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INDIANA COMMISSION *for*
HIGHER EDUCATION

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Indiana Commission for Higher Education Institutions Alumni: Great Jobs and Great Lives

2018 Undergraduate Alumni Scorecard



Indiana College Value Index

2018 ICHE Institutions Results Summary

| Value and Preparation | %4 (Agree) | %5 (Strongly agree) | %4 + %5 |
|---|------------|---------------------|---------|
| My education from [ICHE Institution] was worth the cost. (Overall) | 29% | 50% | 79% |
| My education from [ICHE Institution] was worth the cost. (Among 37% of ICHE alumni with loans*) | 29% | 44% | 73% |
| [ICHE Institution] prepared me well for life outside of college. | 36% | 36% | 72% |

16%

ICHE alumni who say someone at their ICHE institution helped them find a job after graduation

86%

ICHE alumni who are satisfied or extremely satisfied with the education they received

| Work Fulfillment** | %4 (Agree) | %5 (Strongly agree) | %4 + %5 |
|---|------------|---------------------|---------|
| I am deeply interested in the work that I do. | 29% | 47% | 76% |
| My job gives me the opportunity to do work that interests me. | 32% | 46% | 78% |
| I have the ideal job for me. | 31% | 34% | 65% |

30%

ICHE alumni who strongly agree with all three work fulfillment questions

*Among alumni who took out loans to attend their ICHE institution

**Work fulfillment questions were only asked of alumni who indicated they are employed full time by an employer

2018 ICHE Institutions Study

Methodology Summary



21,606 ICHE Undergraduate Alumni Survey Completes

- Alumni who received their bachelor's degree from an ICHE institution between 1949 and 2017 and had a valid email address on file were invited to participate



Gallup-Purdue Index Core Survey

- Includes custom items developed by Gallup and the Indiana Commission for Higher Education



Surveys Fielded: Oct. 24, 2017-May 13, 2018

- Nonresponders received up to five email reminders



Comparison Groups Are Derived From the Gallup-Purdue Index National Database (1949-2017)

- College graduates nationally: n=66,922
- GPI IN college graduates: n=2,005

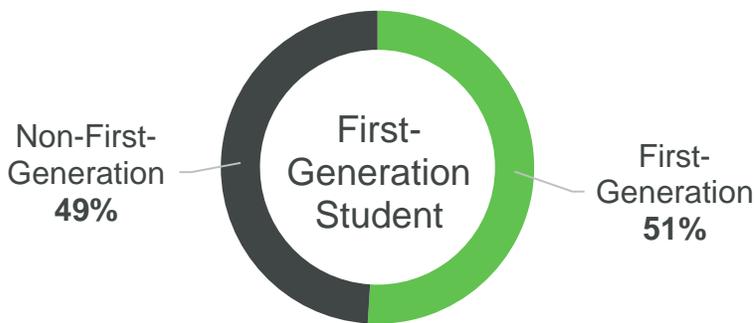
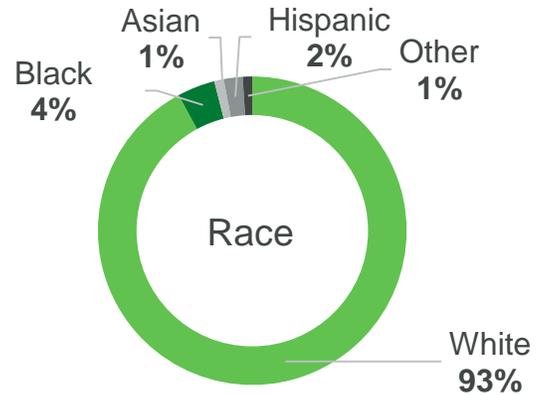
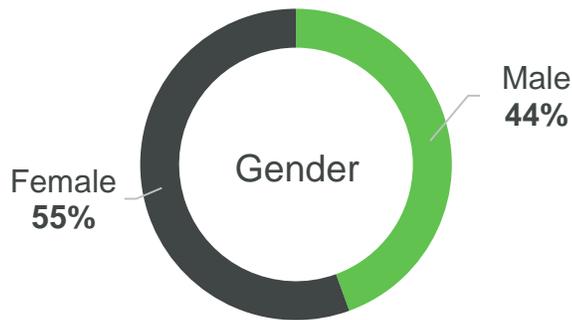
Profile of Respondents

Respondent Demographics

Undergraduate Alumni Who Graduated Between 1949 and 2017

n=21,606

Mean age: 47

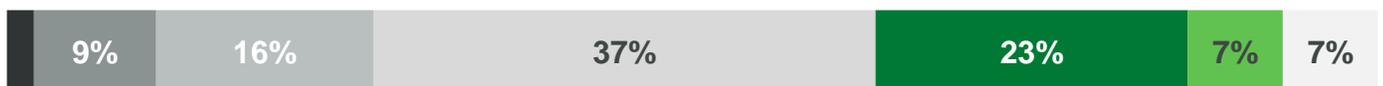


Total Annual Personal Income



Total Annual Household Income

2%



Note: Due to rounding, percentages may sum to 100% +/-1%

1

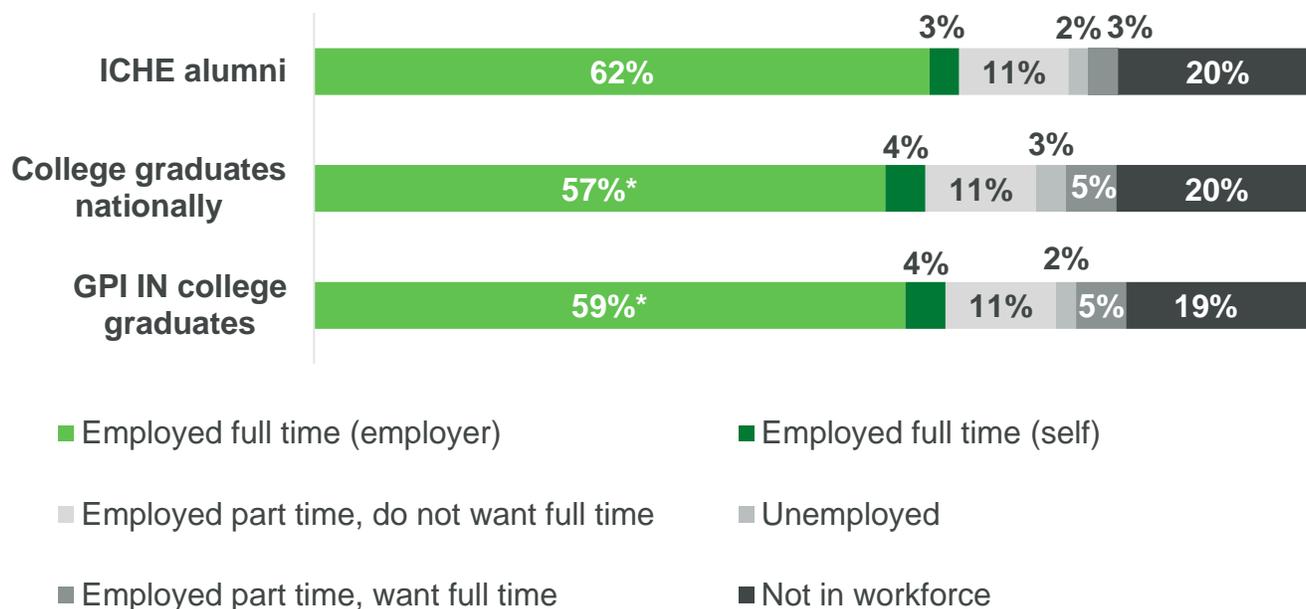
Great Jobs: Workplace Engagement

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- 11 Workplace Fulfillment
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Employment Outcomes

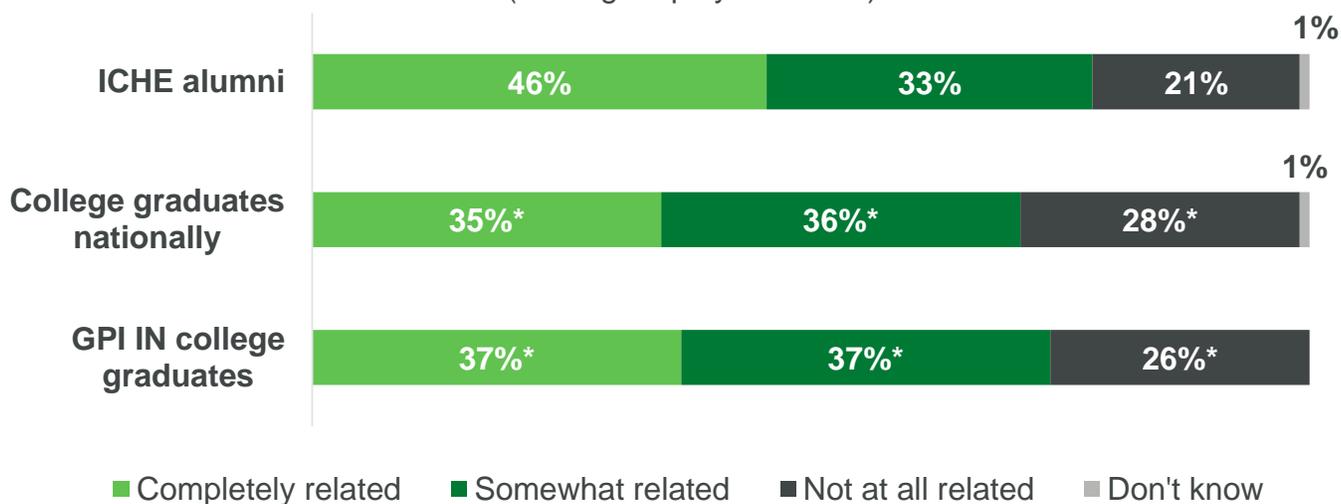
ICHE Institutions Results

Employment Status



How closely related is your current work to your undergraduate major(s)?

