

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### Importance of Critical and Creative Thinking Skills

#### Imp: Problem solving skills overall

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	89.7%	90.9%	85.1%	86.1%	85.1%	95.3%	86.9%	92.3%	88.8%	88.3%
<b>3: Somewhat important</b>	9.5%	8.4%	13.8%	12.5%	13.8%	4.2%	11.8%	6.7%	11.2%	11.3%
<b>2: Not very important</b>	0.9%	0.6%	1.1%	1.4%	1.1%	0.5%	1.3%	1.0%		0.4%
<b>Total (N)</b>	2,464	308	87	502	174	623	306	104	89	266

#### Imp: Defining problems

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	80.4%	82.5%	72.4%	74.6%	76.9%	87.3%	79.3%	83.7%	79.8%	78.2%
<b>3: Somewhat important</b>	18.0%	16.6%	25.3%	22.0%	20.8%	12.2%	19.7%	15.4%	19.1%	20.7%
<b>2: Not very important</b>	1.4%	1.0%	2.3%	3.2%	2.3%	0.5%	0.7%	1.0%	1.1%	1.1%
<b>1: Not at all important</b>	0.1%			0.2%			0.3%			
<b>Total (N)</b>	2,460	308	87	500	173	623	305	104	89	266

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### Imp: Examining problems from multiple perspectives

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	77.4%	76.5%	81.6%	77.4%	74.7%	79.7%	73.8%	81.7%	82.0%	73.7%
<b>3: Somewhat important</b>	19.7%	20.2%	17.2%	18.6%	21.3%	18.5%	22.5%	17.3%	16.9%	22.9%
<b>2: Not very important</b>	2.7%	3.3%	1.1%	3.4%	4.0%	1.8%	3.6%	1.0%	1.1%	3.0%
<b>1: Not at all important</b>	0.2%	.	.	0.6%	.	.	.	.	.	0.4%
<b>Total (N)</b>	2,457	307	87	501	174	622	302	104	89	266

### Imp: Breaking down complex topics to enhance understanding

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	70.3%	67.4%	72.4%	69.5%	62.6%	76.8%	68.9%	66.3%	65.5%	68.8%
<b>3: Somewhat important</b>	23.5%	28.0%	23.0%	22.4%	27.6%	19.6%	26.2%	23.1%	24.1%	23.3%
<b>2: Not very important</b>	5.5%	4.2%	4.6%	7.0%	9.8%	3.2%	3.6%	6.7%	9.2%	7.5%
<b>1: Not at all important</b>	0.8%	0.3%	.	1.2%	.	0.3%	1.3%	3.8%	1.1%	0.4%
<b>Total (N)</b>	2,458	307	87	501	174	622	305	104	87	266

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### Imp: Identifying relevant ideas/information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	74.3%	71.0%	71.6%	76.6%	68.6%	77.7%	74.1%	74.0%	74.2%	70.2%
<b>3: Somewhat important</b>	22.7%	25.7%	26.1%	19.0%	27.9%	20.6%	21.6%	21.2%	23.6%	27.9%
<b>2: Not very important</b>	2.8%	2.9%	2.3%	3.8%	3.5%	1.6%	3.9%	4.8%	1.1%	1.9%
<b>1: Not at all important</b>	0.2%	0.3%	.	0.6%	.	.	0.3%	.	1.1%	.
<b>Total (N)</b>	2,455	307	88	500	172	620	305	104	89	265

### Imp: Using information technologies and search strategies to access information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	62.0%	62.0%	64.4%	62.8%	58.1%	64.4%	61.8%	64.4%	60.7%	56.8%
<b>3: Somewhat important</b>	28.7%	29.2%	31.0%	26.0%	28.5%	28.7%	32.2%	28.8%	25.8%	29.3%
<b>2: Not very important</b>	8.4%	8.1%	4.6%	10.0%	12.8%	5.8%	4.9%	4.8%	13.5%	13.5%
<b>1: Not at all important</b>	0.9%	0.6%	.	1.2%	0.6%	1.1%	1.0%	1.9%	.	0.4%
<b>Total (N)</b>	2,456	308	87	500	172	621	304	104	89	266

