

Results from the 2013 Undergraduate Alumni Survey

Karen Gil, Dean and Distinguished Professor, College of Arts & Sciences

Lynn Williford, Assistant Provost, Institutional Research & Assessment



Photo credit: Sam Kittner '85

Presented to the Board of Trustees
University Affairs Committee
September 25, 2013



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

21st Century Vision Committee: Undergraduate Education

Board of Trustees, 2012-13

Co-Chairs: Trustee Alston Gardner and Dean Karen Gil

Recommendations:

1. Create Transformative Learning Opportunities
2. Incorporate Best Techniques & Technologies in Re-Engineered Courses
3. Guide Students' Transition to Next Steps
4. Streamline and Support Pathways to Degree Attainment
5. Survey Alumni and Incorporate Results into Assessment and Planning



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Goals of the Alumni Survey

- **Status of Graduates Five and Ten Years Out**
 - Employment and Graduate/Professional Education
- **Curriculum Learning Outcomes -- Career Relevance of:**
 - Specific Abilities and Skills Acquired
 - In- and Out-of-Class Learning Experiences
- **Overall Satisfaction with Undergraduate Experience**
- **Suggestions for Strengthening the Undergraduate Experience and Career Preparation**

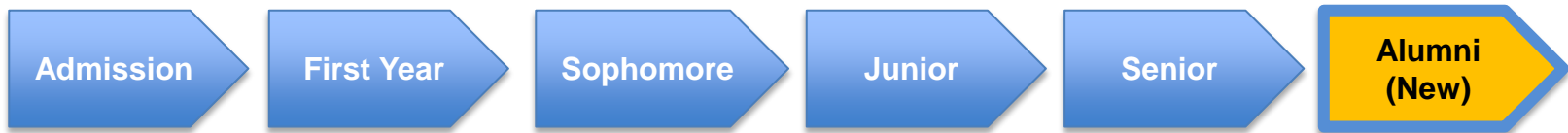


THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Assessments Throughout the Student Life Cycle

- Carolina students are surveyed on a rotating basis to evaluate the undergraduate experience at each major milestone:



- Feedback captured on academic engagement, perceptions of the campus environment, learning outcomes, out-of-class activities, aspirations, etc.
- Results used to assess the undergraduate curriculum and the effectiveness of support services
- Special surveys on topics such as diversity, community engagement, reasons for leaving without graduating, transfer student issues, etc.



Time Periods Captured By the 2013 Alumni Survey

1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Graduated 10 Years Ago Class of 2002-03					Graduated 5 Years Ago Class of 2007-08								
Pre-2006 General Education Curriculum "Perspectives"							2006 General Education Curriculum "Making Connections"						



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Survey Development and Administration

- Online survey instrument created by working group:
 - Alston Gardner, Board of Trustees
 - Doug Dibbert, General Alumni Association
 - Rachel Myrick, Student Body Vice President and Rhodes Scholar
 - Lynn Williford, Institutional Research & Assessment
- Responses = 1,173 Estimated response rate 20%
- Respondent characteristics very similar to population
- Results most likely represent feedback from the most engaged and involved alumni



