

NC STATE UNIVERSITY

2018 Alumni Survey All Respondents: Overview

Introduction

This overview report presents results from the 2018 Alumni Survey at NC State University. The Alumni Survey asks baccalaureate alumni who graduated from Summer 2012 through May 2015 a wide range of questions about their satisfaction with their NC State experience; their post-graduation activities, including employment and further education; and their sense of how well NC State prepared them for life after graduation.

For a full discussion about the survey's methodology, see [2018 Alumni Survey: Introduction, Methods, and Student Demographic Profile](#). Responses broken down by gender and race/ethnicity, by college, and by academic year of graduation, as well as a copy of the survey instrument with exact question wording, are available online through [2018 Alumni Survey: Table of Contents](#).

A total of 14,591 baccalaureate alumni were eligible to complete the 2018 Alumni Survey; 2,527 alumni participated in the survey for a response rate of 17.3%.

Overall Satisfaction

2018 Alumni Survey respondents were overwhelmingly satisfied with their educational experience at NC State and would recommend the University to others. Over 90 percent rated their overall undergraduate education as "very strong" (54.7%) or "strong" (39.6%), and a similar percentage believed that NC State prepared them "a great deal" (57.3%) or "some" (33.1%) to be competitive with graduates from other institutions. Almost all survey respondents said they would recommend NC State to a friend (93.9%).

Table 1: Overall Evaluation of NC State Education

	Mean	4: Very Strong	3: Strong	2: Weak	1: Very Weak	Total (N)
Overall evaluation of undergraduate education at NC State	3.47	54.7%	39.6%	4.7%	1.0%	2,296

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

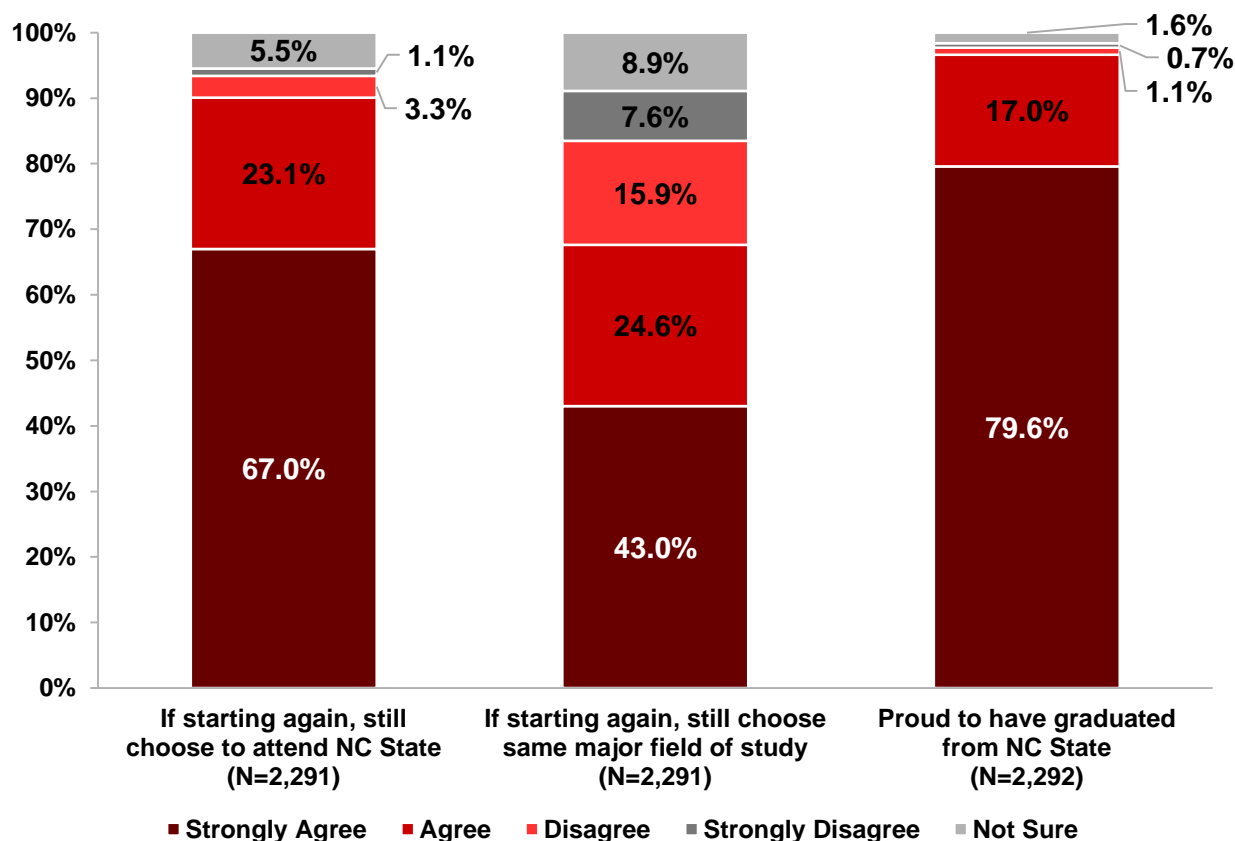
	Mean	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
NC State education prepared me to be competitive with graduates from other institutions	3.45	57.3%	33.1%	7.2%	2.4%	2,295

Table 3: Would Recommend NC State to a Friend

	Yes	No	Not sure	Total (N)
Would recommend NC State to a friend	93.9%	1.2%	4.9%	2,295

Over 90 percent reported that they either “strongly agree” (67.0%) or “agree” (23.1%) that they would choose to attend NC State again if they were starting over. Respondents were less certain that they would choose the same major of study, with 43 percent reporting they “strongly agree” and 25 percent reporting they “agree” that they would do so. Among the remaining respondents, 24 percent said they either “disagree” (15.9%) or “strongly disagree” (7.6%) that they would choose the same major, and nine percent were unsure. With very few exceptions, Alumni Survey respondents reported being proud to have graduated from NC State (79.6% “strongly agree” and 17.0% “agree”).

Figure 1: Satisfaction with NC State 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. More than eight-in-ten alumni who said their first full-time permanent position was “directly” related to their major field of study either “strongly agree” (56.1%) or “agree” (24.7%) they would choose the same major again, compared to just over two-thirds whose first full-time job was “somewhat” related to their major and 45 percent whose first full-time job was unrelated. Over 40 percent of those whose first job was unrelated to their academic major said they “strongly disagree” (16.8%) or “disagree” (25.6%) 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 said they either “strongly agree” (59.2%) or “agree” (24.2%) that they would choose the same major again, compared to about two-thirds of those in jobs “somewhat” related to their major (66.9%) and 41 percent of those in jobs unrelated to their major (40.7%).

Finally, alumni who are currently enrolled in graduate/professional school and those who have completed a graduate/professional degree were more likely than those without any further education to report that they “strongly agree” they would choose the same field of study again (48.9 and 53.5% vs 39.4%, respectively). Those relatively few alumni who had been enrolled in graduate/professional school but left without obtaining a degree were far more likely than others to report that they “strongly disagree” they would choose the same field of study (21.3%).

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

If starting again, still choose same major field of study	Relationship of first full-time permanent position to academic major		
	Yes, directly	Yes, somewhat	No, not related
Strongly Agree	56.1%	40.6%	23.8%
Agree	24.7%	27.7%	21.3%
Disagree	9.4%	17.5%	25.6%
Strongly Disagree	2.6%	5.6%	16.8%
Not Sure	7.3%	8.6%	12.5%
Total (N)	1,002	537	441

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 (excluding those with job not related to major)		
	Yes, directly	Yes, somewhat	No, not related
Strongly Agree	59.2%	38.3%	18.6%
Agree	24.2%	28.6%	22.1%
Disagree	8.3%	17.2%	28.7%
Strongly Disagree	1.6%	5.7%	19.2%
Not Sure	6.7%	10.2%	11.4%
Total (N)	941	647	484

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	Previously enrolled, no degree obtained	Currently enrolled	Completed degree, not currently enrolled
Strongly Agree	39.4%	41.0%	48.9%	53.5%
Agree	25.6%	23.0%	24.4%	20.8%
Disagree	17.2%	9.8%	13.8%	13.5%
Strongly Disagree	8.4%	21.3%	4.9%	4.1%
Not Sure	9.4%	4.9%	8.1%	8.2%
Total (N)	1,538	61	348	342

Connection to NC State

Alumni were asked to what extent they have felt a connection to NC State since receiving their undergraduate degree and how important such a connection is to them. More than 40 percent of alumni reported feeling either “very connected” (13.7%) or “moderately connected” (28.4%) to NC State, while 63 percent of alumni overall said it is either “very important” (34.1%) or “moderately important” (29.2%) for them to feel a connection to NC State.

Table 7: Connection to NC State Since Graduating

	5: Very connected	4: Moderately connected	3: Somewhat connected	2: Not very connected	1: Not at all connected	Total (N)
Connection to NC State since graduating	13.7%	28.4%	29.9%	21.4%	6.6%	2,314

Table 8: Importance of Feeling Sense of Connection to NC State

	5: Very important	4: Moderately important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Importance of connection to NC State	34.1%	29.2%	21.5%	11.0%	4.2%	2,314

Alumni for whom it is very important to feel connected to NC State were more likely to say they have such a connection. For example, 31 percent of those who say it is “very important” to feel connected to NC State also feel “very connected” to the institution. In comparison, more than two-thirds of the relatively few alumni who said it is “not at all important” to feel connected to NC State said that 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. For example, eight percent of those who say it is “very important” to them to feel connected and 21 percent of those who say it is “moderately important” reported feeling “not very” or “not at all connected” to the institution as an alumnus/a.

Table 9: Continued Connection to NC State

Connection to NC State since graduating	Importance of feeling connection to NC State				
	5: Very important	4: Moderately important	3: Somewhat important	2: Not very important	1: Not at all important
5: Very connected	31.1%	7.9%	2.4%	2.7%	1.0%
4: Moderately connected	39.0%	39.0%	14.5%	5.1%	1.0%
3: Somewhat connected	21.8%	32.0%	47.6%	21.2%	12.4%
2: Not very connected	7.2%	18.7%	30.9%	55.7%	17.5%
1: Not at all connected	0.9%	2.5%	4.6%	15.3%	68.0%
Total (N)	789	675	498	255	97

Alumni were also asked to whom or what group at NC State they felt most connected. Nearly thirty percent reported that they felt most connected to NC State as a whole (29.6%), 18 percent to individual alumnus/alumna, 14 percent to an NC State athletics team, and 12 percent to an their academic department/degree program. Of the options listed, alumni reported feeling least connected to their graduating class (1.9%).

Table 10: NC State Group Currently Most Connected To

	%
NC State as a whole	29.6%
Individual alumnus/a	17.5%
An NC State athletics team	13.7%
Your academic department/degree program	12.3%
Your college	7.1%
An NC State faculty member, advisor, or staff person	5.6%
Your fraternity/sorority	5.0%
An NC State club or organization	3.4%
Your graduating class	1.9%
Other	3.8%
<i>Total (N)</i>	<i>2,301</i>

Alumni reported staying connected to NC State through a variety of ways. From the list provided, social media was most commonly selected as a way of staying connected to NC State (59.1%), closely followed by e-mail (57.8%) and the University website (52.1%). Less common ways to stay connected include websites for non-academic units (9.8%) and magazines from an NC State college (9.0%).

Table 11: How Alumni Stay Connected to NC State

	%
Social Media (e.g., Facebook, Twitter, LinkedIn, Instagram, Snapchat)	59.1%
E-mail	57.8%
University website	52.1%
College or department website	30.0%
GoPack.com	29.7%
Mailings sent to your residence	27.1%
NC State (the Alumni Association magazine)	14.4%
Alumni Association website	13.2%
Websites for specific non-academic units, centers, student groups, etc. at NC State	9.8%
Magazines from an NC State college	9.0%
Other	2.8%
<i>Total (N)</i>	<i>2,339</i>

Note: Respondents could select more than one response

Nearly two-thirds of alumni responding to the survey said that they had attended an athletic event since graduating (64.0%). Over one-third said they have used facilities such as the Libraries or recreational centers at NC State since graduating (36.3%), while 28 percent said they had attended a university event such as an arts performance or lecture (28.2%), and over 20 percent said they had made a philanthropic gift since graduating (21.3%). Less common activities that alumni have done since graduating include having registered for an NC State credit or non-credit course (9.3%) and having served as a volunteer or on an NC State committee or board (2.4%).

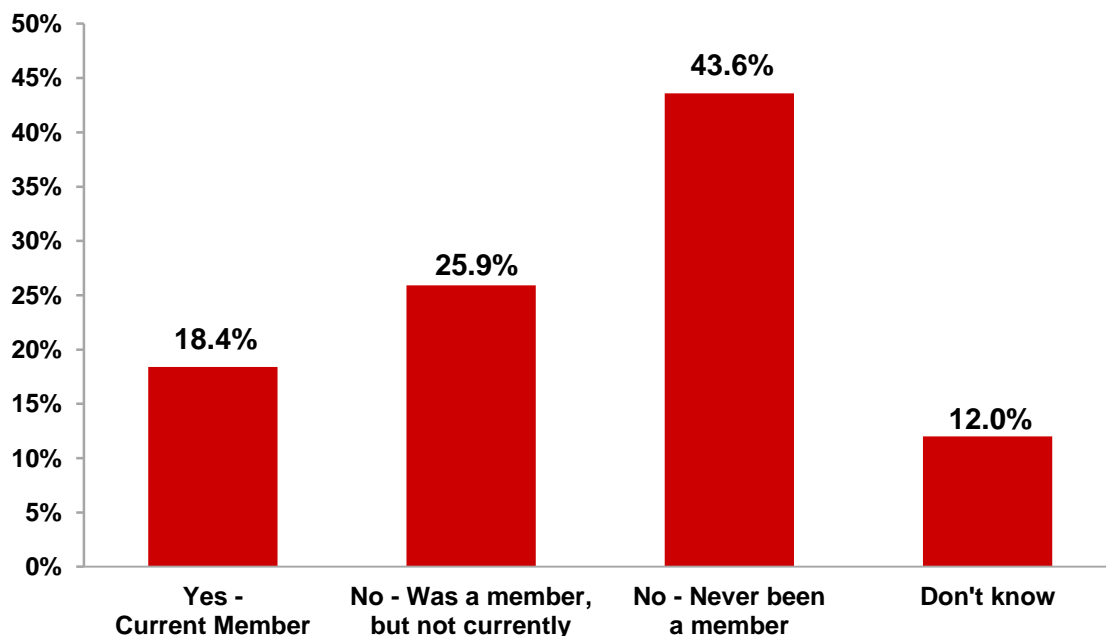
Table 12: Activities that Alumni Have Done Since Graduating

	%
Attended an NC State athletic event	64.0%
Used an NC State facility (e.g., Carmichael, NC State Libraries, the Craft Center)	36.3%
Attended a university event at NC State (e.g., arts performance, lectures, Red and White Week, etc.)	28.2%
Made a philanthropic gift to NC State (including to any specific NC State college, department, program)	21.3%
Registered for a credit or non-credit class at or through NC State	9.3%
Served as a volunteer or an NC State committee or board member	2.4%
<i>Total (N)</i>	2,339

Note: Respondents could select more than one response

Almost 40 percent of the alumni responding to the survey said they have been a member of the Alumni association. Eighteen percent said they are currently a member, while one-fourth said they used to be a member (25.9%). Twelve percent do not know if they have ever been a member.

