3.68	3.47
Effectively leading/guiding others	3.59	3.12
Preparing for a career	3.50	3.16
Working with people from diverse cultural backgrounds	3.48	3.29

General Education

Over half of alumni rate six of the 14 specific skills related to an overall general education as "very important" to them currently. The skills ranked most important are:

- Valuing learning as a lifelong process (74%)
- An overall general education (69%)
- Recognizing and acting on ethical principles (69%)

Skills related to general education are among those seen as least important by alumni, with six of the items being rated as "not very important" or "not at all important" by 25 percent or more of respondents. These include:

- Appreciating the arts (26% "not very important" and 19% "not at all important")
- Appreciating the humanities (23% and 16%)
- Applying social science methods to understand human behavior (22% and 12%)
- Acquiring an awareness of new scientific knowledge and discoveries (20% and 7%)
- Formulating and testing hypotheses (21% and 6%)
- Being involved in public and community affairs (19% and 7%)

In only three general education skills do more than half of alumni indicate that NC State contributed "very much" to their development. These skills include:

- An overall general education (68%)
- Valuing learning as a lifelong process (53%)
- Understanding the basic concepts in a broad range of disciplines (53%)

One-fourth or more of alumni say that NC State contributed "very little" or "not at all" to:

- Appreciating the arts (25% "very little" and 11% "not at all")
- Applying social science methods to understand human behavior (21% and 6%)
- Being involved in public and community affairs (20% and 7%)
- Developing and sustaining an active and healthy lifestyle (20% and 7%)
- Appreciating the humanities (20% and 6%)

Table 39 below represents mean importance and preparation ratings. For frequencies of results to all survey items included in the “Undergraduate Education Goals,” including those related to general education, click [here](#).

Table 39: Mean Ratings for Importance of and Preparation for Skills Related to General Education		
	Mean Importance	Mean Preparation
Valuing learning as a lifelong process	3.68	3.41
An overall general education	3.64	3.64
Recognizing and acting on ethical principles	3.61	3.23
Understanding the basic concepts in a broad range of disciplines	3.49	3.45
Developing and sustaining an active and healthy lifestyle	3.45	3.00
Exploring and synthesizing approaches/views from more than one discipline	3.41	3.30
Applying mathematical skills	3.22	3.33
Understanding how science and technology influence society and everyday life	3.20	3.23
Formulating and testing hypotheses	3.10	3.26
Acquiring an awareness of new scientific knowledge and discoveries	3.07	3.16
Being involved in public and community affairs	3.07	2.95
Applying social science methods to understand human behavior	2.89	2.97
Appreciating the humanities	2.70	2.99
Appreciating the arts	2.65	2.80

Diversity and Global Awareness

Although over 40 percent or more alumni rate all of the diversity and global awareness skills as "very important," skills in this area are typically seen by alumni as relatively less important than skills in other areas. Diversity and global awareness skills most likely to be rated as "very important" are:

- Having a tolerance for different points of view (68%)
- Understanding diverse cultures and values (56%)
- Understanding issues and problems facing the world (52%)

Seen as "not very" or "not at all important" in their current lives by over one-fifth of respondents are:

- Appreciating differences in sexual orientation (16% "not very important" and 12% "not at all important")
- Understanding issues associated with gender equity (16% and 7%)
- Understanding issues associated with racial equity (16% and 7%)

Overall, relative to other areas asked about, NC State alumni are least likely to say the University made a significant contribution to their development to skills related to diversity and global awareness. Slightly more than one-third of alumni say NC State contributed "very much" to their development of:

- Having a tolerance for different points of view (41%)
- Understanding diverse cultures and values (37%)
- Diversity/global awareness overall (35%)

More than one-fourth of alumni say that NC State contributed "very little" or "not at all" to their development of:

- Appreciating differences in sexual orientation (22% "very little" and 12% "not at all")
- Understanding issues associated with gender equity (23% and 9%)
- Understanding issues associated with racial equity (23% and 7%)

Table 40 below represents mean importance and preparation ratings. For frequencies of results to all survey items included in the "Undergraduate Education Goals," including those related to diversity/global awareness, click [here](#).

	Mean Importance	Mean Preparation
Having a tolerance for different points of views	3.62	3.23
Understanding diverse cultures and values	3.42	3.15
Understanding issues and problems facing the world	3.36	3.08
Diversity/global awareness overall	3.32	3.14
Understanding the commonality of human problems through a global perspective	3.26	3.06
Understanding the present as it relates to historical events/processes	3.20	3.02
Understanding issues associated with racial equity	3.16	2.91
Understanding issues associated with gender equity	3.15	2.89
Appreciating differences in sexual orientation	3.02	2.82

Undergraduate Experiences

Alumni were asked about their participation in a variety of educational and co-curricular experiences and activities while an undergraduate student at NC State, and, for some experiences, the impact they had on their professional and/or personal lives. Nearly half of the alumni said they had travelled abroad while an undergraduate, with about 21 percent participating in Study Abroad or an NC State service trip. A large number of alumni obtained work-related experience as an undergraduate. Over 40 percent said they had had an internship/externship, 20 percent did research with a faculty member, 11 percent had a student teaching assignment, and eight percent participated in a Cooperative Education program. The large majority of alumni had been engaged in student organizations, with a sizable number of them saying they had played a leadership role in at least one such organization. Overall, we find that engagement in these various educational and/or co-curricular activities has a lasting, positive impact on students.

