



**University of North Carolina
Alumni Survey:
University of North Carolina at
Pembroke Report**

Submitted to:

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1. Introduction

As part of the University of North Carolina's (UNC) five year strategic plan a comprehensive assessment of the impact, benefit, and quality of an University of North Carolina at Pembroke (hereafter "UNC Pembroke") education was required. One component of this assessment was a standardized alumni survey to be administered to graduates from UNC Pembroke and the other 15 UNC 4-year institutions. The following report details the efforts of Abt SRBI and the UNC System to survey a representative sample of UNC Pembroke alumni across four specific graduating cohorts. The survey was administered via the internet between July 9 and August 8, 2014. A total of 208 surveys were completed from a representative sample of 1,965 UNC Pembroke alumni. Across the entire UNC system, a total of 6,405 surveys were completed from a representative sample of 50,000 alumni. The survey questions focused on alumni's perceptions of educational value, educational quality, employment options and preparedness, career mobility, and civic and community contributions. The survey responses and subsequent analysis will help UNC Pembroke and UNC respond to student needs, address policymaker questions, and make the University and state stronger.

1.1 Outline of Report

Chapter 2 of this report begins by outlining alumni satisfaction with their undergraduate or graduate school experience at UNC Pembroke. Alumni on the whole rated their experience at UNC Pembroke highly.

Chapter 3 focuses on attending graduate school, devoting most of its attention to whether Baccalaureate alumni attended graduate school and received a graduate degree and the factors associated with these outcomes. Baccalaureate alumni self-assessments of readiness of graduate school are also shown. The degree to which master's degree alumni went on to receive a Ph.D. is also examined.

Chapter 4 examines the careers of UNC Pembroke alumni. It begins with an examination of alumni self-assessments of career readiness. Current participation in employment and other activities is then examined. We then focus on the types of organizations for which alumni work, the industry in which alumni work, and alumni occupations, with attention to the changes in the industries which alumni work and their occupations. The salaries of the first permanent full-time job after graduation of alumni are then examined. Alumni wages are presented next. Finally, we briefly describe whether alumni work in North Carolina, elsewhere in the United States, or overseas.

Chapter 5 looks at other outcomes of alumni beside careers. Baccalaureate alumni self-assessments of how their higher education prepared them for life outside college are considered first. Alumni gave their colleges good ratings for preparing them for life outside of college. Alumni self-assessments of well-being and factors associated with well-being are then covered; alumni reported relatively high levels of well-being and moderate levels of civic engagement. The chapter concludes with analyses of civic engagement.

Chapter 6 reviews questions asked of Baccalaureate alumni with respect to the reasons they chose to pursue higher education.

Chapter 7 examines several aspects of the experiences of Baccalaureate alumni at UNC Pembroke universities, focusing on the relationships with professors and engagement with extracurricular activities and organizations while at college. Most alumni reported that they had at least one professor who made them excited to learn and that they had professors who cared for them as people.

Chapter 8 contains the final analyses of this report, focusing on paying for college and graduate school. It contains data on how much alumni reported borrowing to pay for their educations at UNC Pembroke and the sources of funding used by higher degree alumni.

Chapter 9 concludes this report.

As noted, the UNC Pembroke sample size is substantially smaller when compared to the overall sample size across all 16 UNC institutions surveyed. Unlike the overall UNC system report, no significance testing takes place within this campus level report.

1.2 Methods

To conduct this study of graduates from UNC Pembroke we used proven techniques based on our extensive experience in conducting alumni research. The target population for this study was alumni from the graduating cohorts of 2012-2013, 2008-2009, 2003-2004, and 1993-1994. Survey questions were designed to gather information on alumni's perceptions of educational value, educational quality, employment, career mobility, and civic wellness. This study was designed to maximize sample size and analytical power. The survey was administered via the web only. Using a single mode of data collection, no mail or telephone surveys were conducted, reduces mode effects.

Using the census data file provided by UNC-GA of 3,215 UNC Pembroke alumni, a representative sample of 1,965 alumni was selected. The census data file was processed through a database update service to gather current contact information including mailing address, e-mail address, and phone numbers prior to sample selection. This was done by Alumni Finder. Regardless of whether or not updated contact information was received, each alumnus in the selected sample was invited to participate and complete the self-administered web survey. This is in adherence to the American Association of Public Opinion Research (AAPOR) guidelines for determining eligible study populations. When there was no updated contact information available we relied on the best address (mail or e-mail) that UNC-GA had on file for the selected alumni. The selected sample was stratified by degree type (undergraduate/graduate), cohort, institution, and Pell grant recipient, subpopulations of interest to UNC-GA.

Invitation letters were printed on UNC Pembroke letterhead, contained the Web survey's URL, and a unique respondent ID. In addition to the initial invitation letter, a reminder invitation was mailed and e-mailed to selected alumni who had not yet completed the survey two weeks after the initial invitation. Two weeks after the reminder letter was sent, a final e-mail reminder was sent to those alumni who had not yet completed the survey. In order to boost response rates, we used a sweepstakes for alumni who completed the survey. To prevent any respondent from introducing bias into the data collection and increasing their odds of winning the sweepstakes unique respondent IDs were used to track completions and prevent multiple completions of the survey. The sweepstakes winners received one of three

iPads. Information on the sweepstakes was posted on the Web survey URL. The unique respondent ID also allowed us to track how respondents entered the survey. Utilizing this approach, we achieved a 10% response rate yielding 208 completed surveys, matching our proposed goal of a 10% response rate.

2. Alumni Satisfaction

UNC Pembroke alumni were asked a number of questions regarding their education at UNC Pembroke that speak to their satisfaction with their education. This chapter focuses first on alumni ratings of UNC Pembroke, followed by self-assessments of the quality of the education they received at UNC Pembroke, whether they would recommend UNC Pembroke and other North Carolina public universities to friends or family, and finally whether they would attend their *alma mater* again, if given choice. In each case, factors associated with variation in these ratings are discussed. Alumni rated UNC Pembroke highly and were likely to recommend their *alma mater* to their friends and family.

In the figures below and throughout this report, we present the results for UNC Pembroke together with those of all alumni from UNC schools with the same Carnegie classification (Master's – Large & Medium),¹ and all UNC alumni surveyed.²

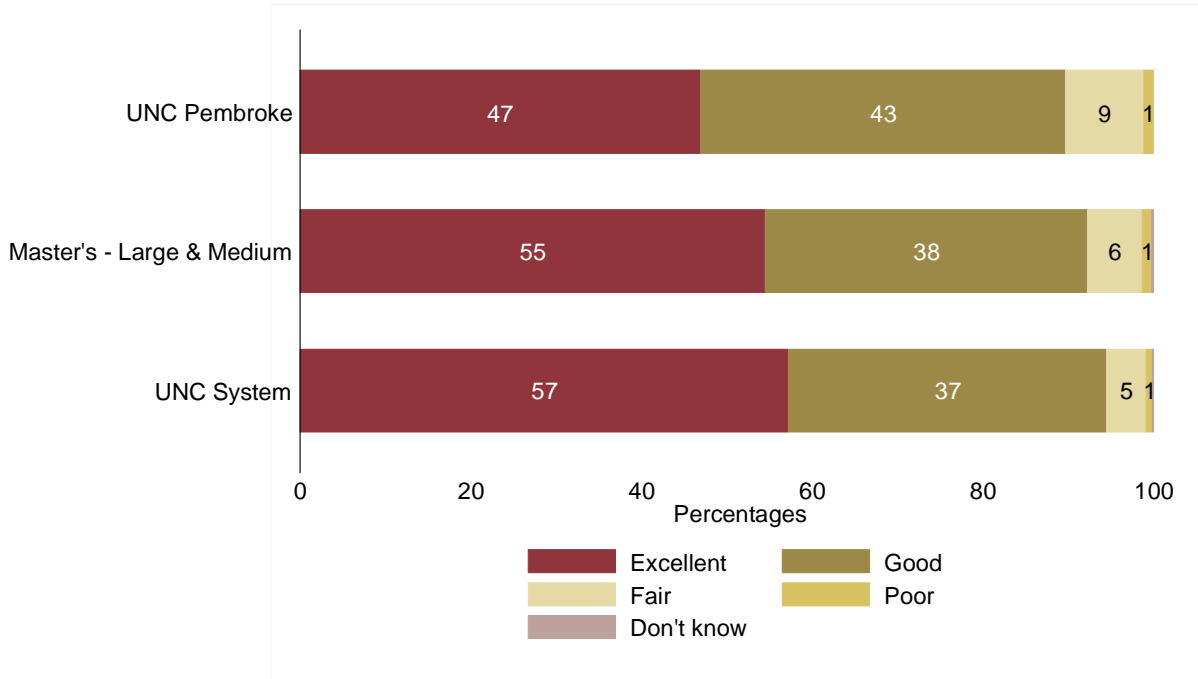
¹ These are UNC schools classified as Master's – Large & Medium institutions under the Carnegie classification system. Master's – Large & Medium schools consist of UNC Pembroke State University, Fayetteville State University, North Carolina Central University, UNC-Pembroke, UNC-Wilmington, Western Carolina University, and Winston-Salem State University. Results for Master's – Large & Medium institutions include UNC Pembroke alumni. Carnegie classifications were developed by the Carnegie Commission for Higher Education and have been carried on by the Carnegie Foundation for the Advancement of Teaching (<http://classifications.carnegiefoundation.org/>).

² Results for all alumni include UNC Pembroke alumni.

2.1 Ratings of School Attended

Alumni were positive in their ratings of UNC Pembroke, with 47% describing the school as “excellent” and 43% as “good” (Figure 1).

Figure 1. Rating of School Attended

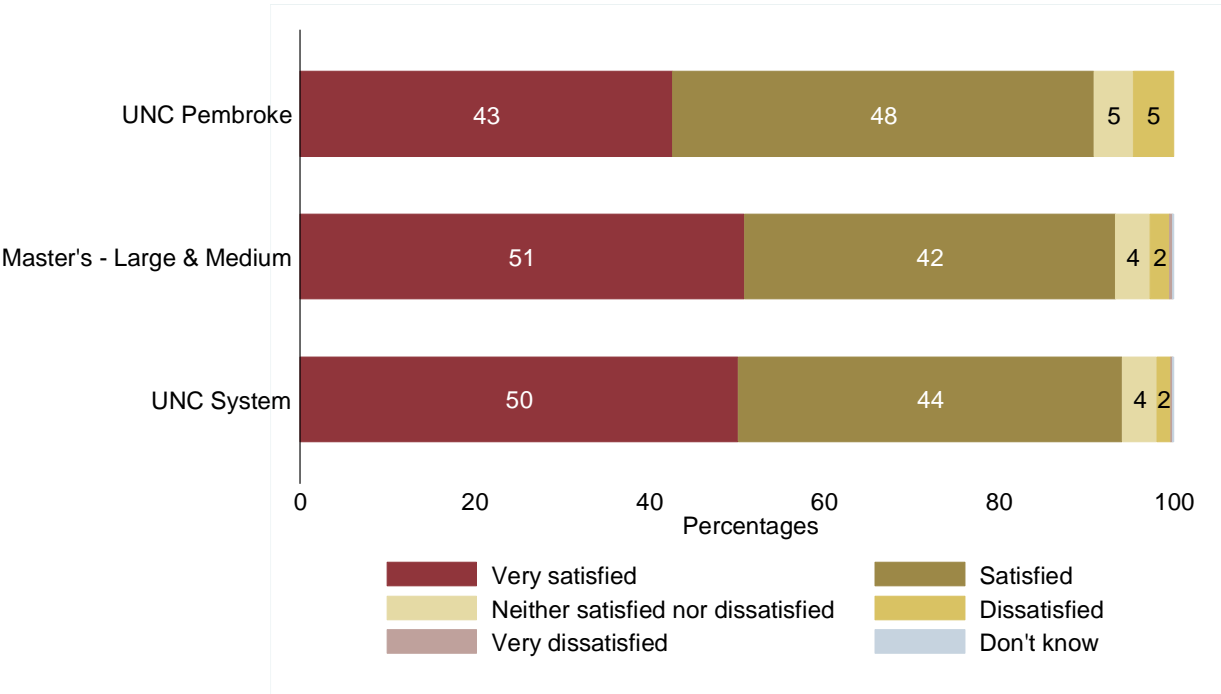


Question text Q1: “Overall, would you rate [name of school attended] as excellent, good, fair, or poor?”

2.2 Satisfaction with Quality of Education

Alumni perceptions of the quality of the education they received at UNC Pembroke were, unsurprisingly, closely related to their rating of the school and many of the same factors were associated with satisfaction with educational quality. As with rating of UNC Pembroke, the majority of alumni were satisfied, with 43% reporting being “very satisfied” and 48% “satisfied” (Figure 2). Only 5% were “dissatisfied.”

Figure 2. Satisfaction with Quality of Education

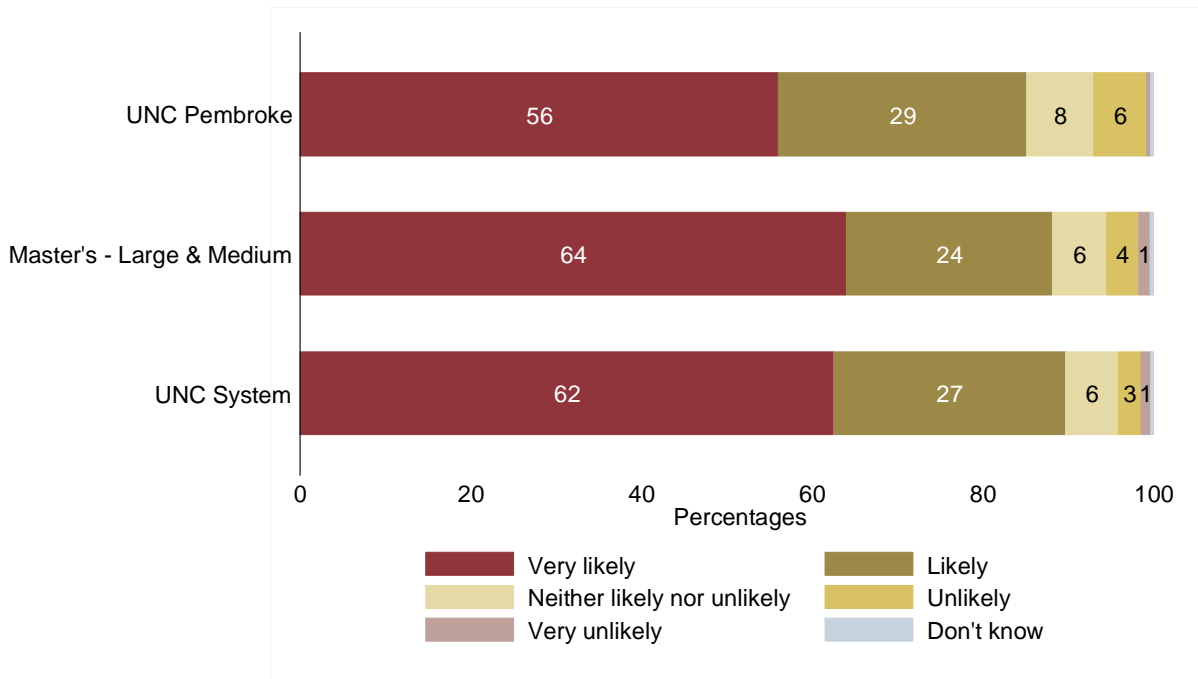


Question text of Q2: “Overall, how satisfied are you with the quality of the [undergraduate/graduate] education you received at [school attended]? Would you say you are...”

2.3 Recommending UNC Pembroke to Family and Friends

Alumni were asked whether they would recommend attending UNC Pembroke to their family and friends. Fifty-six percent of alumni were “very likely” to recommend UNC Pembroke to a family member or friend, with another 29% being “likely” do so (Figure 3). Few alumni were “unlikely” or “very unlikely” to do so.

Figure 3. Recommend School to Family/Friends

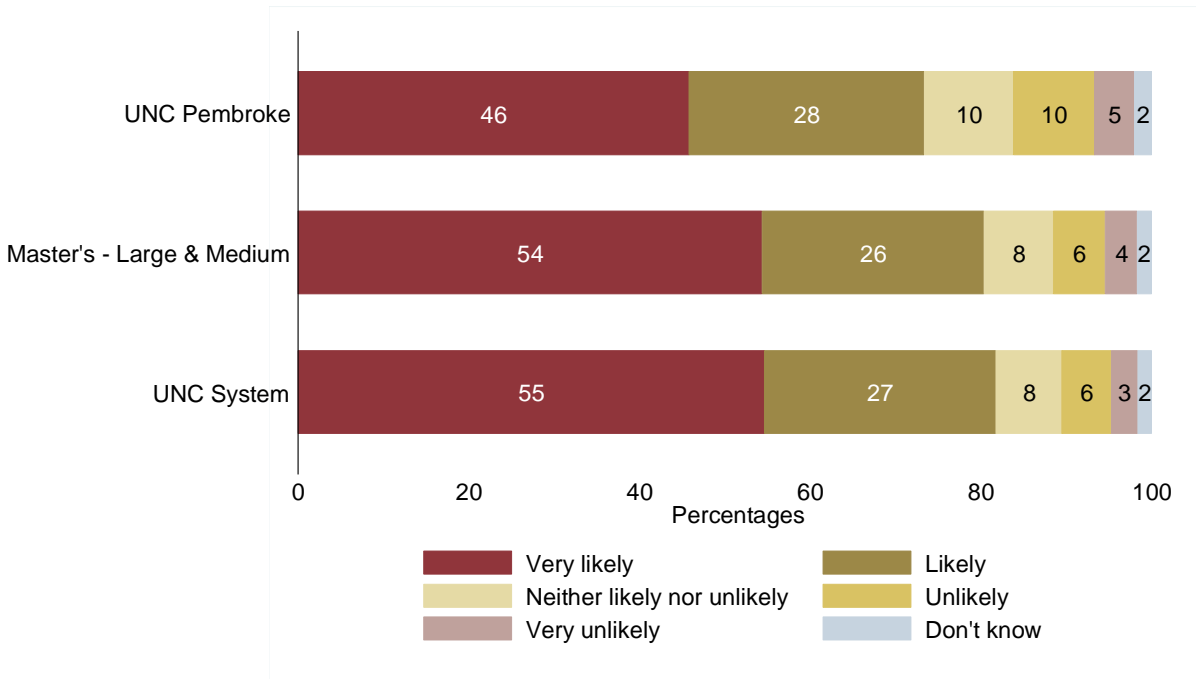


Question text of Q3: “How likely are you to recommend to a family member or friend that they attend [school attended] for their own [undergraduate / graduate] education? Would you say that you are...”

2.4 Would Attend UNC Pembroke Again

Charting similar territory to the likelihood that alumni would recommend UNC Pembroke to family members and friends, alumni were asked how likely it was they would choose UNC Pembroke again for their education. The two measures were very closely related and 74% thought it was “very likely” or “likely” they would choose to attend UNC Pembroke again (Figure 4).

Figure 4. Would Choose School Attended Again



Question text of Q26: “If you were starting your [undergraduate / graduate] education again, how likely is it that you would choose [name of school attended]? Would you say...”

2.5 Would Choose Major Again

Although not a measure of satisfaction with UNC Pembroke, we now examine a measure of alumni satisfaction with their major or field of study. Related closely to employment is a question that asked alumni whether they would choose the same major or field of study. Overall, 25% of baccalaureate alumni and 19% of graduate alumni felt it was either “unlikely” or “very unlikely” that they would choose their major or field of study over again. Results are shown for baccalaureate alumni in Table 1 and for graduate alumni in Table 2 below.

