

2018 Alumni Survey

College Comparisons of Undergraduate Education Goals Average Ratings

Communication Skills

Communication Skills: Importance

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Importance: Communication skills overall	3.90	3.91	3.84	3.90	3.84	3.92	3.93	3.89	3.93	3.91	4.00
Importance: Writing effectively	3.61	3.57	3.49	3.61	3.48	3.63	3.75	3.62	3.51	3.63	3.79
Importance: Speaking to small and large groups and making presentations	3.48	3.40	3.53	3.68	3.42	3.50	3.47	3.53	3.54	3.51	3.57
Importance: Understanding written and oral information	3.86	3.89	3.77	3.88	3.84	3.82	3.90	3.88	3.85	3.84	3.64

Communication Skills: NC State Contribution to Development

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: Communication skills overall	3.28	3.32	3.41	3.49	3.06	3.34	3.38	3.24	3.34	3.33	3.42
Contrib. to Development: Writing effectively	3.28	3.25	3.00	3.46	3.01	3.31	3.50	3.27	3.29	3.32	3.42
Contrib. to Development: Speaking to small and large groups and making presentations	3.27	3.29	3.48	3.51	3.13	3.36	3.27	3.17	3.47	3.35	3.25
Contrib. to Development: Understanding written and oral information	3.42	3.44	3.30	3.50	3.26	3.47	3.52	3.44	3.49	3.47	3.33

2018 Alumni Survey

College Comparisons of Undergraduate Education Goals

Average Ratings

Problem Solving Skills

Problem Solving Skills: Importance

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Importance: Problem solving skills overall	3.89	3.91	3.95	3.86	3.96	3.86	3.84	3.91	3.88	3.86	3.85
Importance: Defining problems	3.76	3.78	3.77	3.72	3.84	3.63	3.71	3.80	3.79	3.76	3.77
Importance: Examining problems from multiple perspectives	3.76	3.80	3.79	3.79	3.78	3.62	3.77	3.76	3.79	3.71	3.77
Importance: Breaking down complex topics to enhance understanding	3.67	3.66	3.56	3.71	3.75	3.51	3.65	3.71	3.66	3.68	3.62
Importance: Identifying relevant ideas/information	3.73	3.73	3.67	3.78	3.75	3.65	3.72	3.72	3.75	3.77	3.69
Importance: Using information technologies and search strategies to access information	3.58	3.57	3.53	3.62	3.60	3.48	3.54	3.64	3.62	3.62	3.62
Importance: Critically analyzing and evaluating ideas/information	3.75	3.75	3.77	3.75	3.79	3.61	3.75	3.75	3.73	3.79	3.77
Importance: Integrating ideas/information from multiple sources	3.65	3.66	3.72	3.76	3.63	3.53	3.67	3.67	3.60	3.68	3.77
Importance: Constructing clear, precise, and accurate arguments	3.55	3.48	3.56	3.50	3.60	3.43	3.59	3.57	3.45	3.56	3.54
Importance: Combining/synthesizing existing ideas/information in original ways	3.48	3.50	3.56	3.59	3.45	3.37	3.52	3.47	3.32	3.47	3.46
Importance: Generating innovative solutions	3.58	3.57	3.73	3.65	3.65	3.52	3.55	3.56	3.63	3.53	3.69

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College Comparisons of Undergraduate Education Goals Average Ratings

