

NC STATE UNIVERSITY

2021 Alumni Survey All Respondents: Overview

Introduction

This overview report presents results from the 2021 Alumni Survey at NC State University. The Alumni Survey asks baccalaureate alumni who graduated from Summer 2015 through May 2018 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 [2021 Alumni Survey: Introduction, Methods, and Alumni Demographic Profile](#). Responses broken down by gender and race/ethnicity, by college, and by academic year of graduation, as well as a copy of the survey instrument with exact question wording, are available online through [2021 Alumni Survey: Table of Contents](#).

A total of 14,591 baccalaureate alumni were eligible to complete the 2021 Alumni Survey; 2,527 alumni participated in the survey for a response rate of 17.3%.

Overall Satisfaction

2021 Alumni Survey respondents were overwhelmingly satisfied with their educational experience at NC State and would recommend the University to others. Over 90 percent rated their overall undergraduate education as "very strong" (53.1%) or "strong" (40.0%), and a similar percentage believed that NC State prepared them "a great deal" (56.3%) or "somewhat" (33.2%) to be competitive with graduates from other institutions. The vast majority of survey respondents said they would recommend NC State to a friend (92.1%).

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	3.45	53.1%	40.0%	5.7%	1.2%	2,497

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

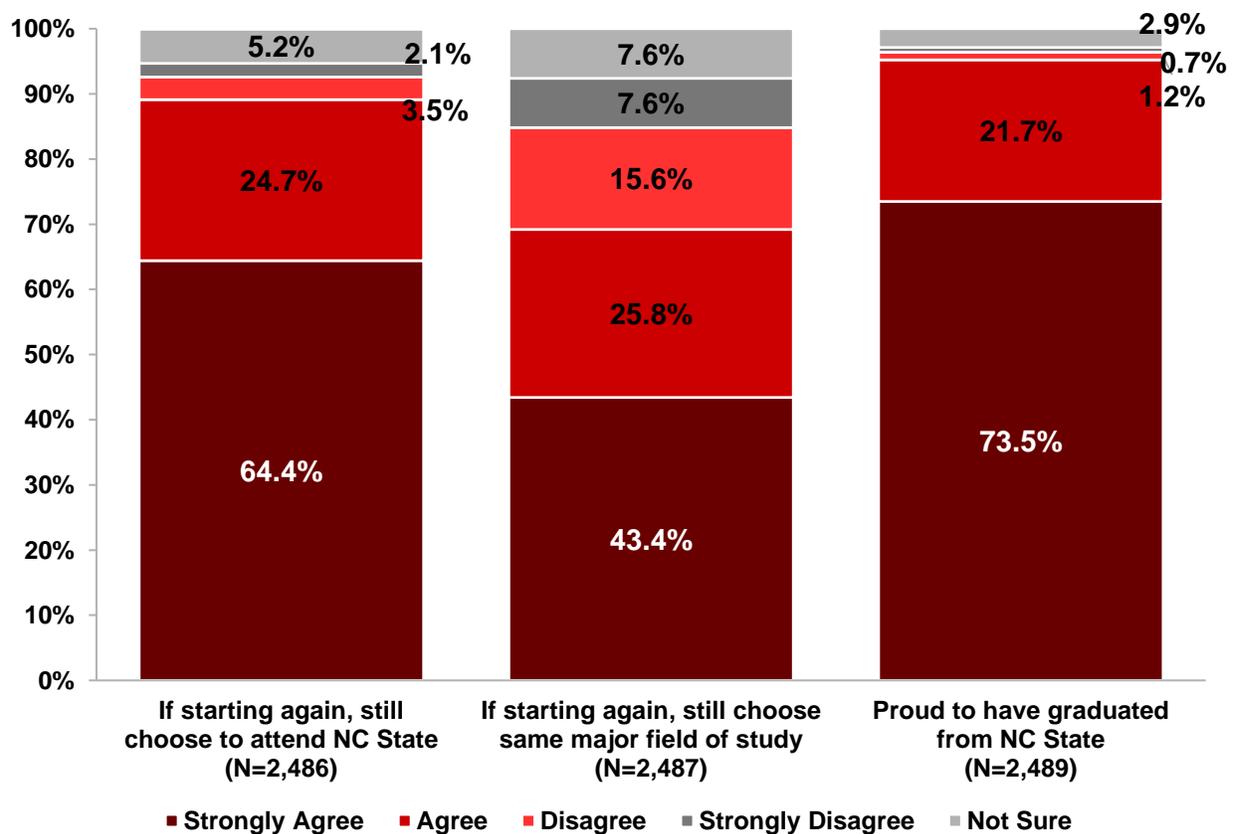
	Mean Rating	4: A great deal	3: Somewhat	2: A little	1: Not at all	Total (N)
Extent to which NC State education prepared me to be competitive with graduates from other institutions	3.43	56.3%	33.2%	7.2%	3.2%	2,494

Table 3: Would Recommend NC State to a Friend

	Yes	No	Not sure
Would recommend NC State to a friend	92.1%	2.3%	5.6%

Over 90 percent reported that they either “strongly agree” (64.4%) or “agree” (24.7%) 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 43 percent reporting they “strongly agree” and 26 percent reporting they “agree” that they would do so. Among the remaining respondents, 24 percent said they either “disagree” (15.6) or “strongly disagree” (7.6%) that they would choose the same major, and eight percent were unsure (7.6%). With very few exceptions, Alumni Survey respondents reported being proud to have graduated from NC State (73.5% “strongly agree” and 21.7% “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” (54.8%) or “agree” (26.3%) they would choose the same major again, compared to two-thirds whose first full-time job was “somewhat” related to their major and 45 percent whose first full-time job was unrelated. Seventeen percent of those whose first job was unrelated to their academic major said they “strongly disagree” (17.1%) that they would choose the same field of study again, and another ten percent say they are “not sure” if they would do so (9.7%)

Similarly, 84 percent of those whose current full-time job is “directly” related to their academic major said they either “strongly agree” (57.4%) or “agree” (26.1%) that they would choose the same major again, compared to about two-thirds of those in jobs “somewhat” related to their major (69.0%) and 42 percent of those in jobs unrelated to their major (41.6%).

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 (50.5% and 45.4% vs 41.3%, respectively). Almost one-third 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 (25.5% of them “strongly”), and another nine percent said they were not sure if they would do so.

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	54.8%	38.7%	24.4%
Agree	26.3%	27.6%	21.0%
Disagree	8.7%	20.2%	27.9%
Strongly Disagree	3.7%	6.5%	17.1%
Not Sure	6.4%	6.9%	9.7%
Total (N)	1,135	677	434

Table 5: Still Choose Same Major, by Relationship of Current Job to Major

If starting again, still choose same major field of study	Relationship of current position to academic major (excluding those with job not related to major)		
	Yes, directly related	Yes, somewhat related	No, not related
Strongly Agree	57.4%	37.7%	24.8%
Agree	26.1%	31.3%	16.8%
Disagree	7.0%	18.0%	30.8%
Strongly Disagree	2.9%	5.1%	18.7%
Not Sure	6.5%	7.9%	8.9%
Total (N)	996	745	471

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, no degree yet	Currently enrolled, already have degree	Completed degree, not currently enrolled
Strongly Agree	41.3%	34.1%	50.5%	47.8%	45.4%
Agree	25.4%	25.0%	25.3%	28.3%	27.5%
Disagree	16.5%	25.0%	13.8%	10.9%	13.6%
Strongly Disagree	8.5%	6.8%	5.1%	6.5%	6.7%
Not Sure	8.3%	9.1%	5.3%	6.5%	6.7%
Total (N)	1,573	44	376	46	447

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” (10.4%) or “moderately connected” (24.4%) to NC State. However, 56 percent of alumni overall said it is either “very important” (27.3%) or “moderately important” (30.2%) for them to feel a connection to NC State.

Alumni for whom it is very important to feel connected to NC State were more likely to say they have such a connection. For example, one-fourth of those who say it is “very important” to feel connected to NC State also feel “very connected” to the institution (25.7%). 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” (57.2%). There are, however, some disconnects between perceptions of the importance of remaining connected to NC State and actually feeling connected. For example, 12 percent of those who say it is “very important” to them to feel connected and 22 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)
Connection to NC State since graduating	3.03	10.4%	24.4%	31.5%	24.8%	8.9%	2,523

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	3.60	27.3%	30.2%	23.1%	13.7%	5.7%	2,523

Table 9: Continued Connection to NC State

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	25.7%	7.5%	3.6%	1.2%	2.1%
4: Moderately connected	39.2%	33.7%	12.2%	4.1%	2.8%
3: Somewhat connected	23.7%	37.1%	43.6%	23.5%	10.3%
2: Not very connected	9.3%	18.8%	34.4%	51.6%	27.6%
1: Not at all connected	2.2%	2.9%	6.2%	19.7%	57.2%
Total (N)	689	762	582	345	145

Alumni were also asked to whom or what group at NC State they felt most connected. One-fourth reported that they felt most connected to NC State as a whole (24.8%), 20 percent to individual alumnus/alumna, 14 percent to an NC State athletics team, and 12 percent to an their academic department/degree program. Of the options listed, alumni reported feeling least connected to their graduating class (3.3%).

Table 10: NC State Group Currently Most Connected To

Aspect of NC State feel most connected to	%	N
NC State as a whole	24.8%	623
Individual alumnus/a	20.0%	501
Your academic department/degree program	16.1%	405
An NC State athletics team	8.6%	216
Your college	7.0%	176
An NC State faculty member, advisor, or staff person	6.6%	165
Your fraternity/sorority	5.1%	129
An NC State club or organization	4.4%	111
Other (please specify)	4.0%	101
Your graduating class	3.3%	82
Total	100.0%	2,509

Alumni reported staying connected to NC State through a variety of ways. From the list provided, social media (58.9%) and email (58.9%) were most commonly selected as a way of staying connected to NC State, followed by the University website (47.1%).

Table 11: Where Alumni Get Information About NC State (N=2,523)

	%
Social Media	58.9%
Email	58.9%
University website	47.1%
College or Department website	27.7%
Mailings	24.4%
GoPack.com	16.3%
Alumni Association website	8.4%
The Alumni Association magazine, 'NC State'	7.7%
Magazines from NC State college	7.2%
Websites for non-academic units	6.9%
Other	2.1%

Note: Respondents could select more than one response

Nearly two-thirds of alumni responding to the survey said that they had attended an athletic event since graduating (54.1%). Thirty percent said they have used facilities such as the Libraries or recreational centers at NC State since graduating (29.5%), while one-fourth said they had attended a university event such as an arts performance or lecture (24.3%). Almost 20 percent said they had made a philanthropic gift since graduating (18.7%) or joined the Alumni Association (18.4%). Less common activities that alumni have done since graduating include having registered for an NC State credit or non-credit course (8.6%) and having served as a volunteer or on an NC State committee or board (3.6%).

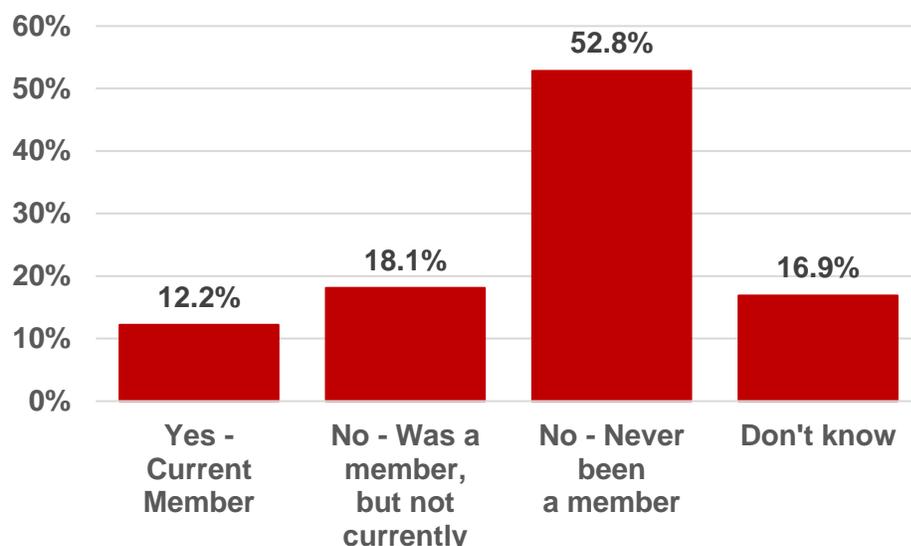
Table 12: Activities that Alumni Have Done Since Graduating (N=2,523)

	%
Attended athletic event	54.1%
Used an NC State facility	29.5%
Attended university event (e.g., arts performance, lectures, Alumni Association events)	24.3%
Philanthropic gift	18.7%
Joined Alumni Association	18.4%
Registered for NC State non-credit course	8.6%
Served as a volunteer on NC State committee or board	3.6%

Note: Respondents could select more than one response

Thirty percent of the alumni responding to the survey said they have been a member of the Alumni association. Twelve percent said they are currently a member, while close to one-fifth said they used to be a member (18.1%). A notable number indicated that they do not know if they have ever been a member (16.9%).

Figure 2: Alumni Association Membership (N=2,519)



Post-Graduation Activities

Seventy percent of Alumni Survey respondents indicated that their primary activity during the first year after they graduated was full-time employment (70.2%), while 13 percent said they were working part-time. Nearly one-in-five alumni said their primary activity was attending graduate/professional school either full-time (17.4%) or part-time (2.1%) in the year after graduation. Another five percent said they were self-employed (2.8%), serving in the military (1.1%), or in a service program (1.3%).

Table 13: Primary Activity During the Year After Completing Undergraduate Degree (N=2,776)

	%
Worked full-time	70.2%
Worked part-time	13.2%
Self-employed/contractor	2.8%
Military service	1.1%
Homemaker	0.5%
Attended graduate/professional school full-time	17.4%
Attended graduate/professional school part-time	2.1%
Travel	4.3%
Service program (e.g., Peace Corps, AmeriCorp, etc.)	1.3%
Other	4.1%

Note: Respondents could select more than one response

Post-Graduation Employment

Half of all Alumni Survey respondents had a full-time permanent position to work in immediately after graduation (49.9%). Over 40 percent reported that they had accepted an offer for a full-time permanent position by commencement day (41.7%), and eight percent said they continued in a job that they had begun prior to graduation (8.2%). While 15 percent said they had secured a position within three months of graduating (14.9%), 12 percent reported that it was over one year after graduation before they began their first full-time permanent job (12.1%). Finally, three percent said they have looked for, but have been unsuccessful in finding a full-time permanent position (3.3%); 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 (14.8% vs 1.2%). Those going on to graduate/professional school were twice as likely as those who did not to wait for more than one year past receiving their undergraduate degree to start a full-time permanent position (18.9% vs 8.1%).

