



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

The 2014 Gallup-Purdue Index Report

UNIVERSITY OF VIRGINIA

GALLUP®



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INTRODUCTION

For years, the value of a college degree has been evaluated using outcomes that are most straightforward 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 merit, they do not sufficiently encompass the missions of higher education institutions, and they do not comprehensively reflect the myriad reasons why students go to college.

Together, Gallup and Purdue University 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 the college experience and whether college graduates have great jobs and great lives. The index consists of three components: workplace engagement, well-being and alumni attachment.

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're 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. 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 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. An important role of higher education is to improve the probability of graduates finding engaging work, a central expectation of students and their families.

GREAT LIVES: WELL-BEING

Well-being is not only about being happy or financially stable, 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. 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 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 a great 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 greater gains in the workplace and in well-being.



EXECUTIVE SUMMARY

Results from the University of Virginia (U.Va.) alumni outcome study offer evidence that U.Va. alumni outpace their peers in employment, engagement at work, well-being and attachment to their alma mater. This study offers insight into how and how well the university fulfills its mission to prepare students for life after college as “responsible citizen leaders and professionals.”

Eighty-five percent of U.Va. alumni are in the workforce, a higher percentage than their peers nationally or among alumni from institutions in the Association of American Universities (AAU). In addition, more female graduates (64%) are employed full time for an employer than female college graduates nationally (52%) or female AAU alumni (54%).

Among the most recent graduates — those who received their bachelor’s degree from U.Va. from 2002 to 2014 — 90% are in the workforce, and 78% are employed full time by an employer. But simply having a job is not enough — engaged workers are the lifeblood of organizations. They are more loyal, more productive and more profitable than those who are not engaged or who are actively disengaged. Forty-seven percent of employed U.Va. alumni are engaged in their work, compared with 42% of AAU alumni. Further, 43% of U.Va. graduates strongly agree that they are deeply interested in their work.¹

Ninety percent of U.Va. graduates are thriving in one or more elements of well-being. In each element of well-being, U.Va. alumni are more likely to be thriving than alumni nationally and AAU alumni. In four of the five elements — purpose, social, community and financial — more than half of U.Va. graduates are thriving. Similar to the pattern of well-being seen nationally, each successive generation

of U.Va. alumni thrives at higher levels in all five elements of well-being.

Forty-one percent of U.Va. alumni strongly agree that the university prepared them well for life after college, outpacing their national (29%) and AAU (30%) peers. More than half of U.Va. graduates reflect that their time at the university contributed “a lot” to their personal development in terms of their integrity and maturity.

Nearly one-third (31%) of U.Va. graduates are emotionally attached to their alma mater, compared with approximately one-fifth of college graduates nationally and AAU alumni. Engagement during the undergraduate experience is also high among these graduates. Twenty-nine percent of U.Va. alumni strongly agree that they were extremely active in extracurricular activities, compared with 17% of alumni who obtained their bachelor’s degree from public AAU institutions. U.Va. graduates also report at a higher rate than AAU alumni (67% vs. 61%) that they had a professor who made them excited about learning.

U.Va. alumni (23%) trail alumni from other AAU institutions (29%), however, in the percentage who strongly agree that they participated in an internship or job that allowed them to apply what they were learning in the classroom. The University of Virginia has implemented a new strategic plan that promotes internships, among other high-impact educational experiences.

¹ Respondents were asked to report their level of agreement with this statement on a 1 to 5 scale where 1 represented strongly disagree and 5 represented strongly agree.



GREAT JOBS:

WORKPLACE ENGAGEMENT

As stated in its mission, the university serves “the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals ...” This mission statement encompasses the aspiration that U.Va. graduates will enthusiastically engage their communities through their professional and personal pursuits. U.Va. graduates' high rates of employment, while important, reveal only a part of their lives, as those numbers do not necessarily predict employee satisfaction, retention and productivity. According to Gallup studies, workplace engagement matters — an engaging workplace increases the odds of greater well-being for employees.

EMPLOYMENT

Eighty-five percent of U.Va. graduates are in the workforce, a higher percentage than college graduates nationally or among AAU alumni. Furthermore, a larger percentage of U.Va. alumni are employed full time by an employer (66%) than are graduates nationally (58%) or alumni from AAU institutions (59%). The percentage of U.Va. alumni who are self-employed full time parallels that of all other relevant comparison groups.

