

GALLUP®

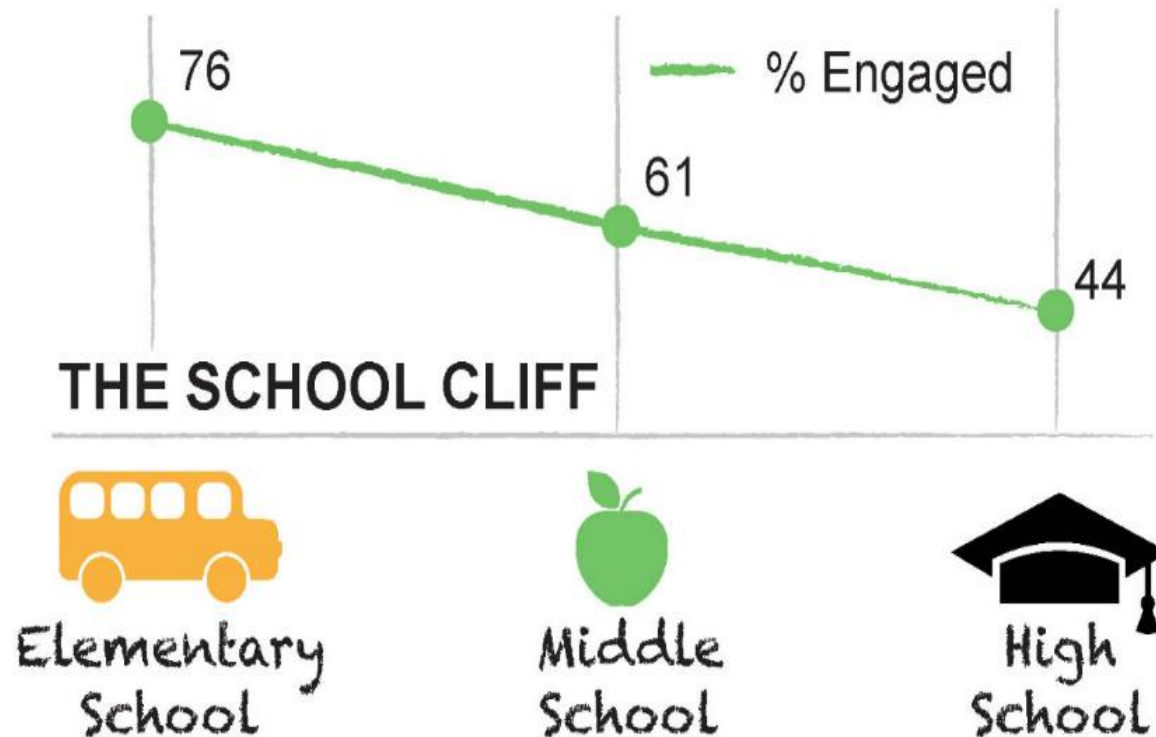
We are aiming at the **WRONG TARGETS** and  
constantly focused on the **PROBLEM**:

SAT Scores  
Grade Point Averages  
Graduation Rates  
Gainful Employment



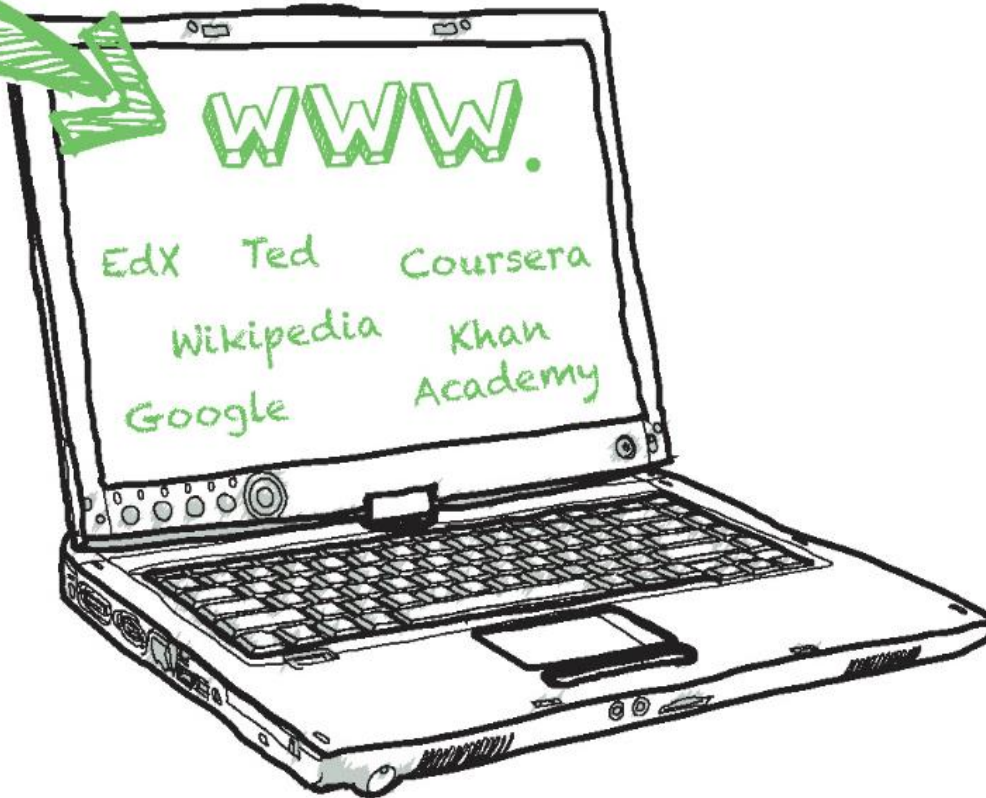
Meanwhile, our students get **LESS ENGAGED** each year they are in school.

*The Gallup Student Poll*



And our students **CAN'T COMPETE** on  
knowledge anymore.

