

GALLUP®



INDIANA COMMISSION for
HIGHER EDUCATION

GALLUP®



Indiana Commission for Higher Education Alumni Survey

2020 UNDERGRADUATE ALUMNI SCORECARD

Indiana College Value Index

2020 ICHE INSTITUTION RESULTS SUMMARY

VALUE AND PREPARATION			
	■ Agree (%4)	■ Strongly agree (%5)	%4 + %5
[INSTITUTION] prepared me well for life outside of college.	36%	34%	70%
My education from [INSTITUTION] was worth the cost (among 47% of Indiana alumni with loans*).	26%	48%	74%
My education from [INSTITUTION] was worth the cost (overall).	26%	55%	81%

16%

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

86%

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

WORK FULFILLMENT**			
	■ Agree (%4)	■ Strongly agree (%5)	%4 + %5
I am deeply interested in the work that I do.	29%	49%	78%
My job gives me the opportunity to do work that interests me.	29%	49%	78%
I have the ideal job for me.	31%	36%	67%

33%

Indiana alumni who strongly agree to all three work fulfillment questions

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

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



Methodology Summary

14,900

Total Indiana Undergraduate Alumni Survey Completes

Alumni across 10 Indiana institutions who received their bachelor's degree between 1950 and 2019

Gallup Alumni Survey (GAS) Core Survey

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

Survey Fielded: Jan. 6 - Apr. 20, 2020

Nonresponders received up to five email reminders.

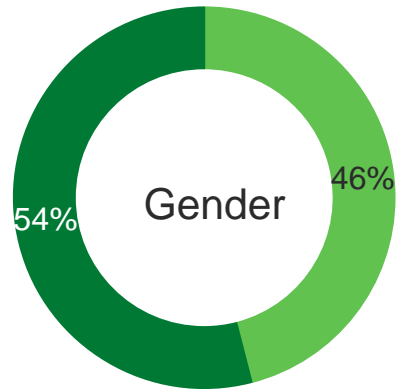
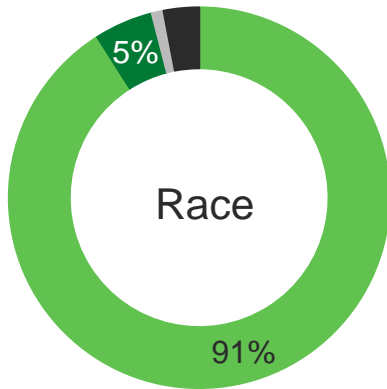
Comparison Groups Are Derived From the Gallup Alumni Survey National Database (1950-2019)

College graduates nationally: n=71,741 | GAS IN college graduates: n=2,111

Profile of Respondents

Undergraduate Alumni Who Graduated From 1950-2019

n=14,900 | Mean age=48



■ White ■ Black ■ Asian ■ Hispanic □ Other

■ Male ■ Female

First-Generation Student



■ Yes ■ No

Retired



■ Yes ■ No ■ Don't know

Total Annual Personal Income



Total Annual Household Income



■ <\$12,000 ■ \$12,000-\$35,999 □ \$36,000-\$59,999 ■ \$60,000-\$119,999
 ■ \$120,000-\$239,999 ■ \$240,000+ □ Don't know

Note: Due to rounding, percentages may sum to 100% +/-1%. Numerical values are shown when 4% or higher.