Table 1. Would Choose Major Again by Major for Baccalaureate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields	Total
UNC Pembroke							
Very likely	27%	27%	46%	39%	37%	46%	39%
Likely	35%	8%	23%	28%	36%	54%	26%
Neither likely nor unlikely	15%	14%	11%	7%	9%	0%	9%
Unlikely	23%	31%	13%	14%	17%	0%	16%
Very unlikely	0%	20%	7%	12%	0%	0%	9%
Don't know	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%
Master's – Large & Medium							
Very likely	26%	39%	37%	39%	45%	31%	38%
Likely	28%	24%	28%	25%	18%	33%	25%
Neither likely nor unlikely	10%	10%	9%	10%	9%	5%	10%
Unlikely	24%	17%	15%	15%	18%	15%	16%
Very unlikely	9%	8%	7%	8%	9%	12%	8%
Don't know	3%	2%	3%	2%	2%	4%	2%
Total	100%	100%	100%	100%	100%	100%	100%
UNC System							
Very likely	26%	40%	37%	38%	32%	45%	38%
Likely	28%	26%	28%	26%	23%	20%	26%
Neither likely nor unlikely	11%	10%	10%	10%	12%	5%	10%
Unlikely	24%	15%	17%	16%	22%	11%	16%
Very unlikely	9%	7%	6%	9%	10%	16%	9%
Don't know	2%	1%	2%	2%	2%	3%	2%
Total	100%	100%	100%	100%	100%	100%	100%

Question text Q27: "If you were starting your [undergraduate/graduate] education again, how likely is it that you would **choose the same major field of study**? Would you say..." Baccalaureate alumni only. UNC system totals include engineering.

Table 2. Would Choose Field of Study Again by Field of Study for Graduate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields	Total
UNC Pembroke							
Very likely	0%	45%	56%	61%	0%	58%	56%
Likely	0%	33%	21%	0%	0%	36%	20%
Neither likely nor unlikely	0%	0%	6%	0%	0%	0%	3%
Unlikely	0%	0%	18%	11%	0%	6%	13%
Very unlikely	0%	0%	0%	28%	0%	0%	6%
Don't know	0%	21%	0%	0%	0%	0%	2%
Total	0%	100%	100%	100%	0%	100%	100%
Master's – Large & Medium							
Very likely	53%	53%	55%	51%	17%	49%	51%
Likely	25%	26%	25%	26%	57%	22%	26%
Neither likely nor unlikely	11%	7%	6%	5%	10%	10%	6%
Unlikely	5%	8%	12%	7%	15%	16%	10%
Very unlikely	6%	3%	1%	6%	0%	1%	3%
Don't know	0%	2%	1%	5%	0%	2%	3%
Total	100%	100%	100%	100%	100%	100%	100%
UNC System							
Very likely	44%	53%	48%	49%	29%	50%	49%
Likely	34%	27%	30%	27%	43%	26%	28%
Neither likely nor unlikely	7%	9%	5%	9%	6%	9%	8%
Unlikely	7%	8%	11%	9%	10%	9%	9%
Very unlikely	8%	2%	4%	5%	8%	3%	4%
Don't know	0%	1%	1%	2%	3%	2%	1%
Total	100%	100%	100%	100%	100%	100%	100%

Graduate alumni only. UNC system totals include engineering.

3. Attending Graduate School

This chapter primarily examines UNC Pembroke alumni who attended as undergraduates. For those who attended as undergraduates, we look at the factors associated with choosing to attend graduate school and obtaining a graduate degree, and the degree to which those who chose to attend graduate school felt their undergraduate educations at UNC Pembroke had prepared them for graduate school. For those who attended UNC Pembroke as graduate students, we look at the extent to which master’s degree alumni went on to receive a Ph.D.

3.1 Bachelor’s Degree Alumni

For many undergraduates, attending graduate school is an important next step in career and personal development. The choices Baccalaureate alumni make regarding graduate school are therefore important. This section focuses first on enumerating rates at which UNC Pembroke alumni attend graduate school and receive graduate degrees. Factors associated with attending graduate school and receiving graduate degrees are then discussed. Finally, we look at the degree to which Baccalaureate alumni felt prepared for graduate study.

3.1.1 Rates of Attending Graduate School and Receiving Graduate Degrees

Because many college graduates will spend time in the workforce or engaged in other activities before returning to school, we present the percentage of alumni who attend graduate school broken down by cohort (Table 3); 100% of alumni from 1993-94 had attended graduate school. One-hundred percent of 1993-94 also received graduate degrees (Table 4). Master’s degrees were by far the most commonly received graduate degree (Table 5), followed by doctorates (Table 7)³ and professional degrees (Table 6).

Table 3. Percentage Attending Graduate School by Cohort for Baccalaureate Alumni

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	100%	53%	53%
2003-04	62%	49%	52%
2008-09	43%	49%	49%
2012-13	25%	34%	31%

Baccalaureate alumni only. Question text of Q18: “Did you attend any graduate or professional school after you obtained your undergraduate degree from [name of institution attended]?”

Table 4. Percentage Receiving Graduate Degree by Cohort for Baccalaureate Alumni

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	100%	42%	45%
2003-04	52%	40%	44%
2008-09	32%	32%	34%
2012-13	1%	6%	6%

All baccalaureate alumni; not limited to baccalaureate alumni who had attended graduate school.

³ An individual who received multiple degrees, e.g., an MA and Ph.D., is counted towards the percentage of baccalaureate alumni receiving both degrees.

Table 5. Percentage Receiving Master's Degree by Cohort for Baccalaureate Alumni

Cohort	UNC Pembroke	Master's – Large & Medium	UNC System
1993-94	100%	35%	34%
2003-04	44%	35%	36%
2008-09	27%	29%	27%
2012-13	1%	4%	4%

All baccalaureate alumni; not limited to baccalaureate alumni who had attended graduate school.

Table 6. Percentage Receiving Professional Degree by Cohort for Baccalaureate Alumni

Cohort	UNC Pembroke	Master's – Large & Medium	UNC System
1993-94	0%	6%	9%
2003-04	6%	4%	7%
2008-09	4%	4%	6%
2012-13	0%	2%	1%

All baccalaureate alumni; not limited to baccalaureate alumni who had attended graduate school.

Table 7. Percentage Receiving Doctoral Degree by Cohort for Baccalaureate Alumni

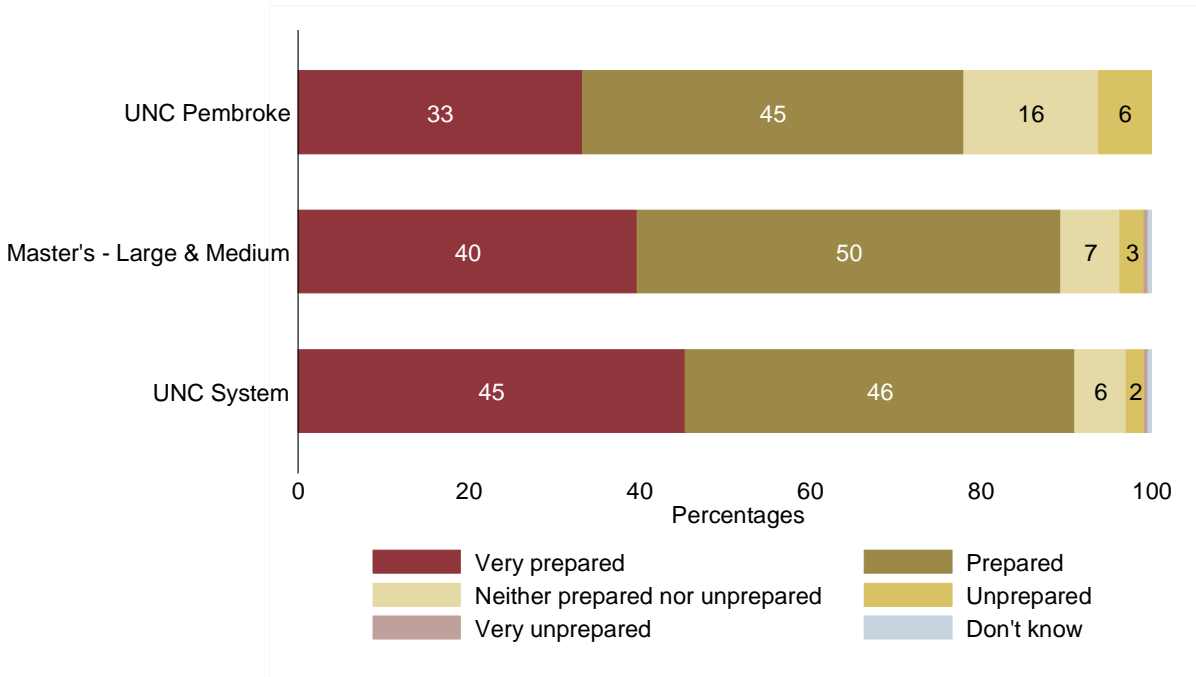
Cohort	UNC Pembroke	Master's – Large & Medium	UNC System
1993-94	32%	4%	5%
2003-04	3%	3%	3%
2008-09	2%	1%	2%
2012-13	0%	0%	0%

All baccalaureate alumni; not limited to baccalaureate alumni who had attended graduate school.

3.1.2 Readiness for Graduate School

Baccalaureate UNC Pembroke alumni who went on to attend graduate school were asked whether their undergraduate education at UNC Pembroke prepared them for graduate school. Alumni overwhelmingly felt “very prepared” (33%) or “prepared” (45%) (Figure 5).

Figure 5. Prepared to Enter Graduate School



Question text of Q24: “How prepared were you by the education you received at [name of school attended] to enter graduate or professional school. Would you say...”

3.2 Graduate Alumni

UNC Pembroke graduate alumni holding master’s degrees were asked whether they attended graduate school for a doctorate after the completion of their master’s degree. As with attending graduate school, we display the results by cohort (Table 8). Among the 2008-09 cohort, 33% of UNC Pembroke master’s degree alumni went on to study for a doctorate. In total, 10% of the 2008-09 cohort had received a doctorate at the time of the survey (Table 9).

Table 8. Percentage Attending Graduate or Professional School for a Doctoral Degree by Cohort for Master's Degree Alumni

Cohort	UNC Pembroke	Master's – Large & Medium	UNC System
1993-94	0%	17%	26%
2003-04	8%	19%	19%
2008-09	33%	17%	13%
2012-13	10%	9%	11%

Question text of Q19: “Did you attend any graduate or professional school for a doctoral degree after you obtained your master’s degree from [name of school attended]?” Master’s degree alumni only.

Table 9. Percentage Receiving Doctoral Degree by Cohort for Master's Degree Alumni

Cohort	UNC Pembroke	Master's – Large & Medium	UNC System
1993-94	0%	5%	16%
2003-04	0%	8%	11%
2008-09	10%	5%	5%
2012-13	0%	0%	0%

Master's degree alumni only. Includes all master's degree alumni, not only those who attended graduate school for a doctorate.

4. Careers

Although college and graduate school develop intellect and character in ways that affect the full breadth of an individual’s life, the contribution of higher education to one’s career and ability to support oneself and one’s family is particularly important. This chapter focuses first on alumni self-assessments of the contribution of attending UNC Pembroke or graduate school on their career development before examining the employment and other activities alumni participate in, their wages, mobility across industries and occupations, and wage outcomes.

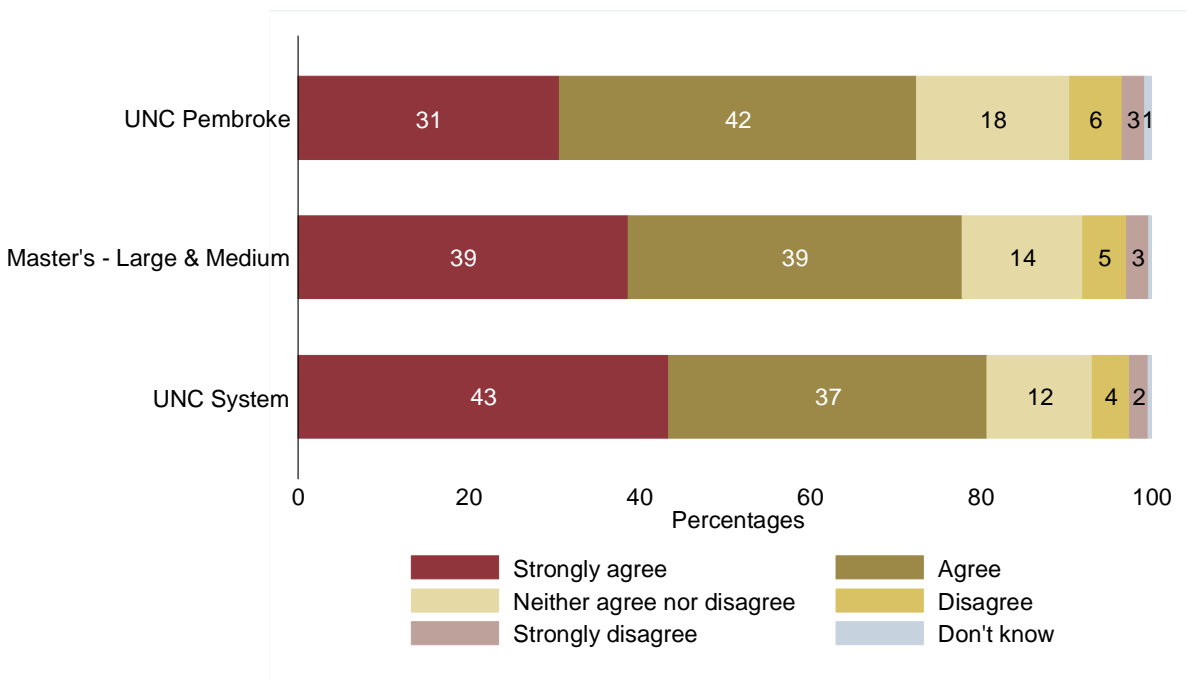
4.1 Career Readiness

As this survey examined alumni from UNC Pembroke and other North Carolina public universities only, it does not directly examine whether higher education in general, or from UNC Pembroke or North Carolina public universities in particular, enhanced the career readiness of alumni. Alumni were, however, asked to provide self-assessments of the contribution of their education to their careers. Graduate degree alumni were in addition asked about the contribution of their education to mastery of their majors, their ability to create or apply knowledge, to demonstrate professional ethical standards, and to demonstrate professionally appropriate communications skills.

4.1.1 Enhanced Career Prospects

Alumni were asked whether their education at UNC Pembroke enhanced their career prospects. In all, 73% of UNC Pembroke alumni agreed that their education did, with 31% strongly agreeing and 42% agreeing; 9% disagreed or disagreed strongly (Figure 6).

Figure 6. Education Enhanced Career Prospects

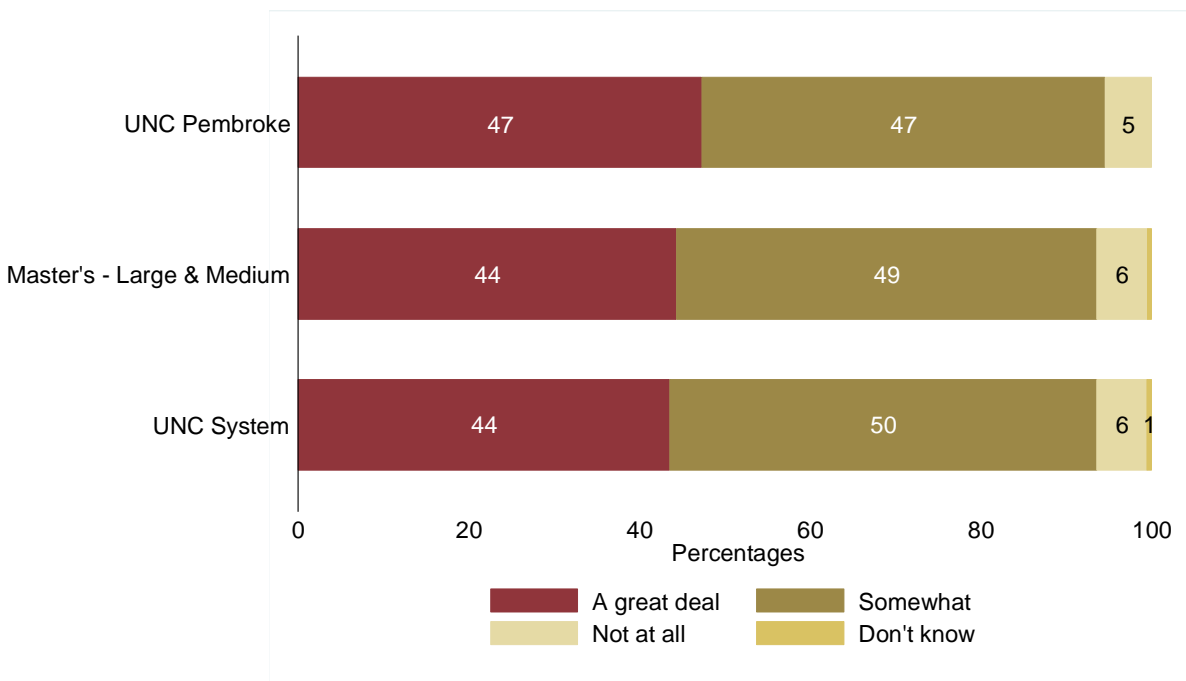


Question text Q57: “How much do you agree or disagree with the following statement: My [undergraduate/graduate] education at [school attended] enhanced my career prospects. Would you say that you...”

4.1.2 Written Communication

UNC Pembroke undergraduate and graduate alumni were asked how much their UNC Pembroke education contributed to the development of their ability to communicate effectively in writing. Altogether, 47% of UNC Pembroke alumni said their education contributed “a great deal” to the ability to communicate effectively in writing, while an additional 47% said their education contributed “somewhat” (Figure 7).

Figure 7. Impact of Education on Ability to Communicate Effectively in Writing

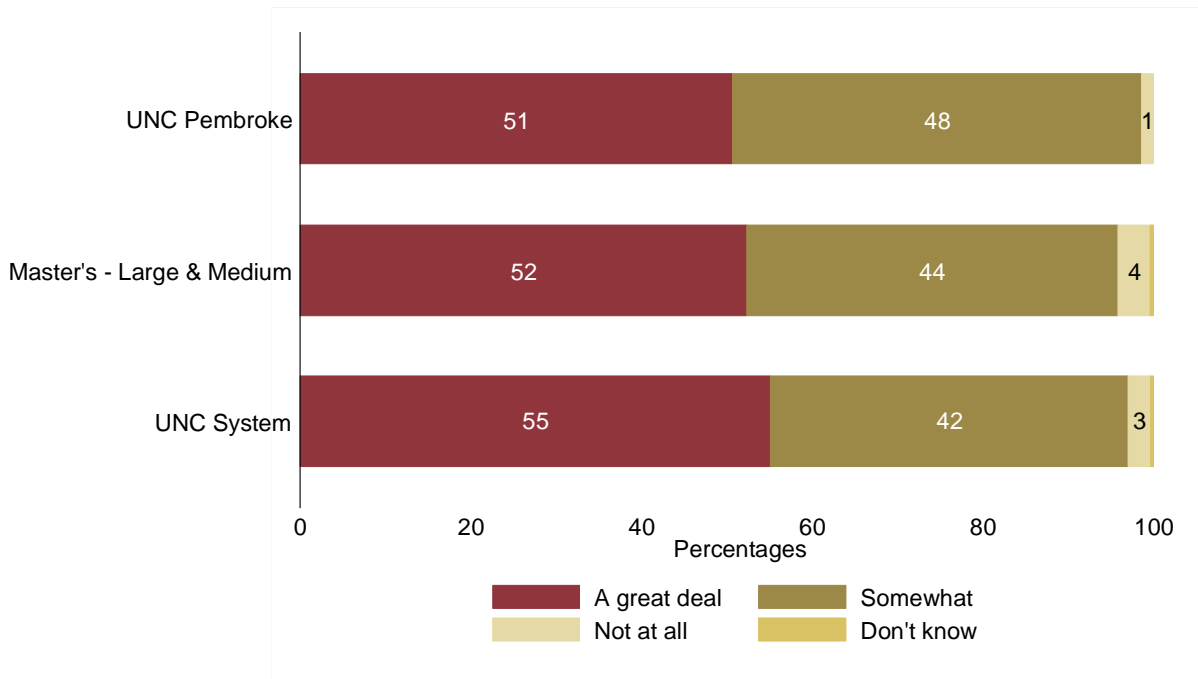


Question text Q7: “Please indicate how much your [undergraduate/graduate] education at [school attended] contributed to the development of your ability to communicate effectively in writing. Would you say...”

