

GALLUP®



Great College Experiences Gallup-Purdue Index Report

UNIVERSITY OF VIRGINIA 2016



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A faded background image of the University of Virginia Rotunda, a large neoclassical building with a prominent portico supported by columns.

Introduction

FOR YEARS, THE VALUE OF A COLLEGE DEGREE has not been determined by the most important outcomes of a college education. Rather, colleges and education experts have measured the easiest outcomes to track, 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 reflect neither the missions of higher education institutions nor the myriad reasons students go to college.

Together, Gallup and Purdue University created an index that examines the long-term success of graduates as they pursue great jobs and great lives. This index, the Gallup-Purdue Index, provides insight into the relationship between the college experience and long-term outcomes. This report further explores the relationship between University of Virginia graduates' university experience and their long-term outcomes based on their responses to the University of Virginia alumni outcomes survey.



Great Jobs: Workplace Engagement Summary

WORKPLACE ENGAGEMENT IS MORE THAN JOB SATISFACTION. It involves employees being intellectually and emotionally connected to their organizations and work teams because they are able to do what they do best every day; they like what they do at work; and they have someone at work who cares about their development.

Gallup's expertise on engagement in the workplace is rooted in decades of research on the 12 elements that best predict employee and workgroup performance. Based on responses to questions that measure the 12 elements, Gallup categorizes workers as engaged, not engaged or actively disengaged. People who are engaged at work are more involved in and enthusiastic about their work. They are loyal and productive. Those who are not engaged might 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 come from workforces that are more engaged. If higher education does not lead graduates to engaging jobs, then it has failed to deliver 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 among 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 area 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 that are within their control. Institutions can help support their students' well-being and engagement, setting them on a path toward lifelong well-being and engagement in their careers that far exceeds the value of personal income alone.



Great Experiences: Alumni Attachment

GALLUP'S RESEARCH ACROSS HUNDREDS OF ORGANIZATIONS in many industries shows that fully engaged consumers buy more, stay with you longer and are more profitable than average consumers — in good economic times and in bad.

The Gallup-Purdue Index measures 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 currently as alumni.

Because students spend significant 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 whether they perceive that the college was a great fit for them, that they had professors who cared about them and made learning exciting, and, most importantly, that their school prepared them well for life outside of college.

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

A faded background image of the University of Virginia Rotunda, a large white building with a portico supported by columns, situated on a grassy lawn next to a body of water. The building and the surrounding trees are reflected in the calm water.

National Comparisons

FOR THE PURPOSES OF THIS REPORT, data from the University of Virginia (UVA) alumni cohort (those who received a bachelor's degree from the university between 2001 and 2015) are compared with data collected from respondents in the second year of the national Gallup-Purdue Index study, all of whom obtained a bachelor's degree during the same period. 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 degrees from 2001 to 2015. Comparison groups included in this report are:

- **Gallup-Purdue Index National Average:** National college graduates who received their bachelor's degrees from 2001 to 2015 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
- **All AAU Schools:** College graduates from among the 61 members of the Association of American Universities, of which the University of Virginia is a member
- **Public AAU Schools:** College graduates from among the 34 public members of the Association of American Universities, of which the University of Virginia is a member
- **UVA First-Generation/Non-First-Generation Graduate Internal Comparison:** A comparison between first-generation and non-first-generation UVA alumni who graduated from 2001 to 2015



Executive Summary

THIS UNIVERSITY OF VIRGINIA (UVA) study surveyed 7,808 adults who received a degree from the university from 2001 to 2015. The results illustrate how many of these UVA graduates went on to have great jobs and great lives after college and how their experiences as students translated into emotional attachment to their alma mater.

This study yields important insights for educators, employers, alumni and prospective students about the factors that contribute to great jobs, lives and experiences for UVA graduates. To provide perspective, it compares UVA alumni with graduates of other universities — all AAU institutions, public AAU institutions and colleges nationally. The study also focuses attention on an important group: first-generation graduates and their experiences in and after college. Finally, the study highlights areas in which UVA has room to improve and has initiated targeted interventions.

Overall, the vast majority of UVA graduates (80%) are employed full time for an employer, exceeding levels reported by graduates of public AAU colleges (74%) and all AAU colleges (73%). Simply having a job is not enough, however; engaged workers are the lifeblood of the organizations for which they work. They are more loyal, more productive and more profitable than those who are not engaged or who are actively disengaged. UVA graduates excel on this measure as well: Not only are UVA graduates more likely to be working full time for an employer, but they are also more likely to be engaged in their jobs (51%) than are alumni from all AAU colleges (43%) and public AAU colleges (44%). At UVA, first-generation graduates are just as likely as non-first-generation graduates to be employed full time, but they are less likely to be engaged in their jobs (46%) than are non-first-generation graduates (52%).

Engaged workers are also more likely to be thriving in well-being. One in nine UVA alumni (11%) are thriving in all five elements of well-being, again higher than alumni of all AAU schools (6%) and AAU public schools (7%). Moreover, UVA graduates are more likely to be thriving in each of the five elements of well-being than are graduates from all comparison groups.

