

# NC STATE UNIVERSITY

## 2024 Baccalaureate Alumni Survey All Respondents: Overview

### Introduction

This overview report presents results from the 2024 Baccalaureate Alumni Survey at NC State University. The Alumni Survey asks baccalaureate alumni who graduated from Summer 2018 through May 2021 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 [2024 Alumni Survey: Introduction, Methods, and Alumni Demographic Profile](#). Responses broken down by gender, race/ethnicity, college, and academic year of graduation, as well as a copy of the survey instrument with exact question wording, are available online through [2024 Alumni Survey: Table of Contents](#).

A total of 14,181 baccalaureate alumni were eligible to complete the 2024 Alumni Survey; 1,565 alumni participated in the survey for a response rate of 11%.

### Overall Satisfaction

2024 Alumni Survey respondents were overwhelmingly satisfied with their educational experience at NC State and would recommend the university to others. Over 90% rated their overall undergraduate education as “very strong” (52.0%) or “strong” (41.1%), and a similar percentage believed that NC State prepared them “a great deal” (54.4%) or “somewhat” (35.2%) to be competitive with graduates from other institutions. The vast majority of survey respondents said they would recommend NC State to a friend (92.5%).

**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	3.44	52.0%	41.1%	5.9%	0.9%	1,400

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

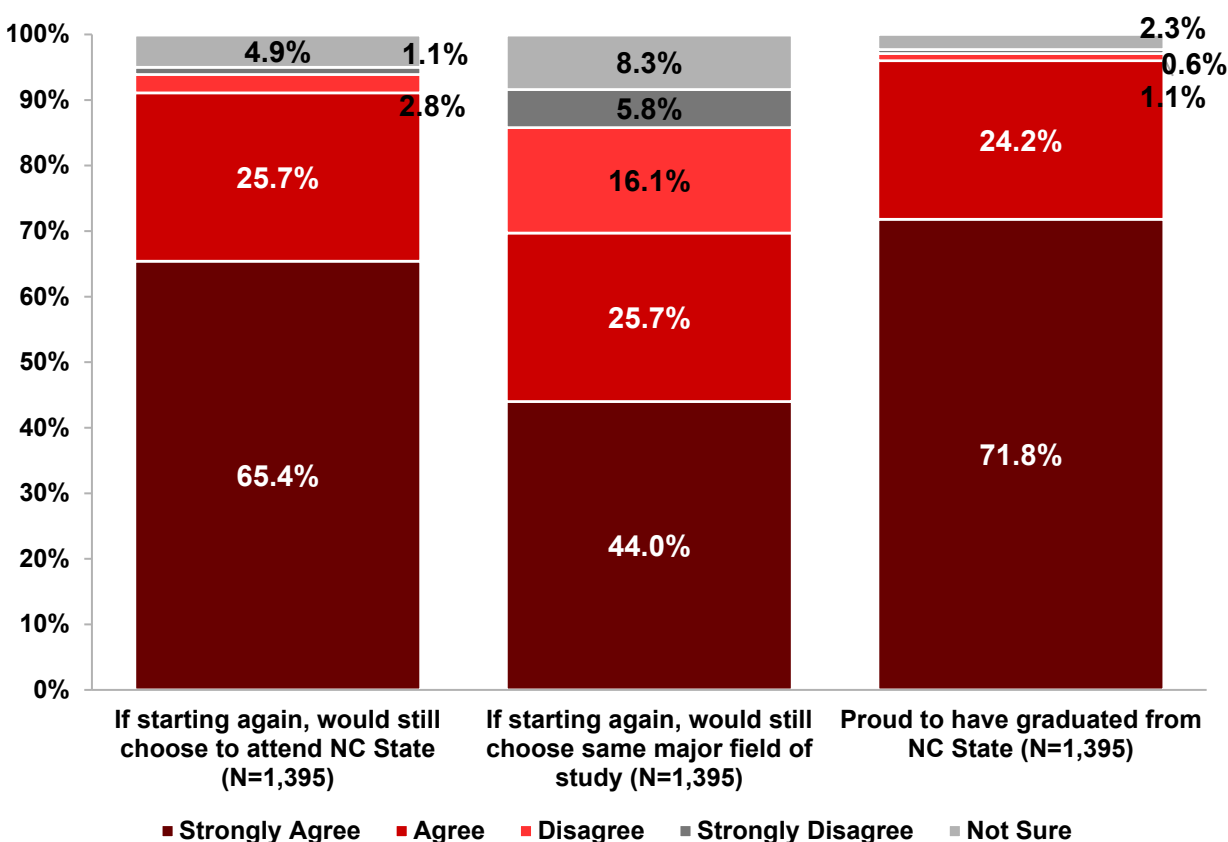
	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Extent to which NC State education prepared me to be competitive with graduates from other institutions	3.41	54.4%	35.2%	7.2%	3.1%	1,400

**Table 3: Would Recommend NC State to a Friend**

	Yes	No	Not sure	Total (N)
Would recommend NC State to a friend	92.5%	2.2%	5.3%	1,402

Over 90% reported that they either “strongly agree” (65.4%) or “agree” (25.7%) 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 44% reporting they “strongly agree” and 26% reporting they “agree” that they would do so (25.7%). Among the remaining respondents, 14% said they either “disagree” (5.8%) or “strongly disagree” (8.3%) that they would choose the same major, and 16% were unsure (16.1%). With very few exceptions, Alumni Survey respondents reported being proud to have graduated from NC State (71.8% “strongly agree” and 24.2% “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. Four in five of alumni who said their first full-time permanent position was “directly” related to their major field of study either “strongly agree” (55.1%) or “agree” (24.3%) they would choose the same major again, compared to about two-thirds whose first full-time job was “somewhat” related to their major and 45 percent whose first full-time job was unrelated. Nineteen percent of those whose first job was unrelated to their academic major said they “strongly disagree” (18.5%) that they would choose the same field of study again, and another 11% said they were “not sure” if they would do so (10.9%)

Similarly, 84 percent of those whose current full-time job is “directly” related to their academic major said they either “strongly agree” (60.3%) or “agree” (23.9%) that they would choose the same major again, compared to about two-thirds of those in jobs “somewhat” related to their major (67.9%) and 40% of those in jobs unrelated to their major (40.1%).

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 (53.6% and 48.0% vs 41.0%, respectively). Over 40% of those relatively few alumni who had enrolled in graduate/professional school but had left without finishing a degree disagreed that they would choose the same major again (12.9% of them “strongly”).

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

If starting again, still choose same major field of study	Relationship of first full-time permanent position to academic major		
	Yes, directly related	Yes, somewhat related	No, not related
Strongly Agree	55.1%	37.0%	25.2%
Agree	24.3%	31.1%	20.2%
Disagree	10.6%	20.0%	25.2%
Strongly Disagree	2.8%	2.7%	18.5%
Not Sure	7.3%	9.2%	10.9%
Total (N)	643	370	238

**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 (combining those who say not related by choice or not by choice)		
	Yes, directly related	Yes, somewhat related	No, not related
Strongly Agree	60.3%	36.9%	19.8%
Agree	23.9%	31.0%	20.3%
Disagree	8.2%	19.5%	28.3%
Strongly Disagree	1.4%	2.9%	19.8%
Not Sure	6.2%	9.8%	11.8%
Total (N)	585	420	237

**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 (includes those already having completed one degree)	Completed degree, not currently enrolled
Strongly Agree	41.0%	19.4%	53.6%	48.0%
Agree	25.6%	35.5%	24.9%	25.8%
Disagree	17.6%	29.0%	12.7%	12.9%
Strongly Disagree	6.4%	12.9%	5.5%	3.3%
Not Sure	9.3%	3.2%	3.4%	10.0%
Total (N)	856	31	237	271

**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 one-third of alumni reported feeling either “very connected” (12.4%) or “moderately connected” (26.0%) to NC State. However, 55 percent of alumni overall said it is either “very important” (25.6%) or “moderately important” (29.3%) for them to feel a connection to NC State.

Alumni for whom it is very important to feel connected to NC State were most likely to say they have such a connection. For example, one-third of those who say it is “very important” to feel connected to NC State also feel “very connected” to the institution (32.2%). In comparison, more than half 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” (54.5%). There are, however, some disconnects between perceptions of the importance of remaining connected to NC State and actually feeling connected. For example, 10 percent of those who say it is “very important” to them to feel connected and 18 percent of those who say it is “moderately important” reported feeling “not very” or “not at all connected” to the institution as an alumnus/a.

**Table 7: Connection to NC State Since Graduating**

	Mean Rating	5: Very connected	4: Moderately connected	3: Somewhat connected	2: Not very connected	1: Not at all connected	Total (N)
Sense of connection to NC State since graduating	3.10	12.4%	26.0%	29.9%	22.9%	8.8%	1,421

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

	Mean Rating	5: Very important	4: Moderately important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Importance of feeling or experiencing a sense of connection to NC State	3.56	25.6%	29.3%	25.6%	14.9%	4.6%	1,420

**Table 9: Continued Connection to NC State**

Sense of connection to NC State since graduating	Importance of feeling or experiencing a sense of 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	33.2%	9.6%	2.8%	2.4%	.
4: Moderately connected	38.5%	39.4%	14.3%	5.7%	3.0%
3: Somewhat connected	17.9%	33.4%	43.8%	25.6%	12.1%
2: Not very connected	8.8%	15.4%	32.0%	44.1%	30.3%
1: Not at all connected	1.6%	2.2%	7.2%	22.3%	54.5%
Total (N)	364	416	363	211	66

Alumni were also asked to whom or what group at NC State they felt most connected. Just over one-fourth reported that they felt most connected to NC State as a whole (26.6%), 19% to individual alumnus/alumna, 15% to an NC State athletics team, and 14% to an their academic department/degree program. Of the options listed, alumni reported feeling least connected to their graduating class (2.3%).

**Table 10: NC State Group to which Alumni Currently Feel Most Connected (N=1,412)**

Aspect of NC State feel most connected to	%	N
NC State as a whole	26.6%	376
Individual alumnus/a	19.1%	270
An NC State athletics team	14.9%	210
Your academic department/degree program	13.7%	194
Your college	6.2%	88
An NC State faculty member, advisor, or staff person	5.9%	84
An NC State club or organization	4.4%	62
Your fraternity/sorority	3.5%	49
Your graduating class	2.3%	33
Other (please specify)	3.3%	46

Alumni reported staying connected to NC State through a variety of ways. From the list provided, social media (62.7%) and email (57.8%) were most commonly selected as a way of staying connected to NC State, followed by the University website (42.6%).

**Table 11: Where Alumni Get Information About NC State (N=1,428)**

	%
Social media	62.7%
Email	57.8%
University website	42.6%
College or Department website	25.8%
Mailings	24.4%
GoPack.com	15.9%
The Alumni Association magazine, 'NC State'	9.0%
Magazines from NC State college	8.5%
Websites for non-academic units	8.4%
Alumni Association website	8.4%
Other	1.9%

*Note: Respondents could select more than one response*

Over half of the alumni responding to the survey said that they had attended an athletic event since graduating (56.2%). Close to 30% said they have used facilities such as the Libraries or recreational centers at NC State since graduating (28.5%), while one-fifth said they had attended a university event such as an arts performance or lecture (20.3%). Almost 20 percent said they had made a philanthropic gift since graduating (17.5%). Less common activities that alumni have done since graduating include having registered for an NC State credit or non-credit course (6.9%) and having served as a volunteer or on an NC State committee or board (2.8%).

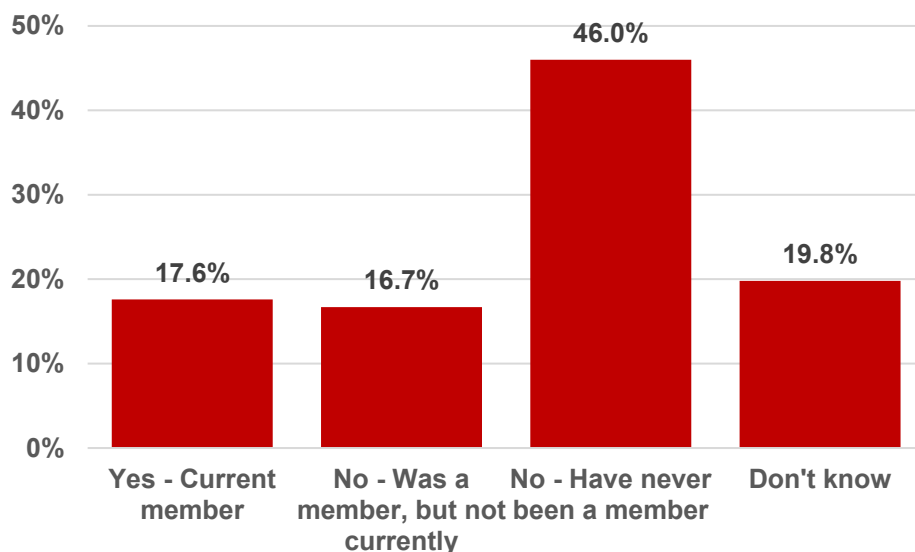
**Table 12: Activities that Alumni Have Done Since Graduating (N=1,428)**

	%
Attended athletic event	56.2%
Used an NC State facility	28.5%
Attended university event (e.g., arts performance, lectures, Alumni Association events)	20.3%
Philanthropic gift	17.5%
Registered for NC State non-credit course	6.9%
Served as a volunteer on NC State committee or board	2.8%

*Note: Respondents could select more than one response*

Just over one-third 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 (17.6%), while another 17% said they used to be a member (16.7%). A notable number indicated that they do not know if they have ever been a member (19.8%).

**Figure 2: Alumni Association Membership (N=1,416)**



### Post-Graduation Activities

Close to 70% of Alumni Survey respondents indicated that their primary activity during the first year after they graduated was full-time employment (68.2%), while 13 percent said they were working part-time. Just over 20% of alumni said their primary activity was attending graduate/professional school either full-time (19.7%) or part-time (2.6%) in the year after graduation. Another 6% said they were self-employed (3.5%), serving in the military (1.2%), or working for a service program (0.9%).

**Table 13: Primary Activity During the Year After Completing Undergraduate Degree (N=1,565)**

	%
Worked full-time (35+ hours per week)	68.2%
Worked part-time (less than 35 hours per week)	13.0%
Self-employed/contractor	3.5%
Military service	1.2%
Homemaker	1.0%
Attended graduate/professional school full-time	19.7%
Attended graduate/professional school part-time	2.6%
Travel	2.8%
Service program (e.g., Peace Corps, AmeriCorp)	0.9%
Unemployed - seeking employment	1.9%
Other	4.8%

*Note: Respondents could select more than one response*

## Post-Graduation Employment

Close to half of all Alumni Survey respondents had a full-time permanent position to work in immediately after graduation (46.2%). Almost 40% reported that they had accepted an offer for a full-time permanent position by commencement day (37.8%), and eight percent said they continued in a job that they had begun prior to graduation (8.4%). While 16% said they had secured a position within three months of graduating (16.0%), 15 percent reported that it was over one year after graduation before they began their first full-time permanent job (15.1%).<sup>1</sup> Finally, 4% 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 (6.2%).

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. Fifteen 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 (14.5% vs 0.8%). Those going on to graduate/professional school were twice as likely as those who did not to wait more than one year after receiving their undergraduate degree to start a full-time permanent position (21.3% vs 10.8%).

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

Amount of time to get first full-time permanent job after completing undergraduate degree	%	N
Continued in job had before completing degree	8.4%	131
Accepted position prior to or upon graduation	37.8%	589
1-3 months	16.0%	250
4-6 months	7.8%	121
7-12 months	4.9%	77
Over 1 year	15.1%	235
Have looked for but not yet obtained a full-time permanent job	3.9%	61
Have not looked for a full-time permanent job	6.2%	96
Total	100.0%	1,560

<sup>1</sup> It is important to remember that many of those in the Alumni Survey population graduated during the COVID pandemic, which very likely made it more challenging to secure full-time employment.



**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 (N=587)	No (N=953)
Continued in job had before completing degree	7.0%	9.3%
Accepted position prior to or upon graduation	31.0%	42.3%
1-3 months	10.7%	19.4%
4-6 months	5.3%	9.2%
7-12 months	3.7%	5.7%
Over 1 year	21.3%	10.8%
Have looked for but not yet obtained a full-time permanent job	6.5%	2.4%
Have not looked for a full-time permanent job	14.5%	0.8%

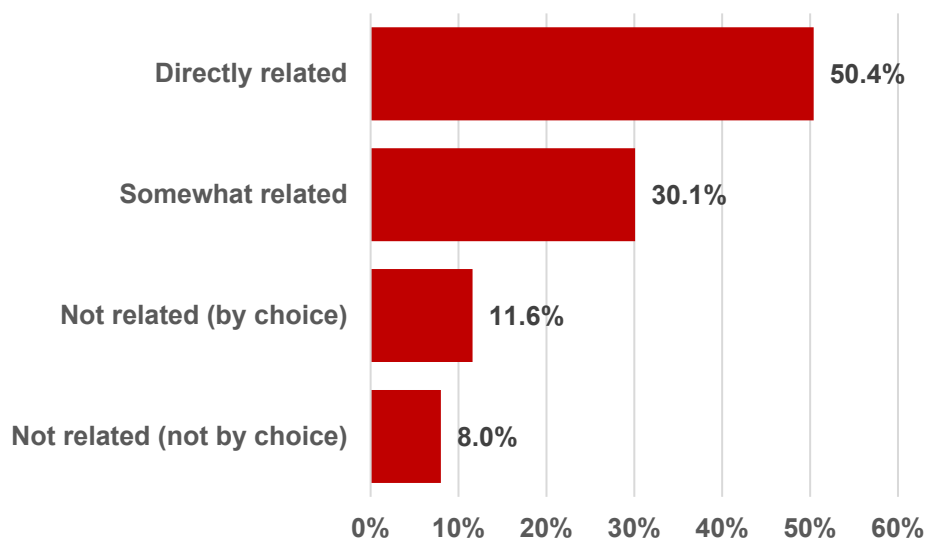
**First Permanent Full-Time Position after Graduation**

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 \$61,553.