Status of Graduates Five and Ten Years After Graduation

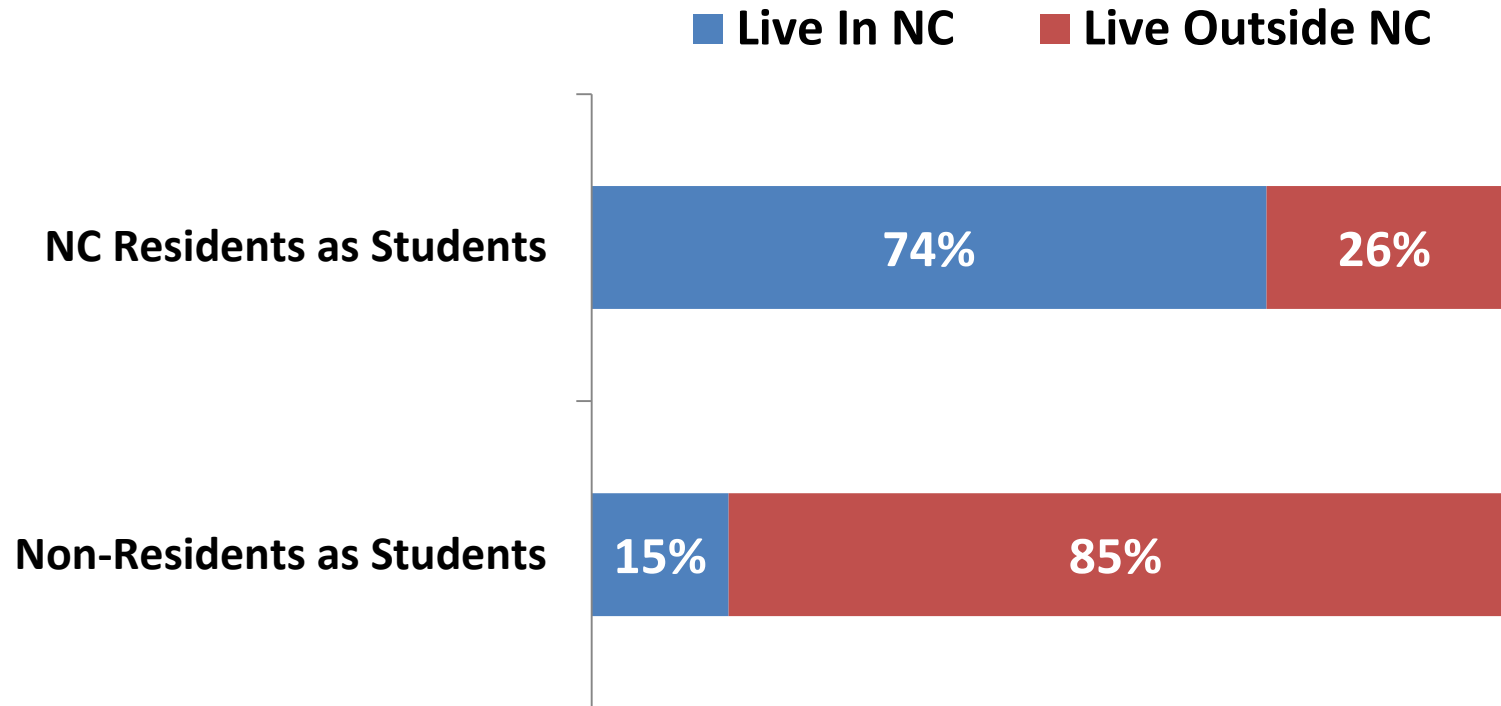


THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Where Are They Now?

Combined 2002-03 and 2007-08 Graduating Classes



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Primary Status at Time of Survey

	Years Since Graduation	
	Five Years	Ten Years
Employed full-time	69%	84%
Employed part-time	2%	4%
Enrolled in school	21%	3%
Not employed, seeking employment	3%	2%
Other	5%	7%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Employment Fields Reported

Business	29%
Education	17%
Medicine/health	17%
Law	9%
Technology	5%
Research, science	5%
Artistic, creative	5%
Government/military	4%
Non-Profit	3%
Communications	3%
Other helping professions	3%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