Figure 2: Alumni Association Membership (N=2,311)



Post-Graduation Activities

Over two-thirds of Alumni Survey respondents indicated that their primary activity during the first year after they graduated was full-time employment (68.6%), while 17 percent said they were working part-time. Four percent said they were self-employed (3.9%). Nearly one-in-five alumni said their primary activity was attending graduate/professional school either full-time (17.4%) or part-time (1.7%) in the year after graduation. Four percent reported taking the opportunity to travel during their first year after graduation, while one percent were in a service program (1.3%) and another one percent served in the military (0.9%).

Table 13: Primary Activity During the Year After Completing Undergraduate Degree

Activity	%
Worked full-time	68.6%
Attended graduate/professional school full-time	17.4%
Worked part-time	15.6%
Self-employed/contractor	3.9%
Travel	3.9%
Attended graduate/professional school part-time	1.7%
Service program (e.g., Peace Corps, AmeriCorps, etc.)	1.3%
Homemaker	1.2%
Military service	0.9%
Other	4.1%
Total (N)	2,527

Note: Respondents could select more than one response

Post-Graduation Employment

Nearly 45 percent of all Alumni Survey respondents had a full-time permanent position that started immediately after graduation (43.7%). One-third reported that they had accepted an offer for a full-time permanent position by commencement day (34.5%), and nine percent said they continued in a job that they had begun prior to graduation (9.2%). While 18 percent said they had secured a position within three months of graduating (18.0%), 14 percent reported that it was over one year after graduation before they began their first full-time permanent job (14.2%). Finally, four percent said they have looked for, but have been unsuccessful in finding a full-time permanent position (3.9%); and six percent have not yet looked for a full-time permanent position (5.8%).

Not surprisingly, alumni who went on to graduate/professional school were more likely than those who did not to report not yet looking for a full-time permanent position, or taking longer to obtain a position after receiving their undergraduate degree. Fourteen percent of those going on to graduate/professional school, compared to just one percent of those who did not, have not yet looked for a permanent position (14.2% vs 1.1%). Those going on to graduate/professional school were twice as likely as those who did not for a year or more past receiving their undergraduate degree to start a full-time permanent position (22.2% vs 10.4%).

Table 14: Time to Begin First Full-Time Permanent Job

	%	N
Continued in job had before completing degree	9.2%	231
Accepted position prior to or upon graduation	34.5%	869
1-3 months	18.0%	454
4-6 months	8.3%	209
7-12 months	6.1%	154
Over 1 year	14.2%	357
Have looked for but not yet obtained a full-time position	3.9%	98
Have not looked for a full-time permanent job	5.8%	145
<i>Total</i>	<i>100%</i>	<i>2,517</i>

Table 15: Time to Begin First Full-Time Permanent Job, by Graduate/Professional School Enrollment

Amount of time to get first full-time permanent job after completing undergraduate degree	Ever attended graduate/professional school	
	Yes	No
Continued in job had before completing degree	7.0%	10.2%
Accepted position prior to or upon graduation	29.5%	37.3%
1-3 months	14.3%	20.1%
4-6 months	3.7%	10.7%
7-12 months	5.1%	6.6%
Over 1 year	22.2%	10.4%
Have looked for but not yet obtained a full-time position	4.1%	3.8%
Have not looked for a full-time permanent job	14.2%	1.1%
<i>Total N</i>	<i>811</i>	<i>1,681</i>

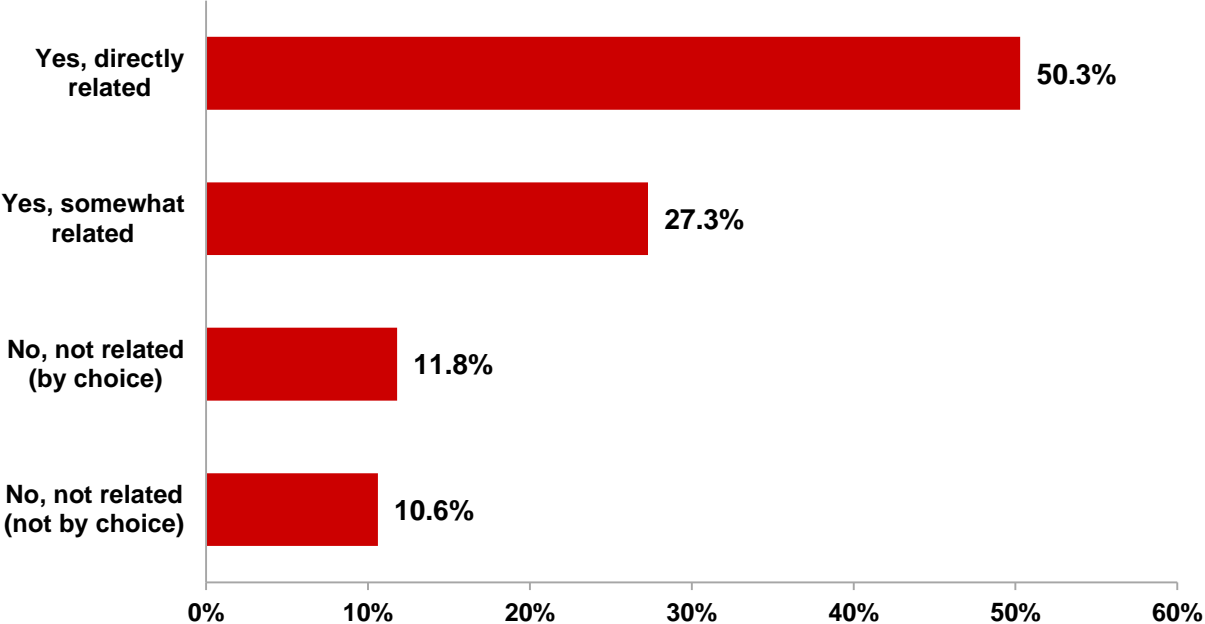
First Permanent Full-Time Position after Graduation

This section of the report focuses on the first full-time permanent position in which NC State alumni worked after receiving their undergraduate degree. Alumni reported having used a variety of resources to obtain their first full-time position. The majority were working in jobs related to their academic major, and reported having felt well prepared by NC State for that job. While there were large differences in starting salaries by the major with which one graduated, the average starting salary for first-time permanent positions was \$44,670.

Relationship of Job to Major

Half of alumni reported that their first full-time permanent position was “directly related” to their major (50.3%), while over one-fourth said it was “somewhat related” (27.3%).

Figure 3: Relationship of First Full-Time Permanent Position to Academic Major (among those who obtained a full-time permanent position) (N=2,268)



Preparation

Overall, alumni reported feeling well prepared by NC State for their first post-graduation job. More than one-third said they had “excellent” preparation by NC State (35.8%), and an additional 43 percent rated their preparation by NC State as “good.” Finally, six percent said their preparation for their first full-time permanent position was either “fair” (3.9%) or “poor” (1.7%).

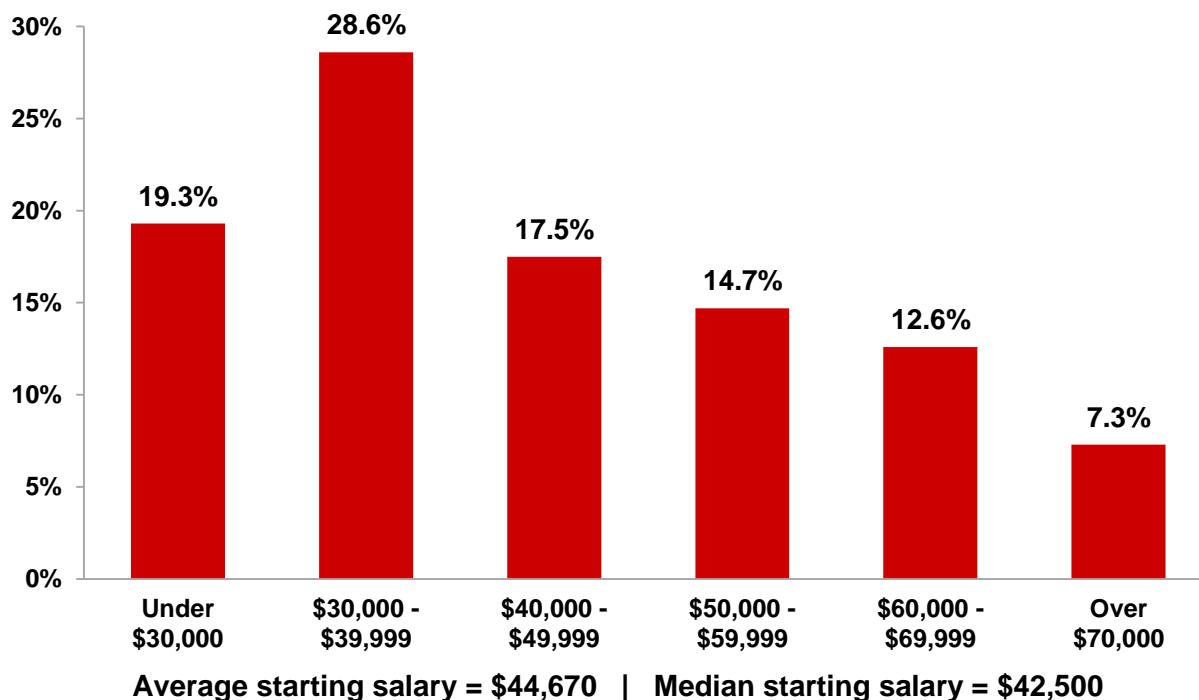
Table 16: Preparation by NC State for First Full-Time Permanent Position

	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for first full-time permanent position	35.8%	42.9%	15.8%	3.9%	1.7%	2,158

Salary

While starting salaries varied widely by the college from which one graduated, overall respondents reported earning an average starting salary of \$44,670 in their first full-time permanent position. One-in-five alumni reported earning \$60,000 or more in their first full-time job (19.9%), while a similar number reported earning under \$30,000 (19.3%). Those who responded “prefer not to answer” were excluded from analysis.

Figure 4: Starting Salary at First Full-Time Job (N=2,082)



Alumni who graduated from the College of Engineering reported the highest earnings at their first full-time permanent job, with over half earning at least \$60,000 (53.6%). In contrast, 30 percent or more of alumni from the College of Natural Resources, the College of Humanities and Social Sciences, and the College of Sciences reported earning under \$30,000 at their first full-time permanent job.

Table 17: Starting Salary at First Full-Time Permanent Position by College

	CALS	DN	CED	COE	CNR	HSS	COS	TEX	PCOM	DASA
Under \$30,000	28.1%	18.0%	16.7%	3.0%	30.1%	32.0%	33.3%	14.4%	6.8%	9.1%
\$30,000-\$39,999	33.7%	30.0%	64.1%	4.4%	44.1%	40.5%	29.8%	24.7%	26.5%	63.6%
\$40,000-\$49,999	19.1%	30.0%	12.8%	12.2%	11.0%	15.8%	12.6%	37.1%	25.9%	18.2%
\$50,000-\$59,999	11.2%	8.0%	5.1%	26.8%	6.6%	5.8%	7.6%	12.4%	25.2%	9.1%
\$60,000-\$69,999	5.2%	10.0%	1.3%	34.6%	5.9%	2.2%	7.6%	7.2%	12.3%	0.0%
\$70,000 and up	2.6%	4.0%	0.0%	19.0%	2.2%	3.7%	9.1%	4.1%	3.2%	0.0%
Total (N)	267	50	78	474	136	462	198	97	309	11

Resources Used in Obtaining Employment

Alumni used a variety of resources in their efforts to get their first full-time permanent position. Among the resources most helpful in acquiring their first job were an “internship” (24.5%), “personal connection within the company/organization” (18.1%), or “family/friends/classmates/co-workers” (17.3%). Also cited by notable numbers of alumni as being helpful were “previous experience with employer” (15.0%), the “NC State University Career Center/Career Development Center” (14.5%), having “applied for job posting via ePack – Career Development Center” (13.9%), an “on-campus Career Fair” (12.1%), or the “internet” (11.6%). Least likely to be used to help secure employment were “Technician/other NC State publication,” “local, city, or national newspaper,” “NC State Alumni Association Career Services (e.g., online career center, directory),” “employment agency,” and “Study Abroad or an international Internship/Research/Student Teaching experience.”

Table 18: Resources Used to Help Locate/Acquire First Full-Time Position

	%
Internship	24.5%
Personal connection(s) within the company/organization	18.1%
Family/friends/classmates/co-workers	17.3%
Previous experience with employer	15.0%
NC State University Career Center/Career Development Center	14.5%
Applied for job posting via ePack – Career Development Center	13.9%
On-campus Career Fair	12.1%
Internet	11.6%
Faculty member or job listing found in an NC State department	6.9%
On-campus interviewing via ePack – Career Development Center	6.7%
NC State co-op experience	4.6%
Employer found your resume via an NC State University career services database (e.g., ePack)	4.0%
Social networking site	3.8%
Professional society (members, newspaper, publication, etc.)	3.4%
Third party recruiter or executive search firm	3.2%
Study Abroad or an international Internship/Research/Student Teaching experience	2.8%
Employment agency	2.7%
NC State Alumni Association Career Services (e.g., online career center, directory)	1.8%
Local, city, or national newspaper	1.2%
Technician or other NC State publication	0.3%
Other	7.3%
Total (N)	2,274

Note: Respondents could select more than one response

Current Position

This section of the report examines the employment of alumni as of when the survey was administered in Spring 2018. Most currently employed alumni reported working full-time in the private sector, in a position related to their academic major, and earning an average annual salary of \$54,852. 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 said NC State prepared them well for their current position.

Employment Status

The large majority of 2012 Summer Session II through May 2015 baccalaureate alumni reported being currently employed full-time, with about 82 percent working 35 hours per week or more (81.8%). Six percent reported working part-time, and another four percent were self-employed/contractors (3.5%). At the time they responded to the survey, four percent of alumni said they were unemployed and looking for work (4.1%). The remaining five percent were not employed and not looking for work.

Current employment status varied markedly by whether or not the alumnus is currently enrolled in graduate/professional school, with 87 percent of non-students working full-time (87.3%) compared to half of students (50.7%). Just one percent of those who are not currently enrolled in graduate/professional school said they were “not employed and not seeking employment” (1.2%), compared to more than one-fourth of those who were currently enrolled (26.4%).

Table 19: 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)	81.8%	50.7%	87.3%
Employed part-time (34 hours per week or less)	5.6%	14.9%	4.0%
Self-employed/contractor	3.5%	0.3%	4.1%
Not employed, but seeking employment	4.1%	7.7%	3.5%
Not employed, not seeking employment	5.0%	26.4%	1.2%
Total (N)	2,511	375	2,122

Tenure in Current Position

At the time of the survey, almost half of currently employed alumni in full-time positions said they had been in their current job less than two years (48.8%), with almost 30 percent saying they started within the past year (28.6%). Not surprisingly, length of time in current position varies by when the alumnus received their bachelor’s degree from NC State. Nearly one-third of those who graduated in 2012, and over 20 percent of those who graduated in 2013 have been in their current position for four or more years (31.4% to 21.0%, respectively). Among alumni who graduated in 2012, 23 percent have been in their current position for less than one year, compared to 29 percent of those who graduated in 2014 and 32 percent of those who graduated in 2015.