**Relationship of Job to Major**

Half of alumni reported that their first full-time permanent position was “directly related” to their major (50.4%), while 30% said it was “somewhat related” (30.1%).

**Figure 3: Relationship of First Full-Time Permanent Position to Academic Major (among those who obtained a full-time permanent position) (N=1,404)**



**Preparation**

Overall, alumni reported feeling well prepared by NC State for their first post-graduation job. One-third said they had “excellent” preparation by NC State (32.7%), and an additional 43% rated their preparation by NC State as “good” (42.9%). Seven percent said their preparation for their first full-time permanent position was either “fair” (5.1%) or “poor” (2.1%).

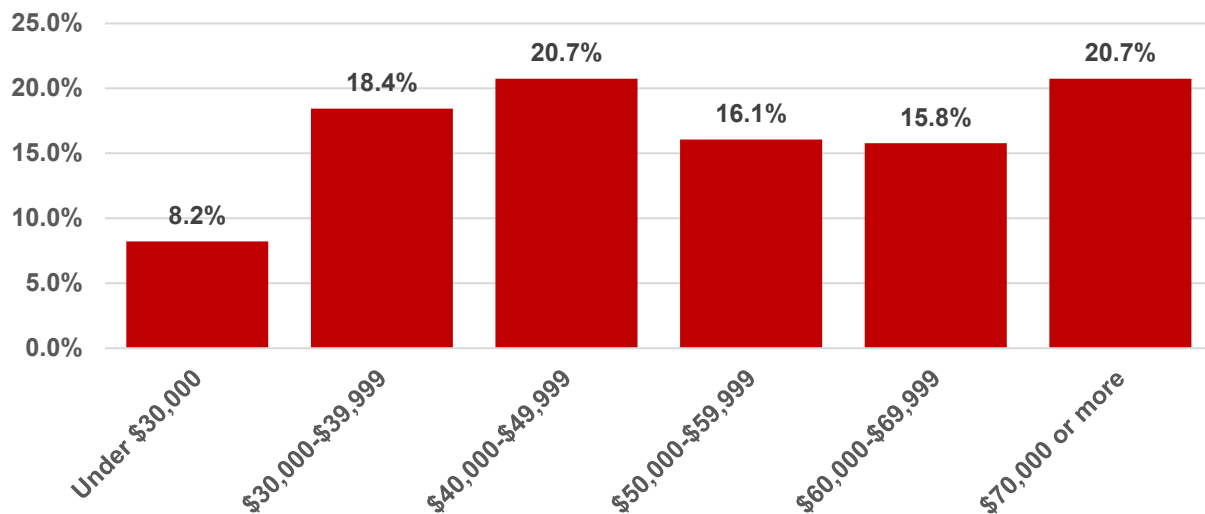
**Table 16: Preparation by NC State for First Full-Time Permanent Position**

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for your first full-time permanent position	3.99	32.7%	42.9%	17.1%	5.1%	2.1%	1,403

**Salary**

While starting salaries varied widely by the college from which one graduated, overall respondents reported earning an average starting salary of \$61,553 in their first full-time permanent position. Over one-third of alumni reported earning \$60,000 or more in their first full-time job (36.5%), with 21 percent of them earning \$70,000 or more (20.7%). Eight percent reported earning under \$30,000 (8.2%). Those who responded “prefer not to answer” were excluded from analysis.

**Figure 4: Starting Salary at First Full-Time Job (N=1,239)**



**Average starting salary = \$61,553 | Median starting salary = \$55,000**

Alumni who graduated from the College of Engineering reported the highest earnings at their first full-time permanent job, with close to half earning \$70,000 or more (47.4%) and less than 10% earning less than \$50,000 (9.4%). In contrast, almost two-thirds of the graduates from the College of Education were earning less than \$40,000 in their first job after graduation (62.5%). Graduates from the College of Agriculture and Life Sciences and the College of Sciences were more likely than others to have the lowest starting salaries, with 16.8% and 18.1% respectively earning less than \$30,000 in their first job after graduation.

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

<b>Starting salary</b>	<b>CALS (N=161)</b>	<b>DN (N=32)</b>	<b>CED (N=40)</b>	<b>COE (N=352)</b>	<b>CNR (N=113)</b>	<b>HSS (N=273)</b>	<b>COS (N=127)</b>	<b>TEX (N=53)</b>	<b>PCOM (N=199)</b>
<b>Under \$30,000</b>	16.8%	0.0%	5.0%	1.4%	9.7%	14.3%	18.1%	1.9%	1.5%
<b>\$30,000-\$39,999</b>	18.0%	6.3%	57.5%	4.6%	32.7%	26.7%	29.9%	17.0%	11.1%
<b>\$40,000-\$49,999</b>	29.8%	37.5%	25.0%	3.4%	25.7%	31.9%	15.8%	28.3%	23.6%
<b>\$50,000-\$59,999</b>	19.3%	28.1%	5.0%	11.1%	15.9%	10.6%	14.2%	24.5%	29.2%
<b>\$60,000-\$69,999</b>	8.1%	12.5%	5.0%	32.1%	7.1%	8.1%	7.1%	17.0%	16.6%
<b>\$70,000 and up</b>	8.1%	15.6%	2.5%	47.4%	8.9%	8.4%	15.0%	11.3%	18.1%

***Resources Used in Obtaining Employment***

Alumni used a variety of resources in their efforts to get their first full-time permanent position, the most helpful of which was an “internship,” cited by one-third of respondents with a full-time job (33.7%). One-fourth of those with full-time employment indicated they used LinkedIn in their job search (25.3%). Also cited by notable numbers of alumni as being helpful were “family/friends/classmates/co-workers” (19.7%), “on-campus career fair” (16.9%), “personal connection within the company/organization” (16.5%), “previous experience with employer” (15.4%), and the “NC State University Career Center/Career Development Center” (12.3%).

**Table 18: Resources Used to Help Locate/Acquire First Full-Time Position (N=1,403)**

	%
Internship/externship	33.7%
LinkedIn	25.3%
Family/friends/classmates/co-workers	19.7%
On-campus Career Fair	16.9%
Personal connection(s) within the company/organization	16.5%
Previous experience with employer	15.4%
NC State Career Development Center	12.3%
Assistance in getting job: Other	9.9%
On-campus interviewing	8.1%
Applied for job posting in ePack	8.1%
Volunteer work	6.8%
Third party recruiter, executive search firm, or employment agency	6.5%
Professional society	6.3%
Faculty member or job listing found in an NC State department	6.3%
Internet (other than LinkedIn)	5.6%
Indeed.com	4.9%
Student Teaching experience	4.5%
NC State co-op experience	4.3%
Study Abroad experience	4.1%
A college career services office	3.6%
An international Internship/Research/Student Teaching experience	1.9%
NC State Alumni Association Career Services	1.4%
Employer found your resume via an ePack	1.1%

*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 2024. 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 \$62,525. 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 2018 Summer Session I through May 2021 baccalaureate alumni reported being employed full-time in Spring 2024 when they completed the survey, with 82 percent working 35 hours per week or more (81.9%). Six percent reported working part-time (5.5%), and

another 3% were self-employed/contractors. At the time they responded to the survey, 5% of alumni said they were unemployed and looking for work (4.8%). The remaining 5% were not employed and not looking for work (5.3%).

Current employment status varied markedly by whether or not the alumnus was currently enrolled in graduate/professional school, with 89 percent of non-students working full-time (88.7%) compared to just under half of students (48.8%). Just 2% of those not currently enrolled in graduate/professional school said they were “not employed and not seeking employment” (1.5%), compared to almost one-fourth of those who were currently enrolled (23.5%).

**Table 19: Current Employment Status, Overall, and by Graduate/Professional School Status**

Current employment status	All	Currently enrolled in graduate/professional school (all respondents included)	
	%	Yes	No
Employed full-time (35+ hours per week)	81.9%	48.8%	88.7%
Employed part-time (34 hours per week or less)	5.5%	16.5%	3.2%
Self-employed/contractor	2.5%	2.3%	2.6%
Not employed, but seeking employment	4.8%	8.8%	4.1%
Not employed, not seeking employment	5.3%	23.5%	1.5%
Total	100.0%	260	1,279

**Tenure in Current Position**

At the time of the survey, close to 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 one-fourth saying they started within the past year (24.3%). Not surprisingly, length of time in current position varies by when the alumnus received their bachelor’s degree from NC State. Well over half of those who graduated in AY20-21 have been in their job for less than two years (56%), compared to about 44% of those graduating in AY19-20 (44.2%) and AY18-19 (44.7%).

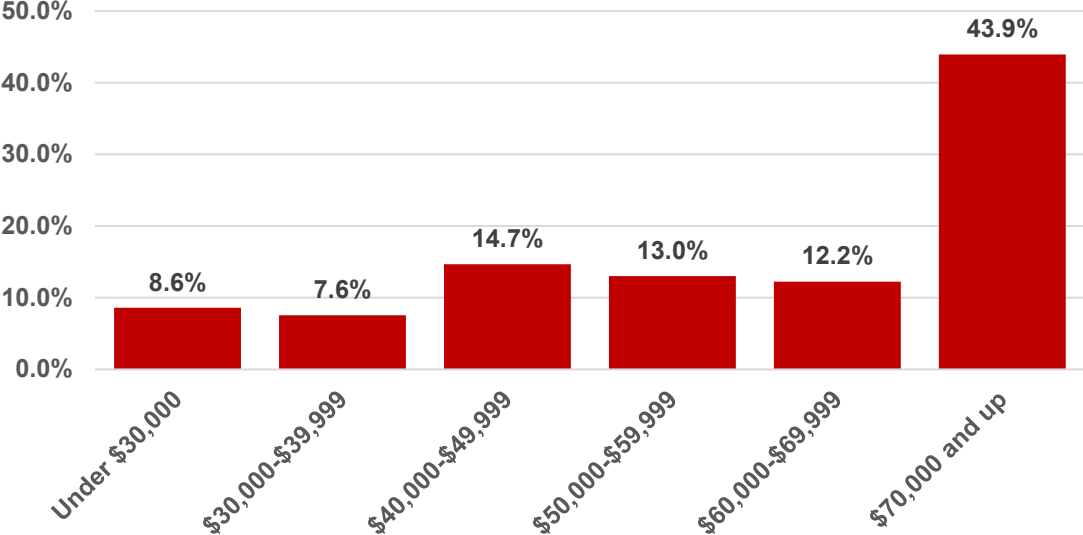
**Table 20: Tenure in Current Position, Overall, and by Graduation Year (among currently employed alumni)**

Years in current position	All Currently Employed Alumni		Academic Year of Graduation			
	%	N	Summer 2018	2018-19	2019-20	2020-21
Less than 12 months	24.3%	336	30.4%	22.6%	20.4%	28.9%
1 year to less than 2 years	24.5%	339	26.1%	22.1%	23.8%	27.1%
2 years to less than 3 years	26.0%	360	17.4%	19.3%	23.1%	34.8%
3 years to less than 4 years	13.2%	182	13.0%	8.9%	24.9%	6.3%
4 years to less than 5 years	7.9%	109	8.7%	19.1%	5.2%	0.6%
5 years or more	4.2%	58	4.3%	8.0%	2.7%	2.2%
Total	100.0%	1,384	23	425	442	494

**Salary**

Overall, alumni reported earning an average salary of \$62,525 in their current full-time position. Forty-four percent said they were earning \$70,000 or more in their current position (43.9%). Just Sixteen percent said they are currently earning less than \$40,000 per year (16.2%), with 9% earning under \$30,000 (8.6%). Those who responded “prefer not to answer” were excluded from analysis.

**Figure 5: Current Salary (among currently employed alumni; N=1,152)**



**Average current salary = \$62,525 | Median current salary = \$75,000**

Similar to their first full-time position after graduation, salaries in their current position were related to the major with which alumni graduated. Four-in-five alumni who graduated from the College of Engineering reported earning \$70,000 or more in their current position (81.3%). Conversely, 30% of those from the College of Sciences (30.0%), 25% of those from the College of Agriculture and Life Sciences (25.3%), and 21% of those from the College of Humanities and Social Sciences (21.4%) said they are currently earning less than \$40,000 per year.

**Table 21: Salary in Current Position, by College**

Current salary	CALS (N=150)	DN (N=29)	CED (N=36)	COE (n=262)	CNR (N=112)	HSS (N=248)	COS (N=107)	TEX (N=49)	PCOM (N=159)
<b>Under \$30,000</b>	11.3%	6.9%	5.6%	1.9%	8.9%	14.5%	17.8%	8.2%	2.5%
<b>\$30,000-\$39,999</b>	14.0%	0.0%	13.9%	5.0%	10.7%	6.9%	12.2%	4.1%	2.5%
<b>\$40,000-\$49,999</b>	15.3%	3.5%	50.0%	3.4%	22.3%	21.4%	15.9%	10.2%	11.3%
<b>\$50,000-\$59,999</b>	18.0%	24.1%	13.9%	1.9%	17.9%	21.8%	13.1%	14.3%	6.9%
<b>\$60,000-\$69,999</b>	14.7%	24.1%	2.8%	6.5%	17.0%	13.7%	14.0%	12.2%	12.6%
<b>\$70,000 and up</b>	26.7%	41.4%	13.9%	81.3%	23.2%	21.8%	27.1%	51.0%	64.2%

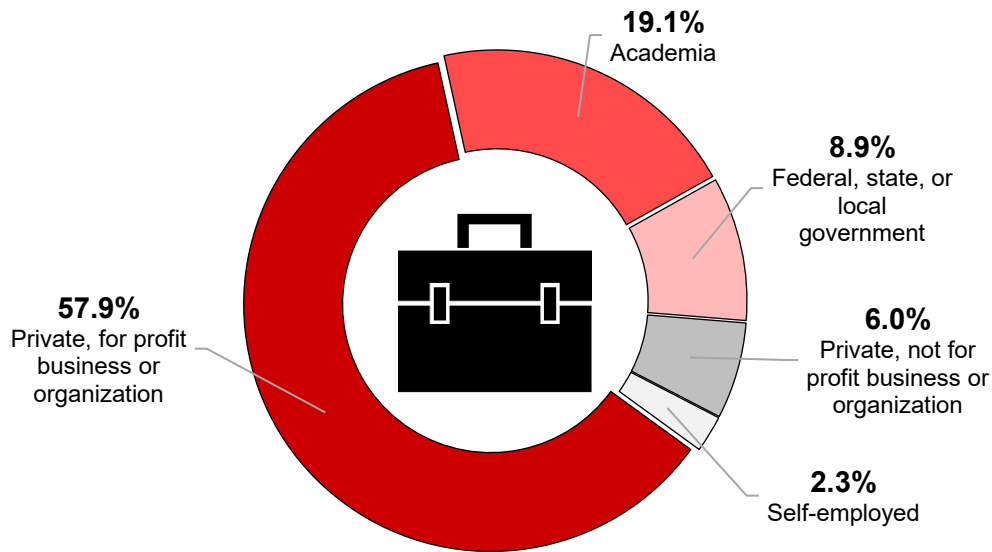
**Employment Sector and Industry**

Close to 60% of currently employed alumni are working in the private, for profit sector (57.9%), 19% work in education (19.1%), 9 percent for the federal, state, or local government (8.9%), and 6% for a private non-profit organization (6.0%). Only 2% said they are self-employed (2.3%).

**Table 21: Employment Sector of Current Position**

Type of place of current employment	%	N
Education: U.S. 4-year college or university other than a medical school	11.1%	154
Education: U.S. medical school (including university-affiliated hospital or medical school)	1.2%	17
Education: U.S. university-affiliated research institute	2.1%	29
Education: U.S. community or two-year college	0.7%	10
Education: U.S. preschool, elementary, middle, secondary school or school system	3.9%	54
Education: Foreign educational institution	0.1%	2
Government (other than educational institution): U.S. federal government	3.6%	50
Government (other than educational institution): U.S. state government	2.7%	37
Government (other than educational institution): U.S. local government	2.6%	36
Private sector (other than educational institution): Not for profit organization	6.0%	83
Private sector (other than educational institution): Industry (for profit)	57.9%	806
Self-employed	2.3%	32
Other	5.8%	81
<b>Total</b>	<b>100.0%</b>	<b>1,391</b>

**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 (7.9%), engineering (6.6%), technology (6.2%), and health care (5.4%).