Participation in the workforce differs by the decade in which alumni graduated from the university. U.Va. graduates who were invited to take the survey represent 65 graduating classes between 1950 and 2014 and four major generations: Silent Generation (graduated 1950-1967), baby boomers (graduated 1968-1986), Generation X (graduated 1987-2002) and millennials (graduated 2002-2014). Approximately 90% of alumni in the millennial and Generation X generations are in the workforce. The

ALUMNI EMPLOYMENT (Generation)	ALUMNI OVERALL	MILLENNIALS	GENERATION X	BABY BOOMERS	SILENT GENERATION
Employed Full Time (Employer)	66%	78%	71%	56%	14%
Employed Full Time (Self)	6%	2%	6%	10%	7%
Employed Part Time, Do Not Want Full Time	10%	5%	10%	14%	24%
Unemployed	1%	2%	1%	1%	0%
Employed Part Time, Want Full Time	3%	5%	3%	3%	2%
Not in Workforce	14%	10%	9%	16%	53%

UNIVERSITY OF VIRGINIA ALUMNI WORKPLACE
FULFILLMENT
BY GENERATION

	ALUMNI OVERALL	MILLENNIALS	GENERATION X	BABY BOOMERS	SILENT GENERATION
My job gives me the opportunity to do work that interests me.	44%	40%	45%	51%	70%
I am deeply interested in the work that I do.	43%	37%	44%	51%	64%
I have the ideal job for me.	27%	20%	29%	34%	64%

percentage of employed graduates declines as alumni approach and enter retirement, with 83% of baby boomers and 47% of the Silent Generation in the workforce. Across all generations, 14% of U.Va. graduates are not in the workforce. In comparison, 18% of graduates nationally and from AAU institutions are not in the workforce.

Sixty-four percent of female U.Va. alumni are employed full time by an employer — substantially higher than the rate of full-time employment for females nationally (52%) or among AAU institutions (54%). While a larger percentage of male U.Va. alumni are employed full time for an employer than male college graduates nationally and AAU alumni (68% vs. 64% and 65%, respectively), the difference between the percentages of female and male U.Va. graduates employed is smaller than that for female and male graduates nationally or among AAU alumni (four percentage points vs. 11-12 percentage-point difference).

Ten percent of U.Va. graduates are employed part time and do not want full-time employment. These figures are comparable to graduates nationally and to AAU graduates

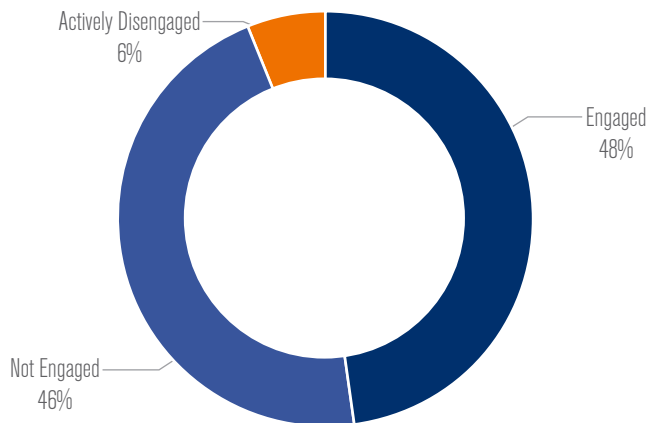
(11%). Twelve percent of all female alumni are employed part time and do not want full-time employment, nearly twice as high as male graduates (7%). These data are comparable to the national rate for female and male college graduates who are employed part time and do not want full-time employment.

Examination by generation reveals that members of the baby boomer and Silent Generation are the most likely to be employed part time and not want full-time employment (14% and 24%, respectively), which may be at least in part attributable to their age.

Only 39% of college graduates nationally who are employed full time by an employer are engaged in the workplace; almost half (49%) are not engaged, and 12% are actively disengaged. U.Va. alumni outperform their peers nationally on this critical metric. Nearly half (48%) of all U.Va. alumni who are employed full time for an employer are engaged in their jobs. Forty-six percent of alumni are not engaged, and 6% are actively disengaged — half the national average. U.Va. alumni are also more likely than alumni who attended