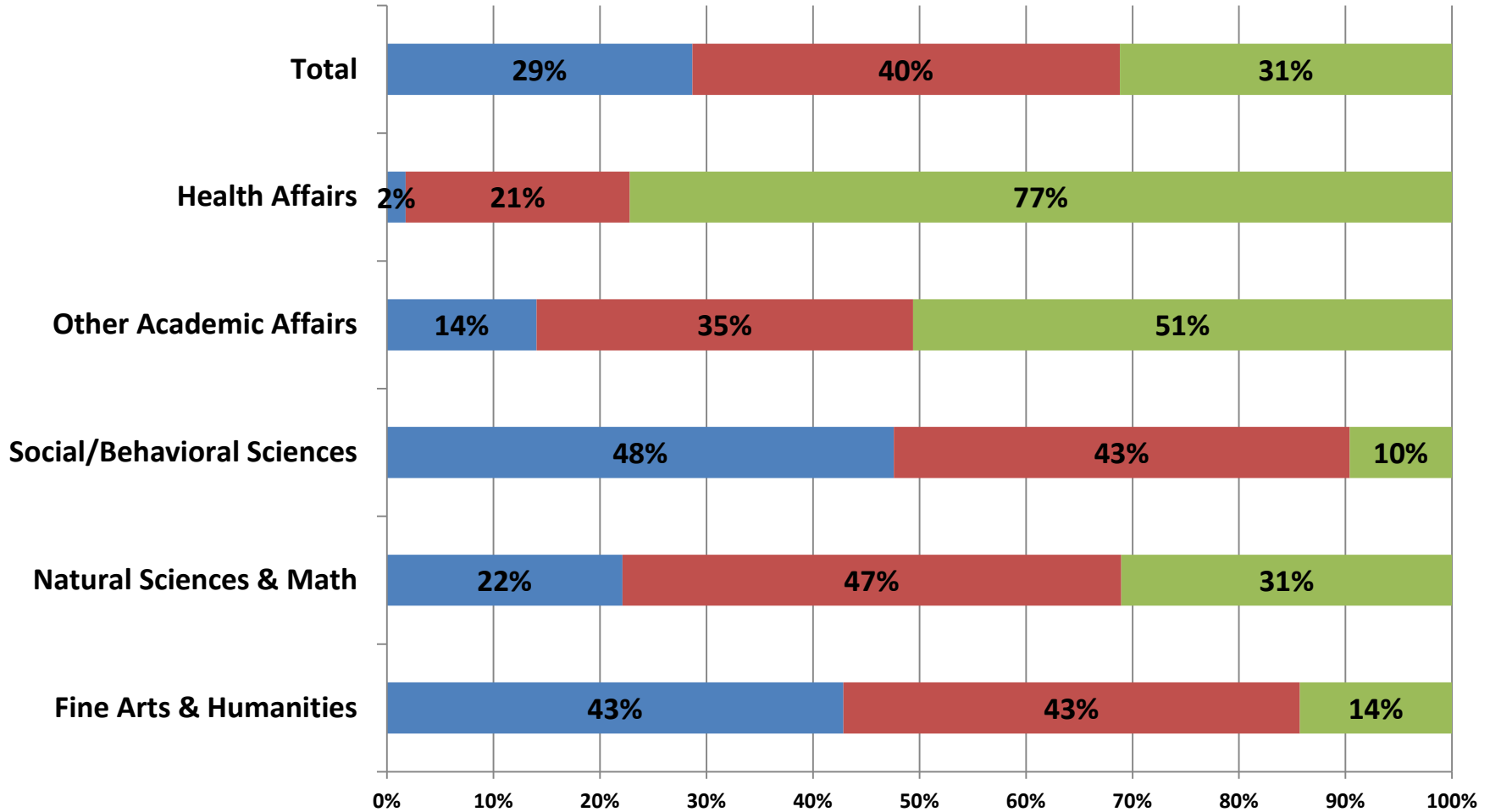


Relationship of Career to Major

■ In a field unrelated to my major

■ In a related field

■ In the same field

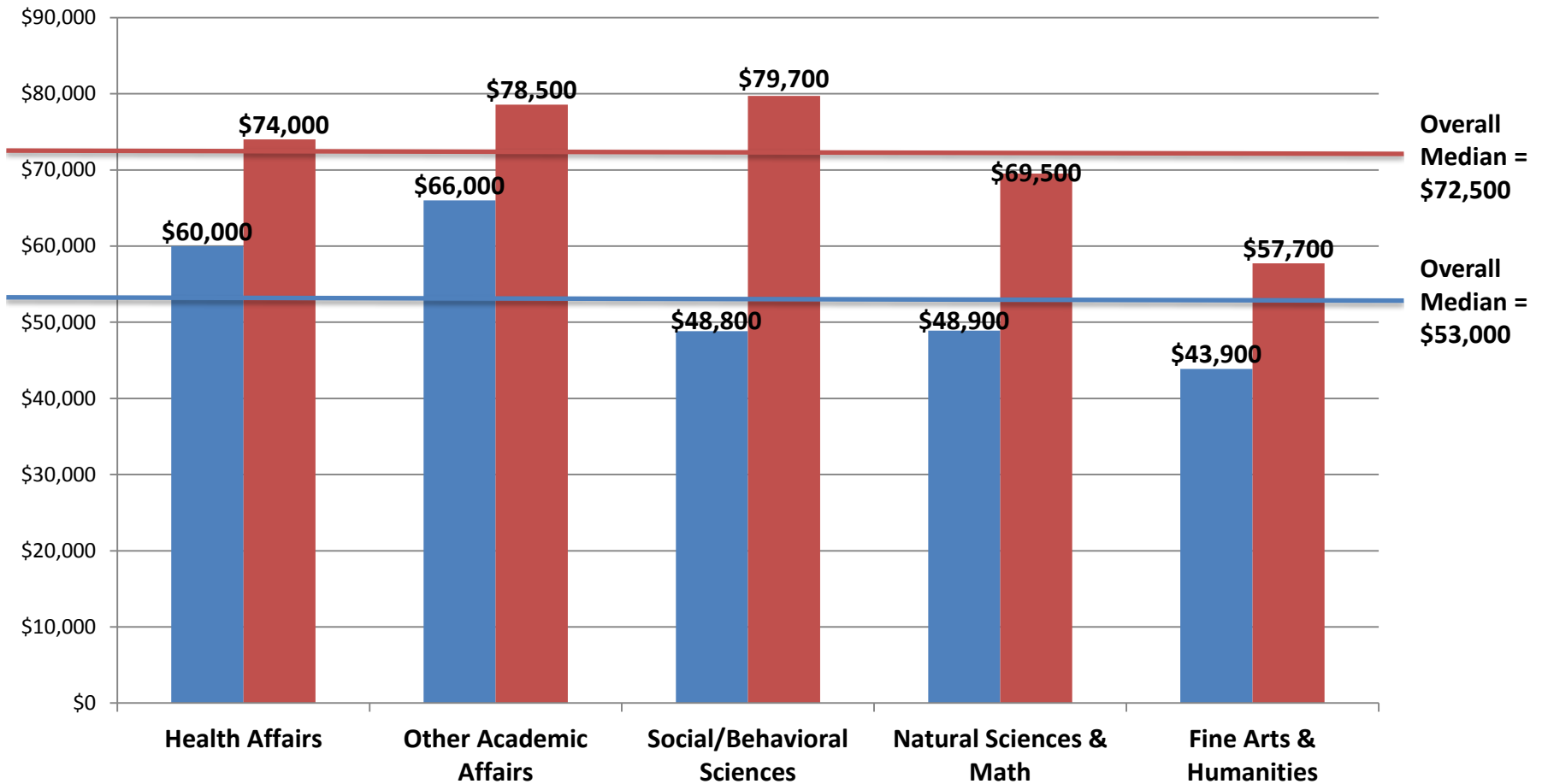


THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Median