4.1.3 Critical Thinking

Alumni were asked whether their UNC Pembroke education contributed to their critical thinking skills. A majority of alumni felt their UNC Pembroke education had contributed “a great deal” (Figure 8).

Figure 8. Contribution of Education to Development of Critical Thinking Skills



Question text Q9a: “Please indicate how much your [undergraduate/graduate] education at [school attended] contributed to the development of your critical thinking skills. Would you say...”

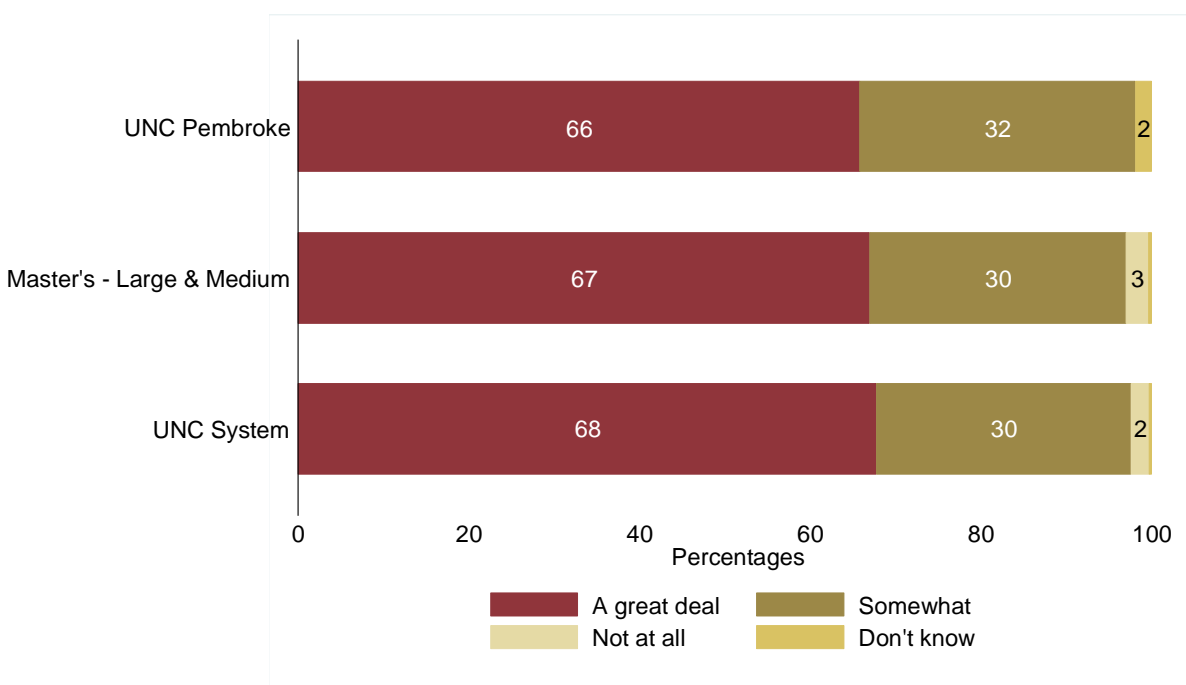
4.1.4 Graduate Alumni

UNC Pembroke graduate alumni were asked how much their UNC Pembroke graduate education had contributed to mastery of their graduate field of study, their ability to create or apply knowledge in their field of study, to demonstrate professional ethical standards, and to demonstrate professionally appropriate communications skills.

Mastery of Major Field of Graduate Study

UNC Pembroke graduate alumni felt that attending UNC Pembroke for graduate school had indeed contributed to mastery of their field of study, with 66% responding “a great deal” and 32% “somewhat” (Figure 9).

Figure 9. Contribution of Graduate Education to Mastery of Major Field of Graduate Study

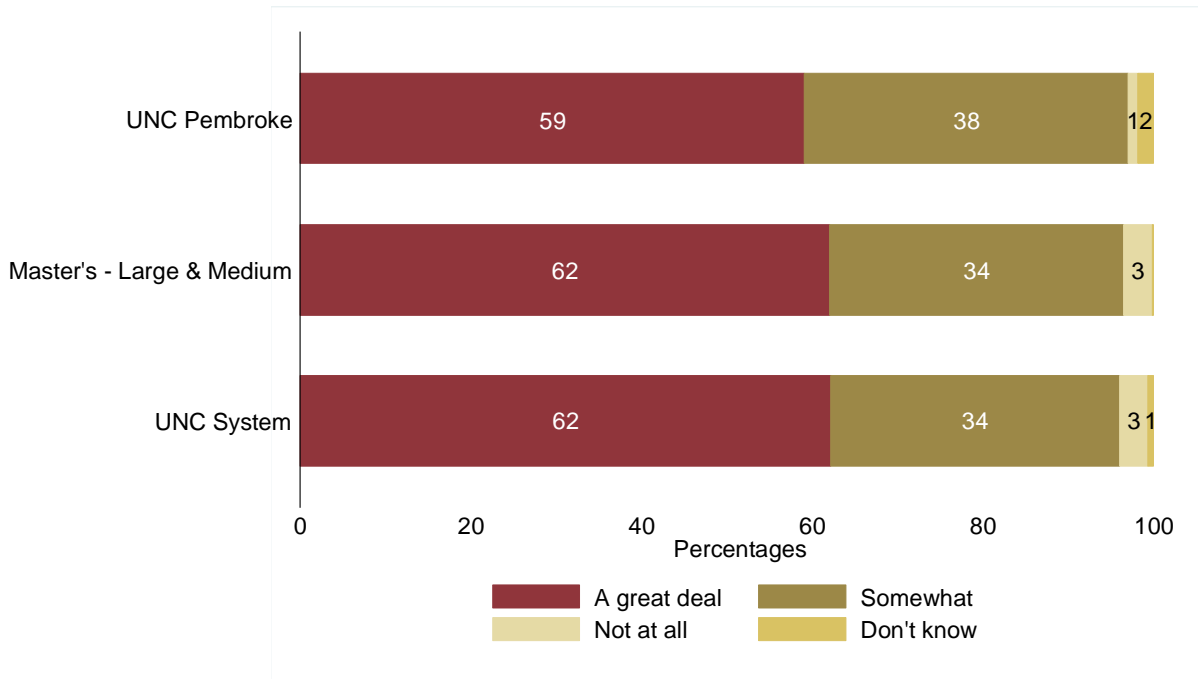


Question text Q11: “Please indicate how much your graduate education at [school attended] contributed to your mastery of your major graduate field of study. Would you say...” Graduate alumni only.

Ability to Create or Apply Knowledge

UNC Pembroke graduate alumni were also asked about the contribution of their UNC Pembroke graduate education to their ability to create or apply knowledge in their major field of study. As with mastery of field of study, this was rated highly (Figure 10).

Figure 10. Contribution of Graduate Education to Ability to Create or Apply Knowledge in Major Field of Study

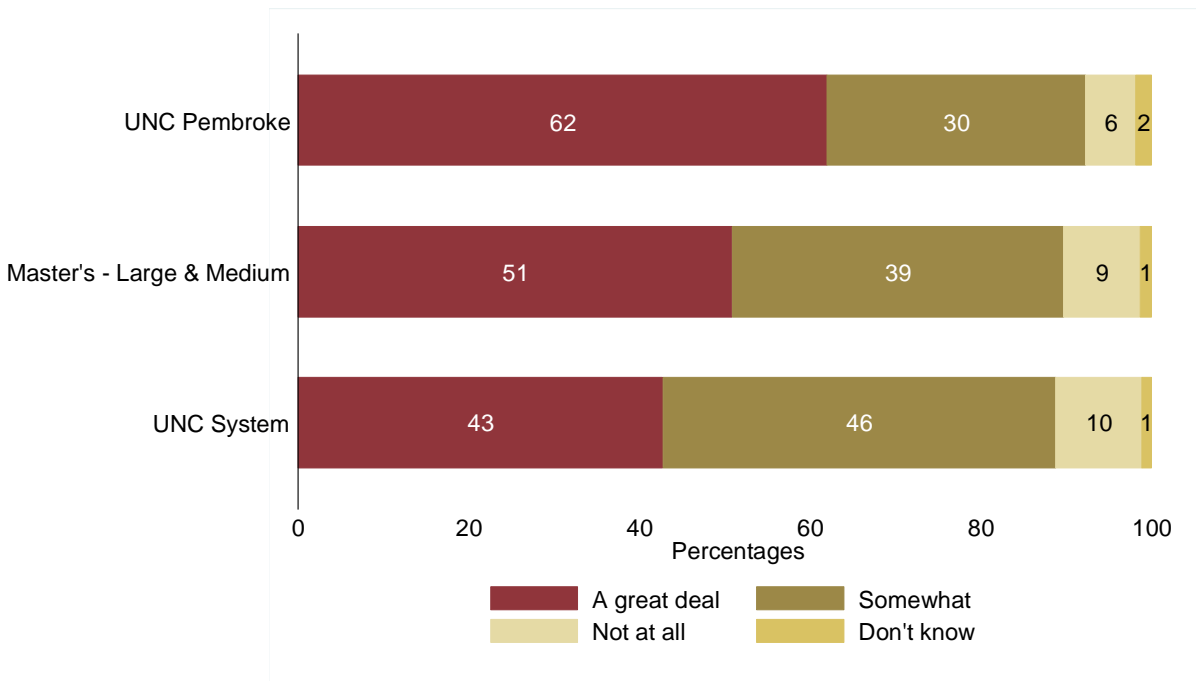


Question wording Q13: "Please indicate how much your graduate education at [school attended] contributed to your ability to create or apply knowledge in your field of study. Would you say..." Graduate alumni only.

Demonstrate Professional Ethical Standards

UNC Pembroke graduate alumni responded to a question regarding the contribution of their UNC Pembroke graduate education to their ability to demonstrate professional ethical standards. Most graduate alumni believed their UNC Pembroke education had contributed, with 62% rating the contribution as “a great deal” and 30% as “somewhat” (Figure 11).

Figure 11. Contribution of Graduate Education to Demonstrate Professional Ethical Standards

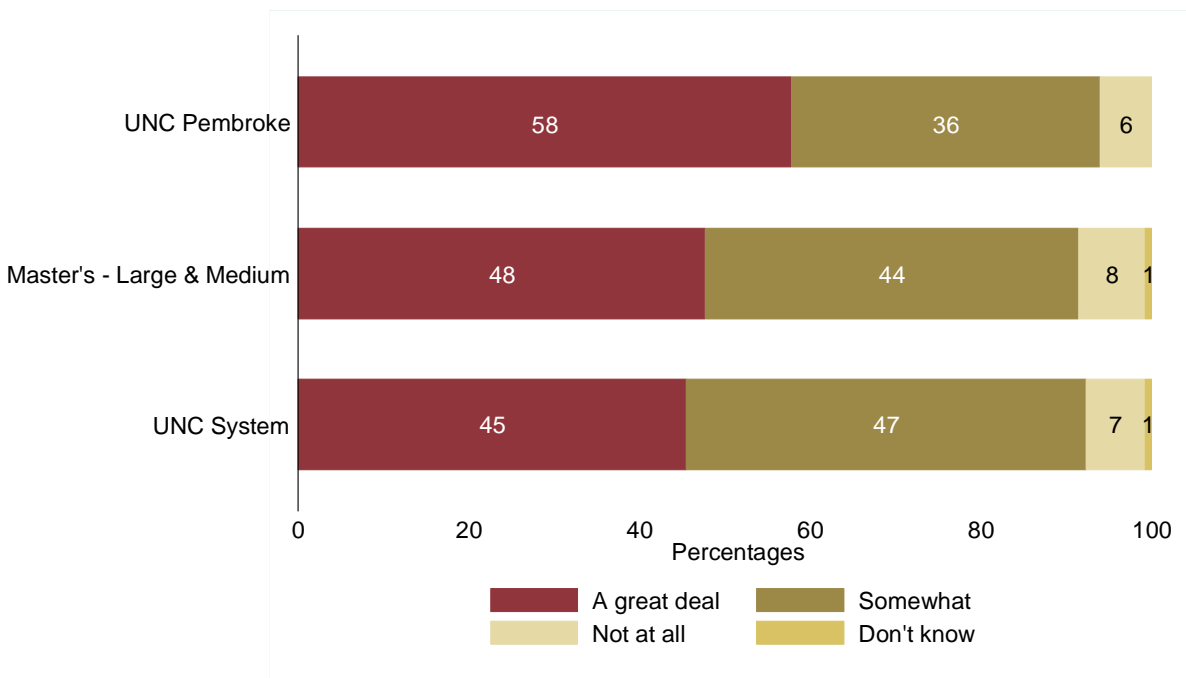


Question wording Q15: “Please indicate how much your graduate education at [school attended] contributed to your ability to demonstrate professional ethical standards. Would you say...” Graduate alumni only.

Demonstrate Professionally Appropriate Communications Skills

Finally, graduate alumni were asked about the contribution of their UNC Pembroke graduate education to their ability to “demonstrate professionally appropriate communications skills.” Alumni were quite positive about the contribution of graduate school to their professional communications skills, with 58% rating the contribution of graduate school to this end “a great deal” and another 36% “somewhat” (Figure 12).

Figure 12. Contribution of Graduate Education to Ability to Demonstrate Professionally Appropriate Communications Skills



Question text Q17: “Please indicate how much your graduate education at [school attended] contributed to your ability to demonstrate professionally appropriate communication skills. Would you say...” Graduate alumni only.

4.2 Employment and Other Activities

Alumni were asked about their activities at the time of the survey and in the year following graduation. We focus mostly on contemporary activity. The survey asked a question about the “primary activity” they were involved in and then to indicate which other activities they were engaged in. Someone working full-time and raising children would therefore need to choose which of these activities to designate as being primary, as would someone working and attending graduate school, and similar scenarios can be imagined. Because of the element of choice some alumni may have had in designating which activity was primary, analyses of factors influencing activities will count anyone who was engaging in an activity, even if they did not describe it as their primary activity.

4.2.1 Primary Activity at Time of Survey

Turning to reported primary activity for year after graduation (Table 11), alumni in the more recent cohorts were less likely to report being employed full-time as a primary activity.

Table 10 shows the percentage of UNC Pembroke alumni reporting various types of primary activities by cohort. The proportion reporting that their primary activity was some form of employment was greater than 65% for all cohorts. Full-time employment (excluding self-employed alumni who may be working full-time hours) as a self-reported primary activity peaks for the 1993-94 and 2003-04 cohorts, with greater proportions of the earlier 2003-04 cohort reporting raising a family. The proportion of alumni reporting working part-time but wanting work full-time as their primary activity is highest for the 2012-13 cohort and declines among older cohorts as do being a student in a degree program and seeking employment.⁴ Raising a family is highest among the 2008-09 cohort.

Turning to reported primary activity for year after graduation (Table 11),⁵ alumni in the more recent cohorts were less likely to report being employed full-time as a primary activity.

⁴ As the measures used in this survey are not equivalent to U.S. labor force statistics, we do not report an unemployment rate for alumni.

⁵ The 2012-13 cohort's current primary activity is included in this analysis.

Table 10. Primary Activity at Time of Survey

Activity	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
Employed full-time	100%	75%	71%	59%	68%
Employed part-time, do not want full-time	0%	0%	1%	3%	1%
Employed part-time, want full-time	0%	0%	1%	6%	2%
Employed in a service program	0%	0%	0%	2%	1%
Self-employed	0%	7%	3%	1%	3%
Student in a degree program	0%	3%	5%	17%	8%
Intern	0%	0%	0%	0%	0%
Seeking employment	0%	6%	6%	8%	7%
Raising a family	0%	3%	9%	1%	4%
Military service	0%	3%	2%	0%	1%
Something else	0%	4%	2%	4%	3%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
Employed full-time	68%	81%	79%	62%	73%
Employed part-time, do not want full-time	4%	2%	1%	2%	2%
Employed part-time, want full-time	2%	1%	3%	10%	5%
Employed in a service program	0%	0%	0%	0%	0%
Self-employed	10%	4%	3%	1%	3%
Student in a degree program	1%	2%	3%	14%	6%
Intern	0%	0%	0%	0%	0%
Seeking employment	1%	2%	3%	6%	4%
Raising a family	7%	7%	4%	2%	4%
Military service	0%	1%	1%	1%	1%
Something else	7%	2%	2%	1%	2%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%
UNC System					
Employed full-time	71%	81%	79%	62%	73%
Employed part-time, do not want full-time	6%	2%	1%	2%	2%
Employed part-time, want full-time	1%	1%	4%	8%	4%
Employed in a service program	0%	0%	0%	1%	0%
Self-employed	8%	4%	2%	2%	4%
Student in a degree program	1%	2%	6%	16%	7%
Intern	0%	0%	0%	1%	0%
Seeking employment	1%	1%	3%	4%	3%
Raising a family	7%	6%	2%	1%	4%
Military service	0%	1%	1%	0%	1%
Something else	5%	2%	1%	1%	2%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Question text Q41: "Which of the following best describes your current primary activity?"

Table 11. Primary Activity in Year After Graduation

Activity	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
Employed full-time	87%	73%	57%	59%	62%
Employed part-time, do not want full-time	0%	2%	0%	3%	1%
Employed part-time, want full-time	13%	7%	17%	6%	10%
Employed in a service program	0%	0%	0%	2%	1%
Self-employed	0%	0%	0%	1%	0%
Student in a degree program	0%	10%	9%	17%	12%
Intern	0%	2%	1%	0%	1%
Seeking employment	0%	4%	7%	8%	6%
Raising a family	0%	0%	4%	1%	2%
Military service	0%	0%	2%	0%	1%
Something else	0%	4%	3%	4%	4%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
Employed full-time	68%	71%	60%	62%	64%
Employed part-time, do not want full-time	4%	2%	1%	2%	2%
Employed part-time, want full-time	10%	8%	12%	10%	10%
Employed in a service program	0%	0%	0%	0%	0%
Self-employed	1%	1%	2%	1%	2%
Student in a degree program	11%	8%	11%	14%	11%
Intern	0%	1%	2%	0%	1%
Seeking employment	5%	4%	8%	6%	6%
Raising a family	1%	1%	1%	2%	1%
Military service	0%	1%	0%	1%	1%
Something else	1%	2%	2%	1%	2%
UNC System					
Employed full-time	70%	68%	60%	62%	64%
Employed part-time, do not want full-time	3%	3%	2%	2%	2%
Employed part-time, want full-time	6%	7%	10%	8%	8%
Employed in a service program	0%	0%	1%	1%	1%
Self-employed	1%	1%	2%	2%	2%
Student in a degree program	12%	12%	12%	16%	13%
Intern	1%	1%	2%	1%	1%
Seeking employment	3%	4%	8%	4%	5%
Raising a family	1%	1%	1%	1%	1%
Military service	1%	1%	1%	0%	1%
Something else	1%	2%	1%	1%	1%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Question text Q35: "Which of the following best describes your **primary activity** in the year following your [undergraduate/graduate] degree from [school attended]?"