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	8.2%	227
Accepted position prior to or upon graduation	41.7%	1,153
1-3 months	14.9%	411
4-6 months	8.5%	235
7-12 months	5.1%	141
Over 1 year	12.1%	335
Have looked for but not yet obtained a full-time permanent job	3.3%	92
Have not looked for a full-time permanent job	6.2%	172
Total	100.0%	2,766

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=1,001)	No (N=1,725)
Continued in job had before completing degree	6.4%	9.1%
Accepted position prior to or upon graduation	34.0%	46.3%
1-3 months	11.6%	16.8%
4-6 months	5.8%	10.0%
7-12 months	5.2%	5.1%
Over 1 year	18.9%	8.1%
Have looked for but not yet obtained a full-time position	3.4%	3.3%
Have not looked for a full-time permanent job	14.8%	1.2%
<i>Total N</i>	<i>811</i>	<i>1,681</i>

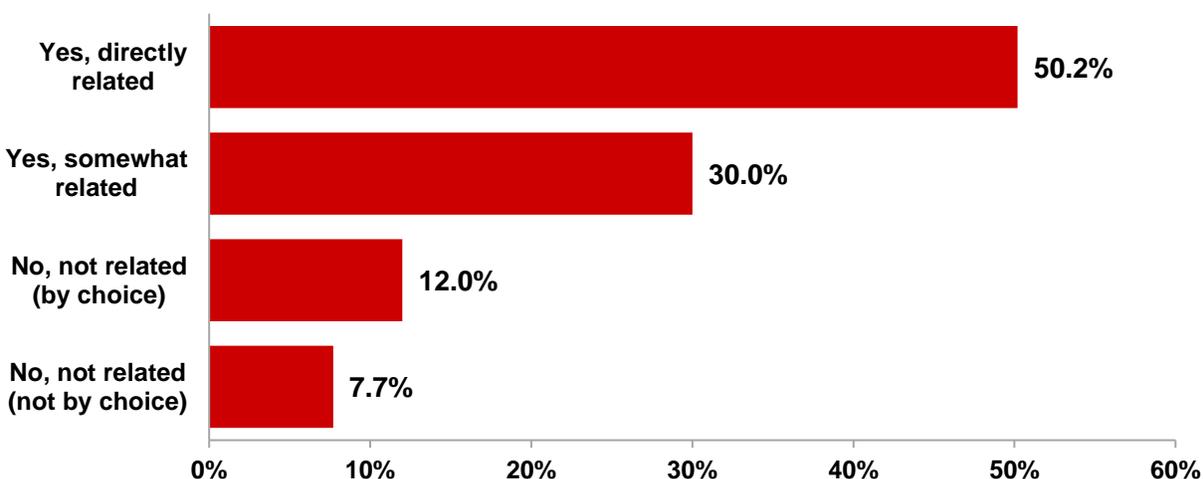
First Permanent Full-Time Position after Graduation

This section of the report focuses on the first full-time permanent position in which NC State alumni worked after receiving their undergraduate degree. Alumni reported having used a variety of resources to obtain their first full-time position. The majority were working in jobs related to their academic major, and reported having felt well prepared by NC State for that job. While there were large differences in starting salaries by the major with which one graduated, the average starting salary for first-time permanent positions was \$49,004.

Relationship of Job to Major

Half of alumni reported that their first full-time permanent position was “directly related” to their major (50.2%), while 30 percent said it was “somewhat related” (30.0%).

Figure 3: Relationship of First Full-Time Permanent Position to Academic Major (among those who obtained a full-time permanent position) (N=2,499)



Preparation

Overall, alumni reported feeling well prepared by NC State for their first post-graduation job. More than one-third said they had “excellent” preparation by NC State (34.3%), and an additional 43 percent rated their preparation by NC State as “good” (43.0%). Seven percent said their preparation for their first full-time permanent position was either “fair” (4.0%) or “poor” (2.5%).

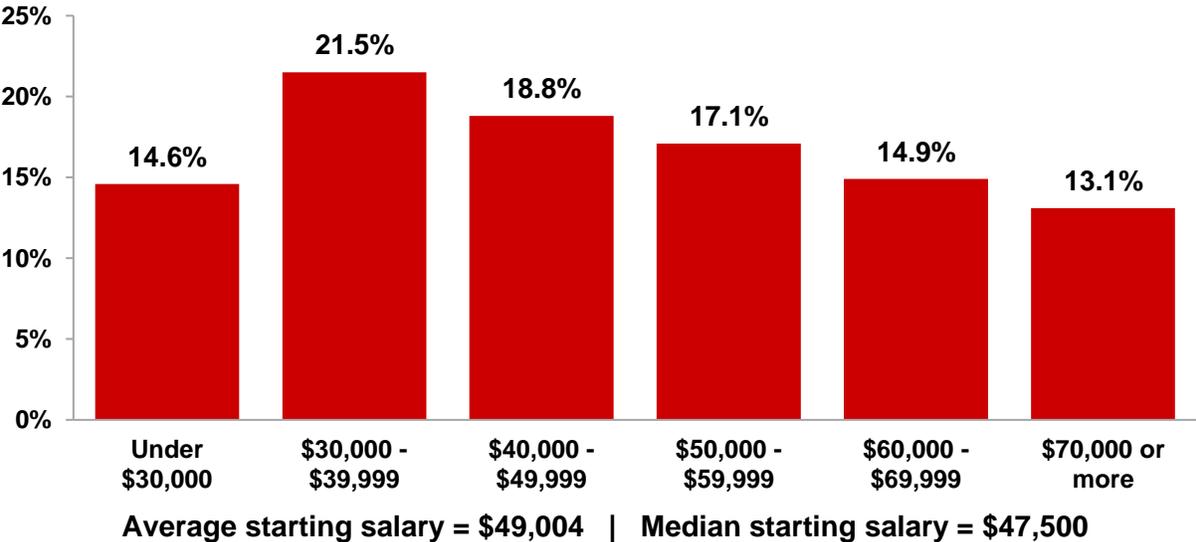
Table 16: Preparation by NC State for First Full-Time Permanent Position

	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	4.03	34.3%	43.0%	16.1%	4.0%	2.5%	2,498

Salary

While starting salaries varied widely by the college from which one graduated, overall respondents reported earning an average starting salary of \$49,004 in their first full-time permanent position. Over one-fourth of alumni reported earning \$60,000 or more in their first full-time job (27.0%), with 13 percent of them earning \$70,000 or more (13.1%). Fifteen percent reported earning under \$30,000 (14.6%). Those who responded “prefer not to answer” were excluded from analysis.

Figure 4: Starting Salary at First Full-Time Job (N=2,463)



Alumni who graduated from the College of Engineering reported the highest earnings at their first full-time permanent job, with over two-thirds earning at least \$60,000 (68.0%). In contrast, about one-fourth of alumni from the College of Agriculture and Life Sciences, the College of Natural Resources, the College of Humanities and Social Sciences, and the College of Sciences reported earning under \$30,000 at their first full-time permanent job.

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

	CALS	DN	CED	COE	CNR	HSS	COS	TEX	PCOM	DASA
Under \$30,000	24.8%	3.9%	12.3%	1.9%	24.7%	25.7%	26.9%	10.8%	6.9%	0.0%
\$30,000-\$39,999	30.5%	27.3%	40.4%	3.1%	37.1%	35.8%	29.9%	16.3%	14.4%	40.0%
\$40,000-\$49,999	24.0%	32.5%	33.3%	7.0%	17.7%	21.0%	20.1%	27.7%	22.9%	60.0%
\$50,000-\$59,999	13.0%	18.2%	10.5%	20.0%	10.2%	9.6%	8.3%	25.9%	30.4%	0.0%
\$60,000-\$69,999	4.9%	9.1%	1.8%	36.1%	4.8%	3.4%	7.6%	11.5%	14.4%	0.0%
\$70,000 or more	2.9%	9.1%	1.8%	31.9%	5.4%	4.5%	7.2%	7.8%	10.9%	0.0%
Total (N)	246	77	57	640	186	447	264	166	375	5

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 almost one-third of respondents with a full-time job (31.9%). Also cited by notable numbers of alumni as being helpful were “family/friends/classmates/co-workers” (20.8%), “personal connection within the company/organization” (18.0%), “on-campus career fair” (16.2%), “previous experience with employer” (14.4%), the “NC State University Career Center/Career Development Center” (13.7%), having “applied for job posting via ePack” (13.4%), “LinkedIn” (13.4%), and the “internet (other than LinkedIn)” (12.2%).

Table 18: Resources Used to Help Locate/Acquire First Full-Time Position (N=2,502)

	%
Internship	31.9%
Family/friends/classmates/co-workers	20.8%
Personal connection(s) within the company/organization	18.0%
On-campus Career Fair	16.2%
Previous experience with employer	14.4%
NC State Career Development Center	13.7%
Applied for job posting in ePack	13.4%
LinkedIn	13.4%
Internet (other than LinkedIn)	12.2%
On-campus interviewing via ePack	8.5%
Faculty member or job listing found in an NC State department	6.9%
Volunteer work	6.7%
A college career services office	6.0%
Professional society	5.5%
Third party recruiter, executive search firm, or employment agency	5.3%
NC State co-op experience	4.6%
Study Abroad experience	4.2%
Student Teaching experience	3.4%
NC State Alumni Association Career Services	2.4%
Employer found your resume via an NC State University career services database	2.2%
An international Internship/Research/Student Teaching experience	1.8%
Other	10.4%

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 2021. 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 \$62,119. 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 2015 Summer Session II through May 2018 baccalaureate alumni reported being employed full-time in Spring 2021 when they completed the survey, with about 82 percent working 35 hours per week or more (81.6%). Five percent reported working part-time, and another five percent were self-employed/contractors. At the time they responded to the survey, six percent of alumni said they were unemployed and looking for work (5.8%). The remaining three percent were not employed and not looking for work.

Employment status varied markedly by whether or not the alumnus was currently enrolled in graduate/professional school, with 88 percent of non-students working full-time (87.5%) compared to just over half of students (53.1%). Just one percent of those not currently enrolled in graduate/professional school said they were “not employed and not seeking employment” (1.2%), compared to more than one-fourth of those who were currently enrolled (28.1%).

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)	81.6%	53.1%	87.5%
Employed part-time (34 hours per week or less)	4.5%	11.6%	2.9%
Self-employed/contractor	5.0%	1.7%	3.4%
Not employed, but seeking employment	5.8%	5.6%	5.0%
Not employed, not seeking employment	3.1%	28.1%	1.2%
Total (N)	2,751	467	2,261

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 (46.1%), with almost one-fourth saying they started within the past year (23.6%). Not surprisingly, length of time in current position varies by when the alumnus received their bachelor’s degree from NC State. Over 30 percent of those who graduated in 2015 and over 20 percent of those who graduated in 2016 have been in their current position for four or more years (31.1 and 22.0, respectively). Among alumni who graduated in 2018, 26 percent have been in their current position for less than one year (26.0%).

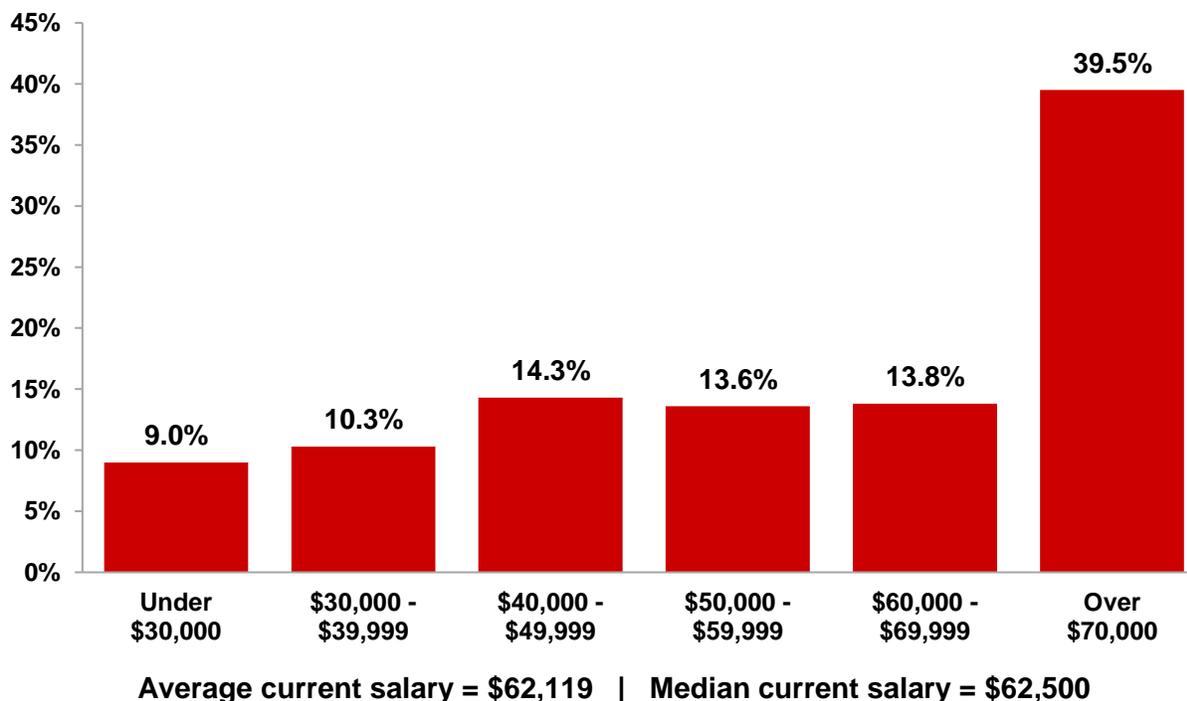
Table 20: Tenure in Current Position, Overall, and by Graduation Year (among currently employed alumni)

Tenure in current position	All Currently Employed Alumni		Graduation Year			
	(N)	(%)	2015	2016	2017	2018
Less than 12 months	574	23.6%	18.6%	25.0%	22.1%	26.0%
1 year to less than 2 years	548	22.5%	18.6%	19.6%	26.9%	22.4%
2 years to less than 3 years	614	25.2%	20.4%	19.0%	19.6%	43.6%
3 years to less than 4 years	384	15.8%	11.3%	14.5%	26.4%	5.2%
4 years to less than 5 years	217	13.9%	13.9%	18.3%	3.4%	1.2%
5 years or more	97	4.0%	17.2%	3.7%	1.5%	1.6%
<i>Total</i>	2,434	100.0%	274 (11.3%)	793 (32.6%)	787 (32.3%)	580 (23.8%)

Salary

Overall, alumni reported earning an average salary of \$62,119 in their current full-time position. Forty percent said they were earning \$70,000 or more in their current position (39.5%). Close to one-in-five were earning less than \$40,000 per year, with 9 percent earning under \$30,000. Those who responded “prefer not to answer” were excluded from analysis.

Figure 5: Current Salary (among currently employed alumni; N=2,432)



Similar to their first full-time position after graduation, salaries in their current position were related to the major with which alumni graduated. Almost three-fourths of alumni who graduated from the College of Engineering reported earning \$70,000 or more in their current position

(73.9%). Conversely, about 30 percent of graduates from the College of Humanities and Social Sciences (31.0%), College of Natural Resources (30.8%), and College of Education graduates (30.2%) reported earning under \$40,000 in their current position.