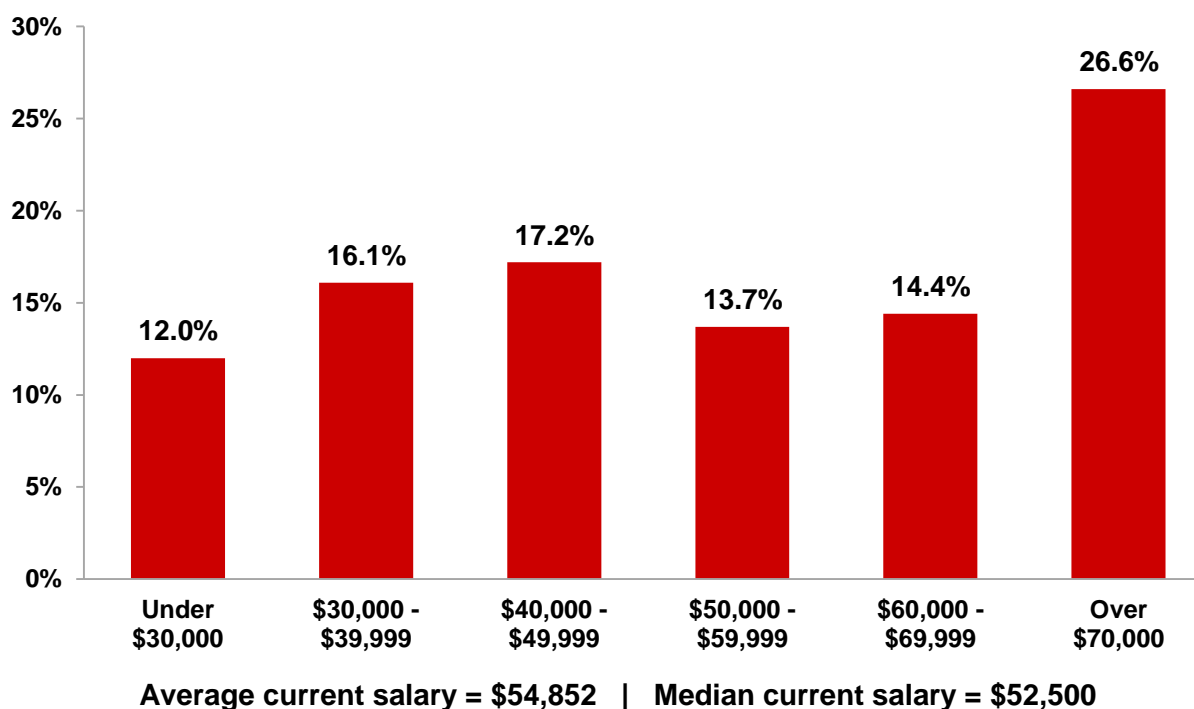
Table 20: Tenure in Current Position, Overall, and by Graduation Year (among currently employed alumni)

Tenure in current position	All Currently Employed Alumni		Graduation Year			
	(N)	(%)	2012	2013	2014	2015
Less than 12 months	650	28.6%	22.6%	27.8%	29.0%	32.0%
1 year to less than 2 years	459	20.2%	21.7%	17.2%	21.6%	22.1%
2 years to less than 3 years	503	22.2%	14.2%	16.4%	17.8%	41.1%
3 years to less than 4 years	377	16.6%	10.2%	17.6%	26.7%	2.6%
4 years to less than 5 years	181	8.0%	13.3%	16.7%	2.6%	0.8%
5 years or more	99	4.4%	18.1%	4.3%	2.3%	1.4%
<i>Total</i>	2,269	(100%)	226 (10.0%)	762 (33.6%)	775 (34.2%)	506 (22.3%)

Salary

Overall, alumni reported earning an average salary of \$54,852 in their current full-time position. More than one-fourth said they were earning \$70,000 or more in their current position (26.6%), but twelve percent reported earning under \$30,000. Those who responded “prefer not to answer” were excluded from analysis.

Figure 5: Current Salary (among currently employed alumni; N=2,198)



Similar to their first full-time position after graduation, salaries in their current position were related to the major with which alumni graduated. Sixty percent of alumni who graduated from the College of Engineering reported earning \$70,000 or more in their current position (59.5%). Conversely, over half of graduates from the College of Education (53.1%), and over 40 percent of College of Humanities and Social Sciences (42.6%) and College of Natural Resources graduates (41.9%) reported earning under \$40,000 in their current position.

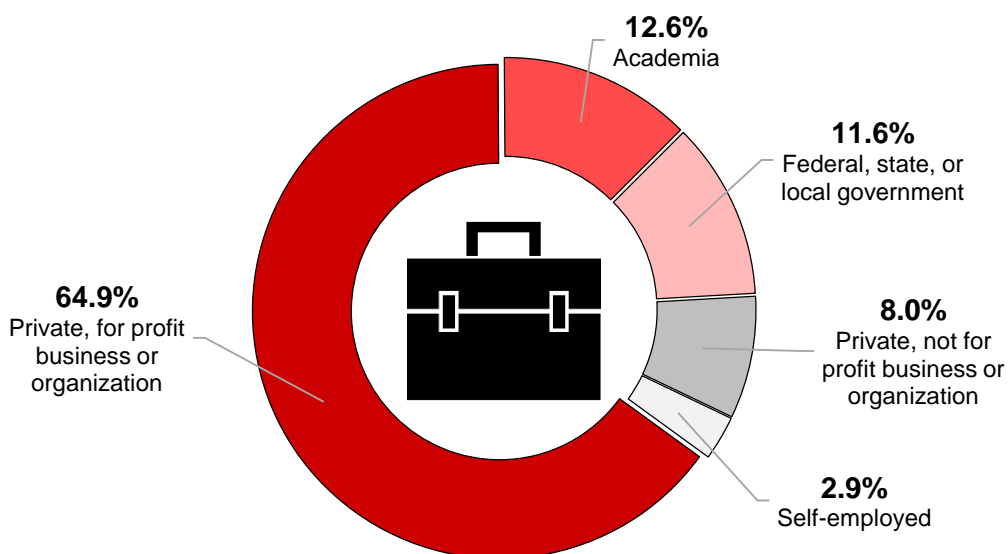
Table 21: Salary in Current Position, by College

	CALS	DN	CED	COE	CNR	HSS	COS	TEX	PCOM	DASA
Under \$30,000	21.6%	5.8%	10.1%	2.9%	15.6%	16.6%	19.8%	6.8%	5.5%	20.0%
\$30,000-\$39,999	18.0%	15.4%	43.0%	4.4%	26.3%	26.0%	14.0%	8.7%	6.8%	40.0%
\$40,000-\$49,999	18.3%	26.9%	29.1%	3.5%	22.5%	24.0%	18.8%	22.3%	16.1%	20.0%
\$50,000-\$59,999	15.1%	15.4%	7.6%	8.1%	16.9%	15.6%	13.5%	25.2%	14.8%	0.0%
\$60,000-\$69,999	11.5%	9.6%	5.1%	21.6%	8.1%	7.8%	11.1%	15.5%	24.4%	20.0%
\$70,000 and up	15.5%	26.9%	5.1%	59.5%	10.6%	10.0%	22.7%	21.4%	32.5%	0.0%
Total (N)	278	52	79	481	169	512	207	103	311	15

Employment Sector and Industry

Nearly two-thirds of currently employed alumni are working in the private sector (64.9%), 13 percent are in academia (12.6%), 12 percent work for the federal, state, or local government (11.6%), and eight percent for a private non-profit organization. Only three percent said they are self-employed (2.9%).

Figure 6: Employment Sector of Current Position



Alumni are currently working in a large number of different industries. The most common industries where alumni are currently working include education (7.8%), engineering (7.6%), health care (6.1%), computer software/hardware (4.9%), and technology (4.7%).

Table 22: Industry of Current Position

Current industry currently working (excluding “not sure”)	%	N
Education	7.8%	177
Engineering	7.6%	173
Health Care	6.1%	137
Computer Software/Hardware	4.9%	112
Technology	4.7%	106
Research	3.8%	85
Manufacturing	3.7%	84
Pharmaceutical	3.6%	82
Agriculture	3.4%	77
Financial Services	2.6%	59
Retail/Merchandising	2.4%	54
Construction	2.3%	52
Government	2.1%	48
Recreation & Sports	2.0%	46
Banking	2.0%	46
Non-Profit/Philanthropy	2.0%	46
Consulting	1.9%	42
Accounting	1.5%	35
Biotechnology	1.4%	32
Military & Defense	1.4%	31
Aerospace	1.4%	31
Real Estate	1.3%	30
Environment/Sustainability	1.3%	29
Veterinary	1.3%	29
Hotel, Restaurant, Hospitality	1.3%	29
Legal	1.1%	25
Fashion	1.1%	25
Insurance	1.1%	24
Consumer Products	1.1%	24
Transportation	1.1%	24
Telecommunications	1.0%	23
Human/Social Services	1.0%	22
Chemicals	1.0%	22
Energy	0.9%	20
Marketing	0.9%	20
Utilities (Public & Private)	0.9%	20
Architecture/Urban Planning	0.8%	19
Automotive	0.8%	19
Natural Resources	0.8%	18
Design	0.7%	16
Media	0.7%	15
Arts & Entertainment	0.5%	12

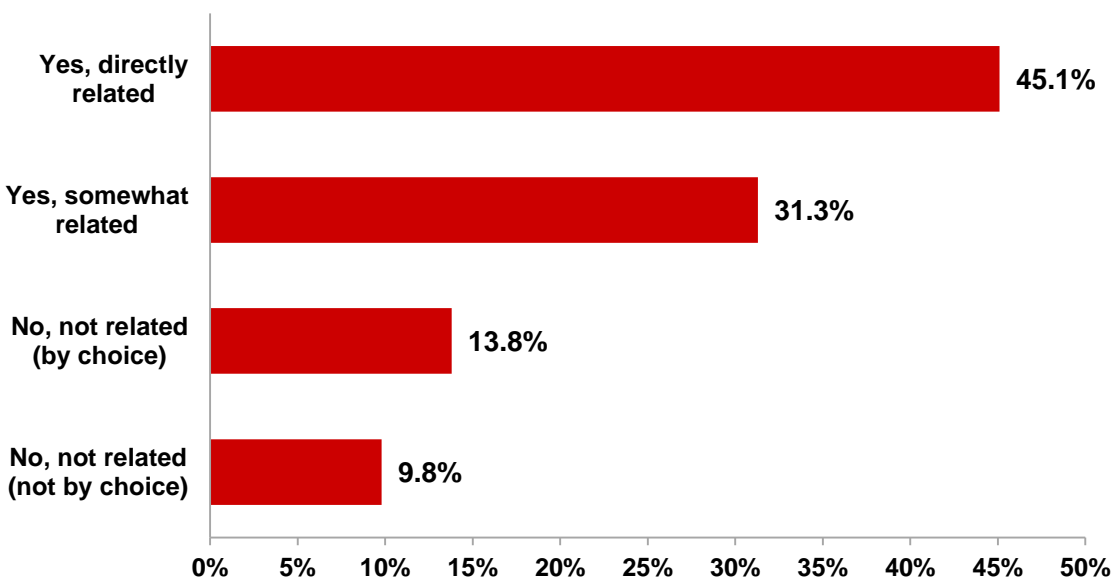
Materials- Plastics, Metals, Ceramics	0.5%	12
Wood Products	0.4%	10
Law Enforcement/Security/Corrections	0.4%	10
Staffing & Executive Search	0.4%	10
Food Science	0.4%	9
Travel & Tourism	0.4%	9
Business Services	0.4%	8
Communications	0.4%	8
Advertising	0.4%	8
Museums & Libraries	0.3%	7
Electronics	0.3%	7
Print & Publishing	0.3%	6
Faith Based	0.3%	6
Counseling	0.3%	6
Public Policy	0.3%	6
Public Relations	0.2%	5
International Affairs & Development	0.2%	4
Trade	0.2%	4
Entrepreneurial/Venture Capital	0.1%	2
Other	4.7%	107
Total	100%	2,264

Note: Table excludes “Not sure” response option:

Relationship of Current Job to Academic Major

More than three-fourths of currently employed alumni reported working in jobs either “directly” (45.1%) or “somewhat” related (31.3%) to their major at NC State. Those currently working in a position unrelated to their major are slightly more likely to be doing so “by choice” (13.8%) than “not by choice” (9.8%)

Figure 7: Relationship of Current Job to Academic Major (among those currently employed; N=2,268)



Preparation

Alumni gave positive ratings to how well NC State prepared them for their current position, with one-third rating their preparation by NC State as “excellent” (32.8%) and over 40 percent rating it as “good” (41.9%).

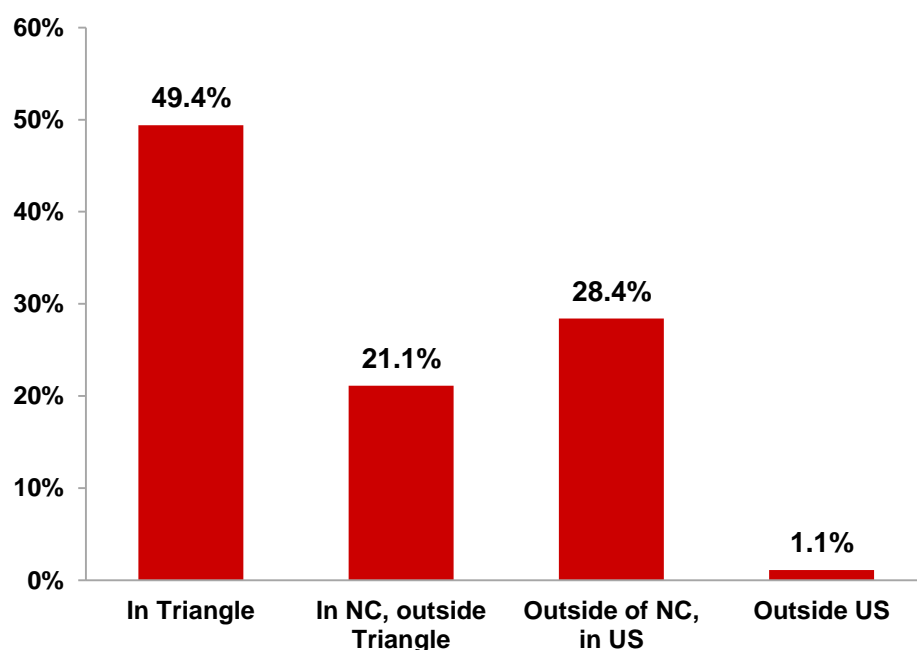
Table 23: Preparation by NC State for Current Position

	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for current position	32.8%	41.9%	17.3%	5.2%	2.8%	2,267

Location

NC State alumni tend to remain in the region after graduating, with half of those currently employed saying they are working in the Research Triangle area (49.4%). One-in-five are working in North Carolina but outside of the Triangle (21.1%), while 28 percent are working out of state (28.4%). A very small number reported working outside the United States (1.1%).

Figure 8: Location of Current Position (N=2,264)



Further Education

About one-third of Alumni Survey respondents have attended graduate/professional school since receiving their bachelor’s degree from NC State. Fifteen percent have already completed an advanced degree (15.0%), and two percent already completed one advanced degree and are currently pursuing another (2.3%). Meanwhile, 13 percent are currently seeking their first graduate/professional degree (12.8%). A small number indicated that they had been enrolled in graduate/ professional school at one time, but withdrew before completing a degree (2.6%).