4.2.2 All Activities at Time of Survey

As noted above, an individual participating in multiple activities at the time of interview could only choose one as their primary activity. More detailed analyses focus on each

activity mentioned by alumni regardless of whether it was designated the primary activity or not.

Employed Full-Time

Altogether, 71% of alumni at UNC Pembroke reported being employed full-time, compared to 74% at all Master’s – Large & Medium schools, and 74% of all UNC system alumni. Full-time employment was highest for the 2003-04 and 2008-09 cohorts (Table 12).

Table 12. Percentage Currently Employed Full-Time by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	100%	71%	73%
2003-04	75%	82%	83%
2008-09	74%	80%	81%
2012-13	63%	64%	64%

Includes responses from Q41 and Q42. Question wording Q42: “In what **other activities** are you currently involved? Mark all that apply.” Percentages differ from Turning to reported primary activity for year after graduation (Table 11), alumni in the more recent cohorts were less likely to report being employed full-time as a primary activity.

Table 10 as includes alumni reporting activity not as primary activity.

Among alumni who were employed full-time, there were variations in whether the job was considered permanent or not. Among all UNC Pembroke alumni employed full-time, 93% reported their job was permanent compared to 92% of alumni at Master’s – Large & Medium universities and 92% of all UNC system alumni. Alumni from earlier cohorts were most likely to say their job was permanent (Table 13).

Table 13. Percentage Full-Time Job is Permanent by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	100%	97%	98%
2003-04	96%	95%	96%
2008-09	92%	94%	93%
2012-13	92%	85%	85%

Question text Q43A: “Is your current full-time job considered permanent?” Alumni employed full-time only.

Employed Part-Time Did Not Want Full-Time

Overall, 9% of UNC Pembroke alumni reported part-time employment by choice (i.e., they did not want to work full-time), nearly identical to the 7% of alumni at all Master’s – Large & Medium schools and 7% for all UNC system alumni. Part-time employment by choice was most common for the 2008-09 and 2012-13 cohorts (Table 14).

Table 14. Percentage Employed Part-Time Did Not Want to Work Full-Time by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	9%	9%
2003-04	3%	4%	5%
2008-09	11%	5%	5%
2012-13	11%	9%	9%

Percentages differ from Turning to reported primary activity for year after graduation (Table 11), alumni in the more recent cohorts were less likely to report being employed full-time as a primary activity.

Table 10 as includes alumni reporting activity not as primary activity.

Employed Part-Time Wanted Full-Time

In total, 5% of UNC Pembroke alumni were under-employed, wanting to work full-time but were only employed part-time; the percentage for all Master’s – Large & Medium schools was 7% and that of all UNC system alumni was 6%. Involuntary part-time work was related to cohort, with more recent graduates being more likely to be working part-time but wanting to work full-time (Table 15).

Table 15. Percentage Employed Part-Time Wanted to Work Full-Time by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	4%	2%
2003-04	4%	2%	2%
2008-09	4%	6%	8%
2012-13	9%	13%	10%

Employment in Service Programs

Employment in service programs like the Peace Corps, Teach for America, or AmeriCorps amounted to 3% of recent (2012-13) alumni at UNC Pembroke, 1% at Master’s – Large & Medium universities, and 1% at UNC system schools.

Self-Employed

Among all UNC Pembroke alumni, 9% reported being self-employed as compared to the same 9% of alumni at Master’s – Large & Medium schools and 9% of UNC system alumni. Self-employment became more common the longer a cohort had gone since graduation (Table 16). If anything, it might be expected that more recently graduated cohorts will be more likely to be self-employed as they age than earlier cohorts given the rise in self-employment in the first year after graduation among more recent cohorts (Table 17).

Table 16. Percentage Self-Employed by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	18%	14%
2003-04	15%	11%	10%
2008-09	8%	9%	9%
2012-13	6%	6%	8%

Table 17. Percentage Self-Employed in First Year After Graduation by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	3%	4%
2003-04	1%	4%	4%
2008-09	3%	4%	6%
2012-13	6%	6%	8%

Military Service

In all, 3% of UNC Pembroke alumni, 1% of Master’s – Large & Medium alumni, and 1% of UNC system alumni reported serving in the military.

Seeking Employment

Seeking employment should not be taken to mean unemployed as some employed alumni reported that they were also seeking employment.⁶ Among all UNC Pembroke alumni, 19% reported seeking employment compared to 14% alumni of all Master’s – Large & Medium schools and 12% of all UNC system alumni. Seeking employment was tied to cohort, with the most recent graduates being the most likely to be seeking work (Table 18).⁷

Table 18. Percentage Seeking Employment by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	7%	5%
2003-04	15%	9%	8%
2008-09	20%	13%	12%
2012-13	22%	20%	16%

⁶ Nine percent of full-time employed UNC Pembroke alumni reported seeking employment, 83% of those employed part-time who did want full-time employment, and 4% of those who were self-employed.

⁷ Among all UNC Pembroke alumni who were not employed, 58% were seeking work. The equivalent figure for alumni from all Master’s – Large & Medium schools was 41% and 34% for all UNC system alumni.

Student in a Degree Program

Altogether, 18% of UNC Pembroke alumni reported being a student in a degree program; 15% of alumni from all Master’s – Large & Medium schools and 15% of alumni from all UNC schools were students in degree programs. As one would expect, this was most common among the most recently graduated (Table 19).

Table 19. Percentage Student in a Degree Program by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	13%	3%	3%
2003-04	3%	10%	7%
2008-09	18%	13%	14%
2012-13	32%	24%	24%

Interning

In total, 3% of UNC Pembroke alumni reported being an intern, the same as for Master’s – Medium & Large schools and all UNC schools. Internships were most common among the alumni who had most recently graduated (Table 20). Looking at the first year after graduation, internships were most common for the 2003-04 cohort (Table 21).

Table 20. Percentage Interning by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	0%	0%
2003-04	0%	1%	0%
2008-09	3%	1%	1%
2012-13	6%	5%	6%

Table 21. Percentage Interning in Year after Graduation by Cohort

Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	0%	2%	3%
2003-04	13%	5%	6%
2008-09	3%	6%	8%
2012-13	6%	5%	6%

Raising a Family

Raising a family was naturally most common among alumni from cohorts furthest from graduation (Table 22). Altogether, 39% of UNC Pembroke alumni reported raising a family, compared to 34% of all Master’s – Large & Medium institution alumni and 32% of all UNC alumni.

Table 22. Percentage Raising a Family by Cohort

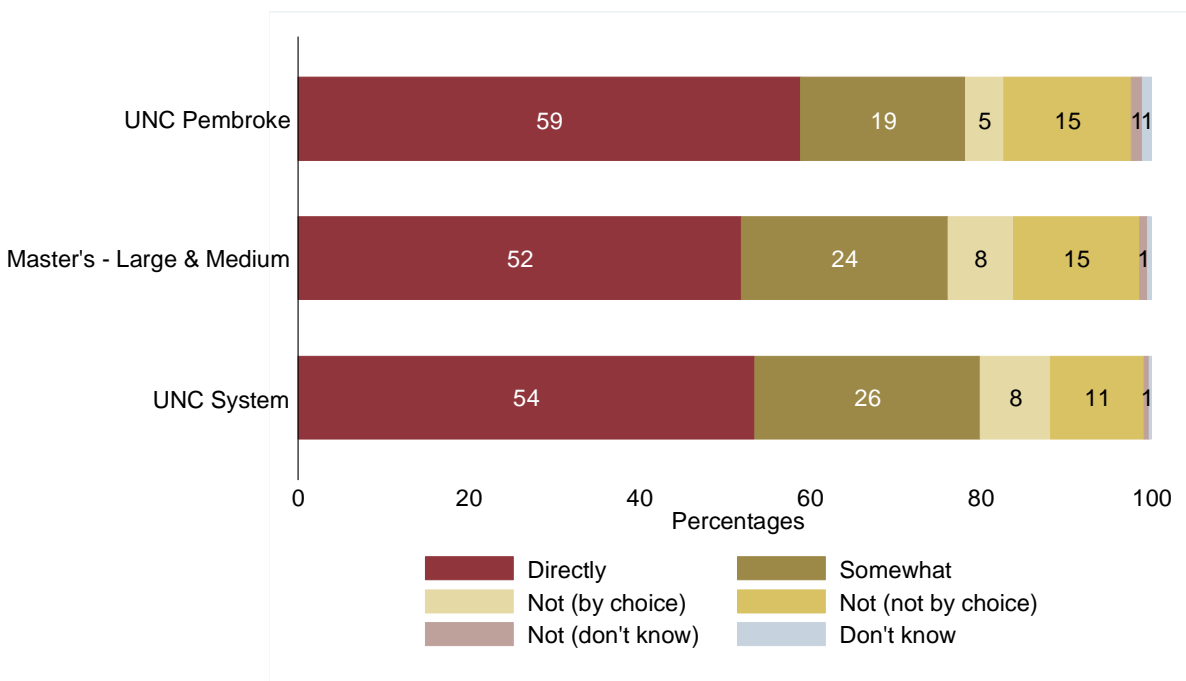
Cohort	UNC Pembroke	Master’s – Large & Medium	UNC System
1993-94	28%	62%	56%
2003-04	42%	48%	47%
2008-09	46%	33%	26%
2012-13	30%	20%	17%

4.2.3 Relationship of Employment to Major or Field of Study

Alumni were asked whether their current job was related to their major or field of study and whether their first permanent full-time job after graduating from UNC Pembroke was related to their major. For those whose job was not related to their major, they were asked if it was by choice or not. These two questions have been combined for the purpose of analysis.

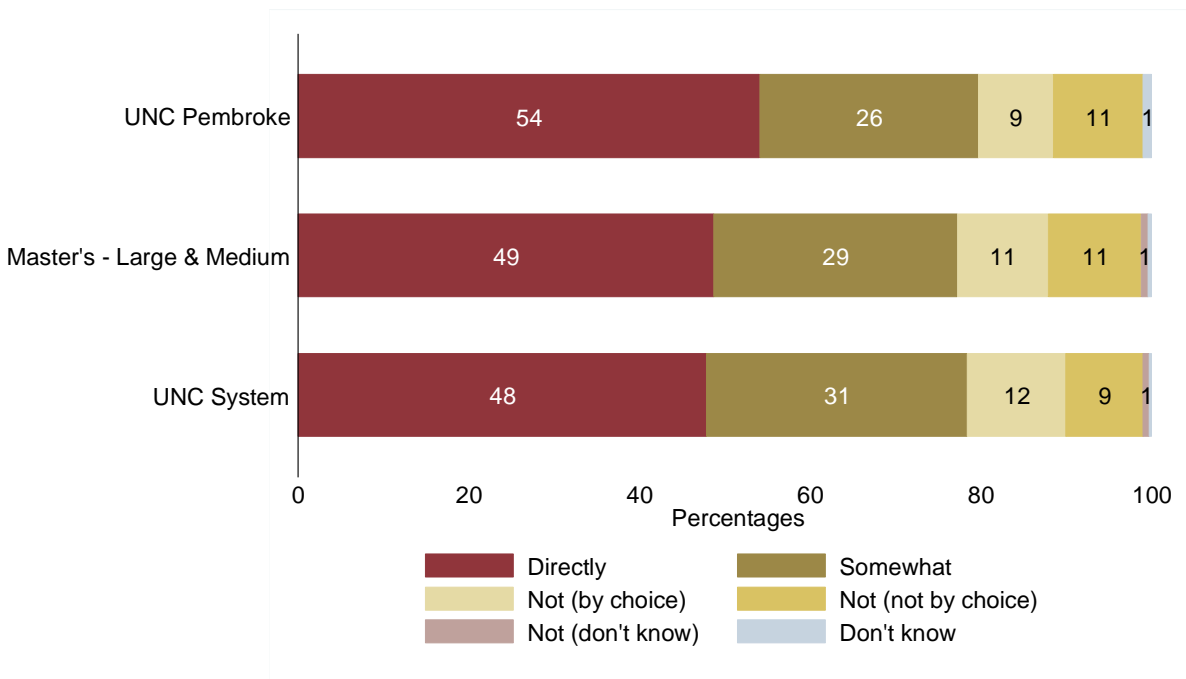
The first full-time jobs of a majority of UNC Pembroke alumni were “directly” related to their field of study, while most of the remainder were “somewhat” related (Figure 13). Another 5% were not related to the major or field of study by choice. Current full-time jobs were less likely to be directly related to major or field of study and more likely to be somewhat related, with an increase in jobs not related to the major or field of study by choice (Figure 14).

Figure 13. Relationship to Major or Field of Study of First Full-Time Job



Combines responses from Q39 and Q40. Question text Q39: “How closely was your first full-time permanent job after you received your [undergraduate/graduate] degree from [school attended] related to your [IF UNDERGRADUATE: undergraduate major/IF GRADUATE: graduate field of study]? Would you say directly related, somewhat related, or not related?” Question text Q40: “Was your first full-time permanent job not related to your [IF UNDERGRADUATE: undergraduate major/IF GRADUATE: graduate field of study] by your choice or not?”

Figure 14. Relationship to Major or Field of Study of Current Full-Time Job



Combines responses from Q52 and Q53. Question text Q52: "How closely is your current job related to your [UNDERGRADUATE: undergraduate major / IF GRADUATE: graduate field of study] at [school attended]? Would you say..." Question text Q53: "Is your current job not related to your [IF UNDERGRADUATE: undergraduate major / IF GRADUATE: field of study] by your choice or not?"

Differences by Major or Field of Study and Degree

Large differences existed with respect to the relationship of full-time jobs to major or field of study. Baccalaureate alumni from the arts and humanities and business were the least likely to report that their first job was directly related to their major or field of study; by contrast those who had majored in education were the most likely to report that their first full-time job was directly related to their major (Table 23). It must be taken into consideration, however, that undergraduate students in the liberal arts may plan to attend a professional school, such as law, for which no undergraduate major is available or at least required. For such students, it would be expected that they do not work in fields related to their major and, indeed, the proportion whose first full-time job was not in their field by choice is highest for the arts and humanities.

Table 23. Relationship to Major of First Full-Time Job by Major for Baccalaureate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields
UNC Pembroke						
Directly	37%	29%	88%	51%	46%	66%
Somewhat	0%	32%	4%	23%	16%	12%
Not, by choice	0%	11%	0%	3%	8%	22%
Not, not by choice	63%	29%	8%	19%	24%	0%
Not, don't know	0%	0%	0%	4%	0%	0%
Don't know	0%	0%	0%	0%	6%	0%
Total	100%	100%	100%	100%	100%	100%
Master's – Large & Medium						
Directly	24%	44%	79%	45%	26%	49%
Somewhat	22%	33%	9%	29%	21%	29%
Not, by choice	23%	8%	5%	6%	20%	9%
Not, not by choice	30%	14%	6%	19%	29%	12%
Not, don't know	1%	1%	0%	1%	1%	0%
Don't know	0%	0%	0%	0%	3%	0%
Total	100%	100%	100%	100%	100%	100%
UNC System						
Directly	19%	46%	78%	47%	22%	66%
Somewhat	31%	34%	12%	30%	33%	20%
Not, by choice	22%	7%	5%	9%	19%	8%
Not, not by choice	27%	13%	5%	13%	24%	6%
Not, don't know	1%	1%	0%	1%	1%	0%
Don't know	0%	0%	0%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%

Baccalaureate alumni only.

The proportion of baccalaureate alumni not working in their field and not by choice is highest for the arts and humanities and business and lowest for education. The first full-time jobs of graduate alumni were much more closely related to their fields of study than for Baccalaureate alumni (Table 24).

Table 24. Relationship to Field of Study of First Full-Time Job by Field of Study for Graduate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields
UNC Pembroke						
Directly	0%	57%	72%	74%	0%	7%
Somewhat	0%	22%	25%	14%	0%	71%
Not, by choice	0%	21%	0%	11%	0%	0%
Not, not by choice	0%	0%	0%	0%	0%	10%
Not, don't know	0%	0%	0%	0%	0%	0%
Don't know	0%	0%	3%	0%	0%	12%
Total	0%	100%	100%	100%	0%	100%
Master's – Large & Medium						
Directly	44%	55%	83%	78%	43%	61%
Somewhat	27%	30%	12%	13%	34%	27%
Not, by choice	11%	8%	2%	5%	0%	0%
Not, not by choice	18%	2%	3%	3%	23%	10%
Not, don't know	0%	2%	0%	1%	0%	0%
Don't know	0%	2%	0%	0%	0%	3%
Total	100%	100%	100%	100%	100%	100%
UNC System						
Directly	53%	60%	78%	73%	58%	78%
Somewhat	24%	27%	14%	21%	36%	15%
Not, by choice	13%	7%	3%	2%	3%	1%
Not, not by choice	10%	6%	3%	3%	3%	5%
Not, don't know	0%	0%	0%	0%	0%	0%
Don't know	0%	0%	1%	0%	0%	1%
Total	100%	100%	100%	100%	100%	100%

Graduate alumni only.

Turning to current full-time jobs, there is something of a regression to the mean for Baccalaureate alumni. Fields where higher proportions of first full-time jobs were related to their majors saw a decrease in the percentage employed in fields related to their majors for the current full-time job, while fields that had placed fewer alumni in jobs related to majors saw fewer not working in the fields of their majors and growth in those working in somewhat related areas (Table 25). For graduate alumni, the proportion employed in a directly related job increases compared to the first full-time job after graduation for those in business and for those in education (Table 26).

Table 25. Relationship to Major of Current Full-Time Job by Major for Baccalaureate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields
UNC Pembroke						
Directly	29%	38%	76%	47%	40%	78%
Somewhat	35%	30%	9%	27%	35%	0%
Not, by choice	0%	15%	7%	10%	11%	22%
Not, not by choice	36%	18%	4%	16%	14%	0%
Not, don't know	0%	0%	0%	0%	0%	0%
Don't know	0%	0%	5%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%
Master's – Large & Medium						
Directly	18%	43%	67%	43%	26%	53%
Somewhat	35%	36%	22%	30%	32%	23%
Not, by choice	22%	10%	7%	12%	17%	16%
Not, not by choice	22%	9%	4%	14%	22%	9%
Not, don't know	1%	1%	0%	1%	1%	0%
Don't know	1%	0%	0%	0%	3%	0%
Total	100%	100%	100%	100%	100%	100%
UNC System						
Directly	16%	45%	66%	42%	20%	55%
Somewhat	40%	38%	21%	31%	41%	25%
Not, by choice	24%	8%	9%	15%	21%	10%
Not, not by choice	18%	8%	4%	12%	16%	9%
Not, don't know	0%	1%	0%	1%	2%	0%
Don't know	1%	0%	0%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%

Baccalaureate alumni only.

Table 26. Relationship to Field of Study of Current Full-Time Job by Field of Study for Graduate Alumni

	Arts & Humanities	Business	Education	Natural Sciences	Social & Behavioral Sciences	Other Fields
UNC Pembroke						
Directly	0%	57%	78%	55%	0%	13%
Somewhat	0%	22%	18%	45%	0%	80%
Not, by choice	0%	21%	4%	0%	0%	0%
Not, not by choice	0%	0%	0%	0%	0%	8%
Not, don't know	0%	0%	0%	0%	0%	0%
Don't know	0%	0%	0%	0%	0%	0%
Total	0%	100%	100%	100%	0%	100%
Master's – Large & Medium						
Directly	51%	53%	78%	74%	45%	61%
Somewhat	21%	32%	16%	16%	37%	28%
Not, by choice	18%	12%	4%	4%	11%	3%
Not, not by choice	11%	1%	2%	4%	8%	8%
Not, don't know	0%	2%	0%	2%	0%	0%
Don't know	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%
UNC System						
Directly	56%	55%	75%	67%	45%	71%
Somewhat	25%	31%	19%	24%	31%	20%
Not, by choice	10%	10%	2%	4%	12%	4%
Not, not by choice	5%	3%	3%	3%	6%	5%
Not, don't know	3%	1%	0%	0%	0%	0%
Don't know	0%	0%	0%	0%	5%	0%
Total	100%	100%	100%	100%	100%	100%

Graduate alumni only.