**Table 22: Industry of Current Position**

Current industry currently working (excluding not sure)	%	N
Education	7.9%	110
Engineering	6.6%	92
Technology	6.2%	86
Health Care	5.4%	75
Research	4.1%	57
Consulting	4.1%	57
Computer Software/Hardware	3.7%	51
Pharmaceutical	3.5%	49
Manufacturing	3.4%	47
Financial Services	3.0%	42
Agriculture	3.0%	42
Government	2.7%	37
Construction	2.5%	34
Other	2.5%	34
Legal	2.2%	30
Banking	2.1%	29
Biotechnology	2.1%	29
Retail/Merchandising	2.0%	28
Accounting	1.6%	22
Recreation & Sports	1.4%	20
Military & Defense	1.4%	20
Energy	1.4%	19
Non-Profit/Philanthropy	1.4%	19
Textiles	1.3%	18
Environment/Sustainability	1.2%	17
Hotel, Restaurant, Hospitality	1.2%	17
Aerospace	1.2%	17
Transportation	1.2%	16
Telecommunications	1.2%	16
Insurance	1.0%	14
Veterinary	1.0%	14
Real Estate	0.9%	13
Human/Social Services	0.9%	13
Utilities (Public & Private)	0.9%	12



Current industry currently working (excluding not sure)	%	N
Natural Resources	0.8%	11
Architecture/Urban Planning	0.8%	11
Chemicals	0.8%	11
Consumer Products	0.7%	10
Travel & Tourism	0.7%	10
Marketing	0.7%	10
Counseling	0.7%	10
Fashion	0.7%	10
Design	0.6%	9
Faith Based	0.6%	8
Advertising	0.6%	8
Communications	0.6%	8
Wood Products	0.6%	8
Automotive	0.6%	8
Food Science	0.5%	7
Museums & Libraries	0.4%	6
Electronics	0.4%	6
Law Enforcement/Security/Corrections	0.4%	6
Start Up	0.4%	5
Print & Publishing	0.3%	4
Staffing & Executive Search	0.3%	4
Materials- Plastics, Metals, Ceramics	0.2%	3
Entrepreneurial/Venture Capital	0.2%	3
Business Services	0.2%	3
Arts & Entertainment	0.2%	3
Public Policy	0.1%	2
Media	0.1%	2
International Affairs & Development	0.1%	2
Investment	0.1%	2
Trade	0.1%	1
Total	100.0%	1,387

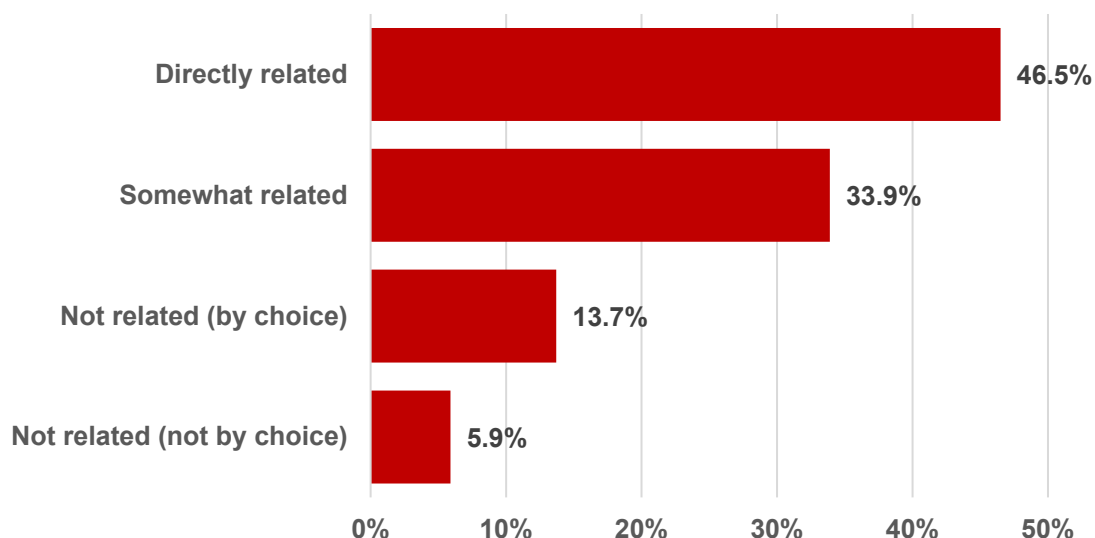
Note: Table excludes "Not sure" response option:

### *Relationship of Current Job to Academic Major*

Almost half of currently employed alumni are working in a job "directly related" to their academic major (46.5%), with another one-third working in a position "somewhat related" to their major

(33.9%). While the remaining are in a job unrelated to their major, 14% say they are doing so “by choice” (13.7%) compared to 6% doing so “not by choice” (5.9%).

**Figure 7: Relationship of Current Job to Academic Major (among those currently employed; N=1,378)**



### Preparation

Alumni gave positive ratings to how well NC State prepared them for their current position, with almost one-third rating their preparation by NC State as “excellent” (30.7%) and over 40 percent rating it as “good” (42.5%). Less than 10% rated their preparation as only “fair” (5.1%) or “poor” (3.5%).

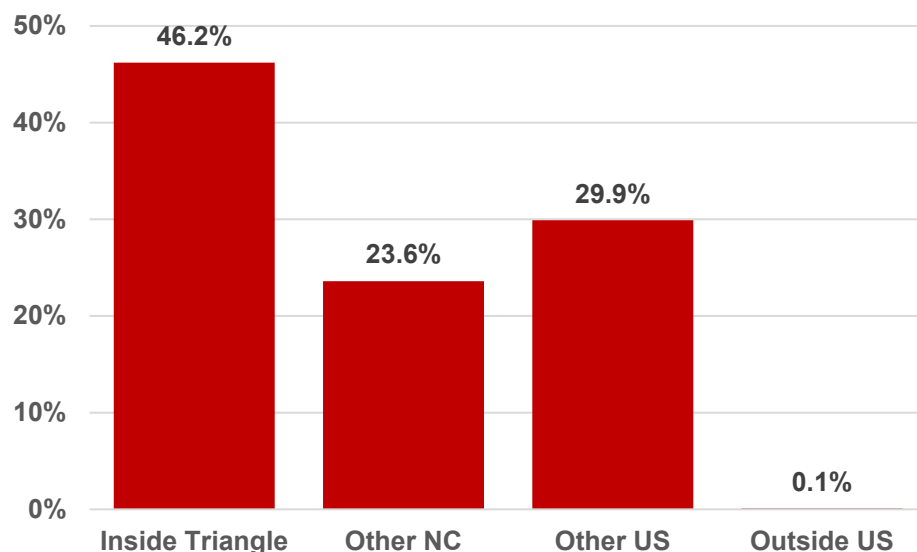
**Table 23: Preparation by NC State for Current Position**

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for current position	3.92	30.7%	42.5%	18.1%	5.1%	3.5%	1,383

### Location

NC State alumni very often remain in the region after graduating, with 46% of those currently employed saying they are working in the Research Triangle area (46.2%), and close to one-fourth working in North Carolina but outside of the Triangle (23.6%). Thirty percent are working out of state (29.9%). A very small number of survey respondents reported working outside the United States (0.1%).

**Figure 8: Location of Current Position (N=1,366)**



### Further Education

Almost two-in-five Alumni Survey respondents have attended graduate/professional school since receiving their bachelor's degree from NC State. Twenty-one percent have already completed an advanced degree (20.7%), including two percent who have already completed one advanced degree and are currently pursuing another (1.8%). Meanwhile, 15 percent are currently seeking their first graduate/professional degree (15.0%). A small number indicated that they had been enrolled in graduate/ professional school at one time but withdrew before completing a degree (2.3%).

**Table 24: Further Education**

Further education	%	N
No further education	61.9%	954
Previously enrolled, no degree obtained	2.3%	36
Currently enrolled, no degree yet	15.0%	232
Currently enrolled, already have degree	1.8%	28
Completed degree, not currently enrolled	18.9%	292
Total	100.0%	1,542

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, with more than half saying they had either “high” (18.6%) or “moderate” (34.1%) 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)**

	Mean Rating	4: High interest	3: Moderate interest	2: Low interest	1: Not interested at all	Total (N)
Interest in continuing education in graduate/professional school	2.55	18.6%	34.1%	30.6%	16.6%	987

### 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 did so within 12 months of receiving their undergraduate degree. Most 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.

#### *When first enrolled*

More than two-thirds of the alumni going on to graduate/professional school enrolled within 12 months of receiving their undergraduate degree (67.6%), with half doing so within 4 months (50.6%). Seventeen percent waited more than two years after graduating to start graduate/professional school (17.0%)

**Table 26: How long after receiving undergraduate degree enrolled in graduate/professional school (among those ever enrolling)**

Time after undergrad degree before enrolling in graduate/professional school	%	N
Within 4 months of graduating	50.6%	298
5-8 months after graduating	6.8%	40
9-12 months after graduating	10.2%	60
13-24 months after graduating	15.4%	91
25-36 months after graduating	10.0%	59
More than 3 years after graduating	7.0%	41
Total	100.0%	589

#### *Degree Seeking/Completed*

As previously indicated in Table 24, almost 20% of Alumni Survey respondents have already completed an advanced degree (19.7%, including those who completed one degree and are currently seeking another degree [1.9%]), while 17% were enrolled in graduate/professional school at the time of the survey (16.8%). Among those currently enrolled in graduate/professional school, 70 percent are enrolled full-time (70.1%).

The majority of those who completed a graduate degree earned a Master’s degree (89.4%), while close to 10 percent earned a Professional degree (8.7%), and two percent earned a Doctoral degree (1.9%). Among those currently enrolled in graduate/professional school, just over half are seeking a Master’s degree (51.5%), one-fourth a Doctoral degree (25.4%), and close to one-fourth a Professional degree (23.8%).

**Table 27: Type of Degree Completed/Seeking (among those who have completed or are seeking a degree)**

	Completed	Seeking
Master’s	89.4%	51.5%
Doctoral	1.9%	25.4%
Professional	8.7%	23.8%
Total (N)	321	260

*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 (37.8%), followed by a Master of Arts (8.0%), and Master of Accounting/Accountancy (5.6%). Among those currently enrolled in a Master’s degree program, the most common programs include Master of Science (33.1%), followed by a Master of Business Administration (9.8%), and Master of Education (6.8%).

**Table 28: Master’s Degree Completed/Seeking**

	Completed (N=286)	Seeking (N=133)
Master of Accounting/Accountancy (MAC)	5.6%	0.8%
Master of Advanced Studies	0.3%	0.0%
Master of Architecture	0.0%	0.0%
Master of Arts	8.0%	3.8%
Master of Athletic Training	0.0%	0.0%
Master of Biological & Agricultural Engineering	0.0%	0.0%
Master of Business Administration	4.9%	9.8%
Master of City and Regional Planning	0.0%	0.0%
Master of Civil Engineering	1.4%	0.0%
Master of Clinical Research	0.0%	0.0%
Master of Computer Science	2.1%	2.3%
Master of Construction Management	0.0%	0.0%
Master of Divinity	0.3%	1.5%

Master of Economics	0.0%	0.8%
Master of Education	4.5%	6.8%
Master of Engineering, General	3.5%	2.3%
Master of Engineering Management	0.7%	1.5%
Master of Environmental Health	0.3%	0.8%
Master of Environmental Science and Engineering	0.3%	0.0%
Master of Fine Arts	0.3%	1.5%
Master of Management (MM)	0.7%	0.0%
Master of Global Innovation Management (MGIM)	0.0%	0.0%
Master of Health Administration	1.0%	0.0%
Master of Health Science	0.3%	0.0%
Master of Industrial Engineering	1.0%	0.0%
Master of Information Sciences	0.0%	0.0%
Master of Landscape Architecture	1.0%	0.0%
Master of Laws	0.0%	0.0%
Master of Library and Information Studies/Library Science	0.3%	3.0%
Master of Mechanical Engineering	0.0%	0.8%
Master of Medical Sciences	0.0%	0.0%
Master of Molecular Diagnostic Science	0.0%	0.0%
Master of Music Education	0.0%	0.0%
Master of Music Therapy	0.0%	0.0%
Master of Natural Resources	1.0%	0.0%
Master of Nursing	0.3%	0.0%
Master of Nursing/Master of Business Administration	0.0%	0.0%
Master of Occupational Therapy	2.1%	0.0%
Master of Philosophy	0.0%	0.0%
Master of Physical Therapy	0.0%	0.0%
Master of Physician Assistant Studies	1.0%	3.0%
Master of Project Management	0.0%	0.8%
Master of Public Administration	1.7%	0.8%
Master of Public Health	2.4%	3.8%
Master of Public Policy	0.7%	0.8%
Master of Radiologic Science	0.0%	0.0%
Master of School Administration	0.0%	0.0%
Master of School Psychology	0.0%	0.0%
Master of Science	37.8%	33.1%
Master of Science in Disaster Management	0.0%	0.0%
Master of Social Work	2.1%	2.3%

Master of Teaching	1.4%	0.0%
Master of Textiles	1.0%	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	0.3%	1.5%
Other: Non-Thesis Master's	1.7%	1.5%
Other	9.1%	17.3%

*Note: Respondents could select more than one response*

As indicated in Table 27 above, very few of the Alumni Survey respondents who have completed a graduate/professional degree have already completed a Doctoral degree (1.9%). Among that small group, the majority indicated they had completed a Doctor of Philosophy.

Among alumni currently enrolled in graduate or professional school, about one-fourth are pursuing a doctoral degree. The vast majority of those are pursuing a Doctor of Philosophy (95.5%).

**Table 29: Doctoral Degree Completed/Seeking**

Completed	Completed (N=6)	Seeking (N=66)
Doctor of Education	0.0%	0.0%
Doctor of Musical Arts	0.0%	0.0%
Doctor of Philosophy	66.7%	95.5%
Doctor of Public Health	0.0%	1.5%
Other	33.3%	3.0%

*Note: Respondents could select more than one response*

Nine percent of alumni who already completed an advanced degree earned a Professional degree. The degree most commonly earned among this group was a Juris Doctor (57.1%), followed by a Doctor of Medicine (7.1%). Among those currently enrolled in a professional program, 27% are pursuing a Juris Doctor (27.4%), 24% a Doctor of Medicine (24.2%), and 18% a Doctor of Veterinary Medicine (17.7%).

**Table 30: Professional Degree Completed/Seeking**

Completed	Completed (N=28)	Seeking (N=62)
Doctor of Dentistry	3.6%	6.5%
Doctor of Audiology	0.0%	0.0%
Doctor of Medicine	7.1%	24.2%
Doctor of Optometry (OD)	0.0%	1.6%
Doctor of Osteopathic Medicine (DO)	3.6%	8.1%
Doctor of Pharmacy	0.0%	6.5%
Doctor of Physical Therapy	0.0%	0.0%
Doctor of Psychology (PsyD)	3.6%	1.6%
Doctor of Social Work (DSW)	0.0%	0.0%
Doctor of Veterinary Medicine	3.6%	17.7%
Juris Doctor	57.1%	27.4%
Physician Assistant (PA)	3.6%	0.0%
Bachelor of Architecture (BArch)	3.6%	0.0%
Other	14.3%	6.5%

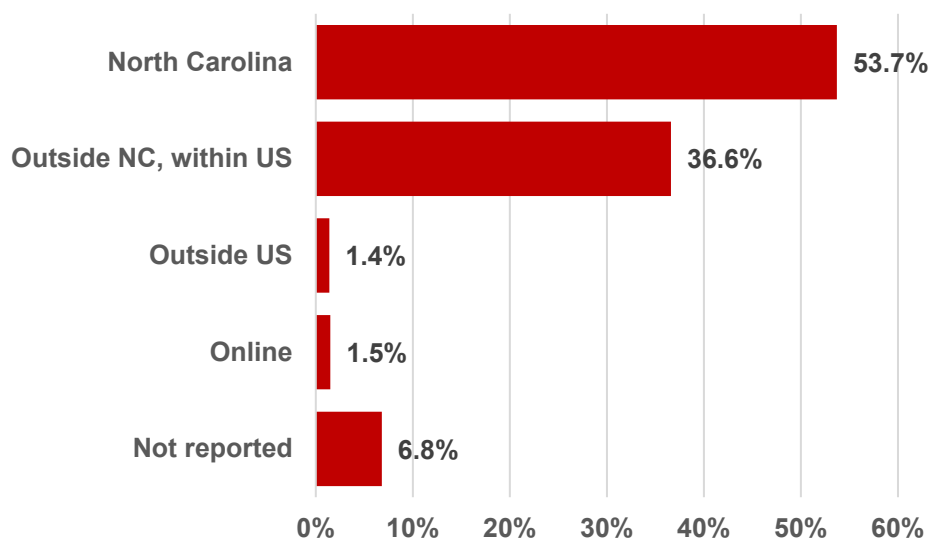
*Note: Respondents could select more than one response*

### ***Institution***

The majority of those going on to seek a graduate/professional degree stayed in North Carolina (53.7%), with one-third earning or seeking an advanced degree from NC State (33.1%). [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=588)**



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

**Table 31: Institutions Most Commonly Enrolled In for Graduate/Professional School**

Institution	%	N
NC State University	33.1%	182
UNC Chapel Hill	5.8%	32
Campbell University	2.7%	15
Duke University	2.4%	13
East Carolina University	2.0%	11
UNC Wilmington	1.8%	10
Georgia Institute of Technology	1.6%	9
Liberty University	1.5%	8
University of Georgia	1.3%	7
UNC Greensboro	1.1%	6
Virginia Tech	1.1%	6

*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, half of the alumni indicated they had received such support (49.7%). The most common type of support received was a “scholarship” (28.0%), followed by a “research assistantship” (17.3%) and “teaching assistantship” (15.8%). Slightly less common was an “honor/award” (10.4%). Another 8% indicated that they had received some “other” type of support (7.5%).

**Table 32: Funding for Graduate/Professional School (among those who ever enrolled; N=589)**

Funding	%
Any type of funding	49.7%
Scholarship	28.0%
Honor/Award	10.4%
Teaching Assistantship	15.8%
Research Assistantship	17.3%
Other Assistantship	7.5%

*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” (49.1%) or “good” (39.9%) job preparing them for graduate/professional school. Those currently enrolled in graduate/professional school gave slightly less favorable ratings, with 43% saying their preparation for graduate/professional school was “excellent” (43.2%), and 40% saying it was “good” (40.2%).