Table 21: Salary in Current Position, by College

	CALS	DN	CED	COE	CNR	HSS	COS	TEX	PCOM	DASA
Under \$30,000	14.0%	9.3%	5.7%	2.2%	16.5%	15.0%	16.8%	5.2%	3.1%	16.7%
\$30,000-\$39,999	16.8%	9.3%	24.5%	3.7%	14.3%	16.0%	16.4%	8.4%	3.4%	0.0%
\$40,000-\$49,999	22.0%	24.0%	47.2%	1.6%	19.9%	25.1%	12.8%	11.0%	11.2%	33.3%
\$50,000-\$59,999	18.0%	20.0%	7.6%	5.9%	20.3%	17.4%	8.8%	18.2%	14.3%	16.7%
\$60,000-\$69,999	12.8%	18.7%	3.8%	12.8%	14.3%	11.0%	11.6%	18.2%	19.3%	16.7%
\$70,000 or more	16.4%	18.7%	11.3%	73.9%	14.8%	15.5%	33.6%	39.0%	48.9%	16.7%
Total (N)	250	75	53	631	182	419	250	154	358	6

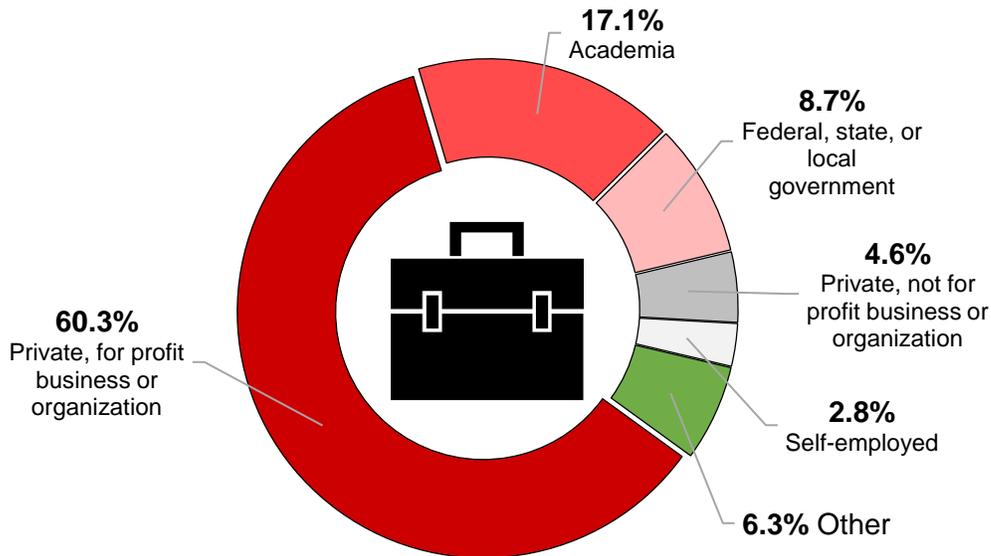
Employment Sector and Industry

Sixty percent of currently employed alumni are working in the private, for profit sector (60.3%), 17 percent work in education (17.1%), 9 percent for the federal, state, or local government (8.7%), and five percent for a private non-profit organization (4.6%). Only three percent said they are self-employed (2.8%).

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	8.0%	196
Education: U.S. medical school (including university-affiliated hospital or medical school)	1.6%	39
Education: U.S. university-affiliated research institute	1.7%	41
Education: U.S. community or two-year college	0.9%	21
Education: U.S. preschool, elementary, middle, secondary school or school system	4.6%	113
Education: Foreign educational institution	0.3%	8
Government (other than educational institution): U.S. federal government	4.3%	106
Government (other than educational institution): U.S. state government	2.4%	58
Government (other than educational institution): U.S. local government	2.0%	49
Private sector (other than educational institution): Not for profit organization	4.6%	113
Private sector (other than educational institution): Industry (for profit)	60.3%	1,471
Self-employed	2.8%	69
Other	6.3%	154
Total	100.0%	2,438

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 (8.7%), engineering (7.0%), technology (6.6%), and health care (5.0%).

Table 22: Industry of Current Position

Current industry currently working (excluding not sure)	%	N
Education	8.7%	211
Engineering	7.0%	169
Technology	6.6%	160
Health Care	5.0%	122
Manufacturing	4.9%	120
Pharmaceutical	4.1%	100
Computer Software/Hardware	4.0%	98
Research	3.4%	83
Agriculture	3.3%	80
Financial Services	3.0%	74
Other	2.7%	66
Retail/Merchandising	2.5%	61
Consulting	2.5%	60
Construction	2.0%	48
Government	1.8%	44
Biotechnology	1.8%	44
Energy	1.8%	43
Banking	1.8%	43
Accounting	1.7%	42
Military & Defense	1.7%	41
Legal	1.7%	41
Environment/Sustainability	1.5%	37
Aerospace	1.5%	36
Insurance	1.4%	35
Non-Profit/Philanthropy	1.3%	32
Consumer Products	1.3%	32
Telecommunications	1.2%	30
Architecture/Urban Planning	1.2%	30
Veterinary	1.2%	29
Marketing	1.2%	28
Real Estate	1.1%	27
Transportation	1.1%	26
Automotive	1.0%	24
Fashion	0.9%	23
Chemicals	0.9%	22
Recreation & Sports	0.9%	21

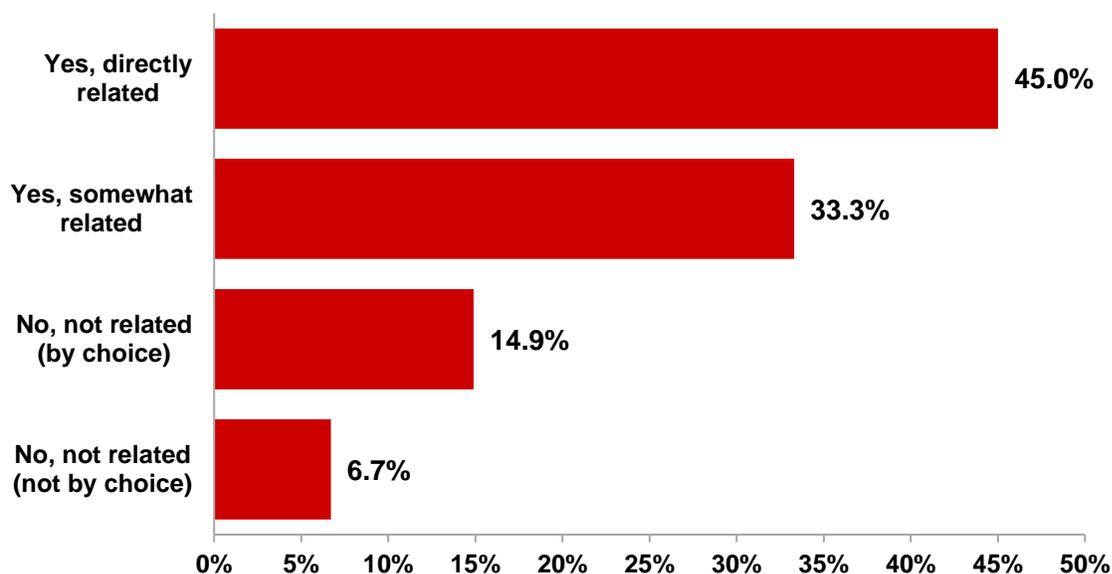
Current industry currently working (excluding not sure)	%	N
Utilities (Public & Private)	0.8%	19
Hotel, Restaurant, Hospitality	0.8%	19
Business Services	0.7%	17
Design	0.7%	17
Counseling	0.7%	17
Wood Products	0.7%	16
Human/Social Services	0.6%	14
Arts & Entertainment	0.5%	13
Law Enforcement/Security/Corrections	0.5%	12
Media	0.5%	11
Natural Resources	0.5%	11
Electronics	0.4%	10
Start Up	0.4%	10
Food Science	0.4%	9
Faith Based	0.4%	9
Materials- Plastics, Metals, Ceramics	0.2%	6
Public Policy	0.2%	6
Museums & Libraries	0.2%	5
Advertising	0.2%	5
Communications	0.2%	5
Staffing & Executive Search	0.2%	4
Print & Publishing	0.1%	3
Trade	0.1%	3
Travel & Tourism	0.1%	3
International Affairs & Development	0.1%	2
Entrepreneurial/Venture Capital	0.0%	1
Total	100.0%	2,429

Note: Table excludes “Not sure” response option:

Relationship of Current Job to Academic Major

More than three-fourths of currently employed alumni reported working in jobs either “directly” (45.0%) or “somewhat” related (33.3%) to their major at NC State. Those currently working in a position unrelated to their major are twice as likely to be doing so “by choice” (14.9%) than “not by choice” (6.7%)

Figure 7: Relationship of Current Job to Academic Major (among those currently employed; N=2,432)



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” (31.9%) and over 40 percent rating it as “good” (43.9%).

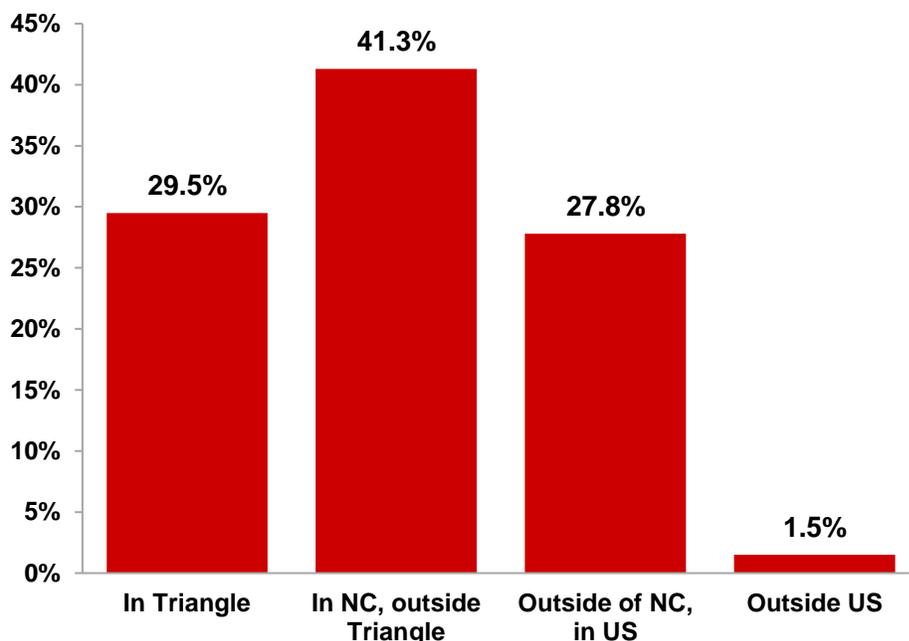
Table 23: Preparation by NC State for Current Position

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation by NC State for current position	3.97	31.9%	43.9%	16.4%	4.6%	3.2%	2,431

Location

NC State alumni very often remain in the region after graduating, with 30 percent of those currently employed saying they are working in the Research Triangle area (29.5%), and two-in-five are working in North Carolina but outside of the Triangle (41.3%). Close to 30 percent are working out of state (27.8%). A very small number reported working outside the United States (1.5%).

Figure 8: Location of Current Position (N=2,433)



Further Education

Over one-third of Alumni Survey respondents have attended graduate/professional school since receiving their bachelor’s degree from NC State. Twenty percent have already completed an advanced degree (19.7%), including two percent have already completed one advanced degree and are currently pursuing another (1.9%). Meanwhile, 15 percent are currently seeking their first graduate/professional degree (15.2%). A small number indicated that they had been enrolled in graduate/ professional school at one time, but withdrew before completing a degree (1.8%).

Table 24: Further Education

Further education	%	N
No further education	63.2%	1,726
Previously enrolled, no degree obtained	1.8%	49
Currently enrolled, no degree yet	15.2%	416
Currently enrolled, already have degree	1.9%	53
Completed degree, not currently enrolled	17.8%	485
Total	100.0%	2,729

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 close to 60 percent saying they had either “high” (21.4%) or “moderate” (36.0%) interest in attending graduate/professional school.

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

	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	2.66	21.4%	36.0%	29.5%	13.1%	1,774

Graduate/Professional School Experience

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

Degree Seeking/Completed

As previously indicated in Table 24, almost 20 percent 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 percent were enrolled in graduate/professional school at the time of the survey (17.1%). 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 (81.1%), while close to 10 percent earned a Professional degree (9.1%), and two percent earned a Doctoral degree (1.5%). Among those currently enrolled in graduate/professional school, just over half are seeking a Master’s degree (53.3%), one-fourth a Doctoral degree (26.0%), and 22 percent a Professional degree (22.2%).

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

	Completed	Seeking
Master’s	88.1%	53.3%
Doctoral	1.5%	26.0%
Professional	9.1%	22.2%
Total (N)	538	469

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 (29.3%), followed by a Master of Accounting/Accountancy (9.1%), Master of Arts (6.7%), Master of Social Work (5.9%), Master of Business Administration (4.4%), and

Master of Education (4.4%). Among those currently enrolled in a Master’s degree program, the most common programs include Master of Science (19.3%), followed by a Master of Business Administration (23.7%), and Master of Education (6.4%).

Table 27: Master’s Degree Completed/Seeking

Completed	Completed (N=475)	Seeking (N=249)
Master of Accounting (MAC)	9.1%	2.4%
Master of Advanced Studies	0.2%	0.0%
Master of Architecture	1.9%	0.4%
Master of Arts	6.7%	3.6%
Master of Athletic Training	0.2%	0.0%
Master of Biological & Agricultural Engineering	0.2%	0.0%
Master of Business Administration	4.4%	23.7%
Master of City and Regional Planning	0.6%	0.0%
Master of Civil Engineering	1.1%	0.8%
Master of Clinical Research	0.0%	0.4%
Master of Computer Science	1.5%	1.6%
Master of Construction Management	0.0%	0.0%
Master of Divinity	0.2%	1.6%
Master of Economics	0.6%	0.0%
Master of Education	4.4%	6.4%
Master of Engineering, General	2.3%	4.0%
Master of Engineering Management	0.6%	0.8%
Master of Environmental Health	0.0%	0.0%
Master of Environmental Science and Engineering	0.2%	0.0%
Master of Fine Arts	0.0%	0.4%
Master of Management (MM – Global Luxury [GLAM])	0.8%	0.0%
Master of Health Administration	0.0%	0.4%
Master of Health Science	0.0%	0.8%
Master of Industrial Engineering	0.8%	0.4%
Master of Information Sciences	0.2%	0.0%
Master of Landscape Architecture	0.8%	0.0%
Master of Laws	0.0%	0.4%
Master of Library and Information Studies/Library Science	0.6%	1.6%
Master of Mechanical Engineering	0.8%	0.8%
Master of Medical Sciences	0.4%	0.0%
Master of Molecular Diagnostic Science	0.0%	0.0%

Completed	Completed (N=475)	Seeking (N=249)
Master of Music Education	0.0%	0.0%
Master of Music Therapy	0.0%	0.0%
Master of Natural Resources	0.0%	0.4%
Master of Nursing	0.2%	0.4%
Master of Nursing/Master of Business Administration	0.4%	0.0%
Master of Occupational Therapy	0.4%	1.2%
Master of Philosophy	0.4%	0.0%
Master of Physical Therapy	0.0%	0.0%
Master of Physician Assistant Studies	2.5%	3.6%
Master of Project Management	0.0%	0.4%
Master of Public Administration	2.1%	0.8%
Master of Public Health	1.9%	2.4%
Master of Public Policy	0.0%	0.8%
Master of Radiologic Science	0.0%	0.0%
Master of School Administration	0.0%	0.0%
Master of School Psychology	0.4%	0.4%
Master of Science	29.3%	19.3%
Master of Science in Disaster Management	0.0%	0.0%
Master of Social Work	5.9%	2.0%
Master of Teaching	1.7%	0.0%
Master of Textiles	1.5%	0.4%
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	0.8%	1.2%
Other	13.5%	16.1%

Note: Respondents could select more than one response

As indicated in Table 26 above, very few of the Alumni Survey respondents who have completed a graduate/professional degree have already completed a Doctoral degree (1.5%). 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 (91.8%).