(GENDER AND INSTITUTION TYPE)	EMPLOYED FULL TIME (EMPLOYER)	EMPLOYED FULL TIME (SELF)	EMPLOYED PART TIME, DO NOT WANT FULL TIME	UNEMPLOYED	EMPLOYED PART TIME, WANT FULL TIME	NOT IN WORK FORCE
Alumni Overall	66%	6%	10%	1%	3%	14%
Men	68%	8%	7%	1%	3%	13%
Women	64%	3%	12%	2%	4%	15%
University of Virginia	66%	6%	10%	1%	3%	14%
Gallup-Purdue Index National Average	58%	5%	11%	3%	5%	18%
Association of American Universities (AAU)	59%	6%	11%	3%	4%	18%
Association of American Universities (Public Colleges)	59%	5	10%	3%	4%	18%

UNIVERSITY OF VIRGINIA ALUMNI ENGAGEMENT



another AAU institution or a public AAU institution to be engaged in their work (48% vs. 42% and 44%, respectively).

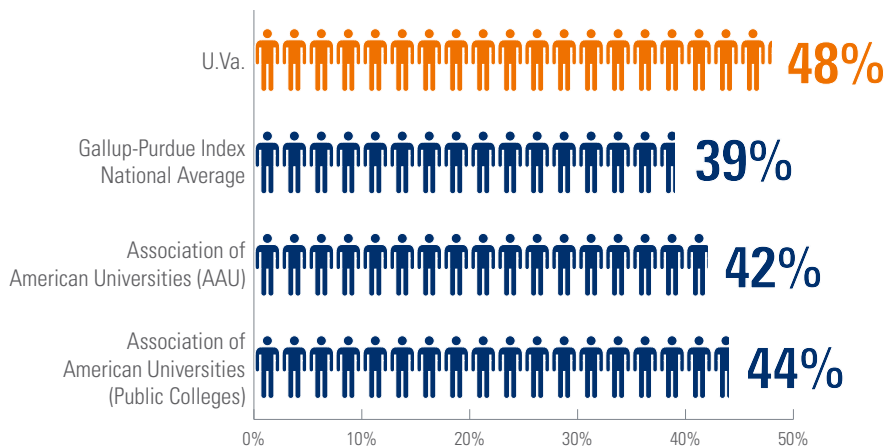
Male and female U.Va. alumni are equally likely to be engaged in their workplaces (47% and 49%, respectively). Nationally, female college graduates have higher rates of workplace engagement than male graduates (41% vs. 36%).

In addition to measures of overall workplace engagement, Gallup further assesses graduates' fulfillment in the workplace through their level of agreement with three items:

- My job gives me the opportunity to do work that interests me.
- I am deeply interested in the work that I do.
- I have the ideal job for me.

Forty-four percent of U.Va. alumni strongly agree that their job gives them the opportunity to do work that interests them, 43% strongly agree that they are deeply interested in the work that they do and 27% strongly agree that they have the ideal job for them. Generationally, millennials are less likely than the Silent Generation to strongly agree that they are deeply interested in their work (37% vs. 64%). Most likely, with longer tenures in the workforce, these older alumni have identified careers and jobs that more deeply interest them.

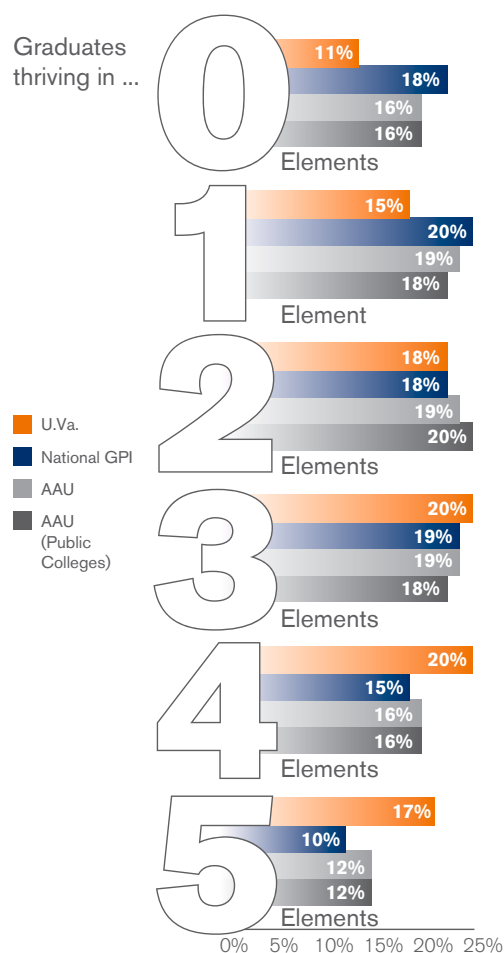
UNIVERSITY OF VIRGINIA ALUMNI ENGAGEMENT





GREAT LIVES WELL-BEING






U.Va. graduates are more likely to thrive in all five elements of well-being than are alumni from comparison institutions. Approximately one in six U.Va. graduates (17%) are thriving in all five elements, higher than the one in eight alumni from AAU or public AAU institutions or the one in 10 graduates nationally.