About six in 10 UVA graduates (61%) strongly agree their degree was worth the cost — a far greater percentage than those from all comparison groups, with no difference between first-generation and non-first-generation graduates. This level of strong agreement that their degree was worth the cost could be attributed to more UVA graduates than comparison group peers strongly agreeing that they were challenged academically and that their college prepared them well for life outside of college.



Some of Gallup's Most Important Findings

Great Jobs: Workplace Engagement

- Overall, eight in 10 UVA graduates (80%) are employed full time by an employer, while 2% are employed full time for themselves. This high rate of full-time employment for an employer is greater than for graduates from public AAU colleges (74%) and all AAU colleges (73%). There is no significant difference in full-time employment between first-generation (81%) and non-first-generation (79%) UVA graduates.
- UVA graduates are also far more likely to have a job waiting for them after completing their undergraduate education at UVA. About four in 10 UVA graduates (41%) say they had a job waiting for them when they graduated, compared with 29% of public AAU college graduates and 31% of all AAU college graduates. Fewer first-generation UVA graduates say they had a job waiting for them when they graduated (36%) compared with their non-first-generation counterparts (41%).
- Slightly more than half of UVA graduates (51%) who are working full time for an employer are engaged in their jobs, higher than the rates for alumni from all AAU colleges (43%) and public AAU colleges (44%). Although there is no difference in employment percentages between first-generation and non-first-generation UVA graduates, fewer first-generation than non-first-generation alumni are engaged in their jobs (46% vs. 52%, respectively).
- First-generation UVA graduates are less likely than non-first-generation graduates to strongly agree to all three measures of engagement: that they are deeply interested in the work that they do, that their job gives them the opportunity to do work that interests them and that they have the ideal job for them.
- Among UVA graduates who are employed full time by an employer, about two-thirds of those who had felt supported while at UVA are engaged in their jobs. Among those who did not feel supported, slightly less than half are engaged at work.

Great Lives: Well-Being

- Slightly more than one in 10 UVA graduates (11%) have reached the pinnacle of well-being and are thriving in all five elements of well-being, nearly two times higher than graduates from all AAU schools (6%) and also higher than graduates from public AAU schools (7%). Accordingly, UVA graduates are more likely than all comparison groups to be thriving in each of the five elements of well-being.
- Among all elements of well-being, UVA graduates are most likely to be thriving in social and purpose well-being (59% and 53%, respectively) and are least likely to be thriving in physical well-being (37%). These findings are similar to those from graduates of public AAU schools and all AAU schools.
- Among UVA graduates, first-generation graduates lag behind non-first-generation graduates in well-being, with the largest difference in financial well-being (36% vs. 48%, respectively).

Great Experiences: Alumni Attachment

- Nearly one-third of UVA graduates (30%) are attached to their alma mater, higher than graduates from public AAU schools (24%), all AAU schools (25%) and the national study (19%). There is no difference in attachment between first-generation and non-first-generation UVA graduates.
- Nearly four in 10 UVA graduates (38%) strongly agree that their school was the perfect fit for them — higher than the percentage of graduates from public AAU universities (33%), all AAU universities (34%) and the national study (33%) who say the same. First-generation and non-first-generation UVA graduates are similarly likely to strongly agree with this sentiment (35% vs. 38%, respectively).
- The support and experiential learning opportunities UVA graduates have while attending college influence their attachment to the university. UVA graduates who had support experiences are more than twice as likely to be attached to UVA as those who did not have support (59% vs. 25%, respectively). UVA graduates who had experiential learning opportunities are also more than twice as likely as those with no experiential learning to be attached to UVA (53% vs. 26%, respectively).
- Roughly six in 10 UVA graduates (61%) strongly agree that their degree was worth the cost, a percentage far greater than those for all comparison groups, with no difference between first-generation and non-first-generation college graduates.
- The higher percentage of UVA graduates who strongly agree that their degree was worth the cost could be attributable to more UVA graduates than comparison group peers strongly agreeing that they were challenged academically (65%) and that their college prepared them well for life outside of college (38%). Slightly more first-generation than non-first-generation UVA graduates felt that they were challenged academically at UVA (68% vs. 64%, respectively) — the only metric in which first-generation UVA graduates surpass non-first-generation UVA graduates.



Special Focus: First-Generation College Alumni

THE UNIVERSITY OF VIRGINIA HAS collaborated with Gallup on two administrations of the Gallup-Purdue Index survey — the first in 2014 and the second in 2015. The first survey invited a random selection of alumni from the past 65 graduating classes, gathering information from four generations of alumni: traditionalists, baby boomers, Gen Xers and millennials. Results revealed substantial workplace fulfillment and attachment to the university among alumni.