Impact of Various Undergraduate Experiences

Alumni were asked the extent to which various experiences they had while an undergraduate at NC State impacted their current professional or personal lives. From the activities asked about, participating in an internship/co-op/student teaching was most likely to have had a lasting impact, followed by participating in undergraduate research, and participating in community service or a service learning project. (In the following summary of results those alumni selecting the "not applicable" response option, indicating they had not had the experience as an undergraduate, are excluded from the analysis.)

Over two-thirds of alumni "agree" that *participation in an internship/co-op/student teaching has had a positive impact on my career* (70%), and another 18 percent "tend to agree." Forty-seven percent of alumni "agree" and 31 percent "tend to agree" that *knowledge/experiences from undergraduate research have had a positive impact on my career*. Nearly three-fourths of alumni either "agree" (39%) or "tend to agree" (33%) that *community service or a service learning project has had a positive impact on my commitment to helping to improve society*.

Foreign language courses taken at NC State also had a lasting impact on alumni, with 28 percent agreeing and another 28 percent saying they "tend to agree" that such courses *helped me gain an appreciation for other cultures*. However, alumni are less likely to "agree" (21%) or "tend to agree" (21%) that *the ability to communicate in a language other than English has proven helpful in my current profession*. Twenty-two percent of alumni "disagree" and another 11 percent "tend to disagree" that speaking another language is helpful in their current career.

A majority of alumni indicate that their physical education course(s) at NC State had a long-term effect. Sixty percent either "agree" (35%) or "tend to agree" (27%) that such courses *had a positive influence on their current exercise/health habits*.

Finally, about half of alumni either "agree" (23%) or "tend to agree" (31%) that *attending ARTS NC State events increased my interest in attending future arts/cultural events*.

Table 41: Impact of Various Undergraduate Experiences on Personal/Professional Life (Among Those with Such an Experience)

	Mean Rating	5: Agree	4: Tend to agree	3: Neither agree nor disagree	2: Tend to disagree	1: Disagree	Total (N)
Physical ed course(s) had a positive influence on my current exercise/health habits	3.74	35.4%	27.2%	22.2%	7.0%	8.3%	2,261
Attending ARTS NC State events increased my interest in attending future arts/cultural events	3.52	23.2%	30.7%	29.8%	7.0%	9.2%	1,448
Ability to communicate in a language other than English has proven helpful in current position	3.08	21.3%	20.6%	24.8%	11.0%	22.3%	1,368
Foreign language courses helped me gain an appreciation for other cultures	3.53	27.9%	27.8%	25.1%	7.9%	11.3%	1,297
Participation in an internship/co-op/student teaching has had a positive impact on career	4.54	69.8%	18.3%	9.2%	1.0%	1.7%	1,564
Knowledge/experiences from undergraduate research have had a positive impact on career	4.15	47.4%	30.7%	15.2%	3.3%	3.4%	1,543
Community service/service learning project has had impact on commitment in helping to improve society	4.01	39.2%	33.3%	20.3%	3.5%	3.7%	1,698

Note: Table excludes "not applicable" response option.

International Experiences

Alumni were asked about various on- and off-campus international experiences they had as undergraduate students at NC State. This section of the report focuses on the extent of participation in such activities, and the impact of those experiences on various learning outcomes.

One-fourth of those responding to the survey say they had participated in an on-campus international program or activity, and almost one-half say they had had at least one type of international experience outside the U.S. during their time as an undergraduate at NC State (45%). [Note that this information does not capture the total number of times an alumni travelled abroad as an undergraduate, but rather the different reasons for which they had such an experience(s).] While 32 percent of alumni say they had travelled abroad for personal reasons, almost one-in-five say they did a Study Abroad for either a summer or short-term session (13%) and/or for a semester or longer (6%). Five percent say they went on an international service trip organized by NC State, and four percent say they went on a non-NC State service trip. A very small number of alumni say they had travelled abroad for other reasons, such as to work on a research project or for an internship.

Table 42: Participation in On-Campus International Program or Activity

	%	N
No – did not participate	75.1%	1,804
Yes - participated	24.9%	599
Total	100.0%	2,403

Note: Table excludes "not sure/don't know" response option.

