

GALLUP®

Great Jobs, Great Lives and the Undergraduate Experience

University of Pittsburgh Alumni Results from the Gallup-Purdue Index

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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.

Defining a “Good Life”: Gallup’s Global Well-Being Research



Gallup · Healthways
Well-Being 5™

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

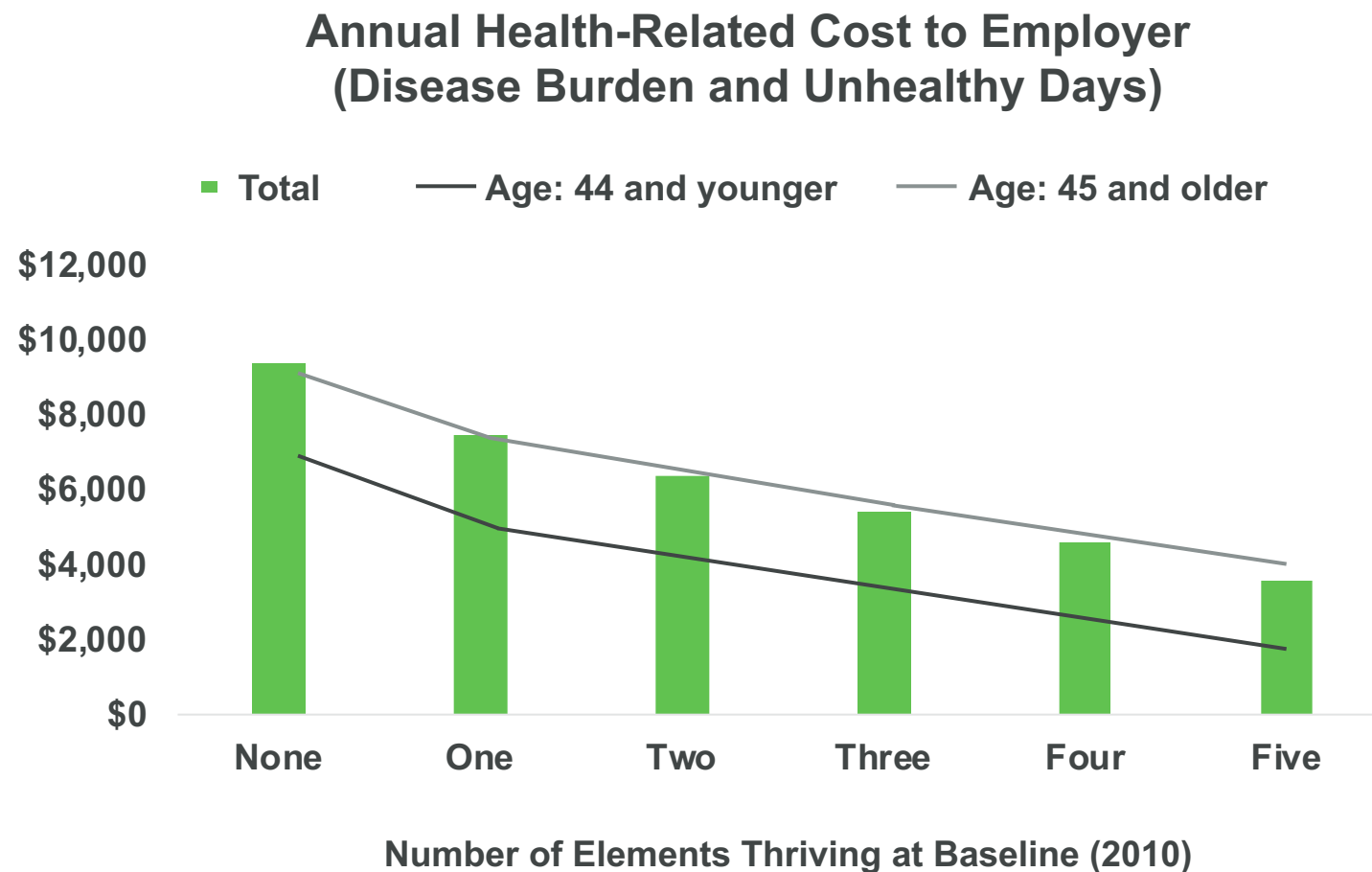
Liking where you live, feeling safe and having pride in your community



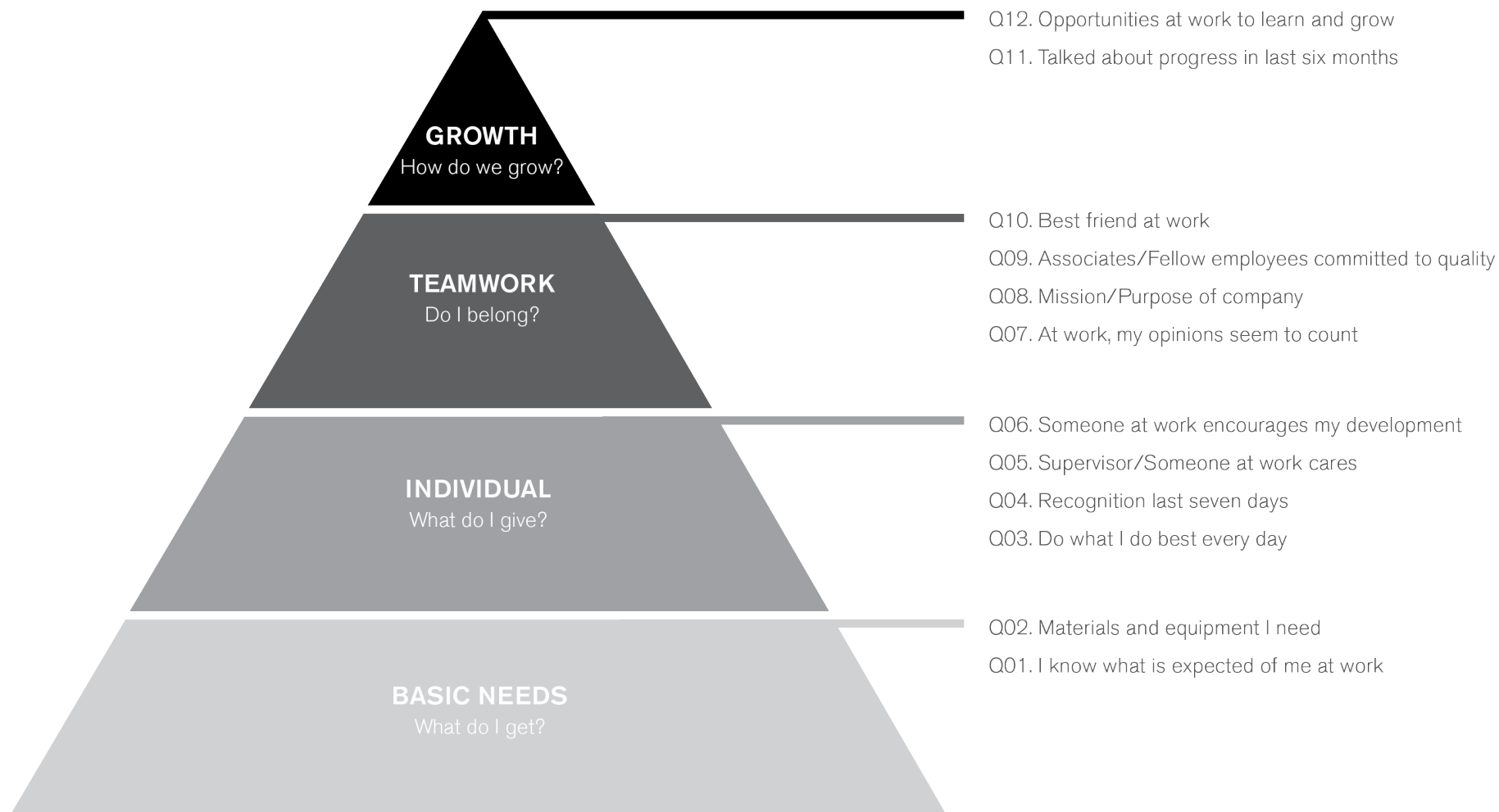
Physical

Having good health and enough energy to get things done daily

Well-Being Matters to Organizations



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.

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

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 (Q¹²)
- 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

Having professors who cared about you



1.7x Workplace Engagement
1.4x Well-Being

Having a professor who made you excited about learning



1.7x Workplace Engagement
1.4x Well-Being

Having a mentor who encouraged you to pursue your goals and dreams



1.9x Workplace Engagement
1.4x Well-Being

Experiential Learning

Having an internship or job that allowed you to apply what you were learning in the classroom



1.8x Workplace Engagement
1.3x Well-Being

Working on a project that took a semester or more to complete



1.7x Workplace Engagement
1.2x Well-Being

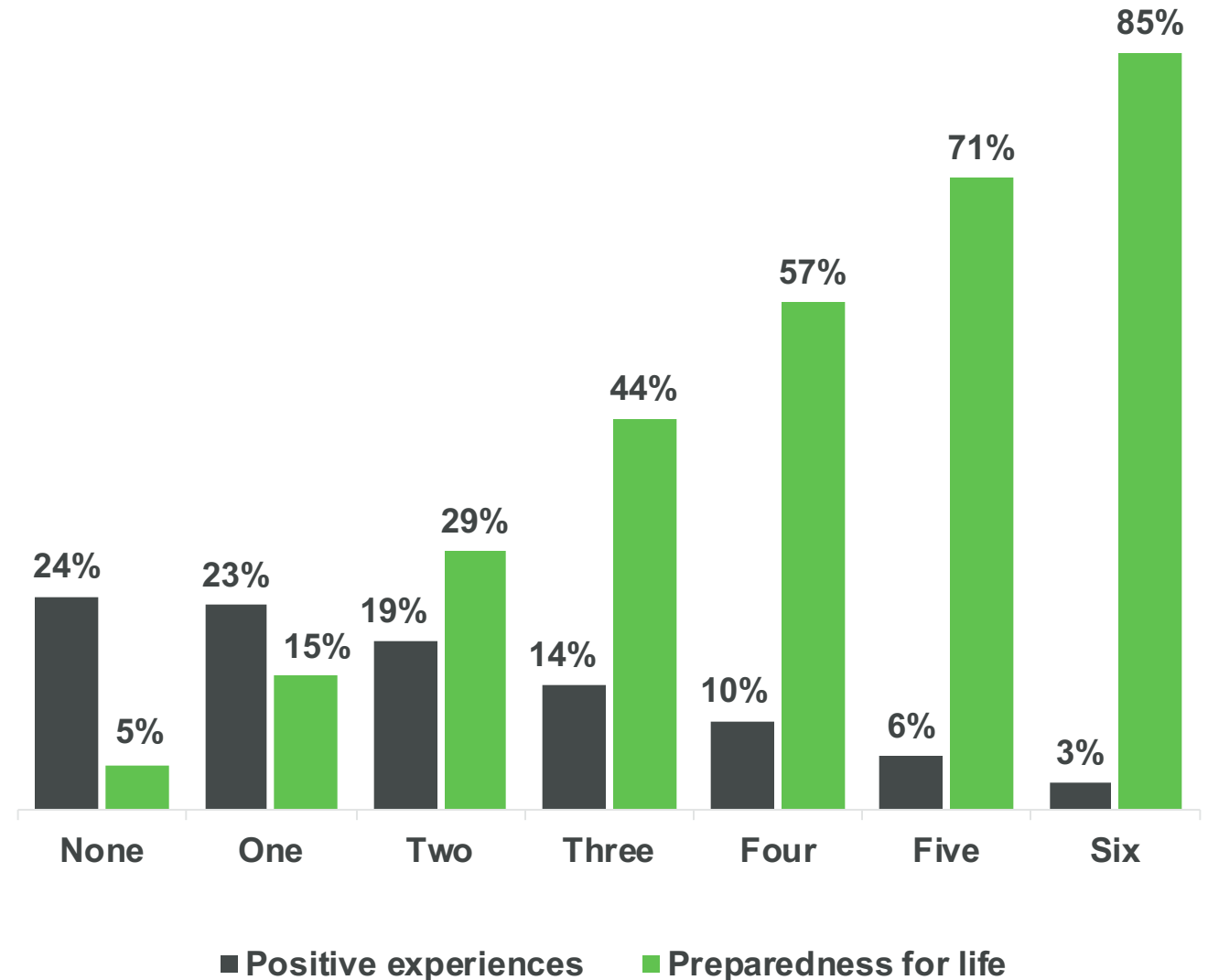
Being extremely active in extracurricular activities and organizations



1.6x Workplace Engagement
1.2x Well-Being

Critical College Experiences Prepare Students for Life After College

- 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.