This report describes results from the 2015 survey of UVA graduates. A random selection of alumni from the most recent 15 graduating classes (2001-2015) was surveyed – mostly alumni from the millennial generation. Of special interest in the analysis were first-generation graduates, defined as those whose parents did not receive a bachelor's degree. Among survey respondents at UVA, 11% were first-generation graduates. Worth noting, UVA's first-generation alumni are more likely than non-first generation UVA alumni to have received need-based aid while at the university (61% vs. 23%, respectively), to be non-white (41% vs. 18%, respectively) and to have been born in another country (14% vs. 9%, respectively). In the 2013 strategic plan, UVA emphasized the importance of "Total Advising," a comprehensive approach to student advising, including advising and support for special populations such as first-generation students. This survey provides useful information for designing targeted advising initiatives.

Great Jobs: Workplace Engagement

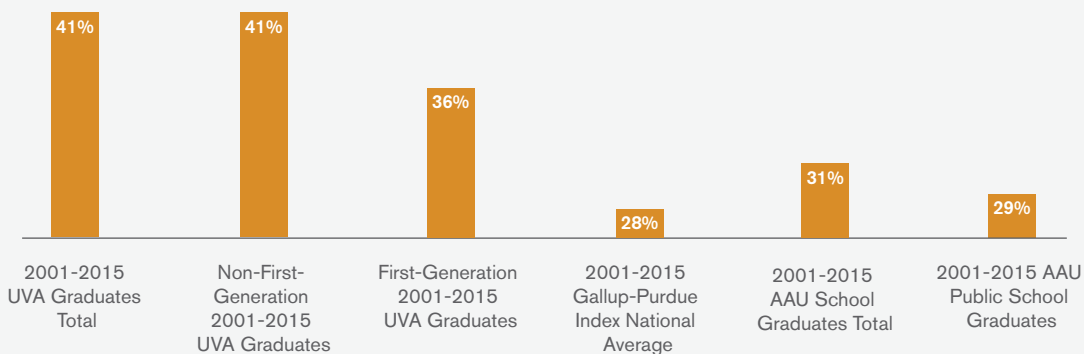
UVA Graduates Are Far More Likely to Have Had a Job Waiting for Them at Graduation

OVERALL, EIGHT IN 10 UVA GRADUATES (80%) are employed full time for an employer, while 2% are employed full time for themselves. This high rate of full-time employment for an employer is greater than that of graduates from public AAU colleges (74%) and all AAU colleges (73%). There is no significant difference in full-time employment between first-generation and non-first-generation UVA graduates (81% vs. 79%, respectively).

Alumni Employment	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates
Employed Full Time (Employer)	80%	79%	81%	71%	73%	74%
Employed Full Time (Self)	2%	1%	2%	2%	3%	3%
Employed Part Time, Do Not Want Full Time	5%	5%	5%	6%	6%	6%
Unemployed	1%	1%	2%	4%	3%	3%
Employed Part Time, Want Full Time	4%	4%	4%	7%	6%	7%
Not in Workforce	9%	9%	6%	10%	9%	8%

UVA graduates are also far more likely than are their peers to have had a job waiting for them after completing their undergraduate education at UVA. About four in 10 UVA graduates (41%) say they had a job waiting for them when they graduated, compared with 29% of public AAU college graduates and 31% of all AAU college graduates. Among UVA graduates, fewer first-generation than non-first-generation UVA graduates say they had a job waiting for them when they graduated (36% vs. 41% respectively).