Problem Solving Skills: NC State Contribution to Development

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: Problem solving skills overall	3.47	3.47	3.60	3.50	3.61	3.37	3.34	3.50	3.55	3.46	3.70
Contrib. to Development: Defining problems	3.37	3.36	3.42	3.44	3.49	3.25	3.27	3.36	3.45	3.38	3.30
Contrib. to Development: Examining problems from multiple perspectives	3.37	3.38	3.55	3.59	3.34	3.24	3.41	3.35	3.38	3.35	3.20
Contrib. to Development: Breaking down complex topics to enhance understanding	3.37	3.37	3.32	3.51	3.42	3.26	3.36	3.33	3.41	3.33	3.50
Contrib. to Development: Identifying relevant ideas/information	3.38	3.39	3.34	3.49	3.37	3.29	3.38	3.34	3.45	3.41	3.60
Contrib. to Development: Using information technologies and search strategies to access information	3.33	3.43	3.25	3.46	3.33	3.27	3.28	3.35	3.38	3.31	3.50
Contrib. to Development: Critically analyzing and evaluating ideas/information	3.44	3.39	3.54	3.46	3.43	3.33	3.48	3.42	3.49	3.48	3.60
Contrib. to Development: Integrating ideas/information from multiple sources	3.39	3.38	3.33	3.52	3.30	3.35	3.46	3.41	3.46	3.41	3.60
Contrib. to Development: Constructing clear, precise, and accurate arguments	3.31	3.30	3.37	3.40	3.20	3.22	3.41	3.28	3.31	3.36	3.30
Contrib. to Development: Combining/synthesizing existing ideas/information in original ways	3.24	3.24	3.26	3.36	3.16	3.24	3.30	3.16	3.35	3.27	3.20
Contrib. to Development: Generating innovative solutions	3.22	3.22	3.48	3.36	3.18	3.28	3.17	3.12	3.44	3.22	3.30

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College Comparisons of Undergraduate Education Goals Average Ratings

Professional Skills

Professional Skills: Importance

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Importance: Professional skills overall	3.80	3.82	3.76	3.85	3.72	3.81	3.83	3.81	3.87	3.83	3.83
Importance: Working independently	3.76	3.81	3.65	3.73	3.70	3.76	3.80	3.79	3.75	3.74	3.92
Importance: Working in teams	3.71	3.72	3.71	3.80	3.71	3.69	3.66	3.76	3.81	3.72	3.85
Importance: Working with people from diverse cultural backgrounds	3.55	3.58	3.36	3.79	3.33	3.46	3.64	3.68	3.64	3.59	3.54
Importance: Conducting work activities in an ethical manner	3.84	3.90	3.78	3.82	3.79	3.76	3.85	3.89	3.88	3.85	3.92
Importance: Adapting to changing circumstances	3.82	3.83	3.80	3.88	3.79	3.76	3.83	3.78	3.89	3.87	3.62
Importance: Effectively leading/guiding others	3.62	3.67	3.55	3.82	3.48	3.62	3.65	3.65	3.64	3.67	3.69
Importance: Preparing for a career	3.56	3.63	3.47	3.54	3.44	3.49	3.56	3.67	3.67	3.57	3.83
Importance: Keeping current with skills/knowledge in my field	3.73	3.82	3.71	3.80	3.64	3.71	3.73	3.80	3.74	3.70	3.85
Importance: Working under pressure	3.80	3.85	3.75	3.84	3.76	3.73	3.79	3.80	3.82	3.82	4.00

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College Comparisons of Undergraduate Education Goals

Average Ratings

Professional Skills: NC State Contribution to Development

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: Professional skills overall	3.32	3.36	3.15	3.53	3.23	3.41	3.24	3.23	3.50	3.51	3.42
Contrib. to Development: Working independently	3.47	3.51	3.56	3.41	3.42	3.38	3.45	3.52	3.56	3.53	3.67
Contrib. to Development: Working in teams	3.49	3.52	3.46	3.59	3.50	3.57	3.41	3.33	3.67	3.62	3.67
Contrib. to Development: Working with people from diverse cultural backgrounds	3.34	3.39	3.00	3.57	3.21	3.38	3.38	3.26	3.44	3.44	3.17
Contrib. to Development: Conducting work activities in an ethical manner	3.37	3.39	3.13	3.55	3.29	3.28	3.36	3.31	3.50	3.54	3.42
Contrib. to Development: Adapting to changing circumstances	3.27	3.36	3.17	3.41	3.14	3.28	3.28	3.26	3.38	3.34	3.42
Contrib. to Development: Effectively leading/guiding others	3.15	3.25	2.94	3.51	2.99	3.18	3.12	3.14	3.27	3.23	3.42
Contrib. to Development: Preparing for a career	3.17	3.22	2.98	3.46	3.15	3.26	3.01	3.09	3.34	3.39	3.08
Contrib. to Development: Keeping current with skills/knowledge in my field	3.21	3.27	3.15	3.50	3.07	3.29	3.15	3.25	3.34	3.27	3.25
Contrib. to Development: Working under pressure	3.45	3.44	3.75	3.43	3.50	3.30	3.41	3.45	3.47	3.46	3.67

