

A stack of four books is shown, with a black graduation cap resting on top. A red ribbon is tied around the books, and a black tassel hangs from the cap. The background is a warm, light beige color.

GREAT **JOBS** GREAT **LIVES**

The 2014 Gallup-Purdue Alumni Report

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INTRODUCTION

For years, the value of a college degree has been determined not by the most important outcomes of a college education, but by the easiest outcomes to measure, namely, job and graduate school placement rates and alumni salaries (usually only from their first job out of college). While these metrics have some merit, they do not provide a holistic view of college graduates' lives. These outcomes do not reflect the missions of higher education institutions, and they do not reflect the myriad reasons why students go to college.

Together, Gallup and Purdue created an index that examines the long-term success of graduates as they pursue a good job and a better life. This index — the Gallup-Purdue Index — provides insight into the relationship between Purdue alumni's college experiences and whether they have great jobs and great lives.

GREAT JOBS: WORKPLACE ENGAGEMENT

Engagement is more than job satisfaction. It involves employees being intellectually and emotionally connected with their organizations and work teams because they are able to do what they are best at, they like what they do at work, and they have someone who cares about their development at work.

Gallup's expertise on engagement in the workplace is rooted in more than 30 years of research on the 12 elements that best predict employee and workgroup performance. Gallup's employee engagement index, based on responses to the 12 elements, categorizes workers as engaged, not engaged, or actively disengaged. People who are engaged at work are involved in and enthusiastic about their work. They are loyal and productive. Those who are not engaged may be productive and satisfied with their workplaces, but they are not intellectually and emotionally connected to them. Workers who are actively disengaged are physically present but intellectually and emotionally disconnected. They are unhappy with their work, share their unhappiness with their colleagues, and are likely to jeopardize the performance of their teams.

Recent Gallup research shows that only 30% of Americans are engaged in their jobs, meaning that the U.S. workplace is missing out on staggering amounts of economic benefit that comes from workforces that are more engaged. If higher education does not lead graduates to an engaging job, then it has fallen down on a central expectation of students and their families who support them through college.

GREAT LIVES: WELL-BEING

Well-being is not only about being happy or wealthy, nor is it only synonymous with physical health. Rather, it is about the interaction and interdependency between many aspects of life such as finding fulfillment in daily work and interactions, having strong social relationships and access to the resources people need, feeling financially secure, being physically healthy, and taking part in a true community.

Gallup and Healthways developed the Gallup-Healthways Well-Being 5 View to measure these important aspects. This survey, based on findings from the Gallup-Healthways Well-Being Index and years of joint research, asks 10 questions that gauge well-being in five elements:

Purpose Well-Being: Liking what you do each day and being motivated to achieve your goals

Social Well-Being: Having strong and supportive relationships and love in your life

Financial Well-Being: Effectively managing your economic life to reduce stress and increase security

Community Well-Being: The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community

Physical Well-Being: Having good health and enough energy to get things done on a daily basis

Gallup categorizes people's well-being in each of the elements as "thriving," "struggling," and "suffering," based on their responses. Those who are thriving are strong, consistent, and progressing, while those who are struggling are moderate or inconsistent. Those who are suffering are at high risk.

Understanding how people think about and experience their lives is one of the first steps in determining the appropriate interventions that organizations, communities, and higher education need to take to solve their biggest challenges. This research has the ability to provide colleges and universities with insight on how to improve the lives of current undergraduates in these key areas, which are within their control. While there is no one way to achieve high well-being, except through work and accountability — institutions can help provide their students with goals that are ultimately more fulfilling than income alone.

GREAT EXPERIENCES: ALUMNI ATTACHMENT

Gallup's research across hundreds of organizations in many industries shows that fully engaged customers buy more, stay with you longer, and are more profitable than average customers — in good economic times and in bad.

The Gallup-Purdue Index measures Purdue graduates' current emotional attachment to their alma mater by adapting Gallup's research on customer engagement to assess graduates' perceptions of their colleges both in retrospect to their undergraduate experiences and their views as current alumni.

Because students spend a significant amount of resources preparing for life outside of college, it is crucial to gauge whether the experiences they had in college have promoted a well-lived life. This includes if they perceive that the college was an ideal fit for them, having professors who cared and

made learning exciting, and, most importantly, feeling that their school prepared them well for life outside of college.

The Gallup-Purdue Index uncovers which college experiences and perceptions are related to gains in the workplace and in well-being for Purdue alumni.

NATIONAL COMPARISONS

For the purposes of this report, data from the Purdue University alumni cohort (those who graduated in 1975 and later) are compared with data collected from respondents who graduated in 1975 and later in the national Gallup-Purdue Index. 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 only on graduates from 1975 and beyond.

National college graduates compared with Purdue alumni in this report include those who have graduated from Title IV degree-granting four-year public, private, for-profit, and not-for-profit institutions in the U.S. as defined by the U.S. Department of Education.

Public college graduates compared with Purdue alumni in this report include those who have graduated from Title IV degree-granting four-year public colleges and universities in the U.S. as defined by the U.S. Department of Education.

Demographically, the sample of Purdue University alumni is similar to that of public college graduates interviewed in the Gallup-Purdue Index national survey. The unweighted Purdue alumni sample is slightly more male, younger, and single, and less black, Asian, or Hispanic than the unweighted sample of public college graduates nationally. For example, 58% of Purdue alumni interviewed are male, compared with 42% who are female, while the split is 51% male and 49% female among public college graduates. Further, the average age of a Purdue alumni respondent is 42, compared with 47 among public college graduates. The Purdue alumni sample is slightly younger than the public college graduate sample because of the study's focus on 1975 or later graduates and the higher rate of valid contact information on file for more recent graduates.



EXECUTIVE SUMMARY

The Gallup Purdue alumni study interviewed more than 100,000 adults who received degrees from Purdue University in the past four decades. The results illustrate how many Purdue graduates have great jobs and great lives after college and whether their great experiences as students at Purdue translate into emotional attachment to their alma mater later.

The study yields important insights for educators, employers, alumni, and prospective students about the factors that contribute to great jobs, lives, and experiences for Purdue graduates. They also identify the areas where Purdue graduates are leading — or trailing — graduates of other public universities.

Chief among these insights is that Purdue graduates lead other graduates of public universities — those who have graduated from Title IV degree-granting four-year public institutions in the U.S. as defined by the U.S. Department of Education — in having great jobs. Seventy-nine percent of Purdue alumni work full time for an employer, far outpacing the employment rate of 67% among public college graduates nationally. These employed Purdue graduates are also more likely to be professional workers or work in managerial or executive roles than are employed graduates of other public institutions.

While the high employment percentages for Purdue graduates are encouraging, simply having a job is not enough. But here too, Purdue alumni have an advantage over other graduates. Purdue graduates are more likely than other graduates of public universities to be working full time and to be engaged in their jobs. Forty-four percent of employed Purdue graduates are engaged at work, compared with 38% of employed graduates from public universities.