Table 24: Further Education

	%	N
No further education	67.3%	1,683
Previously enrolled, no degree obtained	2.6%	64
Currently enrolled, no degree yet	12.8%	321
Currently enrolled, already have degree	2.3%	58
Completed degree, not currently enrolled	15.0%	376
<i>Total</i>	<i>100%</i>	<i>2,502</i>

Notable numbers of those who have never enrolled in graduate/professional school or who left without completing a degree expressed interest in continuing their education. Over 60 percent of those who have not started or completed an advanced degree said they had either “high” (25.7%) or “moderate” (36.0%) interest in attending graduate/professional school.

Table 25: Interest in Graduate/Professional School (among those who have never enrolled or who left without completing a degree)

	4: High Interest	3: Moderate Interest	2: Low Interest	1: Not interested at all	Total (N)
Interest in continuing education in graduate/professional school	25.7%	36.0%	26.7%	11.6%	1,744

Graduate/Professional School Experience

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

Degree Seeking/Completed

As previously indicated in Table 24, over 17 percent of Alumni Survey respondents have already completed an advanced degree (17.3%), while 15 percent were currently enrolled in graduate/professional school (15.1%). Among those currently enrolled in graduate/professional school, nearly three-fourths are enrolled full-time (73.9%).

The majority of those who completed a graduate degree earned a Master’s degree (86.6%), while 10 percent earned a Professional degree, and two percent earned a Doctoral degree. Among those currently enrolled in graduate/professional school, half are seeking a Master’s degree (51.2%), just over one-fourth a Doctoral degree (26.1%), and one-fourth a Professional degree (24.9%).

Table 26: Type of Degree Completed/Seeking (among those who have completed or are seeking a degree)

	Completed	Seeking
Master's	86.6%	51.2%
Doctoral	2.1%	26.1%
Professional	10.1%	24.9%
Total (N)	434	379

Note: Respondents could select more than one response

Program

Alumni who already received or 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 who already earned a Master's degree, the most common degree obtained was a Master of Science (33.1%), followed by a Master of Arts (9.3%), Master of Accounting/Accountancy (7.4%), and Master of Education (5.3%). Among those currently enrolled in a Master's degree program, the most common programs include Master of Science (24.7%), followed by a Master of Business Administration (15.5%), Master of Education (7.2%), and Master of Arts (5.7%).

Table 27: Master's Degree Completed/Seeking

	Completed	Seeking
Master of Accounting/Accountancy	7.4%	0.5%
Master of Advanced Studies	0.0%	0.5%
Master of Architecture	1.6%	0.5%
Master of Arts	9.3%	5.7%
Master of Athletic Training	0.0%	0.0%
Master of Biological & Agricultural Engineering	0.3%	0.0%
Master of Business Administration	3.7%	15.5%
Master of City and Regional Planning	0.3%	0.0%
Master of Civil Engineering	1.6%	1.5%
Master of Clinical Research	0.0%	0.0%
Master of Computer Science	1.6%	0.5%
Master of Construction Management	0.0%	0.5%
Master of Divinity	0.5%	3.1%
Master of Economics	0.8%	0.0%
Master of Education	5.3%	7.2%
Master of Engineering, General	4.0%	2.6%
Master of Engineering Management	0.0%	0.0%
Master of Environmental Health	0.0%	0.0%
Master of Environmental Science and Engineering	0.0%	0.0%
Master of Fine Arts	0.0%	0.0%
Master of Global Innovation Management	1.1%	0.0%
Master of Health Administration	0.3%	0.0%
Master of Health Science	0.0%	1.0%
Master of Industrial Engineering	0.5%	0.0%

Master of Information Sciences	0.0%	0.0%
Master of Landscape Architecture	0.0%	0.0%
Master of Laws	0.0%	0.5%
Master of Library and Information Studies/Library Science	0.0%	1.0%
Master of Mechanical Engineering	0.5%	0.0%
Master of Medical Sciences	0.8%	0.0%
Master of Molecular Diagnostic Science	0.3%	0.0%
Master of Music Education	0.0%	0.0%
Master of Music Therapy	0.0%	0.0%
Master of Natural Resources	0.5%	1.0%
Master of Nursing	0.3%	1.5%
Master of Nursing/Master of Business Administration	0.0%	0.0%
Master of Occupational Therapy	0.8%	0.0%
Master of Philosophy	0.0%	0.0%
Master of Physical Therapy	0.0%	0.0%
Master of Physician Assistant Studies	0.8%	2.1%
Master of Project Management	0.0%	0.0%
Master of Public Administration	2.6%	3.1%
Master of Public Health	2.4%	3.1%
Master of Public Policy	0.0%	0.0%
Master of Radiologic Science	0.0%	0.0%
Master of School Administration	0.3%	0.0%
Master of School Psychology	0.0%	1.0%
Master of Science	33.1%	24.7%
Master of Science in Disaster Management	0.0%	0.0%
Master of Social Work	3.4%	4.1%
Master of Teaching	1.3%	0.5%
Master of Textiles	0.3%	0.0%
Master of Urban Design	0.0%	0.0%
Master of Veterinary Public Health	0.0%	0.0%
Management Information Systems	0.0%	0.0%
Professional Science Master's	1.9%	0.5%
Other	12.7%	17.5%
Total (N)	378	194

Note: Respondents could select more than one response

As indicated in Table 26 above, very few of the Alumni Survey respondents who have completed a graduate/professional degree have already completed a Doctoral degree (2.1%). Among that small group, all respondents indicated they had completed a Doctor of Philosophy.

Among alumni currently enrolled in graduate or professional school, as shown in Table 26, 26 percent are pursuing a doctoral degree. The vast majority of those are pursuing a Doctor of Philosophy (94.8%); three percent are pursuing a Doctor of Education.

Table 28: Professional Degree Completed/Seeking

	%	N
Doctor of Education	3.1%	3
Doctor of Philosophy	94.8%	92
Doctor of Public Health	1.0%	1
Other	1.0%	1
<i>Total</i>	<i>100%</i>	<i>97</i>

Ten percent of alumni who already completed an advanced degree earned a Professional degree. The degree most commonly earned among this small group was a Juris Doctor (43.2%), followed by a Doctor of Veterinary Medicine (18.2%). Among those currently enrolled in a professional program, 27 percent are seeking a Doctor of Medicine (27.2%), 20 percent a Doctor of Veterinary Medicine (19.6%), and 14 percent a Juris Doctor (14.1%).

Table 29: Professional Degree Completed/Seeking

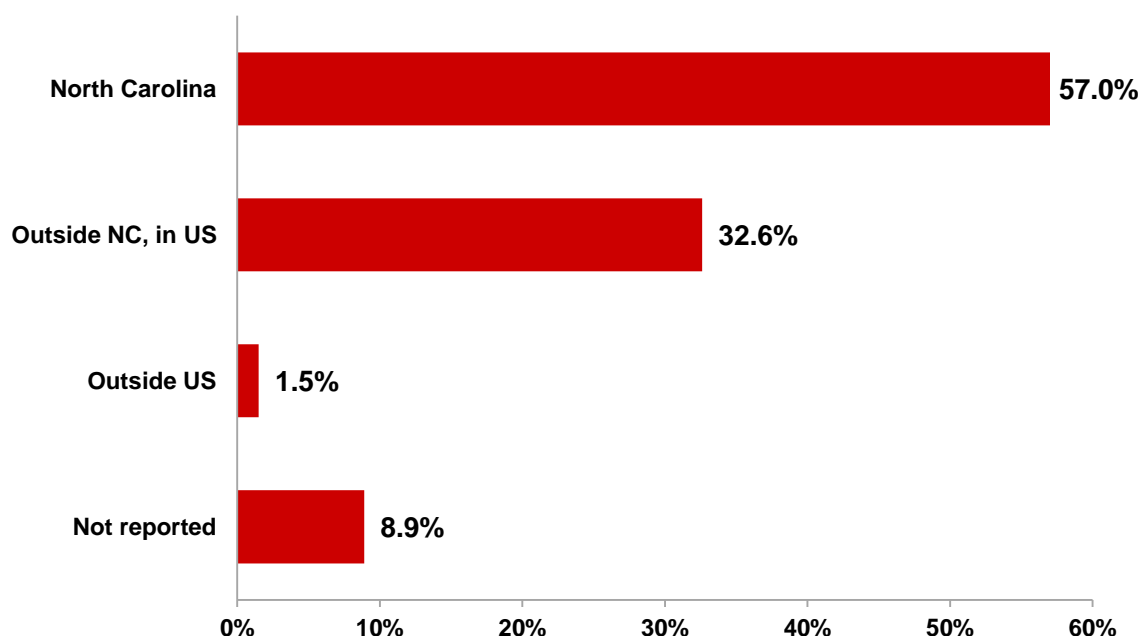
	Completed	Seeking
Bachelor of Architecture	4.5%	0.0%
Dentistry	2.3%	6.5%
Doctor of Audiology	0.0%	0.0%
Doctor of Medicine	6.8%	27.2%
Doctor of Optometry	2.3%	1.1%
Doctor of Osteopathy	0.0%	8.7%
Doctor of Pharmacy	2.3%	8.7%
Doctor of Physical Therapy	2.3%	2.2%
Doctor of Veterinary Medicine	18.2%	19.6%
Juris Doctor	43.2%	14.1%
Other	18.2%	12.0%
<i>Total (N)</i>	<i>44</i>	<i>92</i>

Note: Respondents could select more than one response

Institution

The majority of those going on to seek a graduate/professional degree stayed in North Carolina (57.0%), with over one-third of them earning or seeking an advanced degree from NC State (34.5%). Click [here](#) for a complete listing of the graduate/professional schools attended by NC State alumni.

Figure 9: Location of Institution (among those attending graduate/professional school) (N=821)



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

Table 30: Institutions Most Commonly Enrolled In for Graduate/Professional School

	%	N
NC State University	34.5%	258
UNC Chapel Hill	4.8%	36
Campbell University	3.7%	28
East Carolina University	3.3%	25
Duke University	2.7%	20
UNC Charlotte	1.7%	13
UNC Greensboro	1.6%	12
Virginia Tech	1.3%	10

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

Funding for Graduate/Professional School

When asked if they received any financial support while attending graduate/professional school, well over half indicated they had received such support (58.3%). The most common type of support received was a “scholarship” (30.2%), followed by a “research assistantship” (22.0%). Less common types of funding were a “teaching assistantship” (15.3%), and an “honor/award” (14.1%). Another 12 percent indicated that they had received some “other” type of support (11.8%).

Table 31: Funding for Graduate/Professional School (among those who ever enrolled)

	%
Any type of funding	58.3%
Scholarship	30.2%
Research Assistantship	22.0%
Teaching Assistantship	15.3%
Honor/Award	14.1%
Other Assistantship	11.8%

Note: Respondents could select more than one response

Preparation for Graduate/Professional School

Overall, NC State alumni reported feeling well prepared for their graduate/professional school program. The vast majority of alumni who already completed an advanced degree said their undergraduate education did an “excellent” (50.8%) or “good” (37.0%) job preparing them for graduate/professional school. Those currently enrolled in graduate/professional school gave similar ratings, with 46 percent saying their preparation for graduate/professional school was “excellent” (45.5%), and 40 percent saying it was “good” (40.4%).

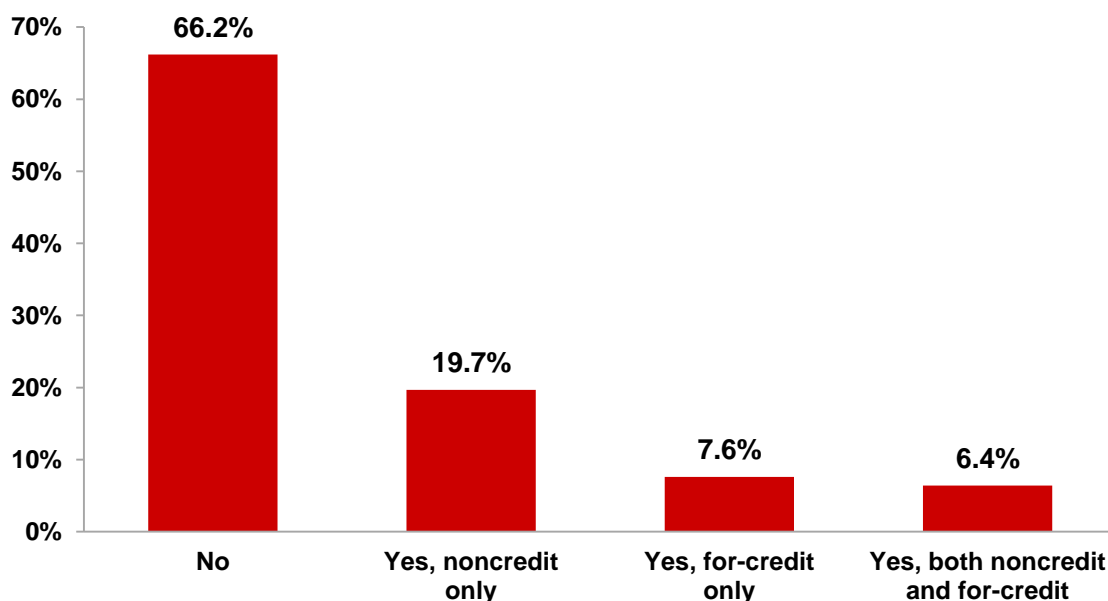
Table 32: Preparation for Graduate/Professional School

	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Among those having completed an advanced degree	50.8%	37.0%	9.0%	2.8%	0.5%	435
Among those currently seeking an advanced degree	45.5%	40.4%	8.8%	4.5%	0.8%	376

Continuing Education

NC State alumni were asked about their participation in continuing education and/or professional development classes/programs. Among all alumni, six percent have taken both for-credit and not-for-credit classes (6.4%), while 20 percent took non-credit classes (19.7%), and eight percent took for-credit classes (7.6%).

Figure 10: Enrollment in Continuing/Lifelong Education or Professional Development (N=2,498)



Almost 90 percent of those taking a continuing education course or professional development course have done so through NC State’s McKimmon Center for Extension and Continuing Education (87.9%).

Table 33: Enrollment in NC State’s McKimmon Center for Extension and Continuing Education (among those ever taking a continuing education class; N=843)

	%
Yes	87.9%
No	7.8%
Don’t know	4.3%

A majority of those taking a continuing education/professional development course reported that it had a significant impact on their professional and/or personal life. Nearly 30 percent said the course(s) had a “very significant” impact on their professional career (29.0%), and another 39 percent said it had a “somewhat significant” impact (39.1%). Similar numbers said the course(s) had a “very significant” (31.6%) or “somewhat significant” (40.5%) impact on their personal life.

Table 34: Professional and Personal Impact of Continuing Education Courses (among those ever taking a continuing education class)

Impact of continuing education/profession development/lifelong education on:	4: Very significant impact	3: Somewhat significant impact	2: Limited impact	1: No impact at all	Total (N)
Professional career	29.0%	39.1%	24.6%	7.2%	844
Personal goals/life enrichment	31.6%	40.5%	23.7%	4.1%	844

Over half of all alumni responding to the survey reported that they were likely to enroll in continuing education/professional development courses in the future, with 15 percent saying it was “very likely” (14.7%) and almost 40 percent saying it was “somewhat likely” that they will take a continuing education or professional development course in the next five years (39.3%). Those already having taken a continuing education or professional development course are somewhat more likely than those who have not to have said it is “very likely” they will do so again in the future (21.0% vs 11.4%).