Aligning With Pitt's Strategic Goals



“The Plan for Pitt”

Goal 1: Advance Educational Excellence

“We aspire to be a university that prepares students to lead lives of impact through a supportive environment focused on a holistic and individualized approach to learning inside and outside the classroom.”

Using the Gallup-Purdue Index survey, the university may begin to assess the ways in which it can strategically position itself to meet its goals.

Study of University of Pittsburgh Undergraduate Alumni



41,223 undergraduate alumni email records

- Graduated between 2005 and 2015



Gallup-Purdue Index core survey

- Custom items



Feb. 29-March 28, 2016, fielding

- Up to five reminders



4,196 completes

- 11% participation rate

Comparison Groups for Pitt Year Two Gallup-Purdue Index Research

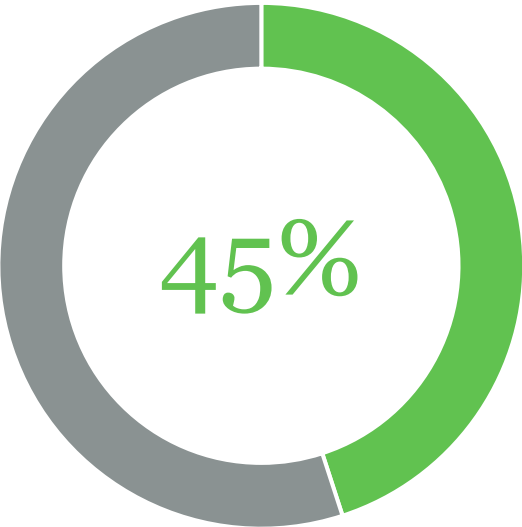
**2005-2015
University of
Pittsburgh
Undergraduate
Alumni
(Pittsburgh
campus)**

National undergraduate alumni who received their bachelor's degree between 2005 and 2015

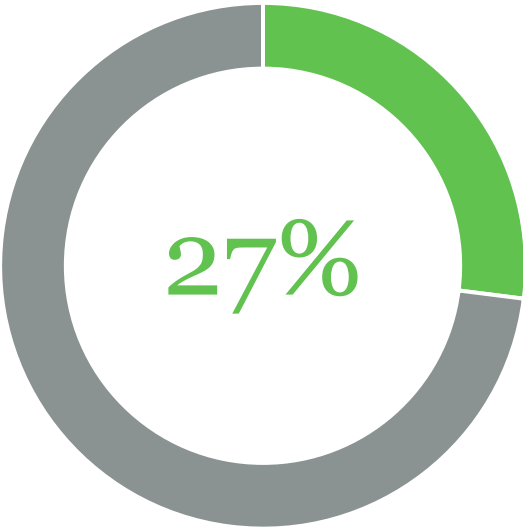
Undergraduate alumni who graduated from **Association of American Universities** (AAU) member institutions between 2005 and 2015

Undergraduate alumni who graduated from **public Association of American Universities** (AAU) member institutions between 2005 and 2015