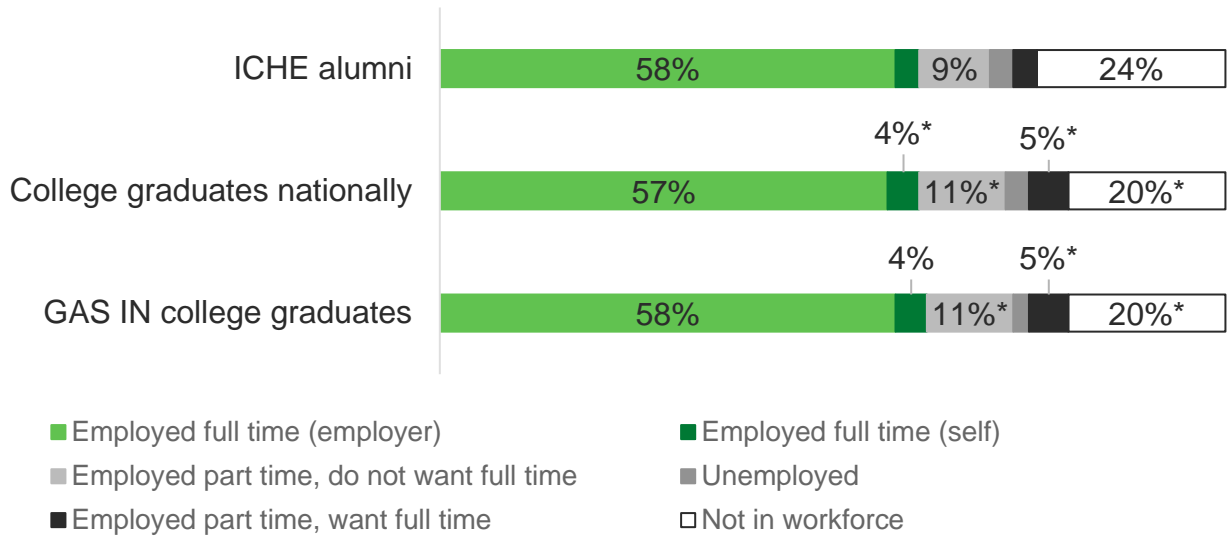


Great Jobs: Workplace Engagement

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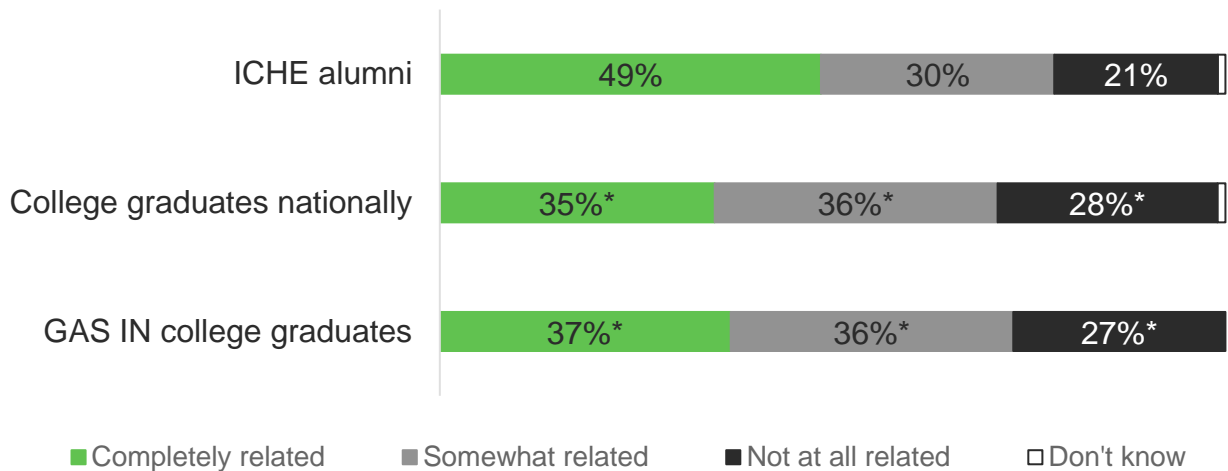
Employment Outcomes

Employment Status



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

Among employed alumni



*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level.
 Note: Due to rounding, percentages may sum to 100% +/-1%. Numerical values are shown when 4% or higher.