Percentage of Graduates Who Had a Job Waiting for Them When They Graduated

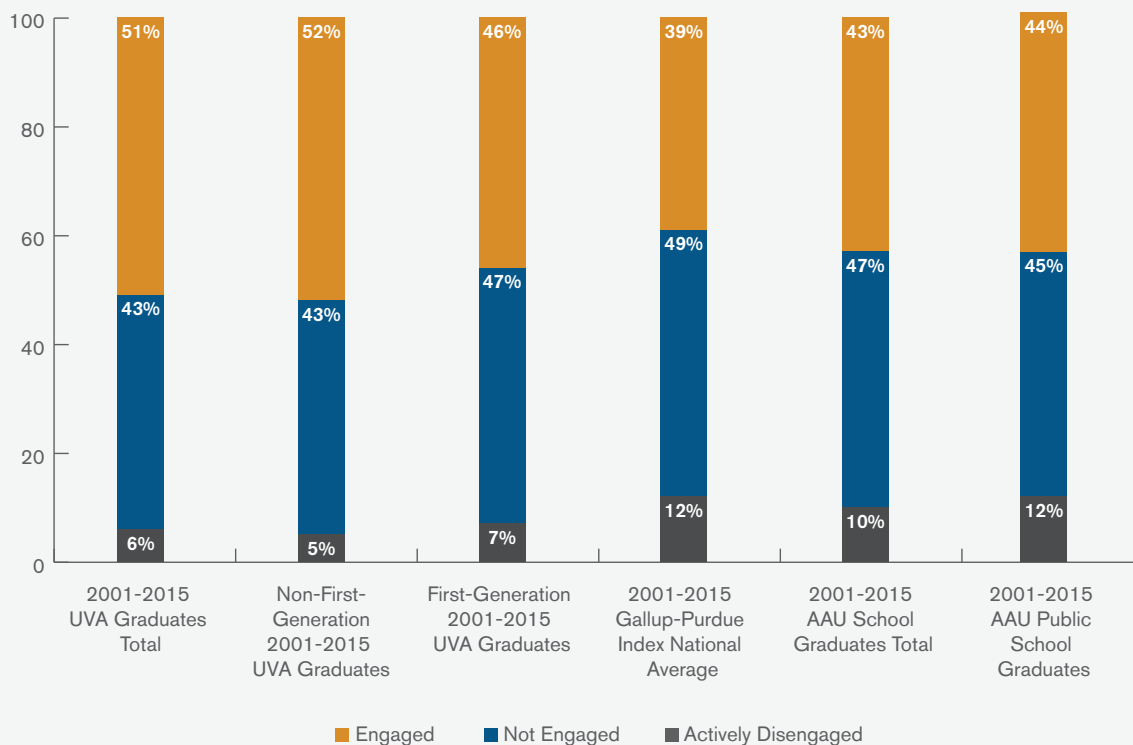


UVA Graduates Are More Likely to Be Engaged at Work

Slightly more than half of UVA graduates (51%) who are working full time for an employer are engaged in their jobs, higher than the rate for alumni from all AAU colleges (43%) and public AAU colleges (44%). Although there is no difference in employment between first-generation and non-first-generation UVA graduates, fewer first-generation than non-first-generation graduates are engaged in their jobs (46% vs. 52%, respectively).

Specifically, first-generation UVA graduates are less likely than non-first-generation graduates to strongly agree on all three measures of engagement: that they are deeply interested in the work they do, that their job gives them the opportunity to do work that interests them and that they have the ideal job for them. Overall, UVA graduates are more likely than public AAU college graduates to say that they are deeply interested in the work that they do (38% vs. 34%), that they have a job that gives them the opportunity to do work that interests them (40% vs. 36%) and that they have the ideal job for them (22% vs. 19%).

Engagement (Among Full-Time Employed Graduates)



Engagement Measures % Strongly Agree	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates
I am deeply interested in the work that I do.	38%	38%	34%	38%	36%	34%
My job gives me the opportunity to do work that interests me.	40%	41%	35%	38%	37%	36%
I have the ideal job for me.	22%	22%	18%	22%	19%	19%

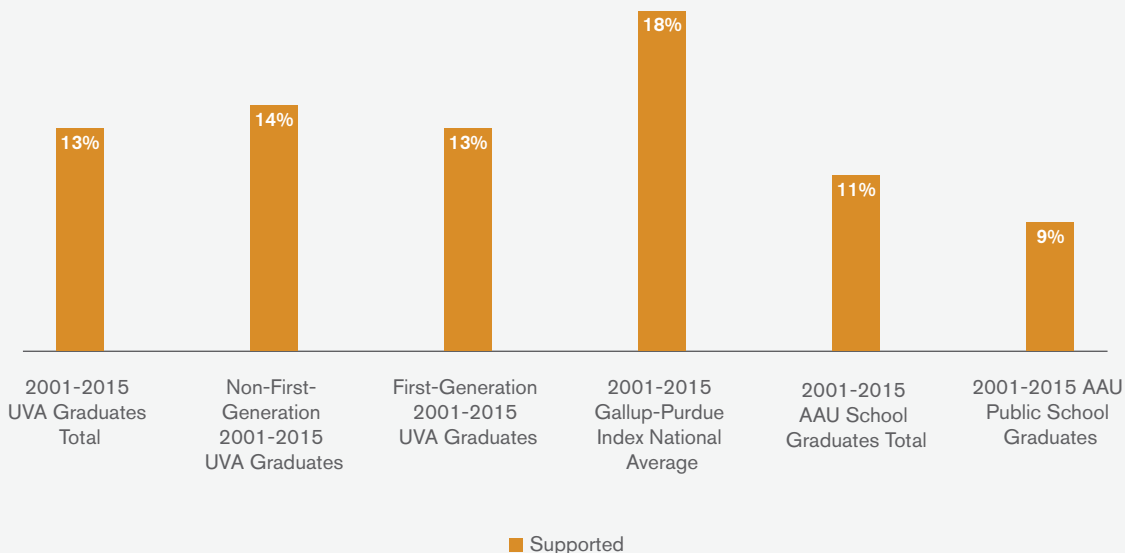
The higher level of engagement among UVA graduates is important because engaged workers are vital to their organizations. Gallup workplace engagement studies show that business or work units that score in the top half of their organizations in employee engagement have nearly double the odds of success (based on a composite of financial, customer, retention, safety, quality, shrinkage and absenteeism metrics) than those in the bottom half. Compared with bottom-quartile units, top-quartile units have:

- 10% higher customer loyalty/engagement
- 22% higher profitability
- 21% higher productivity
- 25% lower turnover for high-turnover companies (those with 60% or higher annualized turnover)
- 65% lower turnover for low-turnover companies (those with 40% or lower annualized turnover)
- 48% fewer safety incidents
- 28% less shrinkage
- 37% lower absenteeism
- 41% fewer safety incidents
- 41% fewer quality incidents (defects)

Support Experiences Linked to Engagement at Work

Three items, considered together, measure the emotional support graduates felt while attending college. Graduates are asked if their professors cared about them as a person; if they had at least one professor who made them excited about learning; and if they had a mentor who encouraged them to pursue their goals and dreams. Gallup classifies graduates who strongly agree with all three items as having received emotional support in college.

