College Graduates Speak: An Ongoing Assessment of Outcomes

Examining Results from the Gallup-Purdue Index

Helen Stubbs, Senior Consultant, Gallup
April 30 2017
2017 COSUAA Annual Conference
I. What Are We Measuring?

II. What Did the Gallup-Purdue Index Find?

III. Long-Term Implications of Student Debt Burden

IV. COSUAA Analysis: Graduate from Debt R01 Public Institutions

V. The Importance of Career Services
WHAT IS THE ULTIMATE OUTCOME OF AN EDUCATION?
Current Education Measures are Horribly Insufficient

**Inputs**
- High School GPA, Rank in Class
- SAT, ACT scores

**Outputs**
- GPA, Rank in Class
- Retention Rates, Degree Attainment
- Gainful Employment
The Gallup-Purdue Index assesses alumni perceptions of their university experiences and how those experiences relate to their well-being and job quality later in life.
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Defining a “Good Life”: Gallup’s Global Well-Being Research

Gallup has conducted decades of global research surveying a representative sample of 98% of the world’s population from 150 countries. Well-being is associated with numerous positive health and employment outcomes: Medical and health expenditures, ER visits, absenteeism, etc.

Factor analysis identified five interrelated and interdependent elements of well-being:

- **Purpose**: Liking what you do each day and being motivated to achieve your goals
- **Social**: Having supportive relationships and love in your life
- **Financial**: Managing your economic life to reduce stress and increase security
- **Community**: Liking where you live, feeling safe and having pride in your community
- **Physical**: Having good health and enough energy to get things done daily
Well-Being Matters to Organizations

Annual Health-Related Cost to Employer (Disease Burden and Unhealthy Days)

- Total
- Age: 44 and younger
- Age: 45 and older

Number of Elements Thriving at Baseline (2010)
What Does a “Great Job” Look Like?

The Gallup Q12 items are Gallup proprietary information and are protected by law. You may not administer a survey with the Q12 items or reproduce them without written consent from Gallup.

- Q12. Opportunities at work to learn and grow
- Q11. Talked about progress in last six months
- Q10. Best friend at work
- Q09. Associates/Fellow employees committed to quality
- Q08. Mission/Purpose of company
- Q07. At work, my opinions seem to count
- Q06. Someone at work encourages my development
- Q05. Supervisor/Someone at work cares
- Q04. Recognition last seven days
- Q03. Do what I do best every day
- Q02. Materials and equipment I need
- Q01. I know what is expected of me at work
What Does a “Great Job” Look Like?

32% ARE ENGAGED

51% ARE NOT ENGAGED

17% ARE ACTIVELY DISENGAGED

Source: Gallup poll of U.S. working population, January-December 2015
Impact of Workplace Engagement

Top-quartile business units have …

-41% absenteeism

-24% turnover (in high-turnover organizations)

-59% turnover (in low-turnover organizations)

-28% shrinkage

-70% safety incidents

-58% patient safety incidents

-40% quality (defects)

10% customer loyalty/engagement

17% productivity

20% sales

21% profitability

… when compared with bottom-quartile units.

Source: Gallup 2016 Q12 Meta-Analysis
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It’s Not Where You Go...

No difference in workplace engagement or well-being of graduates across major university types

Among graduates who are employed full time for an employer:

<table>
<thead>
<tr>
<th>University Type</th>
<th>Engaged in the Workplace</th>
<th>Thriving Well-Being in All Five Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>All graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public (selective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public (non-selective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private not-for-profit (selective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private not-for-profit (non-selective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 100 U.S. News &amp; World Report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If graduates strongly agree that they were “emotionally supported” during college, the odds that they are engaged in their work and thriving in their overall well-being double.
It’s How You Do It

“At least one professor who made me excited about learning” 64%

“Professors cared about me as a person” 27%

“A mentor who encouraged my goals and dreams” 22%

14% of all graduates experienced all three
Graduates who had “experiential and deep learning” have a higher likelihood of being engaged in their work (59% vs. 38%), and more are thriving (14% vs. 10%).
It’s How You Do It

“Long-term project taking a semester or more to complete” 32%

“Internship or job where applied learning” 30%

“Extremely involved in extracurricular activities and organizations” 20%

6% of all graduates experienced all three
Almost half of graduates (47%) had zero or one of the six experiences in college.

Only 3% experienced all six.

Among graduates who had none of the experiences, 5% strongly agree that their university prepared them well for life outside of college.

85% of graduates who had all six experiences strongly agree that their university prepared them well for life outside of college.
Graduates who interacted with people from different backgrounds on a regular basis in college are 2.2x as likely to say their education was worth the cost.
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My Education from [University Name] was worth the cost.

- **$0 in student loans**: 4% Strongly Disagree, 4% Disagree, 12% Agree, 29% Strongly Agree
- **$1-$25,000 in student loans**: 5% Strongly Disagree, 10% Disagree, 17% Agree, 25% Strongly Agree
- **$25,001-$50,000 in student loans**: 8% Strongly Disagree, 11% Disagree, 22% Agree, 28% Strongly Agree
- **$50,001+ in student loans**: 18% Strongly Disagree, 18% Disagree, 22% Agree, 22% Strongly Agree
Student Loans Can Crush Well-Being

*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.