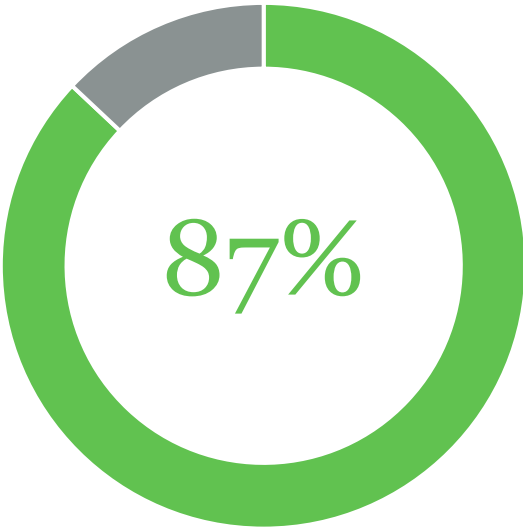
Pitt Sample Demographics



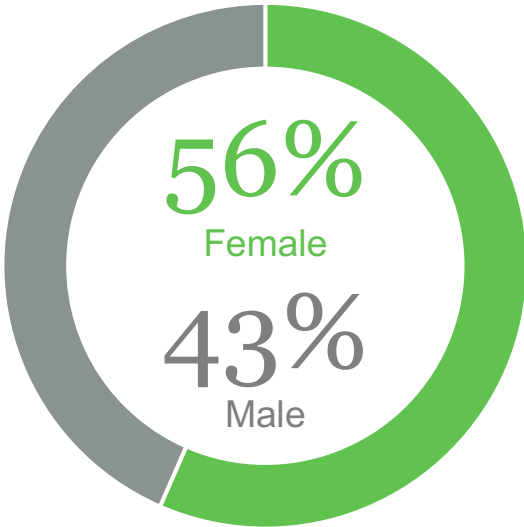
Completed postgraduate work or degree



First generation



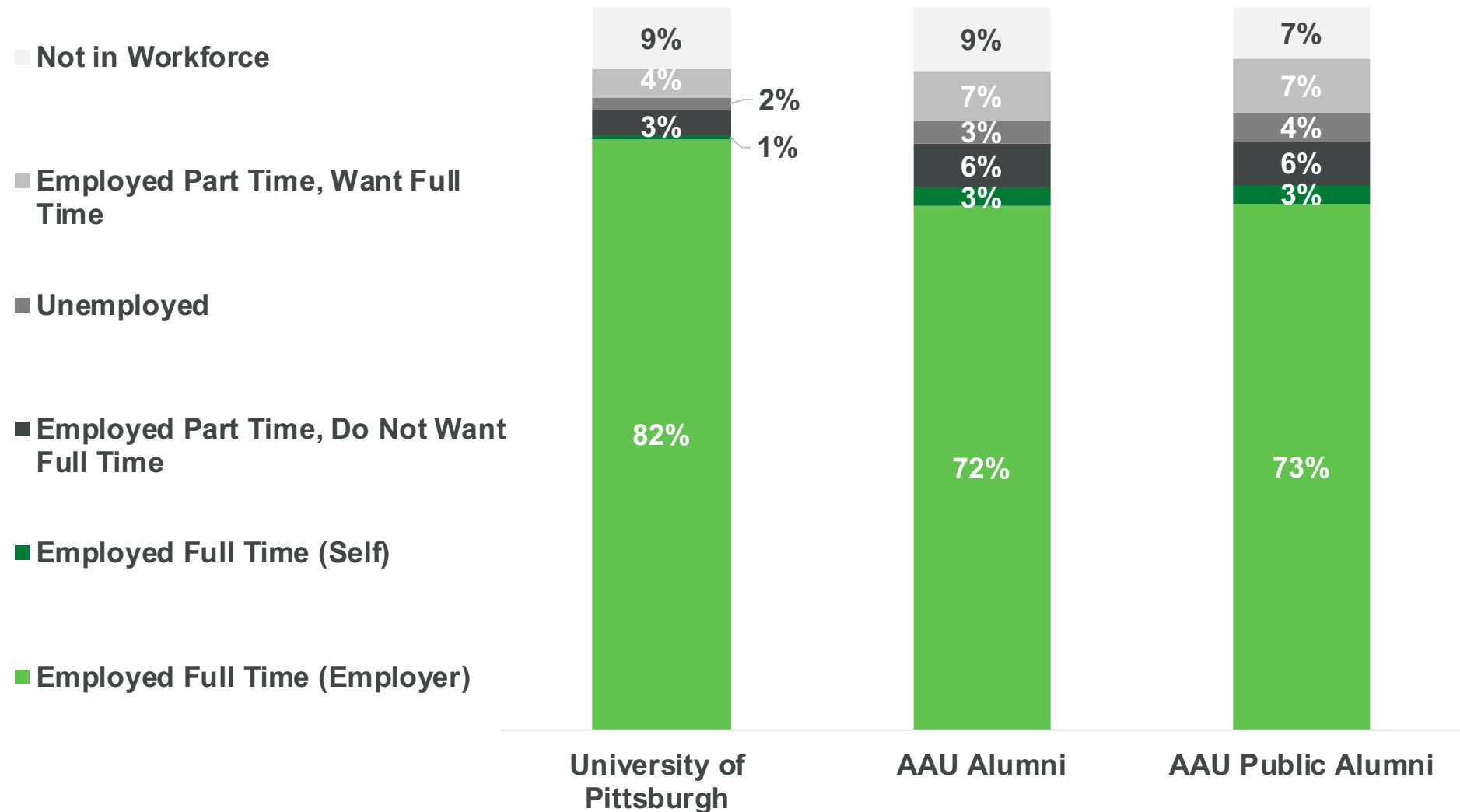
White



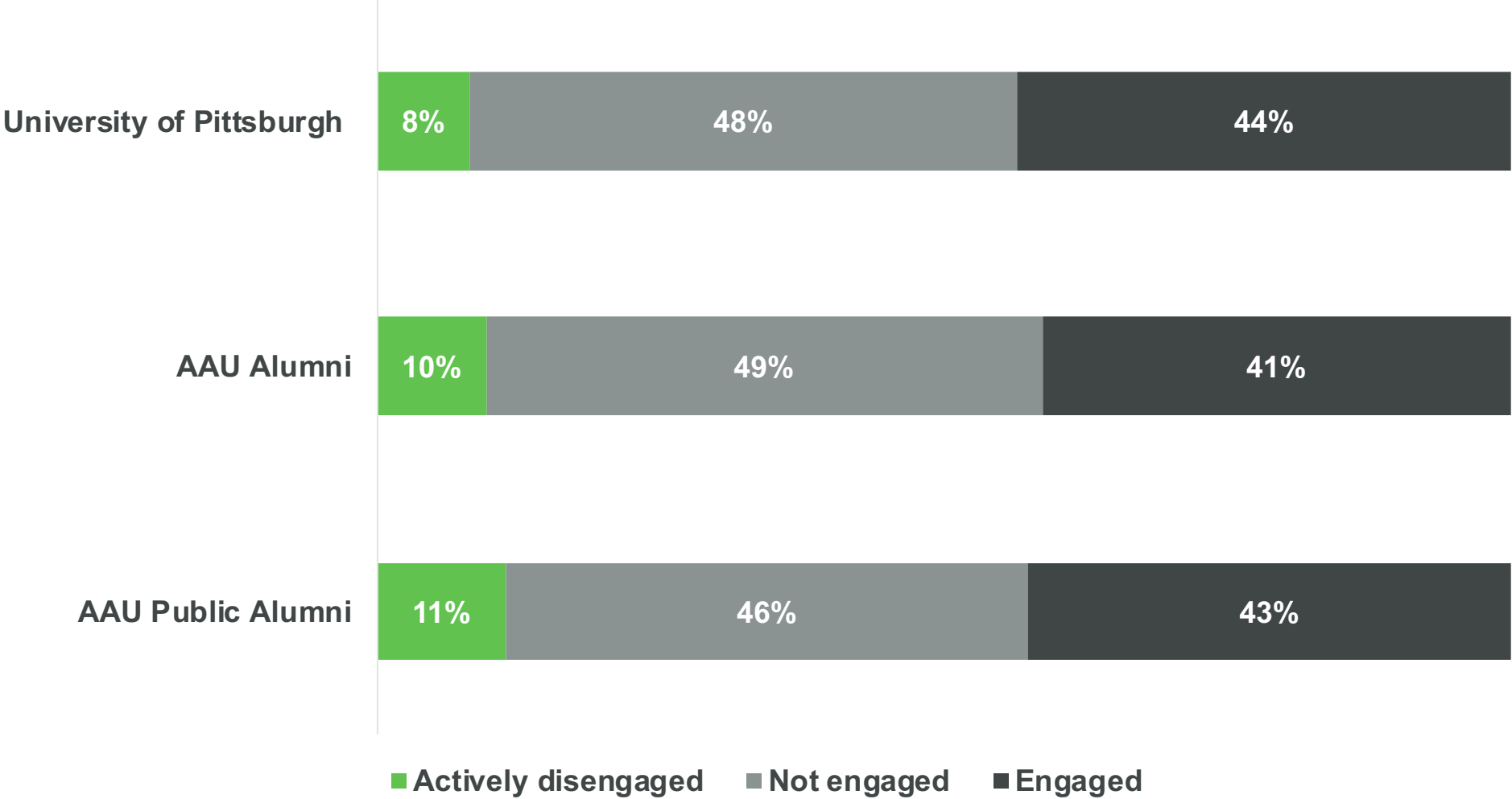
First generation

Average age: 29

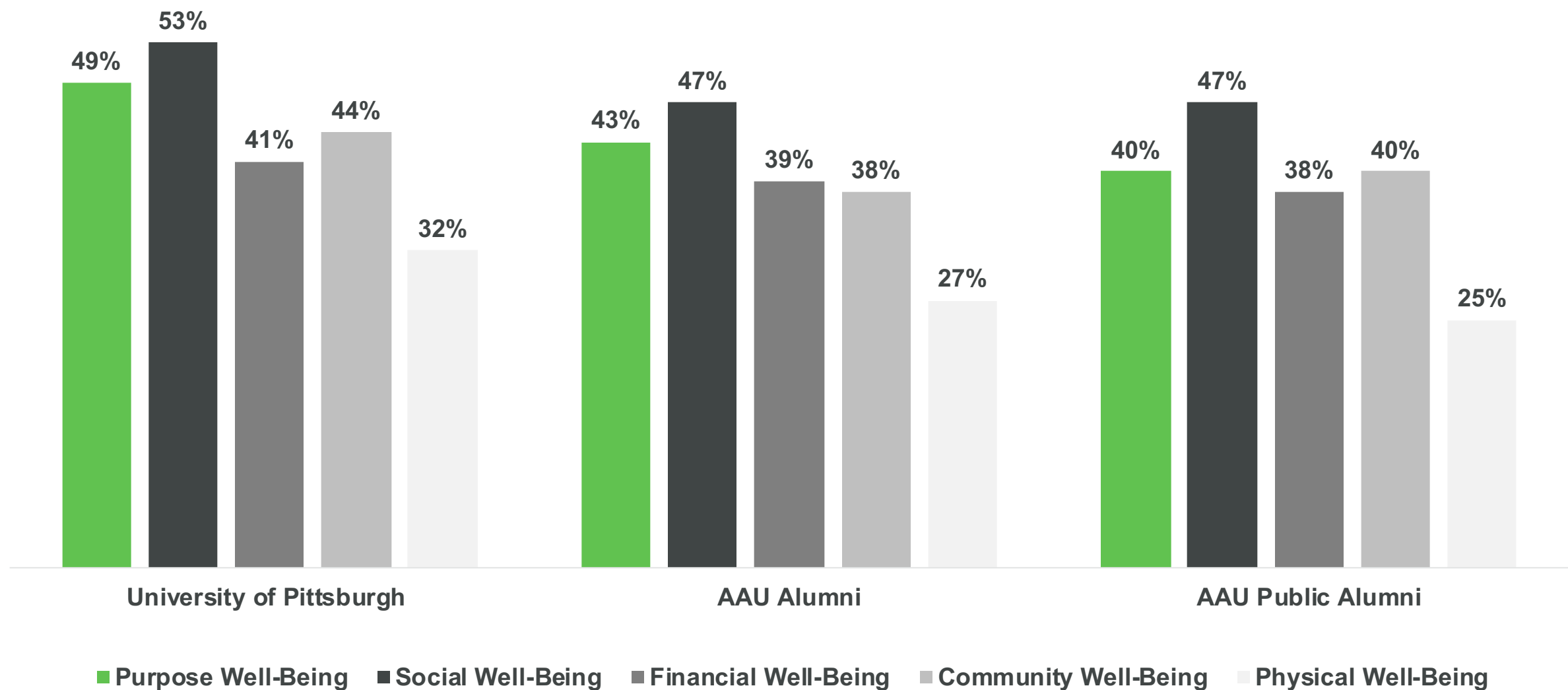
Full-Time Employment (for an Employer) Above the National Average



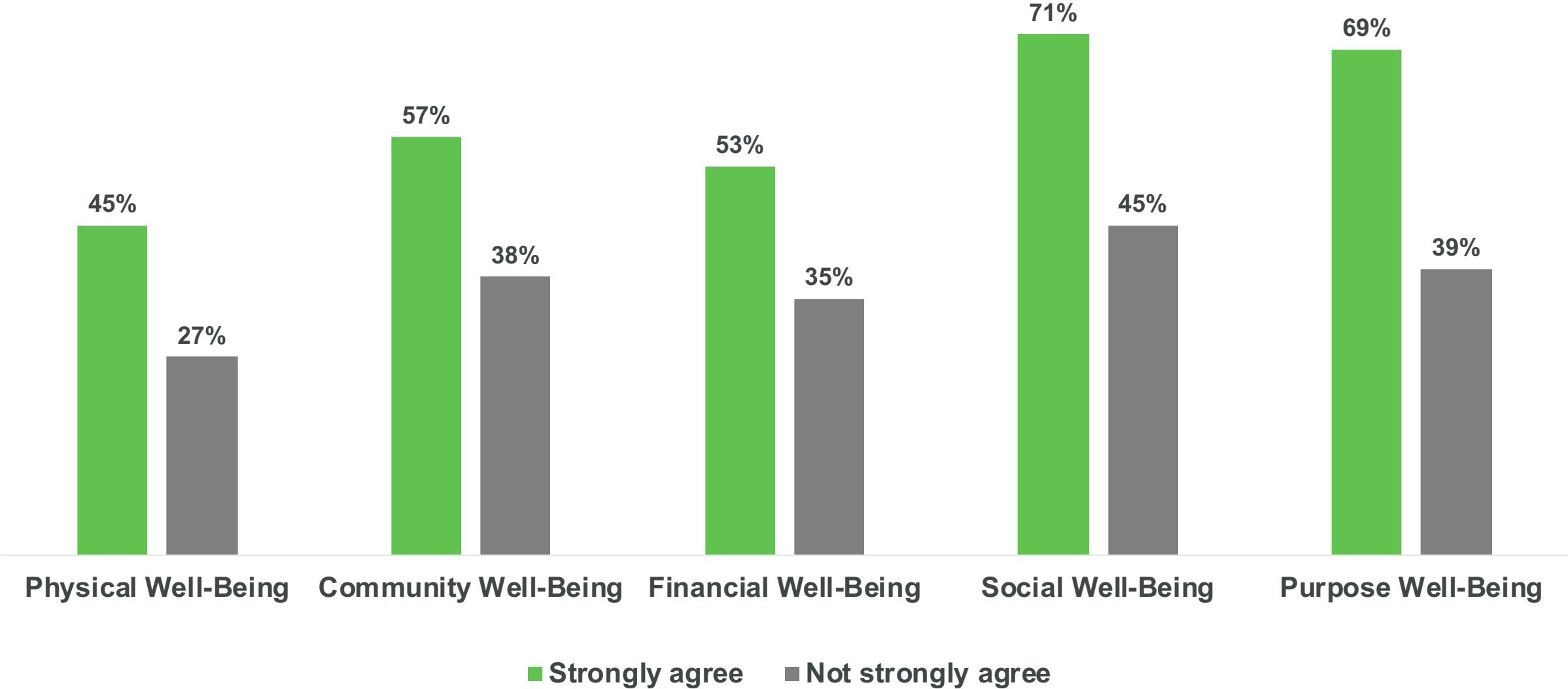
Engagement Among Pitt Alumni on Par With Peers



Pitt on Par With or Above Peers in Well-Being

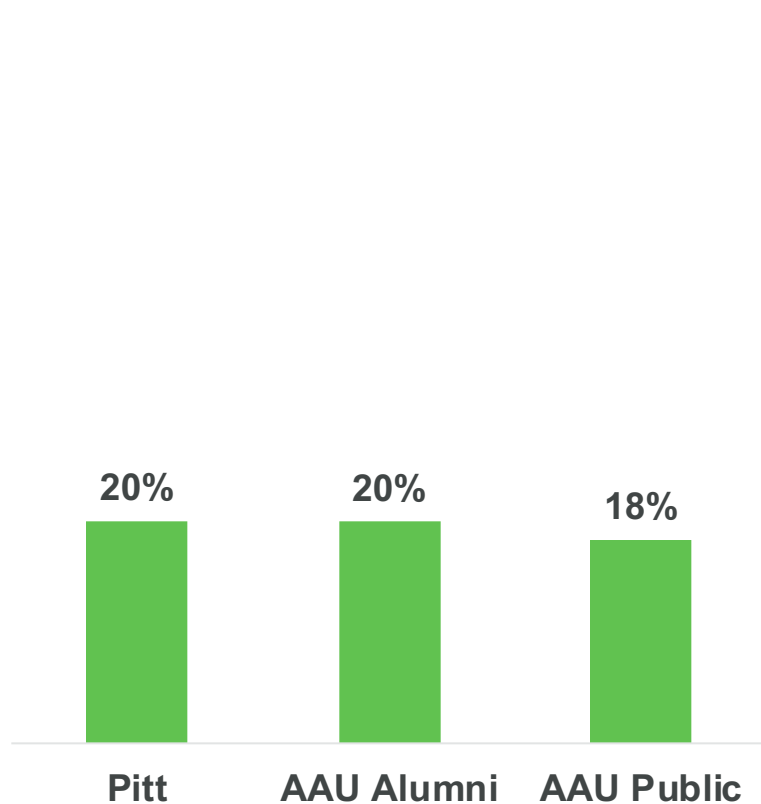


Relationship Between Feeling Pitt Prepared One Well and Well-Being

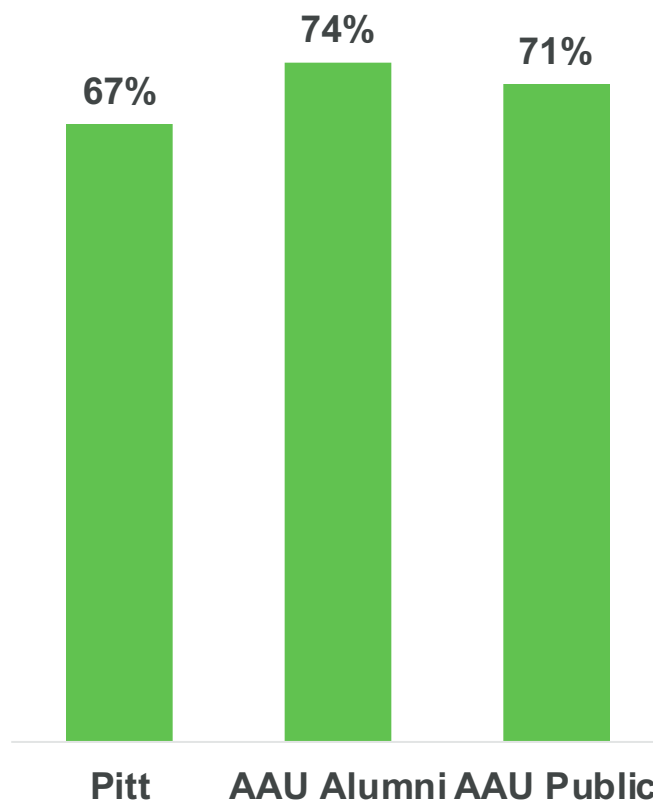


Examining Pitt Performance on Support Measures With Peers

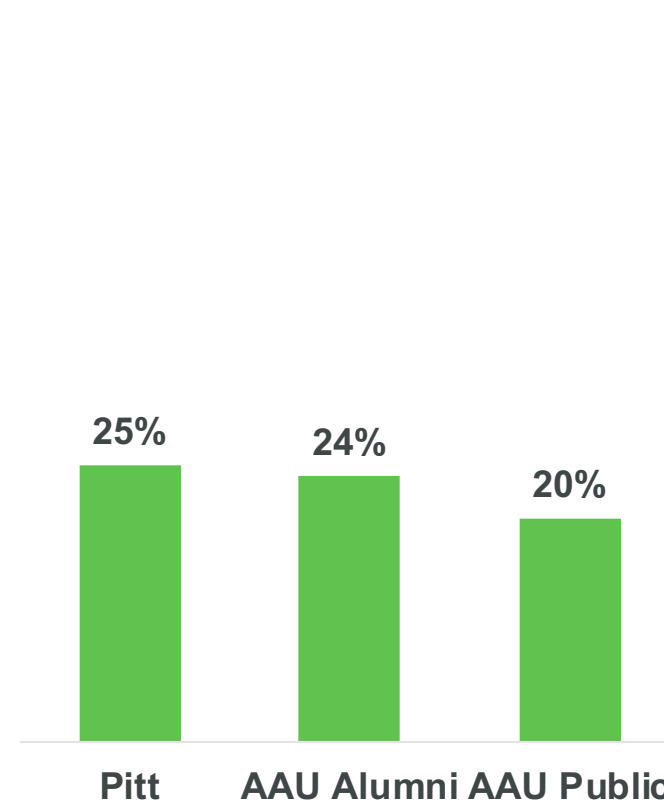
My professors at Pitt cared about me as a person.