Employment Outcomes

16%

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

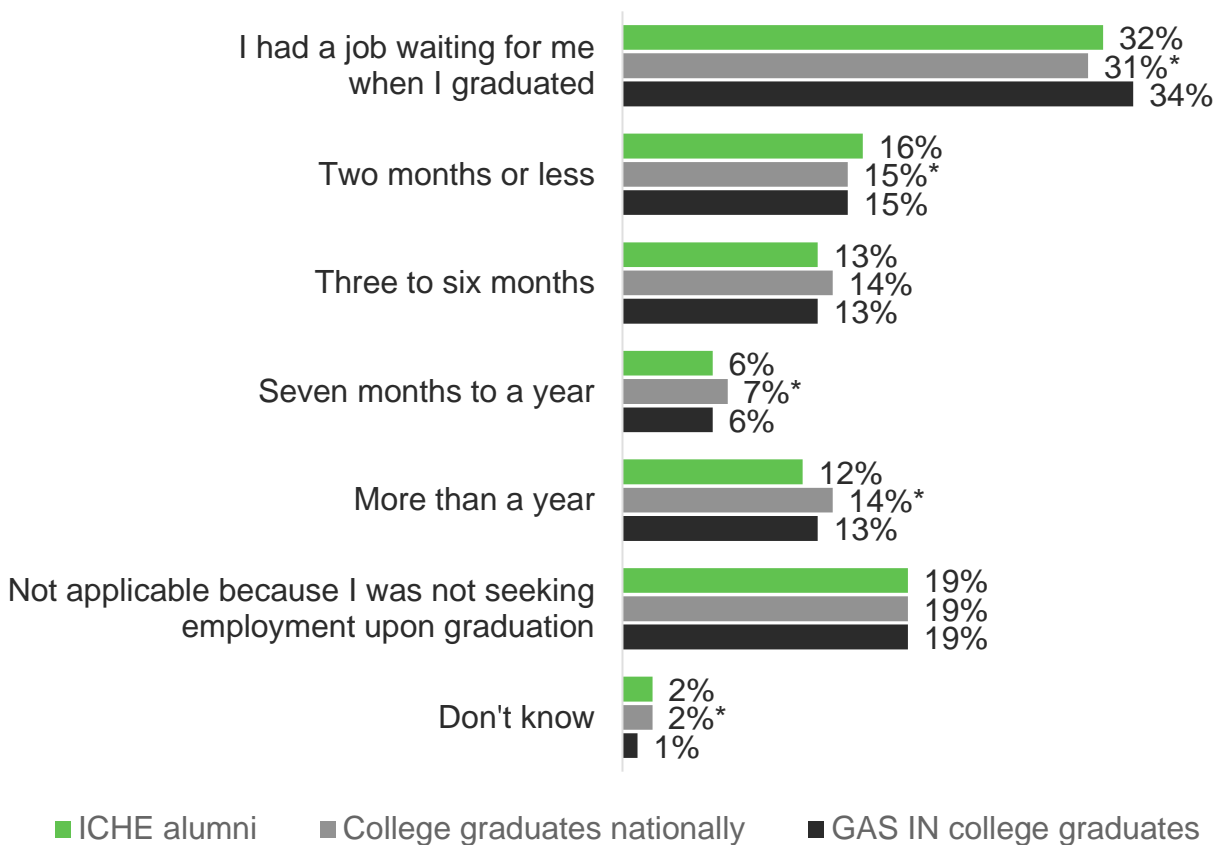
33%

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

66%

ICHE alumni who currently work in Indiana[^]