Purdue graduates are also leading other college graduates in having great lives. Nearly all Purdue graduates (93%) are satisfied with their personal lives, and a majority are thriving — strong, consistent, and progressing — in one or more of the five interrelated elements of well-being. They do better than graduates of public institutions in every element; majorities of Purdue graduates are thriving in purpose, community, social, and financial well-being.

The great experiences and the lasting ties that Purdue alumni feel to their alma mater are evident in that more Purdue alumni are emotionally attached to their university than other graduates to their universities. Three in 10 (30%) Purdue graduates are emotionally attached to Purdue, which is nearly double the 17% of graduates of public institutions nationally and the 18% average for all graduates.

Purdue graduates trail other college graduates in few areas. They slightly lag behind public college graduates in strongly agreeing that they had professors who cared about them personally (17% of Purdue graduates vs. 21% of public college graduates) or that they had a mentor who encouraged them to follow their dreams (17% vs. 20%, respectively).

These two attributes may be key to monitor not just because they are among the few areas where Purdue is not leading, but because this type of support increases employed graduates' odds of being engaged at work.

SOME OF GALLUP'S MOST IMPORTANT FINDINGS INCLUDE:

WORKPLACE ENGAGEMENT: GREAT JOBS

- Seventy-nine percent of Purdue graduates surveyed are employed full time for an employer, outpacing the 67% of graduates of public universities nationally.
- More than four in 10 employed Purdue graduates (44%) who are employed full time for an employer are engaged at work versus 38% of employed public university graduates.
- Nearly four in 10 Purdue alumni (39%) strongly agree that their college prepared them well for life outside of it. This is 12 percentage points higher than the 27% of college graduates who strongly agree with this, and it is 14 points higher than the 25% of public university graduates who strongly agree.
- If employed Purdue graduates feel that Purdue prepared them well for life outside of college, the odds that they are engaged at work increase nearly three times.
- Employed Purdue graduates are more likely to be engaged in the workplace if they took part in internships or jobs where they could apply what they were learning in the Purdue classroom, were actively involved in extracurricular activities and organizations, and worked on a project that took a semester or more to complete (each doubles their odds of being engaged). If they took part in all three, their odds of being engaged nearly *triple*.
- If employed Purdue graduates recall having a professor who cared about them as a person, one who made them excited about learning, and having a mentor who encouraged them to pursue their dreams, their odds of being engaged at work nearly triple. Fewer than one in 10 Purdue graduates (9%) say they received support in all three areas.
- Purdue alumni are most likely to strongly agree that they had at least one professor who made them excited about learning (60%). Far fewer Purdue graduates strongly agree that they had a professor who cared about them personally (17%) or that they had a mentor who encouraged them to follow their dreams (17%).

- Unfortunately, despite the relatively high scores on certain individual metrics, few Purdue alumni (2%) or national public college graduates (2%) strongly agree to having experienced all six elements of support and experiential and deep learning during their time in college.

WELL-BEING: GREAT LIVES

- About one in seven Purdue alumni (14%) are not thriving in any element, which is lower than the roughly one in five public college graduates (21%) in the national study. Thirteen percent of Purdue graduates are reaping the cumulative advantages of thriving in all five elements, which is higher than the 8% among graduates of public institutions and all institutions nationally.
- Purdue graduates lead graduates of public institutions in every element of well-being: Fifty-seven percent are thriving in purpose well-being, 52% are thriving in social well-being, 51% are thriving in community well-being, 51% are thriving in financial well-being, and 40% are thriving in physical well-being.
- Graduates who engaged in experiential and deep learning — by taking part in paid internships, being active in extracurricular activities and with organizations, *and* completing a long-term project — are more likely to be thriving in all areas of well-being. About one in five (22%) Purdue alumni who recalled experiencing all three are also thriving in all five well-being elements. Only 9% of those who did not experience all three were thriving in all elements.
- More Purdue graduates who felt supported in college — because they had a mentor who encouraged them to pursue their goals and dreams, a professor who made them excited about learning, and felt their professors cared about them as people — are thriving in all areas of their well-being.
- The majority of Purdue alumni (55%) report having taken no loans out to fund their education at Purdue, which is slightly higher than the national average and the percentage at public institutions (47% and 50%, respectively).

- Alumni who did not take out any loans are the most likely to be thriving in all five elements of well-being. Sixteen percent of these alumni are thriving in all five areas — double that of alumni who borrowed more than \$50,000 (8%).

ALUMNI ATTACHMENT: GREAT EXPERIENCES

- More Purdue alumni are emotionally attached to their university than are other graduates in the Gallup-Purdue Index national survey. Three in 10 (30%) Purdue graduates are still emotionally attached to Purdue, nearly double the 17% of graduates of public institutions nationally.
- Like their counterparts in the national survey, Purdue alumni who were more involved on campus as students or took more active roles in their education are generally more likely to still be emotionally attached to their universities than those who were not as involved. For example, 33% of Purdue alumni who held a leadership position in a student organization are emotionally attached to Purdue versus 26% who did not hold a leadership position.
- If Purdue graduates strongly agree their college prepared them well for life outside of college or strongly agree that their college was passionate about the long-term success of its students, their odds of emotional attachment increase at least six times.
- If Purdue graduates say they had a professor who cared about them as a person, one who made them excited about learning, *and* had a mentor who encouraged them to pursue their dreams, the odds that they are emotionally attached increase nearly five times. Among those who were “supported” at Purdue, 64% are also emotionally attached to the university.
- Experiences such as internships or jobs, active involvement in extracurricular activities and organizations, and working on a long-term project are also related to attachment, but not nearly to the same degree as support. If Purdue graduates experienced all three of these, their odds of being emotionally attached increased more than three times. Among those who experienced all three, 54% are also emotionally attached to the university.



GREAT JOBS

WORKPLACE ENGAGEMENT

The majority of Purdue graduates surveyed in the 2014 Purdue alumni study are gainfully employed, with 79% working full time for an employer and another 4% working full time for themselves.

This high employment rate could partly reflect that the study focused on Purdue graduates in their prime working years — those who have graduated since 1975. Purdue alumni's employment rate significantly outpaces the 66% rate among graduates in the 2014 Gallup-Purdue Index national study who graduated in 1975 or later. (National graduates are defined as those who have graduated from Title IV degree-granting four-year public, private, for-profit, and not-for-profit institutions in the U.S. as defined by the U.S. Department of Education.)

The most recent Purdue graduates — those who have graduated in the past four years — are slightly less likely (81%) than those who graduated between 2000 and 2009 (86%) to be employed full time for an employer, but both rates are still higher than the national average. Nationally, 65% of recent graduates who received their degrees between 2010 and 2014 are working full time for an employer.