FREE KNOWLEDGE!



# CURRENT MEASURES OF EDUCATIONAL OUTCOMES = CLASSIC ECONOMICS

## INPUTS

- High School GPA, Rank In Class
- SAT, ACT

## OUTPUTS

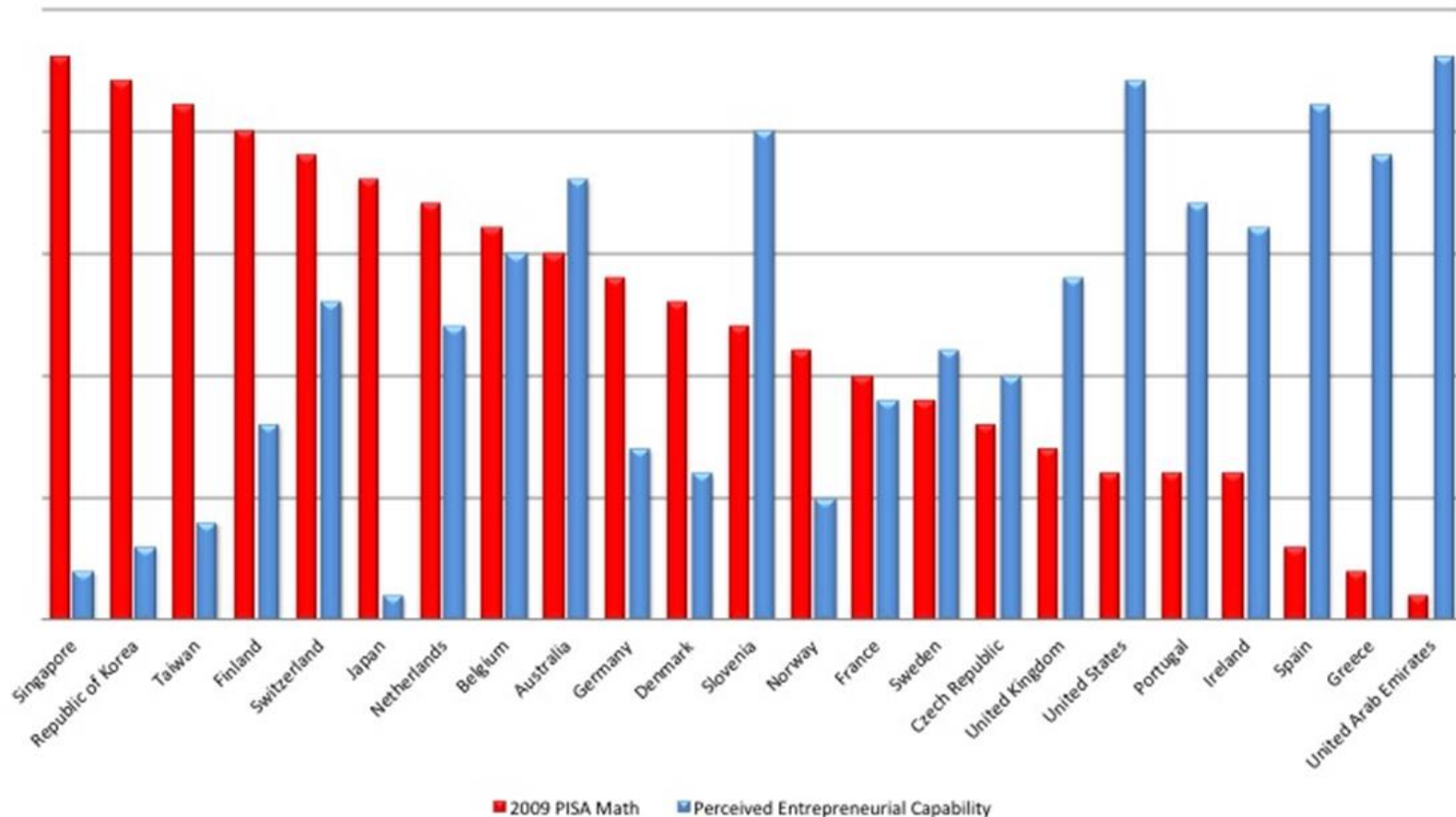
- GPA, Rank In Class
- Retention Rates, Degree Attainment
- Gainful Employment
- And maybe...
  - CLA, etc.