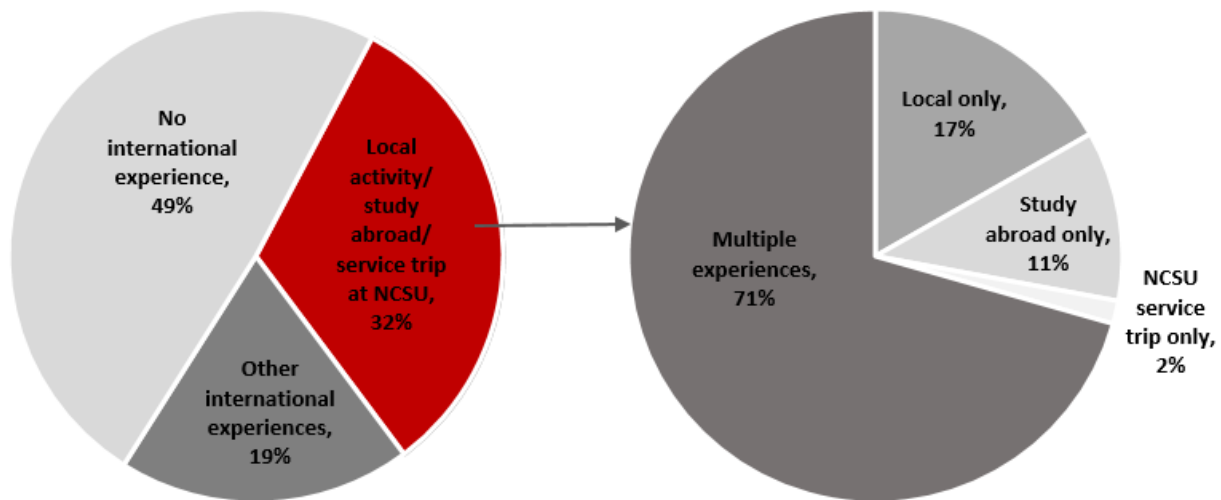
	%
Personal travel outside the US	32.3%
Study abroad for a summer or short term	13.4%
Study abroad for one semester or longer	5.9%
International service trip organized by NC State	5.2%
International service trip organized outside NC State	3.5%
Work outside the US	1.6%
International internship	1.5%
Research project outside the US	1.4%
Student teaching outside the US	0.4%
Total (N)	2,553

Note: Respondents could provide more than one response.

	%	N
No international travel	54.6%	1,394
One	31.0%	792
Two or more	14.4%	367
Total	100.0%	2,553

Altogether, 32 percent of alumni indicate having some international experience (either a local activity or something outside of the US) specifically sponsored or organized by NC State, with the majority of them having multiple types of experiences. Another 19 percent had travelled abroad only for other reasons, unrelated to NC State. In what follows we focus exclusively on the findings from those who had an on-campus international experience, and/or who did a Study Abroad or service trip through NC State.

Figure 9: International Experiences (N=2,553)



Impact

Alumni having had an NC State organized international experience were asked the impact it had for them on four different learning outcomes. Three-fourths of alumni with such international experience say it did "a great deal" to help them *appreciate diverse perspectives and cultures* (74%), and two-thirds say it did "a great deal" to help them *better understand problems and issues facing the world* (64%). A little over half of these alumni say their international experience did "a great deal" to positively impact their *work attitudes and skills* (54%). Almost half believe their international experience did "a great deal" to improve their *problem solving skills* (46%).

Table 45: Impact of NCSU International Experience on Various Learning Outcomes

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Helped appreciate diverse perspectives/different cultures	3.63	74.1%	18.3%	4.5%	3.1%	799
Helped better understand world problems/issues	3.45	63.5%	22.7%	8.7%	5.0%	801
Had positive impact on work attitudes/skills	3.29	53.6%	28.5%	11.5%	6.4%	800
Helped improve problem solving skills	3.14	46.3%	31.3%	12.8%	9.6%	799

The extent to which alumni feel these learning outcomes were achieved varies somewhat by the type of international experience they had as an undergraduate. Those with only a local experience (i.e., participating in an on-campus international activity) are consistently least likely to believe that experience(s) contributed "a great deal" to the various learning outcomes. However, there are few differences in ratings between those with different types of experiences that actually took them outside the United States. Some notable findings related to the type of experience and its impact on learning outcomes are:

- Those with only a local experience were more likely to say that experience contributed "a great deal" to helping them *appreciate diverse perspectives and cultures* than to say it contributed to other learning outcomes.
- Those who participated in multiple international experiences and those participating in study abroad only were more likely than those with other types of international experience to say their experience contributed "a great deal" to all four of the learning outcomes.

Table 46: Impact of NCSU International Experience on Improving Problem Solving Skills, by Type of Experience

International experience helped improve problem solving skills	International experience			
	Local experience only	Study abroad only	NCSU Service trip only	Multiple experiences
4: A great deal	16.4%	55.1%	33.3%	52.3%
3: Some	35.8%	25.8%	16.7%	31.4%
2: A little	19.4%	12.4%	16.7%	11.2%
1: Not at all	28.4%	6.7%	33.3%	5.1%
Total (N)	134	89	12	564

Note: "Multiple experiences" indicates that respondents reported two or more international experiences.