Table 28: Doctoral Degree Completed/Seeking

	Completed (N=8)	Seeking (N=122)
Doctor of Education	0.0%	0.0%
Doctor of Musical Arts	0.0%	0.0%
Doctor of Philosophy	87.5%	91.8%
Doctor of Public Health	0.0%	0.0%
Other	12.5%	8.2%

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 (59.2%), followed by a Doctor of Veterinary Medicine (6.1%). Among those currently enrolled in a professional program, 22 percent are seeking a Doctor of Medicine (22.1%), 21 percent a Doctor of Veterinary Medicine (21.2%), and 16 percent a Juris Doctor (16.3%).

Table 29: Professional Degree Completed/Seeking

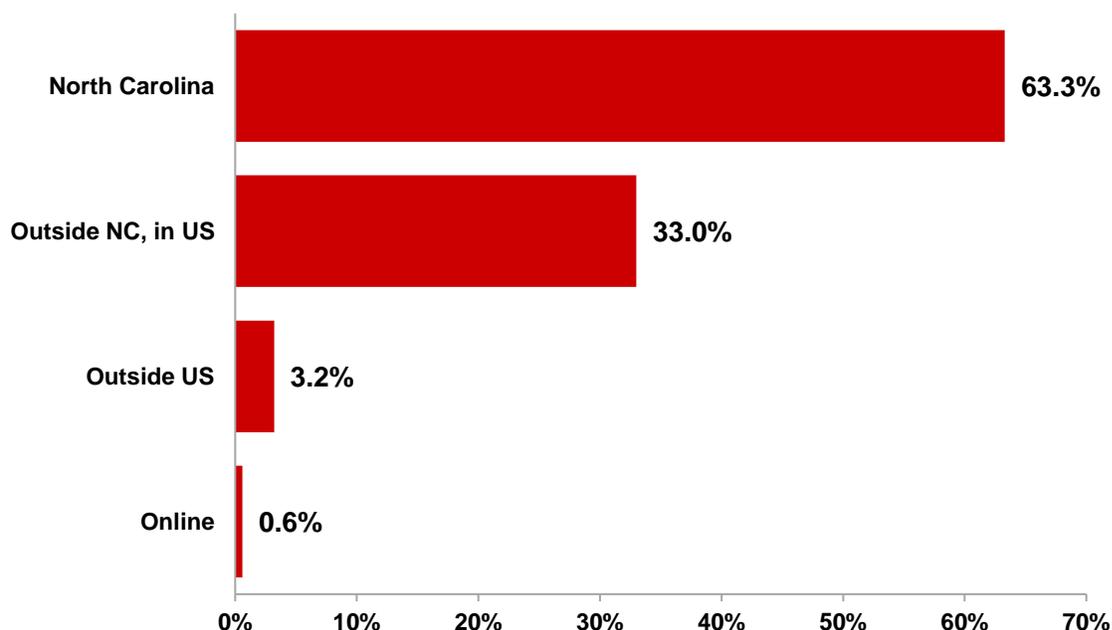
	Completed (N=49)	Seeking (N=104)
Doctor of Audiology	0.0%	0.0%
Doctor of Dental Medicine	2.0%	13.5%
Doctor of Medicine	2.0%	22.1%
Doctor of Optometry (OD)	0.0%	0.0%
Doctor of Osteopathic Medicine (DO)	0.0%	9.6%
Doctor of Pharmacy	4.1%	2.9%
Doctor of Physical Therapy	0.0%	0.0%
Doctor of Psychology (PsyD)	2.0%	3.8%
Doctor of Social Work (DSW)	0.0%	0.0%
Doctor of Veterinary Medicine	6.1%	21.2%
Juris Doctor	59.2%	16.3%
Bachelor of Architecture (BArch)	2.0%	3.8%
Physician Assistant (PA)	4.1%	0.0%
Other	18.4%	6.7%

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 (63.3%), with close to half of them earning or seeking an advanced degree from NC State (46.4%). [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=950)



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

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

Institution	%	N
NC State	46.4%	249
UNC Chapel Hill	4.1%	22
Meredith College	1.9%	10
UNC Charlotte	1.7%	9
Duke University	1.3%	7
Georgia Institute of Technology	1.3%	7
UNC Greensboro	1.3%	7
Wake Forest University	1.3%	7

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

Funding for Graduate/Professional School

When asked if they received any financial support while attending graduate/professional school, well over half indicated they had received such support (56.8%). The most common type of support received was a “scholarship” (26.7%), followed by a “research assistantship” (8.6%). Slightly less common types of funding were a “teaching assistantship” (14.7%), and an “honor/award” (14.3%). Another 10 percent indicated that they had received some “other” type of support (9.8%).

Table 31: Funding for Graduate/Professional School (among those who ever enrolled; N=1,004)

Funding	%
Any type of funding	56.8%
Scholarship	26.7%
Research Assistantship	18.6%
Teaching Assistantship	14.7%
Honor/Award	14.3%
Other Assistantship	9.8%

Note: Respondents could select more than one response

Preparation for Graduate/Professional School

Overall, NC State alumni reported feeling well prepared for their graduate/professional school program. The vast majority of alumni who already completed an advanced degree said their undergraduate education did an “excellent” (53.2%) or “good” (33.4%) job preparing them for graduate/professional school. Those currently enrolled in graduate/professional school gave slightly less favorable ratings, with 44 percent saying their preparation for graduate/professional school was “excellent” (44.0%), and 39 percent saying it was “good” (39.3%).

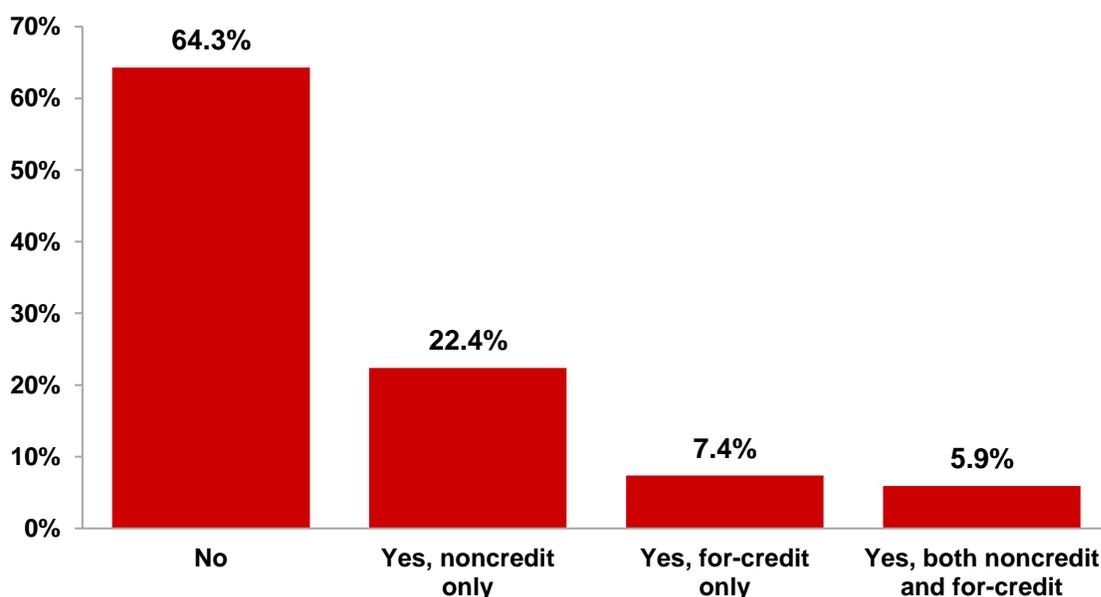
Table 32: Preparation for Graduate/Professional School

	Mean Rating	5: Excellent	4: Good	3: Average	2: Fair	1: Poor	Total (N)
Preparation for graduate/professional school: Completed	4.35	53.2%	33.4%	9.5%	3.2%	0.7%	536
Preparation for graduate/professional school: Currently enrolled	4.21	44.0%	39.3%	11.6%	3.9%	1.3%	466

Continuing Education

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. Six percent have taken both for-credit and not-for-credit classes (5.9%), while over 20 percent took non-credit classes (22.4%), and seven percent took for-credit classes (7.4%).

Figure 10: Enrollment in Continuing/Lifelong Education or Professional Development (N=2,717)



Over 90 percent of those taking a continuing education course or professional development course have done so through NC State’s McKimmon Center for Extension and Continuing Education (93.4%).

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

Enroll through NC State's McKimmon Center for Extension and Continuing Education (excluding don't know)	%	N
No	93.4%	864
Yes	6.6%	61
Total	100.0%	925

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. One-fourth said the course(s) had a “very significant” impact on their professional career (25.1%), and another 38 percent said it had a “somewhat significant” impact (37.9%). Similar numbers said the course(s) had a “very significant” (25.6%) or “somewhat significant” (42.5%) impact on their personal life.

Table 34: 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	2.81	25.1%	37.9%	29.8%	7.2%	969
Impact of continuing educ/prof development/lifelong educ on personal goals/life enrichment	2.89	25.6%	42.5%	26.9%	5.0%	969

Over half of all alumni responding to the survey reported that they were likely to enroll in continuing education/professional development courses in the future, with close to 15 percent saying it was “very likely” (13.8%) 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 (36.2%). Those already having taken a continuing education or professional development course are almost twice as likely as those who have not to have said it is “very likely” they will do so again in the future (16.5% vs 9.1%).

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

Likelihood of Enrolling	All Respondents	Previously enrolled in continuing education/professional development/lifelong education course(s)	
		Yes	No
4: Very likely	13.8%	16.5%	9.1%
3: Somewhat likely	36.2%	42.9%	36.0%
2: Not very likely	38.4%	31.2%	38.8%
1: Not at all likely	11.7%	9.3%	16.2%
Total (N)	2,713	964	1,744

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 49 individual skills asked about, then focus specifically on items related to each general area.

Importance of Skills

Average ratings of current importance to alumni for the 49 individual goals asked about ranged from a high of 3.88 to a low of 2.74 (on a 4-point scale). At least half of respondents rated all but eight of the skills asked about as being “very important” to them currently, and for only three skills did more than 10 percent of respondents report that skill as “not at all important” to them.

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

- Communication skills overall (89.3% “very important”)
- Problem solving skills overall (89.0%)
- Conducting work activities in an ethical manner (84.0%)
- Professional skills overall (80.6%)
- Organizing and communicating information effectively in written form (78.6%)
- Defining problems (77.8%)
- Working independently (77.7%)
- Examining problems from multiple perspectives (77.3%)
- Working under pressure (77.1%)
- Valuing learning as a lifelong process (77.1%)
- Identifying relevant ideas/information (77.0%)
- Working in teams (76.9%)
- Breaking down complex topics to enhance understanding (75.3%)

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

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (26.0% “not very important” and 15.7% “not at all important”)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (23.4% and 13.9%)
- Applying social science method to understand human behavior (20.2% and 11.0%)
- Acquiring an awareness of new scientific knowledge and discoveries (20.4% and 6.8%)
- Being involved in public and community affairs (19.3% and 5.4%)

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 3.59 to a low of 2.68 (on a 4-point scale). While few alumni indicated that NC State had “not at all” contributed to their development of the skills asked about, for only 11 out of 49 items did half or more of respondents say that NC State contributed “very much” to their development.

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

- An overall education (64.3% “very much”)
- Working under pressure (55.8%)
- Working independently (55.0%)
- Working in teams (54.6%)

- Problem solving skills overall (54.4%)
- Understanding the basic concepts in a broad range of disciplines (51.9%)
- Critically analyzing and evaluating ideas/information (51.6%)

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

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (14.1% “not at all”)
- Appreciating differences in sexual orientation (12.2%)
- Understanding issues associated with gender equity (10.3%)
- Applying social science methods to understand human behavior (10.1%)
- Understanding issues associated with racial equity (10.0%)

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

As noted above, with few exceptions, alumni on average gave higher ratings to the importance of a skill than to the extent to which NC State contributed to their development of that skill. However, in general, alumni gave similar relative rankings to the importance of a skill and NC State’s contribution to their development of that skill. That is, if a skill ranks high relative to other skills in importance, it typically also ranks high relative to other items in development. For example, “problem solving skills overall” has the 2nd highest average rating for importance (3.88) and the 2nd highest average rating for NC State’s contribution to their development (3.47). Conversely, if a skill ranks low in importance, it typically also ranks low in preparation. For example, “appreciating the arts” has the lowest average rating for both importance (2.74) and for NC State’s contribution to their development (2.68).

There are a few notable exceptions to skills having similar relative rankings. Some skills have an average importance rating that is relatively high compared to other skills, but have a rating of development that is relatively low compared to other skills. These include:

- Communication skills overall (1st in Importance [average Importance rating of 3.88] vs 19th in Development [average Development rating of 3.27])
- Conducting work activities in an ethical manner (4th [3.78] vs 14th [3.32])
- Keeping current with skills/knowledge in my field (15th [3.69] vs 35th [3.10])
- Using verbal and nonverbal communication for the clear expression of ideas (16th [3.65] vs 38th [3.05])

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 (21st in Importance [3.60] vs 1st in Development [3.59])
- Understanding the basic concepts in a broad range of disciplines (30th [3.51] vs 7th [3.42])
- Exploring and synthesizing approaches/views from more than one discipline (37th [3.46] vs 20th [3.27])
- Applying mathematics skills (42nd [3.12] vs 21st [3.26])
- Formulating and testing hypotheses (43rd [3.15] vs 25th [3.21])
- Understanding how science and technology influence everyday life (42nd [3.25] vs 26th [3.21])

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:

- Understanding issues associated with racial equity (average Importance rating of 3.48 vs average Development rating of 2.85)
- Developing and sustaining an active and healthy lifestyle (3.56 vs 2.93)
- Communication skills overall (3.88 vs 3.27)
- Using verbal and nonverbal communication for the clear expression of ideas (3.65 vs 3.05)
- Keeping current with skills/knowledge in my field (3.69 vs 3.10)
- Adapting messages to varying situations and contexts (3.57 vs 3.01)
- Understanding issues associated with gender equity (3.40 vs 2.86)
- Navigating career opportunities (3.43 vs 2.91)
- Effectively leading/guiding others (3.59 vs 3.08)
- Appreciating differences in sexual orientation (3.29 vs 2.79)
- Conducting work activities in an ethical manner (3.81 vs 3.31)

Table 36 below contains mean ratings for importance and NC State’s contribution to development for all 49 skills asked about.