Nearly eight in 10 (78%) employed U.Va. alumni who are thriving in all five elements are engaged in their jobs. In contrast, of those U.Va. alumni who are only thriving in a single element of well-being, 29% are engaged at work.

Previous Gallup research indicates that those graduates with higher amounts of student loan debt are less likely to be thriving in all areas of their well-being. This pattern holds for U.Va. alumni as well. Only 14% of U.Va. alumni who report they borrowed \$50,000 or more to obtain their undergraduate degree from the university are thriving in all five elements of their well-being, compared with 18% of those who did not take out any student loans to obtain their degree.

For any of the five elements of well-being individually, U.Va. alumni are more likely to be thriving than are their peers from AAU and public AAU institutions. Sixty percent of U.Va. alumni are thriving in social well-being, and 59% are thriving in purpose well-being. Fifty-four percent are thriving in financial and community well-being. Female U.Va. alumni are more likely to thrive in social well-being (62%) than are men (59%). Eleven percent of U.Va. graduates are not thriving in any element of well-being, compared with 16% of alumni from AAU or public AAU institutions and 18% of graduates nationally.

	UNIVERSITY OF VIRGINIA	GALLUP-PURDUE INDEX NATIONAL AVERAGE	ASSOCIATION OF AMERICAN UNIVERSITIES (AAU)	ASSOCIATION OF AMERICAN UNIVERSITIES (PUBLIC COLLEGES)
 PURPOSE WELL-BEING	59%	52%	53%	53%
 SOCIAL WELL-BEING	60%	49%	49%	50%
 FINANCIAL WELL-BEING	54%	42%	47%	46%
 COMMUNITY WELL-BEING	54%	46%	49%	49%
 PHYSICAL WELL-BEING	44%	35%	36%	37%

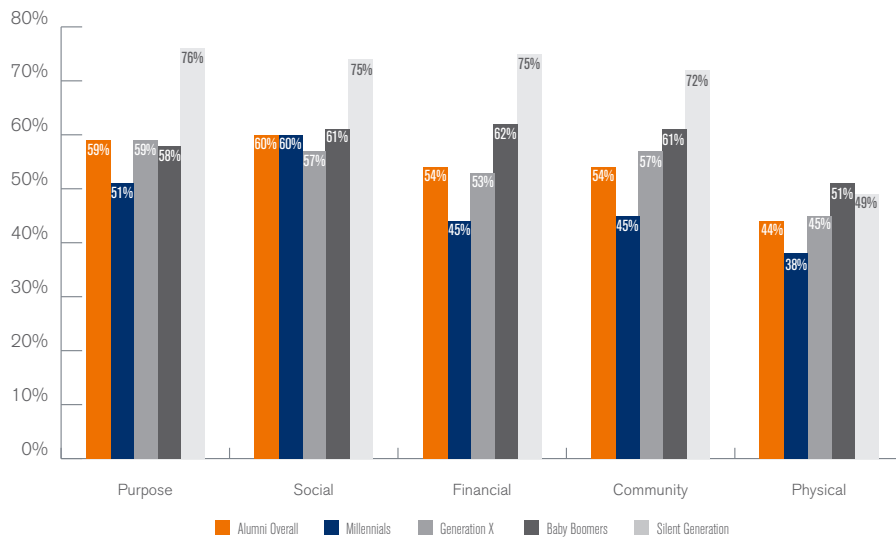
In four of the five elements of well-being, alumni from the Silent Generation outpace the millennial, Generation X and baby boomer generations. Alumni from the millennial generation have the lowest percentage of graduates thriving

in four of five elements of well-being, except in social well-being. This is consistent with the pattern of well-being nationally, as well-being increases slightly with age.

