

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance of Problem Solving Skills

Importance: Problem solving skills overall

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	89.8%	89.5%	90.2%	89.0%	91.6%	89.9%	86.9%
3: Somewhat important	9.4%	9.7%	9.2%	10.2%	7.7%	9.3%	13.1%
2: Not very important	0.7%	0.8%	0.5%	0.8%	0.7%	0.8%	0.0%
1: Not at all important	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Total (N)	2,320	1,198	1,122	118	143	1,864	99

Importance: Defining problems

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	78.3%	77.8%	78.8%	85.6%	80.3%	77.8%	75.8%
3: Somewhat important	19.7%	20.2%	19.3%	13.6%	19.0%	20.1%	21.2%
2: Not very important	1.8%	1.9%	1.7%	0.8%	0.7%	1.9%	3.0%
1: Not at all important	0.1%	0.1%	0.2%	0.0%	0.0%	0.1%	0.0%
Total (N)	2,315	1,195	1,120	118	142	1,860	99

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance: Examining problems from multiple perspectives

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	78.6%	79.7%	77.4%	82.2%	84.6%	77.7%	78.6%
3: Somewhat important	19.0%	17.9%	20.3%	16.1%	14.0%	19.9%	18.4%
2: Not very important	2.1%	2.0%	2.1%	0.8%	1.4%	2.1%	2.0%
1: Not at all important	0.3%	0.4%	0.2%	0.8%	0.0%	0.3%	1.0%
Total (N)	2,321	1,197	1,124	118	143	1,866	98

Importance: Breaking down complex topics to enhance understanding

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	73.0%	73.5%	72.5%	78.6%	74.8%	72.1%	77.8%
3: Somewhat important	21.9%	21.0%	23.0%	17.9%	21.0%	22.4%	20.2%
2: Not very important	4.5%	4.8%	4.2%	3.4%	3.5%	4.9%	2.0%
1: Not at all important	0.5%	0.8%	0.3%	0.0%	0.7%	0.6%	0.0%
Total (N)	2,319	1,198	1,121	117	143	1,865	99

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance: Identifying relevant ideas/information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	75.9%	75.8%	76.0%	79.3%	77.5%	75.1%	79.6%
3: Somewhat important	21.4%	21.6%	21.3%	19.8%	21.8%	21.8%	18.4%
2: Not very important	2.6%	2.4%	2.8%	0.9%	0.7%	3.0%	2.0%
1: Not at all important	0.1%	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%
Total (N)	2,309	1,194	1,115	116	142	1,858	98

Importance: Using information technologies and search strategies to access information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	66.7%	65.1%	68.3%	70.3%	76.4%	65.5%	66.3%
3: Somewhat important	25.4%	26.6%	24.1%	27.1%	22.2%	25.9%	22.4%
2: Not very important	7.2%	7.4%	7.0%	1.7%	1.4%	7.8%	11.2%
1: Not at all important	0.7%	0.8%	0.5%	0.8%	0.0%	0.8%	0.0%
Total (N)	2,321	1,198	1,123	118	144	1,866	98

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance: Critically analyzing and evaluating ideas/information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	78.5%	78.7%	78.3%	83.9%	80.4%	78.0%	80.8%
3: Somewhat important	18.7%	18.0%	19.4%	15.3%	17.5%	19.1%	16.2%
2: Not very important	2.5%	2.9%	2.0%	0.8%	2.1%	2.5%	3.0%
1: Not at all important	0.3%	0.4%	0.3%	0.0%	0.0%	0.4%	0.0%
Total (N)	2,325	1,203	1,122	118	143	1,869	99

Importance: Integrating ideas/information from multiple sources

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	71.2%	73.0%	69.2%	78.8%	71.3%	70.3%	74.5%
3: Somewhat important	23.6%	21.8%	25.5%	16.1%	25.2%	24.2%	21.4%
2: Not very important	4.7%	4.8%	4.7%	5.1%	3.5%	4.9%	4.1%
1: Not at all important	0.5%	0.4%	0.5%	0.0%	0.0%	0.6%	0.0%
Total (N)	2,321	1,200	1,121	118	143	1,867	98