Purdue graduates also have higher employment rates compared with those reported by graduates of other public

institutions in the Gallup-Purdue Index national study. (Public college graduates are defined as those who have graduated from Title IV degree-granting four-year public institutions in the U.S. as defined by the U.S. Department of Education.) Sixty-seven percent of those who have graduated since 1975 from public universities — the category that Purdue fits under — are employed full time for an employer.

Fairly typical of the gender gaps that Gallup finds in the U.S. and worldwide, male Purdue graduates are more likely than female Purdue graduates to be working full time for an employer (86% vs. 70%, respectively). However, it is important to note that like graduates nationally, a higher percentage of female Purdue graduates (13%) than male Purdue graduates (4%) are not participating in the workforce. In addition, more female graduates from Purdue (10%) than male graduates from Purdue (2%) are working part time and do not desire full-time work.

PURDUE ALUMNI EMPLOYMENT by Field of Study				SOCIAL SCIENCES MAJOR		BUSINESS MAJOR	ARTS & HUMANITIES MAJOR		OTHER MAJOR
	TOTAL	MEN	WOMEN	MAJOR	MAJOR		MAJOR	MAJOR	
Employed Full Time (Employer)	79%	86%	70%	82%	72%	80%	75%		76%
Employed Full Time (Self)	4%	5%	3%	4%	4%	5%	4%		4%
Employed Part Time, Do Not Want Full Time	5%	2%	10%	4%	7%	5%	6%		10%
Unemployed	2%	1%	2%	1%	3%	1%	4%		2%
Employed Part Time, Want Full Time	2%	2%	3%	2%	3%	2%	4%		3%
Not in Workforce	8%	4%	13%	6%	12%	7%	7%		9%

NATIONAL PUBLIC EMPLOYMENT by Field of Study	TOTAL	MEN	WOMEN	SCIENCE MAJOR	SOCIAL SCIENCES MAJOR	BUSINESS MAJOR	ARTS & HUMANITIES MAJOR	OTHER MAJOR
Employed Full Time (Employer)	67%	75%	59%	73%	63%	69%	59%	65%
Employed Full Time (Self)	5%	6%	4%	4%	4%	8%	6%	5%
Employed Part Time, Do Not Want Full Time	9%	4%	12%	8%	11%	7%	10%	8%
Unemployed	3%	3%	3%	2%	3%	3%	3%	3%
Employed Part Time, Want Full Time	5%	5%	6%	3%	5%	4%	8%	7%
Not in Workforce	12%	7%	16%	10%	14%	10%	13%	12%

About eight in 10 Purdue graduates who majored in science (82%) or business (80%) are employed full time for an employer, while upwards of seven in 10 arts and humanities majors (75%) and social sciences majors (72%) are gainfully employed. Seventy-six percent of Purdue alumni who majored in other areas are employed full time for an employer.

Six in 10 employed Purdue graduates (60%) are professional workers — employed as lawyers, doctors, scientists, teachers, engineers, nurses, accountants, computer programmers, or architects. This is slightly higher than the 54% of public college graduates and 55% of all graduates nationally. Purdue graduates are also slightly more likely to be working in managerial or executive roles in companies (21%) than are graduates of public institutions (15%) and the national average (15%).

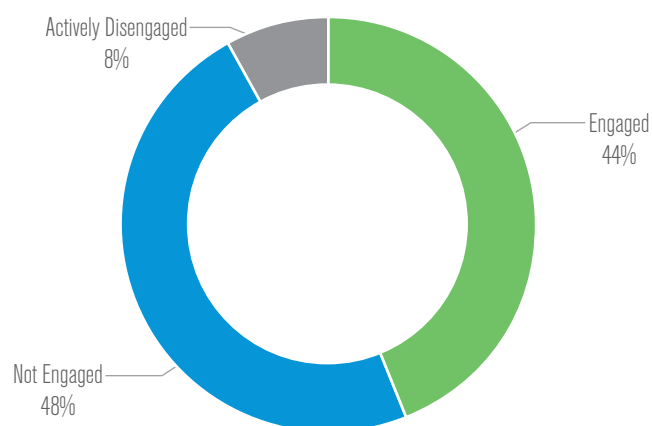
Purdue graduates are somewhat less likely than other public college graduates and graduates nationally to say they have started their own business. Eighteen percent of Purdue graduates say they have started their own businesses, compared with 22% of graduates of public institutions and 22% of all graduates nationally. However, about as many Purdue graduates (7%) as graduates of public institutions and colleges overall (8%) say they plan to start a business in the next 12 months.

MORE THAN FOUR IN 10 EMPLOYED PURDUE GRADUATES ARE ENGAGED AT WORK

While the high employment percentages for Purdue graduates are encouraging, simply having a job is not enough. Gallup studies show workplace engagement and people's well-being are closely related, and that working in an engaging workplace increases the odds of higher well-being, regardless of policy or incentive.

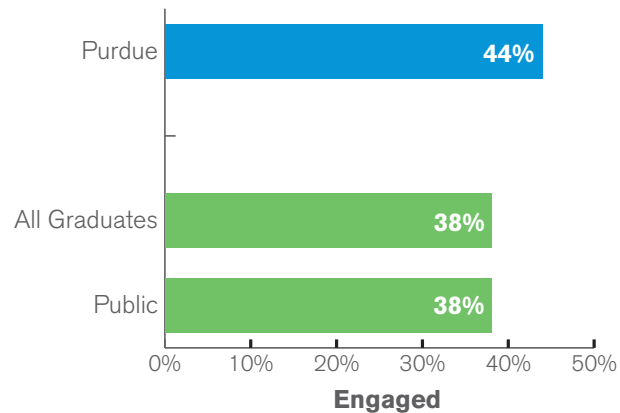
Purdue graduates are slightly more likely than graduates in the national study are to be working full time *and* to be engaged in their jobs. More than four in 10 employed Purdue graduates (44%) who are employed full time for an employer (excluding the self-employed) are engaged in the workplace, compared with 38% of graduates in the national study. An additional 48% of employed Purdue graduates are “not engaged” and 8% are “actively disengaged.”

PURDUE ALUMNI WORKPLACE ENGAGEMENT



This engagement advantage is still pronounced when comparing working Purdue graduates with working graduates from public universities. Thirty-eight percent of employed graduates from public universities are engaged at work.

WORKPLACE ENGAGEMENT BY SCHOOL TYPE



Nearly half of employed female Purdue graduates (47%) are engaged at work, compared with 42% of employed male Purdue graduates. This is consistent with the gender patterns that Gallup found in the Gallup-Purdue Index national study, in which 41% of employed female graduates and 36% of employed male graduates are engaged at work, and in its previous studies of the American workplace.