Annual Salary by Major

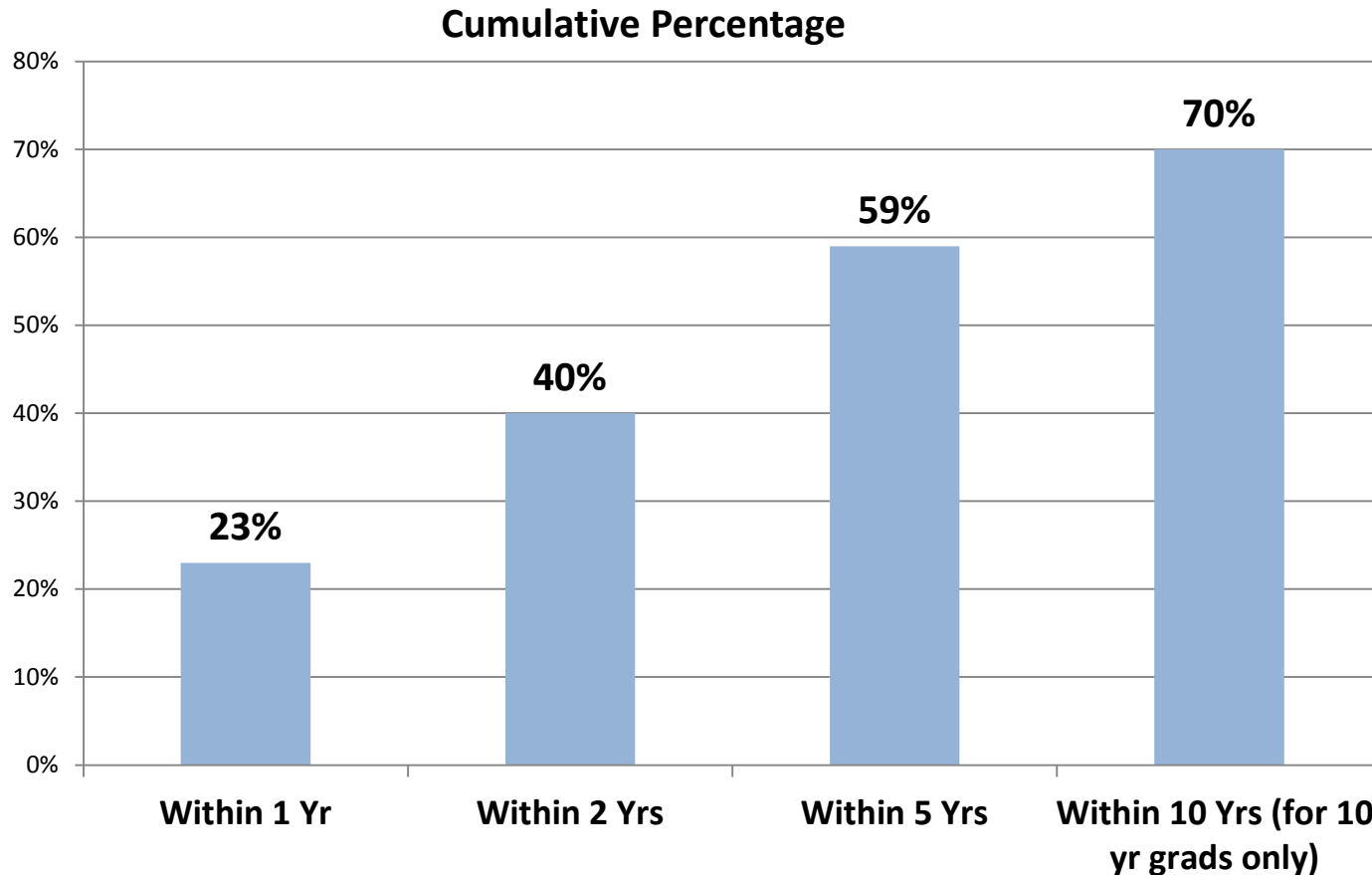
■ 5 Years ■ 10 Years



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Began Graduate/Professional Studies After Receiving Bachelor's Degree