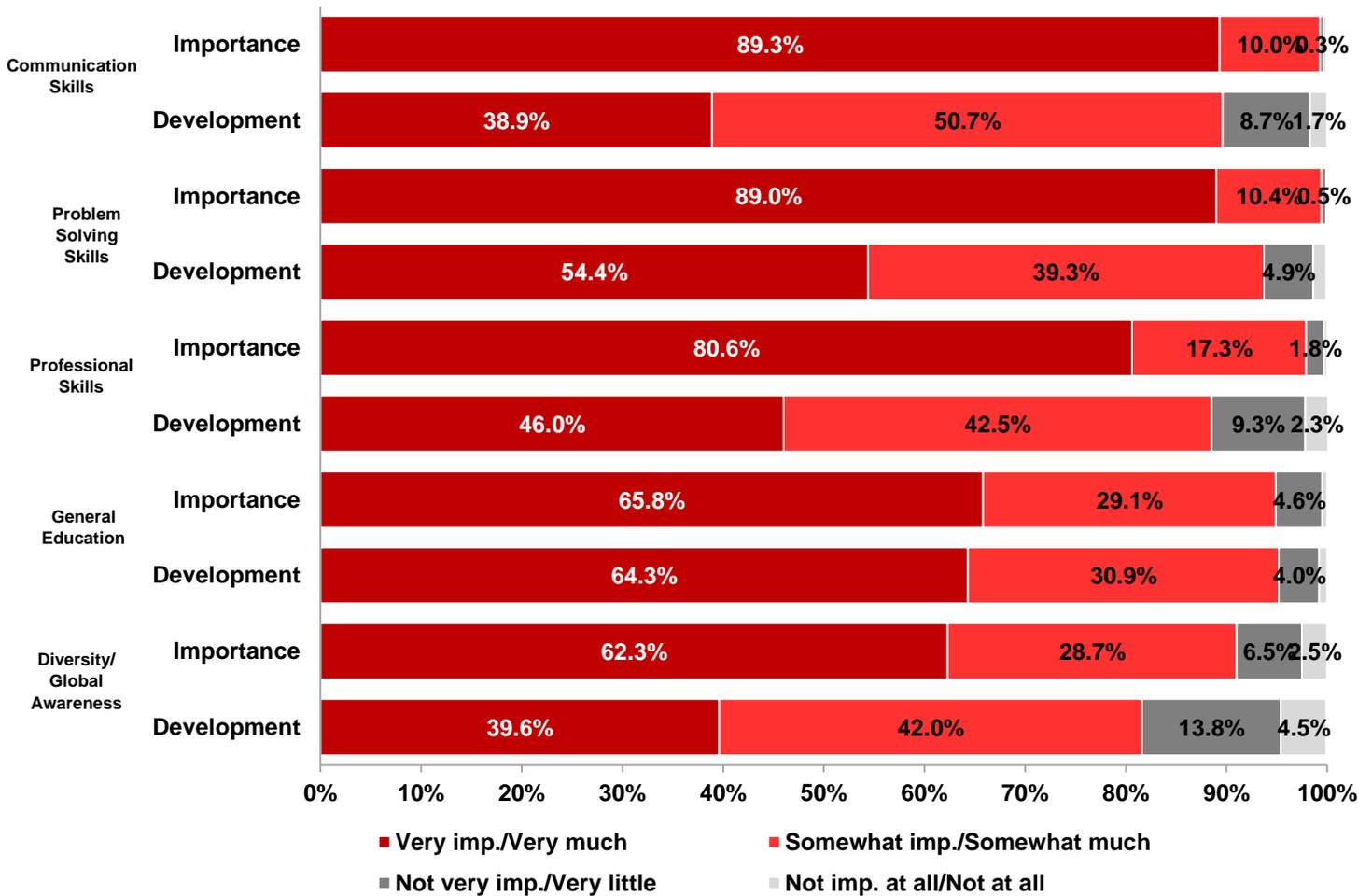
Table 36: Mean Ratings for Importance of and NC State’s Contribution to Development to Skills

Skills	Mean Importance	Mean Preparation	Relative Rank (Importance/Preparation)
Communication skills overall	3.88	3.27	1/19
Problem solving skills overall	3.88	3.47	2/2
Conducting work activities in an ethical manner	3.81	3.31	3/17
Professional skills overall	3.78	3.32	4/14
Defining problems	3.76	3.33	5/12
Critically analyzing and evaluating ideas/information	3.76	3.43	6/5
Organizing and communicating information effectively in written form	3.76	3.33	7/13
Working independently	3.75	3.44	8/4
Identifying relevant ideas/information	3.74	3.34	9/10
Working under pressure	3.74	3.43	10/6
Examining problems from multiple perspectives	3.74	3.32	11/15
Working in teams	3.73	3.44	12/3
Valuing learning as a lifelong process	3.73	3.31	13/16
Breaking down complex topics to enhance understanding	3.70	3.36	14/9
Keeping current with skills/knowledge in my field	3.69	3.10	15/35
Verbal and nonverbal communication to express ideas	3.65	3.05	16/38
Integrating ideas/information from multiple sources	3.65	3.38	17/8
Understanding and respecting diverse cultures and values	3.64	3.22	18/23

Skills	Mean Importance	Mean Preparation	Relative Rank (Importance/Preparation)
Recognizing and acting on ethical principles	3.64	3.18	19/29
Adapting to new technologies	3.63	3.20	20/27
An overall general education	3.60	3.59	21/1
Using information technologies and search strategies to access information	3.60	3.34	22/11
Working with people from diverse cultural backgrounds	3.60	3.29	23/18
Effectively leading/guiding others	3.59	3.08	24/36
Generating innovative solutions	3.59	3.18	25/30
Adapting messages to situations and contexts	3.57	3.01	26/39
Understanding issues and problems facing the world	3.57	3.10	27/33
Developing and sustaining an active and healthy lifestyle	3.56	2.93	28/40
Constructing clear, precise, and accurate arguments	3.52	3.21	29/24
Understanding the basic concepts in a broad range of disciplines	3.51	3.42	30/7
Diversity/global awareness overall	3.51	3.17	31/31
Understanding the commonality of human problems through a global perspective	3.48	3.10	32/34
Organizing and communicating information effectively in oral presentations	3.48	3.22	33/22
Understanding issues associated with racial equity	3.48	2.85	34/45
Understanding sustainability as viable/socially just solution	3.46	3.12	35/32
Combining/synthesizing existing ideas/information in original ways	3.46	3.19	36/28
Exploring and synthesizing approaches/views from more than one discipline	3.46	3.27	37/20
Navigating career opportunities	3.43	2.91	38/41
Understanding issues associated with gender equity	3.40	2.86	39/44
Understanding the present as it relates to historical events/processes	3.36	2.87	40/43
Appreciating differences in sexual orientation	3.29	2.79	41/48
Understanding how science and technology influence society and everyday life	3.25	3.21	42/26
Formulating and testing hypotheses	3.15	3.21	43/25
Applying mathematics skills	3.12	3.26	44/21
Being involved in public and community affairs	3.09	2.89	45/42
Acquiring an awareness of new scientific knowledge and discoveries	3.06	3.05	46/37
Applying social science methods to understand human behavior	2.94	2.83	47/47
Appreciating the humanities	2.81	2.85	48/46
Appreciating the arts	2.74	2.68	49/49

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 39 percent said NC State contributed "very much" to their development of them. There are also large discrepancies in ratings for *professional skills overall*, *problem solving skills overall*, and, to a lesser extent, *diversity/global awareness overall*. 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

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

Communication skills overall was nearly universally judged by alumni to be an important skill, with almost 90 percent of respondents rating it as “very important.” *Organizing and communicating information effectively in written communication* was also rated highly in terms of importance by alumni, with close to 80 percent rating it as “very important” to them (78.6%). The communication skill of organizing and communicating information effectively in oral presentations, while still rated as “very important” by a majority of alumni, was seen as “not very important” (9.2%) or “not at all important” (1.4%) by one-in-ten alumni.

With respect to skills related to communication, NC State received the highest ratings for contributing to the development of alumni’s skills in *organizing and communicating information effectively in written communication*, with 44 percent of respondents saying that the University contributed “very much” to this skill (44.2%) and 46 percent saying it contributed “somewhat” (45.9%). Although still rated favorably by majorities of alumni, NC State gets lower ratings for their contribution to alumni development of *adapting messages to situations and contexts*. Over 20 percent rated NC State’s contribution to their development of such skills as only “very little” or “not at all” (19.6% and 3.7%, respectively).

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)
Importance: Communication skills overall	89.3%	10.0%	0.3%	0.3%	2,617
Importance: Organizing and communicating information effectively in written communication	78.6%	18.9%	2.2%	0.3%	2,614
Importance: Organizing and communicating information effectively in oral presentations	60.2%	29.2%	9.2%	1.4%	2,613
Importance: Adapting messages to situations and contexts	64.8%	28.5%	6.0%	0.7%	2,613
Importance: Verbal and nonverbal communication to express ideas	70.4%	24.9%	4.1%	0.7%	2,614

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)
Contrib. to Development: Communication skills overall	38.9%	50.7%	8.7%	1.7%	2,309
Contrib. to Development: Organizing and communicating information effectively in written communication	44.2%	45.9%	8.5%	1.4%	2,304
Contrib. to Development: Organizing and communicating information effectively in oral presentations	38.5%	46.9%	12.8%	1.8%	2,305
Contrib. to Development: Adapting messages to situations and contexts	27.6%	49.1%	19.6%	3.7%	2,299
Contrib. to Development: Verbal and nonverbal communication to express ideas	29.4%	50.2%	16.8%	3.6%	2,303

Problem Solving Skills

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

- Problem solving skills overall (89.0% “very important”)
- Critically analyzing and evaluating ideas/information (79.0%)
- Defining problems (78.8%)
- Examining problems from multiple perspectives (77.3%)
- Identifying relevant ideas/information (77.0%)

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

- Combining/synthesizing existing ideas/information in original ways (10.1% “not very important” and 1.1% “not at all important”)
- Constructing clear, precise, and accurate arguments (9.5% and 0.9%)

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

- Problem solving skills overall (54.4% “very much”)
- Critically analyzing and evaluating ideas/information (51.6%)
- Integrating ideas/information from multiple sources (48.3%)
- Using information technologies and search strategies to access information (48.4%)

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

- Generating innovative solutions (13.3% “very little” and 3.1% “not at all”)
- Combining/synthesizing existing ideas/information in original ways (12.3% and 2.8%)
- Constructing clear, precise, and accurate arguments (12.3% and 2.5%)

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)
Importance: Problem solving skills overall	89.0%	10.4%	0.5%	0.1%	2,592
Importance: Defining problems	77.8%	20.7%	1.3%	0.1%	2,586
Importance: Examining problems from multiple perspectives	77.3%	19.4%	3.1%	0.2%	2,588
Importance: Breaking down complex topics to enhance understanding	75.3%	19.8%	4.2%	0.6%	2,591
Importance: Identifying relevant ideas/information	77.0%	20.8%	1.9%	0.3%	2,592
Importance: Using information technologies and search strategies to access information	67.9%	25.0%	6.1%	1.1%	2,589
Importance: Critically analyzing and evaluating ideas/information	79.0%	18.6%	2.2%	0.3%	2,558
Importance: Integrating ideas/information from multiple sources	70.5%	24.2%	4.7%	0.6%	2,559
Importance: Constructing clear, precise, and accurate arguments	63.3%	26.3%	9.5%	0.9%	2,557
Importance: Combining/synthesizing existing ideas/information in original ways	58.3%	30.5%	10.1%	1.1%	2,555
Importance: Generating innovative solutions	65.6%	27.9%	5.8%	0.7%	2,555

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)
Contrib. to Development: Problem solving skills overall	54.4%	39.3%	4.9%	1.3%	2,304
Contrib. to Development: Defining problems	44.7%	45.7%	8.0%	1.7%	2,298
Contrib. to Development: Examining problems from multiple perspectives	45.1%	43.1%	10.2%	1.7%	2,304
Contrib. to Development: Breaking down complex topics to enhance understanding	46.8%	43.4%	8.5%	1.3%	2,299
Contrib. to Development: Identifying relevant ideas/information	45.9%	44.2%	8.3%	1.6%	2,301
Contrib. to Development: Using information technologies and search strategies to access information	48.4%	39.2%	10.5%	1.9%	2,306
Contrib. to Development: Critically analyzing and evaluating ideas/information	51.6%	41.6%	5.4%	1.4%	2,279
Contrib. to Development: Integrating ideas/information from multiple sources	48.3%	42.7%	7.3%	1.8%	2,279
Contrib. to Development: Constructing clear, precise, and accurate arguments	38.4%	46.8%	12.3%	2.5%	2,279
Contrib. to Development: Combining/synthesizing existing ideas/information in original ways	36.6%	48.3%	12.3%	2.8%	2,280
Contrib. to Development: Generating innovative solutions	37.1%	46.6%	13.3%	3.1%	2,280

Professional Skills

A majority of alumni rated each of the professional skills as “very important” to them currently. Nine of the 10 skills asked about were rated as “very important” by at least two-thirds of alumni. The skills ranked most important were:

- Conducting work activities in an ethical manner (84.0% “very important”)
- Professional skills overall (80.6%)
- Working independently (77.7%)
- Working under pressure (77.1%)
- Working in teams (76.9%)

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 (10.2% “not very important” and 1.5% “not at all important”)

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

- Working under pressure (55.8% “very much”)
- Working independently (55.0%)
- Working in teams (54.6%)

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

- Navigating career opportunities (23.3% “very little” and 7.9% “not at all”)
- Effectively leading/guiding others (19.1% and 4.1%)
- Keeping current with skills/knowledge in my field (15.1% and 5.0%)

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)
Importance: Professional skills overall	80.6%	17.3%	1.8%	0.3%	2,556
Importance: Working independently	77.7%	20.1%	2.1%	0.1%	2,555
Importance: Working in teams	76.9%	19.9%	2.8%	0.4%	2,551
Importance: Working with people from diverse cultural backgrounds	68.3%	24.5%	5.7%	1.5%	2,554
Importance: Conducting work activities in an ethical manner	84.0%	13.7%	2.0%	0.4%	2,552
Importance: Adapting to new technologies	68.3%	26.7%	4.4%	0.6%	2,545
Importance: Effectively leading/guiding others	66.4%	27.1%	6.0%	0.6%	2,541
Importance: Navigating career opportunities	56.6%	31.7%	10.2%	1.5%	2,544
Importance: Keeping current with skills/knowledge in my field	73.8%	22.2%	3.4%	0.5%	2,544
Importance: Working under pressure	77.1%	20.2%	2.5%	0.2%	2,542