(Among employed alumni)



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level
 Note: Due to rounding, percentages may sum to 100% +/-1%

Employment Outcomes

ICHE Institutions Results

16%

ICHE alumni who say someone at their ICHE institution helped them find a job after graduation[^]

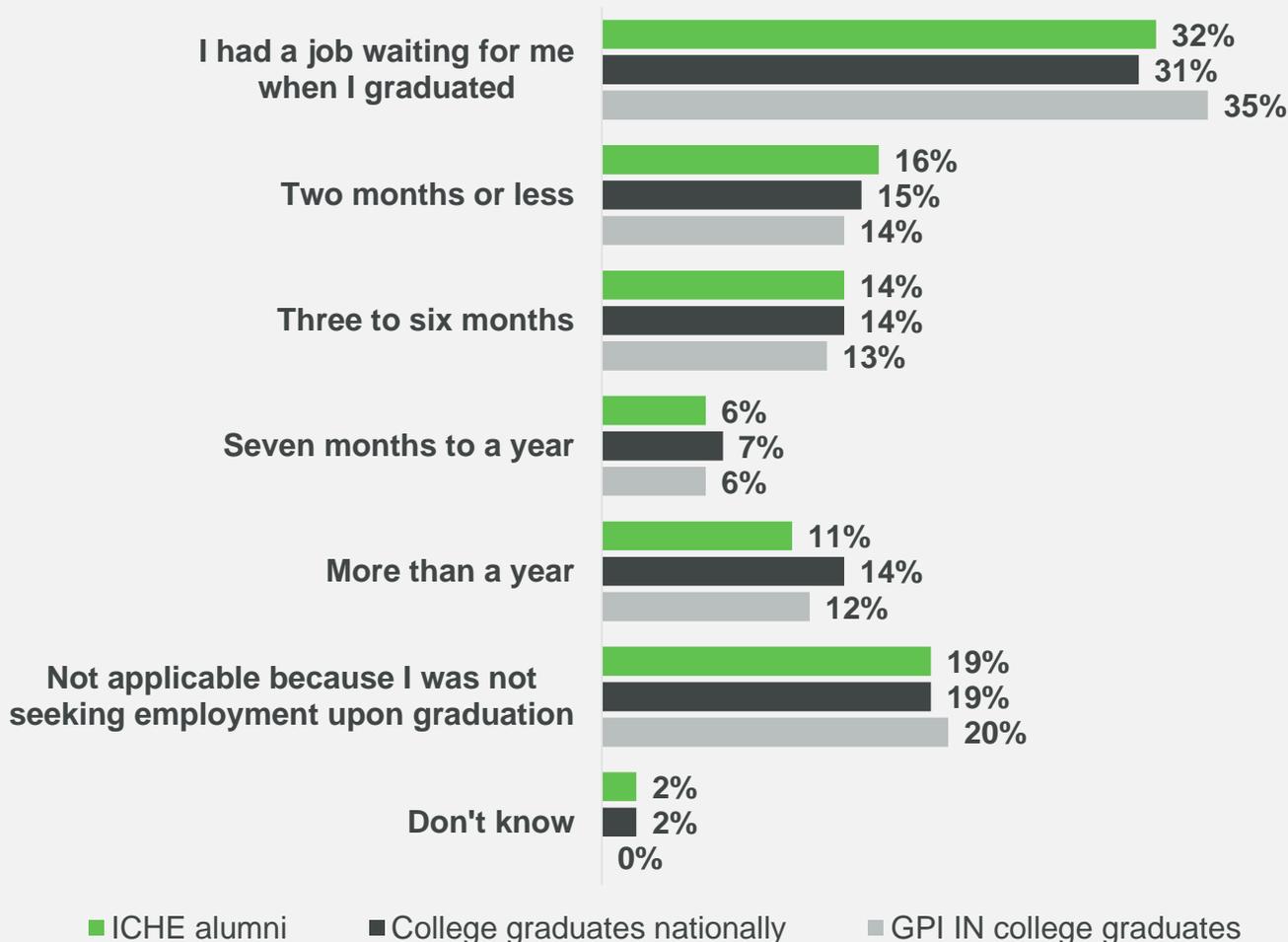
29%

ICHE alumni who had a job with a company they worked for or interned with while in college[^]_⊥

59%

ICHE alumni who currently work in Indiana[^]

About how long did it take for you to obtain a good job after you completed your undergraduate education at [University]?



A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
[⊥]Among alumni who said they obtained a good job after graduation



Gallup's Employee Engagement Measures

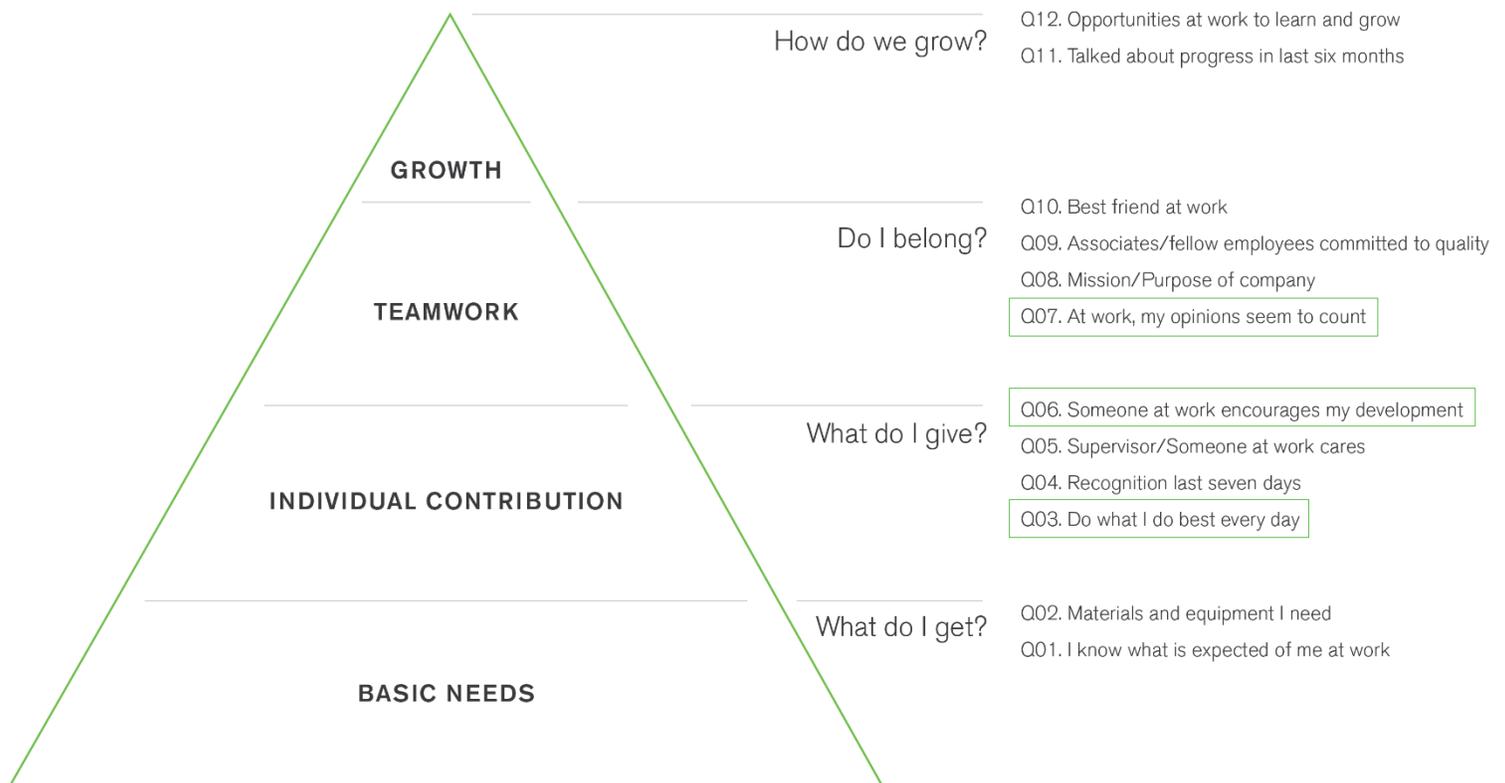
Maximizing Employees' Performance

Gallup has measured the engagement of more than 6.4 million employees globally from hundreds of organizations and companies.

Workplace engagement is an important driver of overall well-being and is the leading indicator of organizational performance, such as higher profitability and better financial outcomes.

Gallup's Q¹² instrument measures an individual's emotional connection to and investment in their job. The 12 engagement elements function like Maslow's hierarchy of needs, with basic needs that must be fulfilled before employees can progress.

To reduce response burden for ICHE's survey, the 12 elements were reduced to three elements that correlate highly with the full Q¹² index. These three elements are highlighted below.