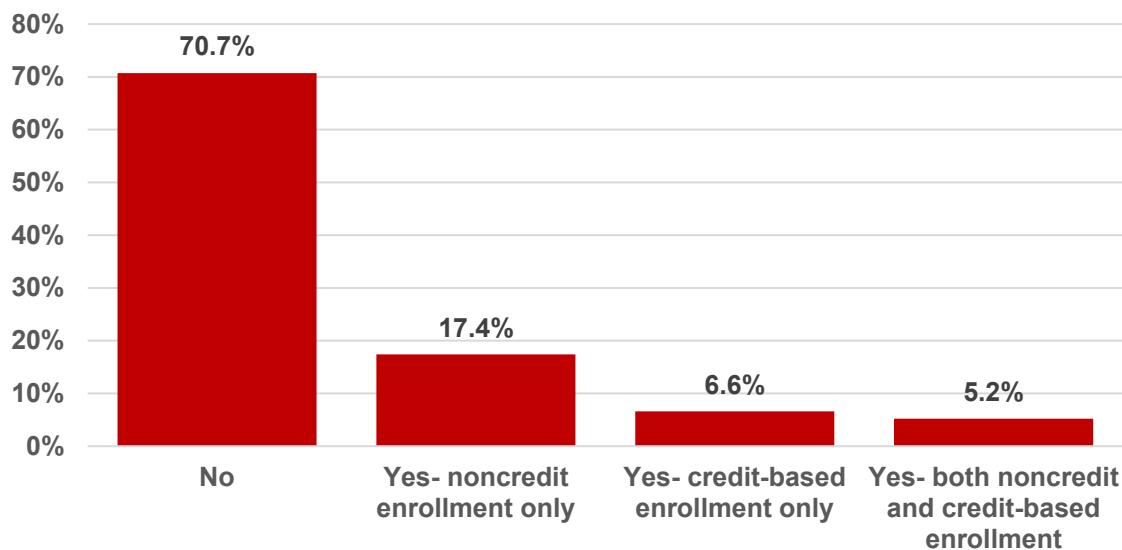
**Table 33: Preparation for Graduate/Professional School**

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation for graduate/professional school: completed degree	4.34	49.1%	39.9%	8.5%	1.3%	1.3%	318
Preparation for graduate/professional school: currently enrolled	4.19	43.2%	40.2%	10.4%	5.0%	1.2%	259

**Continuing Education**

Close to one-third of NC State alumni responding to the survey said they have taken continuing education and/or professional development classes/programs since receiving their undergraduate degree. Five percent have taken both for-credit and not-for-credit classes (5.2%), while 17% took non-credit classes (17.4%), and 6% took for-credit classes (6.6%).

**Figure 10: Enrollment in Continuing/Lifelong Education or Professional Development (N=1,535)**



Just under 20% of those taking a continuing education course or professional development course have done so through NC State (19.2%), with most of those doing so through a college or department.

**Table 34: Host of continuing education or professional development program (among those ever taking a continuing education class; N=449)**

Program host	%
NC State Continuing and Lifelong Education	1.1%
A college/department/unit at NC State	10.5%
Through NC State - don't remember what unit	2.7%
Program not affiliated with NC State	80.8%

*Note: Respondents could select more than one response*

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. More than one-fourth said the course(s) had a “very significant” impact on their professional career (26.0%), and another 43 percent said it had a “somewhat significant” impact (43.4%). Similar numbers said the course(s) had a “very significant” (26.6%) or “somewhat significant” (43.8%) impact on their personal life.

**Table 35: Professional and Personal Impact of Continuing Education Courses (among those ever taking a continuing education class)**

	Mean Rating	4: Very significant impact	3: Somewhat significant impact	2: Limited impact	1: No impact at all	Total (N)
Impact of continuing educ/prof development/lifelong educ on professional career	2.89	26.0%	43.4%	23.9%	6.7%	447
Impact of continuing educ/prof development/lifelong educ on personal goals/life enrichment	2.93	26.6%	43.8%	25.7%	3.8%	447

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 more than 10% saying it was “very likely” (12.4%) and over one-third saying it was “somewhat likely” that they will take a continuing education or professional development course in the next five years (37.1%). Those already having taken a continuing education or professional development course are more likely than those who have not to be interested in enrolling again.

**Table 36: 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	12.4%	15.8%	11.0%
3: Somewhat likely	37.1%	44.6%	34.0%
2: Not very likely	37.6%	32.8%	39.5%
1: Not at all likely	13.0%	6.8%	15.5%
Total	1,527	442	1,085

Those alumni who say it is “somewhat” or “very likely” to take a continuing education or professional development course within the next five years were asked how likely it was that they would enroll in a course through NC State Continuing and Lifelong Education. While one-third said they didn’t know if they would do so (32.7%), a similar number said they probably would enroll through NCSCaLE (36.4%). Of those saying they would probably not enroll through NCSCaLE, they were more likely to say it was because it is not convenient to where they live than to say it does not offer the programs they want/need.

**Table 37: Likelihood of enrolling in continuing education/professional development/lifelong education course through NC State Continuing and Lifelong Education (among those saying it is “very likely” or “somewhat likely” that they would pursue continue education in the next five years; N=755)**

Likelihood of enrolling through NCSCaLE	%
Probably yes	36.4%
Probably not- it is not convenient to where I live	17.5%
Probably not- it does not have the programs that I want/need	5.8%
Probably not- for some other reason	7.5%

Likelihood of enrolling through NCSCaLE	%
Don't know	32.7%
Total	100.0%

## 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, professionalism, and problem solving tended to be more highly rated both in importance and development than were those related to general education and diversity/global awareness.

In this section of the report, we first look at overall results for the 38 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 38 individual goals asked about ranged from a high of 3.89 to a low of 2.52 (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 four skills did more than 10 percent of respondents report that skill as "not at all important" to them.

Three-fourths or more of alumni rated the following skills as currently "very important" to them:

- Problem solving skills overall (90.1% "very important")
- Communication skills overall (89.1%)
- Professional skills overall (79.5%)
- Working in teams (78.5%)
- Working independently (77.1%)
- Working under pressure (76.5%)
- Considering options and their consequences when solving a problem or addressing an issue (75.7%)
- Keeping current with skills/knowledge in my field (75.6%)

Skills alumni were most likely to rate as "not very" or "not at all important" to them currently are:

- Engaging with and responding to artistic works (29.2% "not very important" and 22.0% "not at all important")
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (25.2% and 16.8%)
- Applying social science method to understand human behavior (23.1% and 11.5%)
- Being involved in public and community affairs (23.1% and 6.4%)
- Understanding differences in sexual orientation (16.6% and 14.2%)

## 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 3.56 to a low of 2.40 (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 6 of the 38 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 (64.6% "very much")
- Diversity awareness overall (55.9%)
- Working independently (55.6%)
- Working under pressure (54.4%)
- Working in teams (52.4%)
- Problem solving skills overall (53.8%)
- Ability to make judgements and draw conclusions based on quantitative analysis of data (50.8%)

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

- Engaging with and responding to artistic works (24.2% "not at all")
- Understanding differences in sexual orientation (22.3%)
- Understanding issues associated with gender equity (17.4%)
- Applying social science methods to understand human behavior (15.8%)
- Appreciating the humanities (15.6%)
- Understanding issues associated with racial equity (15.6%)
- Developing and sustaining an active and healthy lifestyle (14.3%)
- Being involved in public and community affairs (13.3%)
- Understanding the present as it relates to historical events and processes (12.8%)
- Navigating career opportunities (10.3%)

## Importance of Skill Compared to NC State's 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 1<sup>st</sup> highest average rating for importance (3.89) and the 2<sup>nd</sup> highest average rating for NC State's contribution to their development (3.44). Conversely, if a skill ranks low in importance, it typically also ranks low in preparation. For example, "engaging with and responding to the arts" has the lowest average rating for both importance (2.52) and for NC State's contribution to their development (2.40).

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 (2nd in Importance [average Importance rating of 3.88] vs 13th in Development [average Development rating of 3.22])
- Keeping current with skills/knowledge in my field (7<sup>th</sup> [3.72] vs 25<sup>th</sup> [3.04])
- Effectively leading/guiding others (14<sup>th</sup> [3.57] vs 25<sup>th</sup> [3.02])
- Developing and sustaining an active and healthy lifestyle (20<sup>th</sup> [3.49] vs 30<sup>th</sup> [2.76])

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:

- An overall general education (12<sup>th</sup> in Importance [3.58] vs 1<sup>st</sup> in Development [3.56])

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:

- Developing and sustaining an active and healthy lifestyle (average Importance rating of 3.49 vs average Development rating of 2.76)
- Keeping current with skills/knowledge in my field (3.72 vs 3.04)
- Communication skills overall (3.88 vs 3.22)
- Navigating career opportunities (3.42 vs 2.86)
- Understanding issues and problems facing the world (3.45 vs 2.90)
- Effectively leading/guiding others (3.57 vs 3.02)
- Understanding issues associated with gender equity (3.14 vs 2.63)
- Professional skills overall (3.78 vs 3.27)
- Understanding issues associated with racial equity (3.20 vs 2.70)

Table 36 below contains mean ratings for importance and NC State’s contribution to development for all 38 skills asked about.

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

<b>Skills</b>	<b>Mean Importance</b>	<b>Mean Preparation</b>	<b>Relative Rank (Importance / Development)</b>
Problem solving skills overall	3.89	3.44	1/2
Communication skills overall	3.88	3.22	2/13
Professional skills overall	3.78	3.27	3/10
Working independently	3.75	3.43	4/3
Working in teams	3.75	3.40	5/4
Working under pressure	3.73	3.38	6/5
Keeping current with skills/knowledge in my field	3.72	3.04	7/24
Considering options and their consequences when solving a problem or addressing an issue	3.71	3.22	8/14
Valuing learning as a lifelong process	3.71	3.26	9/11
Identifying a problem or concept and articulating its various components	3.69	3.29	10/8

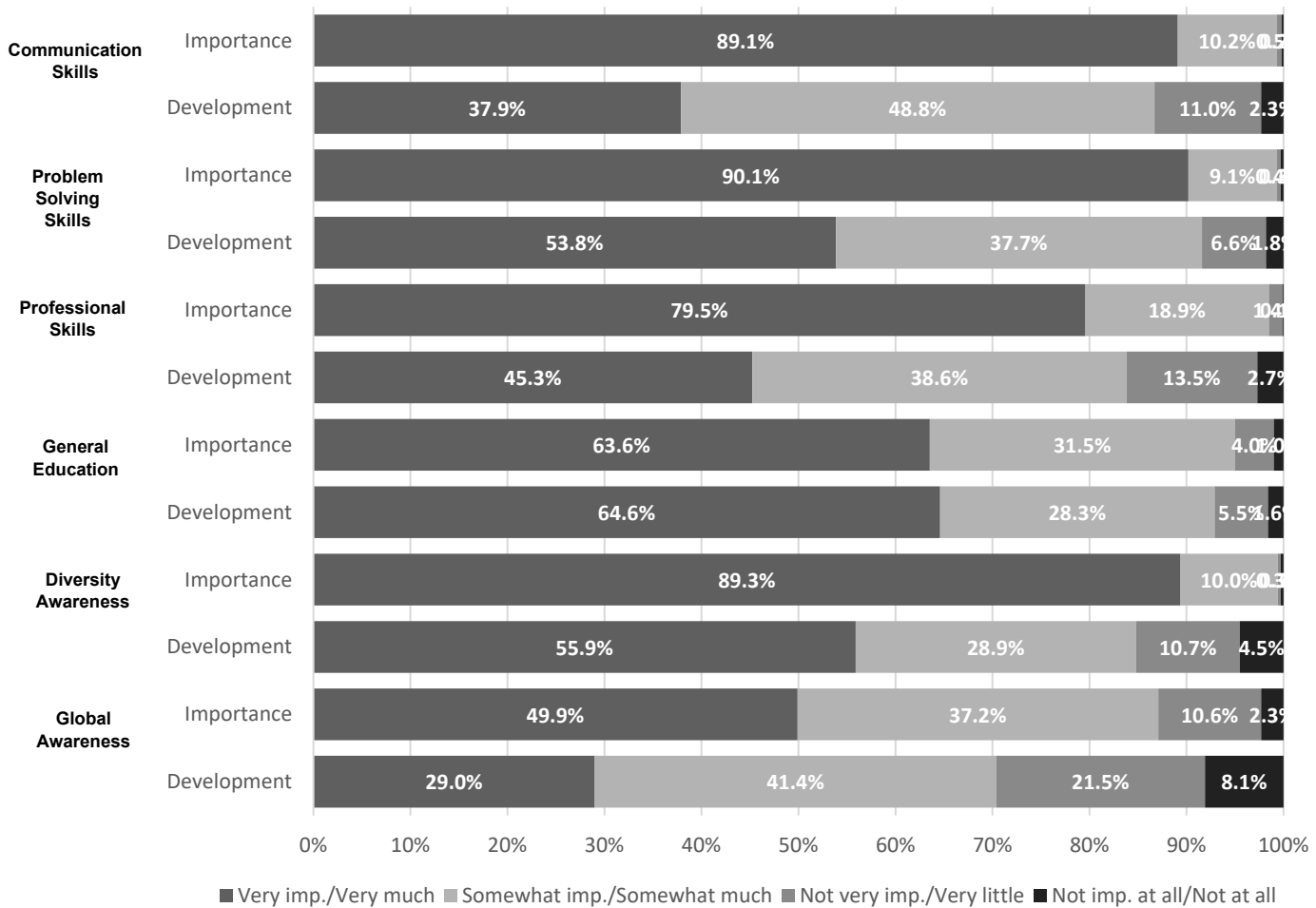
Skills	Mean Importance	Mean Preparation	Relative Rank (Importance / Development)
Ability to make judgements and draw conclusions based on quantitative analysis of data	3.65	3.37	11/6
An overall general education	3.58	3.56	12/1
Using information technologies and search strategies to access information	3.58	3.26	13/12
Effectively leading/guiding others	3.57	3.02	14/25
Adapting to new technologies	3.57	3.12	15/17
Working with people from diverse cultural backgrounds	3.56	3.29	16/9
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.52	3.13	17/16
Understanding/respecting diverse cultures/values/perspectives	3.52	3.06	18/21
Understanding the basic concepts in a broad range of disciplines	3.49	3.36	19/7
Developing and sustaining an active and healthy lifestyle	3.49	2.76	20/30
Presenting effectively across genres for diverse audiences	3.46	3.11	21/18
Understanding issues and problems facing the world	3.45	2.90	22/28
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.43	3.21	23/15
Navigating career opportunities	3.42	2.86	24/29
Understanding the commonality of human problems through a global perspective	3.37	2.91	25/27
Diversity awareness overall	3.36	3.06	26/20
Global awareness overall	3.35	2.91	27/26
Writing effectively across genres for diverse audiences	3.34	3.08	28/19
Seeking out new, untested solutions to real world problems	3.33	3.04	29/23
Understanding the present as it relates to historical events/processes	3.24	2.75	30/31
Understanding issues associated with racial equity	3.20	2.70	31/33
Acquiring an awareness of new scientific knowledge and discoveries	3.15	3.04	32/22
Understanding issues associated with gender equity	3.14	2.63	33/36
Being involved in public and community affairs	2.99	2.72	34/32
Understanding differences in sexual orientation	2.97	2.52	35/37
Applying social science methods to understand human behavior	2.88	2.66	36/34
Appreciating the humanities	2.71	2.65	37/35
Engaging with and responding to artistic works	2.52	2.40	38/38

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 89 percent of alumni said such skills are "very important," but only 38 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, diversity awareness overall, and, to a lesser extent, global awareness overall*. There is essentially no difference in ratings for overall skills related to *overall general education*.

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



## Communication Skills

*Communication skills overall* was nearly universally judged by alumni to be an important skill, with almost 90 percent of respondents rating it as “very important.” In addition, each of the three specific communication skills asked about was rated as “very important” by a majority of respondents, with almost two-thirds giving such a rating to *communicating information and knowledge using multiple forms, including text, video, graphics, etc.* (64.8%). Of the four skills asked about, respondents were most likely to say *writing effectively across genres for diverse audiences* is “not very” or “not at all important” to them now (13.4% and 2.4% respectively).

There is not a lot of variation in alumni evaluations of the extent to which NC State contributed to their development of the communication skills asked about. Just over one-third of respondents said NC State contributed “very much” to their development of each of the four skills, and between 13% and 21% said NC State contributed “very little” or “not at all” to their development of it.

**Table 37: Alumni Rating of the Importance of Communication Skills to Them Now**

	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Communication skills overall	89.1%	10.2%	0.5%	0.2%	1,484
Writing effectively across genres for diverse audiences	51.8%	32.5%	13.4%	2.4%	1,483
Presenting effectively across genres for diverse audiences	58.5%	30.9%	8.4%	2.2%	1,483
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	64.8%	24.8%	8.5%	2.0%	1,482

**Table 38: Alumni Rating of the NC State’s Contribution to their Development of Communication Skills**

	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Communication skills overall	37.9%	48.8%	11.0%	2.3%	1,274
Writing effectively across genres for diverse audiences	34.1%	45.1%	15.8%	5.0%	1,272
Presenting effectively across genres for diverse audiences	34.5%	46.3%	15.0%	4.2%	1,271
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	37.3%	42.9%	15.0%	4.8%	1,272

## Problem Solving Skills

Alumni Survey respondents were asked about 6 specific skills related to problem solving. Each of the 6 skills were rated as “very important” by a majority of respondents, with 90% giving such a rating to *problem solving skills overall* (90.1%). About three-fourths of respondents rated *considering options and their consequences when solving a problem or addressing an issue* (75.7%) and *identifying a problem or concept and articulating its various components* (73.0%) as “very important.”