Table 47: Impact of NCSU International Experience on Work Attitudes/Skills, by Type of Experience

International experience had positive impact on work attitudes/skills	International experience			
	Local experience only	Study abroad only	NCSU Service trip only	Multiple experiences
4: A great deal	26.9%	56.2%	33.3%	60.0%
3: Some	32.8%	28.1%	16.7%	27.8%
2: A little	22.4%	10.1%	41.7%	8.5%
1: Not at all	17.9%	5.6%	8.3%	3.7%
Total (N)	134	89	12	565

Note: "Multiple experiences" indicates that respondents reported two or more international experiences.

Table 48: Impact of NCSU International Experience on Understanding World Problems/Issues, by Type of Experience

International experience helped better understand world problems/issues	International experience			
	Local experience only	Study abroad only	NCSU Service trip only	Multiple experiences
4: A great deal	29.1%	70.8%	50.0%	70.8%
3: Some	35.1%	18.0%	33.3%	20.3%
2: A little	20.1%	5.6%	8.3%	6.5%
1: Not at all	15.7%	5.6%	8.3%	2.3%
Total (N)	134	89	12	566

Note: "Multiple experiences" indicates that respondents reported two or more international experiences.

Table 49: Impact of NCSU International Experience on Appreciating Diverse Perspectives/Different Cultures, by Type of Experience

International experience helped appreciate diverse perspectives/different cultures	International experience			
	Local experience only	Study abroad only	NCSU Service trip only	Multiple experiences
4: A great deal	50.0%	80.9%	58.3%	79.1%
3: Some	29.9%	15.7%	.	16.3%
2: A little	11.2%	1.1%	41.7%	2.7%
1: Not at all	9.0%	2.2%	.	2.0%
Total (N)	134	89	12	564

Note: "Multiple experiences" indicates that respondents reported two or more international experiences.

Reasons for Non-Participation

Alumni who indicated that they had not participated in an NC State organized Study Abroad trip and/or a service learning trip were asked the reason(s) why they had not done so. About half of these alumni say "financial constraints" kept them from doing a Study Abroad (57%) or a service learning trip (49%). One-fourth of those not participating in a Study Abroad and one-third of those not participating in a service learning trip say it was due to "no interest in available programs" (26% and 34%, respectively). Around one-fourth of the alumni who did not do a Study Abroad and/or a service learning trip cited "personal, family, or employment obligations" as keeping them from having such an international experience (26% and 22%, respectively), while slightly fewer say they did not do so because they "learned about opportunities too late" (18%). A small percentage of alumni indicate that "my own/my family's concern about safety" was a reason for not participating in a Study Abroad and/or service learning trip (5% and 3%, respectively).

	Study Abroad	Service Learning
Financial constraints	57.4%	49.2%
Not interested in available programs	26.0%	34.2%
Personal, family, or employment obligations	25.7%	21.6%
Learned about opportunities too late	18.2%	17.5%
My own/my family's concerns about safety	4.7%	3.3%
Other	13.1%	8.8%
Total (N)	2,081	2,348

Note: Respondents could provide more than one response.

Work-Related Experiences

Alumni report having had a number of different work-related experiences while an undergraduate at NC State. The most commonly reported such experience was an internship (45%), followed by a full-time/part-time job where the work was not related to their academic major (32%), and full-time/part-time job related to their major (22%). Twenty percent participated in research with faculty and another twenty percent had some type of other on-campus employment. Eleven percent said they got work-related experience through student teaching, and eight percent say they had participated in a Cooperative Education Program.

	%
Internship	44.6%
Full-time or part-time job not in major	32.3%
Full-time or part-time job in major	22.4%
Research with faculty	20.4%
Other on-campus employment	19.8%
Student teaching	11.1%
Cooperative Education Program	8.1%
Practicum	6.7%
Residence advisor	4.6%

Note: Respondents could provide more than one response.

Participation in Student Organizations

Alumni were asked about their participation in various different student organizations while they were undergraduate students at NC State. Organization/clubs with an academic focus were popular among alumni, with 33 percent saying they participated in an "organization/club related to their major," and 16 percent in an "honor/professional fraternity/sorority." Twenty-six percent say they participated in "intramural/recreation sports or club teams". Other activities in which more than 10 percent of alumni say they participated are "University Scholars Program" (16%), "religious groups" (15%), "service group/organization" (12%), and "social fraternity/sorority" (12%). Altogether, 79 percent of the alumni indicated that they had participated in at least one of the different groups/organizations asked about (including "other"), and 10 percent said that had participated in five or more of the groups asked about.

	Yes – Participated %
Organizations/clubs related to major	32.9%
Intramural/Recreational sports, club teams	26.4%
Honor/professional fraternity/sorority	15.6%
University Scholars Program	15.6%
Religious groups	15.1%
Service group/organization	11.9%
Social fraternity/sorority	11.6%
Other organization	10.0%
University Honors Program	6.5%
Visual/performing arts/music groups	5.7%
International/cultural organization	5.4%
Academic scholarship program	5.1%
Student Ambassador group	5.0%
Minority student groups	4.9%
Residence Hall Council, IRC	4.8%
Political/issue groups	3.9%
Student Media/Publications	3.4%
Varsity athletic teams	3.3%
Student Government	3.0%
Multicultural Student Affairs group	2.9%
African American Cultural Center	2.4%
Culturally affiliated group	2.2%
Union Activities Board groups	1.8%
ROTC	1.3%
GLBT (gay, lesbian, bisexual, transgender) student group	1.0%

Note: Respondents could provide more than one response.