I had at least one professor at Pitt who made me excited about learning.



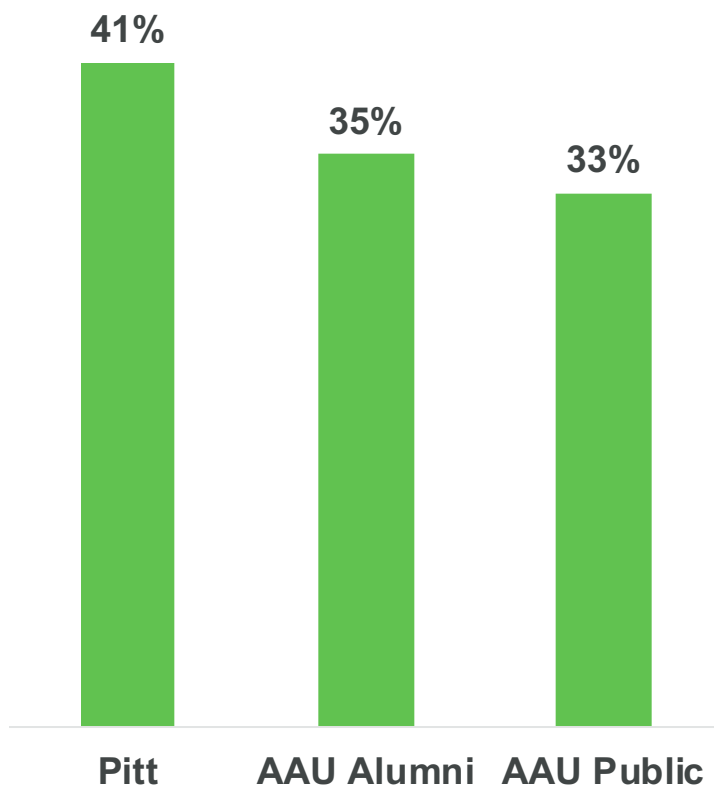
I had a mentor who encouraged me to pursue my goals and dreams.



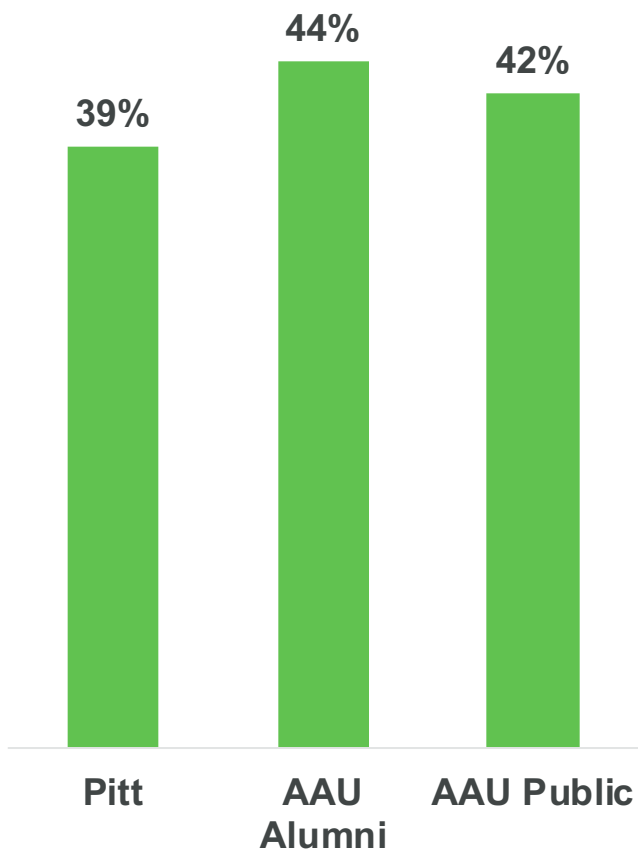
 % Strongly Agree

Examining Pitt Performance on Experiential Learning Measures

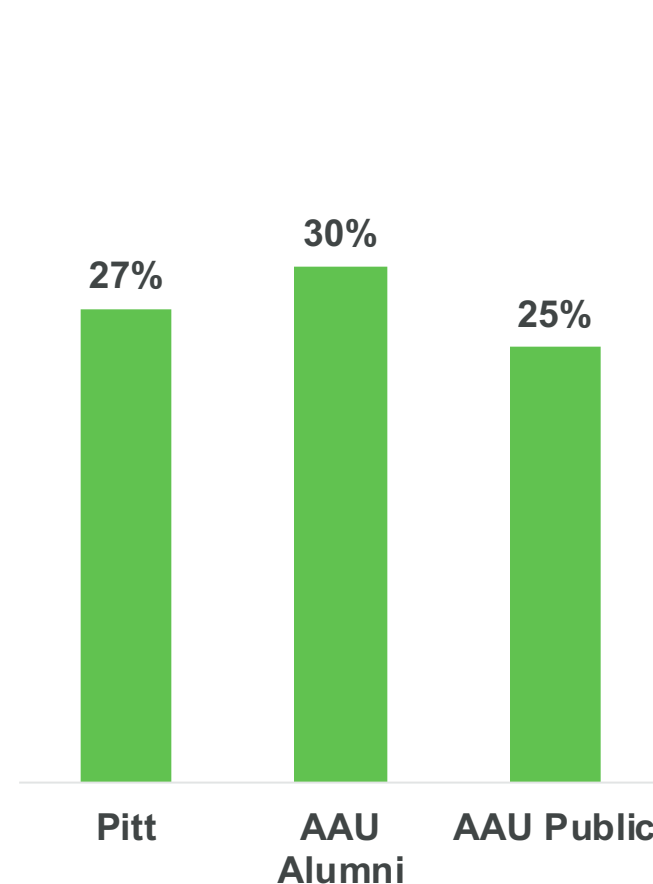
I had an internship or job that allowed me to apply what I was learning in the classroom.



I worked on a project that took a semester or more to complete.



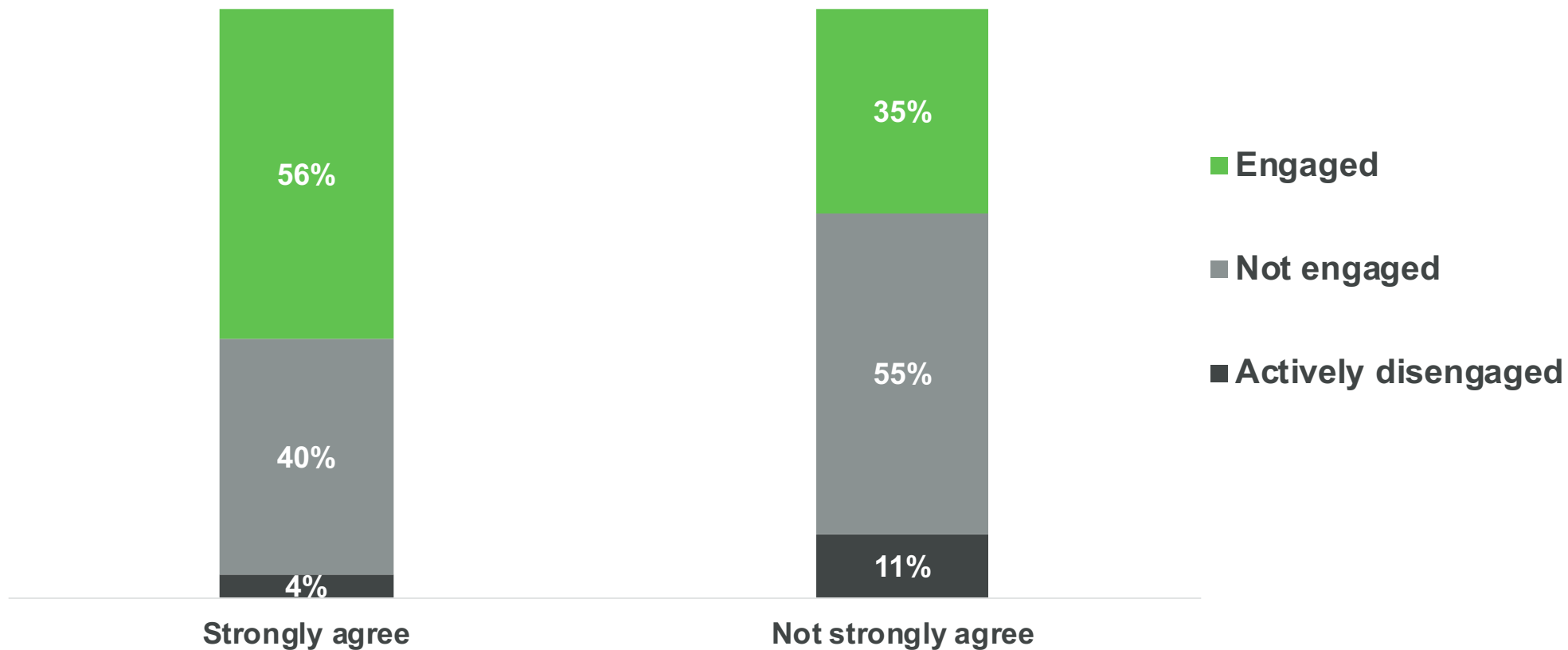
I was extremely active in extracurricular activities and organizations.