Thirteen percent of UVA graduates were supported while attending college. This is slightly greater than for public AAU schools (9%), but is on par with all AAU schools (11%). There is no significant difference in support between first-generation and non-first-generation UVA graduates. However, despite being ahead of other public AAU graduates and on par with all AAU graduates, UVA graduates lag behind college graduates nationally (18%) in feeling supported.



Among UVA graduates who are employed full time by an employer, two-thirds (67%) of those who had felt supported while at UVA are engaged in their jobs. Among those who did not feel supported, slightly less than half (49%) are engaged at work.

Feeling supported is also linked to UVA graduates' well-being. Sixty-seven percent of UVA graduates who felt supported are thriving in three or more elements of well-being, compared with 44% who did not feel supported. This difference is even more pronounced among graduates who are thriving in all five elements of well-being. UVA graduates who felt supported are about 2.5 times more likely to be thriving in all five elements of well-being than are those who did not feel supported (23% vs. 9%, respectively).

Number of Well-Being Elements Thriving	UVA Graduates Who Did Not Have Support	UVA Graduates Who Had Support
Zero	15%	6%
One	20%	11%
Two	21%	16%
Three	18%	21%
Four	16%	23%
Five	9%	23%

Roughly One in 10 UVA Graduates Had Experiential Learning, on Par With Comparison Groups

Graduates are also asked about three experiences in college that, considered together, form a measure of experiential learning: if they had an internship or job that allowed them to apply what they were learning in the classroom; if they worked on a project that took a semester or longer to complete; and if they were extremely active in extracurricular activities and organizations in college. Based on findings from the Gallup-Purdue Index that highly correlate these three experiences with lifelong measures of workplace engagement and well-being, Gallup classifies graduates who strongly agree with all three items as having had experiential learning while attending college.

Roughly one in 10 UVA graduates (11%) had experiential learning while at UVA, similar to graduates from public AAU colleges (10%) and all AAU colleges (12%). Similar to all comparison groups, among the three experiential learning items, UVA graduates are most likely to strongly agree that they worked on a project that took a semester or longer to complete (44%); this was a higher percentage than for public AAU school graduates (40%). UVA graduates are also far more likely than are graduates of both public AAU schools and all AAU schools to strongly agree that they were extremely active in extracurricular activities and organizations while attending college (35% vs. 24% and 28%, respectively).

In contrast, at 30%, UVA graduates are slightly less likely to strongly agree that they had an internship or job that allowed them to apply what they were learning in the classroom than are public AAU graduates (33%), all AAU graduates (34%) and college graduates nationally (34%). In order to improve experiential learning to explicitly include opportunities for internships, UVA created a strategic plan in 2013 committed to enhancing “its ability to deliver a broad range of high-impact educational experiences ... including meaningful research with faculty members, service learning, entrepreneurial experiences and internships.”

Experiential Learning % Strongly Agree	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates
While attending [UNIVERSITY NAME], I worked on a project that took a semester or more to complete.	44%	45%	38%	41%	42%	40%
While attending [UNIVERSITY NAME], I had an internship or job that allowed me to apply what I was learning in the classroom.	30%	30%	30%	34%	34%	33%
I was extremely active in extracurricular activities and organizations while attending [UNIVERSITY NAME].	35%	36%	28%	22%	28%	24%
All Three	11%	11%	9%	8%	12%	10%

Similar to Support Experiences, Experiential Learning Is Linked to Workplace Outcomes

UVA graduates who had experiential learning in college are more likely to be engaged in their jobs than are UVA graduates who did not have experiential learning (68% vs. 49%, respectively). Moreover, nearly six in 10 UVA graduates (59%) who are engaged at work strongly agree their degree was worth the cost, compared with 37% of those who are not engaged but strongly agree their degree was worth the cost.





Great Lives: Well-Being

UVA Graduates Are More Likely to Be Thriving in Well-Being

SLIGHTLY MORE THAN ONE IN 10 UVA graduates (11%) have reached the pinnacle of well-being and are thriving in all five elements of well-being – a greater percentage than for graduates from public AAU schools (7%) and nearly two times greater than for graduates from all AAU schools (6%). Accordingly, UVA graduates are more likely than those from all comparison groups to be thriving in each of the five elements of well-being individually, as well as to be thriving in all five elements.