Total number of school-related groups	%	N
None	21.2%	541
One	25.4%	649
Two	21.6%	552
Three	14.3%	365
Four	7.8%	198
Five or more	9.7%	248
Total	100.0%	2,553

Leadership Positions

Alumni who indicated that they had participated in any of the different types of clubs/organizations listed were asked if they had held a "significant leadership role" in any of those clubs/organizations. Nearly half of those participating in a club/organization while at NC State say they held such a leadership position (49%). These leadership experiences had a positive impact on students, with 60 percent of those who say that NC State contributed "very much" to their *ability to effectively lead or guide others* having held such a leadership position while an undergraduate. In contrast, 63 percent of those who say NC State contributed "very little" and 78 percent of those who say NC State contributed "not at all" to their *ability to effectively lead or guide others* had **not** had a leadership position in a club/organization.

Table 54: Leadership Role in Student Groups (Among Those Participating in at Least One Organization)

Leadership role in school-related organization(s)	%	N
No	51.5%	1,036
Yes	48.5%	975
Total	100.0%	2,011

Table 55: Leadership Role in Student Groups by Perception of Preparation to Lead Others (Among Those Participating in at Least One Organization)

Leadership role in school-related organization(s)	NCSU Contrib: Effectively leading/guiding others			
	4: Very much	3: Somewhat	2: Very little	1: Not at all
Yes	60.5%	43.8%	36.8%	21.6%
No	39.5%	56.2%	63.2%	78.4%
Total (N)	736	754	307	51

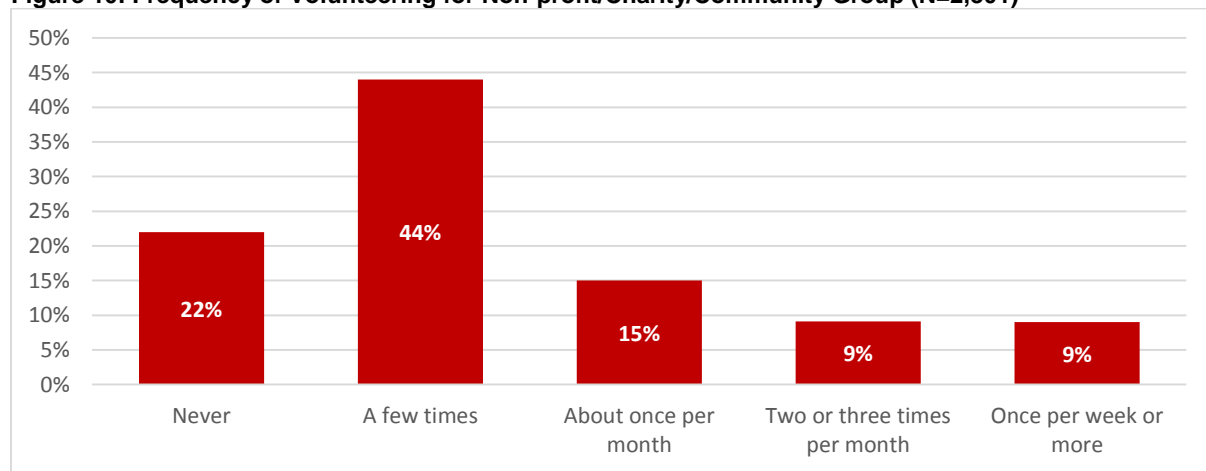
Current Behaviors

Alumni were asked a number of questions about their current behaviors with respect to community service, physical exercise, participation in the arts, keeping up with current events and pleasure reading. In this section of the report we present these results, along with the extent to which NC State might have contributed to such behaviors. Overall, 33 percent of alumni report that they volunteer their time about once per month or more, and over 80 percent say they exercise at least once per week (84%). Twenty-seven percent say they typically attend an arts/cultural event about once per month or more. Finally, while the majority of alumni say they keep up with current events on a regular basis, they are less likely to regularly read for leisure. For the most part, it appears that experiences at NC State had a positive impact on such current behaviors.

Volunteer Activities

One third of alumni say they volunteer for a non-profit, charity, or community group once a month or more, with nine percent saying they do so at least once per week. Over 20 percent, however, say they "never" participate in such volunteer activities (22%). Alumni who never volunteer were less likely to say that their college education contributed "very much" to their *being involved in public and community affairs*. For example, 39 percent of those who currently volunteer "once per week or more" compared to 19 percent of those who "never" volunteer, say that NC State contributed "very much" to this outcome.