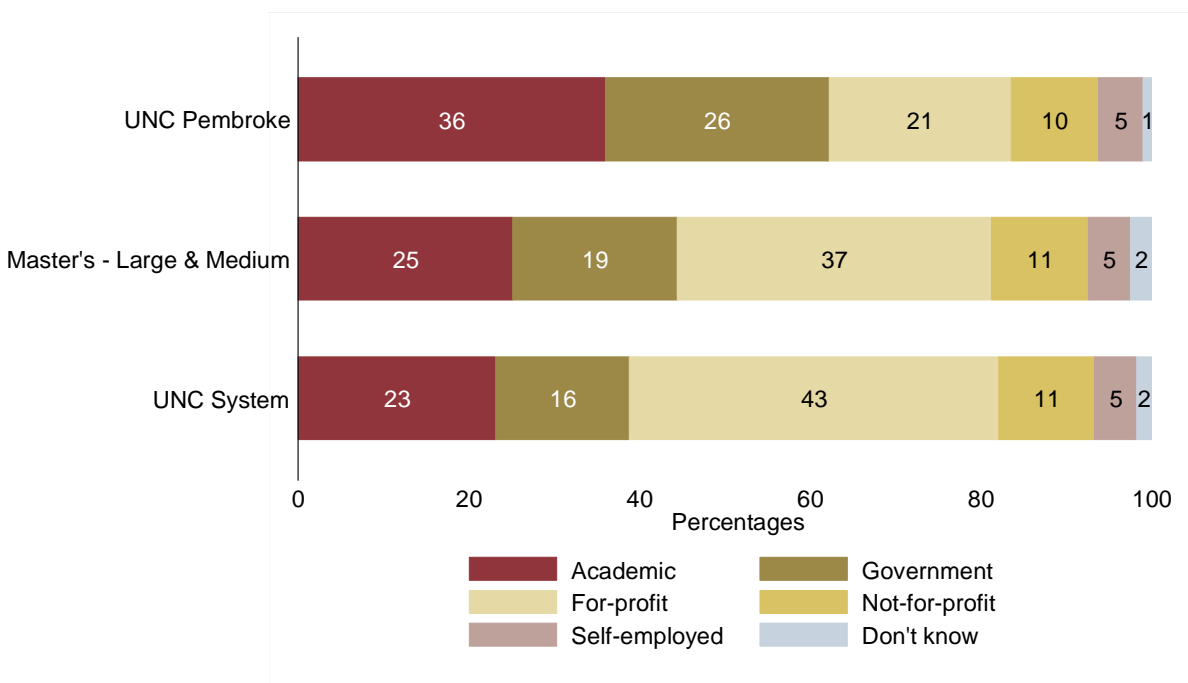
4.3 Employers, Industries, and Occupations

Questions were asked of alumni regarding the nature of their employer (e.g., for-profit, government, non-profit, and so on), the industry in which they worked, and their occupation, as well as changes in field and occupation. We examine type of employer first, followed by industry and occupation, then changes in both industry and occupation.

4.3.1 Employer

Alumni were asked what type of employer they worked for: for profit, not for profit, academic, government, or self-employed (Figure 15). The plurality of UNC Pembroke alumni was employed in the academic sector, with the government sector having the second highest percentage of alumni.

Figure 15. Type of Place Currently Work At



Question text Q44: "Which of the following best describes the type of place that you currently work? Academic; Federal, state or local government; Private, for profit business or organization; Private, not for profit business or organization; Self employed; Don't know."

4.3.2 Industry

As foreshadowed in the previous section, the jobs alumni held were concentrated in the educational services industry, with 44% of alumni jobs being in this industry (Table 27).⁸ The other industry with double digit shares of alumni was health care and social assistance.

Table 27. Current Industry

	UNC Pembroke	Master's – Large & Medium	UNC System
Accommodation and Food Services	1%	2%	2%
Administrative and Support and Waste Management and Remediation Services	3%	2%	1%
Agriculture, Forestry, Fishing, and Hunting	1%	1%	1%
Arts, Entertainment, and Recreation	2%	3%	3%
Construction	0%	2%	2%
Educational Services	44%	29%	24%
Finance and Insurance	5%	8%	8%
Health Care and Social Assistance	19%	18%	17%
Information	1%	3%	4%
Management	2%	2%	2%
Manufacturing	1%	2%	4%
Mining, Quarrying, and Oil and Gas Extraction	0%	0%	0%
Other Services (Except Public Administration)	8%	7%	6%
Professional, Scientific, and Technical Services	6%	10%	14%
Public Administration	4%	4%	3%
Real Estate and Rental and Leasing	1%	1%	1%
Retail Trade	2%	4%	3%
Transportation and Warehousing	1%	1%	1%
Utilities	0%	1%	1%
Wholesale Trade	0%	1%	1%
Total	100%	100%	100%

Question text Q43B: “The following is a list of broadly defined industries. Please select the one that comes closest to the type of industry that you current work in.”

⁸ Industries are defined by the 2012 North American Industrial Classification System (<https://www.census.gov/eos/www/naics/>).

Changing Field

Alumni were asked whether they had changed fields during their career. Due to the difference in wording from the question asked about industry, it is not clear whether respondents treated “field” as analogous to “industry.” All cohorts of alumni reported changing fields at a fairly consistent level (Table 28).

Table 28. Changing Fields by Cohort

Activity	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
Stayed in the field	87%	80%	78%	67%	75%
Changed fields	13%	17%	17%	18%	17%
Don't know	0%	3%	5%	15%	7%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
Military service	66%	73%	76%	72%	73%
Something else	30%	26%	22%	20%	23%
Don't know	4%	1%	2%	8%	4%
Total	100%	100%	100%	100%	100%
UNC System					
Stayed in the field	68%	75%	75%	76%	74%
Changed fields	30%	24%	23%	17%	22%
Don't know	2%	1%	2%	6%	3%
Total	100%	100%	100%	100%	100%

Question text Q55A: “How would you characterize the course of your career so far? Would you say that you have stayed in the same field or have you changed fields? An example of changing fields is moving from education to business.”

Industry by Changing Fields

As alumni were only asked their current industry, we cannot see which industries alumni were most likely to change from; we can, however, see which industries alumni were likely to switch to. Looking at the fields that alumni changed to, the most popular destination industries of those who reported changing fields were health care and social assistance, and other services (Table 29).

Table 29. Current Industry by Changed Fields

Industry	UNC Pembroke		Master's-Medium & Large		UNC System	
	Stayed	Changed	Stayed	Changed	Stayed	Changed
Accommodation and Food Services	0%	2%	1%	4%	1%	3%
Administrative and Support and Waste Management and Remediation Services	3%	5%	1%	3%	1%	2%
Agriculture, Forestry, Fishing, and Hunting	0%	0%	0%	1%	1%	1%
Arts, Entertainment, and Recreation	1%	3%	2%	4%	3%	4%
Construction	0%	0%	25	2%	2%	3%
Educational Services	49%	3%	34%	18%	26%	18%
Finance and Insurance	4%	6%	8%	9%	8%	7%
Health Care and Social Assistance	19%	25%	19%	16%	19%	14%
Information	0%	0%	2%	5%	4%	5%
Management of Companies and Enterprises	1%	0%	2%	3%	2%	3%
Manufacturing	1%	3%	2%	2%	4%	3%
Mining, Quarrying, and Oil and Gas Extraction	0%	0%	0%	0%	0%	0%
Other Services (Except Public Administration)	8%	11%	5%	11%	5%	1%
Professional, Scientific, and Technical Services	8%	0%	1%	9%	15%	13%
Public Administration	5%	0%	3%	4%	3%	4%
Real Estate and Rental and Leasing	1%	0%	1%	1%	1%	1%
Retail Trade	2%	5%	3%	5%	2%	6%
Transportation and Warehousing	0%	0%	0%	1%	1%	1%
Utilities	1%	0%	1%	0%	1%	0%
Wholesale Trade	0%	0%	1%	1%	0%	1%
Total	100%	100%	100%	100%	100%	100%

4.3.3 Occupation

The percentages of alumni in various types of occupation are shown in Table 30.⁹ UNC Pembroke alumni were concentrated in Education, training, and library and Management occupations.

Table 30. Current Occupation

Occupation	UNC Pembroke	Master's – Large & Medium	UNC System
Management	10%	12%	15%
Business and financial operations	5%	8%	8%
Computer and mathematical	3%	4%	6%
Architecture and engineering	0%	1%	5%
Life, physical, and social science	2%	3%	4%
Community and social service	9%	7%	5%
Legal	0%	2%	2%
Education, training, and library	40%	26%	21%
Arts, design, entertainment, sports, and media	1%	2%	2%
Healthcare practitioners and technical	5%	4%	6%
Healthcare support	7%	8%	6%
Protective service	4%	3%	2%
Food preparation and serving	0%	1%	1%
Building and grounds clearing and maintenance	0%	0%	0%
Personal care and service	0%	0%	1%
Sales and related	3%	6%	5%
Office and administrative support	6%	6%	5%
Farming, fishing, and forestry	0%	0%	0%
Construction and extraction	0%	1%	1%
Installation, maintenance, and repair	0%	0%	0%
Production	1%	2%	1%
Transportation and material moving	0%	0%	0%
Military specific	1%	1%	0%
Don't know	4%	3%	4%
Total	100%	100%	100%

Question text Q56A: "During the course of your career so far, have you had the same general occupation or have you changed occupations? An example of changing occupations is moving from a teacher to an engineer."

⁹ Categories are drawn from the 2010 Standard Occupational Classification System (<http://www.bls.gov/soc/>).

Changing Occupation

Alumni were asked whether they had changed occupations in the course of their career so far. As with the data discussed previously regarding changing fields, all cohorts of alumni were likely to have changed occupations at consistent levels (Table 31).

Table 31. Changed Occupation by Cohort

Occupation changed	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
Same general occupation	75%	74%	72%	68%	71%
Changed occupations	25%	26%	28%	26%	27%
Don't know	0%	0%	0%	6%	2%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
Same general occupation	66%	72%	75%	77%	74%
Changed occupations	32%	28%	23%	19%	24%
Don't know	2%	1%	1%	3%	2%
Total	100%	100%	100%	100%	100%
UNC System					
Same general occupation	64%	73%	76%	80%	75%
Changed occupations	35%	26%	22%	17%	23%
Don't know	1%	1%	1%	3%	2%
Total	100%	100%	100%	100%	100%

Question text Q56A: "During the course of your career so far, have you had the same general occupation or have you changed occupations? An example of changing occupations is moving from a teacher to an engineer."

Occupation Changed To

As alumni were only asked their current occupation, we cannot see which occupations alumni were most likely to change from; we can, however, see which occupations alumni were likely to switch to, as is shown in Table 32. The most notable of these are Education, training, and library, Community and social service, and Management.

Table 32. Occupation by Switched Occupation

Occupation	UNC Pembroke		Master's-Large & Medium		UNC System	
	Stayed	Changed	Stayed	Changed	Stayed	Changed
Management	9%	13%	12%	12%	14%	20%
Business and financial operations	5%	7%	7%	9%	8%	7%
Computer and mathematical	2%	8%	5%	4%	6%	5%
Architecture and engineering	1%	0%	1%	1%	6%	2%
Life, physical, and social science	1%	4%	3%	2%	4%	2%
Community and social service	8%	14%	7%	6%	6%	5%
Legal	0%	0%	2%	2%	2%	2%
Education, training, and library	42%	32%	28%	18%	22%	17%
Arts, design, entertainment, sports, and media	0%	2%	2%	2%	2%	3%
Healthcare practitioners and technical	6%	3%	4%	3%	6%	4%
Healthcare support	7%	6%	8%	8%	6%	5%
Protective service	6%	0%	3%	2%	2%	2%
Food preparation and serving	0%	0%	1%	1%	1%	1%
Building and grounds clearing and maintenance	0%	0%	0%	1%	0%	0%
Personal care and service	0%	0%	0%	1%	1%	1%
Sales and related	3%	2%	5%	9%	4%	8%
Office and administrative support	5%	8%	5%	10%	5%	8%
Farming, fishing, and forestry	0%	0%	0%	0%	1%	0%
Construction and extraction	0%	0%	1%	1%	1%	2%
Installation, maintenance, and repair	0%	0%	0%	0%	0%	0%
Production	1%	0%	1%	5%	1%	2%
Transportation and material moving	0%	0%	0%	0%	0%	1%
Military specific	1%	0%	1%	0%	0%	1%
Don't know	2%	3%	3%	3%	3%	5%
Total	100%	100%	100%	100%	100%	100%

4.3.4 Changing Field and Occupation

We analyze the questions regarding changing industry and occupation together. Alumni can occupy one of four states: they stayed in the same occupation and field, they changed field but stayed in the same occupation, they stayed in the same field but changed occupation, or they changed both field and occupation. The majority of alumni stayed in the same field and occupation (Table 33).

Table 33. Switching Field and Occupation by Cohort

	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
Stayed	75%	68%	73%	71%	71%
Changed occupation	13%	15%	9%	7%	10%
Changed industry	0%	8%	0%	6%	4%
Changed both	13%	9%	18%	16%	15%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
Stayed	61%	67%	70%	71%	68%
Changed occupation	8%	8%	8%	7%	8%
Changed industry	5%	6%	7%	9%	7%
Changed both	26%	20%	15%	13%	17%
Total	100%	100%	100%	100%	100%
UNC System					
Stayed	60%	68%	70%	75%	69%
Changed occupation	9%	8%	7%	7%	8%
Changed industry	5%	7%	7%	7%	7%
Changed both	26%	18%	15%	11%	16%
Total	100%	100%	100%	100%	100%

Combines responses from Q55A and Q56A.

4.4 Wages

Alumni were asked about their first annual salary of their first full-time permanent job after graduation and their current wage.

4.4.1 Starting Salary of First Permanent Full-Time Job After Graduation

The first annual salaries of alumni in their first full-time permanent jobs after graduation are shown in Table 34. As income is not adjusted for inflation, the oldest cohort unsurprisingly received the lowest starting salary; we panel other analyses by cohort for this reason.¹⁰ It is notable, however, that the salaries of 2012-13 alumni were slightly lower than their 2008-09 counterparts.

Table 34. Annual Salary of First Job after Graduation by Cohort

	1993-94	2003-04	2008-09	2012-13
UNC Pembroke				
\$0	0%	1%	3%	1%
\$1 - \$19,999	59%	2%	8%	6%
\$20,000 - \$29,999	28%	51%	29%	24%
\$30,000 - \$39,999	13%	26%	40%	33%
\$40,000 - \$49,999	0%	7%	11%	24%
\$50,000 - \$59,999	0%	1%	5%	5%
\$60,000+	0%	12%	4%	7%
Total	100%	100%	100%	100%
Master's – Large & Medium				
\$0	3%	1%	2%	1%
\$1 - \$19,999	16%	6%	6%	8%
\$20,000 - \$29,999	50%	36%	22%	24%
\$30,000 - \$39,999	17%	26%	37%	32%
\$40,000 - \$49,999	9%	14%	17%	17%
\$50,000 - \$59,999	3%	8%	8%	9%
\$60,000+	2%	8%	8%	11%
Total	100%	100%	100%	100%
UNC System				
\$0	3%	1%	1%	2%
\$1 - \$19,999	11%	4%	5%	6%
\$20,000 - \$29,999	39%	28%	18%	17%
\$30,000 - \$39,999	26%	27%	31%	32%
\$40,000 - \$49,999	11%	19%	18%	15%
\$50,000 - \$59,999	4%	9%	11%	11%
\$60,000+	6%	12%	17%	17%
Total	100%	100%	100%	100%

Question text Q38B: "Which category best describes your first annual salary from all sources of pay—including yearly bonuses and commissions—from your first full-time permanent job after you received your [undergraduate/graduate] degree from [school attended]? \$1 - \$19,999, \$20,000 - \$29,999, \$30,000 - \$39,999, \$40,000 - \$49,999, \$50,000 - \$59,999, \$60,000 - \$69,999, \$70,000 - \$79,999, \$80,000 - \$89,999, \$90,000 - \$99,999, \$100,000 - \$149,999, \$150,000 - \$199,999, \$200,000 or more, don't know." Not inflation adjusted.

¹⁰ Salary was asked in ranges only. Thus, it was not possible to make inflation adjustments that would have yielded equivalent wages in 2014 dollars.

4.4.2 Current Wages

Alumni who were currently working were asked their annual salary. Because of the importance influence that experience and seniority have on wages, we show wages by cohort in Table 35.

Table 35. Annual Salary of Current Job by Cohort

	1993-94	2003-04	2008-09	2012-13	Total
UNC Pembroke					
\$1 - \$19,999	0%	4%	5%	19%	9%
\$20,000 - \$29,999	0%	5%	10%	13%	9%
\$30,000 - \$39,999	0%	42%	43%	33%	39%
\$40,000 - \$49,999	72%	24%	16%	15%	19%
\$50,000 - \$59,999	0%	4%	9%	9%	7%
\$60,000 - \$69,999	0%	3%	3%	4%	3%
\$70,000 - \$99,999	28%	6%	5%	5%	6%
\$100,000+	0%	11%	2%	1%	4%
Don't know	0%	0%	7%	3%	3%
Total	100%	100%	100%	100%	100%
Master's – Large & Medium					
\$1 - \$19,999	8%	4%	5%	21%	11%
\$20,000 - \$29,999	5%	6%	12%	17%	11%
\$30,000 - \$39,999	8%	21%	26%	25%	23%
\$40,000 - \$49,999	14%	18%	20%	15%	17%
\$50,000 - \$59,999	12%	12%	10%	10%	11%
\$60,000 - \$69,999	10%	6%	9%	4%	7%
\$70,000 - \$99,999	18%	17%	11%	4%	11%
\$100,000+	21%	13%	4%	2%	7%
Don't know	4%	3%	3%	1%	2%
Total	100%	100%	100%	100%	100%
UNC System					
\$1 - \$19,999	7%	4%	6%	19%	10%
\$20,000 - \$29,999	3%	4%	9%	13%	8%
\$30,000 - \$39,999	5%	12%	20%	24%	17%
\$40,000 - \$49,999	10%	16%	16%	13%	14%
\$50,000 - \$59,999	9%	12%	12%	11%	11%
\$60,000 - \$69,999	8%	9%	10%	6%	8%
\$70,000 - \$99,999	18%	21%	16%	6%	14%
\$100,000+	35%	20%	9%	4%	14%
Don't know	4%	2%	2%	3%	3%
Total	100%	100%	100%	100%	100%

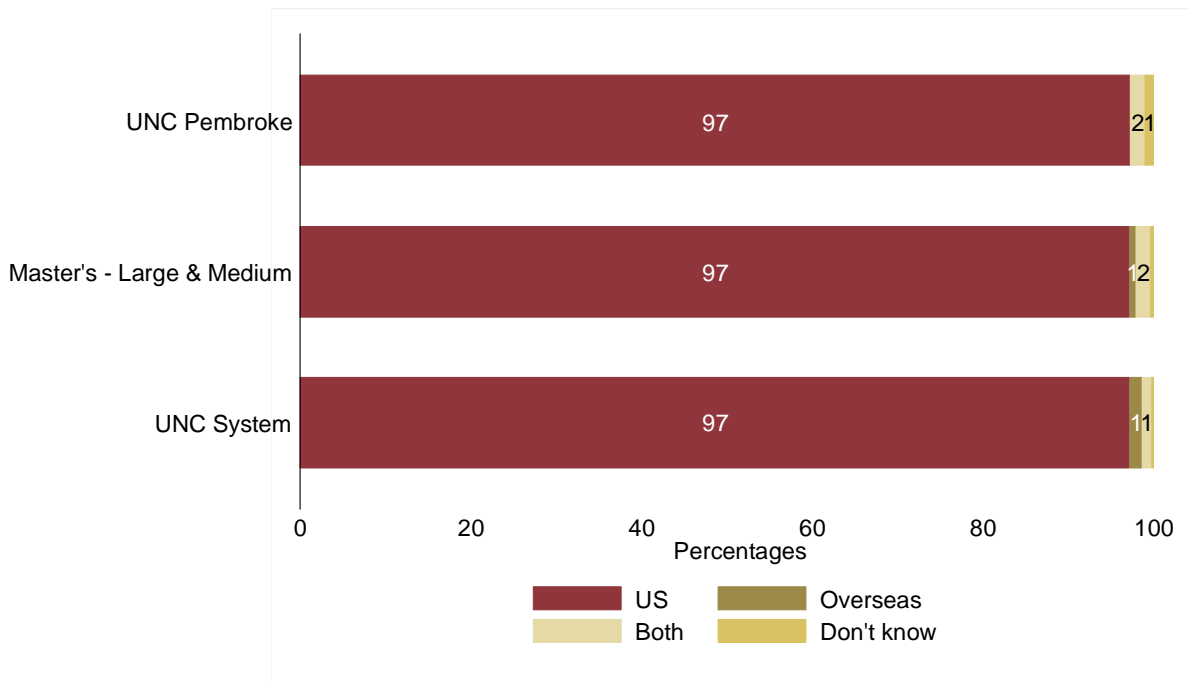
Question text Q50B: "Which category best describes your annual salary from all sources of pay—including yearly bonuses and commissions—from your current job? \$1 - \$19,999, \$20,000 - \$29,999, \$30,000 - \$39,999, \$40,000 - \$49,999, \$50,000 - \$59,999, \$60,000 - \$69,999, \$70,000 - \$79,999, \$80,000 - \$89,999, \$90,000 - \$99,999, \$100,000 - \$149,999, \$150,000 - \$199,999, \$200,000 - \$299,999, \$300,000 - \$399,999, \$400,000 - \$499,999, \$500,000 or more, don't know."