Copyright © 1993-1998, 2018 Gallup, Inc. All rights reserved. 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.

Engagement Index

ICHE Institutions Results

Gallup categorizes workers as engaged, not engaged or actively disengaged based on their responses to a three-question index that measures elements that best predict employee and workgroup performance. This index correlates highly with the full Q¹² index.

Engaged

- Highly involved in and enthusiastic about their work and workplace.
- They are psychological “owners,” driving performance and innovation and moving the organization forward.

Not Engaged

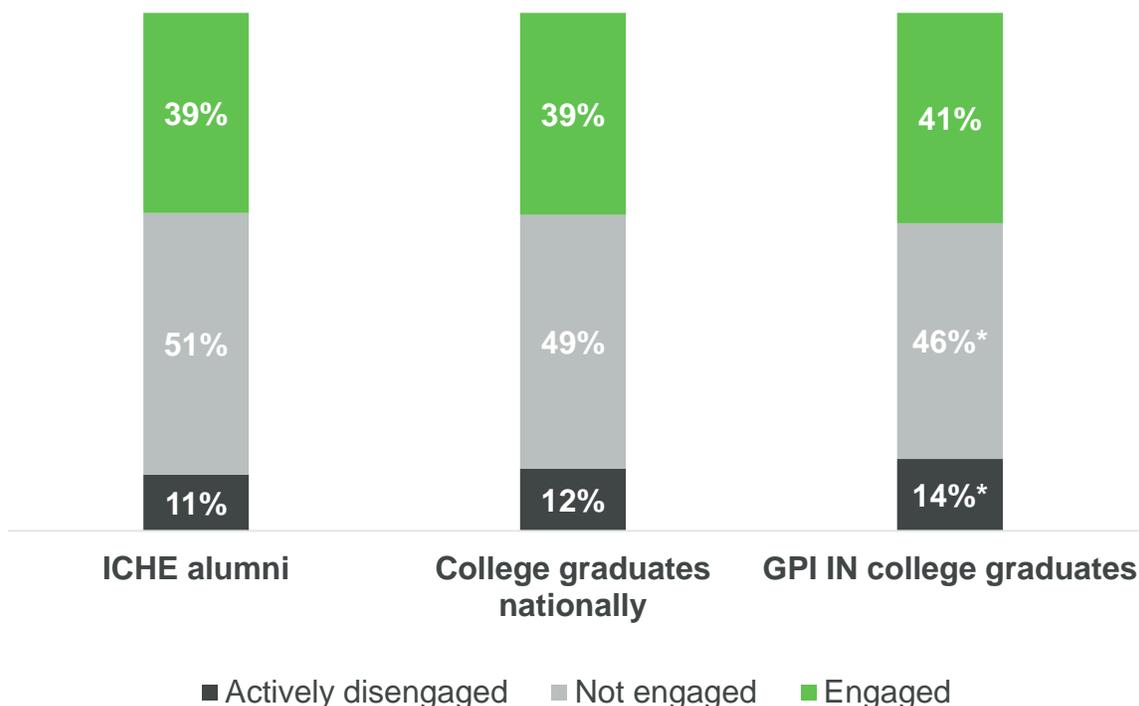
- Psychologically unattached to their work and company.
- Because their engagement needs are not being fully met, they are putting time — but not energy or passion — into their work.

Actively Disengaged

- Resentful that their needs are not being met and are acting out their unhappiness.
- Every day, these workers potentially undermine what their engaged coworkers accomplish.

Engagement Index

(Among graduates employed full time by an employer)



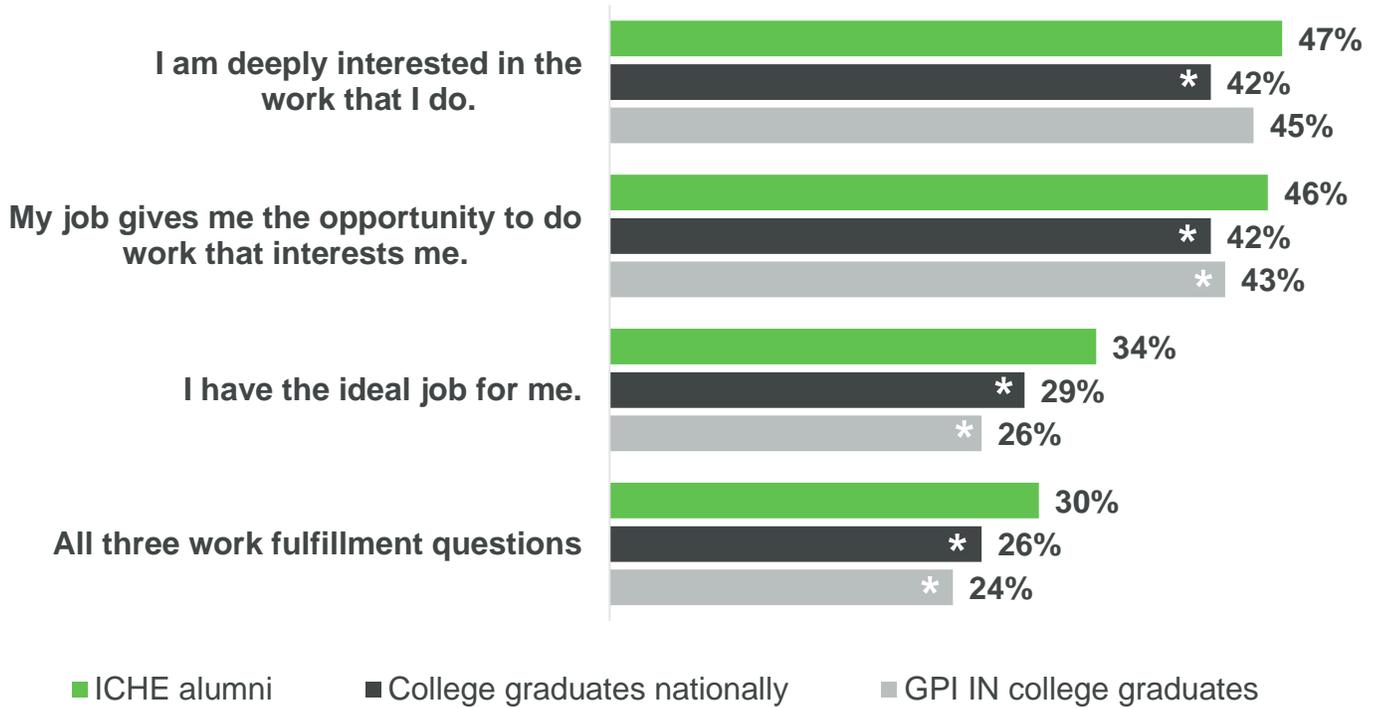
*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level
 Note: Due to rounding, percentages may sum to 100% +/-1%

Workplace Fulfillment

ICHE Institutions Results

Workplace Fulfillment

(% Strongly agree, among employed graduates)