### Undergraduate Loan Debt and Well-Being

<table>
<thead>
<tr>
<th>Loan Debt Range</th>
<th>% Thriving in five elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>No debt</td>
<td>14%</td>
</tr>
<tr>
<td>$1-$10,000</td>
<td>11%</td>
</tr>
<tr>
<td>$10,001-$20,000</td>
<td>7%</td>
</tr>
<tr>
<td>$20,001-$40,000</td>
<td>4%</td>
</tr>
<tr>
<td>$40,001+</td>
<td>2%</td>
</tr>
</tbody>
</table>
...And They Can Stifle Entrepreneurship

Undergraduate Loan Debt and Starting a Business

% who started own business

<table>
<thead>
<tr>
<th>Debt Range</th>
<th>% Who Started Own Business</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>
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### Examining Undergraduate Debt Levels in GPI National Dataset

#### First Generation Status

<table>
<thead>
<tr>
<th>Debt Level</th>
<th>Not First Generation</th>
<th>First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>51%</td>
<td>30%</td>
</tr>
<tr>
<td>$1-$20,000</td>
<td>19%</td>
<td>26%</td>
</tr>
<tr>
<td>$20,001-$40,000</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>$40,001+</td>
<td>11%</td>
<td>18%</td>
</tr>
</tbody>
</table>

#### Underrepresented Minorities

<table>
<thead>
<tr>
<th>Debt Level</th>
<th>White and Asian</th>
<th>Black and Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>$1-$20,000</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>$20,001-$40,000</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>$40,001+</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Financial Well-Being Among Minority and First-Generation Graduates

First Generation Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Suffering</th>
<th>Struggling</th>
<th>Thriving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-First Gen.</td>
<td>23%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>First Gen.</td>
<td>29%</td>
<td>40%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Underrepresented Minorities

<table>
<thead>
<tr>
<th>Race/Minority</th>
<th>Suffering</th>
<th>Struggling</th>
<th>Thriving</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Asian</td>
<td>24%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Black/Hispanic</td>
<td>30%</td>
<td>45%</td>
<td>26%</td>
</tr>
</tbody>
</table>
Financial Well-Being Across Debt Levels Examined by First-Gen Status

Non-First Generation Graduates

- **Suffering**
  - $0: 18%
  - $1 - $20K: 25%
  - $20,001 - $40K: 24%
  - $40,001 +: 35%

- **Struggling**
  - $0: 37%
  - $1 - $20K: 40%
  - $20,001 - $40K: 48%
  - $40,001 +: 40%

- **Thriving**
  - $0: 45%
  - $1 - $20K: 35%
  - $20,001 - $40K: 29%
  - $40,001 +: 24%

First Generation Graduates

- **Suffering**
  - $0: 38%
  - $1 - $20K: 29%
  - $20,001 - $40K: 34%
  - $40,001 +: 24%

- **Struggling**
  - $0: 43%
  - $1 - $20K: 39%
  - $20,001 - $40K: 41%
  - $40,001 +: 37%

- **Thriving**
  - $0: 19%
  - $1 - $20K: 32%
  - $20,001 - $40K: 25%
  - $40,001 +: 39%
Financial Well-Being Across Debt Levels Examined by Minority Status

White and Asian Graduates

- Suffering: 19%
- Struggling: 37%
- Thriving: 45%

Black and Hispanic Graduates

- Suffering: 15%
- Struggling: 36%
- Thriving: 49%
Mentorship and Financial Well-Being Across Debt Levels

At [University Name] I Had a mentor who Encouraged Me to Pursue My Goals and Dreams

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Not Strongly Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>$1 - $20K</td>
<td>30%</td>
<td>42%</td>
</tr>
<tr>
<td>$20,000 - $40K</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>$40,001 +</td>
<td>20%</td>
<td>35%</td>
</tr>
</tbody>
</table>
At [University Name] I worked on a project that took a semester or longer to complete.
Applied Internships and Financial Well-Being Across Debt Levels

I Had a Job or Internship that Allowed Me to Apply what I was Learning in the Classroom

- 49% Strongly Agree
- 40% Not Strongly Agree

- 35% Strongly Agree
- 30% Not Strongly Agree

- 34% Strongly Agree
- 28% Not Strongly Agree

- 38% Strongly Agree
- 15% Not Strongly Agree
Undergraduate Debt and Internship/Job Linked to Perceptions of the Value of Alpha U. Education

My education from Alpha U was worth the cost. (% Strongly agree)

- $40,001+: Strongly Agree - 22%, Do Not Strongly Agree - 6%
- $1-$40,000: Strongly Agree - 42%, Do Not Strongly Agree - 15%
- $0: Strongly Agree - 46%, Do Not Strongly Agree - 19%
Undergraduate Debt and Mentor Linked to Perceptions of the Value of Alpha U. Education