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:

- Seeking out new, untested solutions to real world problems (13.2% “not very important” and 2.1% “not at all important”)
- Effectively analyzing and evaluating evidence, arguments, claims, and beliefs (11.2% and 1.9%)

Alumni generally believe that they are well prepared in the area of problem solving. For all but one of the specific skills asked about, about 40% or more 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 (53.8% “very much”)
- Using information technologies and search strategies to access information (44.9%)
- Identifying a problem or concept and articulating its various components (44.7%)

The problem-solving skill for which alumni reported feeling less well prepared, saying that NC State contributed only “very little” or “not at all” to their development was *seeking out new, untested solutions to real world problems* (17.3% “very little” and 5.5% “not at all”)

**Table 39: Alumni Rating of the Importance of Problem-Solving Skills to Them Now**

	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Problem solving skills overall	90.1%	9.1%	0.4%	0.3%	1,458
Seeking out new, untested solutions to real world problems	50.5%	34.3%	13.2%	2.1%	1,458
Identifying a problem or concept and articulating its various components	73.0%	23.8%	2.5%	0.8%	1,456
Using information technologies and search strategies to access information	65.5%	27.7%	5.6%	1.2%	1,459
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	57.7%	29.2%	11.2%	1.9%	1,458
Considering options and their consequences when solving a problem or addressing an issue	75.7%	20.6%	2.7%	1.0%	1,459

**Table 40: Alumni Rating of the NC State’s Contribution to their Development of Problem-Solving Skills**

	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Problem solving skills overall	53.8%	37.7%	6.6%	1.8%	1,267
Seeking out new, untested solutions to real world problems	32.1%	45.0%	17.3%	5.5%	1,266
Identifying a problem or concept and articulating its various components	44.7%	42.8%	9.6%	2.9%	1,265
Using information technologies and search strategies to access information	44.9%	40.1%	10.8%	4.2%	1,262
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	39.7%	44.4%	12.9%	3.0%	1,268
Considering options and their consequences when solving a problem or addressing an issue	39.3%	46.6%	11.2%	2.9%	1,267

### Professional Skills

A majority of alumni rated each of the professional skills as “very important” to them currently. Five of the nine skills asked about were rated as “very important” by at least three-fourths of alumni. The skills ranked most important were:

- Professional skills overall (79.5% “very important”)
- Working in teams (78.5%)
- Working independently (77.1%)
- Keeping current with skills/knowledge in my field (75.6%)
- Working under pressure (76.5%)

Although still seen as “very important” by a majority of respondents, the skill related to professionalism that was most frequently viewed as relatively less important was:

- Navigating career opportunities (9.9% “not very important” and 2.0% “not at all important”)

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

- Working independently (55.6% “very much”)
- Working under pressure (54.4%)
- Working in teams (52.4%)

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

- Navigating career opportunities (23.9% “very little” and 10.3% “not at all”)
- Effectively leading/guiding others (20.3% and 6.4%)
- Keeping current with skills/knowledge in my field (18.4% and 6.5%)

**Table 41: Alumni Rating of the Importance of Professional Skills to them Now**

	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Professional skills overall	79.5%	18.9%	1.4%	0.1%	1,457
Working independently	77.1%	20.7%	2.1%	0.1%	1,457
Working in teams	78.5%	18.0%	3.1%	0.4%	1,454
Working with people from diverse cultural backgrounds	66.6%	24.4%	7.4%	1.6%	1,457
Adapting to new technologies	63.2%	30.9%	5.3%	0.6%	1,450
Effectively leading/guiding others	65.3%	27.6%	6.3%	0.8%	1,450
Navigating career opportunities	55.4%	32.7%	9.9%	2.0%	1,447
Keeping current with skills/knowledge in my field	75.6%	21.7%	2.2%	0.6%	1,450
Working under pressure	76.5%	20.9%	2.3%	0.3%	1,449

**Table 42: Alumni rating of the NC State's contribution to their development of professional skills**

	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Professional skills overall	45.3%	38.6%	13.5%	2.7%	1,271
Working independently	55.6%	33.8%	8.5%	2.1%	1,274
Working in teams	52.4%	37.0%	9.1%	1.6%	1,274
Working with people from diverse cultural backgrounds	47.8%	36.5%	12.2%	3.5%	1,273
Adapting to new technologies	37.2%	42.3%	15.7%	4.9%	1,275
Effectively leading/guiding others	34.8%	38.5%	20.3%	6.4%	1,273
Navigating career opportunities	30.1%	35.7%	23.9%	10.3%	1,272
Keeping current with skills/knowledge in my field	35.2%	39.9%	18.4%	6.5%	1,274
Working under pressure	54.4%	32.2%	10.1%	3.3%	1,274

### General Education

Compared to most other skills asked about, alumni generally see skills related to a general education as relatively less important to them now and believe that NC State did not contribute as much to their development of them. In addition, 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 five of the ten specific skills related to an overall general education as “very important” to them currently, while one-third or more see the remaining five 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 (75.2% “very important”)
- Ability to make judgements and draw conclusions based on quantitative analysis of data (72.0%)

The general education skills seen as least important were:

- Engaging with and responding to artistic works (29.2% “not very important” and 22.0% “not at all important”)
- Appreciating the humanities (25.2% and 16.8%)
- Applying social science methods to understand human behavior (23.1% and 11.5%)

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

- An overall general education (64.6% “very much”)
- Ability to make judgements and draw conclusions based on quantitative analysis of data (50.8%)

One-third or more of alumni say that NC State contributed “very little” or “not at all” to five of the general education skills asked about:

- Engaging with and responding to artistic works (29.0% “very little” and 24.2% “not at all”)
- Appreciating the humanities (28.3% and 15.6%)
- Applying social science methods to understand human behavior (26.7% and 15.8%)
- Being involved in public and community affairs (26.5% and 13.3%)
- Developing and sustaining an active and healthy lifestyle (24.7% and 14.3%)

**Table 43: Alumni Rating of the Importance of a General Education to them Now**

	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
An overall general education	63.6%	31.5%	4.0%	1.0%	1,433
Understanding the basic concepts in a broad range of disciplines	57.3%	35.3%	6.8%	0.7%	1,434
Acquiring an awareness of new scientific knowledge and discoveries	43.8%	32.0%	19.4%	4.8%	1,433
Engaging with and responding to artistic works	24.8%	24.1%	29.2%	22.0%	1,430
Appreciating the humanities	29.9%	28.0%	25.2%	16.8%	1,431
Applying social science methods to understand human behavior	34.3%	31.0%	23.1%	11.5%	1,430
Ability to make judgements and draw conclusions based on quantitative analysis of data	72.0%	21.9%	4.6%	1.4%	1,420
Being involved in public and community affairs	35.1%	35.4%	23.1%	6.4%	1,255
Developing and sustaining an active and healthy lifestyle	60.5%	30.1%	7.1%	2.3%	1,255
Valuing learning as a lifelong process	75.2%	21.3%	2.8%	0.7%	1,255

**Table 44: Alumni Rating of NC State’s Contribution to their Development of a General Education**

	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
An overall general education	64.6%	28.3%	5.5%	1.6%	1,256
Understanding the basic concepts in a broad range of disciplines	48.7%	40.4%	8.8%	2.1%	1,251
Acquiring an awareness of new scientific knowledge and discoveries	34.5%	42.0%	16.9%	6.6%	1,251
Engaging with and responding to artistic works	17.4%	29.4%	29.0%	24.2%	1,267
Appreciating the humanities	24.4%	31.7%	28.3%	15.6%	1,263
Applying social science methods to understand human behavior	24.4%	33.1%	26.7%	15.8%	1,264
Ability to make judgements and draw conclusions based on quantitative analysis of data	50.8%	37.4%	9.9%	2.0%	1,253
Being involved in public and community affairs	24.8%	35.5%	26.5%	13.3%	1,255
Developing and sustaining an active and healthy lifestyle	29.1%	31.9%	24.7%	14.3%	1,255
Valuing learning as a lifelong process	47.6%	35.2%	12.7%	4.4%	1,255

### Diversity/Global Awareness

With the exception of skills related to a general education, which generally had the lowest ratings, alumni gave relatively lower ratings to the importance of skills related to diversity and global awareness than they did to other areas asked about. A majority of respondents rated five of the nine diversity and global awareness skills as “very important” to them currently, while 20% or more rated three of the skills as “not very” or “not at all important.”

The diversity and global awareness skills seen as most important were:

- Understanding and respecting diverse cultures/values/perspectives (64.3% “very important”)
- Understanding issues and problems facing the world (57.5%)
- Diversity awareness overall (55.9%)
- Global awareness overall (49.9%)

Diversity/global awareness skills most likely to be seen as “not very” or “not at all important” in their current lives are:

- Understanding differences in sexual orientation (16.6% “not very important” and 14.2% “not at all important”)
- Understanding issues associated with gender equity (14.1% and 9.5%)
- Understanding issues associated with racial equity (13.8% and 7.3%)

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. For only one skill did a majority say NC State contributed “a great deal” to their development of it, while more than one-fourth of alumni said NC State contributed “very little” or “not at all” to their development of 8 of the 9 traits asked about.

Alumni were most likely to say NC State contributed “very much” to their development of:

- Diversity awareness overall (55.9%)

Alumni were most likely to say NC State contributed “very little” or “not at all” to their development of:

- Understanding differences in sexual orientation (24.8% “very little” and 22.3% “not at all”)
- Understanding issues associated with gender equity (25.7% and 17.4%)
- Understanding issues associated with racial equity (23.9% and 15.6%)

**Table 45: Alumni Rating of the Importance of Skills Related to Diversity/Global Awareness to them Now**

	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
Diversity awareness overall	55.9%	28.9%	10.7%	4.5%	1,399
Global awareness overall	49.9%	37.2%	10.6%	2.3%	1,397
Understanding/respecting diverse cultures/values/perspectives	64.3%	26.2%	7.1%	2.4%	1,397
Understanding the commonality of human problems through a global perspective	54.5%	31.7%	10.5%	3.3%	1,397
Understanding issues and problems facing the world	57.5%	31.7%	8.9%	1.9%	1,397
Understanding the present as it relates to historical events/processes	45.4%	36.8%	14.6%	3.2%	1,391
Understanding issues associated with racial equity	48.0%	30.9%	13.8%	7.3%	1,391
Understanding issues associated with gender equity	47.4%	29.0%	14.1%	9.5%	1,391
Understanding differences in sexual orientation	41.9%	27.3%	16.6%	14.2%	1,390



**Table 46: Alumni Rating of NC State’s Contribution to their Development of Skills Related to Diversity/Global Awareness**

	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Diversity awareness overall	55.9%	28.9%	10.7%	4.5%	1,399
Global awareness overall	29.0%	41.4%	21.5%	8.1%	1,235
Understanding/respecting diverse cultures/values/perspectives	37.2%	38.3%	18.0%	6.6%	1,235
Understanding the commonality of human problems through a global perspective	30.4%	38.7%	22.0%	8.9%	1,235
Understanding issues and problems facing the world	28.7%	41.1%	21.6%	8.5%	1,235
Understanding the present as it relates to historical events/processes	24.1%	39.5%	23.6%	12.8%	1,229
Understanding issues associated with racial equity	24.8%	35.7%	23.9%	15.6%	1,232
Understanding issues associated with gender equity	23.7%	33.2%	25.7%	17.4%	1,233
Understanding differences in sexual orientation	21.4%	31.4%	24.8%	22.3%	1,232

### 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. Over half of respondents said they had an internship, almost one-fourth did research with a faculty member, 11% had a student teaching assignment, and 6% 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. Nearly half of respondents said they had travelled abroad while an undergraduate student.

Overall, we find that engagement in these various educational and/or co-curricular activities had a lasting, positive impact on students.

#### *Work-related experiences*

Alumni reported having had a number of different work-related experiences while an undergraduate at NC State. Over half of respondents reported that they participated in an internship while an undergraduate (52.6%). About one-fourth said that they had worked a full- or part-time job **not** related to their major (27.0%) while close to one-fifth worked in a full- or part-time job related to their major (18.8%). Other work-related experiences that were commonly reported by alumni included on-campus employment (25.1%), research with faculty (22.7%), and student teaching (11.4%).

**Table 47: Work-Related Experiences while an undergraduate at NC State (N=1,524)**

	%
Internship	52.6%
Full-time or part-time job not related to major	27.0%
Other on-campus employment	25.1%
Research with faculty	22.7%
Full-time or part-time job related to major	18.8%
Student teaching	11.4%
Practicum	8.5%
Cooperative Education Program	5.8%
Residence advisor	4.7%

*Note: Respondents could select more than one response*

### 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. For each of the seven experiences asked about, a majority of respondents indicated having had the experience, with taking a physical education course being the most common experience. Of those with a given experience, *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.)

Over 70% of alumni with such experience said that they “agree” that *participation in an internship/co-op/student teaching has had a positive impact on my career* (71.5%), and another 17% said they “tend to agree” (17.2%). Meanwhile, half of alumni “agree” (49.8%) and 28% “tend to agree” (28.4%) that *knowledge/experiences from undergraduate research have had a positive impact on my career*. Over two-thirds of alumni either “agree” (35.6%) or “tend to agree” (32.6%) that *community service or a service-learning project has had a positive impact on my commitment to helping to improve society*.

A majority of alumni also viewed their physical education classes as impactful, with about 30% saying they “agree” (29.1%) and over one-fourth saying they “tend to agree” (27.3%) that their *physical education course(s) at NC State had a positive influence on their current exercise/health habits*.

Similarly, foreign language courses taken at NC State also had a lasting impact on alumni, with 30% saying they “agree” (30.4%) and another one-fourth saying they “tend to agree” (26.7%) that such courses *helped me gain an appreciation for other cultures*. Alumni, however, are less likely to “agree” (24.6%) or “tend to agree” (19.4%) that *the ability to communicate in a language other than English has proven helpful in my current profession*. About one-fifth of alumni “disagree” (21.1%) and another eleven percent “tend to disagree” (10.6%) that speaking another language is helpful in their current position.

Finally, close to half of alumni said they either “agree” (22.4%) or “tend to agree” (25.1%) that *attending ARTS NC State events increased my interest in attending future arts/cultural events.*

**Table 48: Impact of Various Undergraduate Experiences on Personal/Professional Life (among those with such an experience)**

	5: Agree	4: Tend to agree	3: Neither agree nor disagree	2: Tend to disagree	1: Disagree	Total (N)
Physical education course(s) had a positive influence on my current exercise/health habits (excluding N/A)	29.1%	27.3%	22.6%	8.8%	12.3%	1,286
Attending ARTS NC State events increased my interest in attending future arts/cultural events (excluding N/A)	22.4%	25.1%	32.4%	8.0%	12.1%	874
Ability to communicate in a language other than English has proven helpful in current position (excluding N/A)	24.6%	19.4%	24.3%	10.6%	21.1%	773
Foreign language courses helped me gain an appreciation for other cultures (excluding N/A)	30.4%	26.7%	24.5%	6.5%	11.8%	718
Participation in an internship/co-op/student teaching has had a positive impact on my career (excluding N/A)	71.5%	17.2%	8.2%	1.2%	1.9%	991
Knowledge/experiences from undergraduate research have had a positive impact on career (excluding N/A)	16.4%	9.1%	1.9%	1.6%	42.2%	1,401
Community service/service-learning project has had impact on my commitment in helping to improve society (excluding N/A)	23.6%	17.3%	2.6%	3.1%	27.5%	1,400

*Note: Table excludes “Not applicable” response option*

### International Experiences<sup>2</sup>

About one-fourth of those responding to the survey said they had participated in an on-campus international program or activity (23.9%), and close to 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 (47.4%).

While 31% of survey respondents said they had travelled abroad for personal reasons (30.7%), 14% reported that they participated in a Study Abroad for a summer or short-term session (14.3%), and 9% participated in a Study Abroad for a semester or longer (8.9%). Four percent said they went on an international service trip organized by NC State (4.3%), and 3% went on a non-NC State international service trip (2.9%). 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

<sup>2</sup> In discussing international experiences of the Alumni Survey respondents, it is important to recognize that a sizeable number of the survey participants were enrolled as an undergraduate during the COVID pandemic, when the campus was depopulated and all travel cancelled.

travelling for one reason or another during their time at NC State, with 14% traveling for two or more of the different reasons asked about (14.2%). 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).

**Table 49: Participation in On-Campus International Program or Activity (n=1,412)**

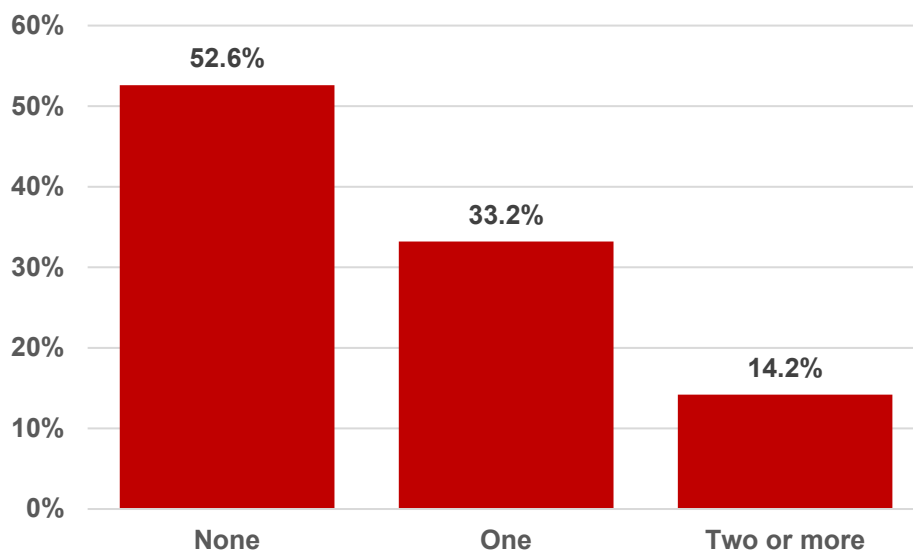
	%
Yes – participated	23.9%
No – did not participate	76.1%

**Table 50: Reasons for International Travel (n=1,524)**

	%
Personal travel outside the US	30.7%
Study abroad for a summer or short term	14.3%
Study abroad for one semester or longer	8.9%
International service trip organized by NC State	4.3%
International service trip organized outside NC State	2.9%
International internship	1.8%
Work outside the US	1.3%
Research project outside the US	1.1%
Student teaching outside the US	0.2%

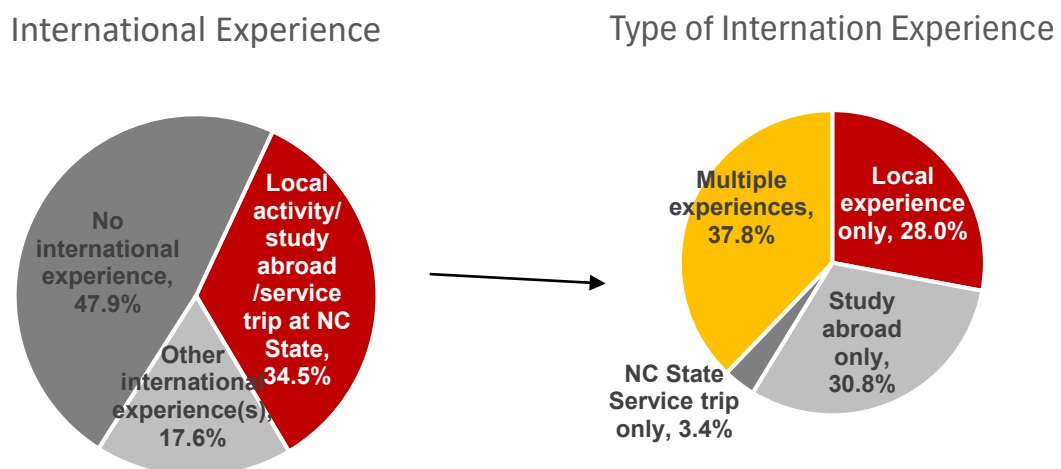
*Note: Respondents could select more than one response*

**Figure 12: Total Number of Different Reasons for International Travel (from among reasons listed in Table 49 above; N=1,524)**



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) (34.5%), with a plurality having multiple types of experiences. An additional 18 percent had travelled abroad, but only through a program or experience unrelated to NC State (17.6%). Among those with an international experience through NC State, 28 percent had gotten it solely through participation on an on-campus international program or activity, while just over 30% had only done a study abroad (30.8%), and 3% only an international service trip (3.4%). The majority, however, had had more than one type of international experience during their time as an undergraduate at NC State (e.g., both a study abroad and a service trip). In what follows, we focus exclusively on the findings from those who had either an on-campus international experience or who did a Study Abroad or service trip through NC State.