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)
Contrib. to Development: Professional skills overall	46.0%	42.5%	9.3%	2.3%	2,279
Contrib. to Development: Working independently	55.0%	35.8%	7.2%	2.0%	2,279
Contrib. to Development: Working in teams	54.6%	36.7%	6.7%	2.0%	2,281
Contrib. to Development: Working with people from diverse cultural backgrounds	47.9%	36.5%	12.7%	2.9%	2,282
Contrib. to Development: Conducting work activities in an ethical manner	48.4%	37.9%	10.4%	3.3%	2,284
Contrib. to Development: Adapting to new technologies	40.6%	42.8%	13.1%	3.5%	2,271
Contrib. to Development: Effectively leading/guiding others	34.9%	41.8%	19.1%	4.1%	2,272
Contrib. to Development: Navigating career opportunities	29.9%	38.9%	23.3%	7.9%	2,280
Contrib. to Development: Keeping current with skills/knowledge in my field	35.1%	44.8%	15.1%	5.0%	2,279
Contrib. to Development: Working under pressure	55.8%	33.3%	8.6%	2.2%	2,279

General Education

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

- Valuing learning as a lifelong process (77.1% “very important”)
- Recognizing and acting on ethical principles (70.4%)
- An overall general education (65.8%)
- Developing and sustaining an active and healthy lifestyle (64.9%)

The general education skills seen as least important were:

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (26.0% “not very important” and 15.7% “not at all important”)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (23.4% and 13.9%)
- Applying social science methods to understand human behavior (20.3% and 11.0%)
- Acquiring an awareness of new scientific knowledge and discoveries (20.4% and 6.8%)

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 (64.3% “very much”)
- Understanding the basic concepts in a broad range of disciplines (51.9%)

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

- Appreciating the arts (e.g., music, art, theater, dance, crafts) (27.0% “very little” and 14.1% “not at all”)
- Applying social science methods to understand human behavior (24.1% and 10.1%)
- Appreciating the humanities (e.g., literature, philosophy, religion, history) (23.5% and 9.6%)
- Being involved in public and community affairs (22.5% and 8.5%)
- Developing and sustaining an active and healthy lifestyle (21.3% and 8.4%)

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)
Importance: An overall general education	65.8%	29.1%	4.6%	0.5%	2,540
Importance: Understanding the basic concepts in a broad range of disciplines	60.4%	30.9%	8.0%	0.7%	2,537
Importance: Exploring and synthesizing approaches/views from more than one discipline	57.8%	31.5%	9.3%	1.4%	2,538
Importance: Formulating and testing hypotheses	45.7%	29.7%	18.8%	5.8%	2,536
Importance: Acquiring an awareness of new scientific knowledge and discoveries	40.0%	32.8%	20.4%	6.8%	2,517
Importance: Appreciating the arts	31.0%	27.3%	26.0%	15.7%	2,516
Importance: Appreciating the humanities	31.8%	31.0%	23.4%	13.9%	2,516
Importance: Applying social science methods to understand human behavior	36.6%	32.1%	20.3%	11.0%	2,517
Importance: Applying mathematics skills	40.1%	36.2%	18.8%	4.9%	2,505
Importance: Understanding how science and technology influence society and everyday life	47.0%	34.5%	14.6%	3.9%	2,504
Importance: Recognizing and acting on ethical principles	70.4%	24.0%	4.6%	1.1%	2,504
Importance: Being involved in public and community affairs	38.8%	36.4%	19.3%	5.4%	2,503
Importance: Developing and sustaining an active and healthy lifestyle	64.9%	27.7%	5.5%	1.8%	2,495
Importance: Valuing learning as a lifelong process	77.1%	19.7%	2.6%	0.7%	2,492
Importance: Understanding sustainability as viable/socially just solution	60.0%	29.3%	7.6%	3.0%	2,498

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)
Contrib. to Development: An overall general education	64.3%	30.9%	4.0%	0.8%	2,279
Contrib. to Development: Understanding the basic concepts in a broad range of disciplines	51.9%	39.3%	7.4%	1.5%	2,279
Contrib. to Development: Exploring and synthesizing approaches/views from more than one discipline	42.2%	44.1%	11.6%	2.0%	2,280
Contrib. to Development: Formulating and testing hypotheses	40.8%	42.2%	13.9%	3.1%	2,281
Contrib. to Development: Acquiring an awareness of new scientific knowledge and discoveries	33.6%	43.9%	16.7%	5.8%	2,253
Contrib. to Development: Appreciating the arts	23.3%	35.6%	27.0%	14.1%	2,266
Contrib. to Development: Appreciating the humanities	27.3%	39.7%	23.5%	9.6%	2,264
Contrib. to Development: Applying social science methods to understand human behavior	27.6%	38.3%	24.1%	10.1%	2,264
Contrib. to Development: Applying mathematics skills	45.9%	37.9%	12.3%	3.9%	2,256
Contrib. to Development: Understanding how science and technology influence society and everyday life	39.3%	45.1%	12.7%	3.0%	2,255
Contrib. to Development: Recognizing and acting on ethical principles	39.0%	43.5%	13.8%	3.6%	2,259
Contrib. to Development: Being involved in public and community affairs	28.1%	40.9%	22.5%	8.5%	2,260
Contrib. to Development: Developing and sustaining an active and healthy lifestyle	31.5%	38.8%	21.3%	8.4%	2,253
Contrib. to Development: Valuing learning as a lifelong process	48.8%	37.8%	9.3%	4.0%	2,252
Contrib. to Development: Understanding sustainability as viable/socially just solution	37.7%	41.8%	14.9%	5.6%	2,256

Diversity/Global Awareness

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

- Understanding diverse cultures and values (71.5% “very important”)
- Understanding issues and problems facing the world (62.7%)

Diversity/global awareness skills seen as “not very” or “not at all important” in their current lives by at least 10 percent of alumni are:

- Appreciating differences in sexual orientation (11.7% “not very important” and 7.0% “not at all important”)
- Understanding issues associated with gender equity (8.8% and 4.9%)

- Understanding the present as it relates to historical events/processes (10.2% and 2.9%)
- Understanding issues associated with racial equity (7.2% and 4.0%)
- Understanding the commonality of human problems through a global perspective (7.7% and 2.7%)

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. More than one-third of alumni said NC State contributed “very much” to their development of:

- Understanding and respecting diverse cultures and values (42.7%)
- Diversity/global awareness overall (39.6%)
- Understanding the commonality of human problems through a global perspective (36.5%)
- Understanding issues and problems facing the world (36.0%)

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

- Appreciating differences in sexual orientation (24.3% “very little” and 12.2% “not at all”)
- Understanding issues associated with gender equity (22.9% and 10.3%)
- Understanding issues associated with racial equity (22.8% and 10.0%)

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)
Importance: Diversity/global awareness overall	62.3%	28.7%	6.5%	2.5%	2,472
Importance: Understanding and respecting diverse cultures and values	71.5%	23.0%	3.8%	1.7%	2,473
Importance: Understanding the commonality of human problems through a global perspective	61.5%	28.1%	7.7%	2.7%	2,474
Importance: Understanding issues and problems facing the world	65.5%	27.5%	5.1%	1.9%	2,469
Importance: Understanding the present as it relates to historical events/processes	52.3%	34.6%	10.2%	2.9%	2,458
Importance: Understanding issues associated with racial equity	62.7%	26.1%	7.2%	4.0%	2,454
Importance: Understanding issues associated with gender equity	58.8%	27.5%	8.8%	4.9%	2,452
Importance: Appreciating differences in sexual orientation	54.5%	26.8%	11.7%	7.0%	2,454

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)
Contrib. to Development: Diversity/global awareness overall	39.6%	42.0%	13.8%	4.5%	2,231
Contrib. to Development: Understanding and respecting diverse cultures and values	42.7%	40.5%	12.3%	4.4%	2,232
Contrib. to Development: Understanding the commonality of human problems through a global perspective	36.5%	42.3%	16.1%	5.1%	2,234
Contrib. to Development: Understanding issues and problems facing the world	36.0%	42.9%	16.5%	4.6%	2,231
Contrib. to Development: Understanding the present as it relates to historical events/processes	27.0%	42.1%	22.3%	8.6%	2,214
Contrib. to Development: Understanding issues associated with racial equity	27.9%	39.3%	22.8%	10.0%	2,218
Contrib. to Development: Understanding issues associated with gender equity	29.2%	37.6%	22.9%	10.3%	2,218
Contrib. to Development: Appreciating differences in sexual orientation	27.8%	35.8%	24.3%	12.2%	2,218

Undergraduate Experiences

Alumni were asked about their participation in a variety of educational and co-curricular experiences and activities while an undergraduate student at NC State. For some experiences, they were also asked about the impact those activities had on their professional and/or personal lives.

A large number of alumni obtained work-related experiences as an undergraduate student. Almost half of respondents said they had an internship, 20 percent did research with a faculty member, 11 percent had a student teaching assignment, and seven percent participated in a Cooperative Education program. The large majority of alumni had been engaged in student organizations, with a sizable number of them saying they had served in a leadership role in at least one such organization. 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.

Impact of Various Undergraduate Experiences

Alumni were asked the extent to which various experiences they had while an undergraduate student at NC State affected their current professional or personal lives. From the activities asked about, *participation in an internship/co-op/student teaching* was most likely to have had a lasting impact, followed by participating in *undergraduate research*, and participating in *community service or a service learning project*. (In the following summary of results, those alumni selecting the “not applicable” response option, indicating they had not had the experience as an undergraduate, were excluded from analysis.)

Nearly three-fourths of alumni with such and experience said that they “agree” that *participation in an internship/co-op/student teaching has had a positive impact on my career* (73.1%), and another 16 percent said they “tend to agree” (15.7%). Meanwhile, 52 percent of alumni “agree” (51.6%) and 25 percent “tend to agree” (25.3%) that *knowledge/experiences from undergraduate research have had a positive impact on my career*. Nearly three-fourths of alumni either “agree” (40.7%) or “tend to agree” (32.7%) 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 one-third saying they “agree” (33.3%) and one-fourth saying they “tend to agree” (24.7%) 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 one-third saying they “agree” (32.8%) and another one-fourth saying they “tend to agree” (25.4%) that such courses *helped me gain an appreciation for other cultures*. Alumni, however, are less likely to “agree” (23.8%) or “tend to agree” (18.4%) that *the ability to communicate in a language other than English has proven helpful in my current profession*. Almost one-fourth of alumni “disagree” (22.4%) and another eleven percent “tend to disagree” (11.2%) that speaking another language is helpful in their current position.

Finally, over half of alumni said they either “agree” (24.7%) or “tend to agree” (28.0%) that *attending ARTS NC State events increased my interest in attending future arts/cultural events*.

Table 47: Impact of Various Undergraduate Experiences on Personal/Professional Life (among those with such an experience)

	Mean Rating	5: Agree	4: Tend to agree	3: Neither agree nor disagree	2: Tend to disagree	1: Disagree	Total (N)
My participation in an internship, co-op, or student teaching has had a positive impact on my career	4.57	73.1%	15.7%	8.0%	1.5%	1.8%	1,811
The knowledge and/or experiences I gained by engaging in research while an undergraduate has had a positive impact on my career	4.19	51.6%	25.3%	17.1%	2.8%	3.2%	1,542
Participating in a community service or service learning project while an undergraduate has had a lasting impact on my commitment in helping to improve society	4.04	40.7%	32.7%	19.8%	3.7%	3.2%	1,827
My physical education activity course(s) at NC State had a positive influence on my current exercise/health habits	3.62	33.3%	24.7%	23.2%	8.3%	10.5%	2,315
Foreign language courses at NC State helped me gain an appreciation for other cultures	3.59	32.8%	25.4%	22.1%	7.9%	11.8%	1,297
Attending ARTS NC state events increased my interest in attending future arts/cultural events	3.49	24.7%	28.0%	29.4%	7.6%	10.2%	1,620
The ability to communicate in a language other than English has proven helpful to me in my current position	3.10	23.8%	18.4%	24.2%	11.2%	22.4%	1,435

Note: Table excludes “Not applicable” response option

International Experiences

About 30 percent of those responding to the survey said they had participated in an on-campus international program or activity (29.4%), and 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 (51.6%). (Note that this information does not capture the total number of times an alumni travelled abroad as an undergraduate, but rather the different reasons for which they had such an experience(s).)

While over one-third said they had travelled abroad for personal reasons (35.3%), 15 percent reported that they participated in a Study Abroad for a summer or short-term session (15.1%), and eight percent participated in a Study Abroad for a semester or longer (8.4%). Five percent said they went on an international service trip organized by NC State (4.8%), and four percent went on a non-NC State service trip (3.7%). 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, just over half of the respondents to the Alumni Survey reported travelling for one reason or another during their time at NC State.

Table 48: Participation in On-Campus International Program or Activity (n=2,325)

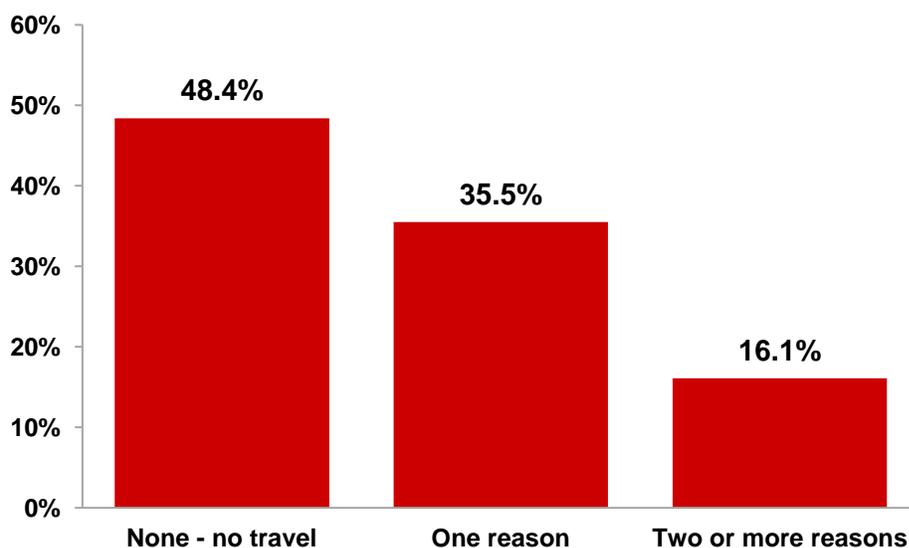
	%
Yes – participated	29.4%
No – did not participate	70.6%

Table 49: Reasons for International Travel (n=2,713)

	%
Personal travel outside the US	35.3%
Study abroad for a summer or short term	15.1%
Study abroad for one semester or longer	8.4%
International service trip organized by NC State	4.8%
International service trip organized outside NC State	3.7%
International internship	2.1%
Work outside the US	1.7%
Research project outside the US	1.5%
Student teaching outside the US	0.3%

