Great Jobs & Great Lives

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Higher Education & Workforce Development
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Demand for Higher Education is High...

97% say it is very important to somewhat important to have a certificate or degree beyond high school.

41% of Americans, in the last 12 months, have thought about going back to get a certificate or degree.
The Quality of Higher Education is Defined by a Good Job

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Percentage</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>To Get a Good Job</strong></td>
<td></td>
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<tr>
<td>67%</td>
<td><strong>Americans</strong>: “very important” reason for getting education beyond high school</td>
<td>(Gallup/Lumina poll)</td>
<td></td>
</tr>
<tr>
<td>88%</td>
<td>Top reasons <strong>freshmen</strong> cite for going to college</td>
<td>(UCLA CIRP)</td>
<td></td>
</tr>
<tr>
<td>38%</td>
<td><strong>Parents of 5th–12th Graders</strong>: “very important” reason for getting education beyond high school</td>
<td>(Gallup/IHE poll)</td>
<td></td>
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</table>
How We Currently Measure Graduate Success

The Traditional Ledger of a College Education

**INPUTS**
- High School GPA
- Class rank
- SAT, ACT Scores

**OUTPUTS**
- GPA, Class Rank
- Retention Rates, Degree Attainment
- Employment
The Missing Metrics in Education

How can we measure great jobs and great lives for college graduates?

INPUTS
- Experiential learning opportunities
- Emotional Support

OUTPUTS
- Employee engagement
- Well-being
- Alumni attachment
Study Methodology

- Web surveys
- Random sample of ~70,000 respondents with a bachelor's degree or higher, aged 18 and older with Internet access, living in all 50 U.S. states and the District of Columbia
- Sample recruited via the Gallup Daily Tracking survey, a national telephone study utilizing random-digit-dialing (RDD) methods to select cellphone and landline telephone numbers
- Surveys conducted in English only
- Data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region
- Targets are made available via the Current Population Survey
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 CONTRIBUTION

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 Employee Engagement

Top-Quartile Business Units Have…

<table>
<thead>
<tr>
<th>Metric</th>
<th>Percentage</th>
<th>Lower Turnover (in High-Turnover Organizations)</th>
<th>Lower Turnover (in Low-Turnover Organizations)</th>
<th>Fewer Safety Incidents</th>
<th>Fewer Patient Safety Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>37% Lower Absenteeism</td>
<td>37%</td>
<td>49%</td>
<td>49%</td>
<td></td>
<td>49%</td>
</tr>
<tr>
<td>25% Lower Turnover</td>
<td>25%</td>
<td></td>
<td>49%</td>
<td></td>
<td></td>
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<tr>
<td>49% Fewer Safety Incidents</td>
<td></td>
<td></td>
<td></td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>49% Fewer Patient Safety Incidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% Fewer Quality Incidents (Defects)</td>
<td>60%</td>
<td></td>
<td></td>
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<tr>
<td>12% Higher Customer Metrics</td>
<td>12%</td>
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<tr>
<td>18% Higher Productivity</td>
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<td></td>
<td>16%</td>
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</tr>
<tr>
<td>16% Higher Profitability</td>
<td></td>
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</table>

… When Compared With Bottom-Quartile Units.
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

**COMMUNITY**
Engagement and involvement in the area where you live

**PHYSICAL**
Good health and enough energy to get things done daily
Why Well-Being Matters to Organizations

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

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Alumni Attachment

Q1

[INSTITUTION NAME] was the perfect school for people like me.

Q2

I can't imagine a world without [INSTITUTION NAME].

These items measure the emotional connection alumni have with their alma mater.

- **Attached**: Strongly agree to both
- **Unattached**: Strongly disagree or disagree to both
- **Other**: All other responses
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

- Engaged in the Workplace
- Thriving Well-Being in All Five Elements
It’s *How You Do It: Emotional Support*

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

27%
“Professors cared about me as a person”

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

14% of All Graduates Experienced All Three
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: Experiential Learning*

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

- **30%**
  “Internship or job where applied learning”

- **20%**
  “Extremely involved in extracurricular activities and organizations”

- **6%**
  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%).
Very Few Are Able to Do It ...

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

“Professors cared about me as a person”

“A mentor who encouraged my goals and dream”

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

“Internship or job where applied learning”

“Extremely involved in extracurricular activities and organizations”

2.7% of All Graduates Experienced All Six
## Great Jobs

The odds of being engaged at work are:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Odds</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6x</td>
<td>Higher if … [College] prepared me well for life outside of college.</td>
<td>2.4x Higher if … [College] is passionate about the long-term success of its students.</td>
</tr>
<tr>
<td>2.2x</td>
<td>Higher if … I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>2.0x Higher if … I had at least one professor at [College] who made me excited about learning.</td>
</tr>
<tr>
<td>1.9x</td>
<td>Higher if … My professors at [College] cared about me as a person.</td>
<td>2.3x Higher if … graduates experience all three.</td>
</tr>
<tr>
<td>2.0x</td>
<td>Higher if … I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>1.8x Higher if … I was extremely active in extracurricular activities and organizations while attending [College].</td>
</tr>
<tr>
<td>1.8x</td>
<td>Higher if … I worked on a project that took a semester or more to complete.</td>
<td>2.4x Higher if … graduates experience all three.</td>
</tr>
</tbody>
</table>
## Great Lives