Among employed Purdue alumni, more than four in 10 who majored in social sciences (49%), business (45%), arts and humanities (43%), and sciences (43%) are engaged at work. Social sciences majors are slightly more likely to be engaged at work than science majors are. This follows a slightly different pattern than the one observed in the national study, in which social sciences majors (41%) are slightly more likely than those who majored in science (39%), arts and humanities (39%), or business (38%) to be engaged at work.

Like other college graduates, Purdue alumni who finished their studies in fewer years were more likely to be engaged in the workplace than those who took longer. Forty-five percent of employed Purdue alumni who graduated in four or fewer years are engaged in the workplace, while 39% of those who took 5½ or more years to graduate are engaged at work.

PREPARATION FOR LIFE OUTSIDE OF COLLEGE DRIVES WORKPLACE ENGAGEMENT

A relatively high percentage of Purdue alumni feel their college has prepared them well for life after it. Nearly four in 10 Purdue alumni (39%) strongly agree that their college prepared them well for life outside of it, which is 12 percentage points higher than the 27% of college graduates who strongly agreed with this in the Gallup-Purdue Index national study and 14 points higher than the 25% of public university graduates who strongly agreed.

The majority of employed Purdue graduates (58%) who strongly agreed that Purdue prepared them well for life after college are engaged in their jobs, slightly higher than the 54% of national college graduates who strongly agreed who are engaged in their jobs. If employed Purdue graduates feel that their university prepared them well for life outside of college, the odds that they are engaged at work increase nearly three times.

Experiences in college such as internships or jobs where students can apply their classroom learning, active involvement in extracurricular activities and organizations, and working on a project that took a semester or more to complete are each related to feeling prepared for life after college.

Employed Purdue graduates are more likely to be engaged in the workplace if they had any of these experiences

If employed Purdue graduates recall having a professor who cared about them as a person, one who made them excited about learning, and having a mentor who encouraged them to pursue their dreams, their odds of being engaged at work nearly triple.

The Odds of Being Engaged at Work are:

2.7x

Higher if ... Purdue prepared me well for life outside of college.

2.9x

Higher if ... Purdue was passionate about the long-term success of its students.

2.1x

Higher if ... my professors cared about me as a person.

2.5x

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

2.2x

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

2.7x

Higher if ... graduates experience all three.

2.0x

Higher if ... I had an internship or job to apply what I was learning in the classroom.

1.8x

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

1.9x

Higher if ... I was extremely active in extracurricular activities and organizations while attending Purdue.

2.6x

Higher if ... graduates experience all three.

individually (each doubles their odds of being engaged), but if they took part in all three, their odds of being engaged at work nearly triple. Only 8% of all Purdue alumni report that they experienced all three, but this percentage is slightly higher than the 6% of public college graduates and similar to the 7% of all graduates nationally.

Of the three experiences, Purdue alumni are most likely to say that they applied what they were learning in a job or an internship. Slightly more Purdue graduates (36%) than the national average (31%) strongly agree that they had an internship or job that allowed them to apply what they were learning. Fewer (31%) Purdue alumni worked on a project that took a term or more to complete, which is in line with public college graduates (31%) and slightly lower than the national average (34%). More than one in four Purdue alumni (28%) strongly agree that they were extremely active in extracurricular activities and organizations, which is higher than the 18% among public college graduates and the 21% among all graduates nationally.

The support that graduates recall receiving from their university as students, and whether graduates feel that their institutions really cared about their long-term success, are important after college. Reflecting on their time as undergraduates, one in five Purdue alumni strongly agree that Purdue is passionate about the long-term success of its

students, consistent with public college graduates (19%) and all graduates (24%) nationally. If Purdue alumni agree with all three, their odds of being engaged at work nearly triple.

THE UNDERGRADUATE EXPERIENCE: SUPPORT AND EXPERIENTIAL AND DEEP LEARNING	% STRONGLY AGREE PURDUE ALUMNI	% STRONGLY AGREE NATIONAL PUBLIC
I had a mentor who encouraged me to pursue my goals and dreams.	17%	20%
I had at least one professor at Purdue who made me excited about learning.	60%	62%
My professors at Purdue cared about me as a person.	17%	21%
All three	9%	11%
I worked on a project that took a semester or more to complete.	31%	31%
I had an internship or job that allowed me to apply what I was learning in the classroom.	36%	30%
I was extremely active in extracurricular activities and organizations while attending Purdue.	28%	18%
All three	8%	6%
All six	2%	2%

If employed Purdue graduates recall having a professor who cared about them as a person, one who made them excited about learning, and having a mentor who encouraged them to pursue their dreams, their odds of being engaged at work nearly triple. Fewer than one in 10 Purdue graduates (9%) say they received support in all three areas, which is lower than the 14% of all graduates nationally, but more in line with the 11% of public college graduates who say the same.

However, the importance of this support in Purdue graduates’ later work life is stark: Two in three employed Purdue graduates (67%) who recall that they received support in all three areas are engaged at work, compared with only 27% who did not recall receiving such support.

Purdue alumni are most likely to strongly agree that they had at least one professor who made them excited about learning (60%) — roughly on par with public college graduates (62%) and slightly lower than the national average (64%). Purdue graduates trail public college graduates and graduates nationally in strongly agreeing that they had professors who cared about them personally (17% of Purdue graduates vs. 21% of public college graduates and 27% of all graduates) — or that they had a mentor who encouraged them to follow their dreams (17% of Purdue graduates vs. 20% of public college graduates and 23% of all graduates).

Unfortunately, despite the relatively high scores on certain individual metrics, few Purdue alumni (2%) or public (2%) or national (3%) college graduates strongly agree to having experienced all six elements of support and experiential and deep learning during their time in college.

ROUGHLY FOUR IN 10 EMPLOYED PURDUE GRADUATES DEEPLY INTERESTED IN THEIR WORK

Like public college graduates nationally, many Purdue graduates find themselves working at good jobs. Roughly four in 10 Purdue alumni who are employed full time or part time, either for an employer or for themselves, strongly agree that they are deeply interested in the work that they do and report that their job gives them the opportunity to do work that interests them. More than one in four (26%) report that they have the ideal job for them, which is similar to the average for public college graduates (26%) and all graduates nationally (27%).

ALUMNI CAREER PERSPECTIVE: WHAT DOES WORK LOOK LIKE TO THEM?	% STRONGLY AGREE PURDUE ALUMNI	% STRONGLY AGREE NATIONAL PUBLIC
I am deeply interested in the work that I do.	40%	40%
My job gives me the opportunity to do work that interests me.	41%	39%
I have the ideal job for me.	26%	26%
<i>Among those who are employed</i>		

These findings relate to workplace engagement, as majorities of respondents who strongly agreed that they are deeply interested in the work that they do (72%), or work at a job that gives them the opportunity to do work that interests them (74%), are engaged at work. And, although relatively few Purdue alumni report having the ideal job, 80% of those who strongly agree that they do are engaged at work.