**Hope is a stronger predictor of college success than SAT and GPA.**

# STANDARDIZED TESTS: THE DEATH OF ENTREPRENEURS?

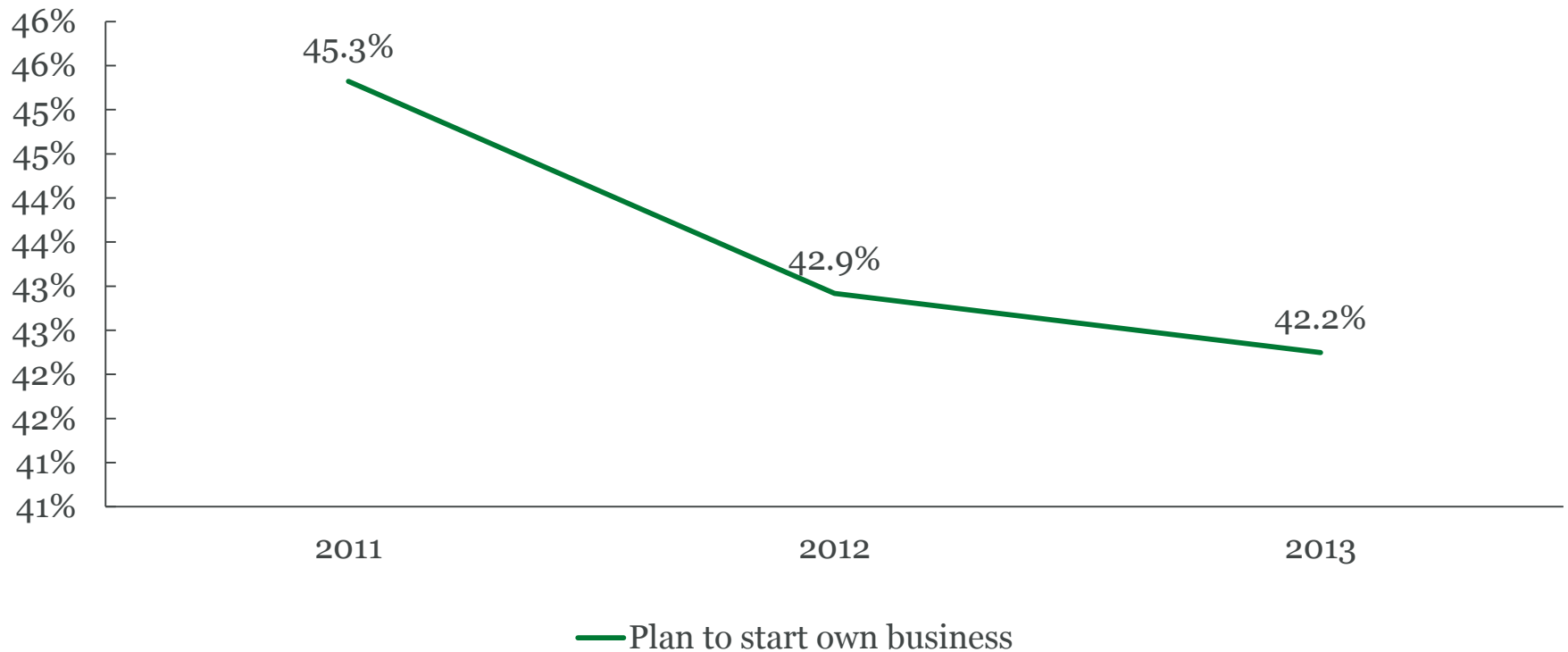
## Negative correlation between PISA and GEM scores