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

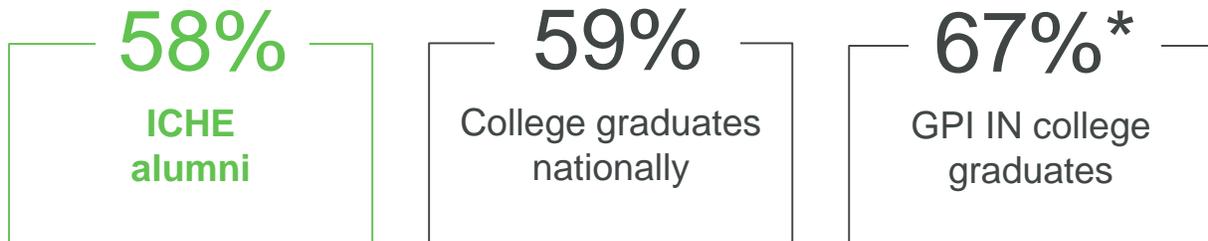


Career Services

ICHE Institutions Results

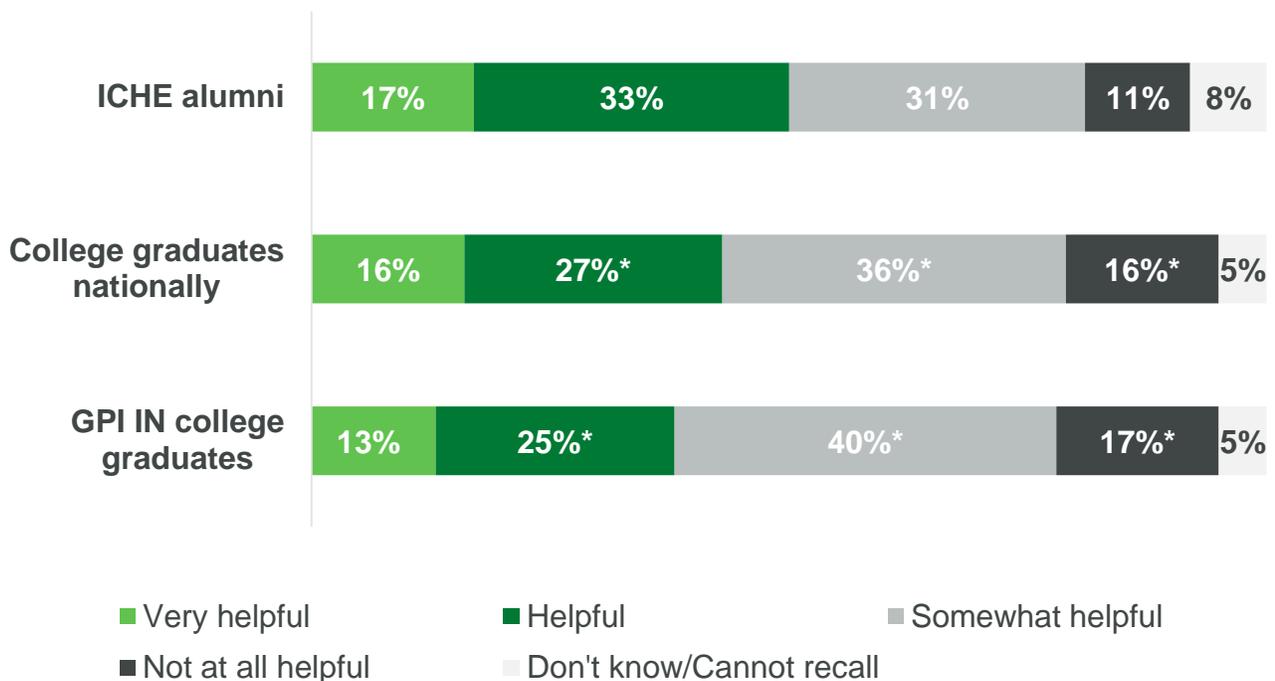
While attending [University], did you visit the career services office at least once?

(% Yes, among graduates who graduated after 2010)



How helpful was the career services office to you?

(Among graduates who visited career services at least once)



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level



Great Lives: Well-Being

- 14** Defining a “Good Life”
- 15** Well-Being Elements
- 16** Number of Thriving Elements

Defining a “Good Life”

Gallup’s Global Well-Being Research



Gallup has conducted decades of global research surveying a representative sample of 99% of the world’s population from more than 160 countries.

Well-being is associated with numerous positive health and employment outcomes, including lower medical and health expenditures, fewer ER visits, lower 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

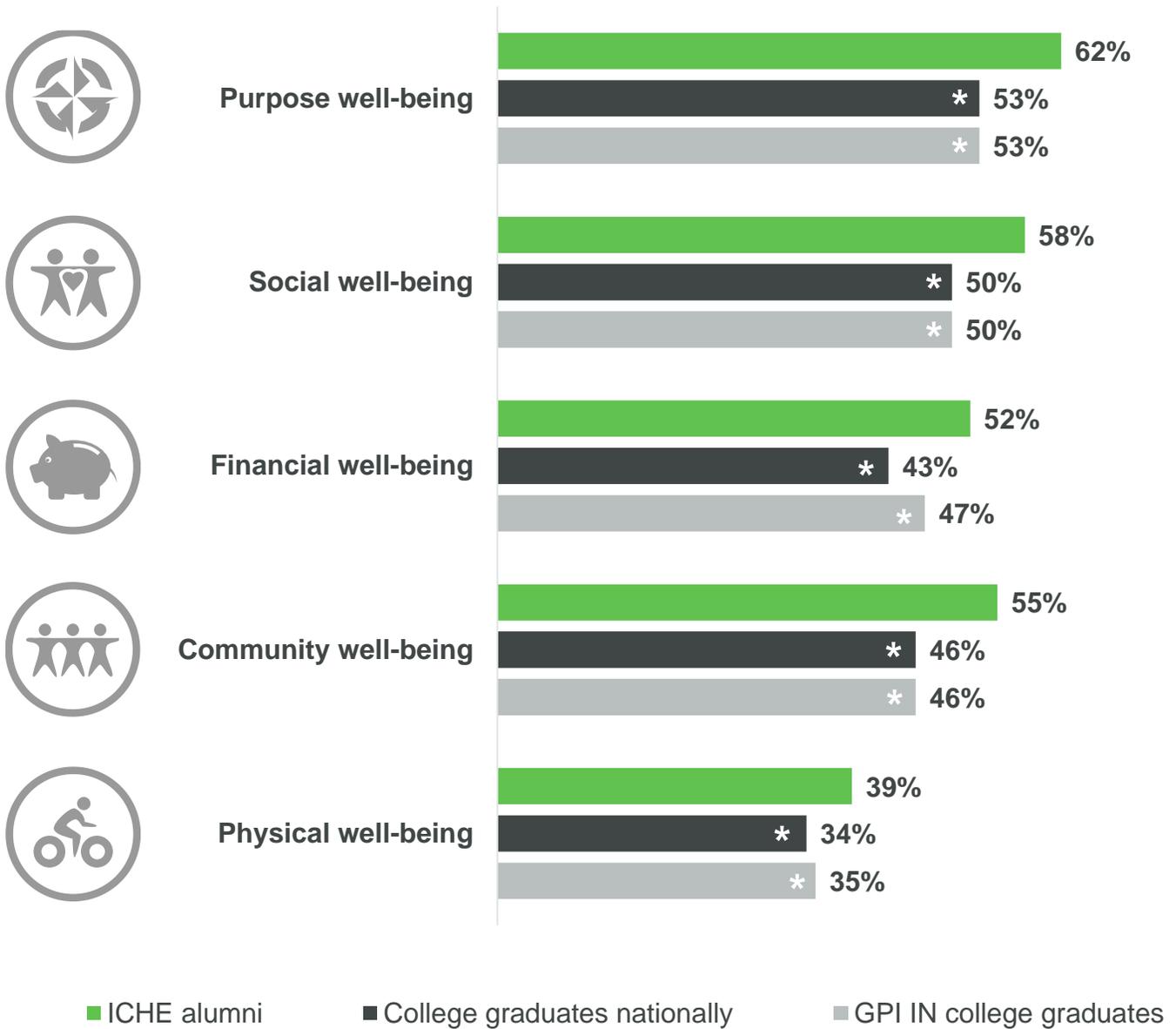
Having good health and enough energy to get things done daily



Well-Being Elements

ICHE Institutions Results

Well-Being, by Element (% Thriving)



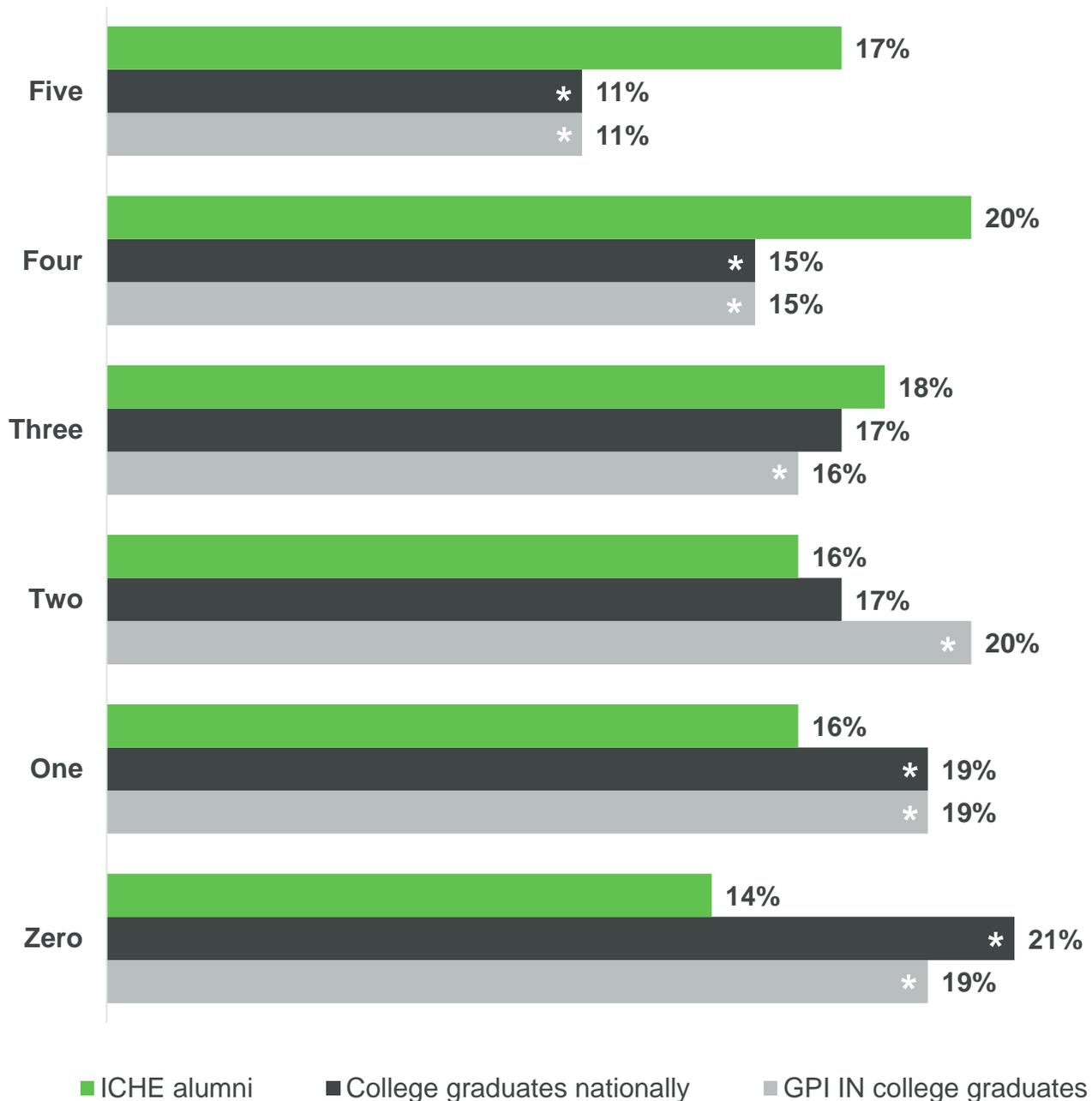
*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

Number of Thriving Elements

ICHE Institutions Results

Gallup examines not only the individual levels of well-being, but also the difficult-to-reach pinnacle of well-being — thriving in all five elements: purpose, social, financial, community and physical.