Figure 10: Frequency of Volunteering for Non-profit/Charity/Community Group (N=2,301)



Current volunteer activities are also associated with participation in community service/service learning projects while at NC State, and the extent to which alumni think such experiences impacted their commitment to helping to improve society. About 40 to 45 percent of those who volunteer once a month or more "agree" that their participation in community service/service learning activities as an undergraduate had such an impact. In contrast, half of alumni who say they "never" volunteer for a non-profit, charity, or community group indicate that they also did not participate in a community service or service learning project while an undergraduate student at NC State (49%).

Table 56: Preparation to Being Involved in Public and Community Affairs, by Current Volunteer Behaviors

NCSU Contrib: Being involved in public and community affairs	Volunteered for non-profit/charity/community group				
	Never	A few times	About once per month	Two or three times per month	Once per week or more
4: Very much	18.8%	30.8%	33.3%	39.2%	39.1%
3: Somewhat	37.0%	44.3%	46.3%	40.2%	37.5%
2: Very little	29.0%	19.4%	16.4%	15.5%	17.7%
1: Not at all	15.2%	5.5%	4.0%	5.2%	5.7%
Total (N)	479	983	324	194	192

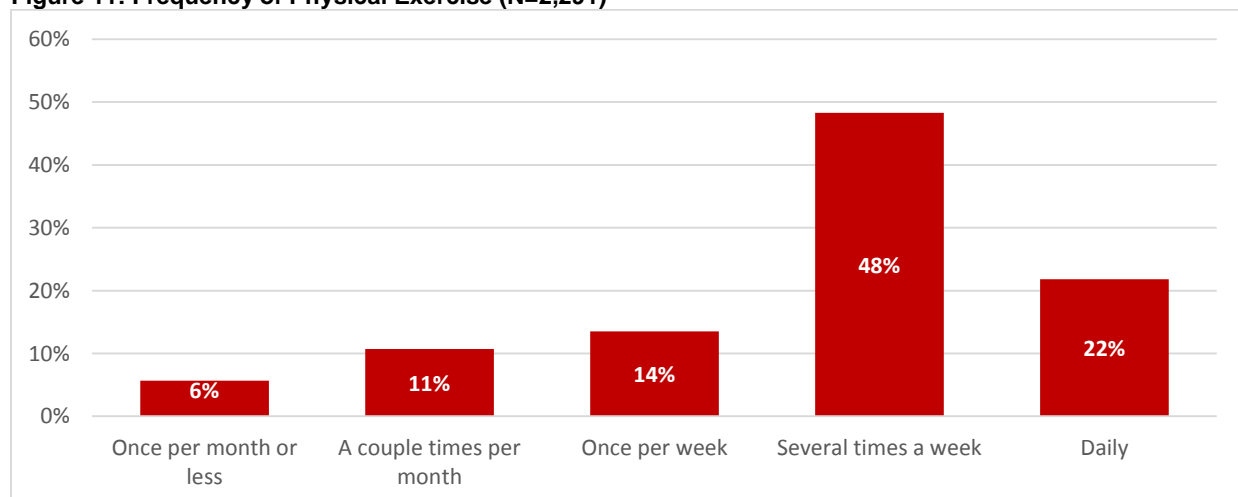
Table 57: Impact of Participation in Community Service/Service Learning Project as an Undergraduate, by Current Volunteer Behaviors

Community service/service learning project has had impact on commitment in helping to improve society.	Volunteered for non-profit/charity/community group				
	Never	A few times	About once per month	Two or three times per month	Once per week or more
5: Agree	12.5%	26.9%	37.4%	45.6%	45.3%
4: Tend to agree	13.0%	28.8%	30.9%	24.5%	21.7%
3: Neither agree nor disagree	16.6%	17.1%	9.4%	11.3%	12.3%
2: Tend to disagree	3.8%	2.9%	1.5%	1.0%	1.0%
1: Disagree	4.7%	2.2%	1.8%	2.0%	2.5%
Did not complete community service/service learning project	49.4%	22.1%	19.1%	15.7%	17.2%
Total (N)	506	1,016	340	204	203

Physical Exercise

The large majority of alumni indicate they engage in physical exercise at least once per week (84%), with 22 percent saying they exercise on a daily basis.

Figure 11: Frequency of Physical Exercise (N=2,291)



The more frequently one currently exercises the more likely they are to believe that their undergraduate education played a role in such behaviors. Forty-six percent of those who exercise on a daily basis, compared to about 19 percent of those who do so less than once per week, "agree" that their *physical education course(s) at NC State had a positive influence on their current exercise/health habits*. Similarly, 43 percent of those who exercise on a daily basis, compared to 25 percent of those who do so less than once per month, believe that their college education contributed "very much" to *developing and sustaining an active and healthy lifestyle*.

