GALLUP-PURDUE INDEX
GREAT JOBS AND GREAT LIVES

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Lack of large-scale studies of college graduates looking at long-term outcomes

Focus not on what is more convenient to measure, but what matters

– Great Jobs and Great Lives

Items should be actionable and subject to improvement
Web surveys conducted Feb. 4 - March 7, 2014,
  - Random sample of 29,560 with a bachelor’s degree or higher
  - 18 and older, with Internet access, living in 50 states and DC
  - Also collected 1,557 associates only degrees
ABOUT THE STUDY:

- Sample compiled from two sources:
  - Gallup Panel - random-digit-dial (RDD) and address-based
  - Gallup Daily Tracking (RDD)
    - 50/50 landline/cell
ABOUT THE STUDY:

- Weighted to national demographics based on current census

- Margins of error
  - Bachelor’s degree or higher
  - 0.9% at 95% confidence level
Five major components to the survey

- Workplace Engagement
- Well-being
- Alumni Attachment
- Experiences in College
- Demographics
GALLUP RESEARCH ON A “GREAT JOB”

- Workplace Engagement Research Base
  - 25 years of research
  - Thousands of workplace focus groups
  - Hundreds of survey questions tested on 1 million workers
  - Validated against direct measures
Opportunities to learn and grow
Feedback on progress in last six months
I have a best friend at work
Coworkers committed to quality
Mission/Purpose of company is important
At work, my opinions seem to count
Someone encourages my development
Supervisor/Someone at work cares
Recognition last seven days
Do what I do best every day
I have materials and equipment
I know what is expected of me at work
IMPACT OF ENGAGEMENT

Turnover

High-Turnover Orgs.

- Absenteeism: -37
- Shrinkage: -25
- Safety Incidents: -48
- Patient Safety Incidents: -41
- Quality (Defects): -41

Low-Turnover Orgs.

- Absenteeism: -65

Turnover

Customer

Productivity

Profitability

Profitability: 22
Productivity: 21
Customer: 10
GALLUP RESEARCH ON A “GREAT LIFE”

- Well-being Research Base
  - 80 years of research
  - Thousands of focus groups and interviews
  - Hundreds of survey questions tested on millions globally
  - Validated against direct measures
WHAT DOES A ‘GREAT LIFE’ LOOK LIKE?

**Purpose**
- Liking what you do each day and being motivated to achieve your goals

**Social**
- Having support relationships and love in your life

**Community**
- Liking where you live, feeling safe and having pride in your community

**Financial**
- Managing your economic life to reduce stress and increase security

**Physical**
- Having good health and enough energy to get things done daily

Gallup-Healthways Well-Being 5™
Annual Health-Related Cost to Employer (Disease Burden and Unhealthy Days)

Controlling for demographic differences at baseline (2010)
GALLUP’S key metrics revealed tension mounting prior to the ‘Arab Spring’ which traditional metrics missed:

### Egypt: Recent Trends in Percentage “Thriving” and GDP per Capita (PPP)

- **Thriving**
- **GDP per capita (PPP)**

2005-2010
GDP per capita (ppp) estimates are from the International Monetary Fund’s World Economic Outlook database.
KEY FINDINGS
More male grads are employed full-time for an employer than female grads

63% vs. 52%
More female grads are engaged in their jobs than male grads.

42% vs. 36%

FEMALE | MALE
MAJORS ARE MINOR

Full-time Employment

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>63%</td>
</tr>
<tr>
<td>Business</td>
<td>61%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>53%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>52%</td>
</tr>
</tbody>
</table>

Engagement At Work

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>41%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>41%</td>
</tr>
<tr>
<td>Science</td>
<td>38%</td>
</tr>
<tr>
<td>Business</td>
<td>37%</td>
</tr>
</tbody>
</table>
Majority of graduates thriving in at least one domain of well-being:

- **Purpose**: 54%
- **Physical**: 35%
- **Social**: 49%
- **Community**: 47%
- **Financial**: 42%

- Only **11%** thriving in all 5 elements of well-being
- **More than one in six** not thriving in any
## IT’S NOT WHERE YOU GO…