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



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

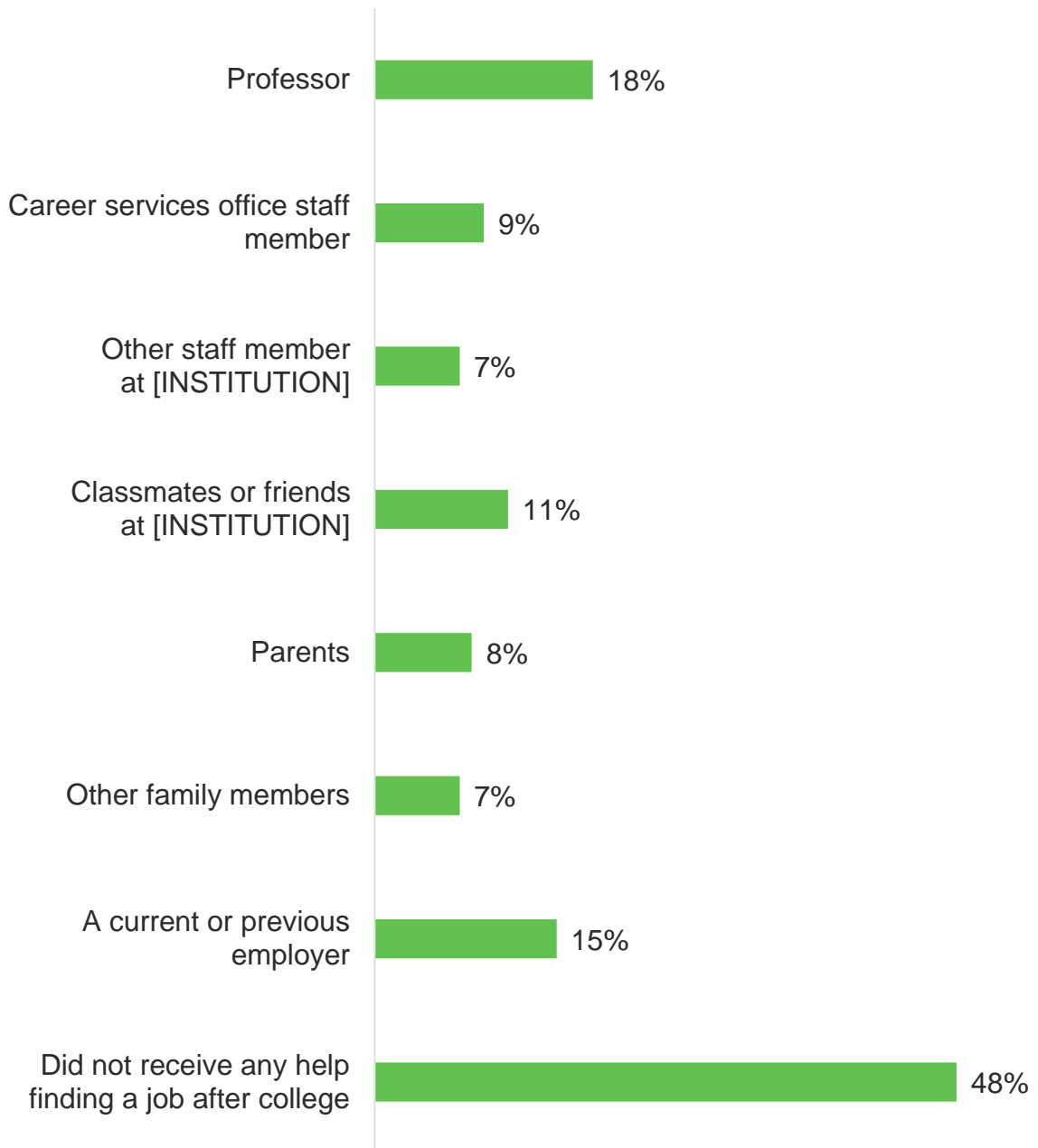
[^]A custom item developed for the Indiana Commission for Higher Education; national comparisons not available

_↓Among alumni who said they obtained a good job after graduation



Sources of Employment

Sources of Assistance in Finding a Job After Graduation From [INSTITUTION]^



^Among alumni who said they obtained a good job after graduation

Location of Employment

Top 10 Current Locations of Employment

1	Indiana (66%)	6	California (2%)
2	Illinois (6%)	7	Texas (2%)
3	Ohio (3%)	8	Michigan (2%)
4	Florida (3%)	9	North Carolina (1%)
5	Kentucky (2%)	10	Georgia (1%)