Table 58: Influence of Physical Education Courses of Exercise/Health Habits, by Current Physical Exercise Behaviors

Physical ed course(s) had a positive influence on my current exercise/health habits.	Current frequency of physical exercise				
	Once per month or less	A couple times a month	Once per week	Several times a week	Daily
5: Agree	19.2%	18.7%	29.1%	35.2%	46.0%
4: Tend to agree	17.7%	28.6%	30.1%	28.9%	19.9%
3: Neither agree nor disagree	26.9%	24.9%	23.9%	21.0%	19.1%
2: Tend to disagree	8.5%	11.2%	5.9%	7.2%	4.3%
1: Disagree	25.4%	12.4%	8.2%	5.0%	8.3%
Did not enroll in physical ed course	2.3%	4.1%	2.9%	2.6%	2.4%
Total (N)	130	241	306	1,093	493

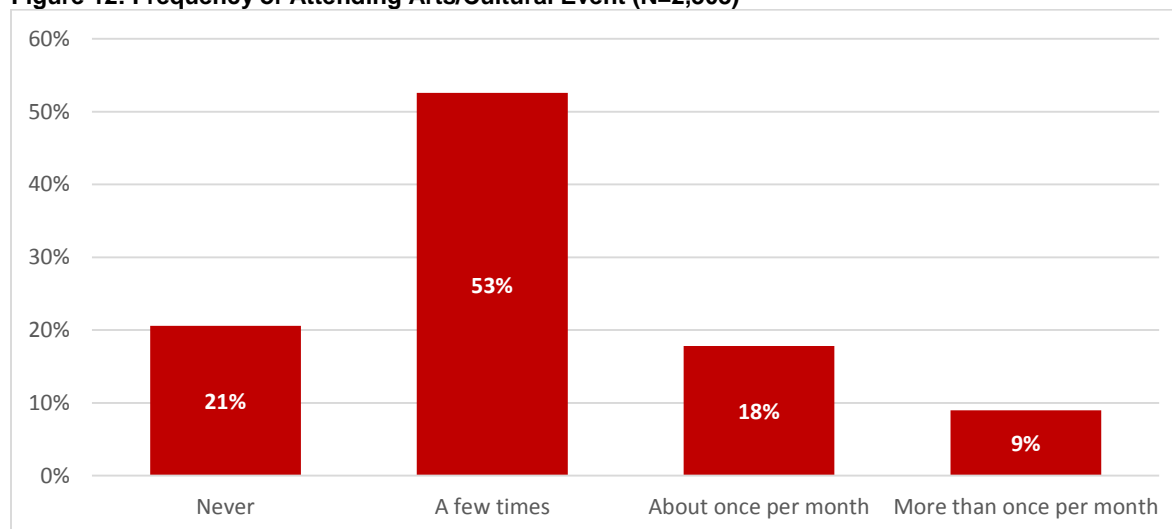
Table 59: Preparation to Being Developing/Sustaining Active/Healthy Lifestyle, by Current Physical Exercise Behaviors

NCSU Contrib: Developing and sustaining an active and healthy lifestyle	Physical exercise (collapsed)				
	Once per month or less	A couple times a month	Once per week	Several times a week	Daily
4: Very much	24.8%	21.1%	23.8%	34.7%	42.9%
3: Somewhat	33.3%	46.8%	45.9%	40.8%	34.0%
2: Very little	30.8%	24.5%	24.1%	18.8%	15.9%
1: Not at all	11.1%	7.6%	6.2%	5.7%	7.2%
Total (N)	117	237	290	1,052	473

Participation in the Arts

While a notable number of NC State alumni say they "never" attend arts or cultural events (21%), 27 percent say they attend such events about once per month or more.

Figure 12: Frequency of Attending Arts/Cultural Event (N=2,303)



Alumni who regularly attend arts/cultural events are much more likely to agree that attending ARTS NC State events while a student increased their interest in attending such events in the future. For example, 29 percent of those who attend an arts/cultural event "more than once per month," compared to just six percent of those who "never" do so, "agree" that attending ARTS NC State events increased their interest in participating in such events in the future. Similarly, 55 percent of those who do not currently attend arts/cultural events did not attend ARTS NC State events while an undergraduate, compared to 22 percent of those who currently attend "more than once per month."

