GALLUP-PURDUE INDEX

GREAT JOBS AND GREAT LIVES

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WHY?

- Education may be one of the most valued and important priorities in the world

- It is incumbent upon us all to get it right – to maximize the returns on education – and especially so across the pinnacle of this system...U.S. higher education

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

- Results for the Gallup-Purdue Index are based on Web surveys conducted Feb. 4 - March 7, 2014, with a random sample of 29,560 respondents with a bachelor’s degree or higher, aged 18 and older, with Internet access, living in 50 states and DC.

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

- Weighted to national demographics based on Current Population Survey

- Margins of error
  - Bachelor’s degree or higher – 0.9% at 95% confidence level
WHAT IS THE ULTIMATE OUTCOME OF AN EDUCATION?
WHAT DOES A ‘GREAT LIFE’ LOOK LIKE?

Purpose
How you occupy your time; liking what you do each day

Social
Relationships and love in your life

Financial
Managing your economic life to reduce stress and increase security

Physical
Good health and enough energy to get things done daily

Community
Engagement and involvement in the area where you live
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)

2005-2010
GDP per capita (ppp) estimates are from the International Monetary Fund’s World Economic Outlook database.
WHAT DOES A ‘GREAT JOB’ LOOK LIKE?

GROWTH
How do we grow?
- Q12. Opportunities at work to learn and grow
- Q11. Talked about progress in last six months

TEAMWORK
Do I belong?
- 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

INDIVIDUAL
What do I give?
- 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

BASIC NEEDS
What do I get?
- Q02. Materials and equipment I need
- Q01. I know what is expected of me at work
IMPACT OF ENGAGEMENT

Top-quartile business units have...

- 37% LOWER ABSENTEEISM
- 25% LOWER TURNOVER (IN HIGH-TURNOVER ORGANIZATIONS)
- 49% LOWER TURNOVER (IN LOW-TURNOVER ORGANIZATIONS)
- 49% FEWER SAFETY INCIDENTS
- 49% FEWER PATIENT SAFETY INCIDENTS
- 60% FEWER QUALITY INCIDENTS (DEFECTS)
- 12% HIGHER CUSTOMER METRICS
- 10% HIGHER PRODUCTIVITY
- 10% HIGHER PROFITABILITY

...when compared with bottom-quartile units
GRADUATE WORKPLACE ENGAGEMENT

GREAT JOBS

Engaged: 39%
Not Engaged: 49%
Actively Disengaged: 12%

Male grads more likely to be employed full-time for an employer than female grads (63% vs. 52%)
Female grads more likely to be engaged in their jobs than male grads (42% vs. 36%)
WELL-BEING GREAT LIVES FOR GRADUATES

- **PURPOSE WELL-BEING**: 54%
- **SOCIAL WELL-BEING**: 49%
- **FINANCIAL WELL-BEING**: 42%
- **COMMUNITY WELL-BEING**: 47%
- **PHYSICAL WELL-BEING**: 35%

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

No Difference in Workplace Engagement or Well-being of Graduates Between Different University Types

Among graduates who are employed full time for an employer

ENGAGEMENT IN THE WORKPLACE

and

THRIVING WELL-BEING IN ALL FIVE ELEMENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Engagement in Workplace</th>
<th>Thriving Well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>All graduates</td>
<td>11%</td>
<td>41%</td>
</tr>
<tr>
<td>Public</td>
<td>11%</td>
<td>38%</td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td>11%</td>
<td>40%</td>
</tr>
<tr>
<td>Public (selective)</td>
<td>11%</td>
<td>39%</td>
</tr>
<tr>
<td>Public (non-selective)</td>
<td>10%</td>
<td>38%</td>
</tr>
<tr>
<td>Private not-for-profit (selective)</td>
<td>12%</td>
<td>41%</td>
</tr>
<tr>
<td>Private not-for-profit (non-selective)</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>Top 100 U.S. News &amp; World Report</td>
<td>12%</td>
<td>41%</td>
</tr>
</tbody>
</table>
IT’S HOW YOU DO IT

Graduates who were
“emotionally supported”
during college

HAVE MORE THAN 2X the odds of being ENGAGED in their work

AND ARE NEARLY 3X as likely to be THRIVING in their well-being

“At least one professor who made me excited about learning” 63%
“Professors cared about me as a person” 27%
“A mentor who encouraged my hopes and dreams” 22%

Only 14% of all graduates experienced all three
IT’S HOW YOU DO IT

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” 32%
“Internship or job where applied learning” 29%
“Extremely involved in extra-curricular activities & organizations” 20%

Only 6% of all graduates experienced all three
STUDENT LOANS CAN CRUSH WELL-BEING

Graduates who took out between $20,000 and $40,000 in undergraduate student loan debt are more than 3x less likely to be thriving in their well-being compared to those with no loan debt.

Loan Debt for Undergraduate Education and Well-Being
THRIVING IN ALL FIVE ELEMENTS

<table>
<thead>
<tr>
<th>Debt Range</th>
<th>Percentage</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>
THE SPIRIT OF THE INITIATIVE

Allows for a holistic approach to the student experience

Benchmarking for the purpose of continual process and quality improvement.

COMPARE AGAINST

Institution Types (Public, Private, etc.)

Institution Size (10,000+)

Carnegie Classification

Custom School Groupings