WELL-BEING ELEMENTS

THRIVING IN	ALUMNI OVERALL	MILLENNIALS	GENERATION X	BABY BOOMERS	SILENT GENERATION
Zero Elements	11%	14%	11%	8%	4%
One Element	15%	19%	14%	12%	8%
Two Elements	18%	19%	18%	15%	13%
Three Elements	20%	21%	21%	19%	17%
Four Elements	20%	16%	20%	23%	30%
Five Elements	17%	11%	16%	23%	28%

UNIVERSITY OF VIRGINIA ALUMNI WELL-BEING BY ELEMENT



Generation X alumni are less likely than Silent Generation alumni to be thriving in their social well-being (57% vs. 75%). Less than half (45%) of millennials are thriving in financial well-being, compared with 62% of baby boomers.

U.Va. alumni, like their national counterparts, are least likely to be thriving in physical well-being when compared with all other elements. Only 44% of U.Va. graduates are thriving in their physical well-being. Despite this pattern, U.Va. graduates outpace their peers in physical well-being — 36% of AAU graduates and 37% of public AAU graduates are thriving in this element. Female U.Va. alumni are more likely to thrive in their physical well-being than are male alumni (46% vs. 42%).



GREAT EXPERIENCES

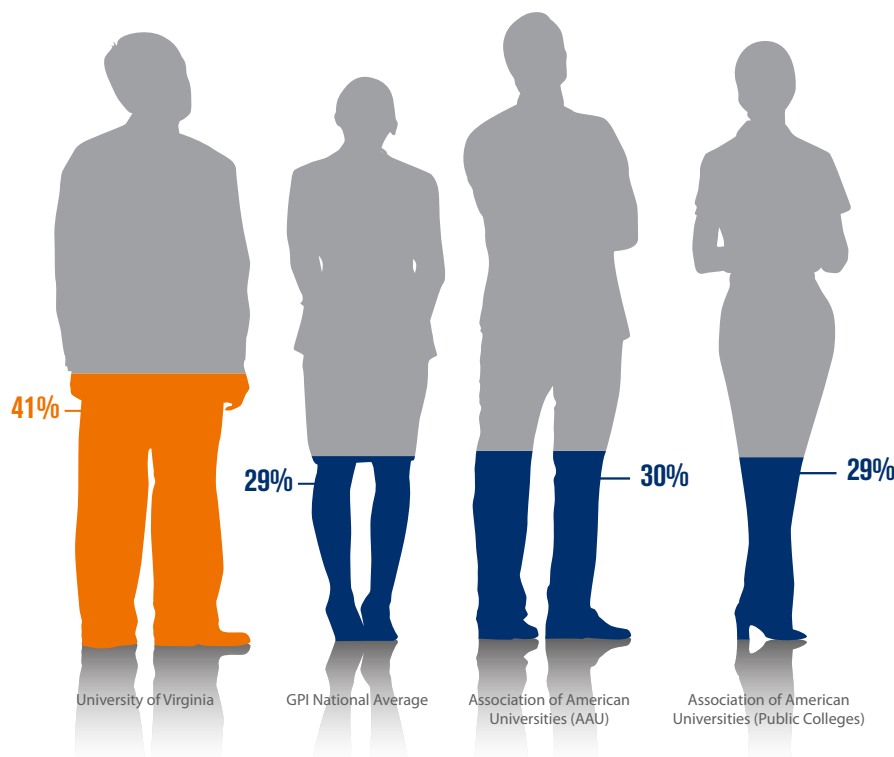
COLLEGE EXPERIENCE

The University of Virginia's mission to develop responsible citizen leaders and professionals — through academic pursuits and educational opportunities — is strongly affirmed in the percentage of alumni who feel that their university has prepared them well for success in the real world.

More than four in 10 (41%) U.Va. alumni strongly agree that the university prepared them well for life outside of college, compared with 29% of college graduates nationally. U.Va. alumni also outpace their peers in this area, with 30% of AAU graduates and 29% of public AAU graduates strongly agreeing that their university prepared them well for life outside of college.

The Gallup-Purdue Index evaluates the relationship between these college experiences and long-term outcomes including workplace engagement, well-being and alumni attachment. Graduates who strongly agree they had the following six experiences in college perform markedly better on every measure of long-term success when compared with graduates who missed the mark on these experiences:

MY UNIVERSITY PREPARED ME WELL FOR LIFE AFTER COLLEGE



1. A professor who made them excited about learning
2. Professors who cared about them as a person
3. A mentor who encouraged them to pursue their goals and dreams
4. Worked on a long-term project that took a semester or more to complete
5. Had a job or internship where they applied what they were learning in the classroom
6. Were extremely involved in extracurricular activities

U.Va.'s employed graduates are more likely to be engaged in the workplace if they had *any* of the three experiential learning experiences individually — that is, if they strongly agreed that they worked on a long-term project, had a job or internship where they could apply what they were learning in the classroom or were extremely active in extracurricular activities. Seven percent of U.Va. alumni strongly agree that they took part in all three of these experiences.