Which of the following describes why you are working in [STATE OF EMPLOYMENT]?	
28%	Specific job offer
9%	More career opportunities in my field
74%	Personal reasons (family, friends, relationship, medical, etc.)
25%	Financial reasons (cost of living, taxes, etc.)
18%	Lifestyle (weather, recreational activities, cultural activities, etc.)
4%	Pursuing further education in [STATE OF EMPLOYMENT]
5%	None of these reasons

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

‡Among alumni who said they obtained a good job after graduation

Gallup's Employee Engagement Measures

MAXIMIZING EMPLOYEES' PERFORMANCE

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

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

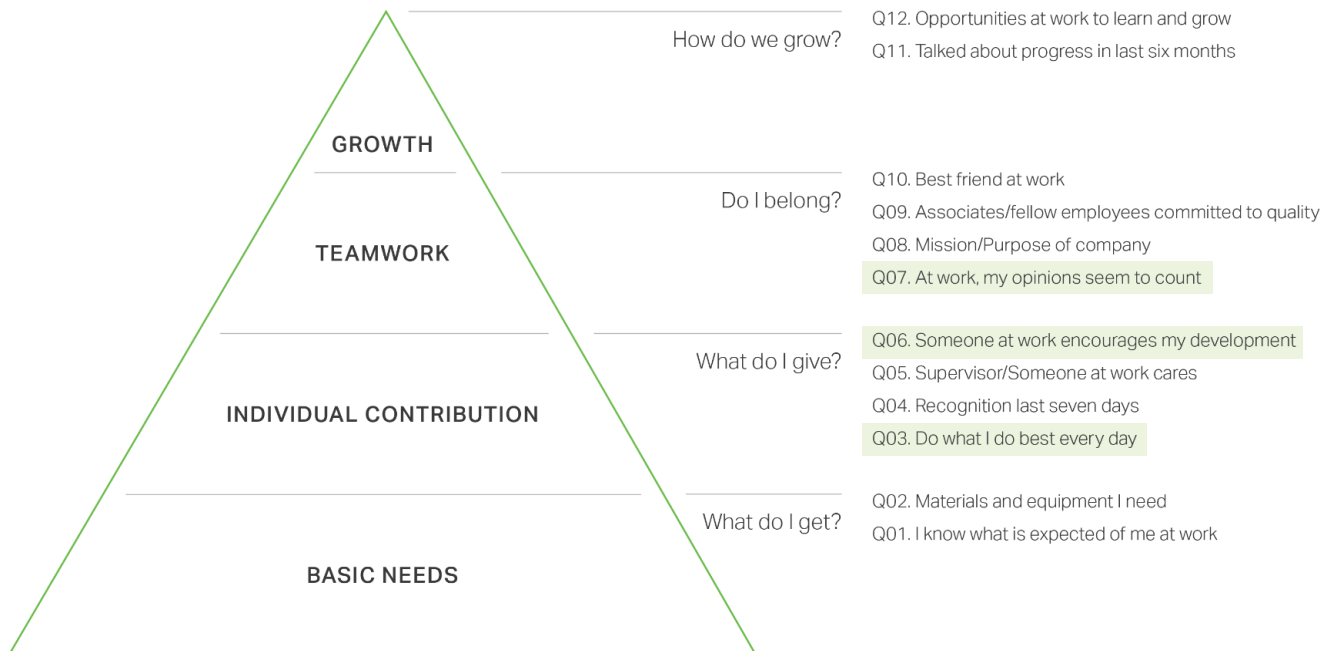
Gallup's Q¹² instrument measures an individual's emotional connection to and investment in their job. The 12 engagement elements function like Maslow's hierarchy of needs, with basic needs that must be fulfilled before employees can progress.