GREAT LIVES

WELL-BEING

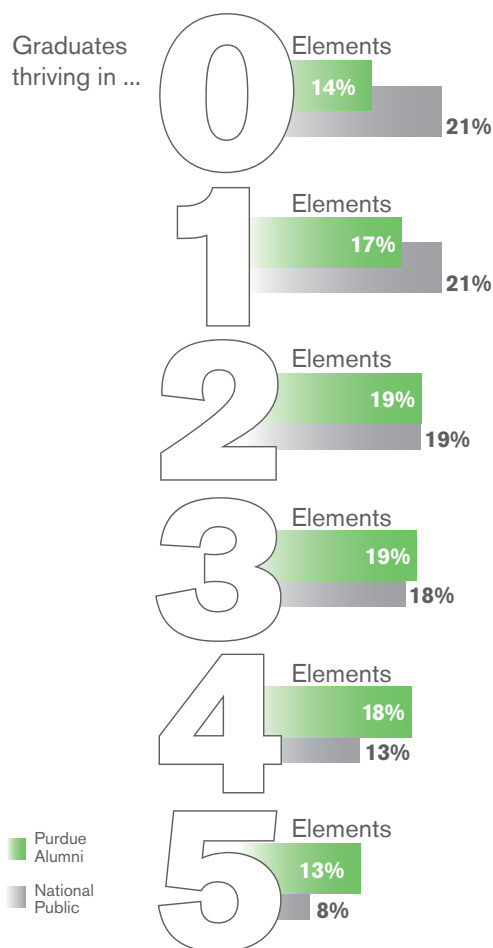
Most college graduates expect that a college education will lead to a better life. Nearly all Purdue alumni (93%) are satisfied with their personal lives, which is slightly higher than the 86% of public university graduates and all graduates nationally.

On average, Purdue alumni rate their current lives a 7.6 on a 10-point scale, where 10 is the best possible life. This is higher than the average of 7.2 for public college graduates and all graduates in the Gallup-Purdue Index national study. In addition, Purdue alumni expect that their lives will get better, rating their lives in five years at an 8.6 on the 10-point scale. College graduates nationally expect their lives to stand at an 8.3 in five years, slightly lower than ratings from Purdue alumni.

MORE PURDUE GRADUATES THRIVING IN MULTIPLE AREAS THAN AVERAGE

The well-being of Purdue graduates, on average, is slightly better than that of graduates of public institutions nationally. The majority of the Purdue graduates surveyed are thriving — strong, consistent, and progressing — in one or more of the five interrelated elements of well-being. About one in seven Purdue alumni (14%) are not thriving in any element, which is lower than the roughly one in five public college graduates (21%) and all graduates (20%) nationally. Thirteen percent of Purdue graduates are reaping the cumulative advantages of thriving in all five elements, which is considerably higher than the 8% among graduates of public institutions and all institutions nationally.

ELEMENTS OF WELL-BEING



As is the case nationally, more recent Purdue graduates — who are younger — are less likely to have higher well-being across all five elements than those who graduated a few decades ago. Eight percent of Purdue graduates who received their degrees in the past four years are thriving in all five elements, compared with 3% of all recent graduates in the Gallup-Purdue Index national study and public college graduates. Highlighting the important role that age plays in determining the relative influences of experiences on one's well-being, the 21% of Purdue graduates who received their degree in the 1970s are the most likely to be thriving in all five elements.

Arts and humanities majors are the least likely to be thriving in all five elements of well-being of any area of degree emphasis. Eight percent of Purdue graduates who majored in arts and humanities are thriving in all five elements, fewer than the more than one in 10 Purdue graduates who majored in business (14%), sciences (14%), social sciences (12%), and those who majored in other areas (11%) who are thriving in all elements.

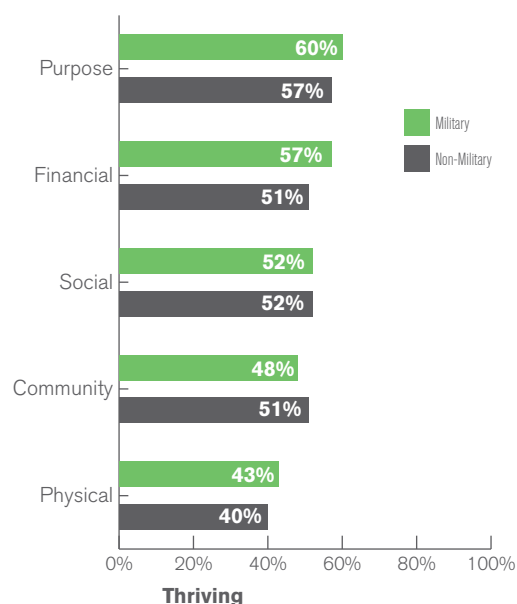
MILITARY AND NON-MILITARY GRADUATES THRIVING ALIKE

Five percent of all Purdue graduates interviewed reported serving in the military. Graduates who served in the military are just as likely to be thriving in all five elements of well-being (14%) as those who have not served (13%). Graduates who have served in the military are as likely as those who have not to be thriving in purpose well-being, social well-being, community well-being, and physical well-being. Military graduates are slightly more likely to be thriving in financial well-being (57%) than non-military graduates (51%).

PURDUE GRADUATES LEAD GRADUATES OF PUBLIC INSTITUTIONS IN EVERY ELEMENT

Purdue alumni are more likely than the national average to be thriving in every element of their well-being. More Purdue alumni are thriving in purpose well-being than in any other element of well-being. These graduates like what they do every day and get to learn or do something interesting on a daily basis, leading more than half of them (57%) to be thriving in this element. Purdue alumni have higher purpose well-being than the national average for college graduates (48%), and they best graduates of public institutions (48%).

MILITARY WELL-BEING



Slightly fewer, but still more than half, Purdue alumni (52%) are thriving in social well-being, fueled by the positive energy and encouragement that these graduates get from their support systems. Purdue graduates' thriving levels in this element are higher than levels for public institution graduates in the national survey (46%).

A similar percentage of Purdue graduates (51%) like living in their communities and are engaged enough in them to be thriving in community well-being. This percentage is nine points higher than among graduates of public institutions (42%) in the Gallup-Purdue Index national survey.

Half (51%) of Purdue alumni are thriving in financial well-being, the element most traditionally associated with long-term success, according to Gallup research. Purdue graduates lead the national average (37%) and graduates of other public universities (37%) in this element. This suggests that more Purdue graduates feel financially secure and fewer are regularly worrying about money.

Purdue alumni, like their counterparts in the national survey, are least likely to be thriving in physical well-being. Four in 10 (40%) Purdue graduates strongly agree that their physical health is near-perfect and that they felt active and productive every day during the past week. Still, Purdue graduates top the national average (32%) and graduates of public institutions (33%) in this element.