Ranking by PISA Math Score and Perceived Entrepreneurial Capability



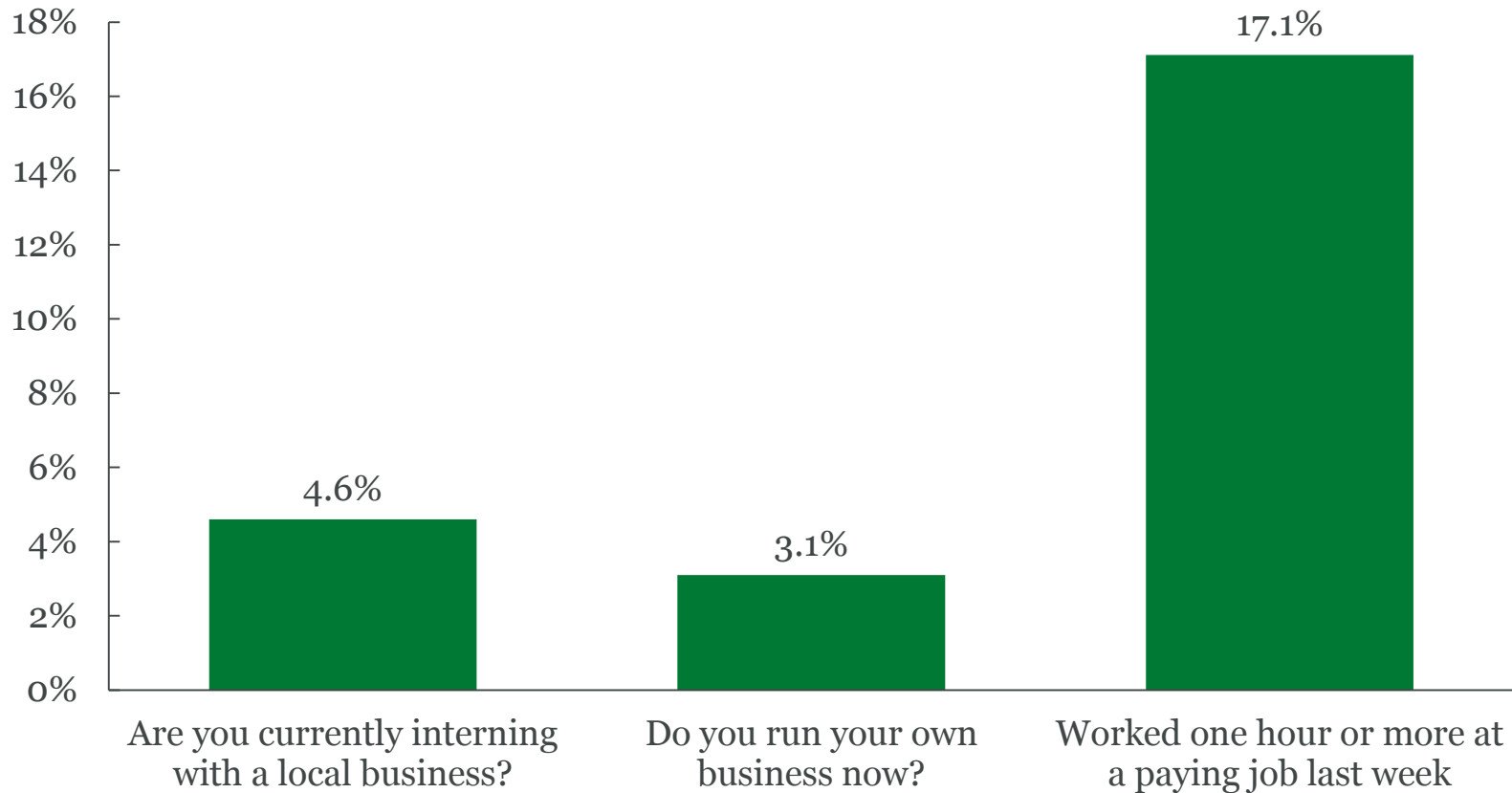
# NEARLY HALF OF YOUNG PEOPLE HAVE ENTREPRENEURIAL ASPIRATIONS

I plan to start my own business.  
Percent Agree



# FEW STUDENTS WORKING, INTERNING, OR HAVE OWN BUSINESS IN 2013

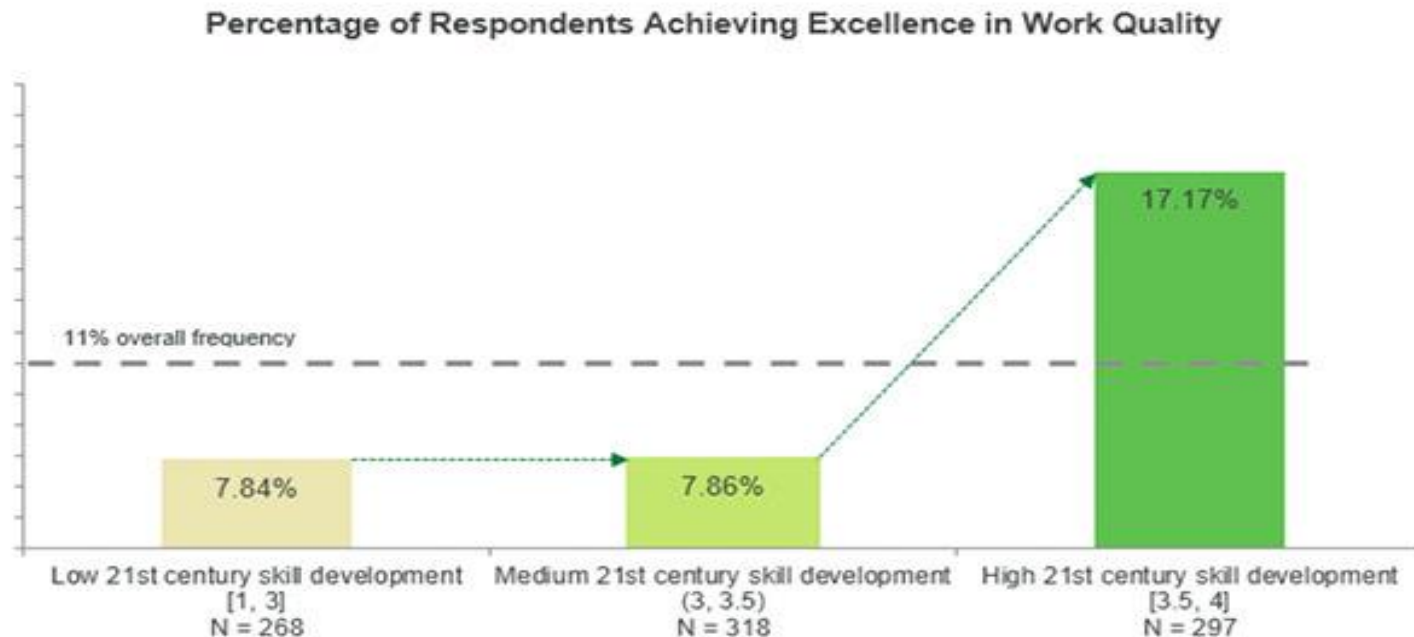
Percent yes





# WHAT WORKS IN SCHOOL IS REAL WORK

- 21<sup>ST</sup> century skills predict work success
  - “Worked on a long-term project that took several classes to complete” (28% HS vs. 50% college)
  - “Used what you were learning about to develop solutions to real-world problems in your community or in the world” (22% vs. 27%)