### Odds of thriving in all areas of well-being are:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Odds</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged at work</td>
<td>4.6x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>[College] prepared me well for life outside of college</td>
<td>2.5x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>I had a mentor who encouraged me to pursue my goals and dreams</td>
<td>1.7x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>I had at least one professor at [College] who made me excited about learning</td>
<td>1.5x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending [College]</td>
<td>1.5x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>I worked on a project that took a semester or more to complete</td>
<td>1.1x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>Emotionally attached to school</td>
<td>2.0x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>[College] is passionate about the long-term success of its students</td>
<td>1.9x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>[College] prepared me well for life outside of college</td>
<td>1.9x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>My professors at [College] cared about me as a person</td>
<td>1.7x</td>
<td>Higher if …</td>
</tr>
<tr>
<td>graduates experience all three</td>
<td>1.3x</td>
<td>Higher if …</td>
</tr>
</tbody>
</table>
Great Alumni

The odds of being emotionally attached to alma mater are:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Odds Ratio</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[College] prepared me well for life outside of college</td>
<td>8.7x</td>
<td></td>
</tr>
<tr>
<td>My professors at [College] cared about me as a person</td>
<td>6.2x</td>
<td></td>
</tr>
<tr>
<td>I had a mentor who encouraged me to pursue my goals and dreams</td>
<td>4.1x</td>
<td></td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities while attending [College]</td>
<td>2.7x</td>
<td></td>
</tr>
<tr>
<td>I worked on a project that took a semester or more to complete</td>
<td>2.2x</td>
<td></td>
</tr>
<tr>
<td>[College] is passionate about the long-term success of its students</td>
<td>8.1x</td>
<td></td>
</tr>
<tr>
<td>I had at least one professor at [College] who made me excited about learning</td>
<td>5.5x</td>
<td></td>
</tr>
<tr>
<td>Graduates experience all three</td>
<td>6.1x</td>
<td></td>
</tr>
<tr>
<td>I had an internship or job that allowed me to apply what I was learning in the classroom</td>
<td>2.4x</td>
<td></td>
</tr>
<tr>
<td>Graduates experience all three</td>
<td>3.2x</td>
<td></td>
</tr>
</tbody>
</table>
Positive Experiences and Preparedness for Life

- None: 24% Positive Experiences, 5% Preparedness for Life
- One: 23% Positive Experiences, 15% Preparedness for Life
- Two: 19% Positive Experiences, 29% Preparedness for Life
- Three: 14% Positive Experiences, 44% Preparedness for Life
- Four: 10% Positive Experiences, 57% Preparedness for Life
- Five: 6% Positive Experiences, 71% Preparedness for Life
- Six: 3% Positive Experiences, 85% Preparedness for Life
Gallup-Purdue Index: Years 1, 2 & 3

2014

Great Jobs, Great Lives.
The Relationship Between Student Debt, Experiences and Perceptions of College Worth
GALLUP-Purdue Index 2014 Report

2015

2016

The Value of Career Services, Inclusive Experiences and Mentorship for College Graduates
From College to Career
About Half of all Grads Visited Career Services
Equal Amounts Report it Was Very Helpful and Not at all Helpful

16%   27%   36%   16%
VERY HELPFUL HELPFUL SOMEWHAT HELPFUL NOT AT ALL HELPFUL
High Quality Experiences are Linked to Having a Good Job Upon Graduation

31% who visited their career services office had a good job awaiting them upon graduation

34% who didn’t visit their career services office had a good job awaiting them upon graduation

49% who rate career services as very helpful had a good job awaiting them upon graduation
High Quality Experiences are Linked to Preparation for Life Outside of College

34% who visited their career services office strongly agree prepared for life outside of college

26% who didn’t visit their career services office strongly agree prepared for life outside of college

58% who rate career services as very helpful strongly agree prepared for life outside of college
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.
Continuous Improvement – Actionable Data

- Partnerships with 60+ universities to measure what matters among their alumni

- Reshaping orientation to focus on Big 6

- Launching an alumni mentoring program to match alumni to current undergraduates

- Becoming the first “Well-Being University” (student + alumni)

- “Flipping” the distribution of admissions and marketing staff with career and advising staff

- Internship survey of local employers with career fair to match students with opportunities

- Made argument to external critics – specifically state legislature

- Using workforce data to understand regional workforce demands and how the school can serve as pipeline for regional businesses

- Raised $46M to guarantee all of the Big 6 experiences for their students

- Changed tenure policy to incentivize faculty to mentor students

- Focusing on STEM programs and initiatives
Questions?

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Activator | Woo | Positivity | Communication | Includer

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Appendix
Continuous Improvement

- Partnerships with 60+ universities to measure what matters among their alumni
- Case studies begin demonstrating that small changes can make big differences

**University 1**
is reshaping the content and focus of orientation courses to emphasize the big 6

**University 2**
is launching an alumni mentoring program to match alumni to current undergraduates

**University 3**
is “flipping” the distribution of admissions and marketing staff with career and advising staff

**University 4**
became the first Well-Being University, committed to tracking student and alumni well-being annually