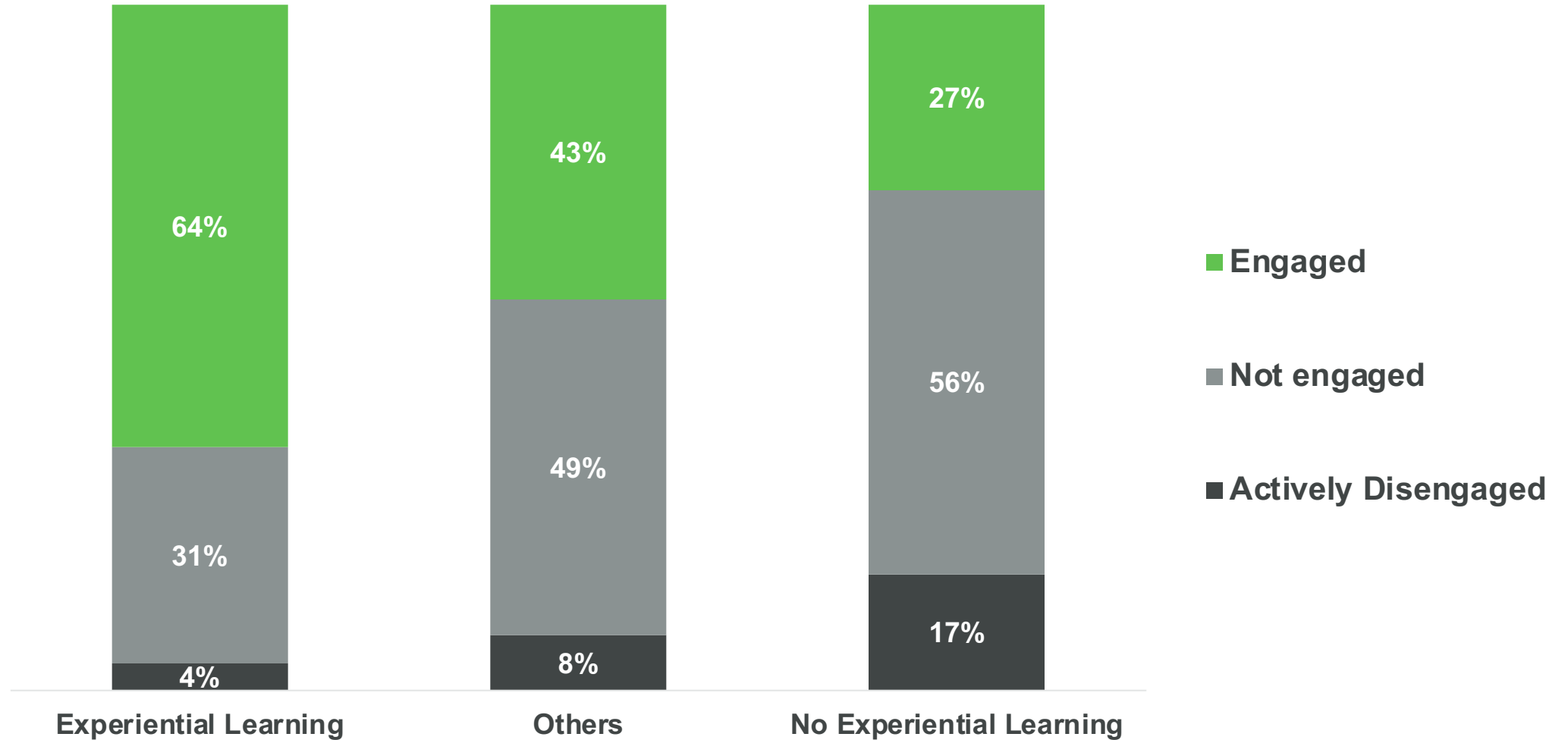
■ % Strongly Agree

Applied Internships, Jobs Relate to Alumni Engagement

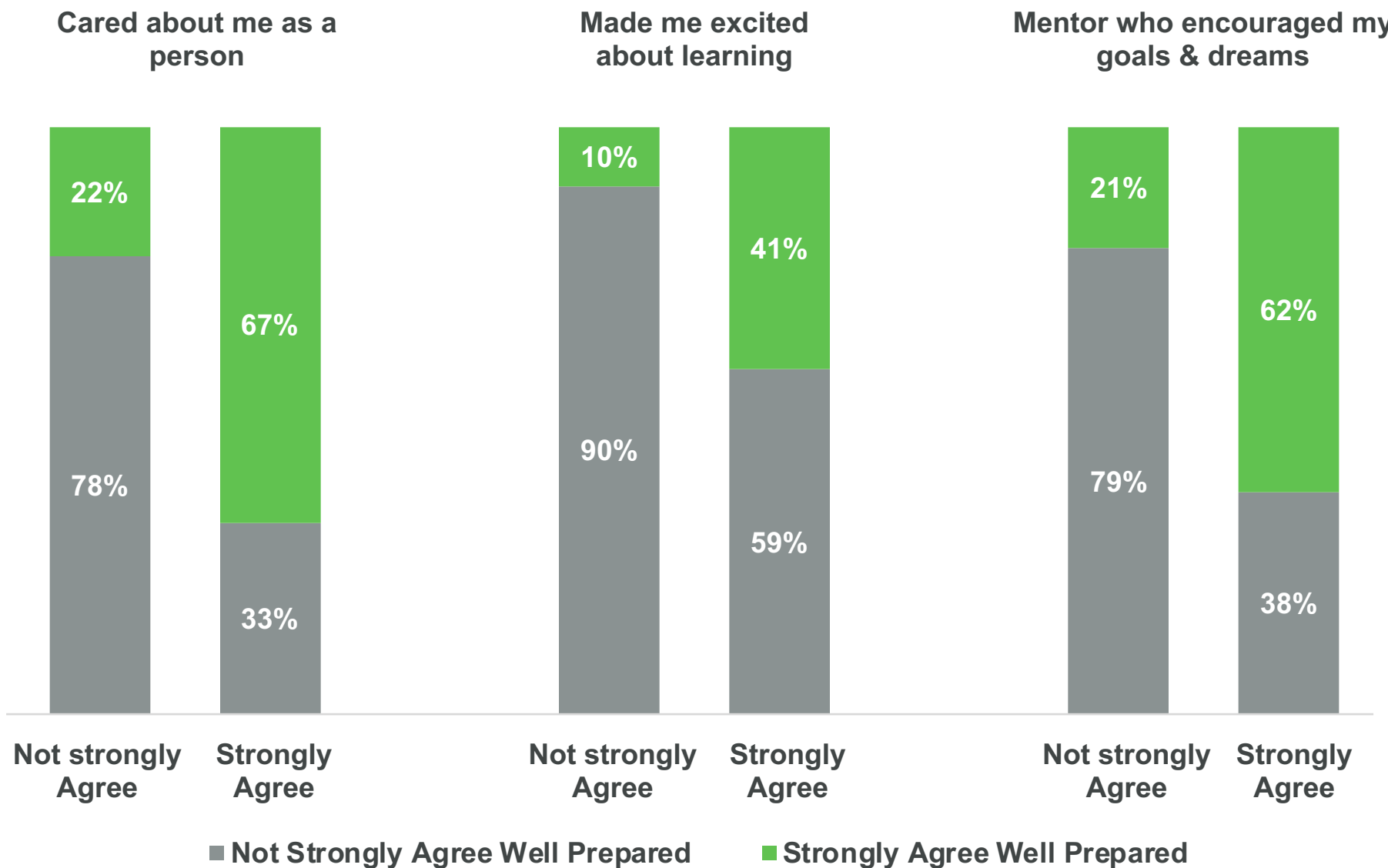
I had an internship or job that allowed me to apply what I was learning in the classroom.



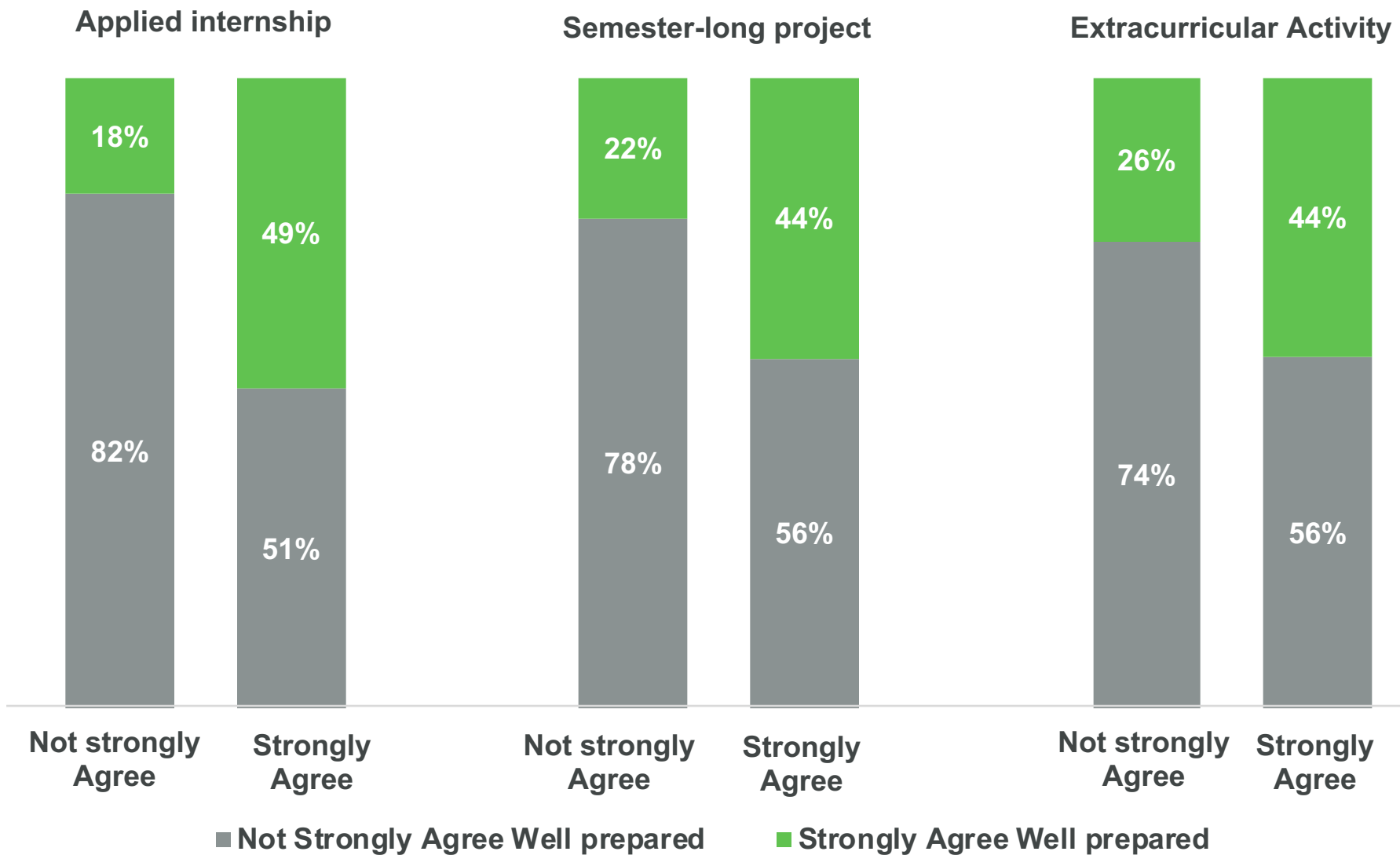
Graduates With Experiential Learning Are More Engaged in Work



