Great Jobs, Great Lives and the Undergraduate Experience

University of Pittsburgh Alumni Results from the Gallup-Purdue Index

Helen Stubbs, Senior Consultant, Gallup
January 27, 2017
University of Pittsburgh 2017 Assessment Conference
I. What Are We Measuring?

II. How Do We Measure It?

III. Great Jobs: Employee Engagement

IV. Great Lives: Student Well-Being

V. Great Experiences: Attachment and Student Experiences

VI. Educational Value: Income and Student Debt
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
Annual Health-Related Cost to Employer
(Disease Burden and Unhealthy Days)

<table>
<thead>
<tr>
<th>Number of Elements Thriving at Baseline (2010)</th>
<th>Total</th>
<th>Age: 44 and younger</th>
<th>Age: 45 and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>$12,000</td>
<td>$12,000</td>
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<tr>
<td>One</td>
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<tr>
<td>None</td>
<td>$0</td>
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</table>

Well-Being Matters to Organizations
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

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 (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:

<table>
<thead>
<tr>
<th>Emotional Support</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>

<table>
<thead>
<tr>
<th>Experiential Learning</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 learning in the classroom</td>
<td>1.8x</td>
<td>1.3x</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>
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.
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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

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### Comparison Groups for Pitt Year Two Gallup-Purdue Index Research

<table>
<thead>
<tr>
<th>2005-2015 University of Pittsburgh Undergraduate Alumni (Pittsburgh campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National undergraduate</strong> alumni who received their bachelor’s degree between 2005 and 2015</td>
</tr>
<tr>
<td><strong>Undergraduate</strong> alumni who graduated from <strong>Association of American Universities</strong> (AAU) member institutions between 2005 and 2015</td>
</tr>
<tr>
<td><strong>Undergraduate</strong> alumni who graduated from <strong>public Association of American Universities</strong> (AAU) member institutions between 2005 and 2015</td>
</tr>
</tbody>
</table>

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Pitt Sample Demographics

- Completed postgraduate work or degree: 45%
- First generation: 27%
- White: 87%
- First generation: 56%

Average age: 29
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Full-Time Employment (for an Employer) Above the National Average

- Not in Workforce
  - University of Pittsburgh: 9%
  - AAU Alumni: 9%
  - AAU Public Alumni: 7%
- Employed Part Time, Want Full Time
  - University of Pittsburgh: 9%
  - AAU Alumni: 7%
  - AAU Public Alumni: 7%
- Unemployed
  - University of Pittsburgh: 9%
  - AAU Alumni: 7%
  - AAU Public Alumni: 7%
- Employed Part Time, Do Not Want Full Time
  - University of Pittsburgh: 82%
  - AAU Alumni: 72%
  - AAU Public Alumni: 73%
- Employed Full Time (Self)
- Employed Full Time (Employer)
Engagement Among Pitt Alumni on Par With Peers

- **University of Pittsburgh**
  - Actively disengaged: 8%
  - Not engaged: 48%
  - Engaged: 44%

- **AAU Alumni**
  - Actively disengaged: 10%
  - Not engaged: 49%
  - Engaged: 41%

- **AAU Public Alumni**
  - Actively disengaged: 11%
  - Not engaged: 46%
  - Engaged: 43%
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Pitt on Par With or Above Peers in Well-Being

<table>
<thead>
<tr>
<th>Category</th>
<th>University of Pittsburgh</th>
<th>AAU Alumni</th>
<th>AAU Public Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose Well-Being</td>
<td>49%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Social Well-Being</td>
<td>53%</td>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td>Financial Well-Being</td>
<td>41%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Community Well-Being</td>
<td>44%</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>Physical Well-Being</td>
<td>32%</td>
<td>27%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Relationship Between Feeling Pitt Prepared One Well and Well-Being

- Physical Well-Being: 45% Strongly agree, 27% Not strongly agree
- Community Well-Being: 57% Strongly agree, 38% Not strongly agree
- Financial Well-Being: 53% Strongly agree, 35% Not strongly agree
- Social Well-Being: 71% Strongly agree, 45% Not strongly agree
- Purpose Well-Being: 69% Strongly agree, 39% Not strongly agree

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### Examining Pitt Performance on Support Measures With Peers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pitt</th>
<th>AAU Alumni</th>
<th>AAU Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professors at Pitt cared about me as a person.</td>
<td>20%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>I had at least one professor at Pitt who made me excited about learning.</td>
<td>67%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>25%</td>
<td>24%</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Percentage of respondents who 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.

41% Pitt 35% AAU Alumni 33% AAU Public

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

39% Pitt 44% AAU Alumni 42% AAU Public

I was extremely active in extracurricular activities and organizations.