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

Q03. Do what I do best every day

Q06. Someone at work encourages my development

Q07. At work, my opinions seem to count



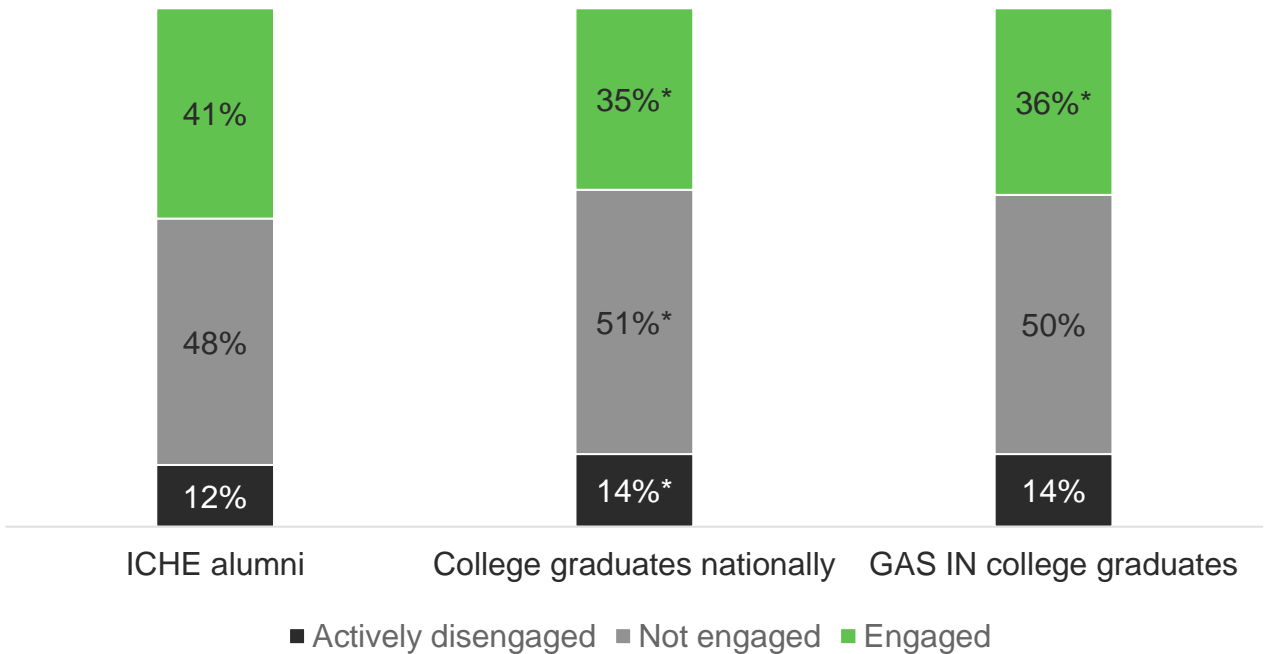
Engagement Index

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

ENGAGED	NOT ENGAGED	ACTIVELY DISENGAGED
<p>Workers are highly involved in and enthusiastic about their work and workplace. They are psychological “owners,” drive performance and innovation, and move the organization forward.</p>	<p>Workers are psychologically unattached to their work and company. Because their engagement needs are not being met fully, they are putting time — but not energy or passion — into their work.</p>	<p>Workers are resentful that their needs aren’t being met and are acting out their unhappiness. Every day, these workers potentially undermine what their engaged coworkers accomplish.</p>