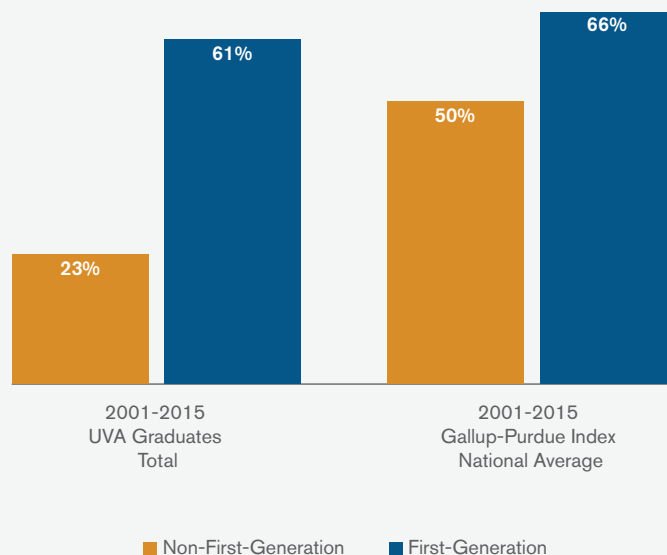
Similar to graduates from public AAU schools and all AAU schools, UVA graduates are most likely to be thriving in social and purpose well-being (59% and 53%, respectively). UVA graduates are least likely to be thriving in physical well-being (37%), a consistent pattern across all comparison groups.

First-generation UVA graduates are less likely than non-first-generation UVA graduates to be thriving in four of the five elements of well-being: purpose, social, physical and financial. For UVA graduates, the largest well-being gap between first-generation graduates and non-first-generation graduates by far is in financial well-being (36% vs. 48%, respectively), followed by social well-being (52% vs. 60%, respectively) and purpose well-being (47% vs. 54%, respectively).

There is also a greater disparity between first-generation and non-first-generation UVA graduates compared with first-generation and non-first-generation graduates nationally. On the national level, first-generation graduates are more on par with non-first-generation graduates in well-being elements, with first-generation graduates falling behind non-first-generation graduates in just two of the five elements. For UVA, first-generation graduates fall behind non-first-generation graduates in four of the five elements.

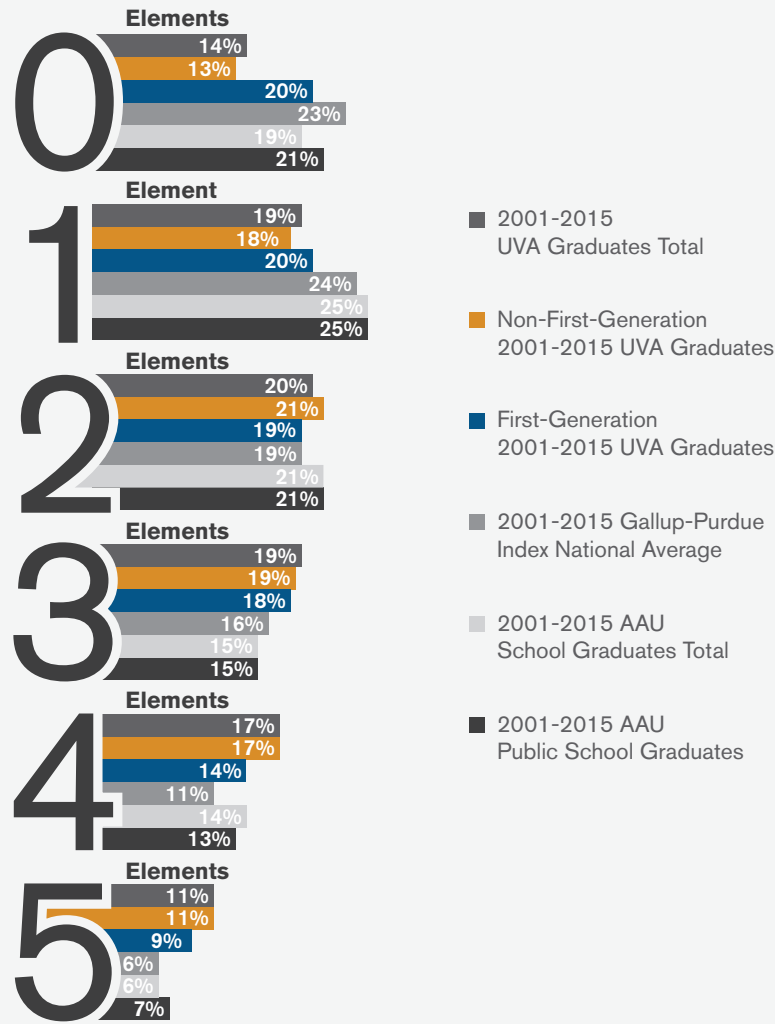
However, this may not be an apt comparison. The similarity between first-generation and non-first-generation graduates nationally might reflect the greater similarity in the percentage of graduates who received need-based aid (66% of first-generation graduates nationally vs. 50% of non-first-generation graduates nationally). At UVA, 61% of first-generation graduates received need-based financial aid, while only 23% of non-first-generation UVA graduates did. To the extent that need for financial aid predicts subsequent thriving, the similarity of the two groups in the national sample could be attributed to levels of financial aid.

“Throughout your college experience, did you receive any need-based financial aid?”