Pitt “Prepared Me Well” and Support Items

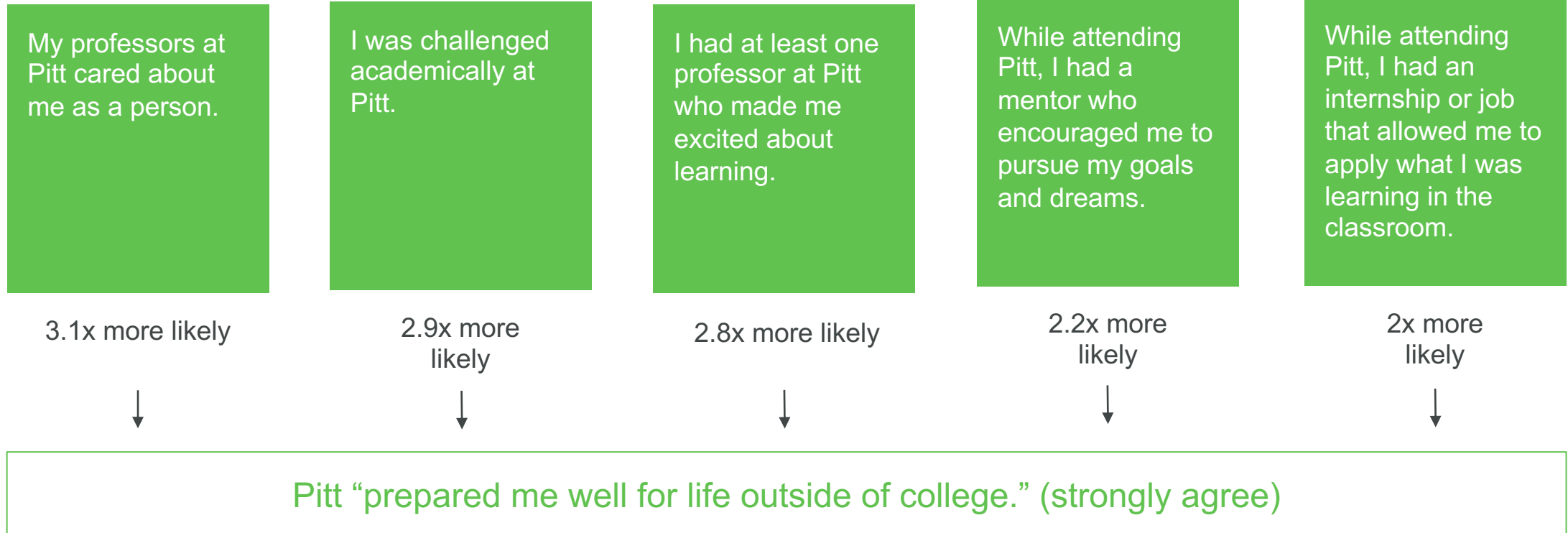


Pitt “Prepared Me Well” and Experiential Items



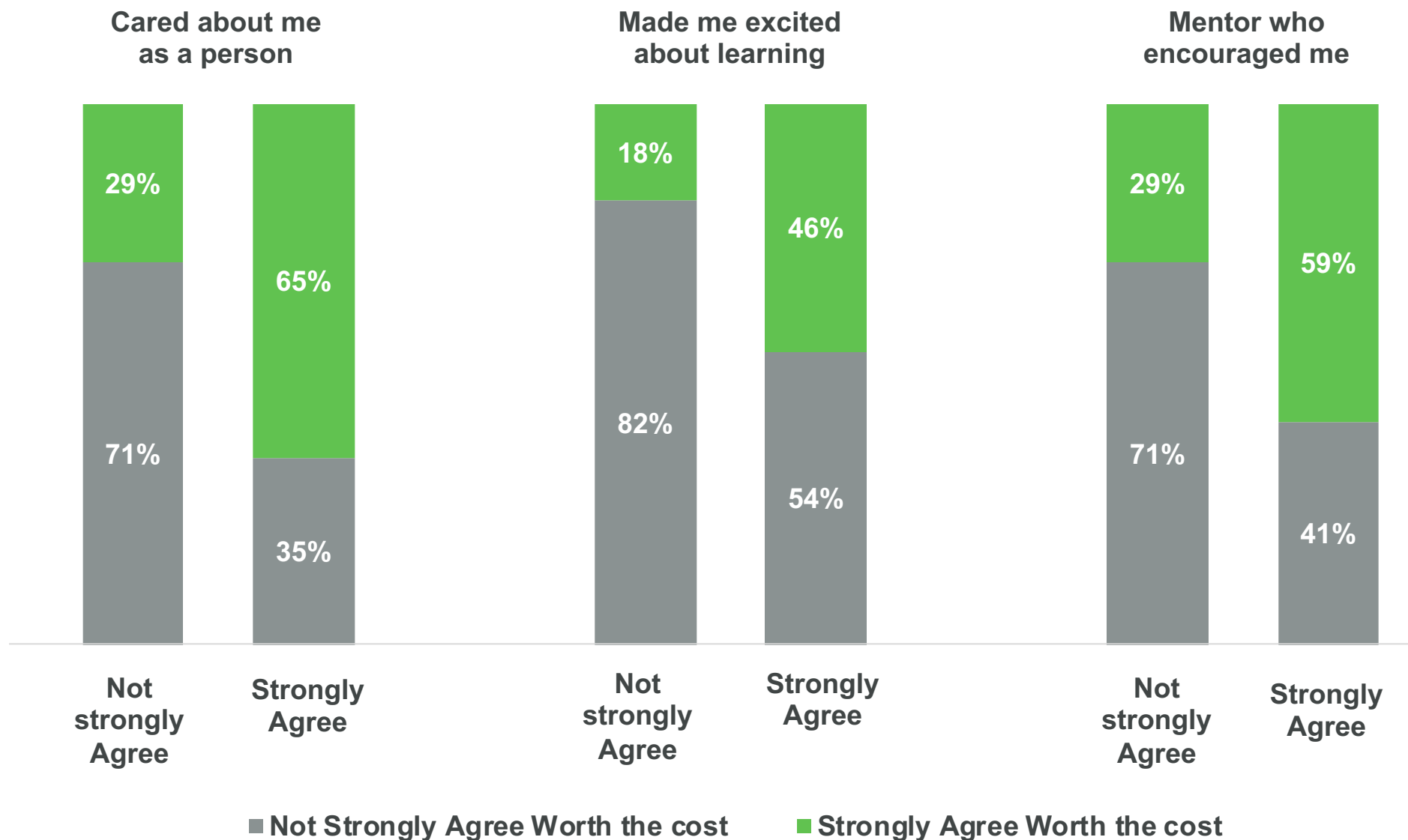
Driver Analysis: Pitt “Prepared Me Well for Life Outside of College”

Recent alumni who strongly agree ...

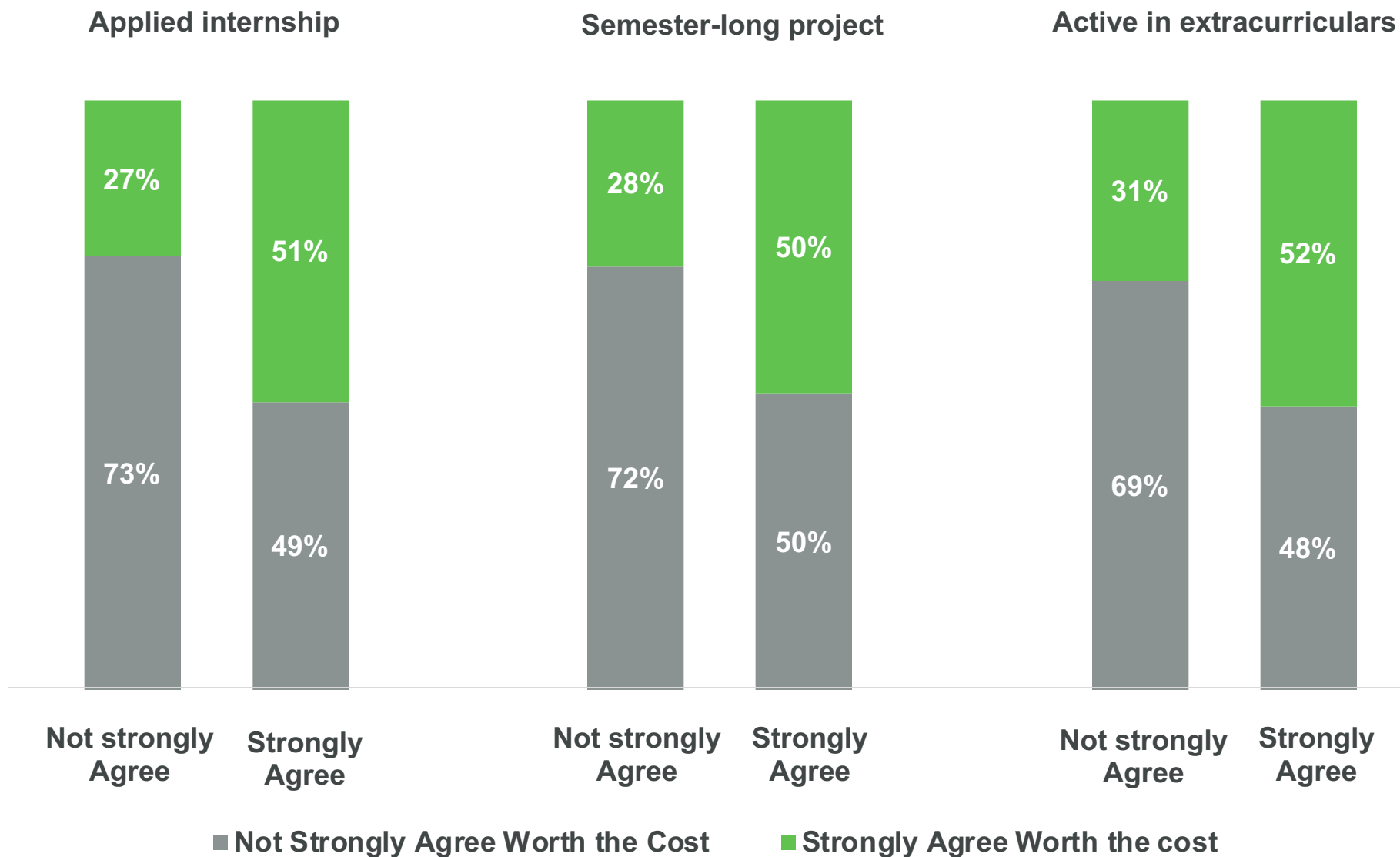


* Logistic regression was employed to model the independent effect of alumni perceptions on the likelihood that a respondent believes Pitt prepared them well for life after college (1=strongly agree, 0=not strongly agree), controlling for gender, age, race, income, type of employment, undergraduate debt amount, postgraduate work or degree, first-generation alumni status and major.

“My Education at Pitt was Worth the Cost” and Support Items

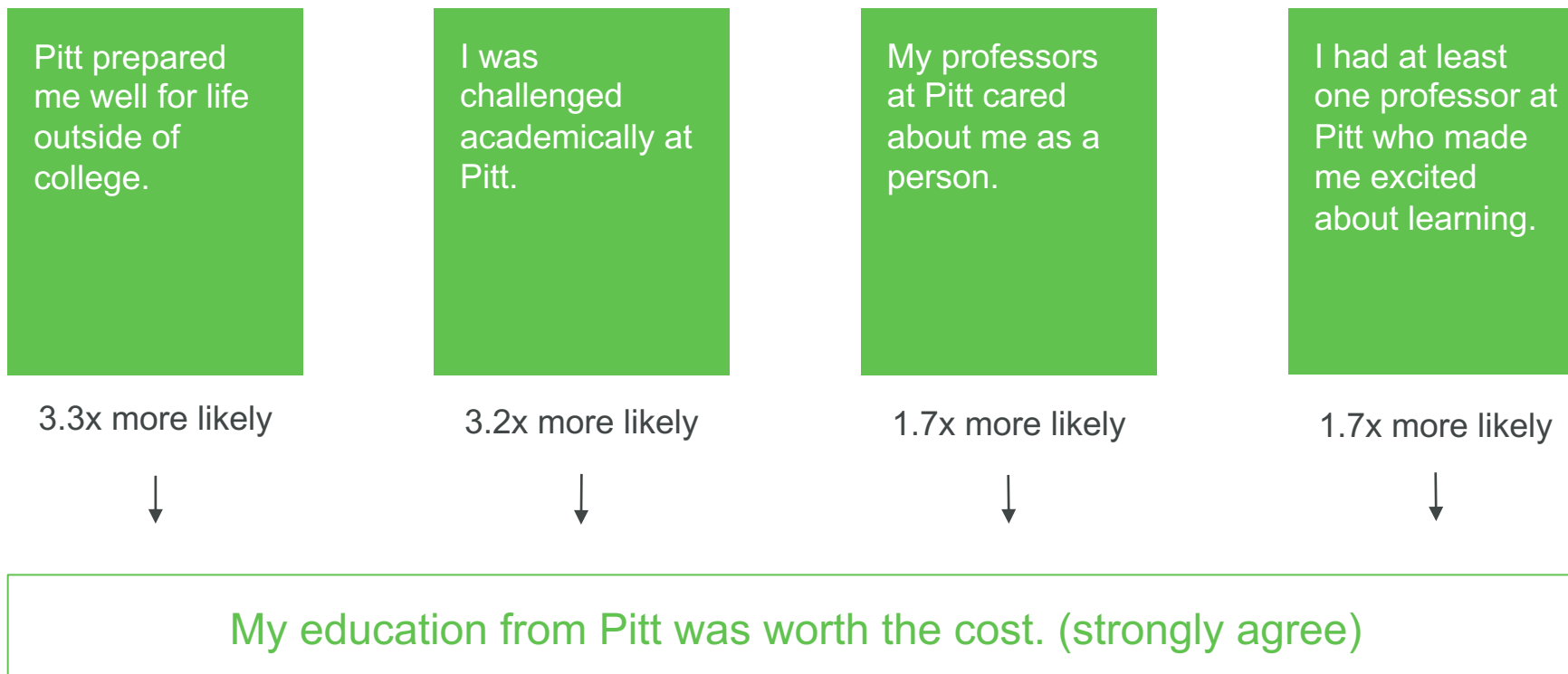


“My Education at Pitt was Worth the Cost” and Experiential Items



Drivers: My Education From Pitt was Worth the Cost

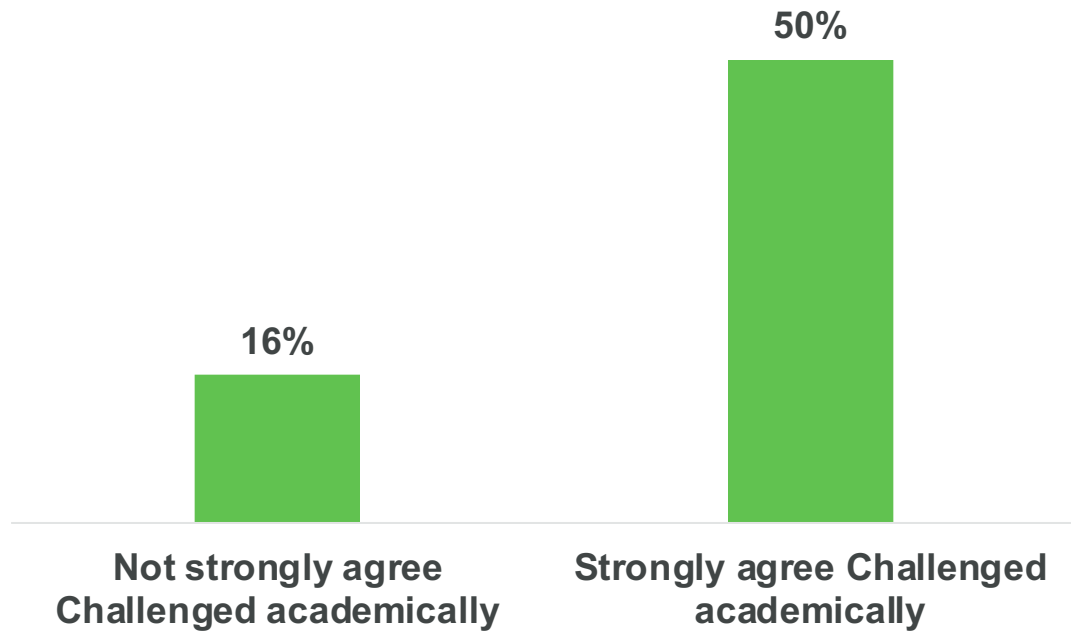
Recent alumni who strongly agree ...