My education from Alpha U. was worth the cost. (% Strongly agree)

- **$0**: 53% Strongly Agree Had Mentor, 18% Do Not Strongly Agree Had Mentor
- **$1-$40,000**: 48% Strongly Agree Had Mentor, 18% Do Not Strongly Agree Had Mentor
- **$40,001+**: 24% Strongly Agree Had Mentor, 8% Do Not Strongly Agree Had Mentor
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About Half of All Grads Visited Career Services Equal Amounts Report It Was Very Helpful and Not at All Helpful

16% VERY HELPFUL
27% HELPFUL
36% SOMEWHAT HELPFUL
16% NOT AT ALL HELPFUL
Recent Grads More Likely To Visit Career Services
Equally Likely to Report Very Helpful

Percent who Visited Career Services Office

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-1979</td>
<td>40%</td>
<td>52%</td>
<td>53%</td>
<td>55%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Percent Reporting Career Services Office was Very Helpful

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-1979</td>
<td>16%</td>
<td>17%</td>
<td>18%</td>
<td>13%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Only 20% of grads have donated to their alma mater in the last 12 months, but those reporting career services was very helpful are more than two and a half times as likely to have donated.
Minority Graduates More Likely to Visit and More Positive About Experiences

**Percent who Visited Career Services Office**

<table>
<thead>
<tr>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>White</td>
</tr>
</tbody>
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**Percent Reporting Career Services Office was Very Helpful**

<table>
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<th>Race</th>
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</thead>
<tbody>
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<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>White</td>
</tr>
</tbody>
</table>

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Grads who visited the career services office more likely than those who did not to be employed full-time for an employer or for themselves—(67% vs. 59%).

12 percentage point increase among black grads
Heavily Indebted Grads More Likely to Visit and Report Not at all Helpful

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Visited Career Services</th>
<th>Percent Reporting Career Services Office was Very Helpful or Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>$1-$20,000</td>
<td>56%</td>
<td>15%</td>
</tr>
<tr>
<td>$20,001-$40,000</td>
<td>57%</td>
<td>15%15%</td>
</tr>
<tr>
<td>$40,000+</td>
<td>65%</td>
<td>19%17%</td>
</tr>
<tr>
<td>$0</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>$1-$20,000</td>
<td>15%</td>
<td></td>
</tr>
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Key Takeaways

We are what we measure
 – A serious call for new “success” metrics

Expanding the examination from students to faculty and staff

Emphasis shift from “entrance” to “exit”

Coming: ‘Voice of the Consumer’
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How Can College Promote Lifelong Well-Being and Engagement?

The Gallup-Purdue Index:

Examining the Outcomes of College Graduates

Annual survey of a representative sample of about 30,000 U.S. college graduates (who have obtained a bachelor’s degree) measuring:

- Overall well-being (five domains)
- Workplace engagement (Q^{12})
- College experiences
- Affinity and attachment to alma mater

Where you go to college matters far less than how you go to college.
## Six Critical Experiences in Undergraduate Life

Graduates who strongly agree with having experienced the following had increased odds of lifelong well-being and workplace engagement:

### Emotional Support

<table>
<thead>
<tr>
<th>Experience</th>
<th>Workplace Engagement</th>
<th>Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having professors who cared about you</td>
<td>1.7x</td>
<td>1.4x</td>
</tr>
<tr>
<td>Having a professor who made you excited about learning</td>
<td>1.7x</td>
<td>1.4x</td>
</tr>
<tr>
<td>Having a mentor who encouraged you to pursue your goals and dreams</td>
<td>1.9x</td>
<td>1.4x</td>
</tr>
</tbody>
</table>

### Experiential Learning

<table>
<thead>
<tr>
<th>Experience</th>
<th>Workplace Engagement</th>
<th>Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having an internship or job that allowed you to apply what you were</td>
<td>1.8x</td>
<td>1.3x</td>
</tr>
<tr>
<td>learning in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working on a project that took a semester or more to complete</td>
<td>1.7x</td>
<td>1.2x</td>
</tr>
<tr>
<td>Being extremely active in extracurricular activities and organizations</td>
<td>1.6x</td>
<td>1.2x</td>
</tr>
</tbody>
</table>
Positive Experiences and Preparedness

[Bar chart showing the percentage of people with different numbers of positive experiences and preparedness for life.]

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Heavily Indebted Grads More Likely to Visit Career Services and Report Not at all Helpful

### Visited Career Services

- **$0**: 45%
- **$1–$20,000**: 56%
- **$20,001–$40,000**: 57%
- **$40,000+**: 65%

### Percent Reporting Career Services Office was Very Helpful or Not at all Helpful

- **$0**: 18% Very Helpful, 15% Not at all Helpful
- **$1–$20,000**: 15% Very Helpful, 15% Not at all Helpful
- **$20,001–$40,000**: 19% Very Helpful, 17% Not at all Helpful
- **$40,000+**: 14% Very Helpful, 21% Not at all Helpful