Of these three experiences, U.Va. alumni are most likely to strongly agree that they worked on a project that took a semester or more to complete (34%). This rate is similar to results from AAU institutions (30%) and public AAU institutions (28%).

Nearly three in 10 (29%) U.Va. alumni strongly agree that they were extremely active in extracurricular activities and organizations while attending U.Va., substantially higher than among graduates of AAU institutions (19%). Among U.Va. graduates who strongly agree that they were extremely active in extracurricular activities and organizations, 57% are currently engaged at work.

Of the three types of experiential learning — a project that took a semester or more to complete, participation in extracurricular activities or organizations and an applied learning internship or job — U.Va. alumni are least likely to strongly agree that they had an internship or job that allowed them to apply what they were learning in the classroom. Less than a quarter (23%) of alumni strongly agree with this statement, compared with 29% of AAU and public AAU graduates. Sixty percent of U.Va. graduates who strongly agree they had an applied learning internship or job during college are engaged in their workplace, compared with 44% of those who strongly disagree with this statement. Student access to high-impact educational experiences, including internships, is a major focus of the current U.Va. strategic plan.

The positive effects of the three experiences are cumulative: If graduates took part in all three experiences, their odds of being engaged at work nearly double. Sixty-eight percent of graduates who had all three types of deep and meaningful learning experiences are currently engaged in their work, compared with only 34% of alumni who did not have any of these experiences.

The Gallup-Purdue Index also seeks to understand the emotional support that graduates recall receiving from their school as students. If an employed graduate recalls having a professor who made them excited about learning, a professor who cared about them as a person *and* a mentor who encouraged them to pursue their goals and dreams, the graduate's odds of being engaged at work more than double. Ten percent of U.Va. alumni strongly agree they received support in all three of these areas, higher than alumni from AAU or public AAU institutions (7% and 6%, respectively).

Approximately two-thirds (67%) of U.Va. alumni strongly agree that they had a professor at U.Va. who made them excited about learning, outpacing both AAU (61%) and public AAU (60%) graduates. Twenty percent of U.Va. alumni strongly agree that their professors cared about them as a person, which is higher than the AAU (13%) and public AAU (13%) cohorts.

THE UNDERGRADUATE EXPERIENCE: SUPPORT AND EXPERIENTIAL AND DEEP LEARNING

	% STRONGLY AGREE			
	UVA	GPI	AAU	PUBLIC AAU
I had a mentor who encouraged me to pursue my goals and dreams.	18	22	17	16
I had at least one professor at U.Va. who made me excited about learning.	67	63	61	60
My professors at U.Va. cared about me as a person.	20	27	13	13
All three	10	14	7	6
I worked on a project that took a semester or more to complete.	34	32	30	28
I had an internship or job that allowed me to apply what I was learning in the classroom.	23	30	29	29
I was extremely active in extracurricular activities and organizations while attending U.Va.	29	20	19	17
All three	7	6	6	5
All six	2	3	2	4

In these three areas of support, U.Va. alumni are least likely to strongly agree that they had a mentor who encouraged them to pursue their goals and dreams while attending U.Va. (18%), similar to AAU (17%) and public AAU (16%) institutions. The U.Va. strategic plan emphasizes the importance of developing and growing mentorship programs, acknowledging the importance of mentoring as a means to provide essential advising, networking, educational opportunities and role models for U.Va. students.

Few U.Va. alumni (2%) strongly agree to having had all six experiences. This finding is similar to national averages and benchmarks, with just 2% of AAU and 4% of public AAU graduates experiencing all six elements. These experiences are related to positive long-term outcomes: Nearly 73% of U.Va. alumni who experienced all six elements of support and experiential learning are engaged in their work. This finding may suggest that through support from professors, staff and mentors and deep learning experiences, colleges may help cultivate attitudes and behaviors that prepare alumni to engage successfully in the workplace.