2018 Alumni Survey

College Comparisons of Undergraduate Education Goals Average Ratings

General Education

General Education: Importance

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Importance: An overall general education	3.66	3.68	3.48	3.76	3.49	3.67	3.75	3.76	3.72	3.65	3.85
Importance: Understanding the basic concepts in a broad range of disciplines	3.53	3.54	3.42	3.59	3.45	3.50	3.57	3.57	3.61	3.49	3.77
Importance: Exploring and synthesizing approaches/views from more than one discipline	3.46	3.49	3.53	3.50	3.41	3.30	3.49	3.53	3.44	3.41	3.85
Importance: Formulating and testing hypotheses	3.09	3.20	2.75	3.14	3.21	2.89	2.95	3.42	2.97	2.98	3.38
Importance: Acquiring an awareness of new scientific knowledge and discoveries	3.08	3.34	2.69	3.09	3.15	2.97	2.97	3.57	2.95	2.69	3.69
Importance: Appreciating the arts	2.73	2.56	3.27	3.02	2.46	2.54	3.09	2.72	2.79	2.56	3.21
Importance: Appreciating the humanities	2.79	2.58	2.88	3.19	2.49	2.56	3.28	2.81	2.67	2.62	2.93
Importance: Applying social science methods to understand human behavior	2.96	2.88	2.98	3.48	2.62	2.69	3.35	2.99	2.84	2.88	3.14
Importance: Applying mathematics skills	3.23	3.38	2.63	3.43	3.52	3.16	2.81	3.43	3.21	3.30	3.36
Importance: Understanding how science and technology influence society and everyday life	3.30	3.49	3.16	3.60	3.40	3.12	3.11	3.51	3.24	3.14	3.79
Importance: Recognizing and acting on ethical principles	3.66	3.74	3.51	3.78	3.60	3.45	3.71	3.68	3.56	3.71	3.93
Importance: Being involved in public and community affairs	3.16	3.24	3.02	3.46	2.84	3.14	3.34	3.19	3.19	3.18	3.36
Importance: Developing and sustaining an active and healthy lifestyle	3.47	3.50	3.31	3.47	3.36	3.51	3.53	3.49	3.55	3.44	3.71
Importance: Valuing learning as a lifelong process	3.69	3.73	3.78	3.69	3.64	3.57	3.73	3.72	3.71	3.64	3.93
Importance: Understanding sustainability as viable/socially just solution	3.35	3.51	3.44	3.41	3.27	3.45	3.35	3.37	3.31	3.22	3.87

2018 Alumni Survey

College Comparisons of Undergraduate Education Goals

Average Ratings

General Education: NC State Contribution to Development

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: An overall general education	3.62	3.61	3.51	3.59	3.55	3.55	3.63	3.69	3.73	3.64	3.83
Contrib. to Development: Understanding the basic concepts in a broad range of disciplines	3.43	3.45	3.27	3.39	3.35	3.34	3.48	3.57	3.48	3.43	3.67
Contrib. to Development: Exploring and synthesizing approaches/views from more than one discipline	3.29	3.34	3.19	3.35	3.17	3.22	3.36	3.34	3.28	3.28	3.50
Contrib. to Development: Formulating and testing hypotheses	3.21	3.36	2.88	3.21	3.24	3.09	3.11	3.44	3.31	3.08	3.33
Contrib. to Development: Acquiring an awareness of new scientific knowledge and discoveries	3.10	3.35	2.71	3.31	3.05	3.02	3.02	3.41	3.27	2.85	3.17
Contrib. to Development: Appreciating the arts	2.77	2.66	3.39	3.12	2.51	2.59	3.04	2.71	2.96	2.68	3.00
Contrib. to Development: Appreciating the humanities	2.98	2.83	3.14	3.19	2.70	2.73	3.45	2.88	2.94	2.86	2.83
Contrib. to Development: Applying social science methods to understand human behavior	2.95	2.88	2.82	3.32	2.58	2.75	3.39	2.92	2.84	2.93	2.92
Contrib. to Development: Applying mathematics skills	3.31	3.36	2.65	3.45	3.66	3.14	2.89	3.42	3.57	3.39	3.50
Contrib. to Development: Understanding how science and technology influence society and everyday life	3.28	3.38	2.90	3.51	3.33	3.19	3.15	3.44	3.43	3.18	3.58
Contrib. to Development: Recognizing and acting on ethical principles	3.27	3.32	2.90	3.37	3.18	3.20	3.27	3.24	3.37	3.41	3.50
Contrib. to Development: Being involved in public and community affairs	2.97	3.07	2.90	3.38	2.62	3.03	3.08	2.93	3.21	3.06	3.25
Contrib. to Development: Developing and sustaining an active and healthy lifestyle	3.00	3.16	2.84	3.20	2.72	3.11	3.03	2.95	3.16	3.11	3.75