Well-Being, by Number of Thriving Elements



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level



3 Great Experiences: Support and Experiential Learning

- 18 The Gallup-Purdue Index
- 19 Six Critical College Experiences
- 20 Three Support Experiences
- 21 Three Experiential Learning Experiences
- 22 Sources of Experiences

The Gallup-Purdue Index

Examining the Outcomes of College Graduates

The Gallup-Purdue Index is a nationally representative annual survey of U.S. college graduates (n=70,000+), measuring the degree to which graduates have "great jobs" through successful and engaging careers and lead "great lives" by thriving in their overall well-being. Survey measures include:

- overall well-being (five elements)
- 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.

How can college promote lifelong well-being and engagement? By providing supportive and experiential learning opportunities for students. Gallup research shows that six critical college experiences are strongly associated with well-being and engagement at work. Three of the six relate to graduates feeling supported in college, and the other three tie to experiential learning.

Graduates who strongly agree with the following statements have higher odds of workplace engagement and lifelong well-being (compared with graduates who do not strongly agree):

| Emotional Support Experiences | | Workplace Engagement | Well-Being |
|--|---|----------------------|------------|
| Had a professor who cared about you as a person | → | 1.7x | 1.4x |
| Had at least one professor who made you excited about learning | → | 1.7x | 1.4x |
| Had a mentor who encouraged you to pursue your goals and dreams | → | 1.9x | 1.4x |
| Experiential Learning Experiences | | Workplace Engagement | Well-Being |
| Had an internship or job that allowed you to apply what you were learning in the classroom | → | 1.8x | 1.3x |
| Worked on a project that took a semester or more to complete | → | 1.7x | 1.2x |
| Was extremely active in extracurricular activities and organizations | → | 1.6x | 1.2x |

Six Critical College Experiences

Preparing Students for Life After College

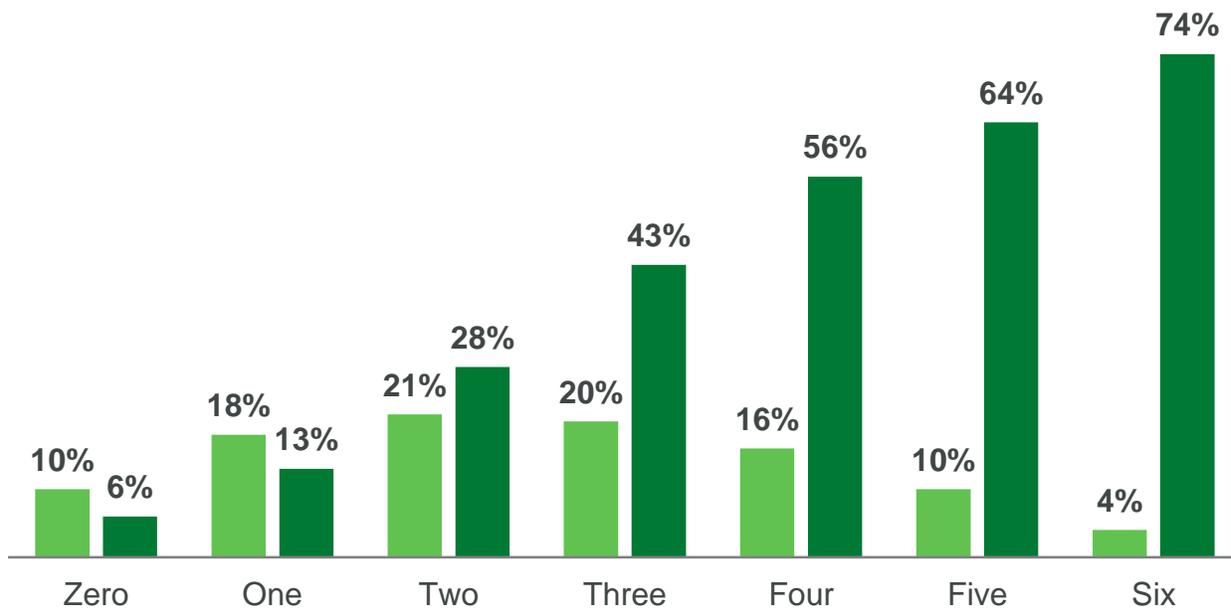
Almost half of graduates nationally (47%) had none or only one of the six critical college experiences during their time in college. Only 3% of graduates nationally had all six of these experiences while in college.

Graduates nationally were also asked to rate the extent to which they agree or disagree that their institution prepared them well for life outside of college. While only 5% of those who had zero of the six experiences strongly agreed their institution prepared them well for life outside of college, 85% of those who had all six experiences did so.

A similar pattern can also be seen in ICHE's data. Alumni with more positive experiences are more likely to strongly agree they were prepared well for life outside of college.

Positive Experiences and Preparedness

(% Strongly agree, among ICHE alumni)



Number of the Six Critical College Experiences

■ Number of positive experiences ■ Prepared me well for life outside of college*

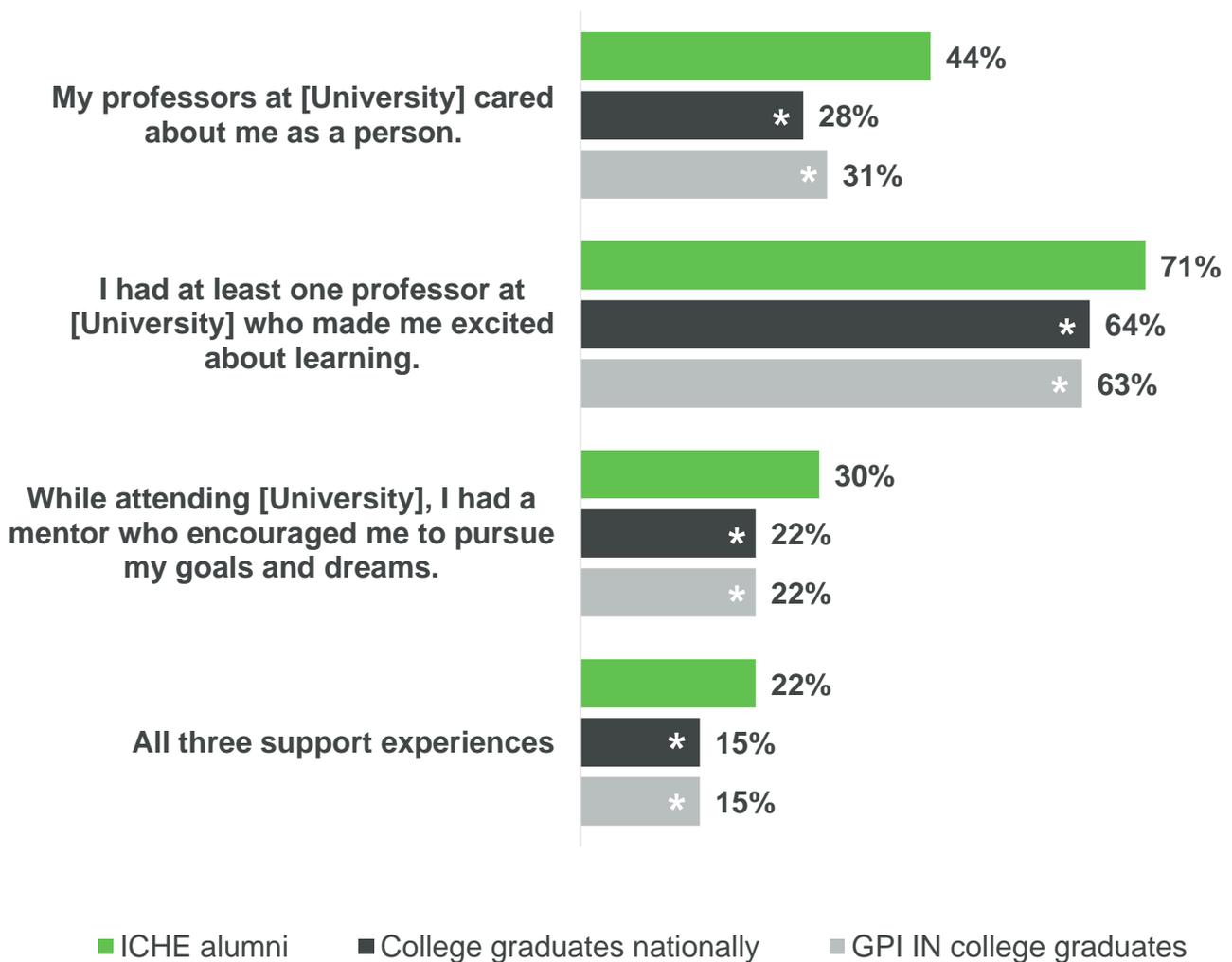
*Respondents who strongly agree that their university prepared them well for life outside of college

Three Support Experiences

ICHE Institutions Results

Gallup research shows the odds that a given college alumna/us is engaged at work are higher if they strongly agree with having had each of six critical college experiences. The three “support experience” items below represent half of the six critical college experiences that prepare students for life outside of college.