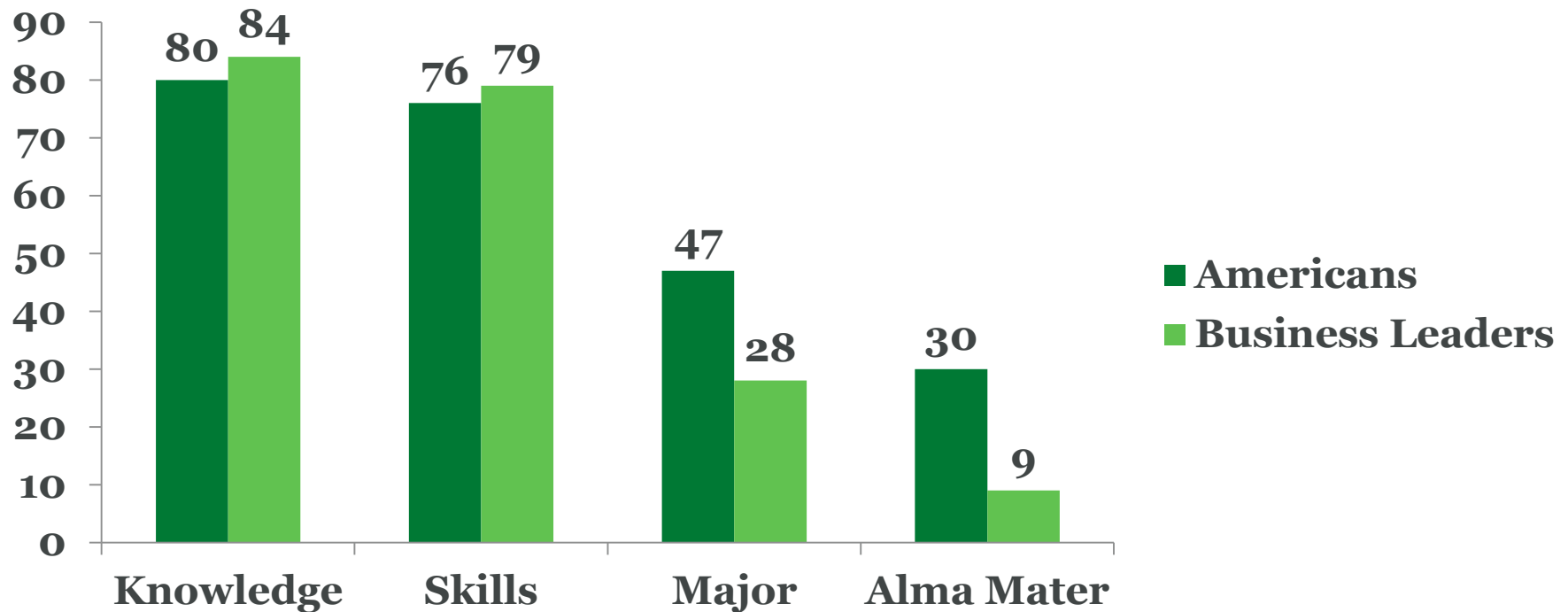


# 21<sup>ST</sup> CENTURY SKILLS

- 59% agreed or strongly agreed they developed most of the skills they use in their current job outside the classroom
- Teacher support positively correlated with 21<sup>st</sup> century skill exposure
  - ‘Teachers cared about my problems and feelings’
    - 23% of high school grads vs. 16% of college grads
  - ‘Teachers knew about my hopes and dreams’
    - 18% of high school grads vs. 11% of college grads

# HOW DO BUSINESS LEADERS MEASURE THE QUALITY OF GRADUATES?

Percent responding “very important”



*Please tell me if each of the following factors are very important, somewhat important, not very important, or not at all important to managers making hiring decisions for organizations.*

# The Work-Preparation Paradox



96%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work.



14%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**.



11%

of **business leaders** strongly agree **graduating students** have the skills and competencies that their businesses need.

# BUSINESS LEADERS SHORTING U.S. HIGHER ED

19%

of business leaders  
'strongly agree' the U.S. has  
the ***highest quality***  
higher education system  
in the world

# HIGHER ED AND BUSINESS COLLABORATION

13%

of business leaders  
think there is  
'a great deal' of  
collaboration  
between higher ed  
and businesses

88%

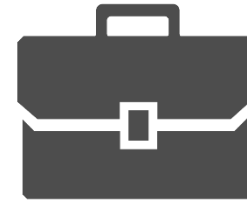
favor an  
increased level  
of collaboration

77%

say businesses  
should do more to  
increase their  
collaboration with  
higher ed  
institutions

# WHAT BUSINESS LEADERS WANT MOST

#1 ■ Internships/on-the-job  
■ experience



*In your opinion, what talent, knowledge, or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?*