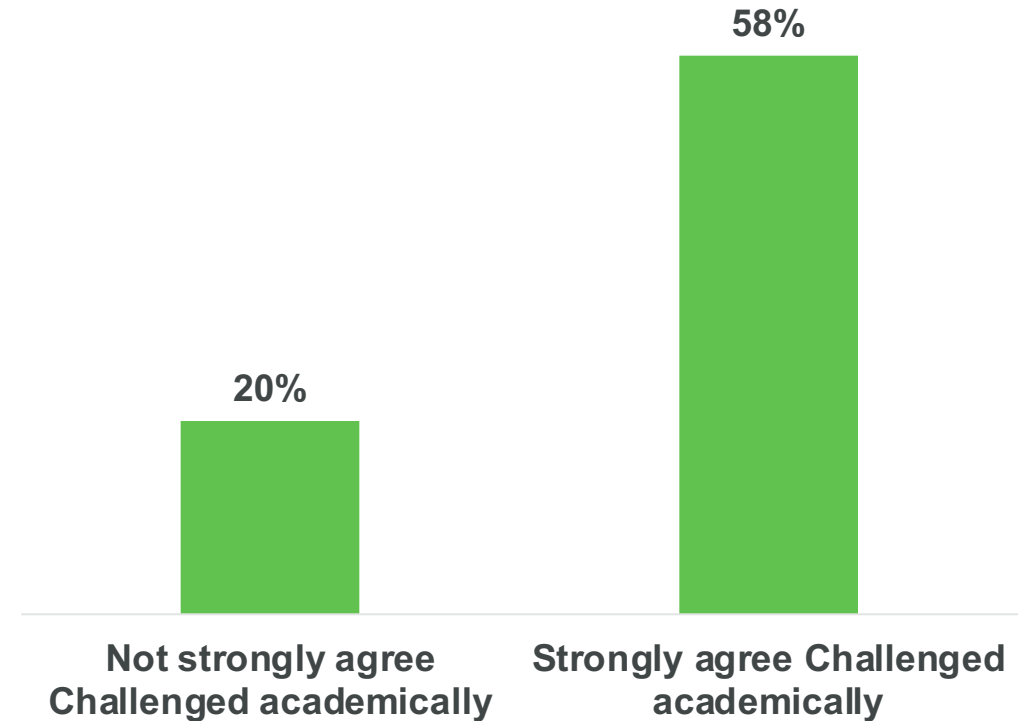
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Academic Challenge and “Prepared Me Well” and “Worth the Cost”

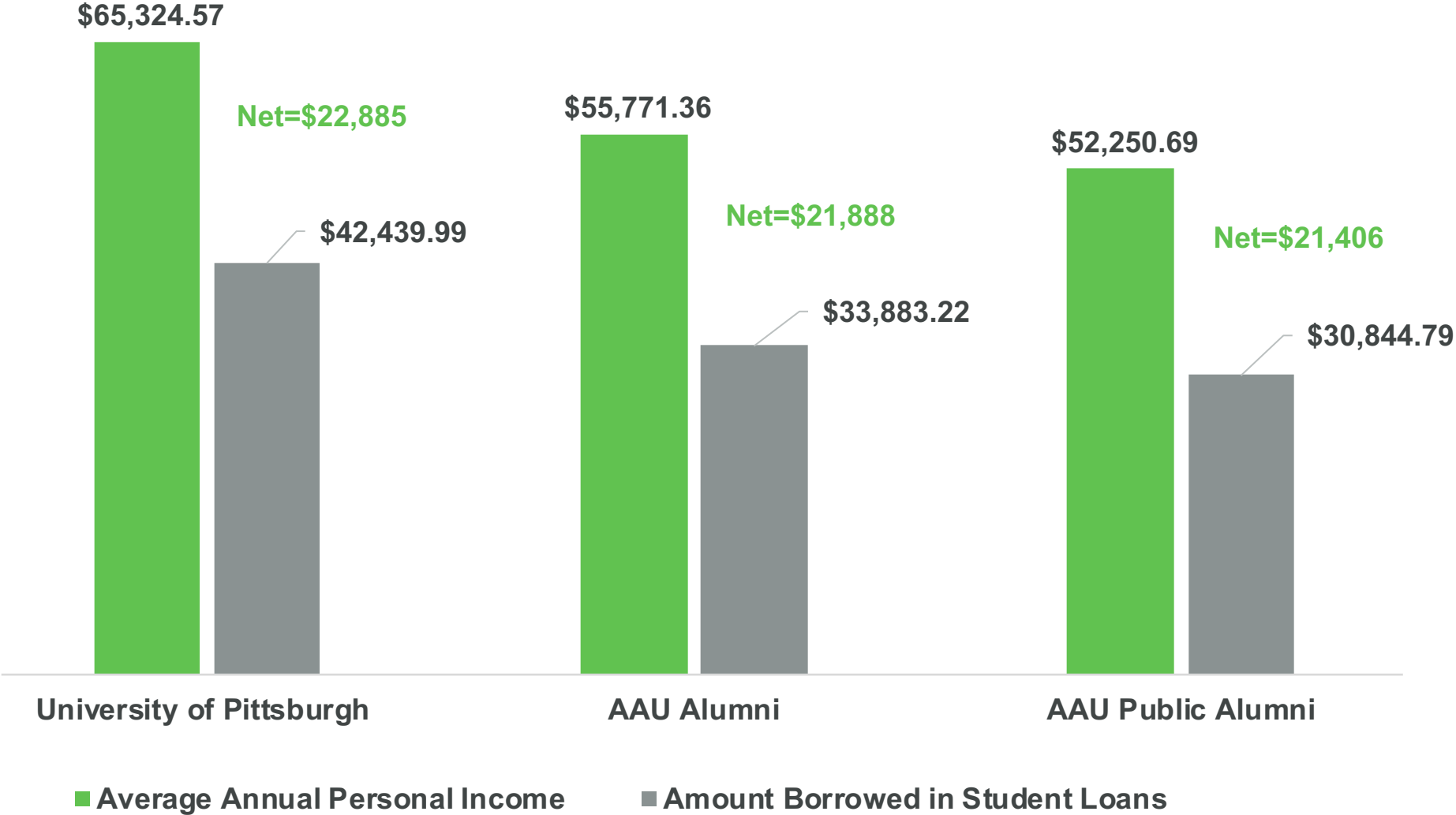
Strongly agree "Prepared me well"



Strongly agree "Worth the cost"