Note: Respondents could select more than one response

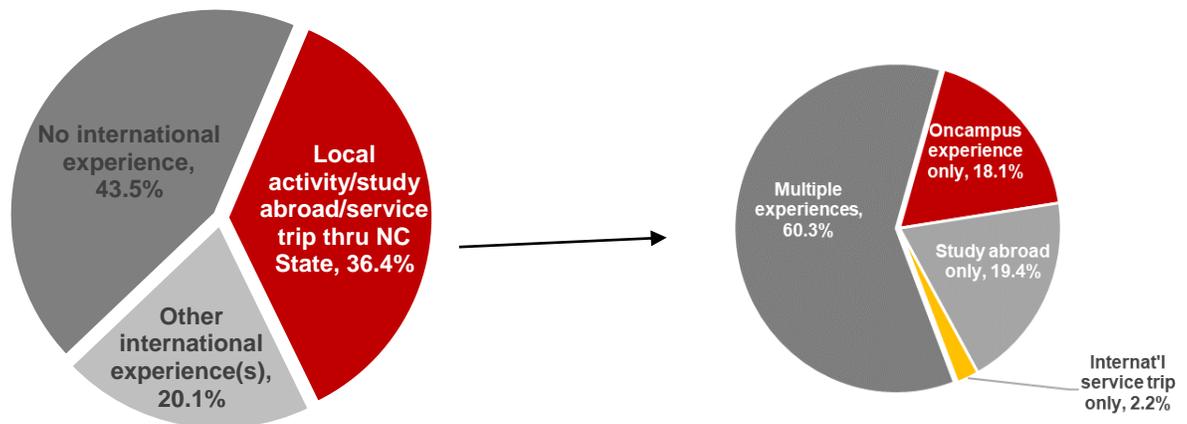
Figure 12: Total Number of Different Reasons for International Travel (from among reasons listed in Table 49 above; N=2,713)



Altogether, over one-third of alumni indicated that they participated in some type of international experience specifically sponsored or organized by NC State (either an on-campus activity or something outside of the United States) (36.4%), with the majority having multiple types of experiences. An additional 20 percent had travelled abroad, but only through a program or experience unrelated to NC State (20.1%). Among those with an international experience through NC State, 18 percent had gotten it solely through participation on an on-campus

international program or activity, while close to 20 percent had only done a study abroad, and two percent only an international service trip. The majority, however, had had more than one type of international experience during their time as an undergraduate at NC State. 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=2,713)



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* (77.9%), and nearly two-thirds said it did “a great deal” to help them *better understand problems and issues facing the world* (63.6%). About 60 percent of these alumni said their international experience did “a great deal” to *positively impact on work attitudes and skills* (57.8%), and just under half believed their international experience did “a great deal” to *improve their problem-solving skills* (46.1%).

Table 50: Impact of NC State International Experience on Various Learning Outcomes

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Helped better appreciate people with diverse perspectives or from different cultures	3.70	77.9%	16.4%	3.8%	1.9%	946
Helped better understand problems and issues facing the world	3.50	63.6%	26.3%	7.2%	3.0%	944
Had positive impact on work attitudes and skills	3.41	57.8%	29.3%	9.0%	3.9%	945
Helped improve problem-solving skills	3.23	46.1%	36.4%	11.9%	5.6%	944

The extent to which alumni feel these learning outcomes were achieved varied somewhat by the type of international experience they had as an undergraduate. Those with only a local experience (i.e. participating in an on-campus international activity) were for the most part least

likely to believe those experience(s) contributed “a great deal” to the various learning outcomes. However, there are few differences in ratings between those with different types of experiences. Some notable findings related to the type of experience and its impact on learning outcomes were that:

- Those who participated in multiple international experiences were most likely to say their experience contributed “a great deal” to all four of the learning outcomes
- Those with only a local experience were more likely to say that experience contributed “a great deal” to helping them *appreciate diverse perspectives and cultures* than to say it contributed to other learning outcomes

Table 51: Impact of NC State International Experience on Improving Problem Solving Skills, by Type of Experience

International experience helped improve problem solving skills	International Experience		
	Local experience only	Study Abroad or service trip only	Multiple experiences
4: A great deal	29.2%	33.1%	51.3%
3: Some	38.5%	41.6%	35.0%
2: A little	14.6%	17.5%	10.2%
1: Not at all	17.7%	7.8%	3.5%
Total (N)	96	154	694

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

Table 52: Impact of NC State International Experience on Work Attitudes/Skills, by Type of Experience

International experience had positive impact on work attitudes/skills	International Experience		
	Local experience only	Study Abroad or service trip only	Multiple experiences
4: A great deal	38.5%	42.9%	63.7%
3: Some	32.3%	37.0%	27.2%
2: A little	13.5%	16.2%	6.8%
1: Not at all	15.6%	3.9%	2.3%
Total (N)	96	154	695

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

Table 53: Impact of NC State International Experience on Understanding World Problems/Issues, by Type of Experience

International experience helped better understand world problems/issues	International Experience		
	Local experience only	Study Abroad or service trip only	Multiple experiences
4: A great deal	36.5%	48.7%	70.6%
3: Some	37.5%	36.4%	22.5%
2: A little	10.4%	11.7%	5.8%
1: Not at all	15.6%	3.3%	1.2%
Total (N)	96	154	694

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

Table 54: Impact of NC State International Experience on Appreciating Diverse Perspectives/Different Cultures, by Type of Experience

International experience helped appreciate diverse perspectives/different cultures	International Experience		
	Local experience only	Study Abroad or service trip only	Multiple experiences
4: A great deal	59.8%	70.3%	82.1%
3: Some	21.7%	20.7%	14.7%
2: A little	6.2%	7.7%	2.6%
1: Not at all	12.4%	1.3%	0.6%
Total (N)	97	155	694

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

Reasons for Non-Participation in International Experiences

Alumni who indicated they had not participated in an NC State organized Study Abroad trip and/or an international service learning trip were asked the reason(s) why they had not done so from a list provided. Over half said "financial constraints" kept them from doing a Study Abroad (54.9%), and over 40 percent said "financial constraints" kept them from participating in an international service trip (42.9%). Almost one-fourth of those not participating in a Study Abroad (23.4%), and over one-third of those not participating in a service-learning trip (36.0%) said their non-participation was due to "not interested in available programs." Between about 20 and 25 percent 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 (25.7% and 20.8%, respectively). Similar numbers of alumni said they did not do so because they "learned about opportunities too late" (19.4% and 18.9%, respectively). A small percentage of alumni indicated that "my own/my family's concern about safety" was a reason for not participating in either type of international experience (6.2% and 4.5%, respectively).

Table 55: Reasons for Not Participating in NC State International Study Abroad and/or Service Learning Trip (among those not participating in the program)

	No Study Abroad	No Service Trip
Not interested in available programs	23.4%	36.0%
Financial constraints	54.2%	42.9%
Participation in domestic or international internship/co-op	9.4%	N/A
Personal, family, or employment obligations	25.7%	20.8%
Learned about opportunities too late	19.4%	18.9%
My own/my family's concerns about safety	6.2%	4.5%
Total (N)	2,100	2,494

Note: Respondents could select more than one response

Work-Related Experiences

Alumni reported having had a number of different work-related experiences while an undergraduate at NC State. Over half of respondents reported that they participated in an internship while an undergraduate (55.2%). Close to 30 percent said that they worked a full- or part-time job not related to their major (29.0%), while about one-in-five said they worked in a full- or part-time job related to their major (20.6%). Other work-related experiences that were commonly reported by alumni included on-campus employment (25.0%), research with faculty (21.8%), and student teaching (11.5%).

Table 56: Work-Related Experiences while an undergraduate at NC State (N=2,713)

	%
Internship	55.2%
Full-time or part-time job not related to major	29.0%
Other on-campus employment	25.0%
Research with faculty	21.8%
Full-time or part-time job related to major	20.6%
Student teaching	11.5%
Practicum	8.2%
Cooperative Education Program	6.2%
Residence advisor	4.1%

Note: Respondents could select more than one response

Participation in Student Organizations

Alumni reported being involved in a variety of different student organizations while they were undergraduate students at NC State. Organizations/clubs with an academic or an athletic focus were popular among alumni, with more than one-third saying they participated in an “organization/club related to their major” (36.7%) and 30 percent reporting that they participated in “intramural recreational sports, club teams” (29.9%). About 15 percent or more of alumni said

that they had participated in a “social fraternity/sorority” (17.7%), an “honor/professional fraternity/sorority” (15.7%), “religious organizations” (15.1%), the “student alumni association” (15.3%), and a “university Scholars Program” (14.5%)

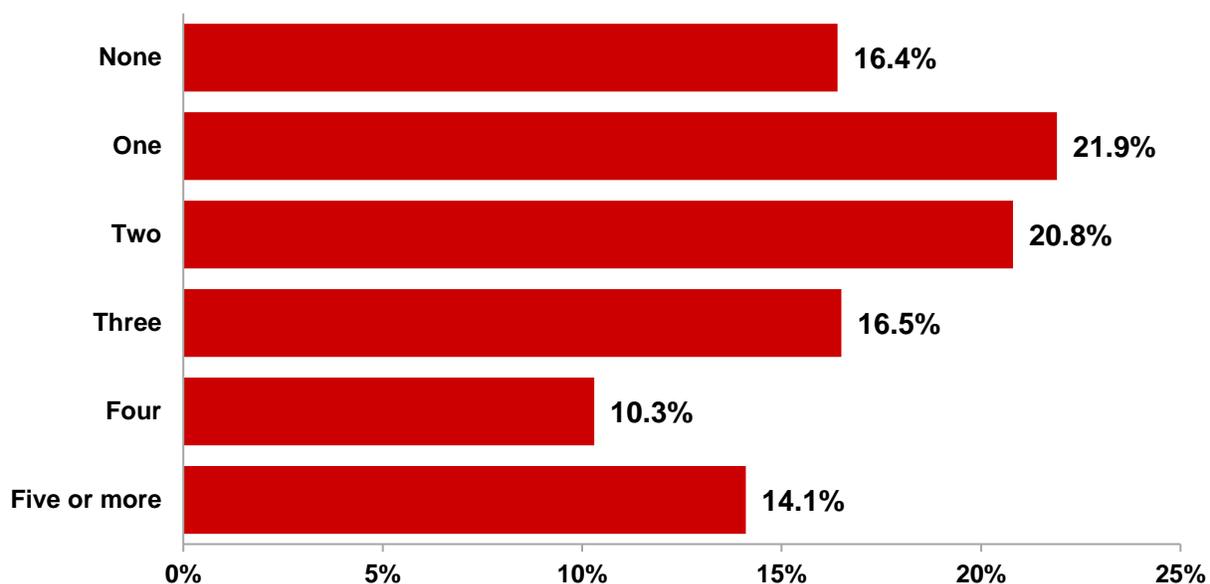
Almost 85 percent of respondents indicated that they had participated in at least one of the different groups/organizations asked about (including “other”), with 14 percent saying they participated in five or more organizations (14.1%).

Table 57: Participation in Student Organizations (N=2,713)

Organization	%
Organization related to your major	36.7%
Intramural/Recreational sports, club teams	29.9%
Social fraternity/sorority	17.7%
Honor/professional fraternity/sorority	15.7%
Student Alumni Association	15.3%
Religious organization	15.1%
University Scholars Program	14.5%
Service organization	11.4%
Other organization	9.1%
Student Ambassador organization	7.1%
University Honors Program	7.0%
Visual/performing arts/music groups	6.5%
Residence Hall Council, IRC	6.3%
Minority student org	6.0%
Academic scholarship program	6.0%
International/cultural organization	5.5%
Environmental/sustainability groups	5.2%
Culturally affiliated group	5.1%
Student Media/Publications	3.7%
CSLEPS	3.5%
Student Government	3.2%
Multicultural Student Affairs org	2.9%
Political/issue organization	2.8%
Varsity athletic teams	1.9%
Union Activities Board organization	1.6%
ROTC	1.2%

Note: Respondents could select more than one response

Figure 14: Total Number of Different Types of Student Organizations Participated In (N=2,713)



Leadership Positions

When asked if they held a leadership role in any of the clubs/organizations asked about, nearly half of alumni respondents (48.6%) reported holding a “significant leadership role.”

Table 58: Leadership Role in Student Groups (among those participating in at least one organization) (N=2,268)

	%
Yes – held significant leadership role	48.6%
No – did not	51.4%

Alumni who had a leadership role in a student organization while an undergraduate at NC State were more likely than those without such an experience to believe NC State contributed “very much” to their development of the skill of *effectively leading/guiding others* (46.0% vs 26.8%).

Table 59: NC State Contribution to Leadership Skills by Having had a Leadership Role in a Student Group (among those participating in at least one organization)

Leadership role in school-related organization(s)	NC State Contributed to Development: Effectively leading/guiding others				Total (N)
	4: Very much	3: Somewhat	2: Very little	1: Not at all	
Yes	46.0%	38.4%	13.7%	2.0%	1,001
No	26.8%	45.7%	23.0%	4.6%	919

Current Behaviors

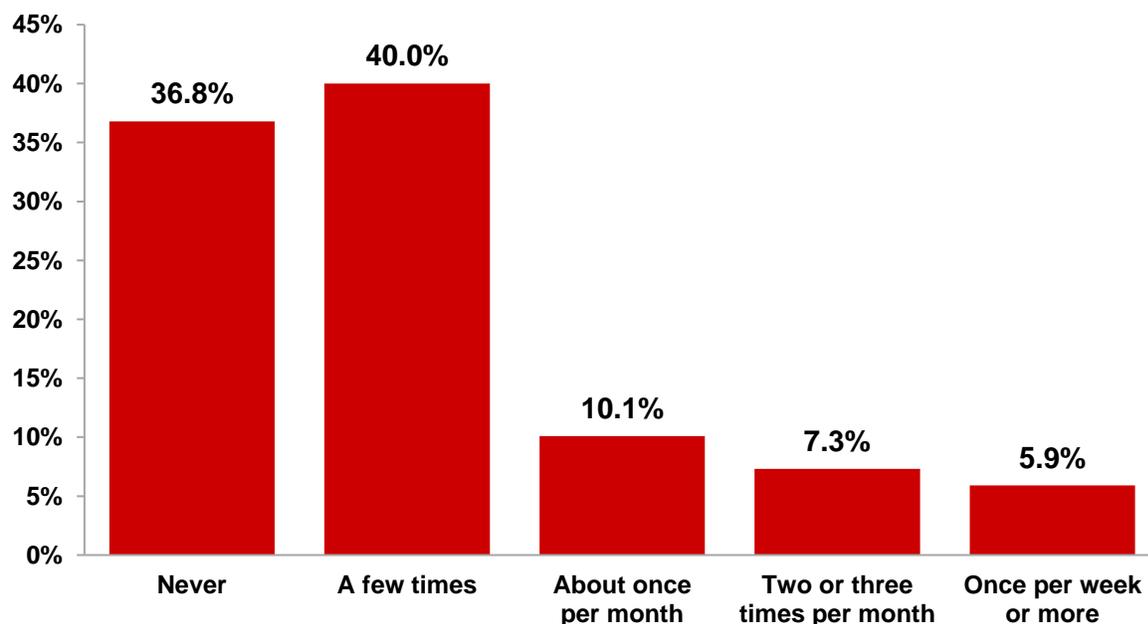
Alumni were asked about their current behaviors with respect to community service, physical exercise, participation in the arts, keeping up with current events, and leisure reading. In this section of the report, these results are presented along with the extent to which NC State might have contributed to such behaviors. As a reminder, the survey was administered between January and March of 2021, when the COVID-19 pandemic had been curtailing much activity outside the home for the past year. As such, participation in certain activities asked about on the survey was very likely lower than under normal circumstances.