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance: Constructing clear, precise, and accurate arguments

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	66.1%	65.9%	66.3%	74.6%	63.4%	65.1%	76.8%
3: Somewhat important	24.0%	23.5%	24.6%	18.6%	26.1%	24.8%	14.1%
2: Not very important	8.7%	9.4%	7.9%	5.1%	9.9%	8.8%	8.1%
1: Not at all important	1.2%	1.2%	1.2%	1.7%	0.7%	1.2%	1.0%
Total (N)	2,322	1,201	1,121	118	142	1,868	99

Importance: Combining/synthesizing existing ideas/information in original ways

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	60.8%	62.6%	58.9%	74.4%	61.5%	59.6%	67.7%
3: Somewhat important	27.4%	25.4%	29.5%	17.1%	28.0%	28.0%	27.3%
2: Not very important	10.4%	10.4%	10.3%	6.8%	7.7%	11.1%	3.0%
1: Not at all important	1.4%	1.6%	1.2%	1.7%	2.8%	1.3%	2.0%
Total (N)	2,324	1,201	1,123	117	143	1,869	99

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Importance: Generating innovative solutions

	NC State	Women	Men	Asian	AfAm	White	Other
4: Very important	66.7%	65.4%	68.0%	72.0%	65.7%	65.8%	74.2%
3: Somewhat important	25.8%	26.4%	25.1%	25.4%	30.8%	25.8%	18.6%
2: Not very important	6.6%	7.3%	5.8%	1.7%	3.5%	7.5%	4.1%
1: Not at all important	1.0%	0.9%	1.1%	0.8%	0.0%	1.0%	3.1%
Total (N)	2,316	1,198	1,118	118	143	1,863	97

NC State Contribution to Development of Problem Solving Skills

Contrib. to Development: Problem solving skills overall

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	54.0%	52.8%	55.2%	48.1%	53.7%	54.5%	51.7%
3: Average preparation	40.5%	42.8%	38.2%	47.1%	41.3%	40.1%	37.1%
2: Fair preparation	4.5%	3.7%	5.3%	3.8%	4.1%	4.5%	5.6%
1: Poor preparation	1.0%	0.7%	1.3%	1.0%	0.8%	0.9%	5.6%
Total (N)	2,139	1,097	1,042	104	121	1,735	89

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Contrib. to Development: Defining problems

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	46.5%	45.8%	47.2%	49.5%	44.6%	46.7%	46.1%
3: Average preparation	45.2%	46.8%	43.6%	41.9%	44.6%	45.6%	40.4%
2: Fair preparation	7.1%	6.4%	7.8%	7.6%	9.1%	6.8%	9.0%
1: Poor preparation	1.2%	0.9%	1.4%	1.0%	1.7%	1.0%	4.5%
Total (N)	2,135	1,093	1,042	105	121	1,732	89

Contrib. to Development: Examining problems from multiple perspectives

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	48.0%	50.0%	46.0%	43.8%	52.5%	48.0%	49.4%
3: Average preparation	42.6%	42.9%	42.2%	46.7%	39.2%	42.5%	39.3%
2: Fair preparation	8.0%	6.2%	10.0%	7.6%	7.5%	8.3%	5.6%
1: Poor preparation	1.4%	0.9%	1.8%	1.9%	0.8%	1.2%	5.6%
Total (N)	2,137	1,093	1,044	105	120	1,733	89

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Contrib. to Development: Breaking down complex topics to enhance understanding

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	47.3%	47.0%	47.7%	43.8%	47.5%	47.9%	43.8%
3: Average preparation	44.0%	45.5%	42.5%	42.9%	46.7%	43.5%	47.2%
2: Fair preparation	6.7%	6.0%	7.4%	10.5%	4.1%	6.9%	3.4%
1: Poor preparation	2.0%	1.5%	2.5%	2.9%	1.6%	1.7%	5.6%
Total (N)	2,139	1,096	1,043	105	122	1,733	89