Support Experiences (% Strongly agree)



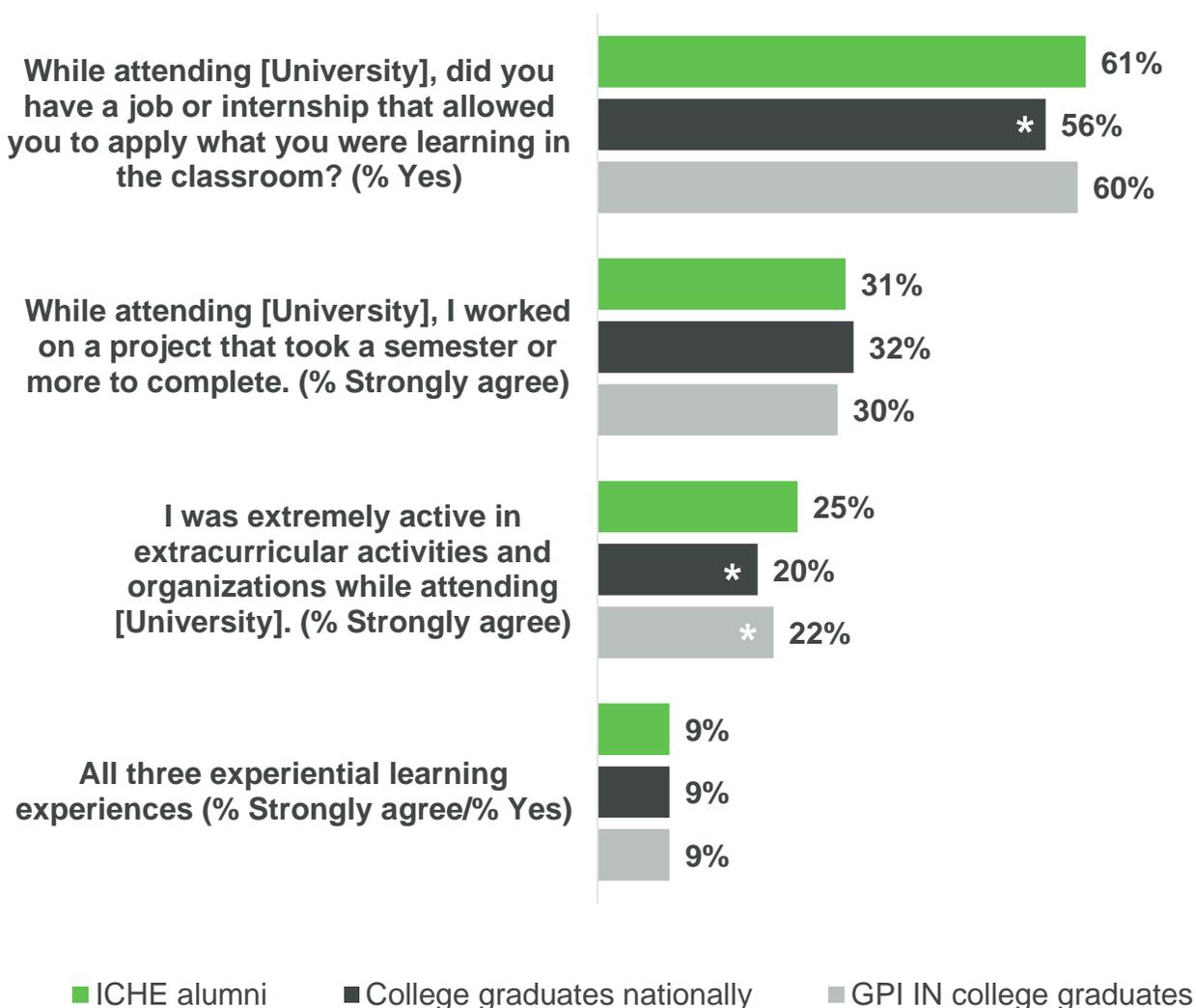
*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

Three Experiential Learning Experiences

ICHE Institutions Results

The three “experiential learning” items below represent the other half of the six critical college experiences that prepare students for life outside of college.

Experiential Learning



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

Sources of Experiences

Mentorship and Internship

30%

ICHE alumni who had an encouraging mentor

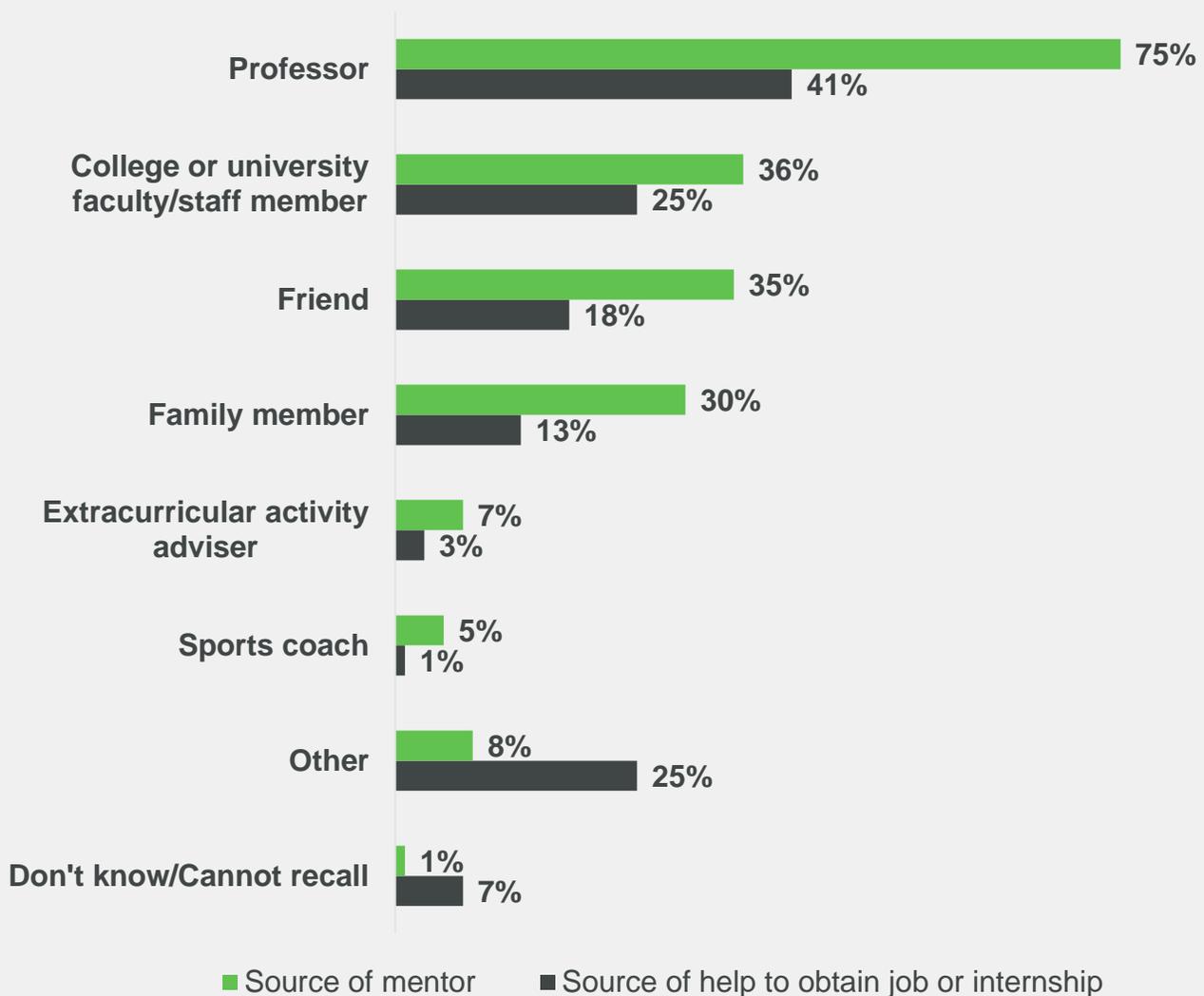
61%

ICHE alumni who had an applied job or internship

81%

ICHE alumni whose job/internship was in Indiana[^]

Sources of Mentor and Job/Internship at [ICHE Institution]^{^^}



[^]Among alumni who said they had an internship or job that allowed them to apply what they were learning in the classroom and who graduated between 2011 and 2017

^{^^}Among alumni who indicated they had an applied job or internship or had a mentor who encouraged them to pursue their goals and dreams while attending ICHE