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



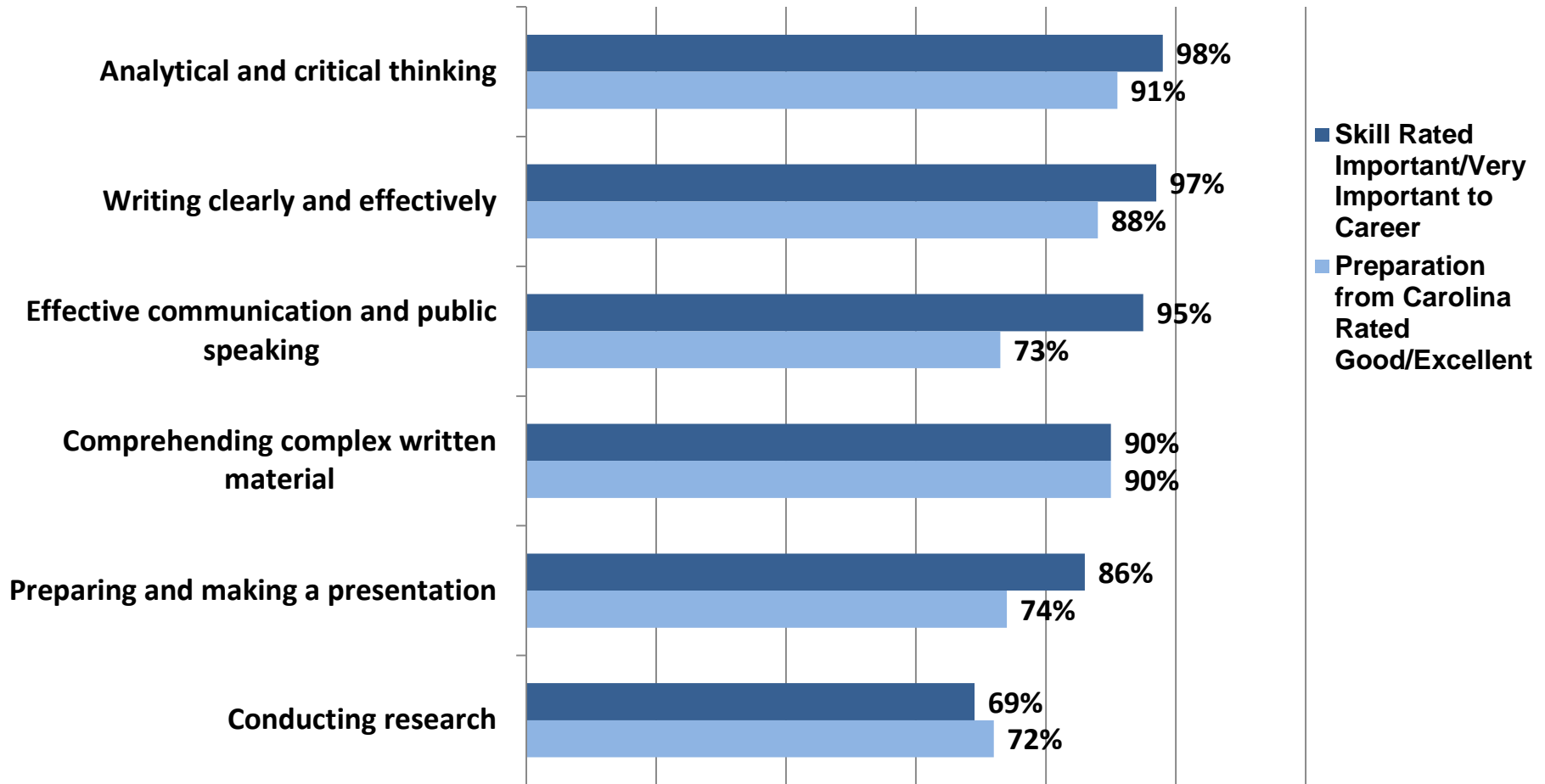
Curriculum Objectives and Outcomes



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



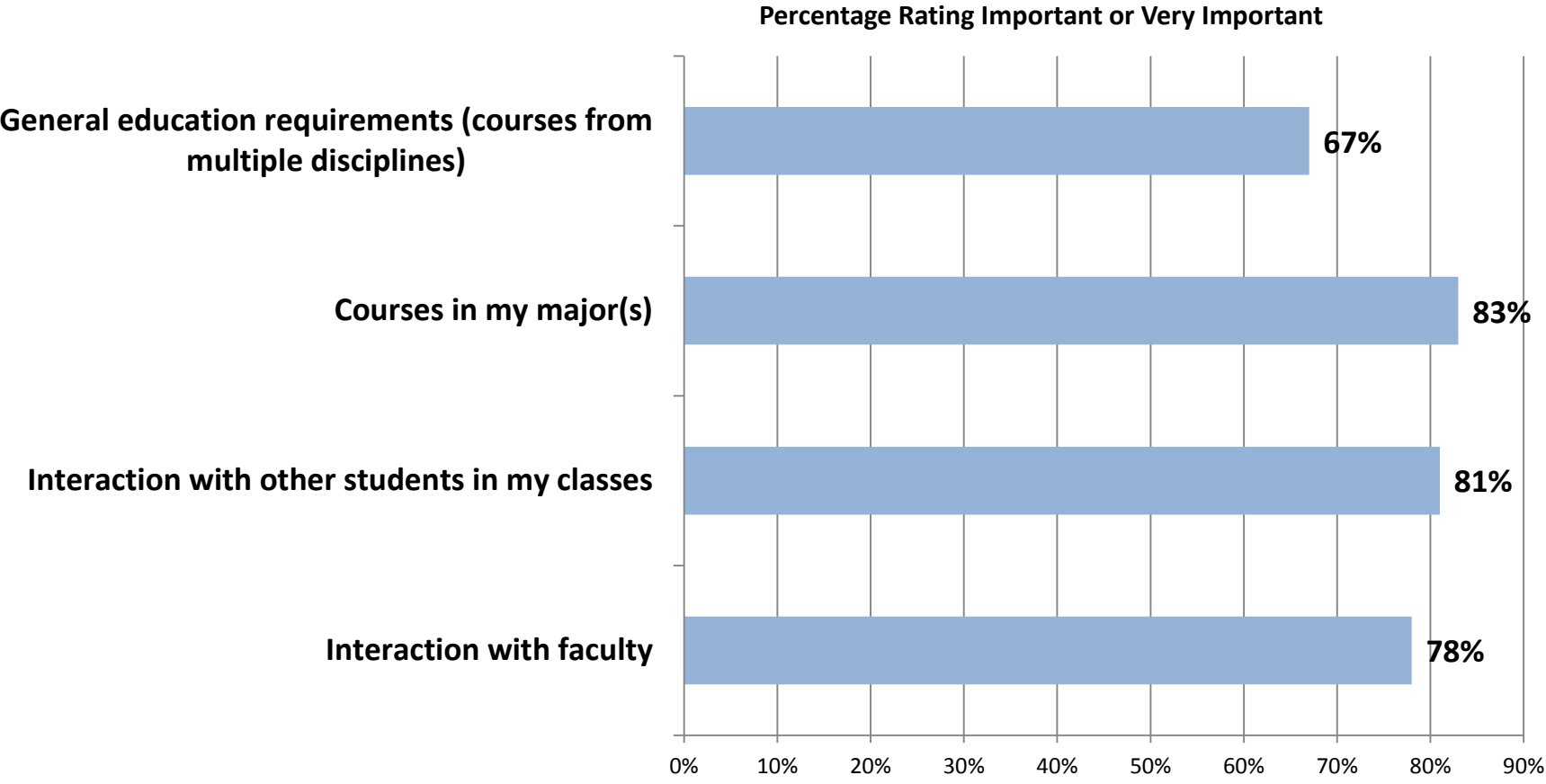
Curriculum Learning Outcomes: Alumni Ratings of Importance to Career and the Quality of Preparation at Carolina



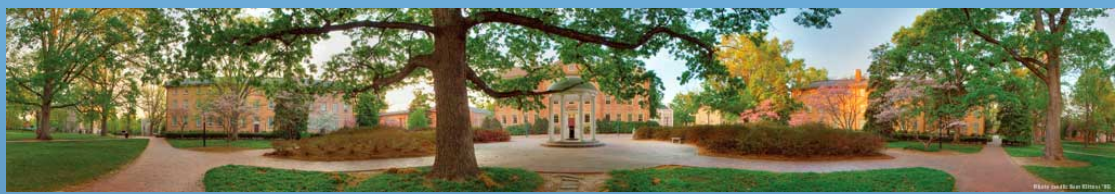
THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