4.5 Location

The jobs of UNC Pembroke alumni are overwhelmingly located in the United States; just 2% of alumni have jobs overseas, 1% report their jobs are in the U.S. and overseas, and the

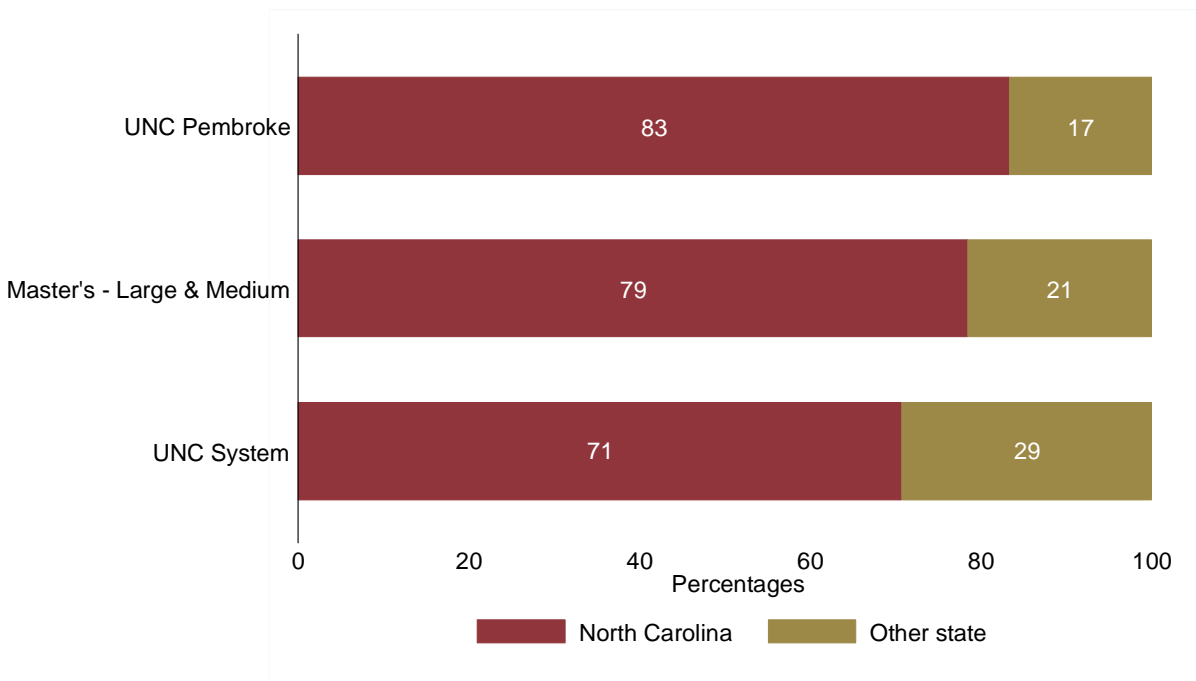
remaining 97% worked at jobs based solely in the U.S. (Figure 16). For UNC Pembroke alumni working in the U.S., 83% of jobs were based in North Carolina (Figure 17).

Figure 16. Location of Job



Question text Q47: "For the organization for which you are currently employed, is your job located inside or outside of the United States?"

Figure 17. U.S. Job Located in North Carolina



Combines responses from Q48A and Q48B. Question text Q48A: "Please enter the ZIP code where you currently work." Question Q48B asked when respondent did not know ZIP code where currently worked. Question text Q48B: "Please select the state where you currently work." Alumni working in the U.S. only. ZIP codes were coded to state.

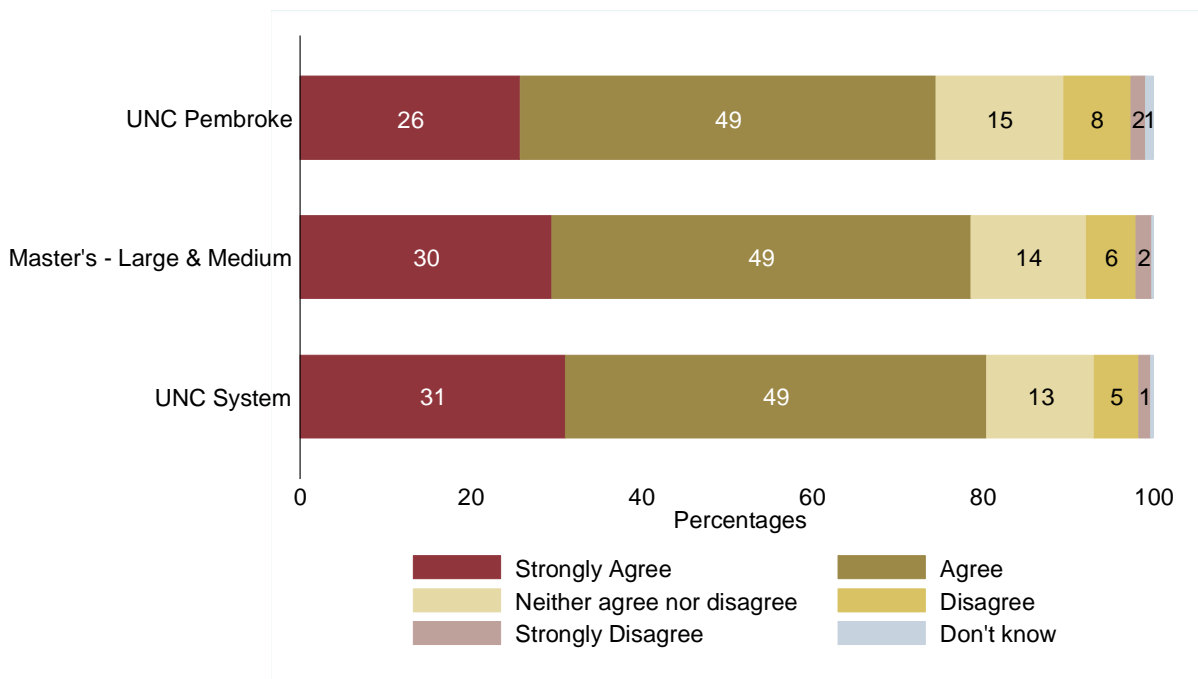
5. Other Outcomes

Alumni were asked a number of questions regarding other outcomes. Baccalaureate alumni were asked how well their *alma mater* prepared them for life outside of college. All alumni were asked questions about their subjective sense of well-being and their civic engagement. We discuss preparation for life outside college first, followed by well-being and then civic engagement. Alumni generally agreed that UNC Pembroke prepared them for life outside its campus and also broadly manifested high levels of well-being and moderate levels of civic engagement.

5.1 Preparation for Life Outside College

Baccalaureate alumni were asked whether they were prepared for life outside college. In total, 75% of UNC Pembroke alumni either agreed or strongly agreed that the school they attended prepared them well for life outside of college.

Figure 18. Prepared for Life Outside College

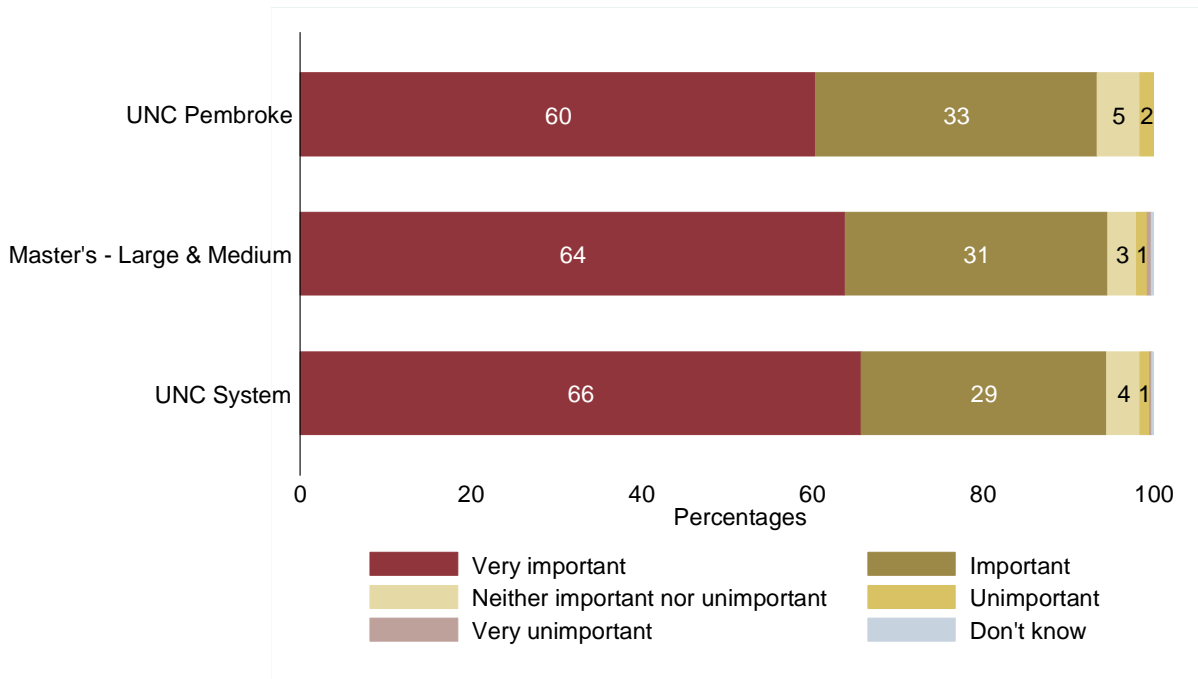


Question text Q9B_1: "[School attended] prepared me well for life outside of college."

5.2 Written Communication

Baccalaureate and graduate alumni were asked about the importance of their ability to communicate effectively in writing in their lives. Alumni rated written communication highly, with 60% reporting it as “very important” and another 33% as “important” (Figure 19).

Figure 19. Importance of Ability to Communicate Effectively in Writing

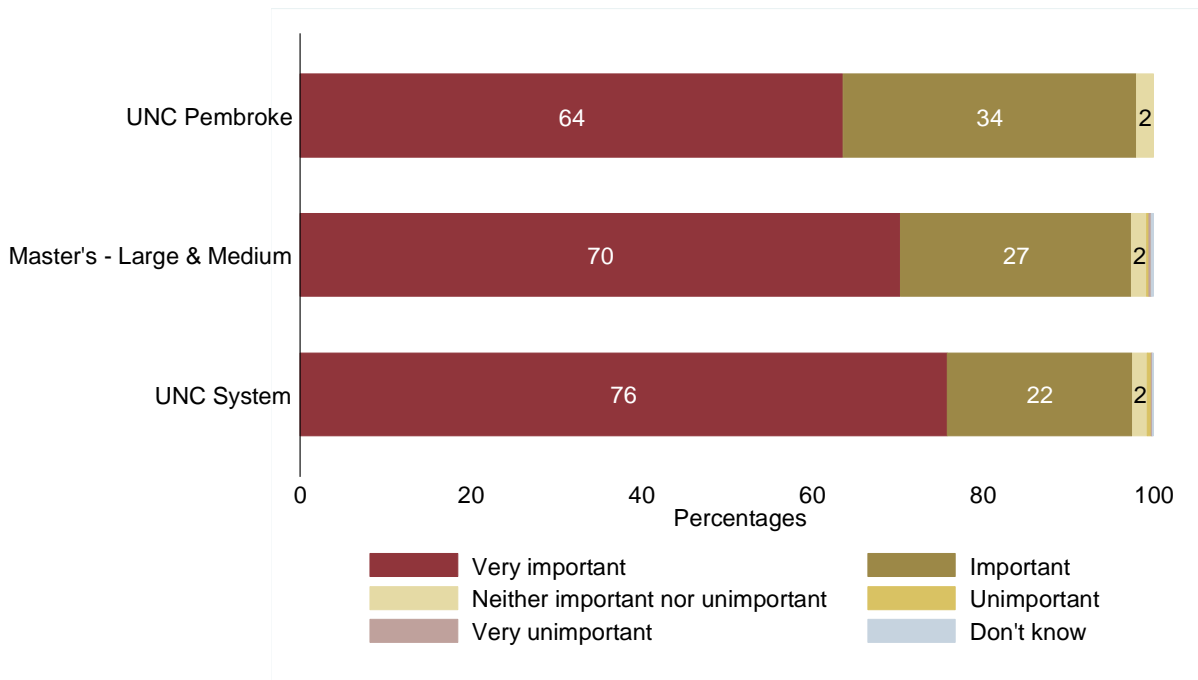


Question text Q6: “Please indicate how important your ability to communicate effectively in writing has been in your life since you completed your [undergraduate/graduate] education at [school attended]. Would you say...”

5.3 Critical Thinking

Baccalaureate and graduate alumni were asked about the importance of their ability to think critically in their lives. Critical thinking was almost universally seen as important, with 98% of alumni rating critical thinking as either “important” or “very important” (Figure 20).

Figure 20. Importance of Ability to Think Critically

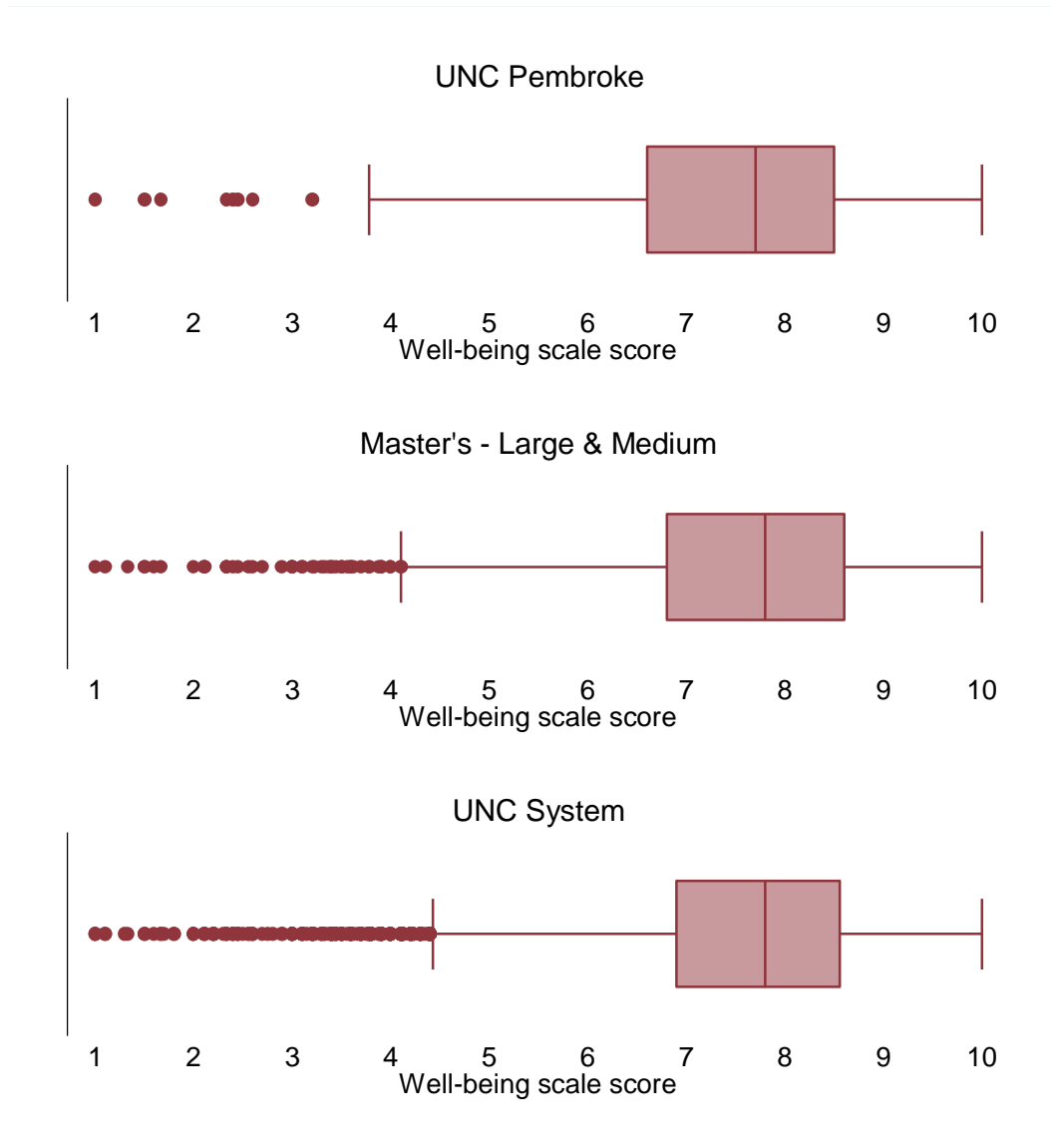


Question text Q8: “Please indicate how important your ability to think critically has been in your life since you completed your [undergraduate/graduate] education at [school attended]. Would you say...”

5.4 Well-Being

Alumni were asked a series of questions regarding their well-being. These items were developed into a single scale with values ranging from 1 to 10 where 1 indicated no satisfaction at all and 10 indicated complete satisfaction; see Appendix A for further details on scale creation. UNC Pembroke alumni generally reported high levels of well-being, with a mean score of 7.4 (Figure 21). The average score for alumni at all Master's – Large & Medium schools was 7.6 as was the mean score for all UNC alumni.