Great Advocates: Alumni Attachment

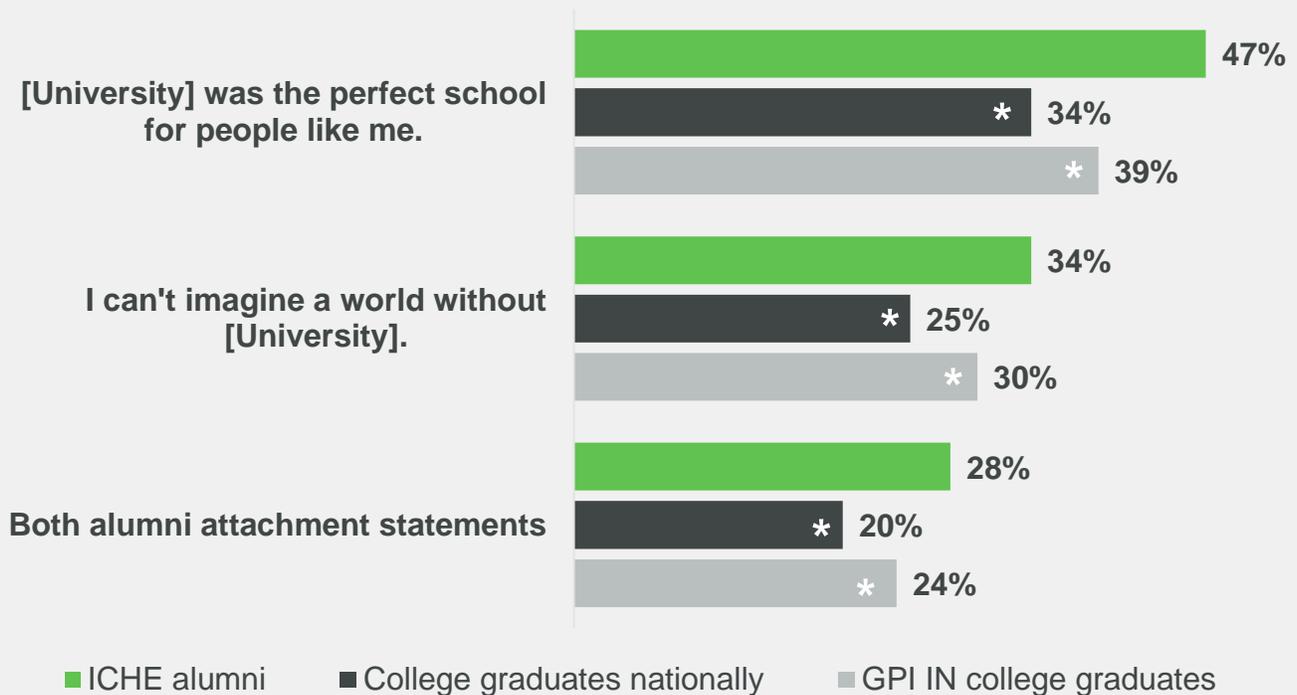
- 24** Alumni Attachment
- 25** Reflections on Educational Decisions
- 26** Reflections on Academic Experience

Alumni Attachment

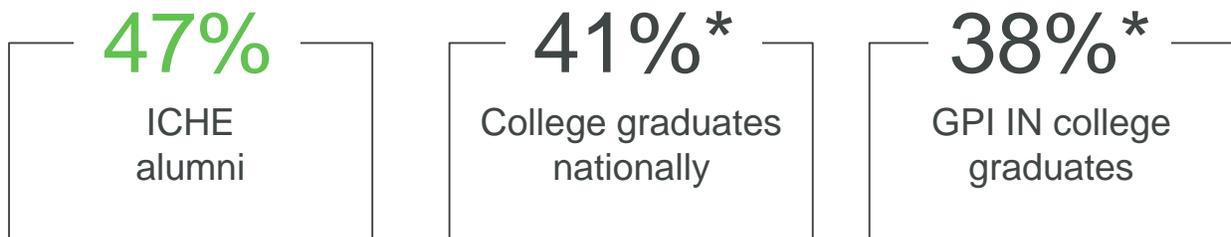
ICHE Institutions Results

Gallup explores the connection between graduates and their alma mater by looking at their level of agreement with two questions: “[University] was the perfect school for people like me” and “I can’t imagine a world without [University].” Graduates who strongly agree with both items are considered “emotionally attached” to their alma mater.

Alumni Attachment (% Strongly agree)



How likely is it that you would recommend [University] to family, friends or colleagues? (% Extremely likely)

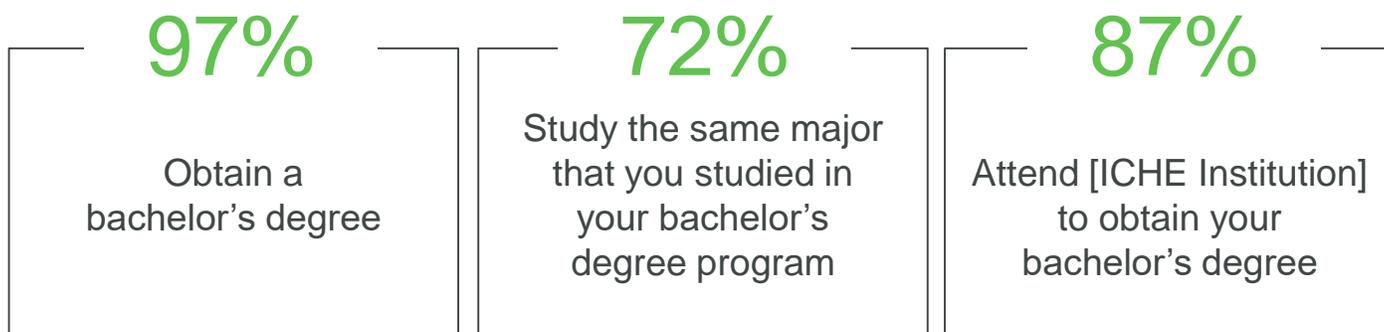


*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

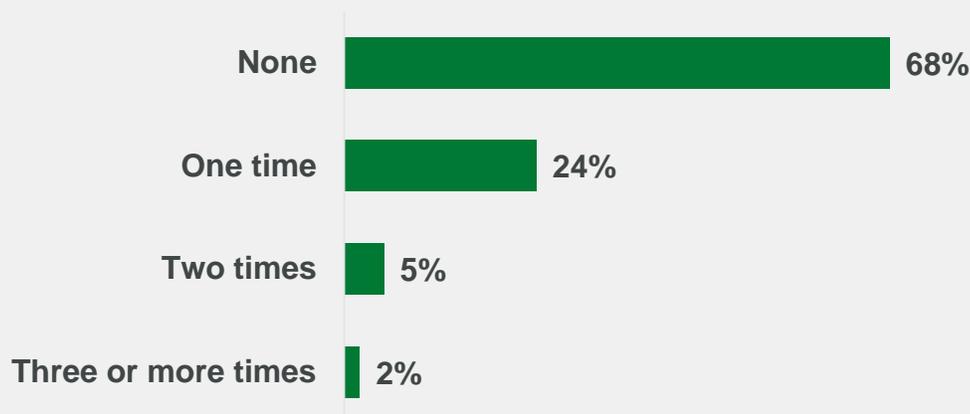
Reflections on Educational Decisions

ICHE Institutions Results

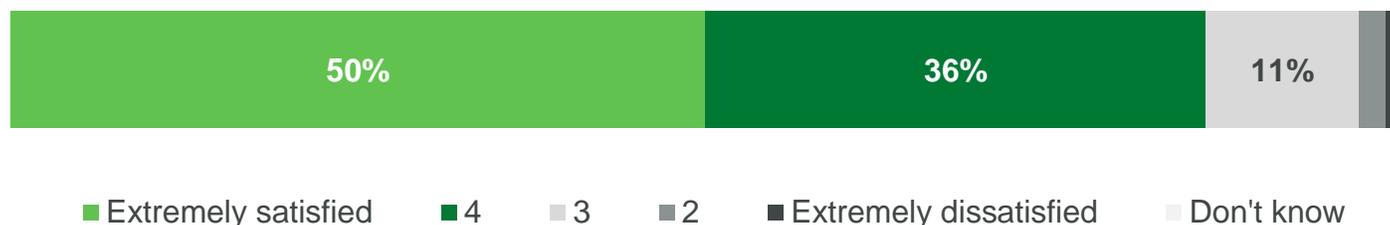
If you had to do it all over again, would you still _____?^
(% Yes, would)



How many times did you change your major while attending [ICHE Institution] to complete your undergraduate degree?^⊥



How satisfied are you with the education you received from [ICHE Institution]?^



⊥Excludes times they switched from undecided or undeclared to declared in a major field of study

^A custom item developed for the Indiana Commission for Higher Education; national comparisons not available