Alumni credit U.Va. with preparing them well for life after college (41%). More than half of U.Va. alumni report that U.Va. contributed “a lot” to their development of integrity (54%) and maturity (51%). Likewise, more than 40% report that the university contributed “a lot” to their development of self-understanding, judgment and leadership. The three

WHILE AT THE UNIVERSITY OF VIRGINIA, I TOOK ADVANTAGE OF OPPORTUNITIES TO DEVELOP MY LEADERSHIP SKILLS THROUGH INVOLVEMENT IN:

Academic/Professional Organizations	22%
Social Groups	21%
Group Projects	14%
Paid Work	14%
Service Organizations	12%
Intra-mural and Club Sports	10%
Religious/Spiritual Groups	7%
Creative/Performing Arts Groups	6%
Ethnic/Cultural Groups	5%
Publication/Media Groups	5%
Residence Life	5%
Honor/Judiciary Groups	4%
Student Government	4%
Honor Society Groups (Golden Key, Omicron Delta Kappa, etc.)	3%
Political/Advocacy Groups	3%

most commonly cited venues for developing leadership skills were academic/professional organizations, social groups and work on group projects. Student self-governance and the student-run honor system are core institutions at U.Va. Through self-governance, the university seeks to promote opportunities to demonstrate integrity, judgment and leadership.

My experience at the University of Virginia contributed a lot to my:

54% Integrity

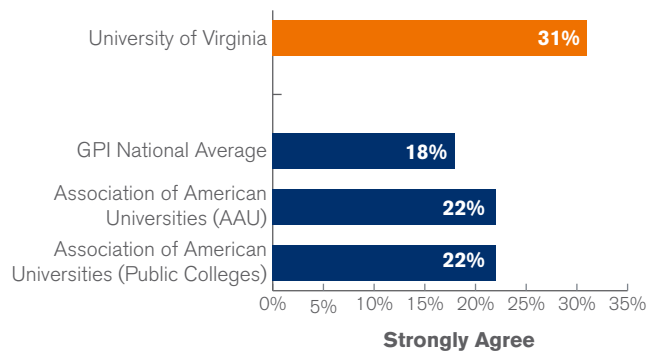
51% Maturity

44% Understanding
WHO I AM

41% Judgment

41% Leadership

ALUMNI ATTACHMENT

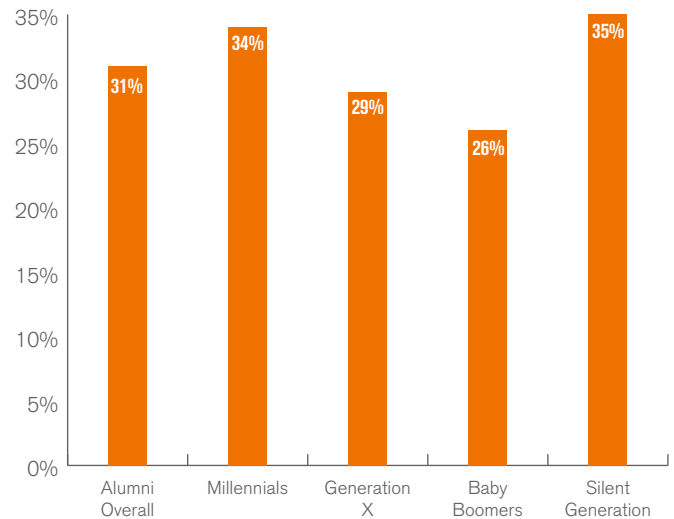


ALUMNI ATTACHMENT

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

Nearly one-third (31%) of U.Va. alumni are emotionally attached to the university, compared with 22% of both AAU and public AAU graduates. Only 6% of U.Va. alumni are emotionally unattached to their alma mater, less than the 8% of both AAU and public AAU graduates who are unattached. Alumni attachment at U.Va. is highest among the newest graduates — millennials (34%) — and oldest graduates — Silent Generation graduates (35%), while