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### Imp: Critically analyzing and evaluating ideas/information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	74.7%	73.9%	64.8%	73.9%	65.3%	79.2%	75.1%	75.0%	73.0%	75.9%
<b>3: Somewhat important</b>	20.8%	21.5%	29.5%	20.0%	27.2%	19.2%	20.0%	17.3%	22.5%	20.3%
<b>2: Not very important</b>	4.0%	3.6%	5.7%	5.2%	7.5%	1.6%	4.9%	5.8%	3.4%	3.4%
<b>1: Not at all important</b>	0.4%	1.0%		0.8%				1.9%	1.1%	0.4%
<b>Total (N)</b>	2,456	307	88	499	173	620	305	104	89	266

### Imp: Integrating ideas/information from multiple sources

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	68.5%	67.4%	68.2%	71.7%	63.7%	71.9%	65.9%	63.5%	64.0%	65.0%
<b>3: Somewhat important</b>	25.6%	27.0%	28.4%	20.5%	28.7%	23.9%	28.5%	27.9%	29.2%	29.7%
<b>2: Not very important</b>	5.3%	5.2%	2.3%	6.6%	7.6%	3.5%	5.2%	7.7%	5.6%	4.9%
<b>1: Not at all important</b>	0.7%	0.3%	1.1%	1.2%		0.6%	0.3%	1.0%	1.1%	0.4%
<b>Total (N)</b>	2,453	307	88	498	171	620	305	104	89	266

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

**Imp: Constructing clear, precise, and accurate arguments**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	63.4%	61.9%	63.6%	68.9%	62.4%	65.8%	57.4%	61.2%	55.1%	60.9%
<b>3: Somewhat important</b>	26.9%	26.7%	23.9%	21.8%	27.7%	26.6%	30.4%	28.2%	30.3%	32.3%
<b>2: Not very important</b>	8.3%	10.1%	11.4%	7.4%	8.7%	6.5%	10.9%	6.8%	13.5%	6.4%
<b>1: Not at all important</b>	1.3%	1.3%	1.1%	1.8%	1.2%	1.1%	1.3%	3.9%	1.1%	0.4%
<b>Total (N)</b>	2,453	307	88	499	173	620	303	103	89	266

**Imp: Combining/synthesizing existing ideas/information in original ways**

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	58.2%	55.6%	58.0%	63.3%	51.7%	57.7%	54.5%	62.5%	71.9%	54.9%
<b>3: Somewhat important</b>	29.5%	30.4%	29.5%	25.3%	35.5%	28.6%	32.3%	33.7%	23.6%	31.6%
<b>2: Not very important</b>	11.1%	11.8%	11.4%	9.8%	12.8%	12.9%	11.9%	2.9%	3.4%	12.0%
<b>1: Not at all important</b>	1.3%	2.3%	1.1%	1.6%		0.8%	1.3%	1.0%	1.1%	1.5%
<b>Total (N)</b>	2,450	306	88	498	172	619	303	104	89	266

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### Imp: Generating innovative solutions

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Very important</b>	63.0%	64.6%	65.9%	60.2%	54.9%	69.0%	56.4%	68.3%	83.1%	55.1%
<b>3: Somewhat important</b>	28.8%	25.9%	23.9%	29.9%	35.8%	25.4%	33.8%	26.0%	14.6%	35.5%
<b>2: Not very important</b>	7.1%	8.2%	8.0%	8.4%	8.1%	5.0%	8.2%	5.8%	2.2%	7.9%
<b>1: Not at all important</b>	1.1%	1.3%	2.3%	1.4%	1.2%	0.6%	1.6%	.	.	1.5%
<b>Total (N)</b>	2,451	305	88	498	173	619	305	104	89	265