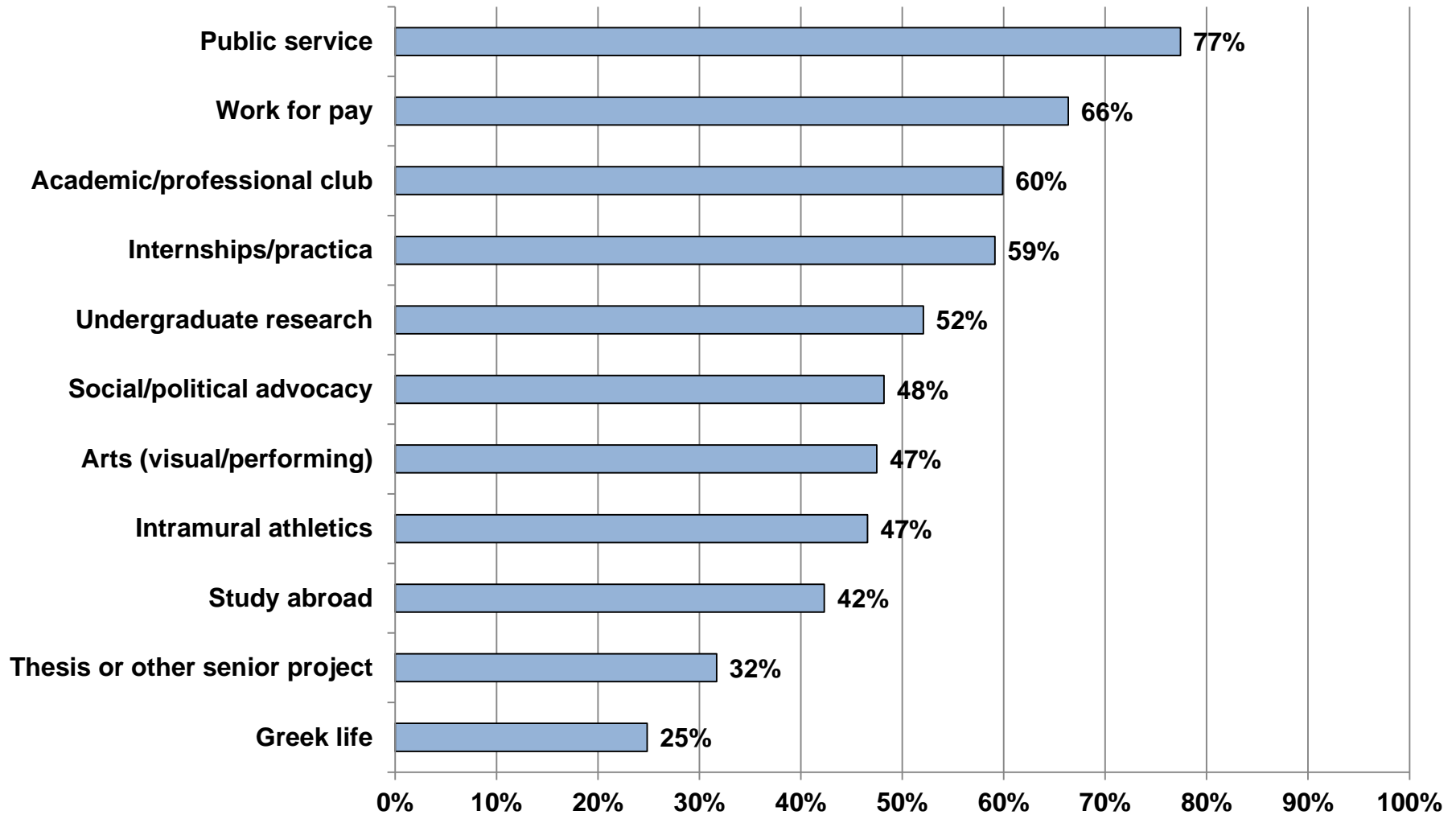
Value of Course-Related Experiences to Career



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Participation in Activities



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Activities Participants Rated as Important for Their Careers

	Participated	Rated as Important/ Very Important to Career
Internships/practica	59%	83%
Study abroad	42%	77%
Thesis or other senior project	32%	71%
Undergraduate research	52%	71%
Work for pay	66%	65%
Public service	77%	62%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



“If I could do it over again, I would...”