Table 35: Likelihood of Enrolling in Continuing Education/Professional Development/Lifelong Education in Next 5 Years (Overall, and by Past Enrollment)

Likelihood of Enrolling	All Respondents	Previously enrolled in continuing education/professional development/lifelong education course(s)	
		Yes	No
4: Very likely	14.7%	21.0%	11.4%
3: Somewhat likely	39.3%	41.4%	38.2%
2: Not very likely	32.0%	26.4%	34.9%
1: Not at all likely	14.0%	11.2%	15.5%
<i>Total (N)</i>	2,496	842	1,654

Undergraduate Education Goals

NC State has a range of educational goals for our undergraduate students, including those related to communication, problem solving, professional skills, general education, and diversity/global awareness. Respondents to the Alumni Survey were asked how important a number of specific skills related to each of these areas were to them currently, and the extent to which NC State helped them to acquire each of those skills.

Overall, alumni believed each of these specific skills to be important, and, although ratings for NC State’s contribution to their development are consistently lower than their ratings of importance for a given item, they still 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/global awareness were seen as less important. In terms of how well alumni feel that NC State contributed to their development of the skills, ratings were generally similar for all areas except diversity/global awareness, which received slightly lower ratings.

In this section of the report, we first look at overall results for the 49 individual skills asked about, then focus specifically on items related to each general area.

Importance of Skills

Average ratings of current importance to alumni for the 49 individual goals asked about ranged from a high of 3.9 to a low of 2.7 (on a 4-point scale). At least half of respondents rated all but eight of the skills asked about as being “very important” to them currently, and for only three skills did more than 10 percent of respondents report that skill as “not at all important” to them.

Skills most likely to be rated as currently “very important” by alumni were:

- Communication skills overall (90.7% “very important”)
- Problem solving skills overall (89.8%)
- Understanding written and oral information (87.4%)
- Conducting work activities in an ethical manner (86.2%)
- Adapting to changing circumstances (83.2%)
- Professional skills overall (81.6%)
- Working under pressure (81.4%)

Skills most likely to be rated as “not at all important” to them currently were:

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (16.7% “not at all important”)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (13.9%)
- Applying social science method to understand human behavior (10.6%)
- Appreciating differences in sexual orientation (9.8%)
- Acquiring an awareness of new scientific knowledge and discoveries (8.1%)
- Formulating and testing hypotheses (6.2%)
- Understanding issues associated with gender equity (6.1%)

NC State’s Contribution to Development of Skills

Average ratings for NC State’s contribution to development of the skills asked about range from a high of 3.6 to a low of 2.8 (on a 4-point scale). While few alumni indicated that NC State had “not at all” contributed to their development of the skills asked about, for only 11 out of 49 items did half or more of respondents say that NC State contributed “very much” to their development.

Skills for which NC State was most likely to have contributed “very much” to their development, according to alumni, were:

- An overall education (65.8% “very much”)
- Working in teams (57.4%)
- Working independently (56.7%)
- Working under pressure (56.2%)
- Problem solving skills overall (54.0%)
- Understanding the basic concepts in a broad range of disciplines (51.7%)
- Critically analyzing and evaluating ideas/information (51.0%)

Skills for which NC State was most likely to have contributed “not at all” to their development, according to alumni, were:

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (11.6% “not at all”)
- Appreciating differences in sexual orientation (10.3%)
- Understanding issues associated with gender equity (8.4%)
- Applying social science methods to understand human behavior (7.6%)
- Understanding issues associated with racial equity (7.2%)
- Developing and sustaining an active and healthy lifestyle (7.0%)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (6.4%)

Importance of Skill Compared to NC State' Contribution to Development of It

As noted above, with few exceptions, alumni on average gave 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 gave similar relative rankings to the importance of a skill and NC State's contribution to their development of that skill. That is, if a skill ranks high relative to other skills in importance, it typically also ranks high relative to other items in development. For example, "problem solving skills overall" has the 2nd highest average rating for importance (3.9) and the 4th highest average rating for NC State's contribution to their development (3.3). 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 both importance (2.7) and for NC State's contribution to their development (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 a rating of development that is relatively low compared to other skills. These include:

- Communication skills overall (1st in Importance [average Importance rating of 3.90] vs 22nd in Development [average Development rating of 3.28])
- Adapting to changing circumstances (5th [3.82] vs 25th [3.27])
- Keeping current with skills/knowledge in my field (13th [3.73] vs 33rd [3.21])
- Professional skills overall (6th [3.80] vs 18th [3.32])
- Conducting work activities in an ethical manner (4th [3.84] vs 14th [3.37])

Conversely, some skills are rated as relatively less important than others, but alumni feel NC State helped them develop in these areas relatively well. These include:

- Applying mathematics skills (42nd in Importance [3.23] vs 20th in Development [3.31])
- Understanding the basic concepts in a broad range of disciplines (28th [3.53] vs 7th [3.43])
- An overall general education (19th [3.66] vs 1st [3.62])

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

- Communication skills overall (average Importance rating of 3.90 vs average Development rating of 3.28)
- Adapting to changing circumstances (3.82 vs 3.27)
- Keeping current with skills/knowledge in my field (3.73 vs 3.21)
- Professional skills overall (3.80 vs 3.32)
- Effectively leading/guiding others (3.62 vs 3.15)
- Developing and sustaining an active and healthy lifestyle (3.47 vs 3.00)
- Conducting work activities in an ethical manner (3.84 vs 3.37)
- Understanding written and oral information (3.86 vs 3.42)
- Problem solving skills overall (3.89 vs 3.47)
- Having a tolerance for different points of views (3.66 vs 3.25)

Table 30 below contains mean ratings for importance and NC State' contribution to development for all 49 skills asked about. For frequencies of results to all survey items included in the "Undergraduate Education Goals" section, click [here](#).

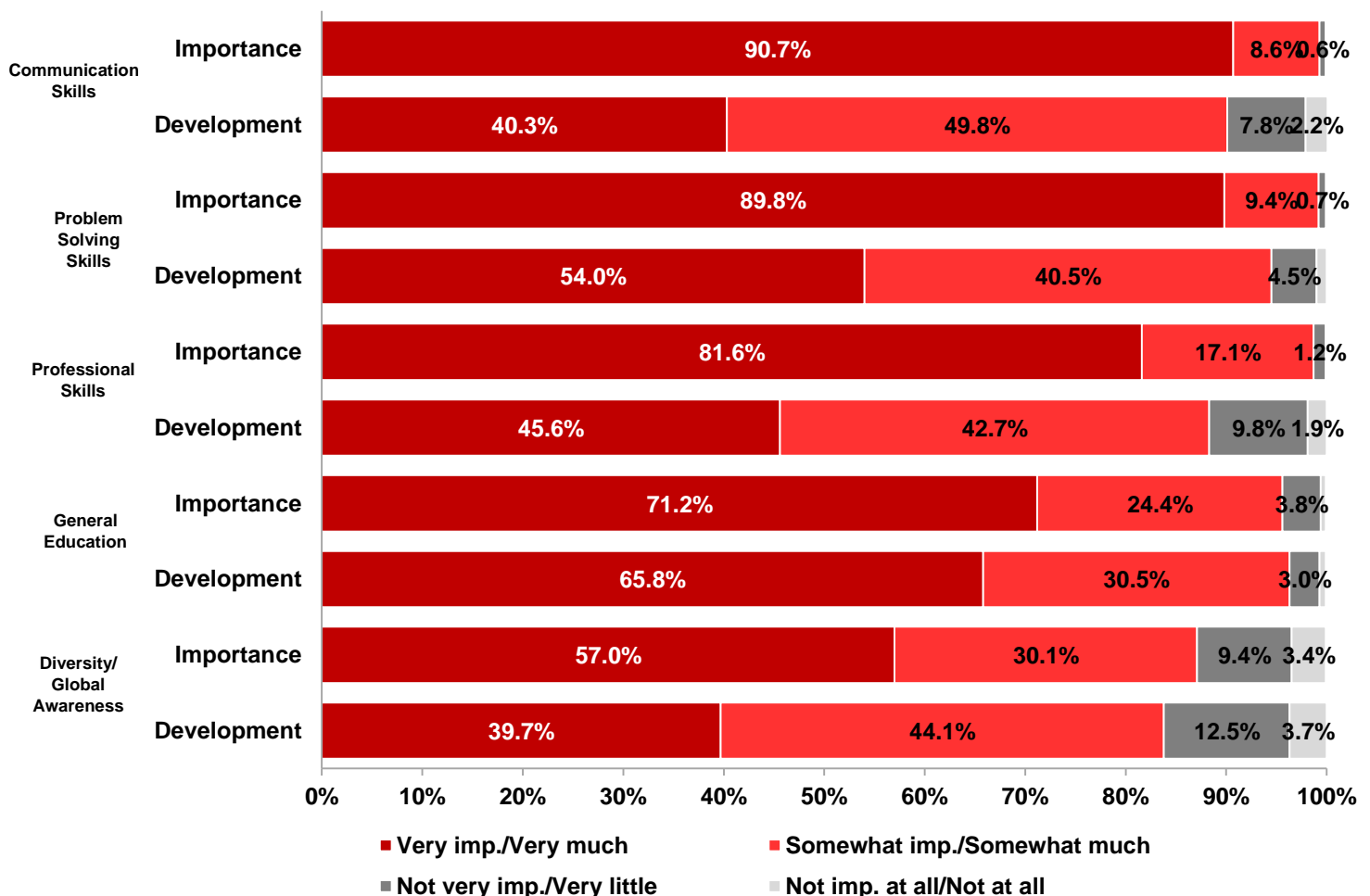
Table 36: Mean Ratings for Importance of and NC State's Contribution to Development to Skills

	Mean Importance	Mean Preparation
Communication skills overall	3.90	3.28
Problem solving skills overall	3.89	3.47
Understanding written and oral information	3.86	3.42
Conducting work activities in an ethical manner	3.84	3.37
Adapting to changing circumstances	3.82	3.27
Professional skills overall	3.80	3.32
Working under pressure	3.80	3.45
Defining problems	3.76	3.37
Examining problems from multiple perspectives	3.76	3.37
Working independently	3.76	3.47
Critically analyzing and evaluating ideas/information	3.75	3.44
Identifying relevant ideas/information	3.73	3.38
Keeping current with skills/knowledge in my field	3.73	3.21
Working in teams	3.71	3.49
Valuing learning as a lifelong process	3.69	3.37
Breaking down complex topics to enhance understanding	3.67	3.37
An overall general education	3.66	3.62
Recognizing and acting on ethical principles	3.66	3.27
Having a tolerance for different points of views	3.66	3.25
Integrating ideas/information from multiple sources	3.65	3.39
Effectively leading/guiding others	3.62	3.15
Writing effectively	3.61	3.28
Generating innovative solutions	3.58	3.22
Using information technologies and search strategies to access information	3.58	3.33
Preparing for a career	3.56	3.17
Constructing clear, precise, and accurate arguments	3.55	3.31
Working with people from diverse backgrounds	3.55	3.34
Understanding the basic concepts in a broad range of disciplines	3.53	3.43
Understanding diverse cultures and values	3.52	3.22
Speaking to small and large groups and making presentations	3.48	3.27
Combining/synthesizing existing ideas/information in original ways	3.48	3.24
Developing and sustaining an active and healthy lifestyle	3.47	3.00
Exploring and synthesizing approaches/views from more than one discipline	3.46	3.29
Understanding issues and problems facing the world	3.46	3.14
Diversity/global awareness overall	3.41	3.20
Understanding the commonality of human problems through a global perspective	3.40	3.13
Understanding sustainability as pursuing solutions that are economically viable, environmentally sound, and socially just	3.35	3.15
Understanding issues associated with racial equity	3.32	2.96
Understanding the present as it relates to historical events/processes	3.31	3.01
Understanding how science and technology influence society and everyday life	3.30	3.28
Understanding issues associated with gender equity	3.26	2.94

Applying mathematics skills	3.23	3.31
Being involved in public and community affairs	3.16	2.97
Appreciating differences in sexual orientation	3.12	2.88
Formulating and testing hypotheses	3.09	3.21
Acquiring an awareness of new scientific knowledge and discoveries	3.08	3.10
Applying social science methods to understand human behavior	2.96	2.95
Appreciating the humanities (e.g., literature, philosophy, religion, history)	2.79	2.98
Appreciating the arts (e.g., music, art, theater, dance, crafts)	2.73	2.77

Figure 11 below presents a visual display of the differences in importance vs NC State’s contribution to development for the summary measures of the five different areas asked about. Again, highlighting the “gap” for *communication skills overall*, we find that 91 percent of alumni said such skills are “very important,” but only 40 percent said 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 smallest gap in ratings for overall skills was for *overall general education*.

Figure 11: Importance of and NC State’s Contribution to Summary Measures of Undergraduate Education Goals



Communication Skills

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

Communication skills overall was nearly universally judged by alumni to be an important skill, with over 90 percent of respondents rating it as “very important.” *Understanding written and oral information* was also rated highly in terms of importance by alumni, with 87 percent rating it as “very important” to them (87.4%). While *writing effectively* and *speaking to small and large groups and making presentations* were also seen as important by alumni, they were less likely to be judged as “very important” (67.3% and 60.1%, respectively).

With respect to skills related to communication, NC State received the highest ratings for contributing to the development of alumni’s skills in *understanding written and oral information*, with half of respondents saying that the University contributed “very much” to this skill and 43.4 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 alumni development of *speaking to small and large groups and making presentations* and *writing effectively*. Over 40 percent said the University contributed “very much” to their development of these skills (43.5% and 41.7%, respectively), but over 10 percent rated NC State’s contribution to their development of these skills as only “very little” or “not at all” (13.9% and 12.2%, respectively).

Table 37 below represents mean importance and development ratings for communication skills. For frequencies of results to all survey items included in the “Undergraduate Education Goals” section of this report, including those related to communication skills, click [here](#).

Table 37: Mean Ratings for Importance of and NC State’s Contribution to Development for Skills Related to Communication

	Mean Importance	Mean Development
Communication skills overall	3.90	3.28
Understanding written and oral information	3.86	3.42
Writing effectively	3.61	3.28
Speaking to small and large groups and making presentations	3.48	3.27

Problem Solving Skills

Alumni Survey respondents were asked about 11 specific skills related to problem solving. Each of the 11 skills were rated as “very important” by at least 60 percent of alumni respondents. Those that were most likely to be seen as “very important” were:

- Problem solving skills overall (89.8% “very important”)
- Examining problems from multiple perspectives (78.6%)
- Critically analyzing and evaluating ideas/information (78.5%)
- Defining problems (78.3%)
- Identifying relevant ideas/information (75.9%)

Although still seen as “very important” by a majority of respondents, skills related to problem solving that were judged to be somewhat less important were:

- Combining/synthesizing existing ideas/information in original ways (10.4% “not very important” and 1.4% “not at all important”)
- Constructing clear, precise, and accurate arguments (8.7% and 1.2%)
- Generating innovative solutions (6.6% and 1.0%)

Alumni generally believe that they are well prepared in the area of problem solving. For all but two of the specific skills asked about, more than 40 percent of respondents said NC State contributed “very much” to their development of them. Problem solving skills for which respondents were most likely to believe NC State contributed “very much” to their development were:

- Problem solving skills overall (54.0% “very much”)
- Critically analyzing and evaluating ideas/information (51.0%)
- Integrating ideas/information from multiple sources (48.6%)
- Examining problems from multiple perspectives (48.0%)

Problem solving skills on which alumni reported feeling less well prepared, saying that NC State contributed only “very little” or “not at all” to their development, include:

- Generating innovative solutions (11.8% “very little” and 2.6% “not at all”)
- Combining/synthesizing existing ideas/information in original ways (10.6% and 2.1%)
- Using information technologies and search strategies to access information (9.6% and 2.0%)
- Constructing clear, precise, and accurate arguments (9.3% and 1.5%)

Table 38 below represents mean importance and development ratings for problem solving skills. For frequencies of results to all survey items included in the “Undergraduate Education Goals” section of this report, including those related to problem solving skills, click [here](#).