Well-Being Elements % Thriving	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates
PURPOSE WELL-BEING	53%	54%	47%	44%	44%	42%
SOCIAL WELL-BEING	59%	60%	52%	46%	47%	47%
FINANCIAL WELL-BEING	47%	48%	36%	32%	40%	38%
COMMUNITY WELL-BEING	44%	45%	42%	37%	40%	41%
PHYSICAL WELL-BEING	37%	38%	32%	28%	28%	27%

Graduates Thriving In ...





Great Experiences: Alumni Attachment

GALLUP EXPLORES THE ATTACHMENT ALUMNI feel toward their alma mater based on their level of agreement with two questions: “I can’t imagine a world without my university” and “My university was the perfect school for people like me.” Graduates who strongly agree with both items are considered “emotionally attached” to their alma mater.

UVA Graduates Are More Likely to Say Their University Was the Perfect Fit for Them

Overall, almost a third of UVA graduates (30%) are attached to their alma mater, higher than for graduates from public AAU schools (24%), all AAU schools (25%) and the national study (19%). There is no notable difference in overall attachment between first-generation and non-first-generation UVA graduates.

Of the two questions that define attachment, almost four in 10 UVA graduates (38%) say their school was the perfect fit for them. This is a greater percentage than for graduates from public AAU universities (33%), all AAU universities (34%) and college graduates nationally (33%). In contrast, first-generation UVA graduates and first-generation graduates nationally are similarly likely to strongly agree with this sentiment (35% vs. 34%, respectively).

UVA graduates (39%) were level with public AAU school graduates (38%) and AAU school graduates overall (37%) in strongly agreeing they can’t imagine a world without their university. Compared with college graduates nationally, however, UVA graduates are more likely to strongly agree with this statement (39% vs. 25%, respectively). Similarly to first-generation graduates, UVA graduates are more likely to strongly agree that they can’t imagine a world without their university than are first-generation graduates nationally (38% vs. 23%, respectively).

Alumni Attachment % Strongly Agree	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates	Non-First- Generation 2001-2015 Gallup- Purdue Index Graduates	First- Generation 2001-2015 Gallup- Purdue Index Graduates
[UNIVERSITY NAME] was the perfect school for people like me.	38%	38%	35%	33%	34%	33%	32%	34%
I can't imagine a world without [UNIVERSITY NAME].	39%	39%	38%	25%	37%	38%	26%	23%
Overall Alumni Attachment	30%	30%	27%	19%	25%	24%	20%	19%

Support and Experiential Learning Experiences Affect Attachment to UVA

The support and experiential learning opportunities UVA graduates had while attending college also influences their attachment to the university. UVA graduates who had support are more than twice as likely to be attached to UVA as are those who did not have support (59% vs. 25%, respectively). Likewise, UVA graduates with experiential learning are more than twice as likely to be attached to UVA as are those who did not (53% vs. 26%, respectively).

UVA Graduates Outpace Peers in Saying Their Degree Was Worth the Cost

Roughly six in 10 UVA graduates (61%) strongly agree that their degree was worth the cost, a percentage far greater than for those from all comparisons groups, with no difference between first-generation UVA graduates and non-first-generation UVA graduates. The higher percentage of those who strongly agree their degree was worth the cost may be attributable to more UVA alumni than comparison group peers strongly agreeing that they were challenged academically (65%) and that their college prepared them well for life outside of college (38%).

Interestingly, slightly more first-generation than non-first-generation UVA graduates strongly agree that they were challenged academically at UVA (68% vs. 64%, respectively). This is the only metric for which first-generation UVA graduates surpass non-first-generation UVA graduates. On the other hand, first-generation graduates were less likely than non-first-generation graduates to strongly agree that UVA prepared them well for life outside of college (33% vs. 38%, respectively).

Worth of Degree % Strongly Agree	2001-2015 UVA Graduates Total	Non-First- Generation 2001- 2015 UVA Graduates	First- Generation 2001- 2015 UVA Graduates	2001-2015 Gallup- Purdue Index National Average	2001-2015 AAU School Graduates Total	2001-2015 AAU Public School Graduates
My education from [UNIVERSITY NAME] was worth the cost.	61%	62%	60%	40%	46%	47%
I was challenged academically at [UNIVERSITY NAME].	65%	64%	68%	41%	56%	52%
[UNIVERSITY NAME] prepared me well for life outside of college.	38%	38%	33%	27%	28%	28%



Encouraging Results

UNIVERSITY OF VIRGINIA ALUMNI ARE MORE LIKELY than are graduates from public AAU schools and all AAU schools to be employed, engaged in their work, thriving in well-being and attached to their alma mater.

While UVA graduates lag behind comparison groups when it comes to having had an internship or job that allowed them to apply what they were learning in the classroom, the UVA administration anticipates that future graduates will be more likely to report having this experience as a result of the targeted initiatives from the strategic plan in place now.