Overall, over 80 percent of alumni said they exercise at least once per week (81.7%). One-fourth reported that over the past year they volunteered their time about once per month or more (23.3%). Just ten percent, however, said they typically attend an arts/cultural event about once per month or more (12.7%). 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

One-fourth of alumni said they volunteer for a non-profit, charity, or community group once per month or more (23.2%), with six percent saying they do so at least once per week (5.9%). More than one-third, however, said they “never” participated in such volunteer activities in the past year (36.8%).

Figure 15: Current Frequency of Volunteering for Non-Profit/Charity/Community Group in the Past Year (N=2,438)



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, almost three-fourths of those who said NC State contributed “very much” to their development of such skills said they currently volunteer at least occasionally (72.0%), compared to about half of those who said NC State contributed “very little” or “not at all.”

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

Contrib. to Development: Being involved in public and community affairs	Volunteered for non-profit/charity/community group			
	Never	A few times	About once per month or more	Total (N)
4: Very much	28.0%	42.3%	29.7%	619
3: Somewhat	35.8%	42.7%	21.5%	893
2: Very little	45.2%	38.0%	16.9%	498
1: Not at all	53.9%	25.1%	20.9%	191

Current volunteer activities are also associated with participation in community service/service learning projects while at NC State and the extent to which alumni think such experiences impact their commitment to helping to improve society. About 80 percent of those who “agree” that participation in a *community/service learning project impacted their commitment to helping to improve society* currently volunteer at least occasionally, compared to about half or less of those who disagree or who did not have such an experience.

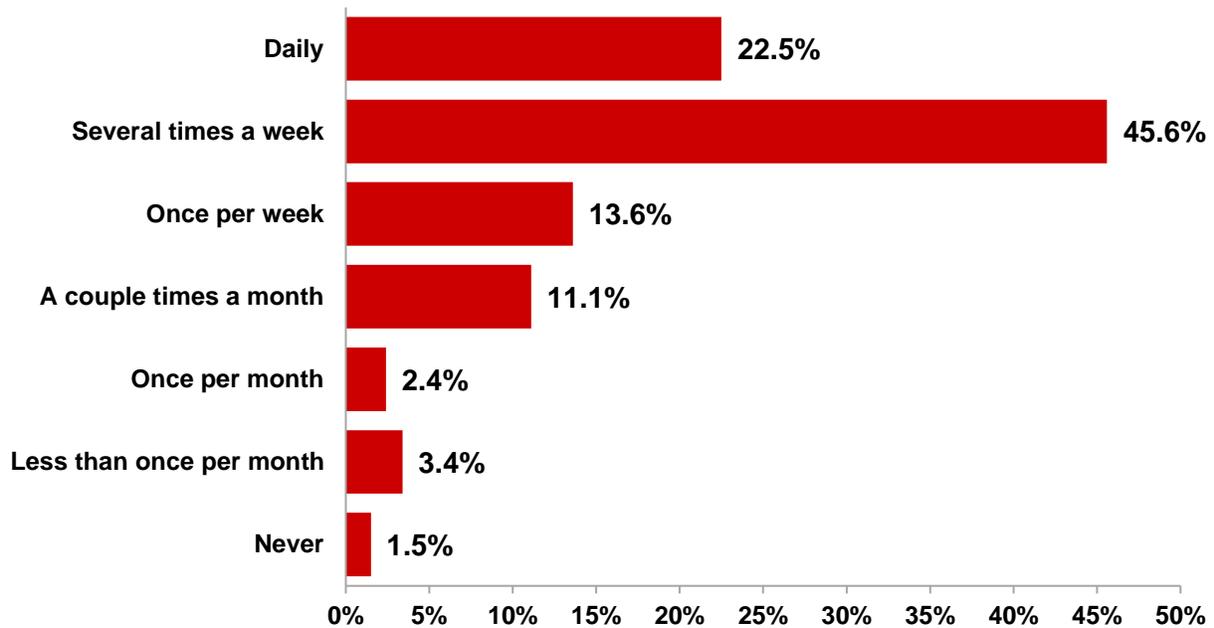
Table 61: Current Volunteer Behaviors by Impact of Participation in Community Service/Service Learning Project as an Undergraduate

Community service/service learning project has had impact on my commitment in helping to improve society	Volunteered for non-profit/charity/community group			
	Never	A few times	About once per month or more	Total (N)
5: Agree	20.8%	44.3%	34.9%	720
4: Tend to agree	30.4%	46.2%	23.4%	589
3: Neither agree nor disagree	41.5%	38.9%	19.6%	347
2: Tend to disagree	53.0%	31.8%	15.2%	66
1: Disagree	46.1%	36.4%	14.6%	55
Not applicable (i.e., did not have experience)	55.5%	31.1%	13.4%	640

Physical Exercise in the Past Year

The large majority of alumni indicated they currently engage in physical exercise at least once per week (81.7%), with more than one-in-five saying they exercise on a daily basis (22.5%).

Figure 16: Current Frequency of Physical Exercise (N=2,432)



Those who believe NC State contributed “very much” to their development of *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,

Contrib. to Development: Developing and sustaining an active and healthy lifestyle	Frequency of physical exercise				Total (N)
	Once per month or less	2- 4 times a month	Several times a week	Daily	
4: Very much	3.3%	17.0%	48.5%	31.2%	689
3: Somewhat	6.9%	27.1%	47.8%	18.2%	845
2: Very little	8.7%	31.1%	43.4%	16.7%	472
1: Not at all	12.8%	25.0%	40.4%	21.8%	188

Table 63: Current Physical Exercise Behaviors by Perceptions of the Influence of Physical Education Courses of Exercise/Health Habits

Physical education course(s) had a positive influence on my current exercise/health habits	Frequency of physical exercise				
	Once per month or less	2 - 4 times a month	Several times a week	Daily	Total (N)
5: Agree	4.0%	18.1%	47.7%	30.2%	745
4: Tend to agree	5.0%	23.3%	51.7%	19.9%	557
3: Neither agree nor disagree	8.6%	30.9%	41.1%	19.4%	521
2: Tend to disagree	9.5%	33.2%	39.5%	17.9%	190
1: Disagree	12.5%	30.0%	42.5%	15.0%	240
Not applicable	15.7%	21.4%	42.1%	20.8%	159

Participation in the Arts in the Past Year

Again, the survey was administered during a time when the COVID-19 pandemic seriously limited the opportunity to attend or participate in most activities, including the arts. As such, is it not surprising that a large number of respondents said they had “never” attended an arts or cultural event in the past year (41.1%) and another 56 percent said they had done so only “a few times” (45.9%). Alumni who believe that NC State contributed “very much” to the development of an appreciation for the arts, however, were more likely than others to have ever attended an arts or cultural event within the past year.

Figure 17: Frequency of Attending Arts/Cultural Event (N=2,436)

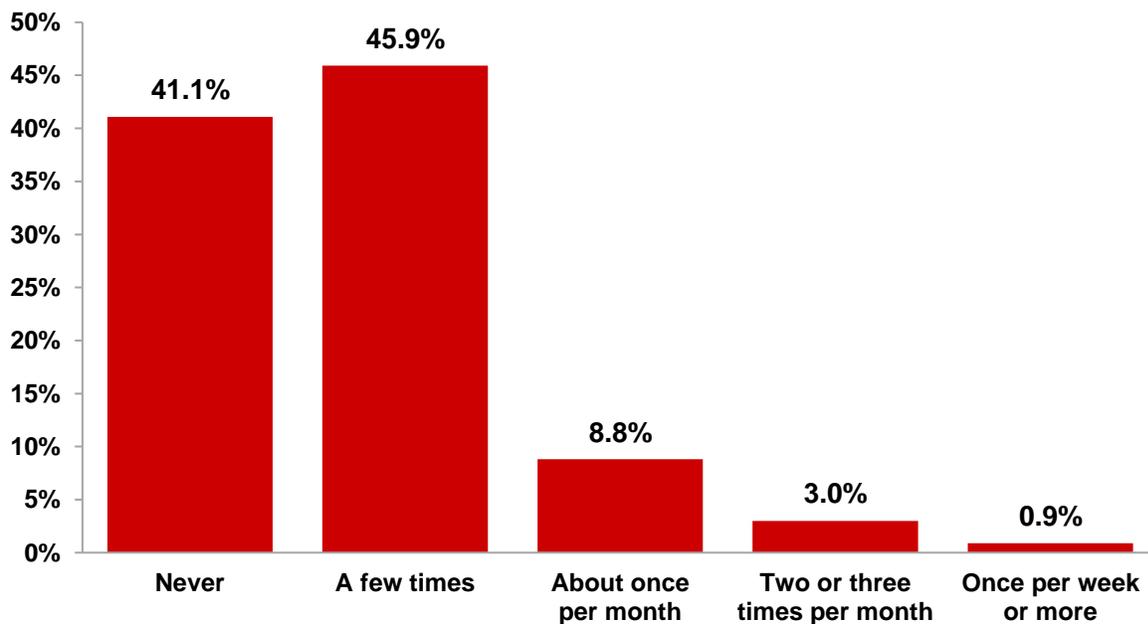


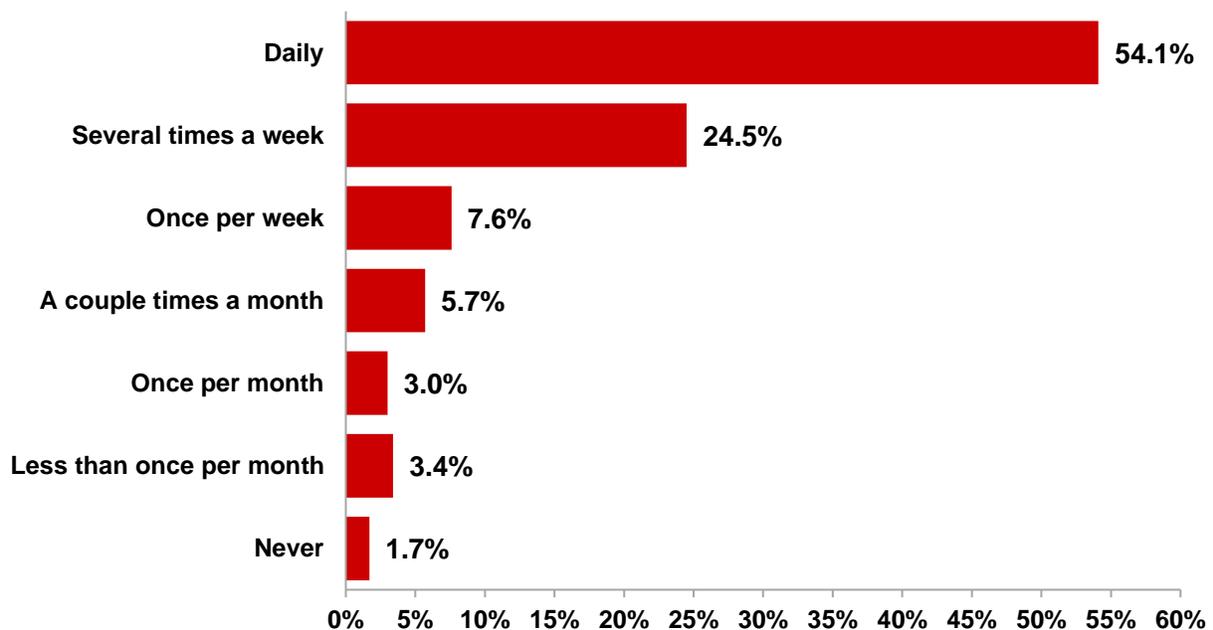
Table 64: Current Frequency of Attending Arts Events by perception of NC State’s Contribution to their Development of an appreciation for the arts

NC State Contrib. to Development: Appreciating the arts	Current Frequency of Attending Arts/Cultural Events			
	Never	A few times	About once per month or more	N
Very much	31.7%	51.0%	17.3%	508
Somewhat	38.3%	49.2%	12.5%	783
Very little	46.5%	44.3%	9.1%	591
Not at all	57.7%	34.1%	8.2%	317

Current Events

Over half of alumni said they keep up with current events in the news “daily” (54.1%) and another one-fourth do so “several times a week” (24.5%).

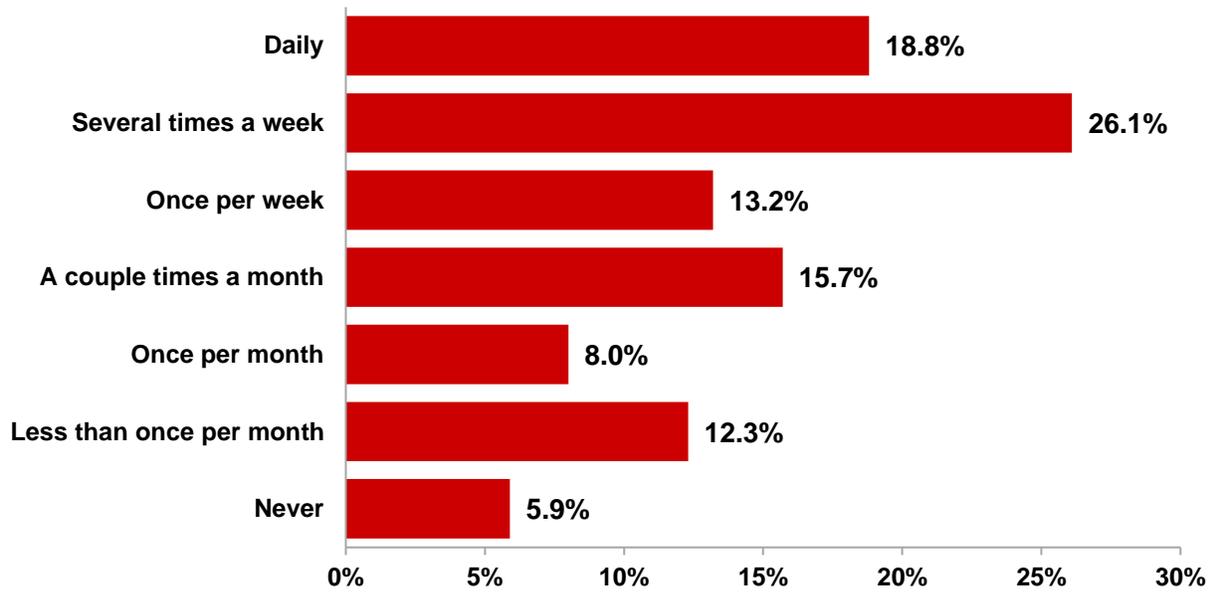
Figure 18: Frequency of Keeping Up with Current Events in the News (N=2,437)



Leisure Reading

Alumni are less likely to read for leisure, with just under 20 percent saying they do so “daily” (18.8%) while one-fourth do so “several times a week” (26.1%). 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=2,436)



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