Participate in Study Abroad this time	62%
Work more with faculty on research/independent study	50%
Do an internship in my major(s) this time	46%
Take greater advantage of leadership opportunities	40%
Select different major(s)	33%
Take a more specialized course of study	26%
Take a broader range of courses	23%
I would not change much of anything	17%

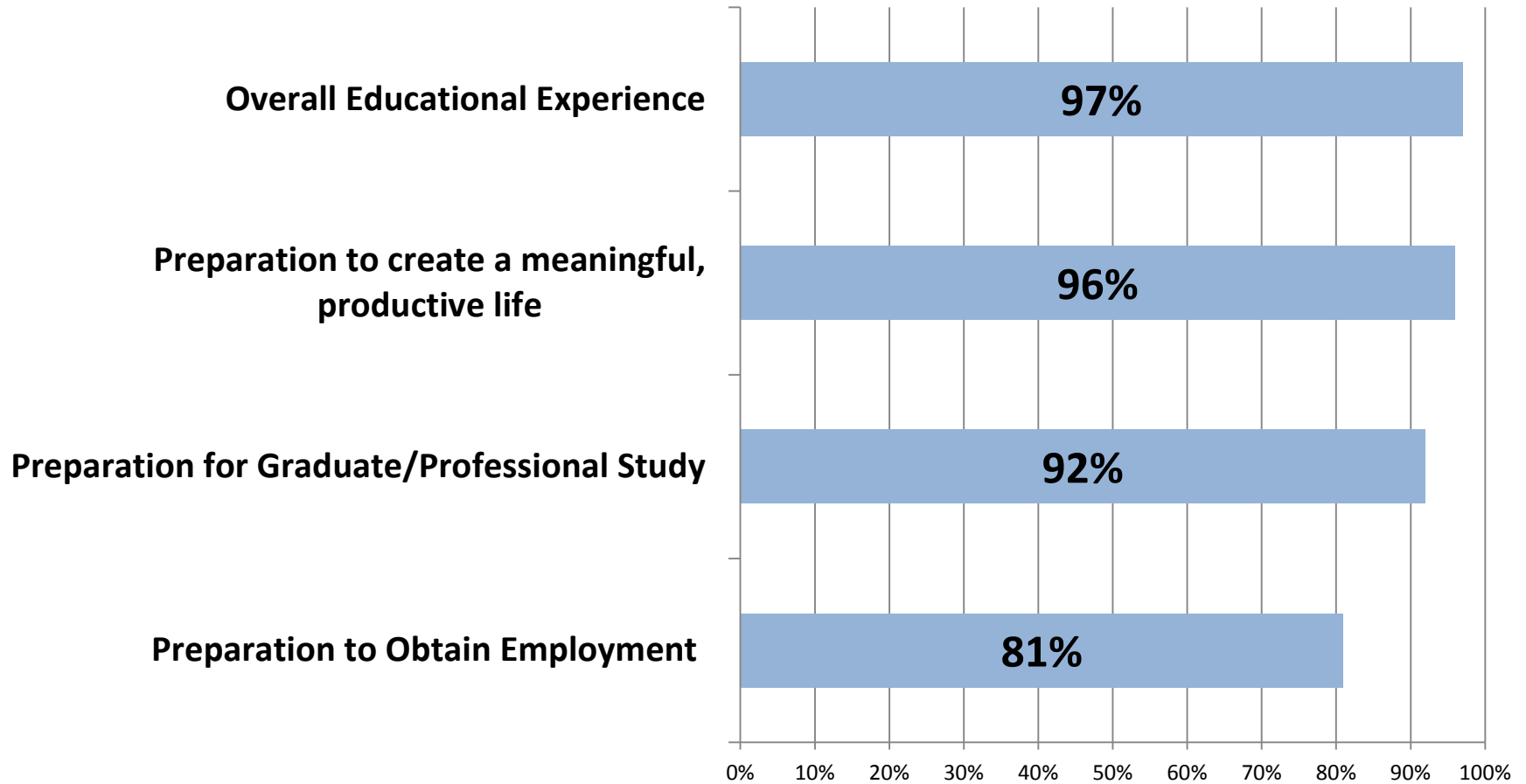


THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Overall Satisfaction

Percentage Rating Satisfied or Very Satisfied



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Alumni Suggestions for Strengthening Undergraduate Education and Career Preparation



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Alumni Suggestions for Strengthening Undergraduate Education and Career Preparation

- Integrate career advising with academic advising, particularly for liberal arts majors
- Provide/require more internships, research opportunities, other “real world” experiences as part of the curriculum.
- Help students find and take advantage of the many resources that already exist at Carolina to connect learning inside and outside the classroom.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Suggestions, continued

- Ensure that course requirements for majors include opportunities to acquire essential job skills:
 - Data collection and analysis for decision-making
 - Public speaking
 - Business communications, written and oral
 - Foreign languages, for certain occupations
 - Emotional intelligence
- Provide training in “life skills” to prepare students to:
 - Manage personal finances
 - Balance career and personal life