**Figure 13: International Experiences (N=1,524), and Type of Experience among those with experience through NC State (N=526)**



**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* (74.9%), and three-in-five said it did “a great deal” to help them *better understand problems and issues facing the world* (60.8%). About half of these alumni said their international experience did “a great deal” to *positively impact work attitudes and skills* (52.4%) and to *improve their problem-solving skills* (50.6%).

**Table 51: 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)
International experience helped improve problem solving skills	3.26	50.6%	31.5%	11.0%	6.8%	498
International experience had positive impact on work attitudes/skills	3.31	52.4%	31.7%	10.6%	5.2%	498

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
International experience helped better understand world problems/issues	3.45	60.8%	27.5%	7.2%	4.4%	498
International experience helped appreciate diverse perspectives/different cultures	3.66	74.9%	18.9%	4.0%	2.2%	498

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 less likely than those with other types of international experiences to believe those experience(s) contributed “a great deal” to the various learning outcomes. In general, those with multiple experiences, or those who had only done a study abroad, were most likely to say the experience impacted them “a great deal.”

**Table 52: 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 only	NC State Service trip only	Multiple experiences
4: A great deal	10.9%	55.3%	27.3%	55.3%
3: Some	50.0%	35.1%	18.2%	28.5%
2: A little	13.0%	6.4%	36.4%	11.2%
1: Not at all	26.1%	3.2%	18.2%	4.9%
Total (N)	46	94	11	347

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

**Table 53: 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 only	NC State Service trip only	Multiple experiences
4: A great deal	23.9%	54.3%	27.3%	56.5%
3: Some	39.1%	35.1%	36.4%	29.7%
2: A little	17.4%	10.6%	18.2%	9.5%

International experience had positive impact on work attitudes/skills	International experience			
	Local experience only	Study abroad only	NC State Service trip only	Multiple experiences
1: Not at all	19.6%	.	18.2%	4.3%
Total (N)	46	94	11	347

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

**Table 54: 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 only	NC State Service trip only	Multiple experiences
4: A great deal	32.6%	55.3%	63.6%	66.0%
3: Some	30.4%	33.0%	27.3%	25.6%
2: A little	17.4%	9.6%	.	5.5%
1: Not at all	19.6%	2.1%	9.1%	2.9%
Total (N)	46	94	11	347

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

**Table 55: 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 only	NC State Service trip only	Multiple experiences
4: A great deal	52.2%	75.5%	81.8%	77.5%
3: Some	30.4%	21.3%	9.1%	17.0%
2: A little	6.5%	3.2%	9.1%	3.7%
1: Not at all	10.9%	.	.	1.7%
Total (N)	46	94	11	347

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 or an international service-learning trip were asked to select from a list provided 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 (54.1%), and over 40 percent said “financial constraints” kept them from participating in an international service trip (43.1%). Over one-fourth of those not participating in a Study Abroad (26.6%), and over one-third of those not participating in a service-learning trip (37.1%) said their non-participation was due to “not interested in available programs.” Between about 20 and 25% 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 (25.0% and 20.4%, respectively), while 17% and 19%, respectively, said they did not participate in Study Abroad (16.8%) or a service-learning trip (19.0%) because they “learned about opportunities too late.” 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 (5.0% and 3.3%, respectively).

**Table 56: 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 (N=1,186)	No Service Learning (N=1,419)
Financial constraints	54.1%	43.1%
Not interested in available programs	26.6%	37.1%
Personal, family, or employment obligations	25.0%	20.4%
Learned about opportunities too late	16.8%	19.0%
My own/my family's concerns about safety	5.0%	3.3%

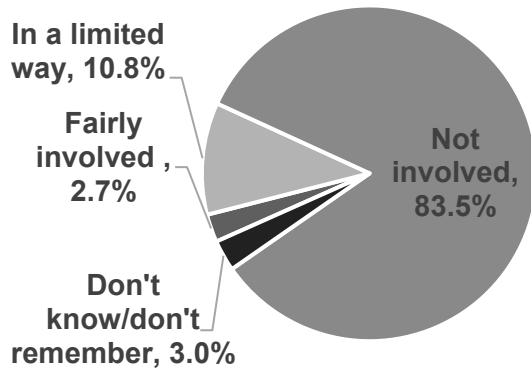
*Note: Respondents could select more than one response*

### Innovation and Entrepreneurship

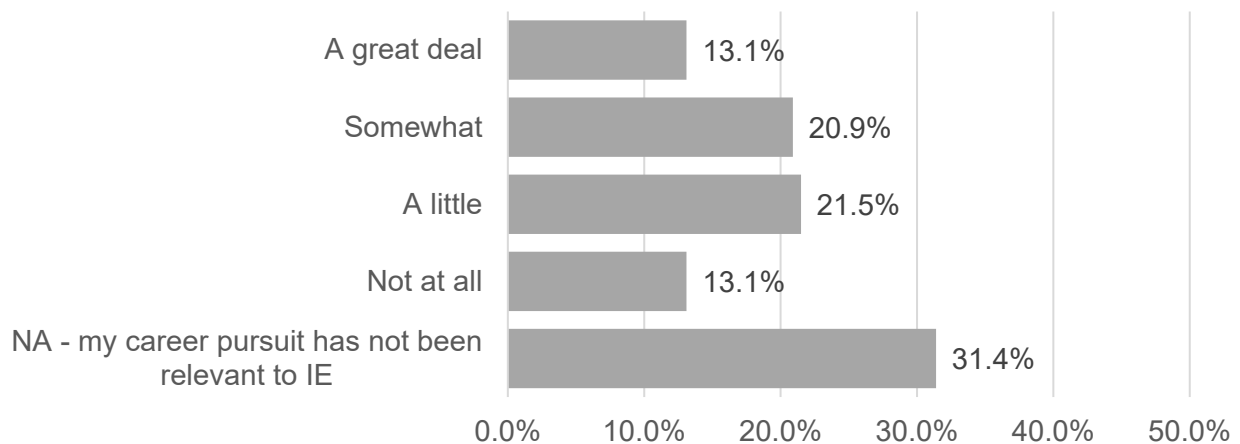
Alumni were asked a number of questions about their involvement in innovation and entrepreneurship (IE) programs and spaces while an undergraduate at NC State. While only a small number said they had been “fairly involved in IE programs and/or spaces” (3%), another 11% said they had been involved “in a limited way.” The impact of such experience on alumni’s future careers was mixed. Almost one-third of those who had any IE experience while an undergraduate said the experience was not relevant to their current career (31.4%). However, another third of those with IE experience as an undergraduate said it has helped their career either “a great deal” (13.1%) or “somewhat” (20.9%).

**Figure 14: Extent of involvement in innovation and entrepreneurship programs/spaces while and undergraduate at NC State (N=1,418)**





**Figure 15: Extent to which undergraduate experience in IE programs/spaces helped with career (among those with such experience, N=131)**



Those with IE experience as an undergraduate were asked which programs and/or spaces had been most helpful to them. Most commonly mentioned were the various MakerSpaces around campus (in particular access to 3D printers), followed by the garage. A number of alumni mentioned specific IE courses and capstone projects. Examples provided by alumni include:

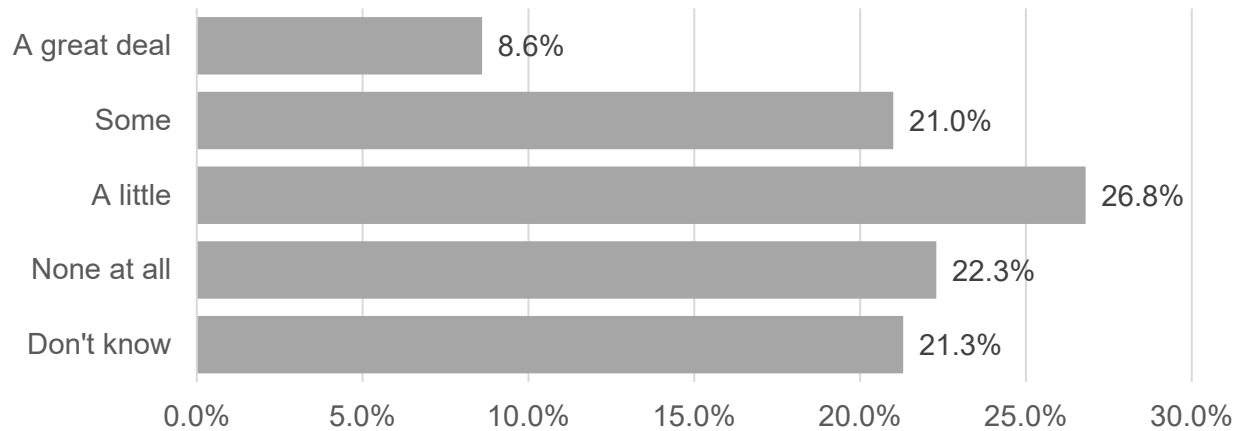
*I did entrepreneurship senior design for mechanical engineering and the concentration in entrepreneurship for computer science. Having the ECE makerspace was one of my favorite parts of going to campus.*

*IE spaces and trainings empowered me to make things on my own. The social innovation fellows program taught me to break down a problem, identify stakeholders and engage with the community, and to pitch. The engineering entrepreneurship program was also a highlight, I learned a lot about how an entrepreneur idea is implemented in the real world.*

*Makerspaces showed me that even in a hyper technical environment there are people who are excited about innovation and exploration of different mediums. The interaction between technology and problem solving is seen through all industries and these spaces are so important as they provide a space to explore that connection.*

When those without any IE experience as an undergraduate, including those who said they didn't remember if they had such experience, were asked if, in retrospect, they would have been interested in participating in IE programming and spaces, about one-third of them said they would have "some" (21.0%) or "a great deal" (8.6%) of interest in doing so.

**Figure 16: Interest in participating in IE programming/spaces if could do it over (among those with no such experience as an undergraduate, N=1,226)**



### 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 one-third saying they participated in an "organization/club related to their major" (33.9%) and one-fourth reporting that they participated in "intramural recreational sports, club teams" (25.5%). About 15 percent of alumni said that they had participated in a "social fraternity/sorority" (17.2%), "religious organizations" (14.2%), an "honor/professional fraternity/sorority" (13.8%), the "student alumni association" (13.1%), and a "university Scholars Program" (12.9%). Ten percent said they had participated in a "service organization" (10.0%).

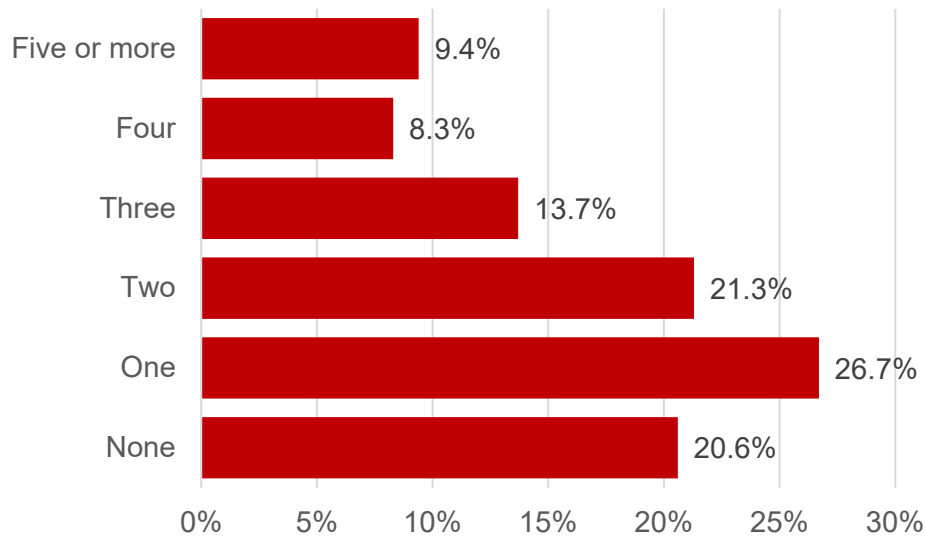
Eighty percent of respondents indicated that they had participated in at least one of the different groups/organizations asked about, with almost one-third saying they participated in three or more student organizations (31.4%).

**Table 57: Participation in Student Organizations (N=1,524)**

	%	N
Organization related to your major	33.9%	1,524
Intramural/Recreational sports, club teams	25.5%	1,524
Social fraternity/sorority	17.2%	1,524
Religious organization	14.2%	1,524
Honor/professional fraternity/sorority	13.8%	1,524
Student Alumni Association	13.1%	1,524
University Scholars Program	12.9%	1,524
Service organization	10.0%	1,524
Peer mentoring/coaching program	7.9%	1,524
Peer mentoring/coaching program	7.9%	1,524
Visual/performing arts/music org	7.0%	1,524
University Honors Program	6.6%	1,524
Residence Hall Council, IRC, Living-Learning Village Council	6.4%	1,524
Environmental/sustainability organization	6.0%	1,524
Academic scholarship program	5.7%	1,524
Minority student org	5.7%	1,524
Student Ambassador organization	5.6%	1,524
International/cultural organization	4.7%	1,524
Culturally affiliated organization	4.5%	1,524
Varsity athletic teams	3.3%	1,524
CSLEPS (Student Leadership and Engagement)	3.1%	1,524
Political/issue organization	2.9%	1,524
Multicultural Student Affairs org	2.4%	1,524
Student Media/Publications	2.4%	1,524
Student Government	2.3%	1,524
ROTC	1.6%	1,524
Union Activities Board organization	0.9%	1,524

*Note: Respondents could select more than one response*

**Figure 17: Total Number of Different Types of Student Organizations Participated In (N=1,524)**



**Leadership Positions**

When asked if they held a leadership role in any of the clubs/organizations asked about, half of alumni respondents (50.8%) reported holding a “significant leadership role.”

**Table 58: Leadership Role in Student Groups (among those participating in at least one organization) (N=1,210)**

	%
Yes – held significant leadership role	50.8%
No – did not	49.2%

Alumni who had had a significant leadership role in a student organization were much more likely than those who had not to say NC State contributed “a great deal” to their development of effectively leading and guiding others (47.5% vs 26.8%).

**Table 59: NC State’s Contribution to the skill of effectively leading and guiding others, by having held a leadership position in a student organization**

Contrib. to Development: Effectively leading/guiding others	Held significant leadership role in school-related organization(s)	
	Yes	No
4: A great deal	47.5%	26.8%
3: Some	34.3%	41.8%
2: A little	13.6%	25.5%
1: Not at all	4.5%	5.9%
Total (N)	528	522

## Current Behaviors

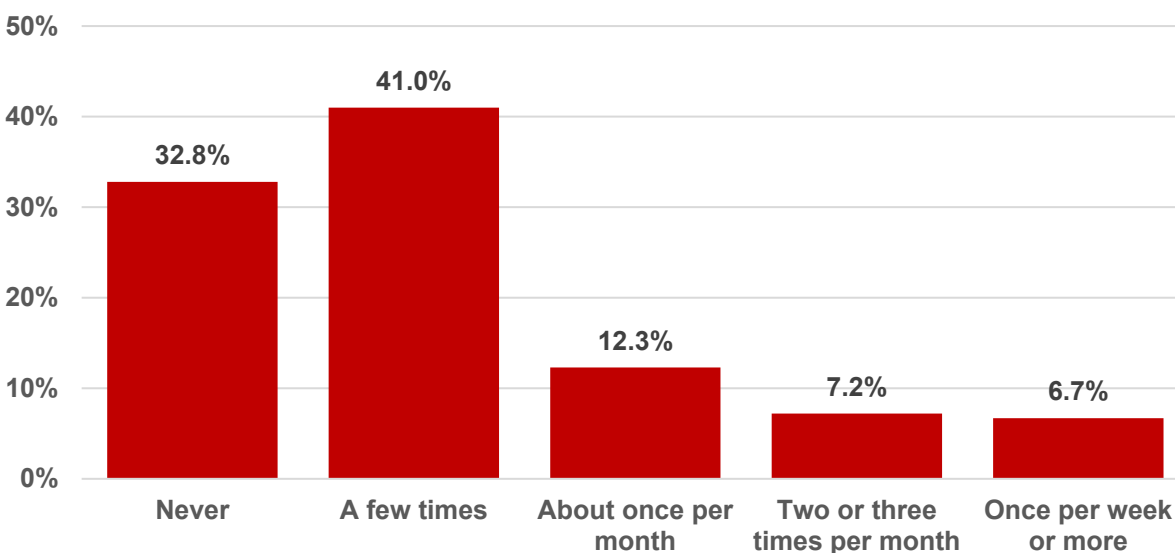
Alumni were asked about their current behaviors with respect to community service, physical exercise, participation in the arts, keeping up with current events, and leisure reading. In this section of the report, these results are presented along with the extent to which NC State might have contributed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

The large majority of alumni responding to the survey said they exercise at least once per week. One-fourth reported that over the past year they volunteered their time at least once per month and a similar number said they typically attend an arts/cultural event at least once per month. 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

Just over one-fourth of alumni said they volunteer for a non-profit, charity, or community group once per month or more (26.2%), with 7% saying they do so at least once per week (6.7%). One-third, however, said they “never” had participated in such volunteer activities in the past year (32.8%).