Figure 21. Well-Being Scale Score

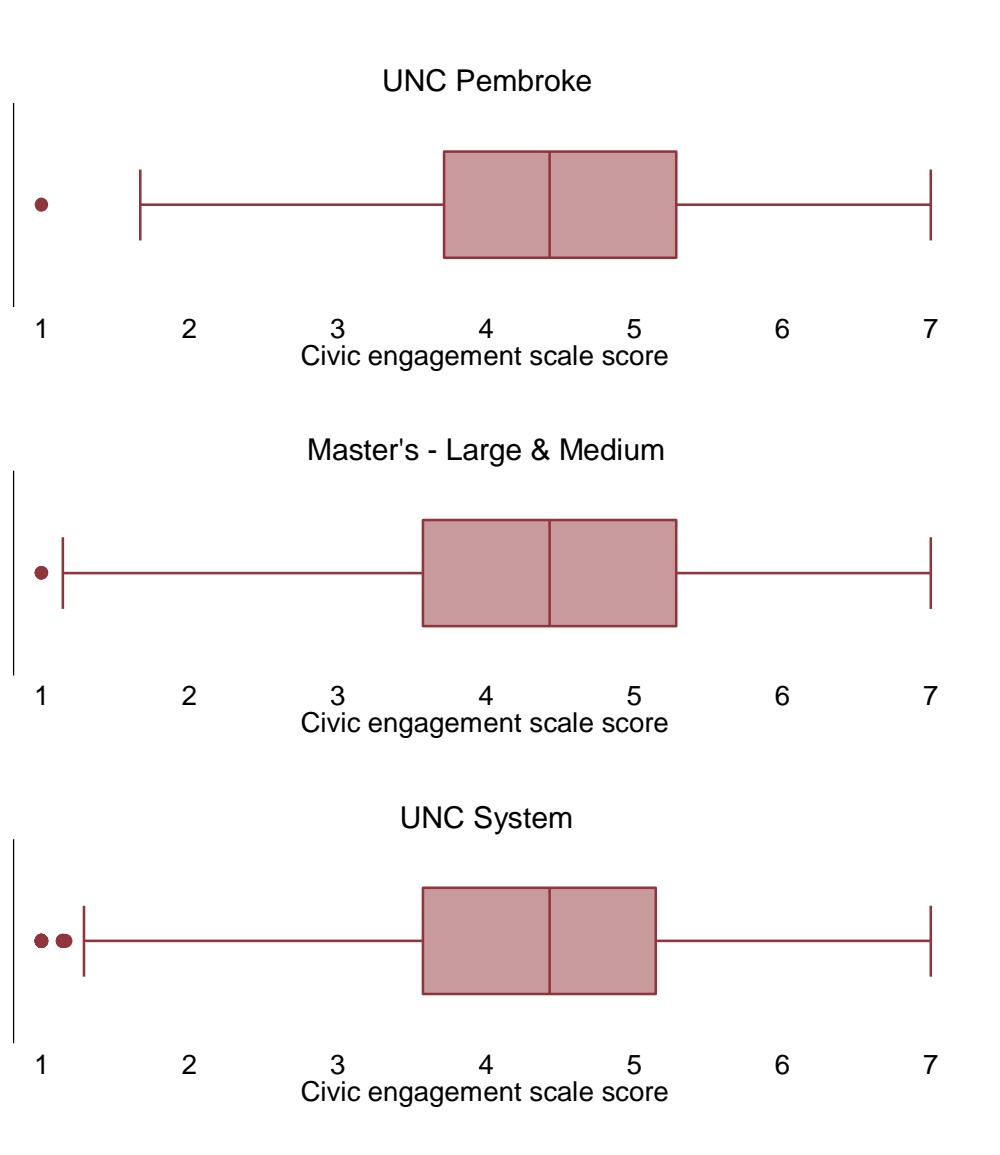


Center line of the box shows median scale score, box edges show 25th and 75th percentile scale score, left hand whisker shows 1.5x interquartile range (IQR; the 75th percentile score minus 25th percentile score) below the 25th percentile scale score, right hand whisker shows 1.5x IQR above the 75th percentile score, and dots show outlier values (beyond left and right hand whiskers).

5.5 Civic Engagement

Alumni were asked a series of questions regarding their civic engagement covering topics including volunteering, charitable contributions, and voting in elections. These items were developed into a single scale with values ranging from 1 to 7 where 1 indicated never doing the action mentioned and 7 indicated always doing the action mentioned; see Appendix A for further details on scale creation. The mean scale score for UNC Pembroke alumni was 4.4, for all Master’s – Large and Medium school alumni was 4.4, and was 4.4 for all UNC alumni. Alumni responses were centered on the midpoint of the scale, representing an average of doing each action “sometimes” (Figure 22).

Figure 22. Civic Engagement Scale Score



6. Choosing Higher Education

Alumni were asked why they chose to pursue a degree at UNC Pembroke. Increasing opportunities for promotion, advancement, and pay was the most commonly cited important motivation for pursuing a degree and was also selected most commonly as the second most important motivation for those who had not listed it as the most important (Table 36). Acquiring specific skills and knowledge was also commonly cited.

Table 36. Reasons for Pursuing Degree

Reason	Most Important	Second Most Important	Third Most Important
UNC Pembroke			
To acquire specific skills and knowledge	22%	20%	15%
To increase opportunities for promotion, advancement, and pay	24%	19%	10%
To meet requirements of my current employer	4%	2%	2%
To meet requirements of a prospective employer	1%	5%	8%
To learn more about something in which I am particularly interested	5%	14%	15%
It was the best option available at the time	21%	10%	10%
To facilitate a job/career change	5%	7%	8%
To use as a stepping stone for further education	6%	10%	13%
It was expected of me by my family	3%	5%	3%
To find out what career I wanted to pursue	5%	4%	6%
Other	5%	4%	10%
Total	100%	100%	100%
Master's – Large & Medium			
To acquire specific skills and knowledge	28%	22%	15%
To increase opportunities for promotion, advancement, and pay	16%	15%	12%
To meet requirements of my current employer	1%	1%	1%
To meet requirements of a prospective employer	3%	6%	7%
To learn more about something in which I am particularly interested	11%	15%	15%
It was the best option available at the time	9%	10%	10%
To facilitate a job/career change	6%	6%	5%
To use as a stepping stone for further education	7%	10%	10%
It was expected of me by my family	4%	5%	7%
To find out what career I wanted to pursue	8%	9%	10%
Other	6%	2%	6%
Total	100%	100%	100%
UNC System			
To acquire specific skills and knowledge	30%	23%	16%
To increase opportunities for promotion, advancement, and pay	15%	16%	13%
To meet requirements of my current employer	1%	1%	1%
To meet requirements of a prospective employer	3%	5%	7%
To learn more about something in which I am particularly interested	12%	17%	16%
It was the best option available at the time	10%	9%	10%
To facilitate a job/career change	6%	6%	5%
To use as a stepping stone for further education	7%	8%	10%
It was expected of me by my family	4%	5%	8%
To find out what career I wanted to pursue	7%	9%	10%
Other	5%	2%	5%
Total	100%	100%	100%

Question text Q58: "What are the three main reasons why you chose to pursue an [undergraduate/graduate] degree at [school attended]? Please indicate your top three reasons by entering 1, 2, and 3 in the entry boxes below."

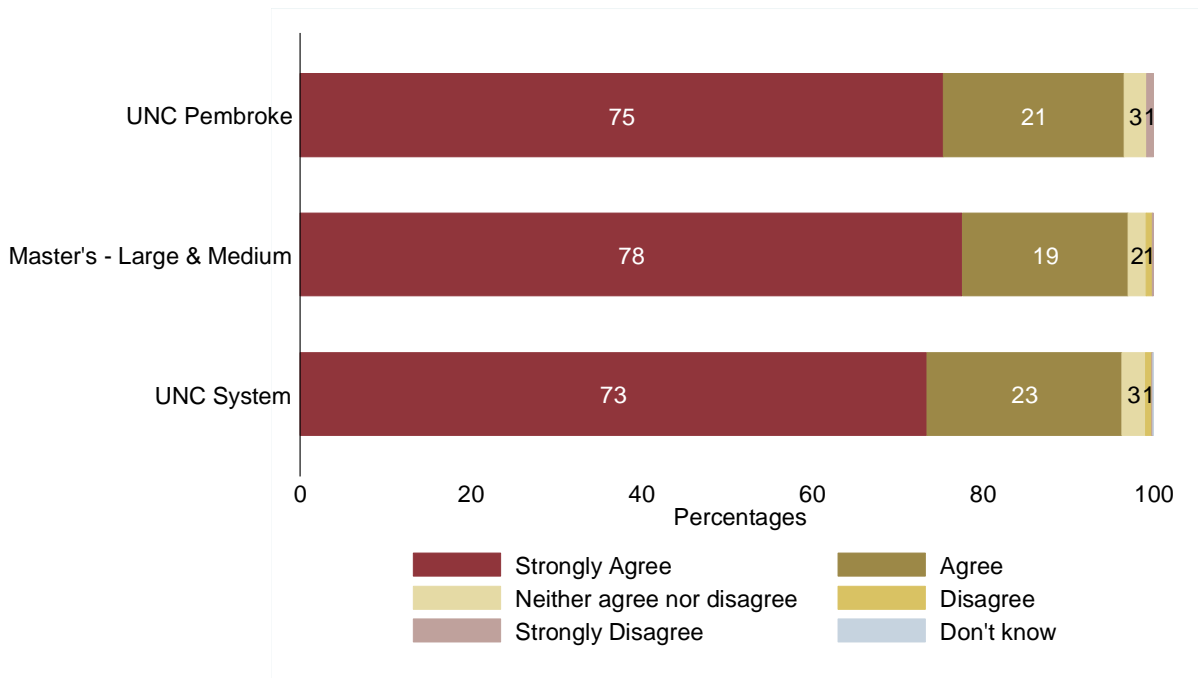
7. College Experience

Baccalaureate alumni were asked three questions about their college experience: whether they had at least one professor who made them excited about learning, whether their professors cared about them as people, and whether they were extremely active in extracurricular activities and organizations. We examine these aspects of their UNC Pembroke experience in greater detail below.

7.1 Excited About Learning

Almost all alumni had at least one professor who made baccalaureate alumni excited about learning: 96% of alumni agreed or strongly agreed that “I had at least one professor at [school attended] who made me excited about learning” (Figure 23).

Figure 23. Professor Made Alumnus/na Excited About Learning

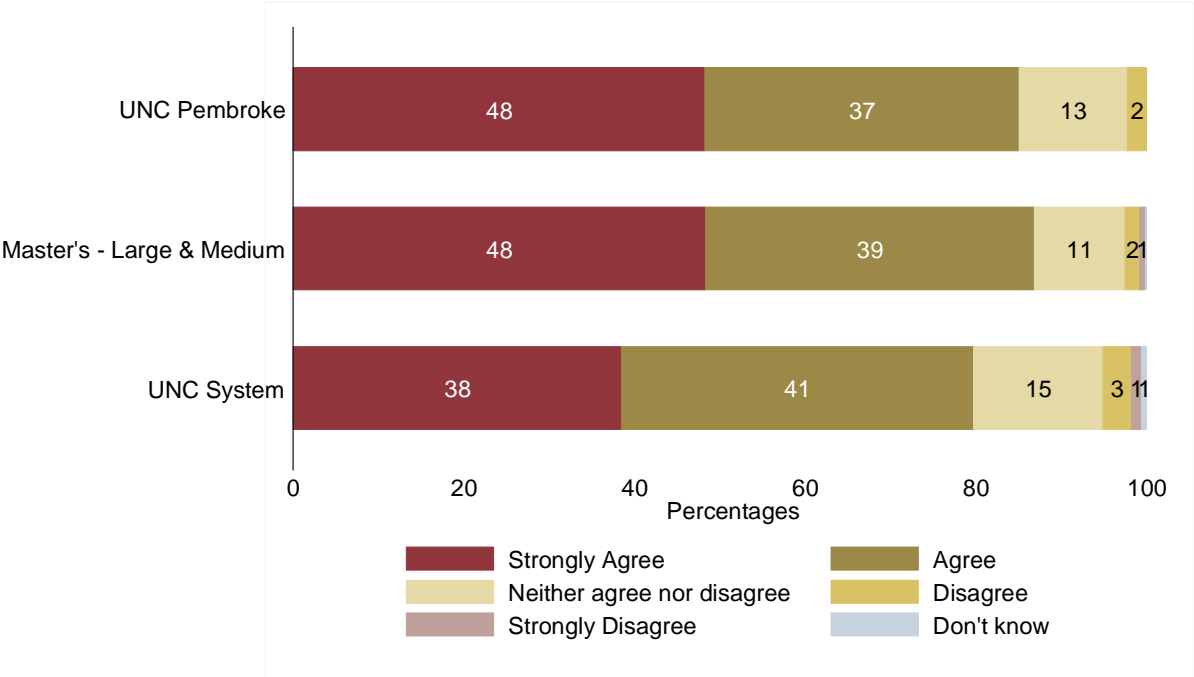


Question text Q9B_2: “Please indicate how much you agree or disagree with the following statements about [school attended]. I had at least one professor at [school attended] who made me excited about learning. Please indicate whether you...”

7.2 Cared About as a Person

Forty-eight percent of baccalaureate alumni were very likely to agree that their professors cared about them as people (Figure 24). It is possible that the slightly lower proportion agreeing to this question may be in part due to the earlier question asking about at least one professor while the question presently under consideration was cast in terms of all the person’s professors.

Figure 24. Professors Cared about Alumnus/na as a Person

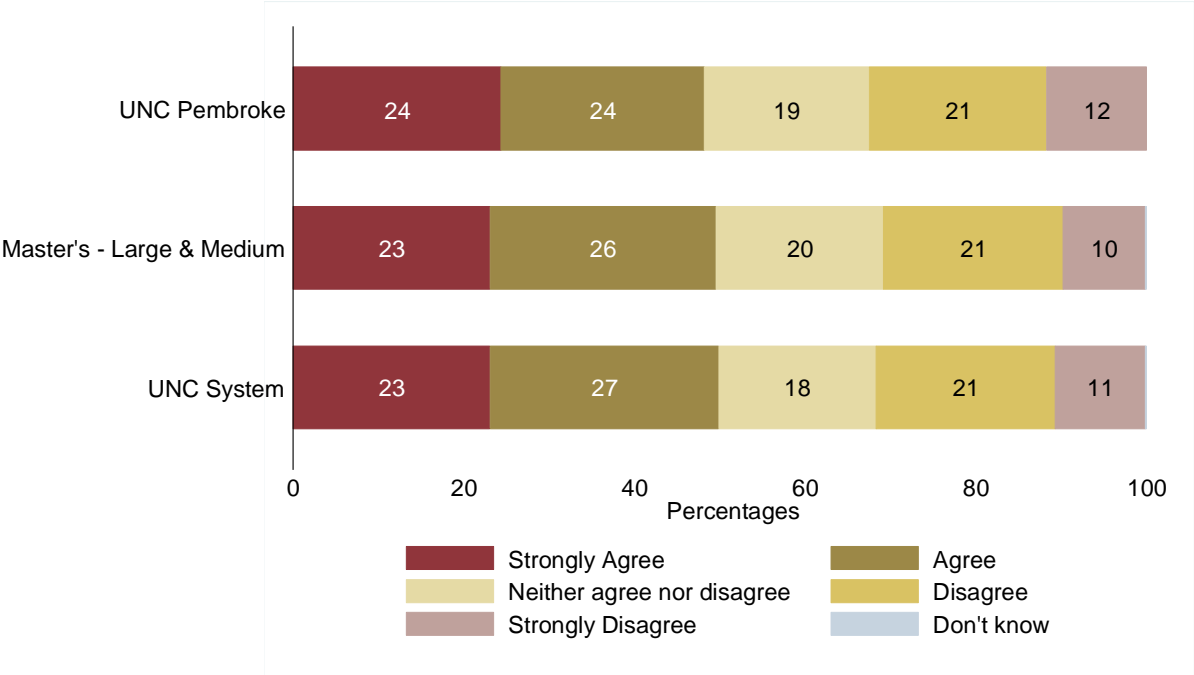


Question text Q9B_3: “Please indicate how much you agree or disagree with the following statements about [school attended]. My professors at [school attended] cared about me as a person. Please indicate whether you...”

7.3 Extracurricular Activities

Involvement in extracurricular activities and organizations was spread fairly evenly, with 24% of UNC Pembroke alumni strongly agreeing they were very involved and 24% simply agreeing (Figure 25).

Figure 25. Extremely Involved in Extracurricular Activities and Organizations



Question text Q9B_4: "Please indicate how much you agree or disagree with the following statements about [school attended]. I was extremely active in extracurricular activities and organizations while attending [school attended]. Please indicate whether you..."

8. Paying for College and Graduate School

Alumni were asked questions about how much they paid for college or graduate school and their sources of funding for graduate school as well as whether the benefits of attending college outweighed the costs. We focus first on paying for college.

8.1 College

Many Baccalaureate alumni reported borrowing no money in order to attend UNC Pembroke for each cohort (**37. Amount Borrowed to Pay**).¹¹

8.2 Graduate School

8.2.1 Amount Borrowed

The overwhelming majority of higher degree alumni borrowed no money or very little money for their UNC Pembroke graduate degree (Table 38).

8.2.2 Sources of Funding

Graduate alumni were asked about other sources of funding used to pay for their graduate education at UNC Pembroke. Federal student loans were used most commonly, followed by personal savings (Table 39).

Alumni were asked about the relative importance of sources of funding they received. We report the most important, second most important, and third most important source of funding for their graduate education at UNC Pembroke (Table 40). The use of federal student loans was the most commonly used form of funding for graduate education, and it was also the most important source. Personal funds were the most commonly reported second most important source of funding.

¹¹ We do not attempt to adjust for Consumer Price Index because a nontrivial number of alumni reported a range of debt rather than a precise estimate.

Paying for College and Graduate School

Table 37. Amount Borrowed to Pay for Undergraduate Education by Cohort for Baccalaureate Alumni

	1993-94	2003-04	2008-09	2012-13
UNC Pembroke				
No debt	38%	25%	28%	23%
\$1 - \$4,999	0%	6%	4%	0%
\$5,000 - \$9,999	32%	14%	5%	5%
\$10,000 - \$14,999	15%	12%	10%	13%
\$15,000 - \$19,999	0%	18%	11%	21%
\$20,000 - \$24,999	15%	4%	14%	13%
\$25,000 - \$34,999	0%	4%	16%	4%
\$35,000 - \$49,999	0%	0%	7%	11%
\$50,000+	0%	7%	4%	6%
Don't know	0%	8%	3%	3%
Total	100%	100%	100%	100%
Master's – Large & Medium				
No debt	50%	43%	40%	34%
\$1 - \$4,999	8%	4%	7%	3%
\$5,000 - \$9,999	12%	6%	4%	5%
\$10,000 - \$14,999	11%	12%	5%	6%
\$15,000 - \$19,999	6%	10%	9%	8%
\$20,000 - \$24,999	6%	8%	12%	9%
\$25,000 - \$34,999	2%	8%	9%	20%
\$35,000 - \$49,999	1%	4%	6%	10%
\$50,000+	1%	1%	5%	4%
Don't know	5%	3%	3%	1%
Total	100%	100%	100%	100%
UNC System				
No debt	62%	48%	46%	40%
\$1 - \$4,999	8%	3%	4%	3%
\$5,000 - \$9,999	9%	6%	5%	6%
\$10,000 - \$14,999	8%	9%	7%	6%
\$15,000 - \$19,999	5%	10%	6%	6%
\$20,000 - \$24,999	3%	9%	8%	9%
\$25,000 - \$34,999	1%	8%	9%	16%
\$35,000 - \$49,999	1%	4%	7%	7%
\$50,000+	1%	2%	5%	4%
Don't know	2%	2%	1%	2%
Total	100%	100%	100%	100%

Constructed from Q28, Q29, and Q30. Question text Q28: "At the time you completed your undergraduate education at [school attended] were you personally responsible for repaying any loans to finance your **undergraduate education**?" Respondents who answered yes to Q28 were asked Q29. Question text Q29: "At the time you completed your undergraduate education at [school attended], what was the total dollar amount borrowed for your undergraduate education that you were personally responsible for repaying? Your best estimate is fine." Alumni who responded don't know to Q29 were asked Q30. Question text Q30: "Please select the dollar range below that is your best estimate of the total dollar amount borrowed for your undergraduate education that you were personally responsible for repaying at the time you completed your undergraduate education at [school attended]. \$1 - \$4,999; \$5,000 - \$9,999; \$10,000 - \$14,999; \$15,000 - \$19,999; \$20,000 - \$24,999; \$25,000 - \$29,999; \$30,000 - \$34,999; \$35,000 - \$39,999; \$40,000 - \$44,999; \$50,000 - \$54,999; \$55,000 - \$59,999; \$60,000 - \$64,999; \$65,000 - \$69,999; \$70,000 or more." \$45,000 - \$49,999 category was not shown. Not adjusted for inflation.