Purdue University Well-Being

57%

[48% NATIONAL PUBLIC]

Purpose Well-Being

I like what I do every day.

I learn or do something interesting every day.

51%

[37% NATIONAL PUBLIC]

Financial Well-Being

I have enough money to do everything I want to do.

In the last seven days, I have worried about money.

52%

[46% NATIONAL PUBLIC]

Social Well-Being

Someone in my life always encourages me to be healthy.

My friends and family give me positive energy every day.

51%

[42% NATIONAL PUBLIC]

Community Well-Being

The city or area where I live is a perfect place for me.

In the last 12 months, I have received recognition for helping to improve the city or area where I live.

40%

[33% NATIONAL PUBLIC]

Physical Well-Being

In the last seven days, I have felt active and productive every day.

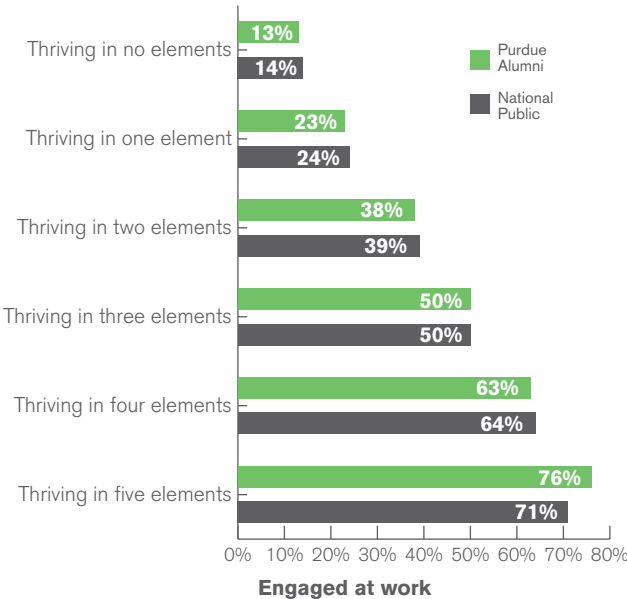
My physical health is near-perfect.

WORKPLACES AND INSTITUTIONS ARE KEY DRIVERS OF WELL-BEING

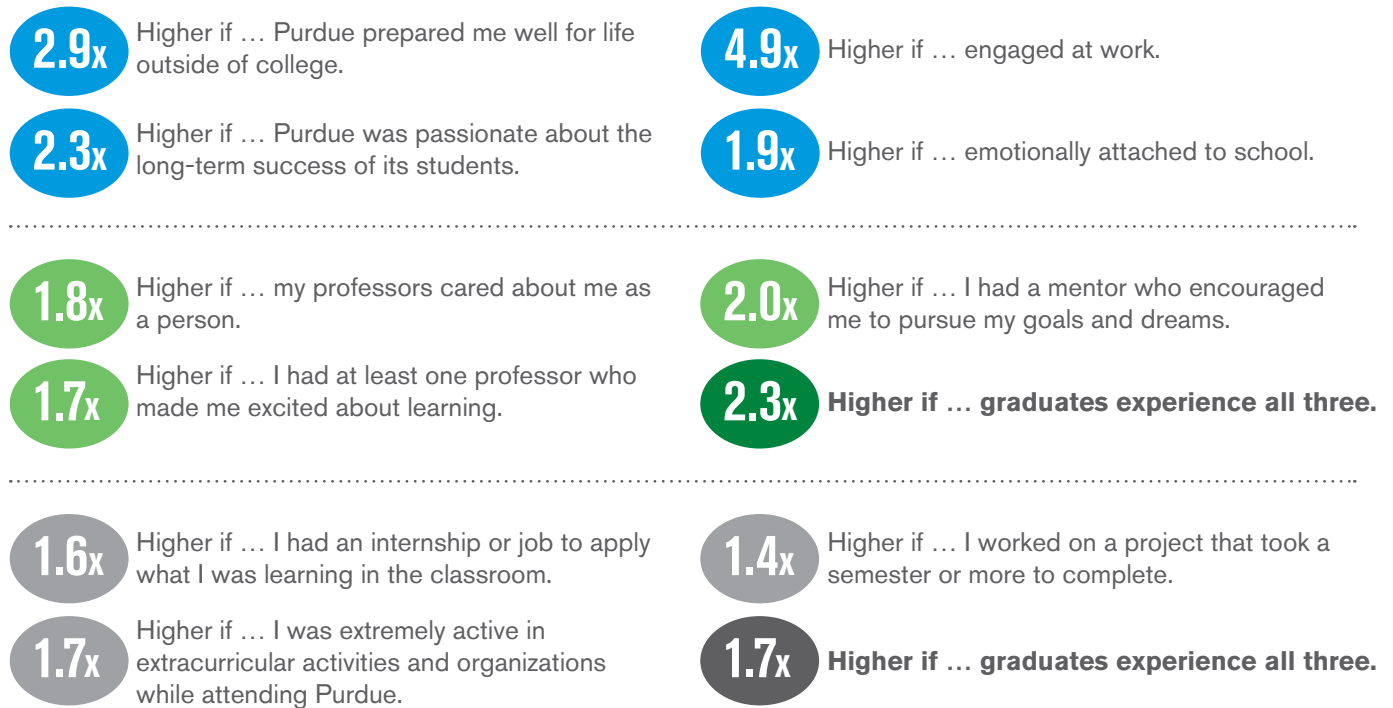
If employed Purdue graduates are engaged at work, the odds are nearly five times higher that they will be thriving in all five elements of well-being. Workplace engagement also increases for Purdue graduates as the number of elements they are thriving in increases. Thirteen percent of employed Purdue graduates who are not thriving in any elements are engaged at work — similar to the 14% of employed public college graduates and 13% of all employed college graduates in the Gallup-Purdue Index national survey — while 76% who are thriving in all five elements are engaged at work.

The odds of thriving in all areas of well-being nearly triple for Purdue graduates when they strongly agree that their college prepared them well for life outside of it. Odds of thriving in all five areas of well-being more than double when university graduates strongly agree that Purdue is passionate about the long-term success of its students.

ENGAGEMENT AND WELL-BEING



Odds of Thriving in All Five Elements of Well-Being are:



Graduates who engaged in experiential and deep learning — by taking part in internships, being active in extracurricular activities and with organizations, *and* completing a long-term project — are more likely to be thriving in all areas of well-being. About one in five (22%) Purdue alumni who recalled experiencing all three are also thriving in all five well-being elements. Only 9% of those who did not experience all three were thriving in all elements.