# **GALLUP-PURDUE INDEX**

## **GREAT JOBS AND GREAT LIVES**



# WHAT DOES A 'GREAT LIFE' LOOK LIKE?

## Purpose

How you occupy your time; liking what you do each day

## Social

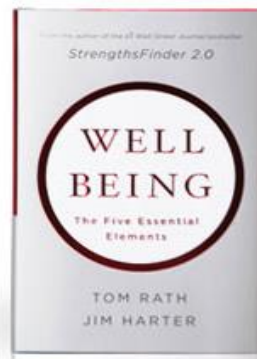
Relationships and love in your life

## Financial

Managing your economic life to reduce stress and increase security

Good health and enough energy to get things done daily

## Physical

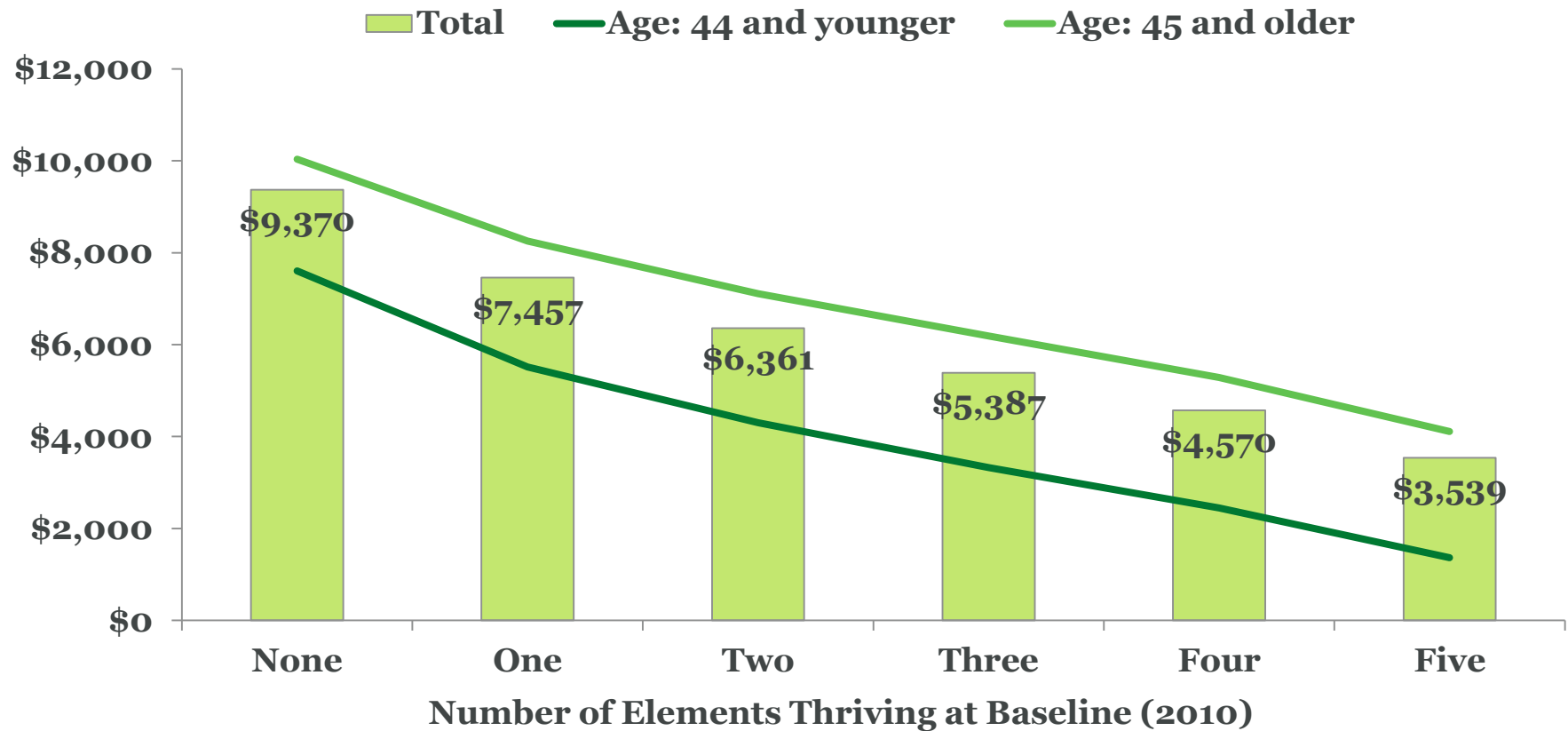


Engagement and involvement in the area where you live

## Community

# WELL-BEING MATTERS TO ORGANIZATIONS

## Annual Health-Related Cost to Employer (Disease Burden and Unhealthy Days)



Controlling for demographic differences at baseline (2010)

# WHAT DOES A 'GREAT JOB' LOOK LIKE?

Opportunities to learn and grow  
Progress in last six months

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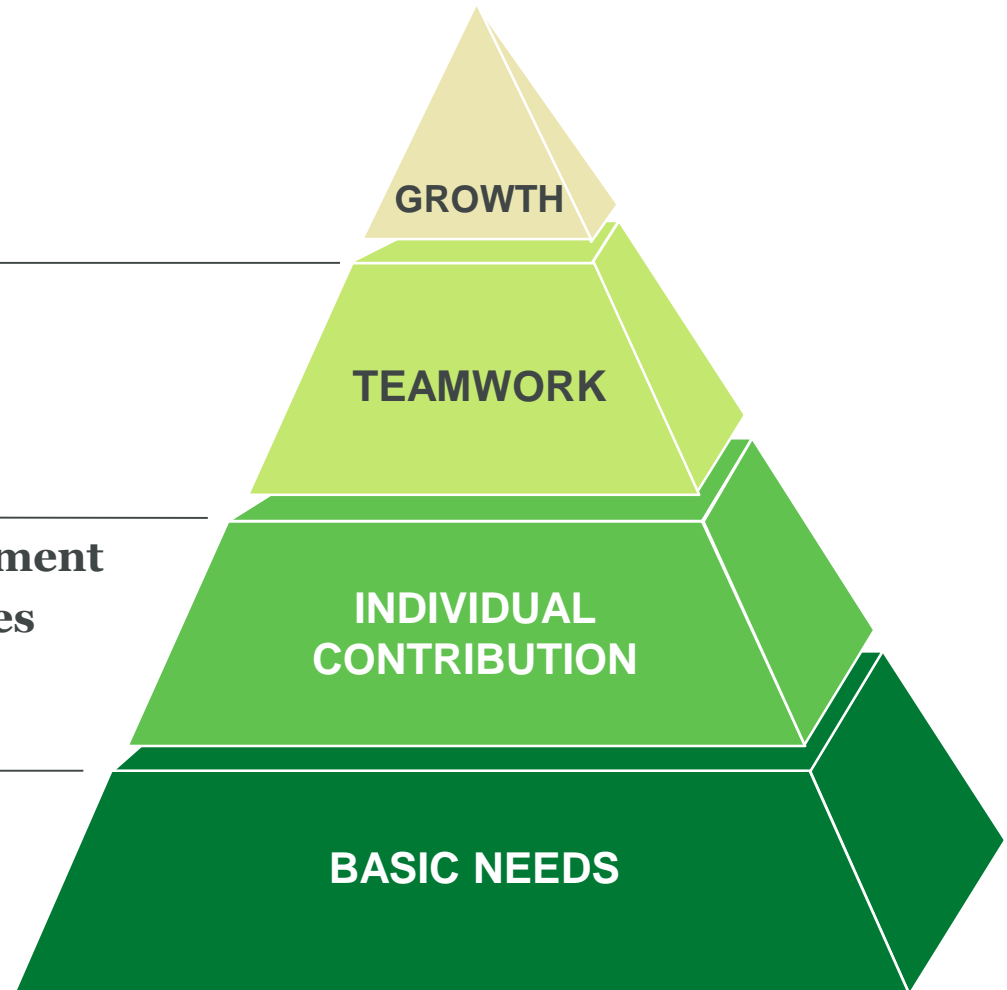
I have a best friend at work  
Coworkers committed to quality  
Mission/Purpose of company  
At work, my opinions seem to count