### NCSU Contribution to Development of Critical and Creative Thinking Skills

#### NCSU Contrib: Problem solving skills overall

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	53.7%	50.5%	51.3%	38.5%	49.4%	68.6%	53.1%	64.3%	65.9%	46.1%
<b>3: Average preparation</b>	41.0%	46.4%	44.9%	51.5%	43.8%	29.0%	42.5%	30.6%	31.8%	46.9%
<b>2: Fair preparation</b>	4.7%	3.1%	3.8%	8.7%	6.8%	2.3%	2.7%	4.1%	2.3%	7.1%
<b>1: Poor preparation</b>	0.6%	.	.	1.3%	.	0.2%	1.7%	1.0%	.	.
<b>Total (N)</b>	2,343	293	78	470	162	601	294	98	88	254

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### NCSU Contrib: Defining problems

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	46.5%	41.3%	49.4%	36.8%	50.6%	57.2%	44.2%	53.1%	60.2%	37.6%
<b>3: Average preparation</b>	46.0%	53.6%	41.8%	51.3%	40.0%	38.3%	49.7%	38.8%	34.1%	53.7%
<b>2: Fair preparation</b>	6.9%	4.8%	8.9%	11.1%	8.1%	4.2%	4.8%	8.2%	5.7%	8.6%
<b>1: Poor preparation</b>	0.6%	0.3%	.	0.9%	1.3%	0.3%	1.4%	.	.	.
<b>Total (N)</b>	2,341	293	79	470	160	601	292	98	88	255

### NCSU Contrib: Examining problems from multiple perspectives

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	47.0%	44.5%	51.3%	48.1%	48.1%	47.8%	44.7%	48.5%	57.5%	42.5%
<b>3: Average preparation</b>	44.2%	50.0%	42.3%	41.2%	42.0%	41.8%	49.1%	41.2%	36.8%	48.4%
<b>2: Fair preparation</b>	8.0%	4.8%	6.4%	10.1%	9.3%	8.8%	5.1%	10.3%	5.7%	8.7%
<b>1: Poor preparation</b>	0.9%	0.7%	.	0.6%	0.6%	1.7%	1.0%	.	.	0.4%
<b>Total (N)</b>	2,335	292	78	466	162	601	293	97	87	254

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### NCSU Contrib: Breaking down complex topics to enhance understanding

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	45.7%	43.7%	46.8%	42.4%	45.7%	52.1%	49.5%	47.9%	41.4%	34.9%
<b>3: Average preparation</b>	45.2%	48.5%	41.8%	46.5%	42.6%	40.8%	42.7%	42.7%	50.6%	54.9%
<b>2: Fair preparation</b>	8.2%	6.8%	10.1%	9.9%	11.1%	6.7%	6.5%	9.4%	6.9%	9.8%
<b>1: Poor preparation</b>	0.9%	1.0%	1.3%	1.3%	0.6%	0.5%	1.4%	.	1.1%	0.4%
<b>Total (N)</b>	2,336	293	79	465	162	601	293	96	87	255

### NCSU Contrib: Identifying relevant ideas/information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	45.5%	42.5%	40.5%	46.9%	46.3%	47.3%	46.8%	53.1%	41.4%	40.6%
<b>3: Average preparation</b>	46.6%	51.0%	51.9%	44.3%	45.7%	44.9%	45.4%	41.8%	50.6%	50.8%
<b>2: Fair preparation</b>	7.0%	5.5%	7.6%	8.5%	7.4%	6.8%	6.1%	5.1%	5.7%	7.9%
<b>1: Poor preparation</b>	0.9%	1.0%	.	0.2%	0.6%	1.0%	1.7%	.	2.3%	0.8%
<b>Total (N)</b>	2,340	292	79	469	162	601	293	98	87	254

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### NCSU Contrib: Using information technologies and search strategies to access information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	46.6%	50.5%	41.8%	41.9%	50.0%	48.3%	48.5%	51.5%	37.5%	45.5%
<b>3: Average preparation</b>	40.5%	41.3%	48.1%	41.7%	38.3%	40.1%	40.3%	38.1%	42.0%	38.8%
<b>2: Fair preparation</b>	11.3%	6.8%	10.1%	14.5%	11.1%	10.0%	9.9%	10.3%	15.9%	14.5%
<b>1: Poor preparation</b>	1.5%	1.4%	.	1.9%	0.6%	1.7%	1.4%	.	4.5%	1.2%
<b>Total (N)</b>	2,341	293	79	468	162	601	293	97	88	255