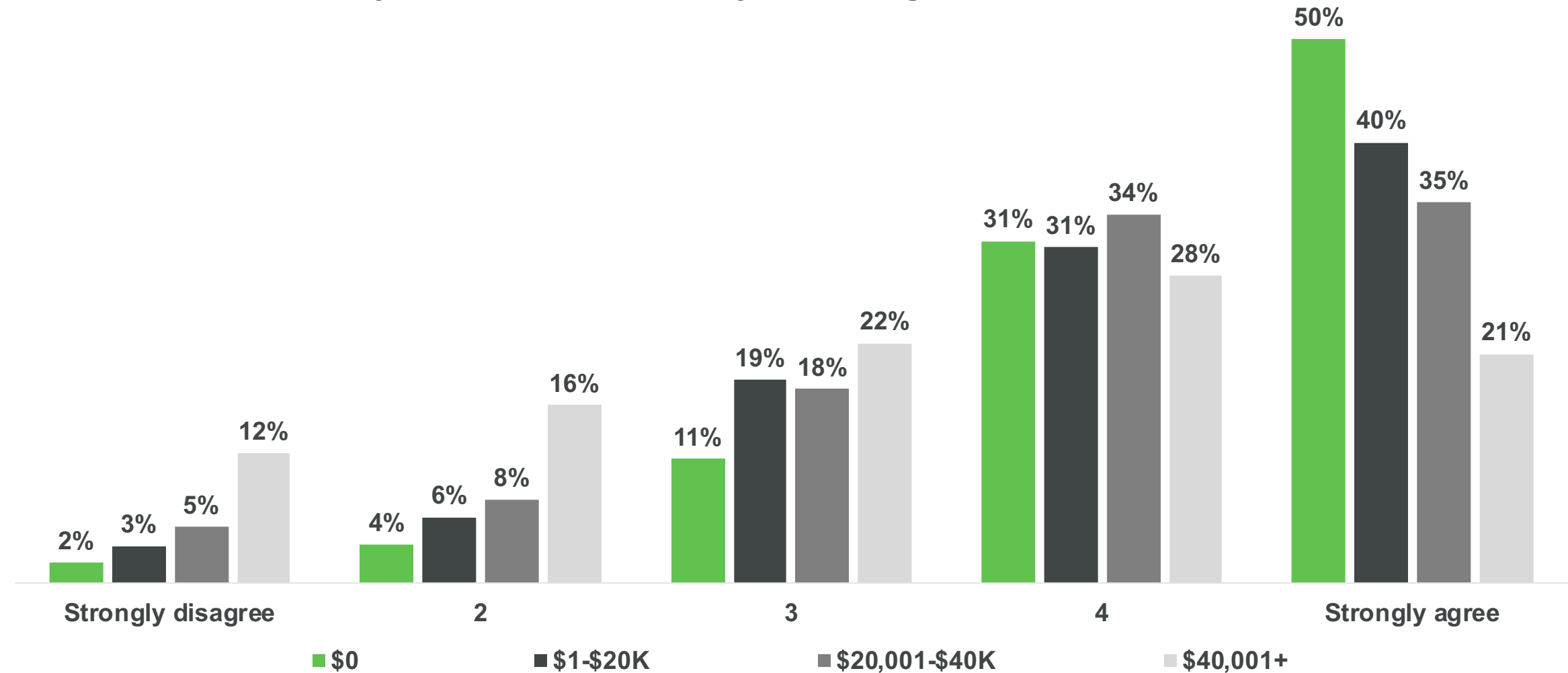


Pitt Alumni Hold More Student Debt, Also Higher Income



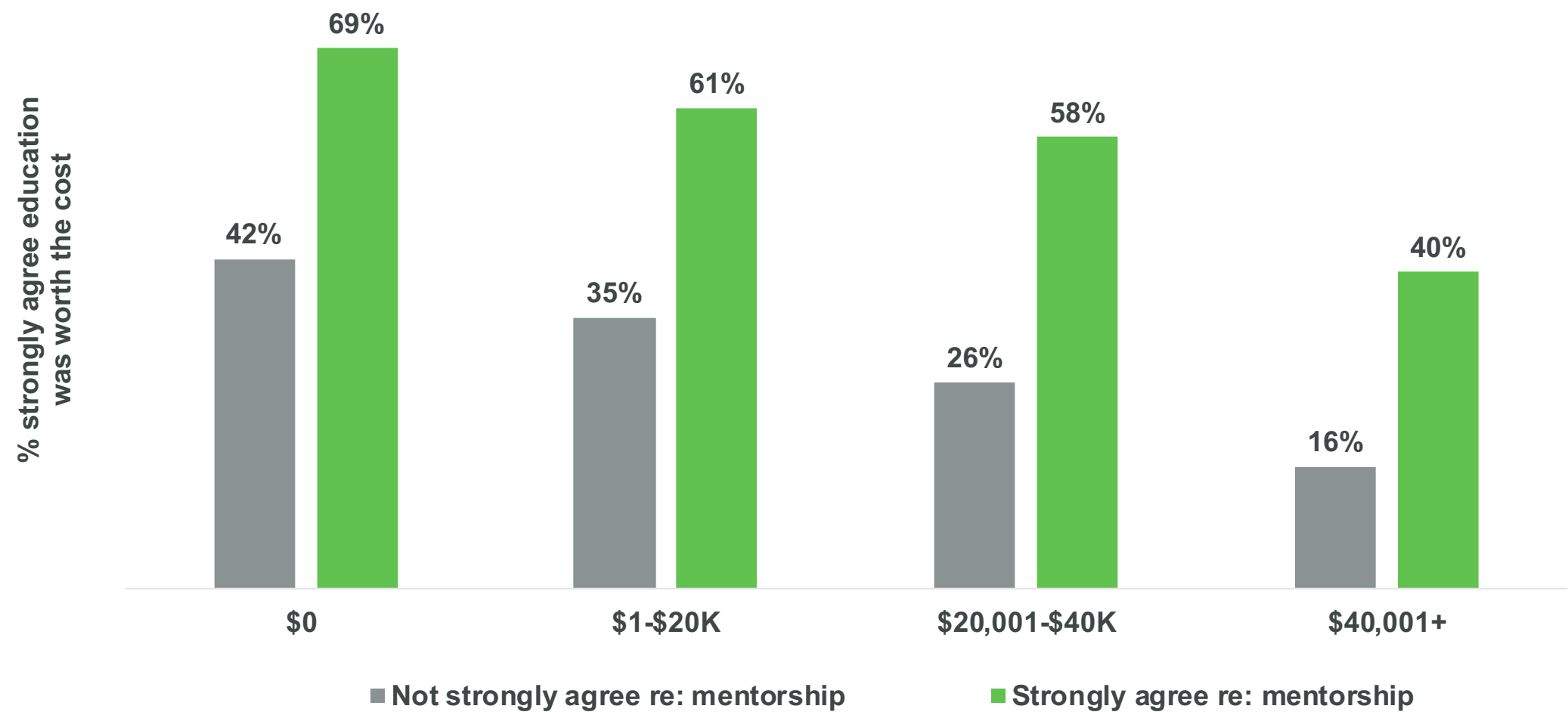
Half Debt-Free Alumni Strongly Agree Education was Worth Cost

My education from University of Pittsburgh was worth the cost.



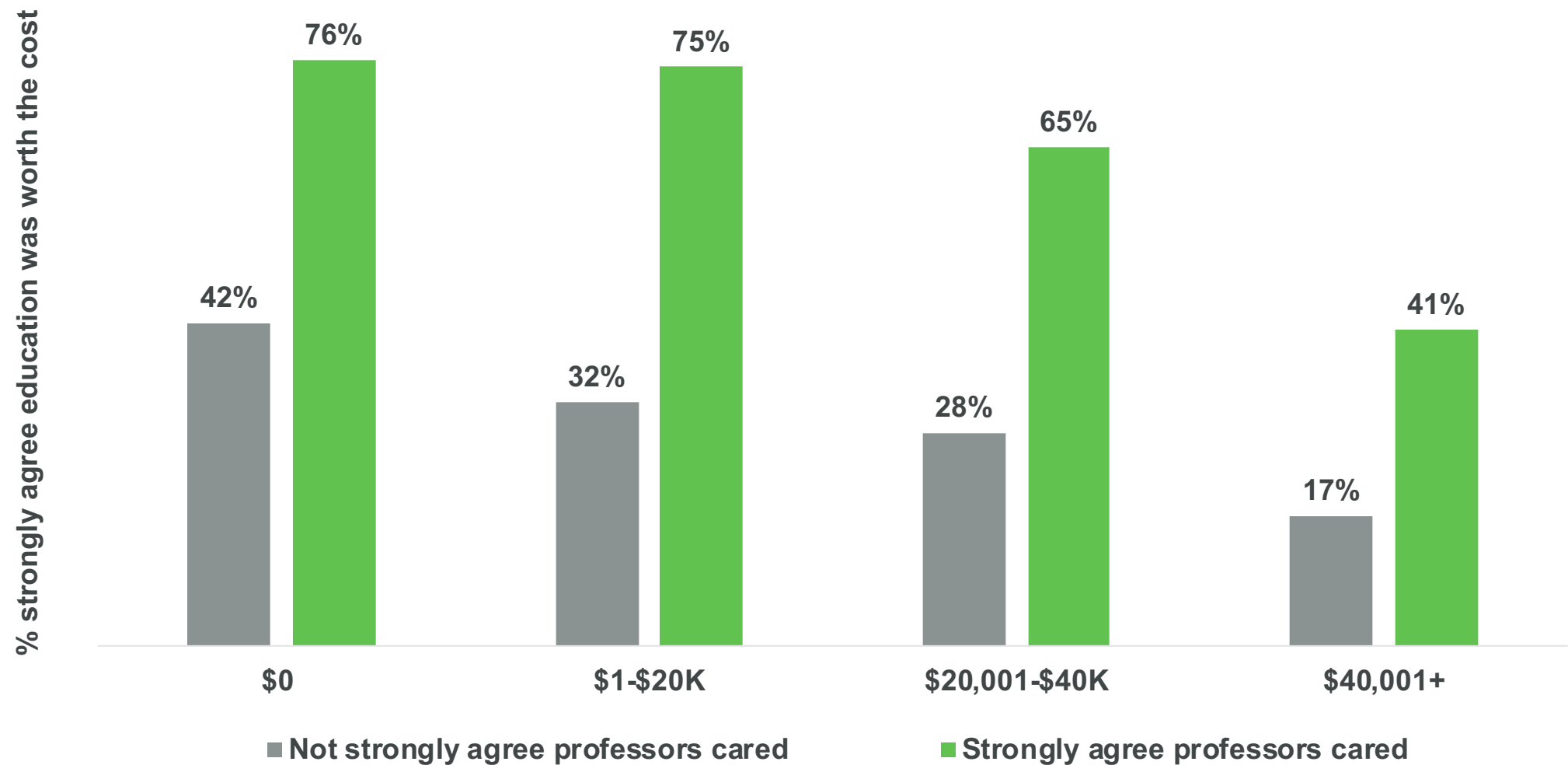
Student Debt, Degree Valuation and Mentorship

While attending University of Pittsburgh, I had a mentor who encouraged me to pursue my goals and dreams.



Student Debt, Degree Valuation and Professor Support

My professors at University of Pittsburgh cared about me as a person.



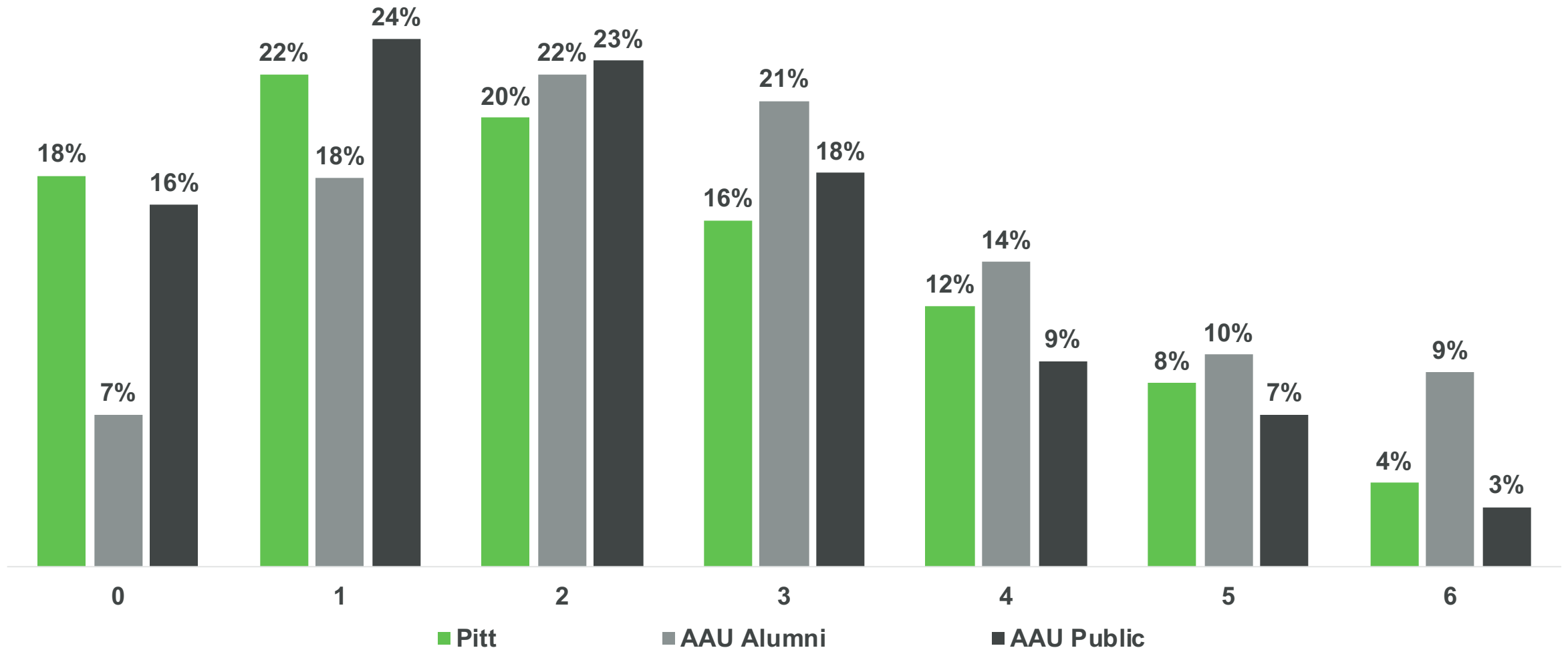
Student Debt, Degree Valuation and Professors Made Me Excited About Learning

I had at least one professor at University of Pittsburgh who made me excited about learning.



Room to Grow on “Big 6” Performance

Number of Critical Undergraduate Experiences Engaged in Among Graduates



In Summary

- Recent alumni from University of Pittsburgh have elevated levels of full time employment compared to their peers from AAU and AAU public institutions. Full time employees have similar levels of engagement compared to peers. However, engagement is boosted by experiential learning at Pitt.
- Recent Pitt alumni have similar or elevated levels of well-being compared to peers from AAU and AAU public institutions. Agreement that Pitt prepared them well for life outside of college corresponds with elevated levels of well-being among recent graduates.
- Key undergraduate experiences not only have an influential role to play in graduates well-being and engagement at work, but also feeling their Pitt education was worth the cost and that Pitt prepared them well for life outside of college. Feeling academically challenged at Pitt was also shown to relate to these outcomes.
- Recent Pitt graduates have higher debt and they also earn more, outpacing their AAU and AAU public peers in earnings over debt ratios. While higher debt is associated by diminished feelings of value, key undergraduate experiences can reinforce feelings of value in the Pitt experience.
- 40% of recent graduates have had none or only one critical experience; 60% have had two or fewer. There is room for improvement on these outcomes as Pitt fulfills its strategic goals.

Methodology

- Alumni Survey

- Results for the University of Pittsburgh study are based on web surveys conducted February 29–March 28, 2016, with a sample of 4,196 undergraduate alumni. The sample of 41,223 alumni email addresses was provided by University of Pittsburgh.
- Alumni were included in the study if University of Pittsburgh had an email address on file and the alumni graduated between 2005 and 2015.

- Gallup-Purdue Index

- Results for the Gallup-Purdue Index, the national study used for comparison purposes, are based on web surveys conducted Dec. 16, 2014-June 29, 2015, with a random sample of 30,151 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. Gallup-Purdue Index interviews are conducted via the web, in English only.
- Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor's degree or higher population. All reported margins of sampling error for the Gallup-Purdue Index of all college graduates include the computed design effects for weighting.

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