27% Pitt 30% AAU Alumni 25% AAU Public

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

- Strongly agree: 56% Engaged, 40% Not engaged, 4% Actively disengaged
- Not strongly agree: 35% Engaged, 55% Not engaged, 11% Actively disengaged
Graduates With Experiential Learning Are More Engaged in Work

- Experiential Learning: 64% Engaged, 31% Not engaged, 4% Actively Disengaged
- Others: 56% Engaged, 49% Not engaged, 8% Actively Disengaged
- No Experiential Learning: 27% Engaged, 56% Not engaged, 17% Actively Disengaged
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Pitt “Prepared Me Well” and Support Items

<table>
<thead>
<tr>
<th></th>
<th>Not strongly Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cared about me as a person</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Made me excited about learning</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Mentor who encouraged my goals &amp; dreams</td>
<td>79%</td>
<td>21%</td>
</tr>
</tbody>
</table>

- "Not Strongly Agree Well Prepared" and "Strongly Agree Well Prepared"
Pitt “Prepared Me Well” and Experiential Items

<table>
<thead>
<tr>
<th>Applied internship</th>
<th>Semester-long project</th>
<th>Extracurricular Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not strongly Agree</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56%</td>
</tr>
</tbody>
</table>
Driver Analysis: Pitt “Prepared Me Well for Life Outside of College”

Recent alumni who strongly agree …

My professors at Pitt cared about me as a person. 3.1x more likely

I was challenged academically at Pitt. 2.9x more likely

I had at least one professor at Pitt who made me excited about learning. 2.8x more likely

While attending Pitt, I had a mentor who encouraged me to pursue my goals and dreams. 2.2x more likely

While attending Pitt, I had an internship or job that allowed me to apply what I was learning in the classroom. 2x more likely

Pitt “prepared me well for life outside of college.” (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

- **Cared about me as a person**
  - Not strongly Agree: 29%
  - Strongly Agree: 71%
  - Cared about me as a person: 65%

- **Made me excited about learning**
  - Not strongly Agree: 18%
  - Strongly Agree: 82%
  - Made me excited about learning: 46%

- **Mentor who encouraged me**
  - Not strongly Agree: 29%
  - Strongly Agree: 59%
  - Mentor who encouraged me: 59%
“My Education at Pitt was Worth the Cost” and Experiential Items

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not strongly Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied internship</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Semester-long project</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Active in extracurriculars</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>

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Drivers: My Education From Pitt was Worth the Cost

Recent alumni who strongly agree ...

- Pitt prepared me well for life outside of college. (3.3x more likely)
- I was challenged academically at Pitt. (3.2x more likely)
- My professors at Pitt cared about me as a person. (1.7x more likely)
- I had at least one professor at Pitt who made me excited about learning. (1.7x more likely)

My education from Pitt was worth the cost. (strongly agree)

* Logistic regression was employed to model the independent effect of alumni perceptions on the likelihood that a respondent believes Pitt prepared them 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.

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

Strongly agree "Prepared me well"

- Not strongly agree Challenged academically: 16%
- Strongly agree Challenged academically: 50%

Strongly agree "Worth the cost"

- Not strongly agree Challenged academically: 20%
- Strongly agree Challenged academically: 58%
Pitt Alumni Hold More Student Debt, Also Higher Income

- **University of Pittsburgh**
  - Average Annual Personal Income: $65,324.57
  - Amount Borrowed in Student Loans: $42,439.99
  - Net: $22,885

- **AAU Alumni**
  - Average Annual Personal Income: $55,771.36
  - Amount Borrowed in Student Loans: $33,883.22
  - Net: $21,888

- **AAU Public Alumni**
  - Average Annual Personal Income: $52,250.69
  - Amount Borrowed in Student Loans: $30,844.79
  - Net: $21,406
Half Debt-Free Alumni Strongly Agree Education was Worth Cost

My education from University of Pittsburgh was worth the cost.

- **Strongly disagree**
  - 2%
  - 3%
  - 5%
  - 12%

- **2**
  - 4%
  - 6%
  - 8%
  - 16%

- **3**
  - 11%
  - 19%
  - 18%
  - 22%

- **4**
  - 31%
  - 31%
  - 34%
  - 28%

- **Strongly agree**
  - 50%
  - 40%
  - 35%
  - 21%

- **$0**
- **$1-$20K**
- **$20,001-$40K**
- **$40,001+**
While attending University of Pittsburgh, I had a mentor who encouraged me to pursue my goals and dreams.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Not strongly agree re: mentorship</th>
<th>Strongly agree re: mentorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>42%</td>
<td>69%</td>
</tr>
<tr>
<td>$1-$20K</td>
<td>35%</td>
<td>61%</td>
</tr>
<tr>
<td>$20,001-$40K</td>
<td>26%</td>
<td>58%</td>
</tr>
<tr>
<td>$40,001+</td>
<td>16%</td>
<td>40%</td>
</tr>
</tbody>
</table>
My professors at University of Pittsburgh cared about me as a person.

- **$0**: 76% strongly agree, 42% not strongly agree
- **$1-$20K**: 75% strongly agree, 32% not strongly agree
- **$20,001-$40K**: 65% strongly agree, 28% not strongly agree
- **$40,001+**: 41% strongly agree, 17% not strongly agree

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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.

% strongly agree education was worth the cost

Not strongly agree at least one professor made me excited about learning
Strongly agree at least one professor made me excited about learning
Room to Grow on “Big 6” Performance

Number of Critical Undergraduate Experiences Engaged in Among Graduates

<table>
<thead>
<tr>
<th></th>
<th>Pitt</th>
<th>AAU Alumni</th>
<th>AAU Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>18%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>1</td>
<td>18%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>2</td>
<td>24%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>21%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
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<td>12%</td>
<td>14%</td>
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<tr>
<td>5</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>3%</td>
<td>4%</td>
<td>9%</td>
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</table>
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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