<table>
<thead>
<tr>
<th>No Difference in Workplace Engagement or Well-being of Graduates Between:</th>
<th>Public vs. private non-profits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly selective institutions and rest</td>
<td>Top 100 ranked schools in <em>US News &amp; World Report</em> and rest</td>
</tr>
</tbody>
</table>

- Graduates of smaller schools slightly less likely to be engaged than grads of larger schools with enrollment over 10,000
- Graduates of for-profits less likely to be engaged & thriving
Graduates who were “emotionally supported” during college have more than double the odds of being engaged in their work and nearly 3x as likely to be thriving in their well-being.

- “At least one professor who made me excited about learning”
- “Professors cared about me as a person”
- “A mentor who encouraged my hopes and dreams”
Graduates who had “experiential and deep learning” have more than double the odds of being engaged in their work and more are thriving (13% vs. 10%)

- “Long-term project taking a semester or more to complete”
- “Internship or job where applied learning”
- “Extremely involved in extra-curricular activities & organizations”
When grads feel their alma mater prepared them ‘well for life outside college’

odds of being **ENGAGED** in their jobs

nearly **TRIPLES**

Finishing degree in 4 years

**DOUBLES** odds of being **ENGAGED**
Three times fewer graduates who took out between $20,000 and $40,000 in undergraduate student loan debt are thriving in their well-being compared to those with no loan debt.
...AND THEY CAN STIFLE ENTREPRENEURSHIP

Loan Debt for Undergraduate Education and Starting Business

<table>
<thead>
<tr>
<th>Debt Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No debt</td>
<td>26%</td>
</tr>
<tr>
<td>$1-$10,000</td>
<td>25%</td>
</tr>
<tr>
<td>$10,001-$20,000</td>
<td>21%</td>
</tr>
<tr>
<td>$20,001-$40,000</td>
<td>20%</td>
</tr>
<tr>
<td>$40,001+</td>
<td>16%</td>
</tr>
</tbody>
</table>
ALUMNI ATTACHMENT

- 18% of college graduates are emotionally attached to alma mater
  - “I can’t imagine a world without Bentley University”
  - “Bentley University was the perfect school for people like me”

- Graduates who were “emotionally supported” are **6x as likely to be emotionally attached** to their alma mater

- Graduates who had “experiential and deep learning” experiences are **2x as likely to be emotionally attached**
29% strongly agreed that their college prepared them well for life outside of college

24% strongly agreed that their college is passionate about the long term success of their students
PROVIDING EMOTIONAL SUPPORT

63% “Professor who made me excited about learning”

27% “Professors cared about me as a person”

22% “Mentor who encouraged hopes and dreams”

14%
“Worked on a long-term project”

“Internship or job that applied learning”

“Extremely involved in extra-curricular”
3%
THE FUTURE FOR GPI

- Continued national assessment for at least 5 years
- Offered to individual schools and consortia
- Further reports coming out
Gallup Student Poll Overview

- **Hope — the ideas and energy we have for the future**
  - Hope drives attendance, credits earned, and GPA of high school students. Hope predicts GPA and retention in college, and in some studies, hope scores have been shown to be a more robust predictor of college success than high school GPA and SAT/ACT scores.

- **Engagement — the involvement in and enthusiasm for school**
  - In K-12, engagement distinguishes between high-performing and low-performing schools.

- **Well-Being — how we think about and experience our lives**
  - Well-being tells us how students are doing today and predicts their success in the future. High well-being and engagement together are powerful drivers of performance.
I know I will **graduate** from college.
There is a faculty or staff member who **cares** about my future.
I can think of many **ways** to get good grades.

I energetically pursue my **goals**.
I can find lots of **ways** around any problem.
I know I will find a **good job** after I graduate.
By Using Responses to the Hope Items, Gallup Can Place Students in Three Groups

- **Hopeful**
  - These students have numerous ideas and abundant energy for the future. They are skilled at goal-directed thinking and perceive they can navigate pathways to achieve their goals. They are more likely to be engaged at school.