### NCSU Contrib: Critically analyzing and evaluating ideas/information

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	50.1%	41.3%	43.0%	49.3%	52.5%	55.7%	49.5%	59.8%	56.8%	43.7%
<b>3: Average preparation</b>	42.8%	52.9%	51.9%	43.1%	38.3%	38.3%	42.3%	34.0%	37.5%	47.6%
<b>2: Fair preparation</b>	6.5%	5.5%	5.1%	7.0%	9.3%	5.9%	7.5%	6.2%	3.4%	7.1%
<b>1: Poor preparation</b>	0.6%	0.3%	.	0.6%	.	0.2%	0.7%	.	2.3%	1.6%
<b>Total (N)</b>	2,336	293	79	469	162	596	293	97	88	254

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### NCSU Contrib: Integrating ideas/information from multiple sources

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	47.2%	45.5%	41.8%	50.7%	49.1%	44.7%	47.8%	53.6%	51.7%	44.3%
<b>3: Average preparation</b>	44.0%	48.3%	49.4%	40.5%	41.6%	44.6%	43.7%	39.2%	42.5%	47.1%
<b>2: Fair preparation</b>	7.8%	5.8%	8.9%	8.1%	9.3%	8.8%	7.2%	7.2%	5.7%	7.5%
<b>1: Poor preparation</b>	0.9%	0.3%	.	0.6%	.	1.8%	1.4%	.	.	1.2%
<b>Total (N)</b>	2,335	292	79	467	161	599	293	97	87	255

### NCSU Contrib: Constructing clear, precise, and accurate arguments

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	40.6%	36.0%	38.0%	49.6%	46.3%	35.4%	40.3%	46.9%	44.3%	35.7%
<b>3: Average preparation</b>	46.6%	52.1%	51.9%	40.0%	42.0%	48.7%	46.4%	41.8%	42.0%	52.5%
<b>2: Fair preparation</b>	11.7%	11.0%	10.1%	9.6%	9.9%	14.7%	11.6%	10.2%	11.4%	11.8%
<b>1: Poor preparation</b>	1.1%	1.0%	.	0.9%	1.9%	1.2%	1.7%	1.0%	2.3%	.
<b>Total (N)</b>	2,339	292	79	468	162	599	293	98	88	255

# 2015 Alumni Survey

## College Comparisons of Undergraduate Education Goals Critical and Creative Thinking Skills Frequency Distributions

### NCSU Contrib: Combining/synthesizing existing ideas/information in original ways

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	38.3%	36.0%	34.2%	41.2%	38.3%	35.8%	35.4%	52.0%	56.3%	33.9%
<b>3: Average preparation</b>	47.8%	50.0%	57.0%	45.5%	50.6%	47.7%	48.5%	38.8%	35.6%	52.4%
<b>2: Fair preparation</b>	12.1%	12.0%	8.9%	11.6%	9.9%	14.2%	14.1%	8.2%	5.7%	12.2%
<b>1: Poor preparation</b>	1.8%	2.1%	.	1.7%	1.2%	2.3%	2.1%	1.0%	2.3%	1.6%
<b>Total (N)</b>	2,332	292	79	466	162	598	291	98	87	254

### NCSU Contrib: Generating innovative solutions

	NCSU	College/School								
		CALS	CED	CHASS	CNR	COE	COS	COT	Design	PCOM
<b>4: Good preparation</b>	37.8%	34.6%	35.4%	33.3%	34.6%	40.5%	35.4%	51.0%	65.5%	34.0%
<b>3: Average preparation</b>	47.0%	52.7%	53.2%	46.1%	48.1%	46.7%	49.1%	39.8%	32.2%	45.8%
<b>2: Fair preparation</b>	13.1%	11.3%	11.4%	17.2%	15.4%	10.9%	12.7%	6.1%	2.3%	18.6%
<b>1: Poor preparation</b>	2.1%	1.4%	.	3.4%	1.9%	2.0%	2.7%	3.1%	.	1.6%
<b>Total (N)</b>	2,331	292	79	466	162	598	291	98	87	253