Table 38: Mean Ratings for Importance of and NC State’s Contribution to Development for Skills Related to Problem Solving

	Mean Importance	Mean Development
Problem solving skills overall	3.89	3.47
Defining problems	3.76	3.37
Examining problems from multiple perspectives	3.76	3.37
Critically analyzing and evaluating ideas/information	3.75	3.44
Identifying relevant ideas/information	3.73	3.38
Breaking down complex topics to enhance understanding	3.67	3.37
Integrating ideas/information from multiple sources	3.65	3.39
Using information technologies and search strategies to access information	3.58	3.33
Generating innovative solutions	3.58	3.22
Constructing clear, precise, and accurate arguments	3.55	3.31
Combining/synthesizing existing ideas/information in original ways	3.48	3.24

Professional Skills

A wide range of professional skills were viewed as “very important” by NC State alumni. Seven of the 10 skills asked about were rated as “very important” by at least three-fourths of alumni. The skills ranked most important by alumni were:

- Conducting work activities in an ethical manner (86.2% “very important”)
- Adapting to changing circumstances (83.2%)
- Professional skills overall (81.6%)
- Working under pressure (81.4%)

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

- Working with people from diverse backgrounds (7.9% “not very important” and 1.6% “not at all important”)
- Preparing for a career (7.5% and 1.6%)
- Effectively leading/guiding others (5.5% and 0.6%)

Alumni indicated that NC State contributed the most to their development of:

- Working in teams (57.4% “very much”)
- Working independently (56.7%)
- Working under pressure (56.2%)

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

- Effectively leading/guiding others (15.9% “very little” and 3.4% “not at all”)
- Preparing for a career (14.8% and 3.9%)
- Keeping current with skills/knowledge in my field (12.2% and 3.4%)

Although alumni generally feel that they were well prepared by NC State with respect to professional skills, difference in average ratings of the importance of the individual skills and ratings for NC State’s contribution to their development of those skills for them is relatively large compared to skills in other areas.

Table 39 below represents mean importance and development ratings for professional skills. For frequencies of results to all survey items included in the “Undergraduate Education Goals” section of this report, including those related to professional skills, click [here](#).

Table 39: Mean Ratings for Importance of and NC State’s Contribution to Development for Professional Skills

	Mean Importance	Mean Development
Conducting work activities in an ethical manner	3.84	3.37
Adapting to changing circumstances	3.82	3.27
Professional skills overall	3.80	3.32
Working under pressure	3.80	3.45
Working independently	3.76	3.47
Keeping current with skills/knowledge in my field	3.73	3.21
Working in teams	3.71	3.49
Effectively leading/guiding others	3.62	3.15
Preparing for a career	3.56	3.17
Working with people from diverse backgrounds	3.55	3.34

General Education

There is a wide range in the extent to which alumni see the various general education skills as important to them currently. Half or more of alumni rate eight of the 15 specific skills related to an overall general education as ‘very important’ to them currently, while more than 25 percent see six of the skills asked about as “not very” or “not at all important.” The general education skills rated most important were:

- Valuing learning as a lifelong process (73.9% “very important”)
- Recognizing and acting on ethical principles (72.8%)
- An overall general education (71.2%)
- Understanding the basic concepts in a broad range of disciplines (60.7%)

The general education skills seen as least important were:

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (25.5% “not very important” and 16.7% “not at all important”)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (25.6% and 13.9%)
- Applying social science methods to understand human behavior (20.9% and 10.6%)
- Acquiring an awareness of new scientific knowledge and discoveries (19.1% and 8.1%)
- Formulating and testing hypotheses (20.9% and 6.2%)
- Being involved in public and community affairs (16.9% and 4.9%)

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

- An overall general education (65.8% “very much”)
- Understanding the basic concepts in a broad range of disciplines (51.7%)
- Valuing learning as a lifelong process (50.7%)

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

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (25.1% “very little” and 11.6% “not at all”)
- Applying social science methods to understand human behavior (21.0% and 7.6%)
- Being involved in public and community affairs (21.7% and 5.9%)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (20.8% and 6.4%)
- Developing and sustaining an active and healthy lifestyle (19.4% and 7.0%)

Alumni generally gave similar ratings of importance and of how well NC State contributed to their development to most of the general education items asked about. For only three items did alumni give notably higher average ratings to importance than development of the skills related to general education:

- Developing and sustaining an active and healthy lifestyle (gap of .47)
- Recognizing and acting on ethical principles (gap of .39)
- Valuing learning as a lifelong process (gap of .32)

Table 40 below represents mean importance and development ratings for skills related to their general education. For frequencies of results to all survey items included in the “Undergraduate Education Goals” section of this report, including those related to general education, click [here](#).

Table 40: Mean Ratings for Importance of and NC State’s Contribution to Development for Skills Related to General Education

	Mean Importance	Mean Development
Valuing learning as a lifelong process	3.69	3.37
An overall general education	3.66	3.62
Recognizing and acting on ethical principles	3.66	3.27
Understanding the basic concepts in a broad range of disciplines	3.53	3.43
Developing and sustaining an active and healthy lifestyle	3.47	3.00
Exploring and synthesizing approaches/views from more than one discipline	3.46	3.29
Understanding sustainability as pursuing solutions that are economically viable, environmentally sound, and socially just	3.35	3.15
Understanding how science and technology influence society and everyday life	3.30	3.28
Applying mathematics skills	3.23	3.31
Being involved in public and community affairs	3.16	2.97
Formulating and testing hypotheses	3.09	3.21
Acquiring an awareness of new scientific knowledge and discoveries	3.08	3.10
Applying social science methods to understand human behavior	2.96	2.95
Appreciating the humanities (e.g., literature, philosophy, religion, history)	2.79	2.98
Appreciating the arts (e.g., music, art, theater, dance, crafts)	2.73	2.77

Diversity/Global Awareness

Although over 45 percent of alumni rate all of the diversity/global awareness skills as “very important,” skills in this are typically seen by alumni as relatively less important than skills in other areas. Diversity/global awareness skills most likely to be rated as “very important” were:

- Having a tolerance for different points of views (72.2% “very important”)
- Understanding diverse cultures and values (63.8%)
- Understanding issues and problems facing the world (59.6%)

Diversity/global awareness skills seen as “not very” or “not at all important” in their current lives by at least 15 percent of alumni include:

- Appreciating differences in sexual orientation (15.9% “not very important” and 9.8% “not at all important”)
- Understanding issues associated with gender equity (13.9% and 6.1%)
- Understanding issues associated with racial equity (12.1% and 4.9%)
- Understanding the present as it relates to historical events/processes (13.0% and 3.6%)

Relative to other areas asked about, NC State alumni were least likely to say that the University made a significant contribution to their development to skills related to diversity/global awareness. Slightly more than one-third of alumni said NC State contributed “very much” to their development of:

- Having a tolerance for different points of views (42.4% “very much”)
- Understanding diverse cultures and values (40.8%)
- Diversity/global awareness overall (39.7%)
- Understanding issues and problems facing the world (36.2%)
- Understanding the commonality of human problems through a global perspective (36.1%)

One-fourth or more of alumni said that NC State contributed “very little” or “not at all” to their development of:

- Appreciating differences in sexual orientation (22.1% “very little” and 10.3% “not at all”)
- Understanding issues associated with gender equity (21.1% and 8.4%)
- Understanding issues associated with racial equity (21.1% and 7.2%)
- Understanding the present as it relates to historical events/processes (20.0% and 4.8%)

Table 41 below represents mean importance and development ratings for skills related to diversity/global awareness. For frequencies of results to all survey items included in the “Undergraduate Education Goals” section of this report, including those related to diversity/global awareness, click [here](#).

In general, gaps between the average ratings given the importance and development of skills related to diversity/global awareness were relatively small.

Table 41: Mean Ratings for Importance of and NC State’s Contribution to Development for Skills Related to Diversity/Global Awareness

	Mean Importance	Mean Development
Having a tolerance for different points of views	3.66	3.25
Understanding diverse cultures and values	3.52	3.22
Understanding issues and problems facing the world	3.46	3.14
Diversity/global awareness overall	3.41	3.20
Understanding the commonality of human problems through a global perspective	3.40	3.13
Understanding issues associated with racial equity	3.32	2.96
Understanding the present as it relates to historical events/processes	3.31	3.01
Understanding issues associated with gender equity	3.26	2.94
Appreciating differences in sexual orientation	3.12	2.88

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. For some experiences, they were also asked about the impact those activities had on their professional and/or personal lives.

A large number of alumni obtained work-related experiences as an undergraduate student. Almost half of respondents said they had an internship, 20 percent did research with a faculty member, 11 percent had a student teaching assignment, and seven 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 served in a leadership role in at least one such organization. And, nearly half of respondents said they had travelled abroad while an undergraduate student, with 23 percent participating in Study Abroad or an NC State service trip, as indicated by data from the Alumni Survey not presented in this report.

Overall, we find that engagement in these various educational and/or co-curricular activities had 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 student at NC State affected their current professional or personal lives. From the activities asked about, *participation 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, were excluded from analysis.)

Nearly two-thirds of alumni said that they “agree” that *participation in an internship/co-op/student teaching has had a positive impact on my career* (65.5%), and another 20 percent said they “tend to agree” (19.6%). Meanwhile, 46 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” (40.7%) or “tend to agree” (33.6%) that *community service or a service learning project has had a positive impact on my commitment to helping to improve society*.

Similarly, one-third “agreed” (33.6%) and over one-fourth “tended to agree” (27.5%) that their physical education course(s) at NC State had a *positive influence on their current exercise/health habits*.

Foreign language courses taken at NC State also had a lasting impact on alumni, with one-third saying they “agree,” and another one-fourth saying they “tend to agree” that such courses *helped me gain an appreciation for other cultures*. However, alumni are less likely to “agree” (24.6%) or “tend to agree” (19.8%) that *the ability to communicate in a language other than English has proven helpful in my current profession*. Ten percent of alumni “disagree” and another seven percent “tend to disagree” that speaking another language is helpful in their current position.

Finally, over half of alumni said they either “agree” (24.8%) or “tend to agree” (27.9%) that *attending ARTS NC State events increased my interest in attending future arts/cultural events*.

Table 42: 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)
My participation in an internship program co-op, or student teaching has had a positive impact on my career	4.45	65.5%	19.6%	10.8%	2.2%	1.9%	1,567
The knowledge and/or experiences I gained by engaging in research while an undergraduate has had a positive impact on my career	4.14	45.9%	31.4%	15.9%	4.0%	2.8%	1,485
Participating in a community service or service learning project while an undergraduate has had a lasting impact on my commitment in helping to improve society	4.06	40.7%	33.6%	19.9%	3.1%	2.7%	1,698
My physical education activity course(s) at NC State had a positive influence on my current exercise/health habits	3.71	33.6%	27.5%	23.0%	7.7%	8.2%	2,148
Foreign language courses at NC State helped me gain an appreciation for other cultures	3.65	33.3%	25.4%	24.3%	7.0%	10.0%	1,305
Attending ARTS NC state events increased my interest in attending future arts/cultural events	3.52	24.8%	27.9%	30.5%	8.1%	8.6%	1,425
The ability to communicate in a language other than English has proven helpful to me in my current position	3.17	24.6%	19.8%	23.7%	11.8%	20.2%	1,397

Note: Table excludes “Not applicable” response option

International Experiences

Alumni were asked about various on- and off-campus international experiences they had as an undergraduate student 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.

About 30 percent of those responding to the survey said they had participated in an on-campus international program or activity (29.4%), and almost half said they had at least one type of international experience outside the U.S. during their time as an undergraduate student at NC State (48.7%). [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 over one-third said they had travelled abroad for personal reasons (34.8%), 14 percent reported that they participated in a Study Abroad for a summer or short-term session (13.7%), and seven percent participated in a Study Abroad for a semester or longer (6.9%). Five percent said they went on an international service trip organized by NC State, and four percent went on a non-NC State service trip. A very small number of alumni reported that they had travelled abroad for other reasons, such as to work on a research project or for an internship. As shown in Figure 12, almost half of the respondents to the Alumni Survey reported travelling for one reason or another during their time at NC State.

Table 43: Participation in On-Campus International Program or Activity

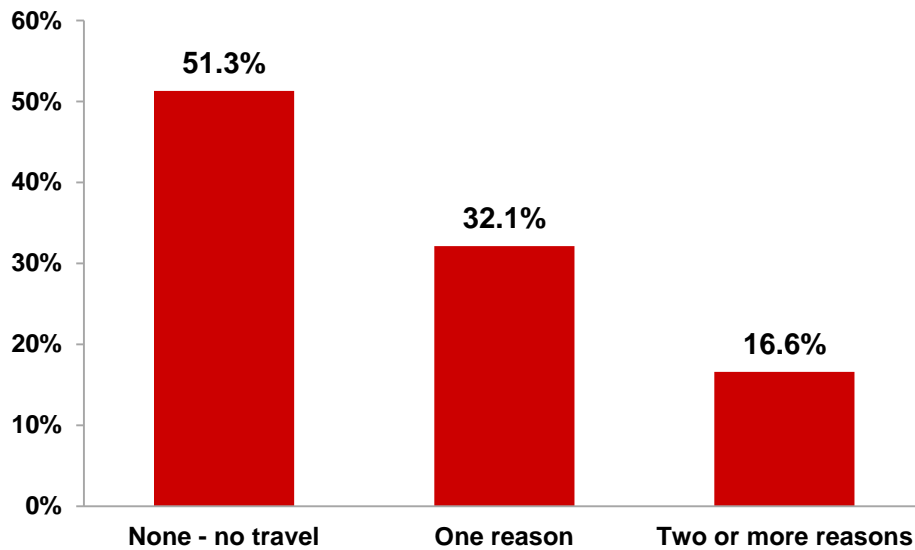
	%	N
Yes – participated	29.4%	648
No – did not participate	70.6%	1,641
<i>Total (N)</i>	<i>100%</i>	<i>2,325</i>

Table 44: Reasons for International Travel

	%
Personal travel (e.g., vacation) outside the U.S.	34.8%
Study abroad for a summer or short term	13.7%
Study abroad for one semester or longer	6.9%
International service trip organized by NC State (e.g., Alternative Service Break)	5.0%
International service trip organized by an organization not affiliated with NC State	4.4%
Research project outside the U.S.	2.0%
International Internship	1.8%
Work (i.e., paid employment) outside of the U.S.	1.8%
Student teaching outside of the U.S.	0.7%