Understanding how first-generation graduates fare in comparison with non-first-generation graduates was a major focus of this survey administration and analysis. The results are encouraging but include some opportunities for improvement. While first-generation and non-first-generation UVA graduates do not differ in the percentage who are employed full time, first-generation UVA graduates are less likely than non-first-generation UVA graduates to be engaged in the workplace (46% vs. 52%, respectively). First-generation graduates are also less likely than non-first-generation graduates to be thriving in four of five elements of well-being, as well as to strongly agree that UVA prepared them well for life outside of college.

Both support and experiential learning in college are related to subsequent engagement in work and thriving in well-being. While first-generation UVA graduates report the same level of support while in college as do non-first-generation UVA graduates, they are less likely than are non-first-generation graduates to report participation in two of the three experiences – a project lasting a semester or longer and involvement in extracurricular activities – that could help account for lower levels of workplace engagement and well-being. Additionally, first-generation graduates are on par with non-first-generation graduates in saying they had a paid job or internship. Moreover, slightly more first-generation than non-first-generation UVA graduates strongly agree they were challenged academically at UVA (68% vs. 64%, respectively).

Additional support might be necessary to help first-generation students tackle the unique challenges they face in college – whether financial or academic – so they can reach the same levels of engagement and well-being as do non-first-generation graduates. An appropriate goal would be for first-generation graduates to agree as *strongly* as non-first-generation graduates that UVA prepared them well for life outside of college.

Ultimately, 61% of UVA graduates strongly agree their degree was worth the cost — far greater than for all comparisons groups. There was no difference between first-generation and non-first-generation UVA graduates on this measure. Despite some inconsistencies in experiential learning, a large majority of UVA alumni find the UVA undergraduate experience to be worth the cost.



Final Thoughts

THOMAS JEFFERSON'S VISION TO CREATE a “new kind of university, one dedicated to educating leaders in practical affairs and public service” is alive and well. UVA alumni who graduated between 2001 and 2015 are more likely than are their comparison group peers to be employed, engaged in their work, thriving in each of the five elements of well-being and attached to their alma mater. These alumni, many of whom weathered an extraordinarily challenging economic climate for graduates to begin their careers, nevertheless are more likely than are comparison group peers to say that their university prepared them well for life outside of college. Consistent with findings from the national Gallup-Purdue Index study of college graduates, UVA alumni who were emotionally supported during college and who had experiential learning are more likely to be engaged in their work and thriving in their well-being after graduation. First-generation UVA graduates – most of whom used financial aid – felt emotionally supported and academically challenged, but they are less likely than were non-first-generation UVA graduates to have participated as fully in educational experiences such as semester-long projects or extracurricular activities, and they are less likely to strongly agree that UVA prepared them well for life outside of college. For these students, financial assistance – along with more targeted advising and mentoring – would help counteract the challenges they face and lay the groundwork for greater well-being after graduation. Even in the face of ongoing challenges as alumni, first-generation graduates are just as likely as non-first-generation graduates – and are more likely than graduates nationally or from public AAU universities – to strongly agree that their education was worth the cost.

Methodology

RESULTS FOR THE UNIVERSITY OF VIRGINIA alumni study are based on web surveys conducted from Nov. 10-Dec. 16, 2015, with a sample of 7,808 UVA undergraduate alumni. The sample of alumni email addresses was provided by University of Virginia. Alumni were included in the study if the institution had an email address on file.

Results for the Gallup-Purdue Index, the study used for comparison purposes to UVA data, are based on web surveys conducted Dec. 16, 2014-June 29, 2015, with a random sample of 5,232 college alumni from 2001-2015 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.

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 re-contact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted with respondents 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 college graduates include the computed design effects for weighting. Three comparison databases were used primarily throughout the report: overall, AAU and AAU public.

Overall:

For results based on the total sample of bachelor's degree or higher respondents, the margin of sampling error is ± 1.9 percentage points at the 95% confidence level.

For results based on employee engagement of bachelor's degree or higher respondents, the margin of sampling error is ± 2.1 percentage points at the 95% confidence level.

AAU:

For results based on the total sample of bachelor's degree or higher respondents, the margin of sampling error is ± 4.6 percentage points at the 95% confidence level.

For results based on employee engagement of bachelor's degree or higher respondents, the margin of sampling error is ± 5.0 percentage points at the 95% confidence level.

AAU Public:

For results based on the total sample of bachelor's degree or higher respondents, the margin of sampling error is ± 5.2 percentage points at the 95% confidence level.

For results based on employee engagement of bachelor's degree or higher respondents, the margin of sampling error is ± 5.7 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

About the University of Virginia

THE UNIVERSITY OF VIRGINIA IS a public institution of higher learning founded by Thomas Jefferson and guided by his founding vision of discovery and innovation and the development of the full potential of talented students from all walks of life. The University serves the Commonwealth of Virginia, the nation and the world by developing responsible citizen leaders and professionals, advancing, preserving and disseminating knowledge, and providing world-class patient care. Considered one of the nation's greatest and most iconic public universities, UVA continues to break traditional boundaries, advance knowledge and further the "illimitable freedom of the human mind."

About Gallup

GALLUP DELIVERS ANALYTICS AND ADVICE to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in 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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