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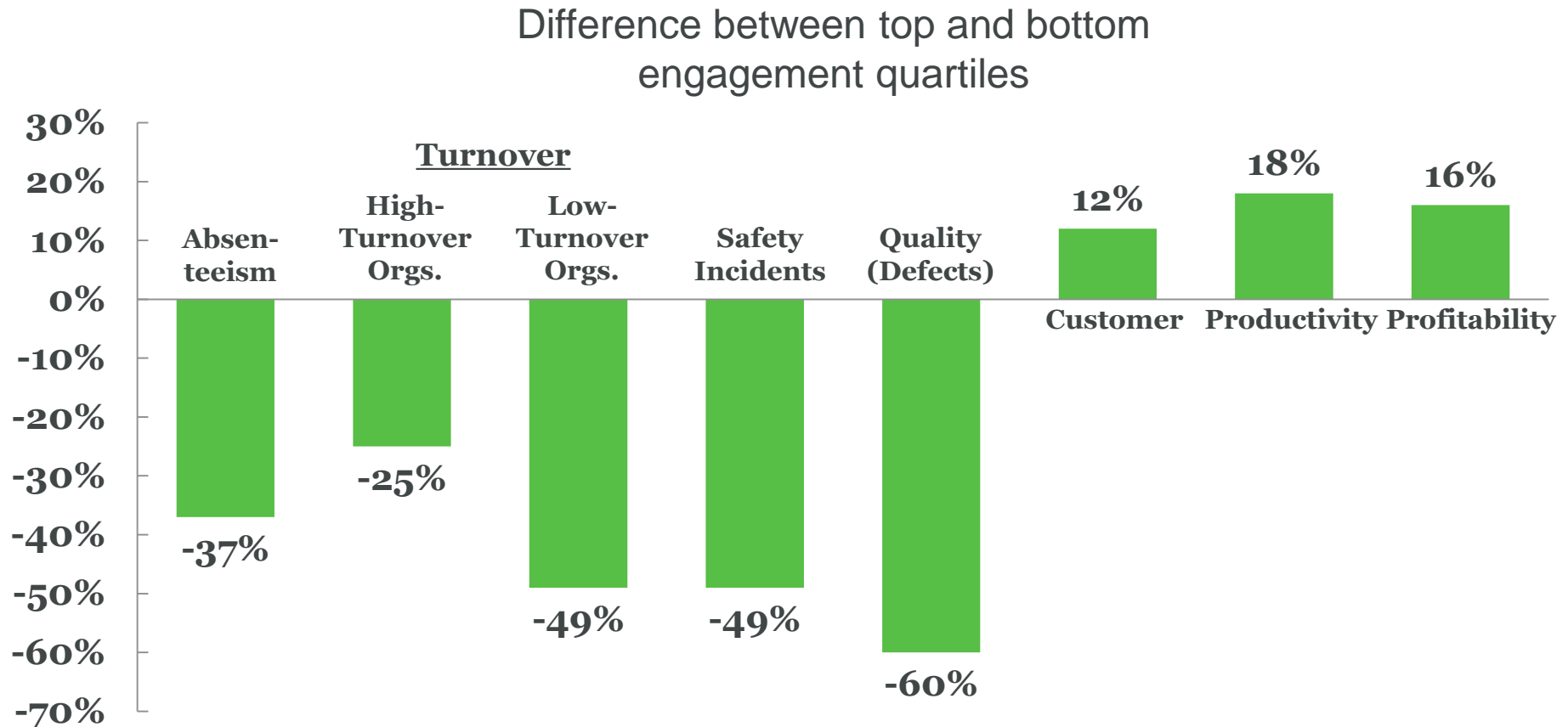
**Someone encourages my development**  
**Supervisor/Someone at work cares**  
Recognition last seven days  
**Do what I do best every day**

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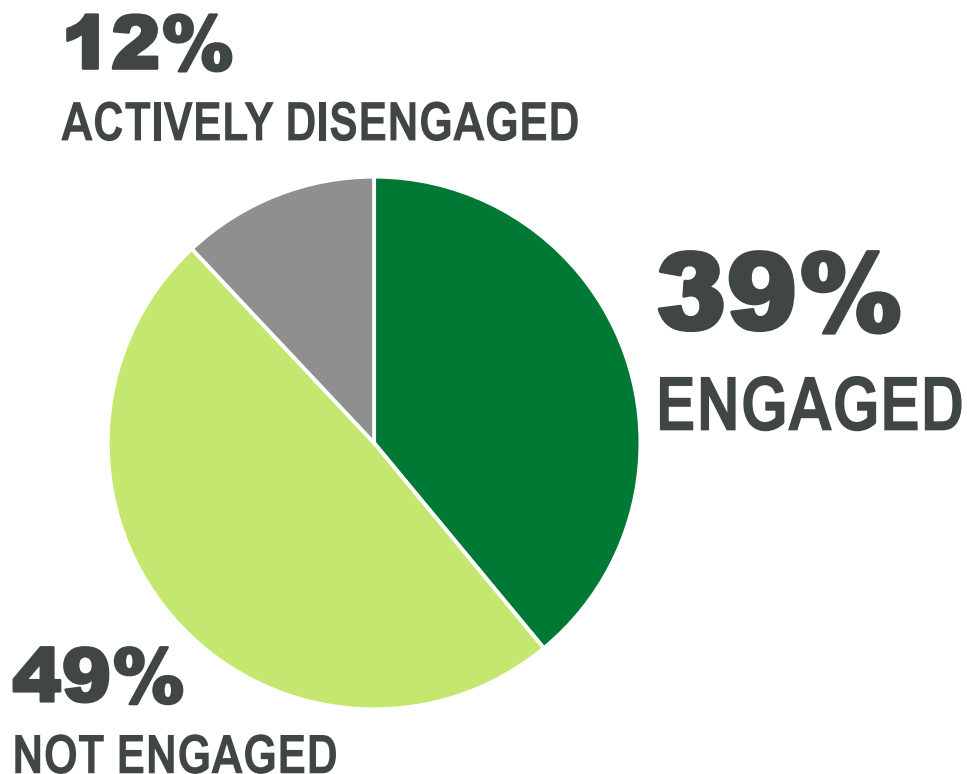
I have materials and equipment  
I know what is expected of me at work