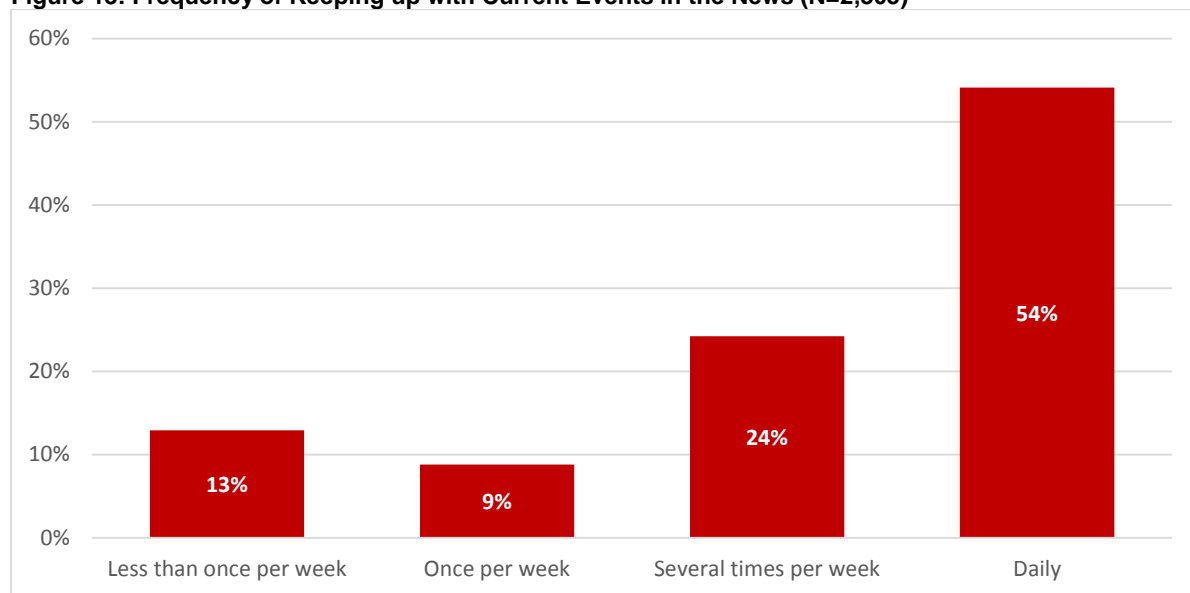
Table 60: Influence of NC State ARTS Events on Interest in Attending Future Arts/Cultural Events, by Current Participation in the Arts

Attending ARTS NC State events increased my interest in attending future arts/cultural events.	Attended arts/cultural event (collapsed)			
	Never	A few times	About once per month	More than once per month
5: Agree	5.6%	12.4%	22.5%	28.5%
4: Tend to agree	6.5%	19.9%	28.4%	25.5%
3: Neither agree nor disagree	17.5%	20.9%	15.2%	15.0%
2: Tend to disagree	4.8%	4.8%	2.5%	5.0%
1: Disagree	11.0%	5.0%	2.7%	3.5%
Did not attend ARTS event	54.6%	36.9%	28.7%	22.5%
Total (N)	463	1,199	408	200

Current Events

The majority of alumni (54%) say they keep up with current events in the news "daily," and another 24 percent do so "several times a week."

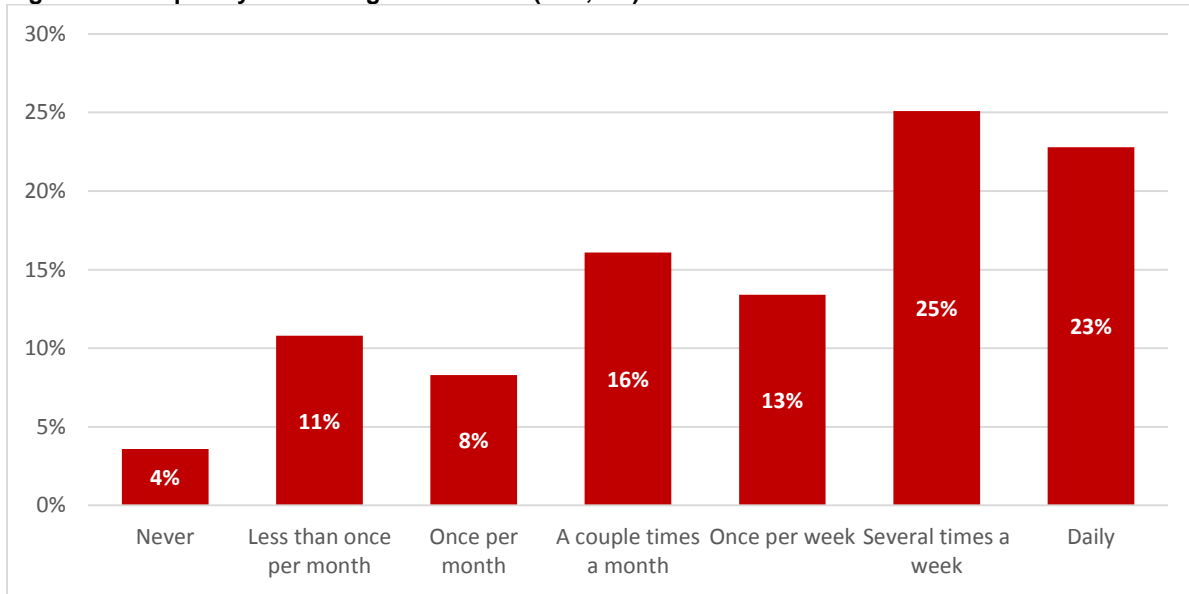
Figure 13: Frequency of Keeping up with Current Events in the News (N=2,305)



Leisure Reading

Alumni are less likely to read for pleasure, with just 23 percent saying they do so "daily," and 25 percent "several times a week." Fifteen percent of alumni say they read for pleasure either "less than once per month" (11%) or "never" (4%).

Figure 14: Frequency of Reading for Pleasure (N=2,302)



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Posted: December, 2015
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