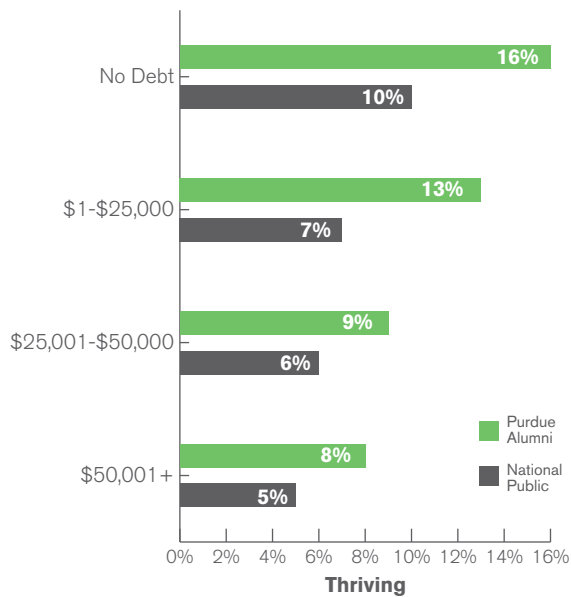
The support graduates recall getting in college is also crucial to their well-being after college. More Purdue graduates who felt supported in college — because they had a mentor who encouraged them to pursue their goals and dreams, a professor who made them excited about learning, and felt their professors cared about them as a person — are thriving in all areas of their well-being. Nearly one in four Purdue graduates — higher than the 14% of public college graduates and the 13% of all graduates in the national survey — who received support in all three areas are also thriving in all five well-being elements.

STUDENT LOANS TAX WELL-BEING

The majority of Purdue alumni (55%) report having taken no loans out to fund their education at Purdue, which is slightly higher than the national average and the percentage at public institutions (47% and 50%, respectively). Twenty-three percent of graduates borrowed up to \$25,000 (figures adjusted for inflation) to fund their education, 13% borrowed between \$25,000 and \$50,000, and 9% borrowed more than \$50,000 to fund their time at Purdue. Among public institution graduates, 29% borrowed up to \$25,000, 15% borrowed \$25,000 to \$50,000, and 6% borrowed more than \$50,000; among all graduates, these figures were 27%, 18%, and 9%, respectively.

Student loan debt may be a crippling factor for Purdue alumni with respect to elements of well-being. Alumni who did not take out any loans are the most likely to be thriving in all five elements of well-being. Sixteen percent of these alumni are thriving in all five areas, double that of alumni who borrowed more than \$50,000 (8%).

LOAN DEBT FOR PURDUE UNIVERSITY EDUCATION AND WELL-BEING*



**Figures adjusted for inflation*

Well-being declines in almost every element as the amount that Purdue alumni borrowed to fund their education increases, except for social well-being. Six in 10 Purdue graduates who did not take out any student loans are thriving in purpose well-being, compared with 50% of those who borrowed more than \$25,000 for their undergraduate education. Similarly, 57% of Purdue graduates who did not take out any loans are thriving in financial well-being, dropping to 51% among those who borrowed up to \$25,000, 44% of those who borrowed between \$25,000 and \$50,000, and 36% who borrowed more than \$50,000.

**MORE RECENT PURDUE
GRADUATES — WHO ARE
YOUNGER — ARE LESS LIKELY
TO HAVE HIGHER WELL-BEING
ACROSS ALL FIVE ELEMENTS
THAN THOSE WHO GRADUATED
A FEW DECADES AGO.**



GREAT EXPERIENCES

ALUMNI ATTACHMENT

Gallup explores the connection between the “customers of higher education” and their alma maters by looking at graduates’ level of agreement with two questions: “I can’t imagine a world without [College name]” and “[College name] was the perfect school for people like me.” Graduates who strongly agree with both items are considered “emotionally attached” to their alma mater. About four in 10 Purdue alumni strongly agree with each statement individually.

More Purdue alumni are emotionally attached to their university than other graduates in the Gallup-Purdue Index national survey, evidence of the lasting ties that Purdue alumni feel to their university. Three in 10 (30%) Purdue graduates are emotionally attached to Purdue, nearly double the 17% of graduates of public institutions nationally and the 18% average for all graduates.

Like other graduates, slightly more female Purdue graduates (34%) than male graduates (27%) are attached to their schools. Purdue alumni who received their degrees in the last four years are the most likely to be emotionally attached (37%), while attachment levels among Purdue graduates who received their degrees before 2010 are slightly lower and similar to each other.

Purdue alumni who finish their degrees in four years or fewer (31%) are just as likely as those who finished their

degrees in 4 ½ to five years to be emotionally attached to Purdue, while 23% of those who took 5 ½ years or longer to graduate are attached. This, in tandem with the finding that Purdue alumni who complete their studies in fewer years are more likely to be engaged in the workplace, suggests there is something different about the graduates themselves or the experiences of graduates who take longer to finish their degrees.

INVOLVEMENT ON CAMPUS INCREASES ATTACHMENT IN LATER LIFE

Like their counterparts in the national study, Purdue alumni who were more involved on campus as students or took more active roles in their education are generally more likely to still be emotionally attached to their universities than those who did not.

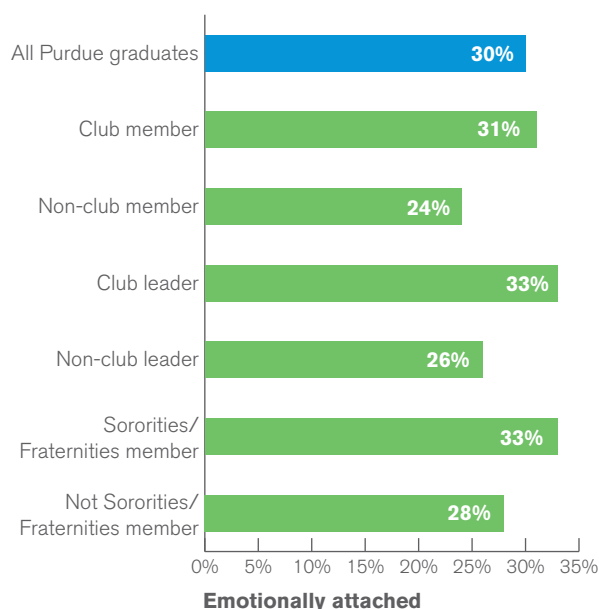
Alumni who were active in student clubs and organizations, held leadership positions in a student club or organization, or were members of fraternities or sororities are more likely to be emotionally attached than alumni who were not involved. For example, 33% of Purdue alumni who held a leadership position in a student organization are emotionally attached to Purdue versus 26% who did not hold a leadership position. Of those who said they were involved in some manner in a student club or organization, 31% are attached emotionally, and of those who did not participate, only 24% are emotionally attached to Purdue.