**Figure 18: Current Frequency of Volunteering for Non-Profit/Charity/Community Group in the Past Year (N=1,369)**



The extent to which alumni believe that their college education contributed to their *being involved in public and community affairs* appears to be related to their current volunteer behaviors. For example, close to one-third of those who said NC State contributed “a great deal” to their development of such skills said they currently volunteer once per month or more (31.5%), compared to about one-in-five of those who said NC State contributed “a little” (22.7%) or “not at all” (19.3%). The majority of those who say NC State contributed “not at all” to their development of *being involved in public and community affairs* say they “never” volunteered for a non-profit, charity, or community group in the past year.

**Table 60: Current Volunteer Behaviors by perception of NC State contribution to the development of Being Involved in Public and Community Affairs**

Volunteered for non-profit/charity/community group in past year	Contrib. to Development: Being involved in public and community affairs			
	4: A great deal	3: Some	2: A little	1: Not at all
Once per month or more	31.5%	26.7%	22.7%	19.3%
A few times	47.3%	41.2%	42.1%	27.3%
Never	21.4%	32.0%	35.2%	53.4%
Total (N)	298	434	321	161

Current volunteer activities are also associated with participation in community service/service-learning projects while at NC State and the extent to which alumni think such experiences impacted their commitment to helping to improve society. Almost 40% of those who “agree” that participation in a *community/service-learning project impacted their commitment to helping to improve society* currently volunteer at least once per month, compared to less than one-in-five of those who disagree or who did not have such an experience while at NC State. More than half of those who did not participate in community service or a service-learning project as an undergraduate at NC State say they “never” volunteered for a non-profit, charity or community group in the past year.

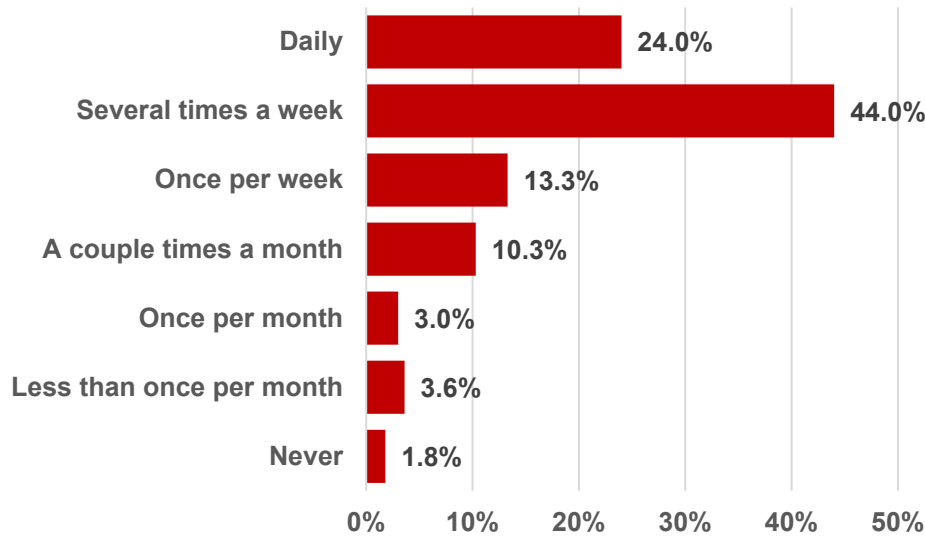
**Table 61: Current Volunteer Behaviors by Impact of Participation in Community Service/Service-Learning Project as an Undergraduate**

Volunteered for non-profit/charity/community group in past year	Community service/service-learning project has had impact on my commitment in helping to improve society				
	5: Agree	4: Tend to agree	3: Neither agree nor disagree	2: Tend to disagree / 1: Disagree	Not applicable (i.e., did not have experience)
Once per month or more	38.7%	29.3%	21.2%	17.7%	17.1%
A few times	45.4%	49.4%	42.0%	38.0%	29.7%
Never	15.9%	21.3%	36.9%	44.3%	53.2%
Total (N)	346	324	236	79	380

Physical Exercise in the Past Year

The large majority of alumni indicated they currently engage in physical exercise at least once per week (81.3%), with about one-fourth saying they exercise on a daily basis (24.0%).

**Figure 19: Current Frequency of Physical Exercise (N=1,369)**



Those who believe NC State contributed “a great deal” to their *developing and sustaining an active and healthy lifestyle*, and those who “agree” that their *physical education course(s) at NC State had a positive influence on their current exercise/health habits* were more likely than others to say they currently exercise on a daily basis.

**Table 62: Current Physical Exercise Behaviors by Perception of NC State’s Contribution to Developing/Sustaining an Active/Healthy Lifestyle**

Current frequency of physical exercise	Contrib. to Development: Developing and sustaining an active and healthy lifestyle			
	4: A great deal	3: Some	2: A little	1: Not at all
Daily	35.0%	22.4%	17.6%	20.1%
Several times per week	41.6%	47.4%	40.9%	46.0%
2-4 times per month	16.9%	22.4%	33.9%	23.0%
Once per month or less	6.6%	7.7%	7.6%	10.0%
Total (N)	349	388	301	174

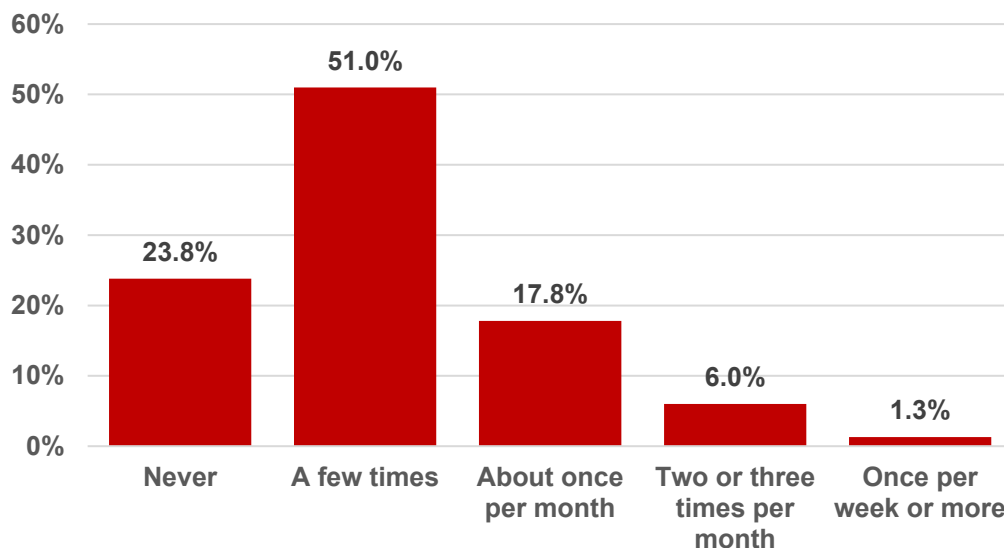
**Table 63: Current Physical Exercise Behaviors by Perception that NC State physical education course(s) had a positive influence on current exercise/health habits**

Current frequency of physical exercise	Physical education course(s) had a positive influence on my current exercise/health habits				
	5: Agree	4: Tend to agree	3: Neither agree nor disagree	2: Tend to disagree / 1: Disagree	Not applicable (i.e., did not have experience)
Daily	32.4%	24.1%	16.2%	22.9%	18.6%
Several times per week	48.8%	44.2%	43.3%	39.7%	38.9%
2-4 times per month	12.5%	24.4%	29.6%	27.9%	32.7%
Once per month or less	6.4%	7.3%	10.9%	9.5%	9.7%
Total (N)	361	344	284	262	113

Participation in the Arts in the Past Year

The majority of respondents said they had either “never” attended an arts or cultural event in the past year (23.8%) or had done so only “a few times” (51.0%). Alumni who believe that NC State contributed “a great deal” or “some” to their development of *engaging with and responding to artistic works* however, were more likely than others to have attended an arts or cultural event at least once per month within the past year. Those who said NC State did “not at all” contribute to their development of this skill were twice as likely as those who said NC State contributed “a great deal” to have never attended an arts/cultural event in the past year (33.7% vs 14.8%).

**Figure 20: Frequency of Attending Arts/Cultural Event in Past Year (N=1,368)**





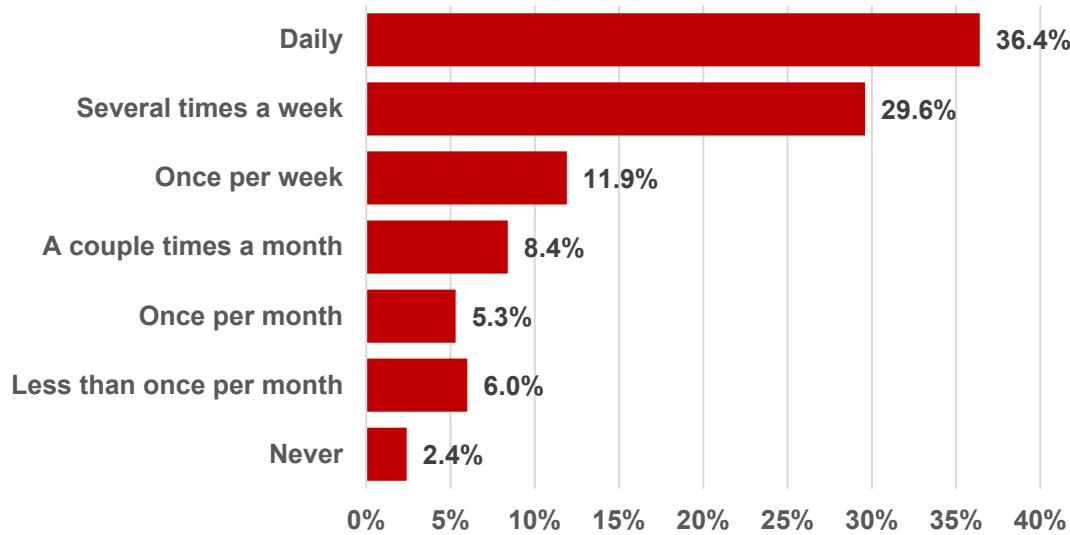
**Table 64: Current Frequency of Attending Arts Events by perception of NC State’s Contribution to their Development of engaging with are responding to artistic works**

Frequency of attending arts/cultural events in the past year	Contrib. to Development: Engaging with and responding to artistic works			
	4: A great deal	3: Some	2: A little	1: Not at all
Once per month or more	35.2%	27.4%	20.1%	18.6%
A few times	50.0%	56.2%	53.0%	47.8%
Never	14.8%	16.3%	26.9%	33.7%
Total (N)	210	361	353	291

Current Activities

About two-thirds of alumni said they keep up with current events in the news “daily” (36.4%) or “several times a week” (29.6%).

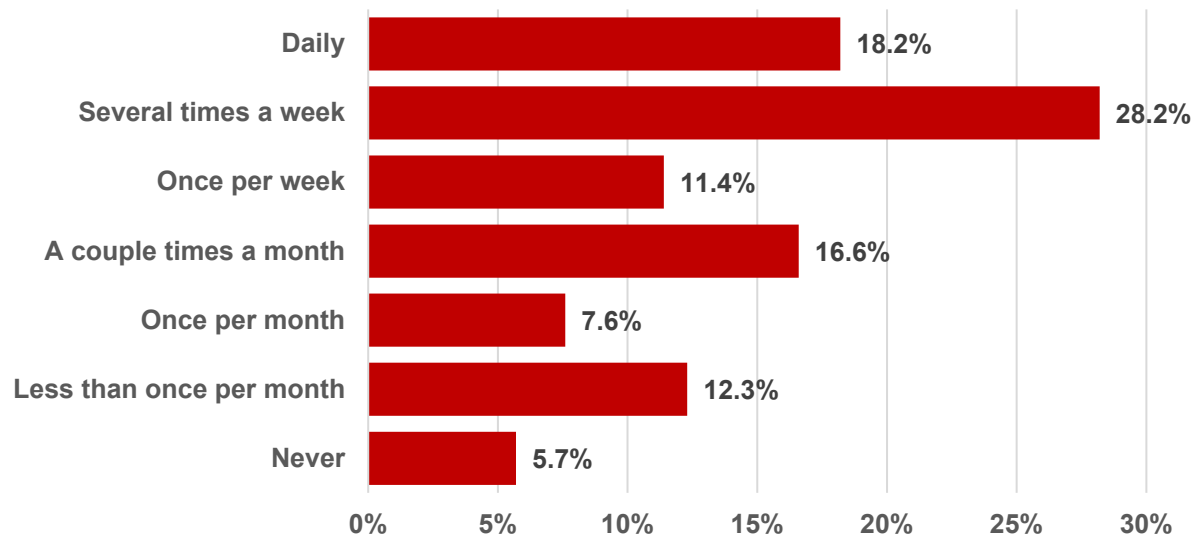
**Figure 18: Frequency of Keeping Up with Current Events in the News (N=1,373)**



Leisure Reading

Alumni are less likely to read for leisure, with just under 20 percent saying they do so “daily” (18.2%) and just over one-fourth saying they do so “several times a week” (28.2%). Over 15 percent of alumni said they read for leisure either “less than once per month” (12.3%) or “never” (5.9%).

**Figure 19: Frequency of Reading for Leisure (N=1,371)**



### **Concluding Comments**

#### **In Their Own Words: Alumni Looking Back**

Alumni were asked to describe in their own words what had the most positive impact on their overall experience at NC State as an undergraduate, as well as ways to improve the undergraduate experience. Responses to these questions were categorized into a variety of topics as reported below. Each comment could be coded into any number of different categories.

#### Positive Impacts

A total of 1,043 of the 1,565 alumni participating in the survey responded to the opportunity to comment on the most positive impact on their overall experience as an undergraduate at NC State. Table 1 outlines the different topics into which their comments were categorized. The 1,043 responses yielded a total of 3,508 coded comments (again, with a single comment possibly falling into multiple categories).

Alumni were most likely to mention positive experiences related to relationships (52.2%), instruction (49.8%), and intellectual environment (29.0%).

**Table 65: What Alumni Described as Positive Impacts (N category codes = 3,508)**

<b>Positive Impact Topics</b>	<b>N</b>	<b>%</b>
<b>Relationships</b>	539	52.2%
<b>Instruction</b>	514	49.8%
<b>Intellectual Environment</b>	299	29.0%
<b>Academic College/Department</b>	283	27.4%
<b>Clubs and Organizations</b>	237	23.0%
<b>Career Planning</b>	127	12.3%
<b>Health</b>	118	11.4%
<b>Spirit and Pride</b>	111	10.8%
<b>Housing</b>	109	10.6%
<b>Resources and Opportunities</b>	104	10.1%
<b>Research</b>	103	10.0%
<b>Athletics</b>	95	9.2%
<b>Campus Activities</b>	89	8.6%
<b>Academic Major</b>	82	7.9%
<b>Curriculum</b>	64	6.2%
<b>Greek Life</b>	57	5.5%
<b>Diversity</b>	50	4.8%
<b>Racial/Ethnic Issues</b>	44	4.3%
<b>International Experiences</b>	41	4.0%
<b>University Recreation</b>	40	3.9%
<b>Arts</b>	38	3.7%
<b>Mental Health</b>	34	3.3%
<b>Academic Advising</b>	31	3.0%
<b>Technology</b>	29	2.8%
<b>Libraries</b>	23	2.2%
<b>Transportation</b>	20	1.9%
<b>Atmosphere</b>	19	1.8%
<b>Dining</b>	15	1.5%
<b>Facilities and Equipment</b>	15	1.5%
<b>Non-Traditional Student Issues</b>	14	1.4%
<b>Covid Pandemic</b>	13	1.3%
<b>Location</b>	13	1.3%
<b>Landscaping</b>	12	1.2%
<b>Work Experience</b>	11	1.1%
<b>Adjustment and Orientation</b>	10	1.0%

<b>Positive Impact Topics <i>continued</i></b>	<b>N</b>	<b>%</b>
<b>Caldwell Fellows Programs</b>	9	0.9%
<b>Communication</b>	9	0.9%
<b>Financial Aid</b>	9	0.9%
<b>Gender Issues</b>	9	0.9%
<b>Campus Safety</b>	9	0.9%
<b>Scholarships</b>	9	0.9%
<b>Cost</b>	8	0.8%
<b>University Scholars Program</b>	8	0.8%
<b>Administration</b>	6	0.6%
<b>Transfer Student Issues</b>	6	0.6%
<b>Distance Education</b>	3	0.3%
<b>First Year College</b>	3	0.3%
<b>Honors Program</b>	3	0.3%
<b>Centers</b>	2	0.2%
<b>Out of State</b>	2	0.2%
<b>Sexual Orientation and Gender Identity Issues</b>	2	0.2%
<b>Student Feedback</b>	2	0.2%
<b>Disability Status Issues</b>	1	0.1%
<b>Registration</b>	1	0.1%
<b>Service</b>	1	0.1%

\*Some responses were included in more than one category. N = 3,508 represents the total number of codes assigned to all alumni responses to this open-ended question.