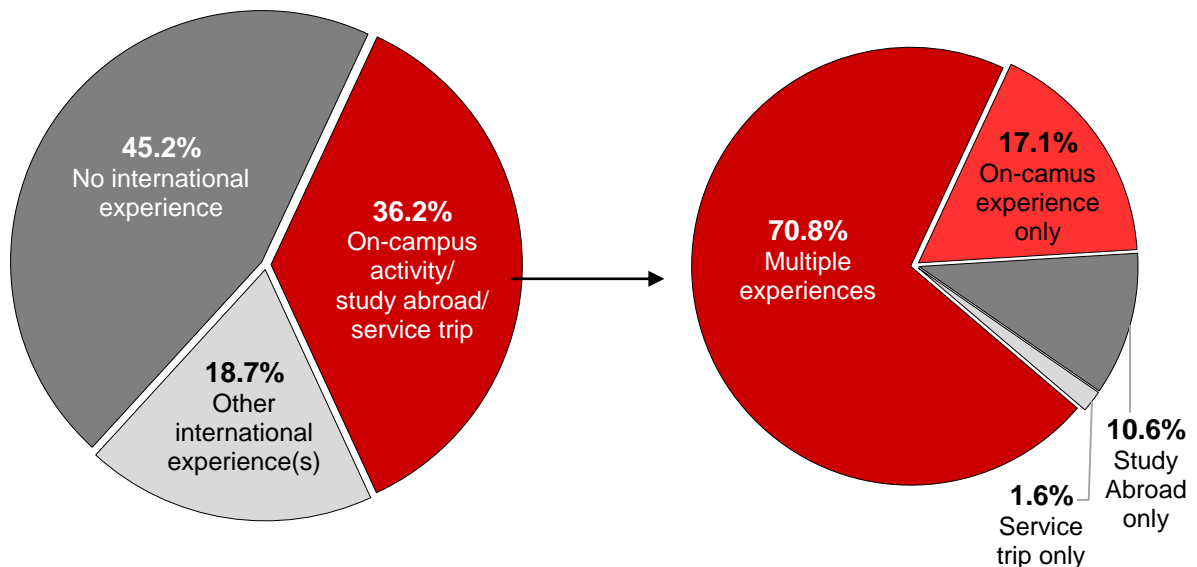
Note: Respondents could select more than one response

Figure 12: Total Number of Different Reasons for International Travel (from among reasons listed in Table 44 above; N=2,496)



Altogether, over one-third of alumni indicated that they participated in some type of international experience specifically sponsored or organized by NC State (either an on-campus activity or something outside of the United States) (36.2%), with the majority having multiple types of experiences. Close to 20 percent had travelled abroad, but only through a program or experience unrelated to NC State (18.7%). 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 13: International Experiences (N=2,496)



Impact of International Experiences

Alumni having had any organized international experience through NC State were asked about the impact it had on them on four different learning outcomes. Three-fourths of alumni with international experience said it did a “great deal” to help them *better appreciate people with diverse perspectives or from different cultures* (76.6%), and nearly two-thirds said it did “a great deal” to help them *better understand problems and issues facing the world* (64.0%). About 60 percent of these alumni said their international experience did “a great deal” to *positively impact on work attitudes and skills* (59.4%), and half believed their international experience did “a great deal” to *improve their problem-solving skills* (49.7%).

Table 45: Impact of NC State International Experience on Various Learning Outcomes

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Helped better appreciate people with diverse perspectives or from different cultures	3.68	76.6%	16.9%	4.1%	2.4%	877
Helped better understand problems and issues facing the world	3.50	64.0%	25.5%	7.2%	3.3%	878
Had positive impact on work attitudes and skills	3.41	59.4%	27.0%	9.1%	4.6%	879
Helped improve problem-solving skills	3.23	49.7%	30.3%	13.0%	7.1%	879

The extent to which alumni feel these learning outcomes were achieved varied 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) were for the most part least likely to believe those 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 were that:

- 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 were most likely to say their experience contributed “a great deal” to all four of the learning outcomes

Table 46: Impact of NC State 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 or service trip only	Multiple experiences
4: A great deal	27.2%	38.0%	56.5%
3: Some	29.4%	45.4%	27.9%
2: A little	21.3%	8.3%	12.0%
1: Not at all	22.1%	8.3%	3.6%
<i>Total (N)</i>	136	108	635

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

Table 47: Impact of NC State 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 or service trip only	Multiple experiences
4: A great deal	37.5%	49.1%	65.8%
3: Some	32.4%	36.1%	24.3%
2: A little	14.0%	10.2%	7.9%
1: Not at all	16.2%	4.6%	2.0%
<i>Total (N)</i>	136	108	635

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

Table 48: Impact of NC State 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 or service trip only	Multiple experiences
4: A great deal	37.5%	55.6%	71.1%
3: Some	36.0%	35.2%	21.6%
2: A little	14.7%	6.5%	5.7%
1: Not at all	11.8%	2.8%	1.6%
<i>Total (N)</i>	136	108	634

Note: “Multiple experiences” indicates that respondents reported two or more international experiences

Table 49: Impact of NC State 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 or service trip only	Multiple experiences
4: A great deal	54.4%	72.6%	82.0%
3: Some	26.5%	18.9%	14.5%
2: A little	11.0%	5.7%	2.4%
1: Not at all	8.1%	2.8%	1.1%
<i>Total (N)</i>	136	108	635

Note: “Multiple experiences” indicates that respondents reported two or more international experiences

Reasons for Non-Participation in International Experiences

Alumni who indicated they had not participated in an NC State organized Study Abroad trip and/or an international service learning trip were asked the reason(s) why they had not done so from a list provided. Over half said “financial constraints” kept them from doing a Study Abroad (59.1%) or a service-learning trip (50.6%). Almost one-fourth of those not participating in a Study Abroad (23.0%), and nearly one-third of those not participating in a service-learning trip (32.1%) said their non-participation was due to “no interest in available programs.” About one-fourth of 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 during their time at NC State (27.3% and 23.3%, respectively). Slightly fewer alumni said they did not do so because they “learned about opportunities too late” (16.8% and 18.7%, respectively). A small percentage of alumni indicated that “my own/my family’s concern about safety” was a reason for not participating in either type of international experience (5.7% and 4.6%, respectively).

Table 50: Reasons for Not Participating in NC State International Study Abroad and/or Service Learning Trip (among those not participating in the program)

	No Study Abroad	No Service Trip
Not interested in available programs	23.0%	32.1%
Financial constraints	59.1%	50.6%
Participation in domestic or international internship/co-op	9.3%	N/A
Personal, family, or employment obligations	27.3%	23.3%
Learned about opportunities too late	16.8%	18.7%
My own/my family's concerns about safety	5.7%	4.6%
Other	14.1%	7.9%
Total (N)	1,998	2,271

Note: Respondents could select more than one response

Work-Related Experiences

Alumni reported having had a number of different work-related experiences while an undergraduate at NC State. Nearly half of respondents reported that they participated in an internship while an undergraduate (48.2%). One-third said that they worked a full- or part-time job not related to their major (34.6%), while about one-in-five said they worked in a full- or part-time job related to their major (21.4%). Other work-related experiences that were commonly reported by alumni included on-campus employment (21.8%), research with faculty (20.0%), and student teaching (10.7%).

Table 51: Work-Related Experiences (N=2,496)

	%
Internship	48.2%
Full- or part-time employment <u>not</u> related to major	34.6%
Other on-campus employment	21.8%
Full- or part-time employment related to major	21.4%
Research with faculty	20.0%
Student teaching	10.7%
Practicum (i.e., a college course to gain practical experience)	8.0%
Cooperative Education Program	6.9%
Residence advisor	3.8%

Note: Respondents could select more than one response

Participation in Student Organizations

Alumni reported being involved in a variety of different student organizations while they were undergraduate students at NC State. Organizations/clubs with an academic or an athletic focus were popular among alumni, with more than one-third saying they participated in an “organization/club related to their major” (34.5%) and over one-fourth reporting that they participated in “intramural recreational sports, club teams” (26.9%). Between 10 and 15 percent of alumni said that they had participated in an “honor/professional fraternity/sorority” (15.3%), “religious groups” (14.7%), “social fraternity/sorority” (14.6%), “University Scholars Program” (13.3%), and “service group/organization” (10.3%).

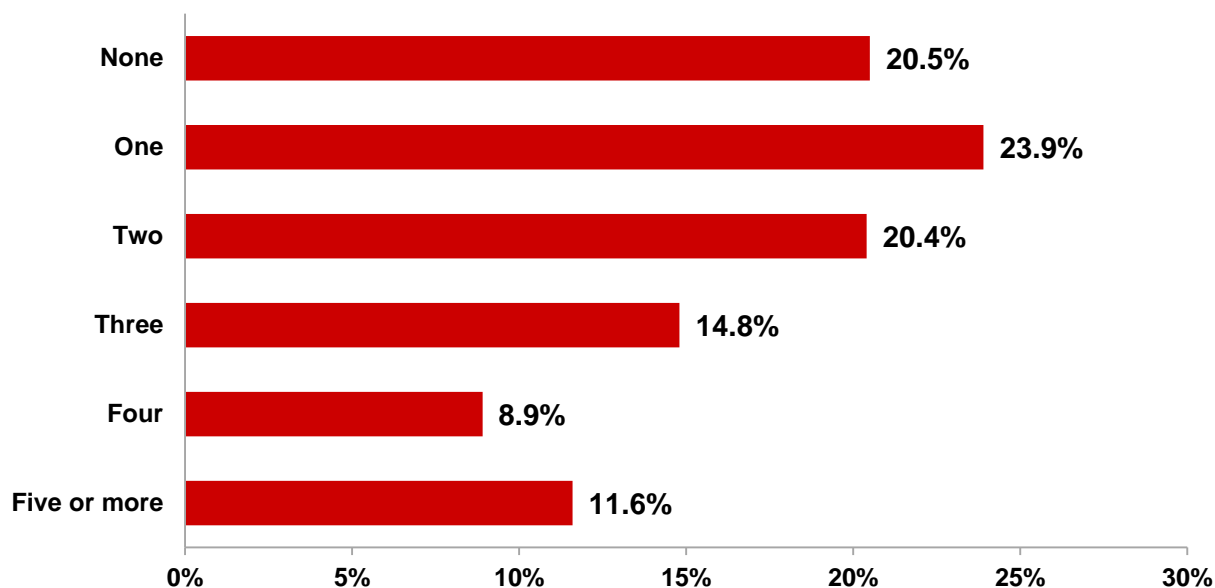
Eight-in-ten respondents indicated that they had participated in at least one of the different groups/organizations asked about (including “other”), with 12 percent saying they participated in five or more organizations (11.6%).

Table 52: Participation in Student Organizations (N=2,496)

	%
Organizations/clubs related to your major	34.5%
Intramural recreational sports, club teams	26.9%
Honor/professional fraternity/sorority	15.3%
Religious groups	14.7%
Social fraternity/sorority	14.6%
University Scholars Program	13.3%
Service group/organization	10.3%
University Honors Program	7.3%
CSLEPS	7.1%
Student Alumni Association	7.0%
International/cultural clubs and/or organizations	6.7%
Visual/Performing arts/music groups	5.7%
Minority student groups	5.7%
Student Ambassador group	5.5%
Academic scholarship program	5.5%
Environmental/Sustainability groups	4.4%
Political/issue groups	4.1%
Residence Hall Council, IRC	3.8%
Student Government	3.8%
Culturally affiliated group	3.3%
Multicultural Student Affairs group/organization	3.2%
Varsity athletic teams	3.1%
African American Cultural Center	3.0%
Student Media/Publications	2.8%
GLBT Center/student group	2.0%
Union Activities Board groups	1.8%
ROTC	1.8%
Other	10.3%

Note: Respondents could select more than one response

Figure 14: Total Number of Different Types of Student Organizations Participated In (N=2,496)



Leadership Positions

When asked if they held a leadership role in any of the clubs/organizations asked about, nearly half of alumni respondents (47.3%) reported holding a “significant leadership role.”

Table 53: Leadership Role in Student Groups (among those participating in at least one organization)

	%
Yes – held significant leadership role	47.3%
No – did not	52.7%
Total (N)	2,054

Alumni who believe NC State significantly contributed to their development of leadership skills were more likely to report having had actual leadership experience while a student. Over 60 percent of the alumni who said NC State contributed “very much” to their development of leadership skills had held a significant leadership role in a student group while and undergraduate, compared about 20 percent of those who said NC State had contributed “very little” or “not at all” having held a leadership position.

Table 54: NC State Contribution to Leadership Skills by Having had a Leadership Role in a Student Group (among those participating in at least one organization)

Leadership role in school-related organization(s)	NC State Contributed to Development: Effectively leading/guiding others			
	4: Very much	3: Somewhat	2: Very little	1: Not at all
Yes	62.2%	42.0%	21.7%	17.3%
No	37.8%	58.0%	68.3%	82.7%
Total (N)	688	761	252	52

Current Behaviors

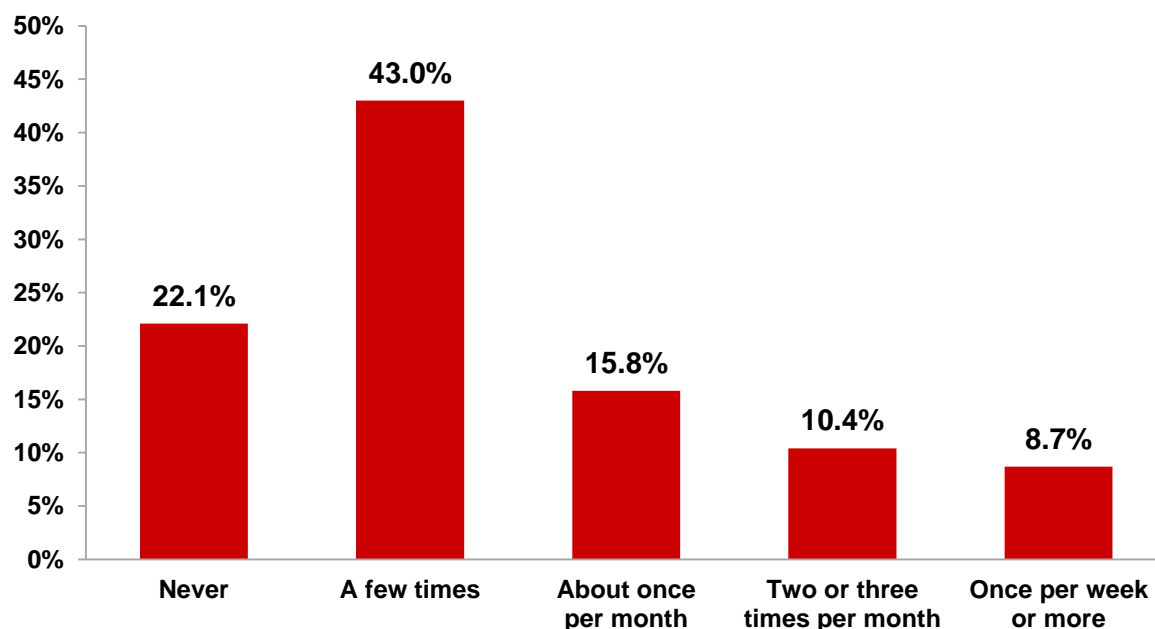
Alumni were asked about their current behaviors with respect to community service, physical exercise, participation in the arts, keeping up with current events, and leisure reading. In this section of the report, these results are presented along with the extent to which NC State might have contributed to such behaviors.

Overall, one-third of alumni reported that over the past year they volunteered their time about once per month or more, and over 80 percent said they exercise at least once per week (83.5%). Just over one-fourth said they typically attend an arts/cultural event about once per month or more (27.3%). Finally, while the majority of alumni said they keep up with current events on a regular basis, they are less likely to read regularly for leisure. For the most part, it appears that experiences at NC State had a positive impact on such current behaviors.

Volunteer Activities

More than one-third of alumni said they volunteer for a non-profit, charity, or community group once per month or more, with almost 10 percent saying they do so at least once per week (8.7%). Over 20 percent, however, said they “never” participate in such volunteer activities (22.1%).