# ENGAGEMENT MATTERS TO ORGANIZATIONS



# WORKPLACE ENGAGEMENT – GREAT JOBS



Male grads more likely to be **employed** full-time for an employer than female grads

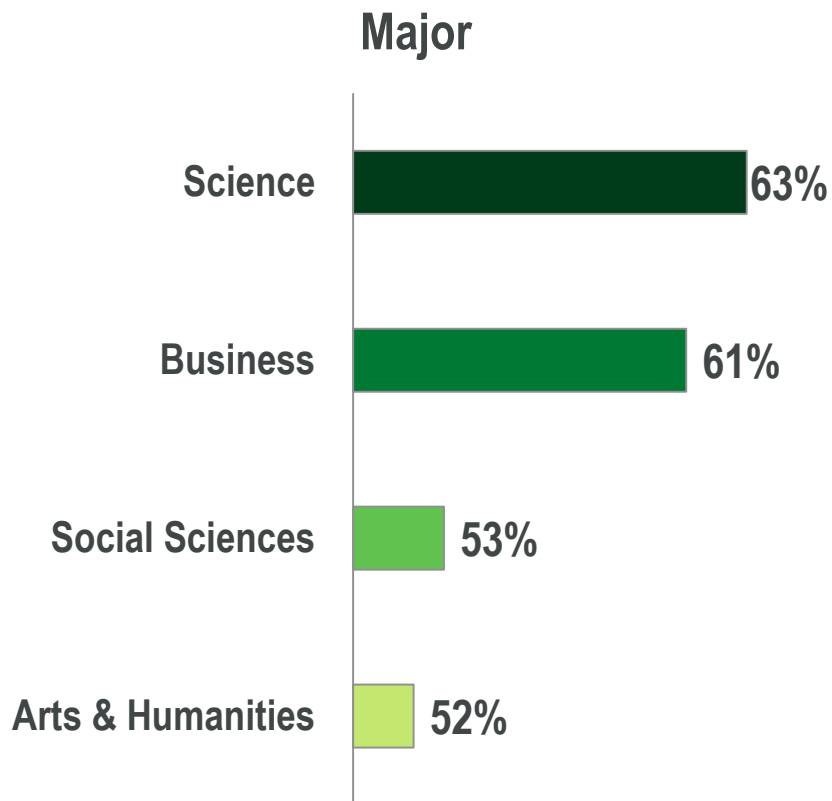
**63% vs. 52%**  
MALE FEMALE

Female grads more likely to be **engaged** in their jobs than male grads

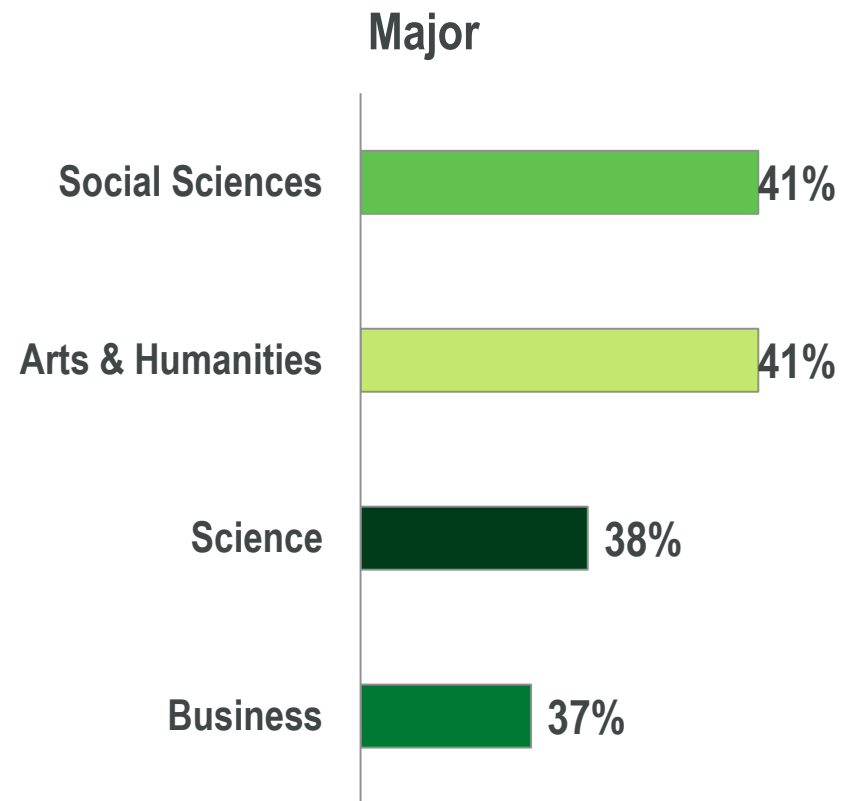
**42% vs. 36%**  
FEMALE MALE

# MAJORS ARE MINOR

## Full-time Employment



## Engagement At Work



# IT'S NOT WHERE YOU GO...

**No Difference  
in Workplace  
Engagement or  
Well-being of  
Graduates  
Between:**

Public vs. private non-profits

Highly selective institutions and rest

Top 100 ranked schools in *US News & World Report* and rest

# IT'S HOW YOU DO IT...

Graduates who were

“**emotionally supported**” during college have more than

**double** the odds of being **ENGAGED** in their work and nearly

**3x** as likely to be **THRIVING** in their well-being

- “At least one professor who made me excited about learning”
- “Professors cared about me as a person”
- “A mentor who encouraged my hopes and dreams”



# IT'S HOW YOU DO IT...

Graduates who had  
“**experiential and deep learning**” have more than

**double** the odds of being  
*ENGAGED* in their work and  
more are thriving (13% vs. 10%)

- “Long-term project taking a semester or more to complete”
- “Internship or job where applied learning”
- “Extremely involved in extra-curricular activities & organizations”