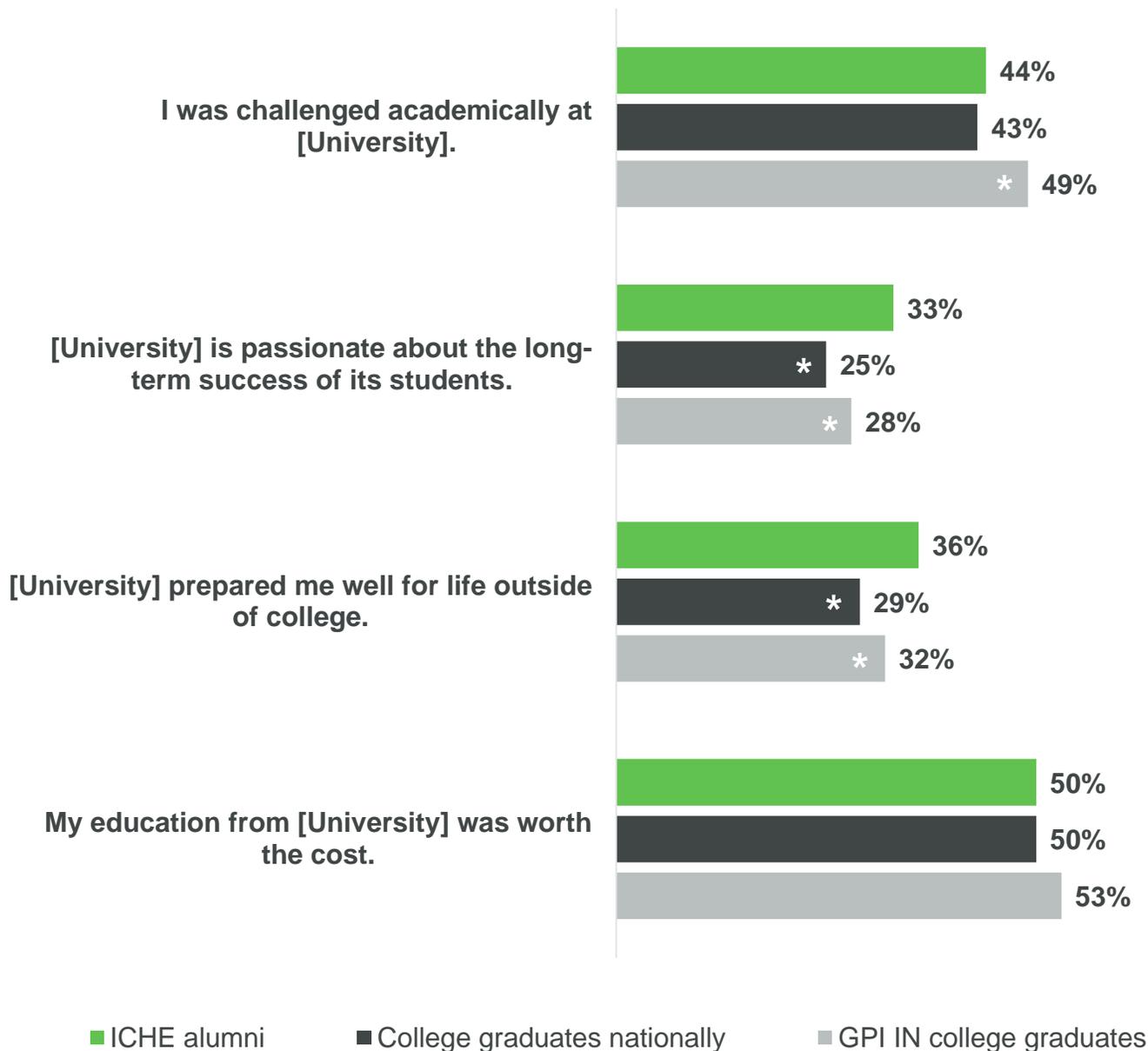
Note: Percentages of less than 4% are not shown

Reflections on Academic Experience

ICHE Institutions Results

Perceptions of Academic Experience

(% Strongly agree)



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level

5

Methodology



Methodology

ICHE Institutions

National Comparison

For the purposes of this report, data from ICHE institutions are compared with data collected from the national Gallup-Purdue Index study of college graduates. Some differences may exist between the national comparison points included in this report and national estimates that Gallup has previously released because this report focuses on graduates who received their undergraduate degree from 1949 to 2017. Comparison groups included in this scorecard are:

- **College graduates nationally:** Bachelor's degree holders surveyed via the national Gallup-Purdue Index, which includes those who participated in the national study and reported they have a bachelor's degree only from a Title IV degree-granting four-year public, private, for-profit or nonprofit institution in the U.S. as defined by the U.S. Department of Education
- **GPI IN graduates:** Bachelor's degree holders surveyed via the national Gallup-Purdue Index who indicated they obtained a bachelor's degree from a university located in Indiana

Methodology

Results for the ICHE alumni study are based on web surveys conducted Oct. 24, 2017-May 13, 2018, with a sample of 21,606 ICHE undergraduate alumni. Alumni were included in the study if ICHE had an email address on file and they graduated between 1949 and 2017.

Results for the Gallup-Purdue Index, the study used for comparison purposes, are based on web surveys conducted Feb. 4-March 7, 2014, Dec. 16, 2014-June 29, 2015, and Aug. 22-Oct. 11, 2016, with a random sample of 29,560 respondents, 30,151 respondents and 11,483 respondents, respectively, with a bachelor's degree or higher, aged 18 and older, with internet access and living in all 50 U.S. states and the District of Columbia.

Methodology

ICHE Institutions

The 2014 Gallup-Purdue Index sample was compiled from two sources: the Gallup Panel and the Gallup Daily tracking survey. The 2015 and 2016 Gallup-Purdue Index samples were recruited via the Gallup Daily tracking survey. The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults who are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals, and Panel members can be surveyed by phone, mail or web. Gallup Panel members with a college degree and access to the internet were invited to take the Gallup-Purdue Index survey online. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 70% cellphone respondents and 30% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future contact, were invited to take the Gallup-Purdue Index survey online.

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.

- For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ± 0.5 percentage points at the 95% confidence level.
- For results based on the employee engagement of those with a bachelor's degree, the margin of sampling error is ± 0.7 percentage points at the 95% confidence level.
- For results based on those who obtained a bachelor's degree from a university located in Indiana, the margin of sampling error is ± 3.1 percentage points at the 95% confidence level.
- For results based on the employee engagement of those who obtained a bachelor's degree from a university located in Indiana, the margin of sampling error is ± 4.0 percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

6

Appendix



Appendix

ICHE Institutions

| What is your highest completed level of education? | |
|--|-----|
| Bachelor's degree | 50% |
| Postgraduate work or degree | 50% |

| What type of postgraduate work or degree did you complete?^ | |
|---|-----|
| Postgraduate work only, no degree | 11% |
| Master of Arts (M.A.) | 25% |
| Master of Science (M.S.) | 26% |
| Master of Business Administration (MBA) | 11% |
| Juris Doctor (J.D.) | 5% |
| Other master's degree | 14% |
| Doctor of Medicine (M.D.) | 2% |
| Ph.D. | 7% |
| Other professional degree (e.g., LLB, DDS, DVM) | 7% |
| Other | 6% |
| Don't know | 0% |

| While attending [ICHE Institution] ... (% Yes) | |
|--|-----|
| Did you participate in NCAA intercollegiate athletics? | 14% |
| Did you participate in intramural sports? | 35% |
| Did you participate in a student club or organization? | 61% |
| Did you have a paid job or internship? | 73% |
| Did you hold a leadership position in a club or organization?* | 42% |
| Did you participate in a research project with a professor or faculty member? ** | 28% |

^Among ICHE alumni who indicated their highest level of education is postgraduate work or degree

*Such as student government, a fraternity/sorority or athletic team

**This may include a project you participated in as part of a class you took, a thesis project or paper, a research project submitted to a professional conference, or a paper submitted to a journal for publication

Appendix

ICHE Institutions

Throughout your college experience at [ICHE Institution], did you receive any need-based federal financial aid?

| | |
|------------|-----|
| Yes | 54% |
| No | 41% |
| Don't know | 6% |

Approximately how much money did you borrow in student loans to obtain your undergraduate degree?^

| | |
|--------|----------|
| Mean | \$34,021 |
| Median | \$26,000 |

Approximately how much money did you borrow in student loans to obtain your postgraduate work or degree?^

| | |
|--------|----------|
| Mean | \$57,202 |
| Median | \$33,200 |

Have you delayed any of the following because of your student loans? (% Yes)

| | |
|--|-----|
| Getting married | 10% |
| Having children | 17% |
| Going back to school for more training or another degree | 31% |
| Starting your own business | 14% |
| Buying a car | 26% |
| Buying a home | 30% |
| Moving out of your parent's/parents' home | 12% |

^Asked of alumni who indicated they took out a loan; adjusted to reflect inflated amounts for 2016

Appendix

ICHE Institutions

Was [ICHE Institution] a good place or not a good place for students who are members of racial and ethnic minorities?[^]

| | |
|------------------|-----|
| Good place | 55% |
| Not a good place | 8% |
| Don't know | 37% |

Was [ICHE Institution] a good place or not a good place for lesbian, gay, bisexual or transgender students?[^]

| | |
|------------------|-----|
| Good place | 36% |
| Not a good place | 15% |
| Don't know | 49% |

While attending [ICHE Institution], I interacted with people from different backgrounds on a regular basis.^{^^}

| | |
|------------------------|-----|
| %5 – Strongly agree | 33% |
| %4 | 29% |
| %3 | 20% |
| %2 | 12% |
| %1 – Strongly disagree | 6% |
| Don't know | 0% |

In what state was the high school where you obtained your high school diploma located?

| | |
|--------------------|-----|
| Indiana | 68% |
| Outside of Indiana | 32% |

[^]Asked of alumni who graduated between 1990 and 2017
^{^^}Asked of alumni who graduated between 2011 and 2017

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Gallup

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Indiana Commission for Higher Education

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state. The Commission includes representatives from each Congressional district, three at-large members, a college faculty representative and a college student representative.



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