Figure 15: Current Frequency of Volunteering for Non-Profit/Charity/Community Group in the Past Year (N=2,242)



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, over one-third of those who currently volunteer “once per week or more” compared to about one-in-five of those who “never” volunteer, said that NC State contributed “very much” to this outcome.

Table 55: Development of Being Involved in Public and Community Affairs, by Current Volunteer Behaviors

NC State Contrib. to Development: Being involved in public and community affairs	Current Frequency of Volunteering				
	Never	A few times	About once per month	Two or three times per month	Once per week or more
Very much	22.1%	31.1%	36.0%	34.8%	36.9%
Somewhat	35.2%	42.4%	42.7%	47.1%	40.5%
Very little	30.4%	22.5%	17.2%	13.7%	17.3%
Not at all	12.3%	3.9%	4.1%	4.4%	5.4%
<i>Total (N)</i>	438	867	314	204	168

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 impact their commitment to helping to improve society. Over 45 percent of alumni who said they currently “never” volunteer for a non-profit, charity, or community group indicated that they also did not participate in community service/service learning projects while an undergraduate student (46.2%). Between 40 and 50 percent of those who volunteer once per month or more “agree” that their participation in community service/ service learning projects as an undergraduate student at NC State had such an impact.

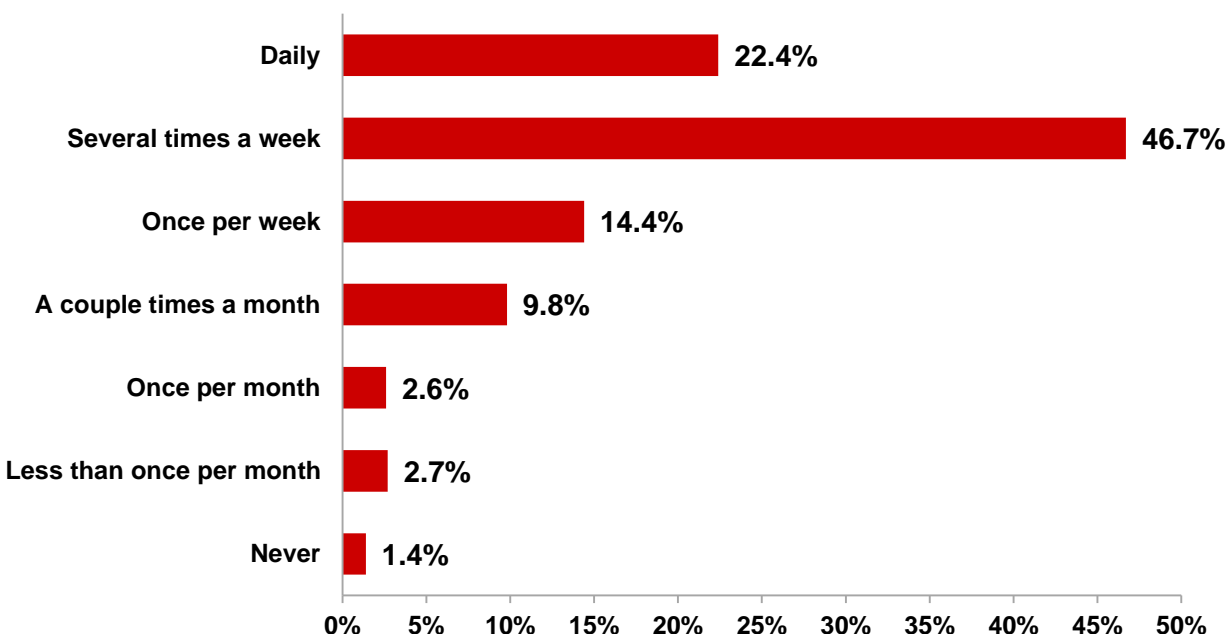
Table 56: Impact of Participation in Community Service/Service Learning Project as an Undergraduate, by Current Volunteer Behaviors

Community service/ service learning project has had impact on commitment in helping to improve society	Current Frequency of Volunteering				
	Never	A few times	About once per month	Two or three times per month	Once per week or more
Agree	12.0%	28.2%	45.1%	42.5%	49.0%
Tend to agree	15.2%	30.0%	28.0%	25.8%	20.3%
Neither agree nor disagree	20.1%	16.0%	9.1%	12.0%	12.0%
Tend to disagree	4.1%	2.4%	1.4%	0.9%	1.6%
Disagree	2.4%	2.8%	1.4%	.	.
Did not complete community service/service learning project	46.2%	20.5%	14.9%	18.9%	17.2%
<i>Total (N)</i>	438	867	314	204	168

Physical Exercise in the Past Year

The large majority of alumni indicated they currently engage in physical exercise at least once per week (83.5%), with more than one-in-five saying they exercise on a daily basis (22.4%).

Figure 16: Current Frequency of Physical Exercise (N=2,243)



The more frequently one currently exercises, the more likely they are to believe that their undergraduate education played a role in such behaviors. Over three-fourths of those who exercise on a daily basis (76.6%) believe that their college education contributed either “very much” or “somewhat” to their development of *developing and sustaining an active and healthy lifestyle*. In contrast, just over 40 percent of those who infrequently or never exercise say that NC State contributed “very little” or “not at all” to such development.

Table 57: Influence of Physical Education Courses of Exercise/Health Habits, by Current Physical Exercise Behaviors

NC State Contrib. to Development: Developing and sustaining an active and healthy lifestyle	Current Frequency of Physical Exercise				
	Once per month or less	A couple times per month	Once per week	Several times a week	Daily
Very much	29.3%	25.4%	20.6%	35.9%	40.8%
Somewhat	29.3%	46.1%	44.1%	41.3%	35.8%
Very little	29.3%	21.8%	27.4%	16.7%	16.4%
Not at all	12.2%	9.4%	7.8%	6.0%	7.0%
<i>Total (N)</i>	123	193	281	946	444

Forty-three percent of those who exercise on a daily basis, compared to 22 percent of those who do so a once per month or less, “agree” that their *physical education course(s) at NC State had a positive influence on their current exercise/health habits* (42.9% vs 22.2%).

Table 58: Contribution to Development of Developing/Sustaining an Active/Healthy Lifestyle, by Current Physical Exercise Behaviors

Physical education 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 per month	Once per week	Several times a week	Daily
Agree	22.2%	18.4%	20.7%	33.8%	42.9%
Tend to agree	24.2%	23.5%	27.9%	28.0%	23.6%
Neither agree nor disagree	17.5%	29.0%	29.2%	20.7%	18.0%
Tend to disagree	12.1%	9.7%	8.8%	6.4%	5.0%
Disagree	17.5%	9.7%	6.6%	7.3%	6.0%
Did not enroll in physical education courses	6.7%	9.7%	6.9%	3.8%	4.4%
<i>Total (N)</i>	149	217	319	1,040	499

Participation in the Arts in the Past Year

While a notable number of NC State alumni said they “never” attend arts or cultural events (19.7%), over one-fourth said in the past year they attended such events about once per month or more (27.3%).

Figure 17: Frequency of Attending Arts/Cultural Event (N=2,246)

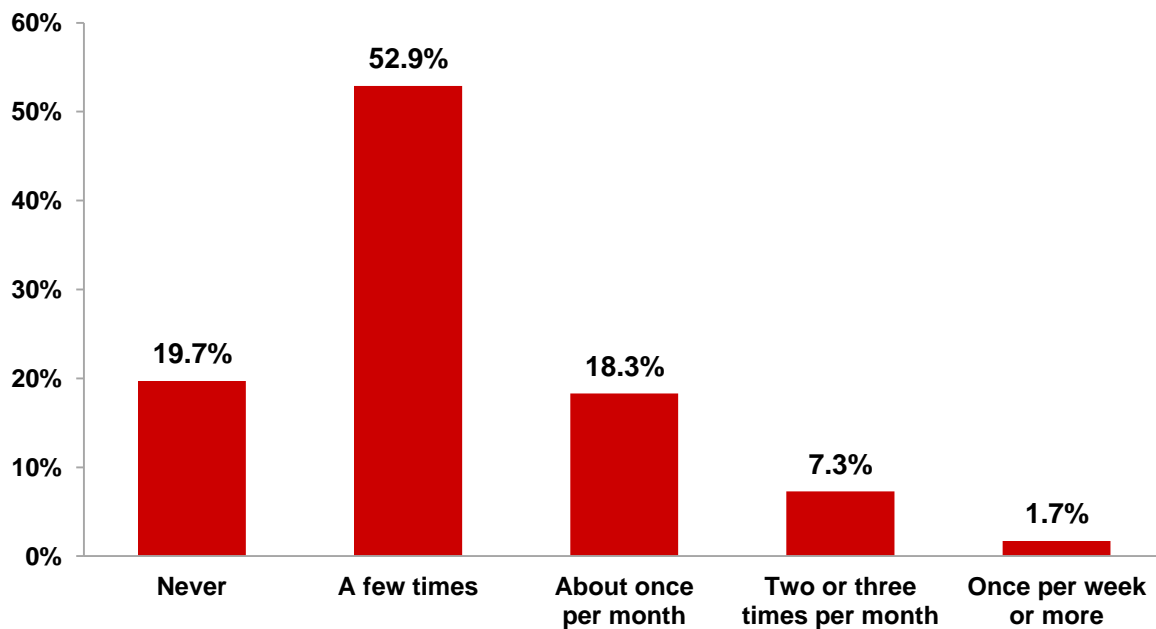


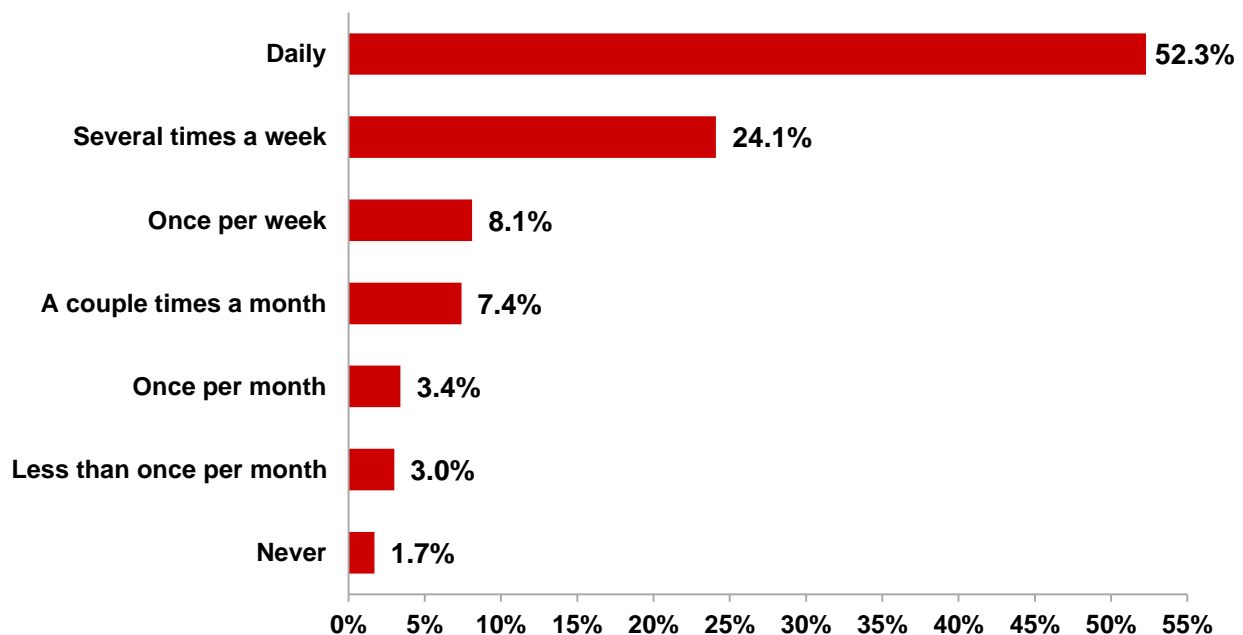
Table 59: Contribution to Development of Developing/Sustaining an Active/Healthy Lifestyle, by Current Physical Exercise Behaviors

NC State Contrib. to Development: Appreciating the arts	Current Frequency of Attending Arts/Cultural Events				
	Never	A few times	About once per month	Two or three times per month	Once per week or more
Very much	15.1%	24.9%	32.0%	36.5%	36.4%
Somewhat	33.0%	40.2%	37.1%	39.9%	33.3%
Very little	28.1%	25.3%	24.8%	18.2%	12.1%
Not at all	23.9%	9.6%	6.1%	5.4%	18.2%
<i>Total (N)</i>	385	1,060	359	148	33

Current Events

Just over half of alumni said they keep up with current events in the news “daily” (52.3%) and another one-fourth do so “several times a week” (24.1%).

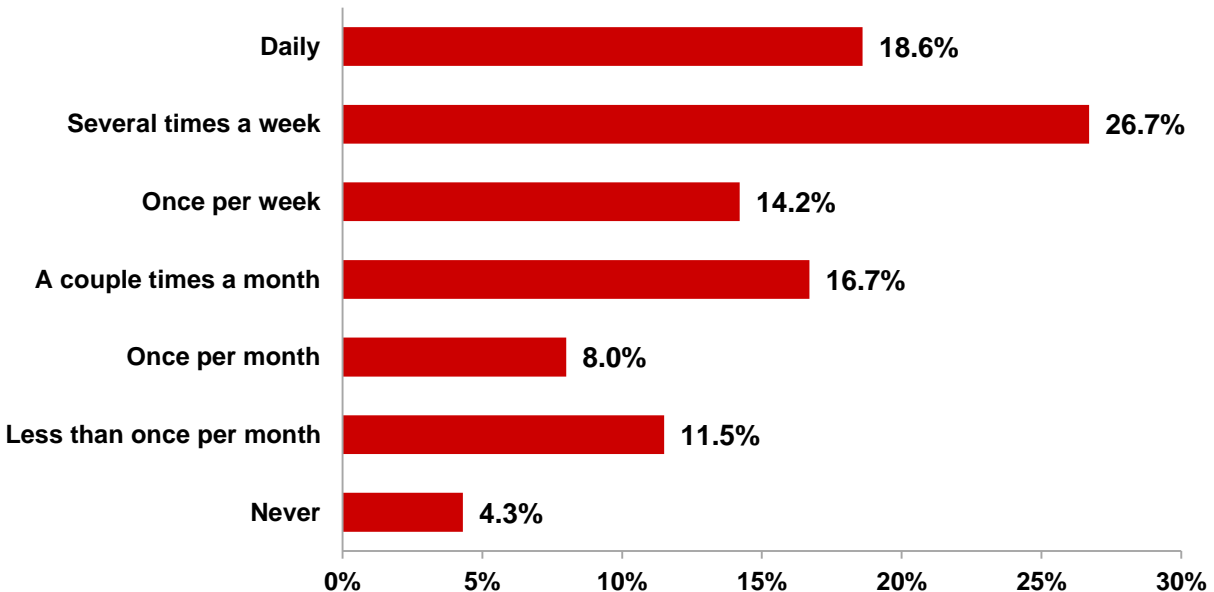
Figure 18: Frequency of Keeping Up with Current Events in the News (N=2,246)



Leisure Reading

Alumni are less likely to read for leisure, with just under 20 percent saying they do so “daily” (18.6%) while one-fourth do so “several times a week” (26.7%). Over 15 percent of alumni said they read for leisure either “less than once per month” (11.5%) or “never” (4.3%).

Figure 19: Frequency of Reading for Leisure (N=2,247)



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