Contrib. to Development: Identifying relevant ideas/information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	46.2%	47.8%	44.6%	39.0%	47.5%	46.2%	49.4%
3: Average preparation	46.3%	46.5%	46.1%	54.3%	43.4%	46.5%	38.2%
2: Fair preparation	6.5%	5.1%	8.0%	6.7%	8.2%	6.5%	7.9%
1: Poor preparation	0.9%	0.6%	1.2%	0.0%	0.8%	0.9%	4.5%
Total (N)	2,139	1,095	1,044	105	122	1,733	89

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Contrib. to Development: Using information technologies and search strategies to access information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	46.9%	47.5%	46.2%	41.9%	55.7%	46.3%	46.6%
3: Average preparation	41.6%	42.5%	40.7%	43.8%	40.2%	42.0%	38.6%
2: Fair preparation	9.6%	8.6%	10.5%	14.3%	3.3%	9.6%	10.2%
1: Poor preparation	2.0%	1.5%	2.6%	0.0%	0.8%	2.1%	4.5%
Total (N)	2,136	1,093	1,043	105	122	1,732	88

Contrib. to Development: Critically analyzing and evaluating ideas/information

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	51.0%	52.1%	49.8%	41.3%	52.5%	51.4%	47.2%
3: Average preparation	43.1%	43.2%	43.0%	51.0%	39.3%	42.8%	47.2%
2: Fair preparation	5.0%	4.0%	5.9%	7.7%	7.4%	4.9%	1.1%
1: Poor preparation	0.9%	0.6%	1.2%	0.0%	0.8%	0.9%	4.5%
Total (N)	2,136	1,092	1,044	104	122	1,734	89

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Contrib. to Development: Integrating ideas/information from multiple sources

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	48.6%	51.4%	45.6%	38.1%	58.2%	48.5%	46.0%
3: Average preparation	43.5%	42.6%	44.5%	52.4%	34.4%	43.5%	46.0%
2: Fair preparation	6.7%	5.4%	8.1%	8.6%	6.6%	7.0%	2.3%
1: Poor preparation	1.2%	0.6%	1.8%	1.0%	0.8%	1.0%	5.7%
Total (N)	2,141	1,095	1,046	105	122	1,737	87

Contrib. to Development: Constructing clear, precise, and accurate arguments

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	43.1%	44.0%	42.1%	38.5%	50.4%	43.1%	39.3%
3: Average preparation	46.1%	47.1%	45.1%	46.2%	41.3%	46.3%	46.1%
2: Fair preparation	9.3%	7.8%	10.8%	13.5%	7.4%	9.3%	7.9%
1: Poor preparation	1.5%	1.1%	1.9%	1.9%	0.8%	1.3%	6.7%
Total (N)	2,140	1,096	1,044	104	121	1,737	89

2018 Alumni Survey

Gender and Racial/Ethnic Comparisons of Undergraduate Education Goals Problem Solving Skills Frequency Distributions

Contrib. to Development: Combining/synthesizing existing ideas/information in original ways

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	38.7%	40.8%	36.6%	31.4%	45.5%	38.6%	38.2%
3: Average preparation	48.6%	48.5%	48.8%	53.3%	43.0%	48.8%	44.9%
2: Fair preparation	10.6%	9.5%	11.6%	12.4%	9.1%	10.6%	11.2%
1: Poor preparation	2.1%	1.2%	3.0%	2.9%	2.5%	1.9%	5.6%
Total (N)	2,142	1,093	1,049	105	121	1,738	89

Contrib. to Development: Generating innovative solutions

	NC State	Women	Men	Asian	AfAm	White	Other
4: Good preparation	38.5%	39.7%	37.2%	39.4%	45.9%	38.0%	37.8%
3: Average preparation	47.1%	48.8%	45.3%	45.2%	41.8%	47.7%	44.4%
2: Fair preparation	11.8%	9.7%	14.1%	13.5%	10.7%	11.8%	11.1%
1: Poor preparation	2.6%	1.8%	3.3%	1.9%	1.6%	2.5%	6.7%
Total (N)	2,145	1,095	1,050	104	122	1,739	90