ALUMNI ATTACHMENT

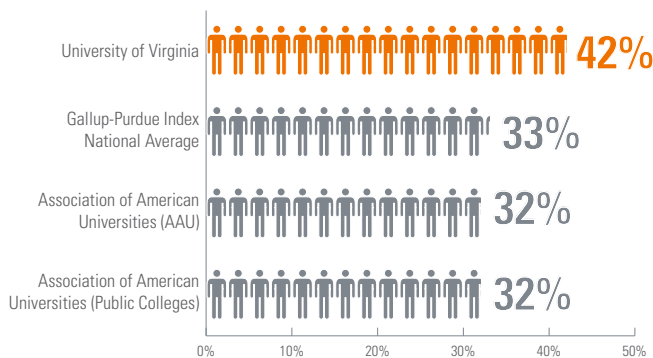


% Alumni Attachment by U.Va. Grad Group

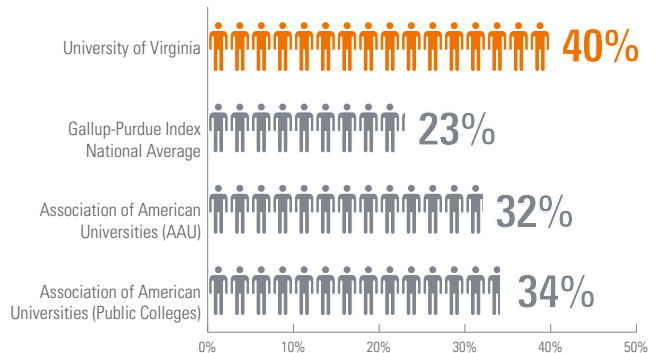
graduates of the baby boomer generation (26%) are the least likely to be emotionally attached to U.Va.

Forty-two percent of U.Va. alumni strongly agree that U.Va. was the perfect school for people like them, compared with 32% of graduates from AAU and public AAU institutions. Similarly, higher percentages of U.Va. alumni also strongly agree that they cannot imagine a world without the university than AAU and public AAU graduates (40% vs. 32% and 34%, respectively).

UVA WAS THE PERFECT SCHOOL FOR PEOPLE LIKE ME



I CAN'T IMAGINE A WORLD WITHOUT THE UNIVERSITY OF VIRGINIA



FINAL THOUGHTS

U.Va. alumni are more likely than their peers to be employed, engaged in their work, thriving in each of the five areas of well-being and attached to their alma mater. They are also more likely than alumni from their peer comparison schools 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, U.Va. alumni who were emotionally supported during college and who had experiential learning are much more likely to be engaged in their work and thriving in their well-being later in life. Although U.Va. alumni are more likely than their AAU and public AAU counterparts to experience five of these six key experiences, they are less likely to say they had a job or internship where they applied what they were learning. Improving each of these experiences will serve U.Va. and its graduates well in the future, with the most room for improvement on applied work and internship opportunities. In addition to the various Gallup measures, a majority of graduates credit their experience at U.Va. with their personal growth in integrity, maturity, judgment, self-understanding and leadership. 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, as measured by the positive reports of U.Va. alumni in this study.

METHODS

Results for the University of Virginia study are based on Web surveys conducted Oct. 7-28, 2014, with a sample of 8,102 alumni. The sample of alumni email addresses was provided by the 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, 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, 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, with access to the Internet were invited to take the Gallup-Purdue Index survey online. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 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 contact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted via the Web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor's degree or higher population.

All reported margins of sampling error for the Gallup-Purdue Index of all college graduates include the computed design effects for weighting.

For results based on the total sample of those with a bachelor's degree or higher who received their bachelor's degree between 1950 and 2014, the margin of sampling error is ± 0.9 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree or higher who received their bachelor's degree between 1950 and 2014, the margin of sampling error is ± 1.0 percentage points at the 95% confidence level.

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

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



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. Gallup works with leaders and organizations to achieve breakthroughs in customer engagement, employee engagement, organizational culture and identity, leadership development, talent-based assessments, entrepreneurship and well-being. Gallup's 2,000 professionals include noted scientists, renowned subject-matter experts and bestselling authors who work in a range of industries, including banking, finance, healthcare, consumer goods, automotive, real estate, hospitality, education, government and business-to-business.

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.

The background image shows a university campus in autumn. In the foreground, there's a black lamp post on the left and a wooden bench. A large, wide set of stone steps leads up to a red brick building with white architectural details. The sky is blue with some clouds, and the trees have yellow and orange leaves. A large, faint watermark of the word 'UNIVERSITY' is visible across the center of the image.

ABOUT THE UNIVERSITY OF VIRGINIA

The University of Virginia is distinctive among institutions of higher education. Founded by Thomas Jefferson in 1819, the University sustains the ideal of developing, through education, leaders who are well-prepared to help shape the future of the nation and the world. The University is public, while nourished by the strong support of its alumni. It is also selective; the students who come here have been chosen because they show the exceptional promise Jefferson envisioned.

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