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2018 Alumni Survey

College Comparisons of Undergraduate Education Goals

Average Ratings

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: Valuing learning as a lifelong process	3.37	3.45	3.29	3.51	3.24	3.36	3.42	3.33	3.53	3.41	3.75
Contrib. to Development: Understanding sustainability as viable/socially just solution	3.15	3.30	3.04	3.28	2.98	3.31	3.12	3.11	3.34	3.16	3.92

Diversity/Global Awareness

Diversity/Global Awareness: Importance

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Importance: Diversity/global awareness overall	3.41	3.34	3.40	3.63	3.15	3.30	3.59	3.43	3.52	3.48	3.71
Importance: Having a tolerance for different points of views	3.66	3.67	3.65	3.81	3.54	3.55	3.76	3.70	3.73	3.65	3.71
Importance: Understanding diverse cultures and values	3.52	3.46	3.52	3.76	3.28	3.36	3.71	3.54	3.59	3.58	3.71
Importance: Understanding the commonality of human problems through a global perspective	3.40	3.38	3.44	3.61	3.14	3.26	3.60	3.44	3.43	3.41	3.86
Importance: Understanding issues and problems facing the world	3.46	3.44	3.40	3.62	3.25	3.27	3.65	3.49	3.56	3.46	3.71
Importance: Understanding the present as it relates to historical events/processes	3.31	3.27	3.27	3.46	3.12	3.25	3.51	3.26	3.19	3.31	3.64
Importance: Understanding issues associated with racial equity	3.32	3.25	3.44	3.58	3.06	3.17	3.56	3.36	3.35	3.32	3.57
Importance: Understanding issues associated with gender equity	3.26	3.17	3.31	3.48	3.03	3.08	3.47	3.36	3.28	3.27	3.50
Importance: Appreciating differences in sexual orientation	3.12	2.99	3.25	3.34	2.85	2.91	3.35	3.27	3.19	3.13	3.36

2018 Alumni Survey

College Comparisons of Undergraduate Education Goals Average Ratings

Diversity/Global Awareness: NC State Contribution to Development

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

	College/School										
	NC State	11-CALS	12-DN	13-CED	14-COE	15-CNR	16-HSS	17-COS	18-TEX	20-PCOM	24-DASA
Contrib. to Development: Diversity/global awareness overall	3.20	3.12	3.07	3.34	2.91	3.15	3.36	3.23	3.40	3.35	3.50
Contrib. to Development: Having a tolerance for different points of views	3.25	3.22	3.22	3.43	3.01	3.23	3.40	3.21	3.40	3.36	3.42
Contrib. to Development: Understanding diverse cultures and values	3.22	3.20	3.07	3.41	2.94	3.18	3.40	3.19	3.31	3.34	3.42
Contrib. to Development: Understanding the commonality of human problems through a global perspective	3.13	3.10	2.93	3.27	2.83	3.14	3.35	3.08	3.18	3.25	3.42
Contrib. to Development: Understanding issues and problems facing the world	3.14	3.14	3.07	3.27	2.88	3.10	3.36	3.05	3.19	3.20	3.42
Contrib. to Development: Understanding the present as it relates to historical events/processes	3.01	2.96	2.78	3.09	2.72	3.04	3.33	2.88	3.00	3.09	3.00
Contrib. to Development: Understanding issues associated with racial equity	2.96	2.90	2.78	3.11	2.70	2.85	3.17	2.94	3.05	3.08	3.08
Contrib. to Development: Understanding issues associated with gender equity	2.94	2.90	2.76	3.07	2.65	2.84	3.15	2.96	3.03	3.03	3.00
Contrib. to Development: Appreciating differences in sexual orientation	2.88	2.82	2.63	3.03	2.61	2.80	3.08	2.94	3.07	2.95	2.92