- **Stuck**
  - These students have few ideas about the future and lack the requisite motivation to achieve goals.

- **Discouraged**
  - These students have few ideas and possess negative conceptualizations of the future. They lack goal orientation and the skills needed to navigate pathways to achieve their goals. They are more likely to be actively disengaged at school.
Engagement: Involvement With and Enthusiasm for School

I have a best friend at school.
I feel safe at this school.
My instructors make me feel my coursework is important.

At this school, I have the opportunity to do what I do best every day.
In the last seven days, I have received recognition or praise for doing good work.
This school is committed to building the strengths of each student.
In the last month, I volunteered my time to help others.
By Using Responses to the Engagement Items, Gallup Can Place Students in Three Groups

- **Engaged**
  - These students are highly involved with and enthusiastic about school. They contribute to the learning process and likely involve their peers in the learning process as well. They are psychologically committed to school and have most needs met by the learning environment.

- **Not Engaged**
  - These students are present in the classroom, but they are not psychologically connected to school or to the learning process. These students have some but not all needs met in the learning environment.

- **Actively Disengaged**
  - These students are not involved with the learning process and may be undermining that process for themselves and their peers. They are unhappy in school and will share that unhappiness with others.
Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you, and the bottom of the ladder represents the worst possible life for you.

- On which step of the ladder would you say you personally feel you stand at this time?

- On which step do you think you will stand about five years from now?
By Using Responses to the Evaluative Well-Being Item, Gallup Can Place Students in Three Groups

- **Thriving**
  - These students have positive perceptions of their lives. They not only perceive their present life as good, but they are likely to see the future as even better. These students likely have their basic needs met. They tend to be in good health and have strong social support. They are well-positioned for academic success and are more likely to be engaged with school.

- **Struggling**
  - These students with lower well-being do not have positive thoughts about their present and future lives. They may lack basic needs and have weak social support.

- **Suffering**
  - These students have negative perceptions of their lives. They lack adequate personal and social resources and are more likely to be actively disengaged with school.
Student Experience Drivers of Engagement

The relative importance of each item is listed below on a 100 percent scale. Regression analysis was used to compute the unique ability of each item to drive student engagement. Overall, 38% of the variation in engagement is explained by all 8 items.

1. Caring instructors 15%
2. Useful communication from the school 11%
3. Students being challenged to their full potential 7.5%
Key Drivers of Student Engagement

The relative importance of each item is listed below on a 100 percent scale. Regression analysis was used to compute the unique ability of each item to drive student engagement. Overall, 70% of the variation in engagement is explained by all assessed variables.
KEY DRIVERS OF STUDENT ADVOCACY

The relative importance of each item is listed below on a 100 percent scale. Regression analysis was used to compute the unique ability of each item to drive student engagement. Overall, 56% of the variation in engagement is explained by all assessed variables.
Key Drivers of Likelihood to Recommend

The relative importance of each item is listed below on a 100 percent scale. Regression analysis was used to compute the unique ability of each item to drive student engagement. Overall, 48% of the variation in engagement is explained by all 8 items.

1. Students being challenged to their full potential - 27%
2. Building Strengths - 20%
3. Well-Being 5 View - 13%

Likelihood to Recommend
Based on research and theory, Hope and Well-Being are studied as antecedents to student engagement, which is a driver of student advocacy.

Structural equation modeling (SEM) was used to examine how these constructs relate to one another at your school.

**ORDER OF EFFECTS**

- Hopeful students are **2.87 x** more likely to be **Engaged**
- Thriving students are **3.24 x** more likely to be **Engaged**
- Engaged students are **5.57 x** more likely to be **advocates**

*For this study, student advocates were defined as giving all “5s” on the CE4*
For both surveys, Bentley University has elected to add up to 10 additional questions
  – Developed jointly by Bentley and Gallup
  – Closed ended
    • One open-ended question for student survey
  – Should be in keeping with the purpose of the survey, alumni outcomes and the related college experiences that might be associated with such outcomes
FURTHER INFORMATION

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Report: