

AREintro1

2018 Alumni Survey:

Department of Agricultural and Resource Economics

As a graduate of the Department of Agricultural and Resource Economics, your opinions are very important in our programming and planning efforts. We appreciate your taking the time to answer a few questions specifically related to your experiences in your major.

ARE1 New and Proposed Courses ARE has recently added new courses that our students can take as electives.

How important do you think each of the courses listed below are for preparing ARE students for their careers? In responding, think about the applicability of the courses to your career as well as on your outlook for the emerging skill sets that will be needed by graduates.

	Extremely important (5)	Very important (4)	Moderately important (3)	Not very important (2)	Not at all important (1)
Agribusiness Analytics (how to use big data sets readily accessible today for business purposes) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agribusiness Entrepreneurship (how to conceive, create, fund, and build an agribusiness) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Export Marketing (how to acquire international markets for agricultural products and the logistics of international trade) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bioethics (how to identify and handle ethical concerns related to the biotechnology of crops and livestock) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commodity Futures and Options (how to use the futures and options markets for price discovery and to manage price risks) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contracts and Organization in Agriculture (how to use contracts as alternatives to the cash and spot markets for the sale of livestock and crops) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Economics and Policy (how to use economics to develop and evaluate energy policies) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Extremely important (5)	Very important (4)	Moderately important (3)	Not very important (2)	Not at all important (1)
Entrepreneurship Mentoring (how to conceive, create, fund, and build an agribusiness by learning from agribusiness entrepreneurs who co-teach the course) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excel for Agribusiness (how to use Excel for business applications) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Policy and Law (how to use economics to develop and evaluate food policies and laws) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Agricultural Trade (how to use economics to develop and evaluate trade policies) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and Risk Management in the Pork Industry (introduction to markets and how to manage price risks in swine production using futures and options markets and other contracts) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production Agriculture, Agribusiness, and Taxation (how to incorporate tax regulations and laws into business decisions) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societal and Global Issues in Agribusiness and Farming (how the current and impending societal and global issues that are predicted to occur over the next 35 years are expected to impact agriculture and the world) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water Economics and Policy (how to use economics to develop and evaluate water policies) (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE2 What, if any, additional course(s) would you recommend we add to the curriculum?

ARE3 Internships, Work Experiences, Career Exploration, and Job Searches

ARE is actively working on or thinking about implementing a number of different strategies to help students gain work experience, explore careers, engage in professional networking, and be successful in searching for a job.

How valuable do you think each of the following would be in helping to achieve that goal?

	Extremely valuable (5)	Very valuable (4)	Somewhat valuable (3)	Not very valuable (2)	Not at all valuable (1)
Internships and work experiences (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An annual career fair hosted by ARE focused specifically on agribusiness management (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having students read brief stories or spotlights about ARE alumni and their careers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A monthly presentation with a Q&A session featuring agribusiness professionals talking about their career fields and job duties (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An alumni database for current and past students to access in order to explore networking opportunities, jobs, etc. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A job shadowing program (i.e., students spending a day at work with an agribusiness professional) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A course on job search skills (e.g., researching companies, developing and giving an 'elevator speech,' writing a resume and cover letter, how to interview) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE4 How interested are you personally in doing the following?

	Extremely interested (5)	Very interested (4)	Somewhat interested (3)	Not very interested (2)	Not at all interested (1)
Writing up a brief summary about your career path and job responsibilities for students to read (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving a 30 minute presentation with a Q&A session to talk with students about your career field and job duties (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing your information to an alumni database so current and past students can contact you for networking opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a job shadow program, where a student spends the day at work with you (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a group of students visit your business for a few hours so they can explore career opportunities and network (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE5 Specialized Skills

Specialized skills are skills that make our majors more competitive in the job market but they are not specifically required by the major. Instead they are acquired or learned by taking elective courses or from internships and work experiences.

How important do you think it is for ARE to take the lead in helping students develop the following skills?

	Extremely important (5)	Very important (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)
The ability to analyze large data sets (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to use spreadsheets such as Excel (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurial skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE6 How important do you think each of the following are to helping ARE students be successful in their careers?

	Extremely important (5)	Very important (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)
Earning a minor to complement their major in ARE (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in an independent research project with a faculty member (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE7 What specialized skill sets do you think are most important for ARE students to have by the time they graduate?

ARE8 Professional Network A professional network is your group of contacts who could help you find internships and jobs, who you might do business with, and who you could reach out to for advice or to collaborate with on projects.

How valuable do you think each of the following are to helping students explore career opportunities and/or network?

	Extremely valuable (5)	Very valuable (4)	Somewhat valuable (3)	Not very valuable (2)	Not at all valuable (1)
The ARE department taking students on day-long bus trips to visit agribusinesses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small groups of students briefly talking with a rotating group of professionals over lunch during their visit to an agribusiness (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An ARE LinkedIn page for alumni, agribusiness professionals, faculty and students to network (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual students having their own LinkedIn page (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An ARE Instagram page (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARE9 What suggestions do you have for ARE helping students develop their professional networks?

ARE10 Conclusions

How important do you think your major in Agriculture Business Management was in preparing you for your career?

- Extremely important (5)
- Very important (4)
- Somewhat important (3)
- Not very important (2)
- Not at all important (1)

ARE11 How would you describe your job search skills at the time you graduated?

- Very strong (5)
- Strong (4)
- Average (3)
- Weak (2)
- Very weak (1)

ARE12 What was the biggest shock that you experienced about the job market?

ARE13 How many different full-time jobs have you had since you graduated? (If you got a promotion or a new title at the same place of employment, count that as a different job.)

- None – I have never had a full-time job since graduating (0)
- One – I've been in the same job since graduating (1)
- Two (2)
- Three (3)
- Four (4)
- Five or more (5)

ARE14 How satisfied are you with your career advancement since graduating?

- Extremely satisfied (5)
- Very satisfied (4)
- Somewhat satisfied (3)
- Not very satisfied (2)
- Not at all satisfied (1)

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Thank you for completing the Department of Agricultural and Economic Resources Survey! Please be sure to click on the 'Next' button to submit your responses.

Depending on the major(s) in which you earned an undergraduate degree from NC State between Summer 2012 and Spring 2015, after clicking on the 'Next' button you might be directed to additional questions for your major(s). Your department very much appreciates your taking the time to answer these questions.

AREintro2
2018 Alumni Survey:
Department of Agricultural and Resource Economics

Staying in Touch

AREtext In the ARE survey you indicated that you have at least some interest in:
\${q://QID37/ChoiceGroup/SelectedChoicesForAnswer/1}
\${q://QID37/ChoiceGroup/SelectedChoicesForAnswer/2}
\${q://QID37/ChoiceGroup/SelectedChoicesForAnswer/3}

ARE really appreciates your interest in staying involved with the department. Please provide us with your contact information so we can reach out to you. Note that this information will NOT be connected to your responses to the questions in the ARE survey. If you prefer, you can contact Dr. John Russ, ARE Undergraduate Coordinator, directly at (919) 515-4677 or russ@ncsu.edu. ARE really appreciates your interest in staying involved with the department. Please provide us with your contact information so we can reach out to you. Note that this information will NOT be connected to your responses to the questions in the ARE survey. If you prefer, you can contact Dr. John Russ, ARE Undergraduate Coordinator, directly at (919) 515-4677 or russ@ncsu.edu.

ARE_contact

- Title (e.g., Mr., Ms., Mrs., Dr.) (1)
- First Name (2)
- Last Name (3)
- Email address (4)
- Phone (5)
- What is the name of the company where you currently work? (6)
- What city is your job located in? (7)
- What state is your job located in? (8)
- What is your job title? (9)

AREoutro2 Thank You! Be sure to click on the 'Next' button to submit your information. We will be in touch!