Employed Purdue graduates who work full time for an employer who held leadership positions in student organizations are also more likely to be engaged at work (47%) than those who did not hold these positions (40%), but those who said they were simply active in student clubs and organizations are slightly more likely to be engaged at work (46%) than those who were not active (38%). These graduates also hold a slight edge in well-being: Fifteen percent of Purdue graduates who held leadership positions in student organizations are thriving in all five elements of well-being, compared with 12% who did not.

Thirty-two percent of graduates who participated in intramural sports are attached to the university, whereas 28% of students who did not play intramural sports are emotionally attached. This difference is not evident among graduates who participated in NCAA intercollegiate athletics. The level of emotional attachment among students who participated in NCAA activities is the same (30%) for those who did not participate.

Interestingly, graduates who held a paid job or internship during college are only slightly more likely to be attached to Purdue (30%) than those who did not (28%).

EMOTIONAL ATTACHMENT AND CAMPUS INVOLVEMENT



While the majority of Purdue alumni reported living on campus during their freshman year (82%), the majority lived off campus in their senior year (66%). This trend is true of graduates from all decades, but graduates during the 1970s and 1980s were slightly more likely to report living on campus in their senior years than later graduates. Overall, whether graduates lived on or off campus makes little difference to whether they are emotionally attached as alumni.

PREPARATION AND SUPPORT DRIVE EMOTIONAL ATTACHMENT

Overall, 39% of Purdue graduates strongly agree that their college prepared them well for life outside of college, and 20% of Purdue graduates strongly agree that their college is passionate about its students' long-term success. These two items are strongly related to Purdue graduates' attachment to their school, just as they are to well-being and workplace engagement. Strongly agreeing with either statement raises the odds of Purdue graduates' attachment at least six times.

Odds of Being Emotionally Attached to the Alma Mater are:

6.0x Higher if ... Purdue prepared me well for life outside of college.	6.1x Higher if ... Purdue was passionate about the long-term success of its students.
4.7x Higher if ... my professors cared about me as a person.	3.1x Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.
3.4x Higher if ... I had at least one professor who made me excited about learning.	4.9x Higher if ... graduates experience all three.
2.1x Higher if ... I had an internship or job to apply what I was learning in the classroom.	1.9x Higher if ... I worked on a project that took a semester or more to complete.
2.2x Higher if ... I was extremely active in extracurricular activities and organizations while attending Purdue.	3.1x Higher if ... graduates experience all three.

The support that graduates recall receiving from their institution as students is also important well into their postgraduate careers. If Purdue graduates say they had professors who cared about them as a person, one who made them excited about learning, *and* had a mentor who encouraged them to pursue their dreams, the odds that they are emotionally attached increase nearly five times. Among those who were “supported” at Purdue, 64% are also emotionally attached to the university.

Experiences such as internships or jobs, active involvement in extracurricular activities and organizations, and working on a long-term project are also related to attachment, but not nearly to the same degree as support. If Purdue graduates experienced all three of these, their odds of being emotionally attached increased more than three times. Among those who experienced all three, 54% are also emotionally attached to the university.

When Purdue alumni are emotionally attached to their college or university, their odds of thriving in all elements go up nearly twice.

**THE SUPPORT THAT GRADUATES
RECALL RECEIVING FROM THEIR
INSTITUTION AS STUDENTS IS
ALSO IMPORTANT WELL INTO
THEIR POSTGRADUATE CAREERS.**

FINAL THOUGHTS

Overall, the results of the Purdue alumni study are encouraging, reflecting the university's commitment to prepare its students for life beyond the walls of college. This commitment is evident in Purdue alumni's higher-than-average employment rates and high level of workplace engagement. Graduates of Purdue are thriving in each of the five areas of well-being at a higher rate than graduates of national public colleges and universities, and once graduates leave Purdue, their emotional attachment to the university remains strong and is almost double that of graduates of public institutions nationally. Even with such positive results, there are areas of opportunities for Purdue to continue ensuring its alumni experience great jobs and great lives.

METHODOLOGY

Results for the Purdue University study are based on Web surveys conducted June 25–Aug. 4, 2014, with a sample of 21,397 Purdue University undergraduate alumni. The sample of alumni email addresses was provided by Purdue University. Alumni were included in the study if the institution had an email address on file, and if the alumni graduated in 1975 or after. For the purposes of this report, the Purdue University alumni cohort (those who graduated in 1975 and after) is compared to data collected from respondents that graduated in 1975 or after in the national Gallup-Purdue Index. Some differences may exist between the comparison points included in this report, and estimates previously released by Gallup because this report is only focused on graduates from 1975 and beyond.

Results for the Gallup-Purdue Index, the study used for comparison purposes, 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, and living in all 50 U.S. states and the District of Columbia.

The Gallup-Purdue Index sample was compiled from two sources: the Gallup Panel and 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. Panel members can be surveyed by phone, mail, or Web. Gallup Panel members with a college degree, and who have access to the Internet, were invited to take the Gallup-Purdue Index survey online.

Gallup Daily tracking includes two parallel surveys — the U.S. Daily and the Gallup-Healthways Well-Being Index. Each sample of national adults includes a minimum quota of 50% cellphone respondents and 50% 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 recontact, 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 national 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 or higher, who graduated in 1975 or after, the margin of sampling error is ± 1.3 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree or higher, who graduated in 1975 or after, the margin of sampling error is ± 1.7 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.

For complete Gallup-Purdue Index results, visit <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>.

ABOUT PURDUE UNIVERSITY

Purdue University is a vast laboratory for discovery. The university is known not only for science, technology, engineering, and math programs, but also for our imagination, ingenuity, and innovation. It's a place where those who seek an education come to make their ideas real — especially when those transformative discoveries lead to scientific, technological, social, or humanitarian impact.

Founded in 1869 in West Lafayette, Indiana, the university proudly serves its state as well as the nation and the world. Academically, Purdue's role as a major research institution is supported by top-ranking disciplines in pharmacy, business, engineering, and agriculture. More than 39,000 students are enrolled here. All 50 states and 130 countries are represented.

ABOUT GALLUP

Gallup delivers forward-thinking research, analytics, and advice to help leaders solve their most pressing problems. Combining more than 75 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of the world's constituents, employees, and customers than any other organization. Gallup consultants help private and public sector organizations boost organic growth through measurement tools, strategic advice, and education. Gallup's 2,000 professionals deliver services at client organizations, through the Web, and in nearly 40 offices around the world.

ABOUT HEALTHWAYS

Healthways is an independent, global well-being company that provides comprehensive improvement solutions to increase performance and lower healthcare costs in its client populations. Dedicated to creating a healthier world one person at a time, Healthways uses the science of well-being and behavior change to produce and measure well-being improvement for its customers. Healthways provides personalized support to individuals to optimize each participant's health and productivity and to reduce health related costs, and also advises leaders on how to maximize well-being across an organization.



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