### *Relationships*

Many alumni talked about the positive impact of the relationships they made during their undergraduate experience at NC State. They discussed meeting their spouse, making lifelong friends, and an overall sense of connection with individuals they may not have met otherwise. Examples of such comments include:

- *“Meeting my wife at NC State and developing close friendships, both of which motivated me to become my best self and pursue my interests.”*
- *“It’s hard to say because when I think back to my time at NCSU, so many people, experiences, and opportunities changed my life... My best friends made through WISE freshman year or through Chi Omega have shown me what true friendship looks like, and I am so thankful to still have them in my life.”*
- *“I made connections that were lasting and still exist years later, in strong form. These have been professional, and non professional relationships that have benefitted my life and career.”*
- *“I really liked the number of people and how diverse everyone was. Specifically, people from other areas. It was very nice to meet and speak with people from other areas as*

*they are the ones who I found truly had a different perspective – not just color/ethnicity/sexual orientation.”*

### *Instruction*

Alumni described what aspects of instruction positively impacted their academic and professional development. This included professors who went above and beyond, demonstrated passion for course content, and applied course content to the field. Examples of such comments include:

- *“Instructors that were passionate about their subject and went out of their way to offer ways to help students understand content. (i.e. office hours)”*
- *“The professors and support staff in the Food Science degree. All of them were clearly excited about their professions, as well as their role in shaping their students learning.”*
- *“I really enjoyed my classes in the Geology department! The faculty was incredibly responsive, willing to help, and still assist me to this day. I fall back on my courses daily as anecdotes for my classes that I'm teaching now”*
- *“I really appreciate the professors that not only taught the information but gave examples and assignments that focused on how that information applies to real world scenarios.”*

### *Intellectual Environment*

Many alumni described the aspects of the intellectual environment at NC State during their undergraduate course of study that positively impacted their experience. This included challenging coursework and the educational community. Examples of such comments include:

- *“Difficulty of study made me grow as a person.”*
- *“Collaborative environment provided by world class faculty and staff. Really appreciative of the top fellow students who helped each other to be creative and innovative in the process of getting undergrad education.”*
- *“The learning environment. The access to tools and resources that aid students in their classes and beyond was terrific. Could not have asked for a more comprehensive learning experience.”*
- *“The culture of my department was phenomenal. I felt very welcomed, safe, and supported. The opportunity to participate in an independent study and the requirement for an internship are great.”*

### *Academic College/Department*

Alumni described the aspects of the specific academic colleges, departments, and programs at NC State that positively impacted their undergraduate experience. This included having a strong sense of community within a department, feeling cared about by faculty, and having an overall positive experience. Examples of such comments include:

- *“The Department of Sociology and Anthropology fosters such a welcoming environment where you are able to learn and grow... I was challenged and I wanted to succeed and make not only myself, friends, and family proud, but my department and the faculty I was close to! They taught me so much and provided me with so many opportunities.”*
- *“My sense of community was within my major/department because that's where the research was and where my friends were. The Food Science department at NCSU is top-notch in terms of research and many of the faculty and staff are very helpful.”*

- *“My department (BAE) was amazing. The class sizes were small enough to get good instruction and the professor's got to know us all as individuals and cared about us. Marching band was also a great experience for me.”*
- *“The Department of Electrical and Computer Engineering (ECE) offers a very strong education and is generally well-run. My interactions with professors, TAs, and staff were generally positive.”*

### *Clubs & Organizations*

Many alumni described various aspects of clubs and organizations at NC State that positively impacted their undergraduate experience. This included having a sense of camaraderie within a club or organization, gaining experience outside of the classroom, encouraging personal growth, and connection with future employment. Examples of such comments include:

- *“Participating in various organizations related to my major such as the high-powered rocketry club. I have many friends I still keep in touch with from these groups and they helped me find camaraderie with others who were in my classes with me.”*
- *“The relationships and learnings through my time with my club (Pack Motorsports - Formula SAE). I gained so much out-of-classroom knowledge that has proven to be the most valuable part of my education.”*
- *“Joining a fraternity was a huge boost in my personal and social confidence.”*
- *“I transferred from another university after my first year, and to be frank, I struggled socially and academically transitioning to NC State... I decided to apply to become an orientation leader to help other transfer students. Not only did I make an impact on hundreds of new students in that role, but I met and worked with some of the best people ever. Being an orientation leader also led me to other internships on campus, which undoubtedly helped me find my place here and secure employment after graduating.”*

### *Career Planning*

Alumni described the aspects of career planning at NC State that positively impacted their undergraduate experience. This included having experience in the field, overall professional development skills, and gaining connections due to NC State's reputation. Examples of such comments include:

- *“My time working for the Animal Science Department in the Extension Horse Husbandry Office as a student worker... I also gained valuable job experience, which greatly helped me to get both jobs that I've held post-grad. This job was a fantastic experience that I treasure.”*
- *“The class work that I did and the labs that I was involved in were each extremely helpful in my current career. I use most of the abilities that I have learned in my engineering classes to some extent every day at work. The technology is different, but a lot of the underlying techniques are still very applicable, and I am able to adapt to new technology pretty quickly.”*
- *“My senior year, I took a class... on "how to get a job". We made resumes, did mock interviews, made LinkedIn profiles. By far, this was the most important class I took in college. To this day, recruiters rave about how clean looking my resume is and I've*

*landed jobs from recruiters reaching out to me on LinkedIn. This class gave me such an edge over other people my age in the industry.”*

- *“NC State's reputation in industry helped me find co-ops with GE and BMW. Can't beat that.”*

### *Spirit & Pride*

Many alumni described the positive impacts that spirit and pride at NC State had on them. This included enjoying different locations on campus, NC State events, and an overall sense of community. Examples of such comments include:

- *“The memories I made while at NC State had the most positive impact on my experience. I loved it all - enjoying a beautiful day in Talley lawn, to Packapalooza, to having study sessions in Hunt or Hill.”*
- *“Thinking back on my time at NC State, one word always comes to mind: togetherness. The clubs, the atmosphere, the pep rallies, the countless events held throughout each year - I just always felt at home and felt like NC State as a whole provided every opportunity for the university to come together whether that be to celebrate a big win, prepare for an upcoming game, participate in Ag Week with the petting zoo in the brickyard, etc.”*
- *“The campus had diversity and lots of options for involvement. I felt like everyone was passionate about the school and proud to say they were a student there.”*
- *“The overall school spirit and pride of the University; many opportunities to be involved. It felt like somewhere that anyone could fit in”*

## Ways to Improve

809 of the 1,565 alumni participating in the survey offered suggestions as to how the undergraduate experience might be improved. Those individual comments resulted in a total of 3,181 coded comments. Table 2 outlines the different topics into which their comments were categorized. Similar to their comments about what had the most positive impact on them, alumni were most likely to recommend improvement in instruction (49.9%), relationships (48.2%), the intellectual environment (35.2%), their academic college/department (27.9%), and career planning (19.1%). In addition, a notable number of alumni made suggestions related to health concerns (22.6%).

**Table 66: What Alumni Recommend as Ways to Improve (N category codes = 3,181)**

<b>Suggestions for Improvement Topics</b>	<b>N</b>	<b>%</b>
<b>Instruction</b>	381	49.9%
<b>Relationships</b>	368	48.2%
<b>Intellectual Environment</b>	269	35.2%
<b>Academic College/Department</b>	213	27.9%
<b>Health</b>	173	22.6%
<b>Career Planning</b>	146	19.1%
<b>Resources and Opportunities</b>	141	18.5%
<b>Curriculum</b>	139	18.2%
<b>Clubs and Organizations</b>	127	16.6%
<b>Mental Health</b>	102	13.4%
<b>Housing</b>	100	13.1%
<b>Research</b>	98	12.8%
<b>Academic Major</b>	94	12.3%
<b>Campus Activities</b>	65	8.5%
<b>Cost</b>	60	7.9%
<b>Academic Advising</b>	49	6.4%
<b>Racial/Ethnic Issues</b>	48	6.3%
<b>Diversity</b>	46	6.0%
<b>Spirit and Pride</b>	42	5.5%
<b>Technology</b>	40	5.2%
<b>Athletics</b>	38	5.0%
<b>Arts</b>	37	4.8%
<b>Transportation</b>	34	4.5%
<b>Financial Aid</b>	32	4.2%
<b>Covid Pandemic</b>	30	3.9%
<b>Transfer Student Issues</b>	29	3.8%
<b>Non-Traditional Student Issues</b>	25	3.3%
<b>Campus Safety</b>	24	3.1%



<b>Suggestions for Improvement Topics <i>continued</i></b>	<b>N</b>	<b>%</b>
<b>Facilities and Equipment</b>	23	3.0%
<b>Communication</b>	18	2.4%
<b>Dining</b>	18	2.4%
<b>International Experiences</b>	17	2.2%
<b>Adjustment and Orientation</b>	16	2.1%
<b>Landscaping</b>	12	1.6%
<b>Libraries</b>	12	1.6%
<b>Location</b>	12	1.6%
<b>University Recreation</b>	12	1.6%
<b>Scholarships</b>	11	1.4%
<b>Disability Status Issues</b>	9	1.2%
<b>Administration</b>	8	1.0%
<b>Greek Life</b>	8	1.0%
<b>Distance Education</b>	7	0.9%
<b>Gender Issues</b>	7	0.9%
<b>Student Feedback</b>	7	0.9%
<b>Work Experience</b>	6	0.8%
<b>Atmosphere</b>	5	0.7%
<b>First Year College</b>	5	0.7%
<b>Out of State</b>	4	0.5%
<b>Sexual Orientation and Gender Identity Issues</b>	3	0.4%
<b>Registration</b>	2	0.3%
<b>Service</b>	2	0.3%
<b>Other Comments</b>	2	22.2%
<b>Bookstore</b>	1	0.1%
<b>Caldwell Fellows Programs</b>	1	0.1%
<b>Centers</b>	1	0.1%
<b>Survey</b>	1	0.1%
<b>University Scholars Program</b>	1	0.1%

\*Some responses were included in more than one category. N = 3,181 represents the total number of codes assigned to all alumni responses to this open-ended question.

### *Instruction*

Alumni who recommended improvements surrounding instruction often mentioned concerns with personal biases, busy work, instruction style, and quality of teaching. Examples of such comments include:

- *“Undergraduate programs need to teach relevant disciplinary course knowledge. It is important to stay on top of industry trends and make timely changes to curriculum and degree programs. University should teach coursework, not make a stance or share opinions on political or social changes.”*
- *“Less busy work, and more interactive lectures with class discussion.”*
- *“Choose better professors for some of the harder courses. Class averages for tests in the 40s was often not because the topic is difficult but because the professors didn't explain anything.”*
- *“Take student feedback on professor quality seriously to encourage better teaching practices and higher professor quality in all departments.”*

### *Relationships*

Many alumni who recommended improvements surrounding relationships mentioned challenges with connection, community, and involvement on campus. Examples of such comments include:

- *“Ensure that students have as many safe opportunities as possible to connect with each other. Personal and academic difficulties caused me to feel isolated on my own campus, a feeling which was only exacerbated by the start of the pandemic.”*
- *“Continue to encourage people to get involved, building a network and community is important to success”*
- *“I think there is room for improvement in the relationships NC State fosters between the professors and students. I found that very few of my professors knew me as an individual and that could be due to my lack of effort in the relationships department.”*
- *“Include transfer students and make the transition less awkward.”*

### *Intellectual Environment*

Alumni suggested improvements in course curriculum, intellectual culture, and making the school more competitive. Examples of such comments include:

- *“Stop forcing irrelevant classes”*
- *“The STEM culture at NC State, in my opinion, stifles creativity and critical thinking by pushing data and quantitative analysis too much, leaving little room for artistic students to shine.”*
- *“Make it more rigorous and selective. I would not trust many of my classmates to be good employees post-graduation.”*
- *“Honestly, I would suggest making the school a bit more competitive. This is a great school with great amenities, good school spirit, & an excellent reputation. Slowly make it more competitive, attract talent (both candidates & professors alike), & it could slowly, piece by piece, make it an even more attractive school.”*

### *Academic College/Department*

Many alumni recommended improvements for different academic colleges, departments, and programs. These improvements focused on making curriculum more comprehensive, updating the structure of a program, and creating a stronger community within the college, department, or program. Examples of such comments include:

- *“I struggled most in the [name] department. My professor even indicated to us that he felt the curriculum was not good and that he disagreed with the way he was supposed to teach. It was extremely discouraging.”*
- *“Make degree programs more comprehensive - for example, include forage/pasture management classes for Animal Science degrees (especially industry concentration).”*
- *“Upon reflection, I had a lot of issues with the structure of my degree program, from the quality of classes/instructors, the number of required courses to graduate, and the lack of clarity for where to go after graduation (academia was the option primarily pushed).”*
- *“I think many undergraduates feel isolated and not connected to their professors/departments. Supporting professors and departments, particularly in the humanities, will help students because professors must feel supported to be able to help students.”*

### *Health*

Alumni recommended improvements regarding health on campus, specifically mentioning issues with buildings, food, and illness on campus. Examples of such comments include:

- *“Make sure the buildings are safe. Since I learned about the chemical levels at Poe Hall, it has made me very concerned about how my health will be impacted in the future. No one should have to worry about getting seriously sick due to learning in a building that contains dangerous chemical levels.”*
- *“Provide better quality and healthier food options in the dining halls, Tally, and Atrium.”*
- *“I’m heavily burdened by student debt and was food insecure during my entire master’s program because I hadn’t been able to save enough during my undergrad to afford rent, groceries, and gas.”*
- *“When someone gets sick like I did and doesn’t understand the financial aid rules, have a dean that’s not going to just kick them out. I came back and finished but that meant wasted years.”*

### *Mental Health*

Alumni recommended improvements related to mental health on campus. They specifically mentioned the importance of mental health awareness, access to mental health resources, social support, and wellness days. Examples of such comments include:

- *“MUCH GREATER ATTENTION TO STRESS AND MENTAL HEALTH. The horrible pattern that a number of students die by suicide every fall semester points to a structural failing in how the university supports its students.”*
- *“I would also encourage all professors to talk about mental health and include a mental health presentation in each classroom syllabus day. It is crucial that students have accessible and non 'scary' resources. I love all that NC state is doing for their students in regards to mental health but believe it should extend the professors too.”*
- *“Make therapy and substance abuse education more prevalent. Also connect troubled students with sober supports.”*
- *“More wellness days with a day off at least once a month and not a random Tuesday/Wednesday/Thursday where you are still responsible for school work.”*

## *Career Planning*

Many alumni suggested improvements in career planning for undergraduate students at NC State. These suggestions focused on support in career planning, building practical skills for their future career, and connecting students with field professionals. Examples of such comments include:

- *“More tools to help young students decide on a career path. More information on majors available and career paths to take.”*
- *“More applicable skills to what is asked of new graduates in related career fields to the major. Practical portfolio building skills, etc.”*
- *“Undergraduate programs need to teach relevant disciplinary course knowledge. It is important to stay on top of industry trends and make timely changes to curriculum and degree programs.”*
- *“Give all majors opportunities to make connections with companies in their industry. As part of the [name] department, I felt that most of our development focused on [discipline] companies but there was not much effort put into developing our connections with [discipline] companies that we might be interested in working for after graduation. The focus was also heavily on preparation for graduate school, but not much development was done for students not looking to go straight into a graduate program.”*

## *Resource and Opportunities*

Alumni recommended improvements in communication about available resources and opportunities for all undergraduate students, specifically with opportunities for social connection and financial support. Examples of such comments include:

- *“Better understanding of what is fully available.”*
- *“Make opportunities more accessible to transfer students coming in later in their degree”*
- *“Better connect students struggling with Financial stability to resources”*
- *“Better communicate job opportunities / organizations to join while in college.”*

## *Clubs & Organizations*

Many alumni suggested improvements related to accessibility, financial support, diversity, and leadership in clubs and organizations. Examples of such comments include:

- *“I think there should be more accessibility to events and advertising of events. I missed out on things I would have enjoyed had I known in advance and had there been multiple occurrences or at different times”*
- *“Many clubs and organizations - particularly Greek organizations and club sports - have a cost to join that can be prohibitive to people from low-income backgrounds. University sponsorships for social organizations would be a really cool thing to see.”*
- *“Having more multicultural events like Oak City Revolution dance competition”*
- *“I feel there could be an improvement in overall leadership training. Looking back, I didn't have a ton of chances to practice leadership skills.”*

## Research

Many alumni recommended improvements regarding research at NC State for undergraduate students. They specifically mentioned encouraging undergraduate research early, connecting nontraditional students with research opportunities, and including research skills in coursework.

- *“I think that undergraduate research needs to be pushed more. I tried to do undergraduate research, but COVID shut everything down two days after I got started... Honestly, just attending classes doesn't cut it.”*
- *“Especially for those in the sciences, letting freshman know about minor research assistant opportunities would have been massively beneficial instead of telling them to wait until sophomore year to start looking for research positions.”*
- *“As an older student... research opportunities and internships were difficult to find and intimidating, yet extremely important as I am finding out now. I would have loved to have a meeting group or introductory process that would have matched me with positions that were appropriate to my abilities and life obligations.”*
- *“More focus on interpreting research in sciences”*

For all of the verbatim responses for what alumni recommend as improvements for the undergraduate experience at NC State, see “[Verbatim Responses](#).”

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