Paying for College and Graduate School

Table 38. Amount Borrowed to Pay for Graduate School by Cohort for Graduate Alumni

	1993-94	2003-04	2008-09	2012-13
UNC Pembroke				
No debt	0%	87%	100%	76%
\$1 - \$4,999	100%	13%	0%	0%
\$5,000 - \$9,999	0%	0%	0%	0%
\$10,000 - \$14,999	0%	0%	0%	0%
\$15,000 - \$19,999	0%	0%	0%	0%
\$20,000 - \$24,999	0%	0%	0%	9%
\$25,000 - \$34,999	0%	0%	0%	0%
\$35,000 - \$49,999	0%	0%	0%	0%
\$50,000+	0%	0%	0%	0%
Don't know	0%	0%	0%	14%
Total	100%	100%	100%	100%
Master's – Large & Medium				
No debt	83%	79%	87%	87%
\$1 - \$4,999	8%	1%	1%	1%
\$5,000 - \$9,999	0%	1%	3%	3%
\$10,000 - \$14,999	0%	3%	4%	0%
\$15,000 - \$19,999	0%	4%	0%	1%
\$20,000 - \$24,999	0%	1%	2%	1%
\$25,000 - \$34,999	0%	1%	1%	1%
\$35,000 - \$49,999	0%	0%	0%	0%
\$50,000+	0%	1%	0%	1%
Don't know	9%	9%	1%	6%
Total	100%	100%	100%	100%
UNC System				
No debt	85%	86%	91%	89%
\$1 - \$4,999	4%	2%	2%	1%
\$5,000 - \$9,999	3%	1%	2%	2%
\$10,000 - \$14,999	2%	1%	1%	0%
\$15,000 - \$19,999	0%	1%	0%	1%
\$20,000 - \$24,999	1%	3%	0%	0%
\$25,000 - \$34,999	0%	0%	1%	2%
\$35,000 - \$49,999	0%	2%	0%	1%
\$50,000+	3%	0%	0%	2%
Don't know	3%	3%	3%	3%
Total	100%	100%	100%	100%

Constructed from Q31, Q32, and Q33A. Question text Q31: "At the time you completed your graduate education were you personally responsible for repaying any loans to finance your **graduate education**?" Respondents who answered yes to Q31 were asked Q32. Question text Q32: "At the time you completed your graduate education, what was the total dollar amount borrowed for your graduate education that you were personally responsible for repaying? Your best estimate is fine." Alumni who responded don't know to Q32 were asked Q33A. Question text Q33A: "Please select the dollar range below that is your best estimate of the total dollar amount borrowed for your graduate education that you were personally responsible for repaying at the time you completed your graduate education. \$1 - \$4,999; \$5,000 - \$9,999; \$10,000 - \$14,999; \$15,000 - \$19,999; \$20,000 - \$24,999; \$25,000 - \$29,999; \$30,000 - \$34,999; \$35,000 - \$39,999; \$40,000 - \$44,999; \$50,000 - \$54,999; \$55,000 - \$59,999; \$60,000 - \$64,999; \$65,000 - \$69,999; \$70,000 or more." \$45,000 - \$49,999 category was not shown. Not adjusted for inflation.

Paying for College and Graduate School

Table 39. Percentage Receiving Source of Funding for Graduate Education

Source of Funding	UNC Pembroke	Master's – Large & Medium	UNC System
Assistantship	15%	23%	26%
Fellowship/scholarship	7%	21%	28%
Grant	9%	18%	16%
Federal student loans	53%	56%	50%
Private loans	9%	9%	11%
Personal funds (savings)	39%	41%	44%
Family funds (spouse, parent, or other)	20%	29%	30%
Employer tuition support/benefit	17%	15%	15%
Military/veteran benefit	10%	4%	3%
Other	8%	4%	4%

Question text Q33B: "Using the list below, please select all sources of funding applied to your graduate studies. Mark all that apply."

Table 40. Percentage Rating Source of Funding by Importance

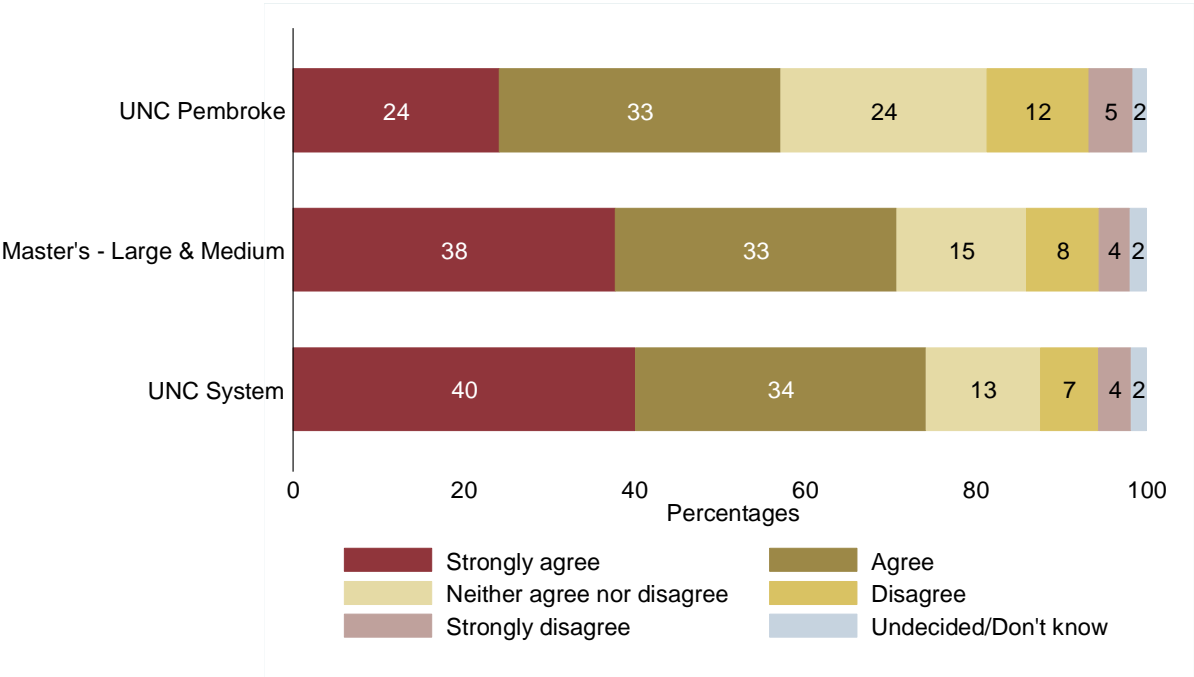
Source of Funding	UNC Pembroke			Master's – Large & Medium			UNC System		
	Most Important	Second Most Important	Third Most Important	Most Important	Second Most Important	Third Most Important	Most Important	Second Most Important	Third Most Important
Assistantship	4%	12%	11%	8%	14%	15%	13%	14%	12%
Fellowship/scholarship	6%	2%	7%	6%	14%	11%	9%	15%	15%
Grant	6%	8%	0%	25	11%	16%	2%	9%	13%
Federal student loans	43%	12%	8%	49%	11%	5%	41%	11%	6%
Private loans	3%	7%	6%	4%	7%	2%	4%	7%	4%
Personal funds (savings)	17%	25%	17%	13%	22%	23%	12%	22%	26%
Family funds (spouse, parent, or other)	7%	18%	9%	11%	12%	17%	11%	13%	14%
Employer tuition support/benefit	6%	9%	27%	5%	7%	6%	5%	7%	6%
Military/veteran benefit	6%	3%	6%	1%	2%	0%	1%	1%	0%
Other	3%	4%	10%	1%	1%	3%	1%	1%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Question text Q33C: "Please rank the sources of funding applied to your graduate education in order of amount of support received from the source(s) (1 = largest amount, 2 = second largest amount, 3 = third largest amount, and so on)."

8.3 Do the Benefits Outweigh the Costs?

Both undergraduate and graduate degree alumni were asked whether the benefits of attending UNC Pembroke exceeded the financial costs to the alumnus or alumna and her or his family. Fifty-nine percent of alumni agreed that the benefits had, in fact, exceeded the costs, with 24% of all alumni agreeing very strongly (Figure 26).

Figure 26. Benefits from Attending School Exceeded Financial Costs



Question text Q34: "To what extent do you agree or disagree with the following statement: the benefits I received from attending [school attended] for my [undergraduate/graduate] education have outweighed the financial costs to myself and my family. Would you say that you..."

9. Conclusion

Chapter 2 examined a number of measures of alumni satisfaction. UNC Pembroke received excellent ratings from its alumni with nearly all rating the school as either excellent (47%) or good (43%), well over 90% satisfied with the quality of the education they received, a similar percentage being likely to recommend the school to family and friends, and 74% saying they would likely choose to attend UNC Pembroke again. Each of these measures was somewhat lower than for all Master's – Large & Medium institutions.

Chapter 3 probed graduate school with different foci for bachelor's degree and higher degree alumni. Looking to the cohorts surveyed furthest from graduation, over 60% of Baccalaureate alumni go on to attend graduate school and somewhat under that percentage reported receiving a graduate degree. Alumni were most likely to go on to receive a master's degree rather than a professional or doctoral degree. Turning to higher degree alumni, 18% of alumni who received a master's degree from UNC Pembroke went on to attend graduate school a doctorate but few received one.

Chapter 4 examined many facets of alumni careers, first looking at self-assessments of career readiness. Alumni were asked whether their education enhanced their career prospects and 73% believed their education had, in fact, improved their career prospects. Higher degree alumni were asked a number of other questions about the contribution of their graduate education. One question was how much their graduate education at UNC Pembroke had contributed to mastery of their field of study, with almost 66% believing that their education had contributed a great deal. Higher degree alumni were also asked about the contribution of their graduate education to create or apply knowledge, with 59% citing graduate school as contributing a great deal. A third question asked higher degree alumni about the contribution of graduate study at UNC Pembroke to demonstrating professional ethical standards. Alumni were more likely to say that graduate school had contributed a great deal to demonstrating professional ethical standards, with 62% doing so. Finally, higher degree alumni were asked about the contribution of graduate school to demonstrating professionally appropriate professional communications skills, with 58% of alumni saying that their graduate education had contributed a great deal. Ratings for enhancing career prospects, mastering major field of graduate study, and ability to create or apply knowledge were on par all alumni from institutions in its Carnegie classification while demonstrating professional ethical standards and professionally appropriate communications skills were above average.

All alumni were asked about their activities in the year following graduation from UNC Pembroke and at the time of the survey. A majority of alumni described being employed full-time as their primary activity. Alumni from 2008-09 and 2012-13 were less likely to give their primary activity as being employed full-time than were 1993-94 and 2003-04 alumni. Altogether, 71% of alumni reported being employed full-time (whether or not this was their primary activity), with full-time employment peaking for the 1993-94 and 2003-04 cohorts. Altogether, 93% of alumni working full-time said their job was permanent. In total, 9% of alumni reported that they were working part-time by choice. Another 5% of alumni were employed part-time but wanted a full-time job. This status was most common for more recently graduated alumni. Across cohorts, 9% of alumni reported being self-employed. Self-employment was more common among 2003-04 alumni. In total, 19% of alumni reported

seeking employment, although people could report both working and seeking employment. The alumni most likely to be seeking employment were the most recent graduates. Altogether, 18% of alumni were students in degree programs, with more recent cohorts of alumni most likely to be in a degree program. Interning was rare, with 3% of all alumni currently in an internship, but much more common among more recent graduates. Looking at interning in the first year of graduation, internships were most common among 2003-04 alumni. Raising a family was most common for alumni furthest removed from graduation and higher degree alumni, no doubt due to being older. In total, 39% alumni said they were raising families. These outcomes were somewhat higher with those of all alumni from Master's – Large & Medium schools in the North Carolina public university system.

Alumni were asked about how closely their current job and first full-time job after graduation were to their major or field of study and, if not, whether this was by choice or not. In total, 59% of alumni said their first full-time job was directly related and 54% said their current job was directly related, 19% said their first full-time job was somewhat related and 26% said their current job was somewhat related. Alumni who said their current job was not related were more likely to say that this was by choice than alumni whose first job was not related to their major or field of study. Compared to alumni from all Master's – Large & Medium schools, UNC Pembroke alumni were more likely to work in fields related to their major. Baccalaureate alumni who studied education were the most likely to have their first job related to their field of study while those who studied business were the least likely. For current jobs, education majors were still the most likely to work in a related job with arts and humanities majors being the least likely to work in a directly related field. A related item asked alumni whether they would choose their major or field of study again: 39% rated this as very likely and another 26% as likely.

Alumni were asked questions about the type of place they currently worked at, their industry, and their occupation. Turning first to the place alumni currently worked, a plurality worked for government employers, with substantial numbers also working for for-profit and academic employers. Alumni of UNC Pembroke most commonly worked in educational services, followed by health care and social assistance. About a fifth of alumni reported changing their fields at least once in their careers. Alumni who reported changing fields were somewhat consistent across all cohorts. Alumni who changed industry were less likely to work in educational services than those who stayed. By occupation, alumni were most commonly found in the education, training, and library and management occupations. About a quarter of alumni reported changing occupations at least once in their careers. Longer time since graduation was associated with increased likelihood of changing occupation. The percentage of alumni who stayed in the same field and occupation as they had started was also fairly consistent across all cohorts.

Alumni were asked the first annual salary from the first full-time permanent job after graduation and their current salary. We focus first on the first annual salary received by alumni. Starting salaries increased in nominal terms from the 1993-93 to 2008-09 cohorts. The 2012-13 cohort received lower nominal starting wages than did the 2008-09 cohort. UNC Pembroke alumni are less likely to be in the top bracket of income than are all alumni from Research – Very High schools. Turning to current salary, the most common salary for 1993-94 alumni was \$40,000 - \$49,999; that of 2003-04 and 2008-09 and 2012-13 cohorts was \$30,000 - \$39,999. Current salaries are broadly in line with alumni

of all Master's – Large & Medium institutions, indicating that UNC Pembroke alumni make good the deficit over time..

Alumni were overwhelmingly likely to work in the U.S. and over 80% of alumni who worked in the U.S. had jobs located in North Carolina. Both statistics are in line with alumni from all Master's – Large & Medium institutions.

Chapter 5 asked alumni about other outcomes: the extent to which Baccalaureate alumni were prepared for life outside college and, for all alumni, their sense of well-being and civic engagement. Most Baccalaureate alumni felt well prepared for life outside college: less than a third of Baccalaureate alumni strongly agreed that their school prepared them well for outside of college and another half agreed. These were somewhat less positive than those of all Master's – Large & Medium alumni. The measure of well-being consisted of a scale scores from 1 to 10 where 1 indicated no satisfaction at all and 10 indicated complete satisfaction; the mean score was 7.4. The civic engagement scale covered topics including volunteering, charitable contributions, and voting in elections. These items were developed into a single scale with values ranging from 1 to 7 where 1 indicated never doing the action mentioned and 7 indicated always doing the action mentioned. The mean score was 4.4. UNC Pembroke alumni were slightly behind alumni of all Master's – Large & Medium schools on the measure of well-being and in line for civic engagement.

Chapter 6 focuses on the reasons alumni choose higher education. These can be fairly simply described: acquiring skills and knowledge was the most important motivation, followed by increasing opportunities for promotion, advancement, and pay.

Chapter 7 looks at the college experience of Baccalaureate alumni with respect to having at least one professor who made the respondent excited to learn, having professors who cared about the respondent as a person, and being extremely involved in extracurricular activities. Looking at first about having professors who made alumni excited to learn, 75% of UNC Pembroke alumni strongly agreed and 21% simply agreed with the statement, in line with all alumni from Master's – Large & Medium institutions. Shifting focus to having professors who cared about alumni as people, 85% agreed or strongly agreed, 48% strongly agreeing. These figures are very slightly also slightly behind all Master's – Large & Medium alumni. There was greater diversity in responses to the question asking whether the respondent was extremely involved in extracurricular activities and organizations; UNC Pembroke alumni were just as involved in extracurricular activities and organizations than were all alumni of Master's – Large & Medium schools.

Chapter 8 focuses on debt for college and graduate school. Looking first at college, the proportion personally responsible for repaying loans for undergraduate education has increased over time as have general levels of debt. Bachelor's alumni from UNC Pembroke State are more likely to be responsible for repaying loans than are alumni from all Master's – Large & Medium schools. For graduate school, the overwhelming majority of UNC Pembroke alumni said they were not personally responsible for repaying any loans to finance their graduate education. Alumni were asked whether the benefits for attending UNC Pembroke exceeded the costs. About two-thirds agreed, a lower proportion than among all Master's – Large & Medium alumni.

Appendix A. Construction of Indices

Two indices were created for the present survey, one for well-being and the other for civic engagement.

Index of Well-Being

The index of well-being was created from the following scale.

Please indicate how satisfied you are with each of the following. Please use the scale of 1 – 10, where 1 indicates no satisfaction at all and 10 indicates completely satisfied. How satisfied are you with...

1. Your standard of living?
2. Your health?
3. What you are achieving in life?
4. Your personal relationships?
5. How safe you feel?
6. Feeling part of your community?
7. Your future security?
8. The amount of time you have to do the things that you like doing?
9. With quality of your local environment?
10. IF EMPLOYED: With your job?

After removing responses of “don’t know,” the items had Cronbach’s alpha of .90 among all alumni, indicating that they measured a single construct. Accordingly, a variable was created holding the mean of the valid responses to the scale (i.e., those which were not missing or don’t know). An integer version of the index was created for display in charts by rounding to the nearest integer.

Index of Civic Engagement

The index of civic engagement was created from the following scale.

1. Please indicate how frequently you do each of the following. Please indicate whether you do each of the following never, rarely, occasionally, sometimes, frequently, usually, or always.
2. I am involved in structured volunteer position(s) in the community.
3. When working with others, I make positive changes in the community.
4. I help members of my community.
5. I stay informed of events in my community.

6. I participate in discussions that raise issues of social responsibility.
7. I contribute to charitable organizations within the community.
8. I vote in local, state and national elections.

After removing responses of “don’t know,” the items had Cronbach’s alpha of .83 among all alumni, indicating that they measured a single construct. Accordingly, a variable was created holding the mean of the valid responses to the scale (i.e., those which were not missing or don’t know). An integer version of the index was created for display in charts by rounding to the nearest integer; this index was labeled following the scale upon which it was based.