Engagement Index

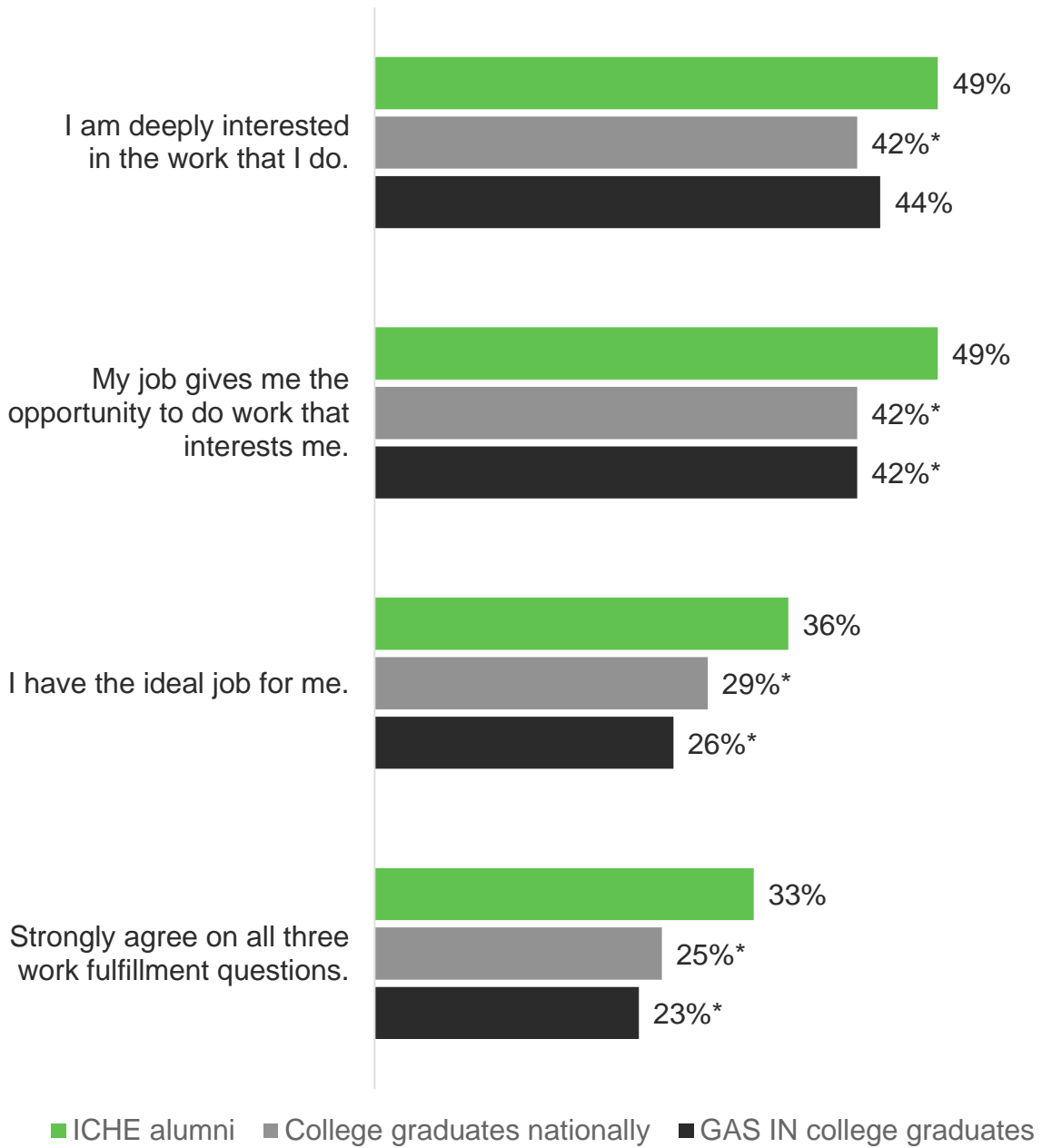
Among graduates employed full time by an employer



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

Workplace Fulfillment

Workplace Fulfillment
% Strongly agree, among employed graduates



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

Career Services and Internships

While attending [INSTITUTION], how often did you visit, or access resources provided by, the career services office?

% Very often, often or rarely

74%

ICHE alumni

73%

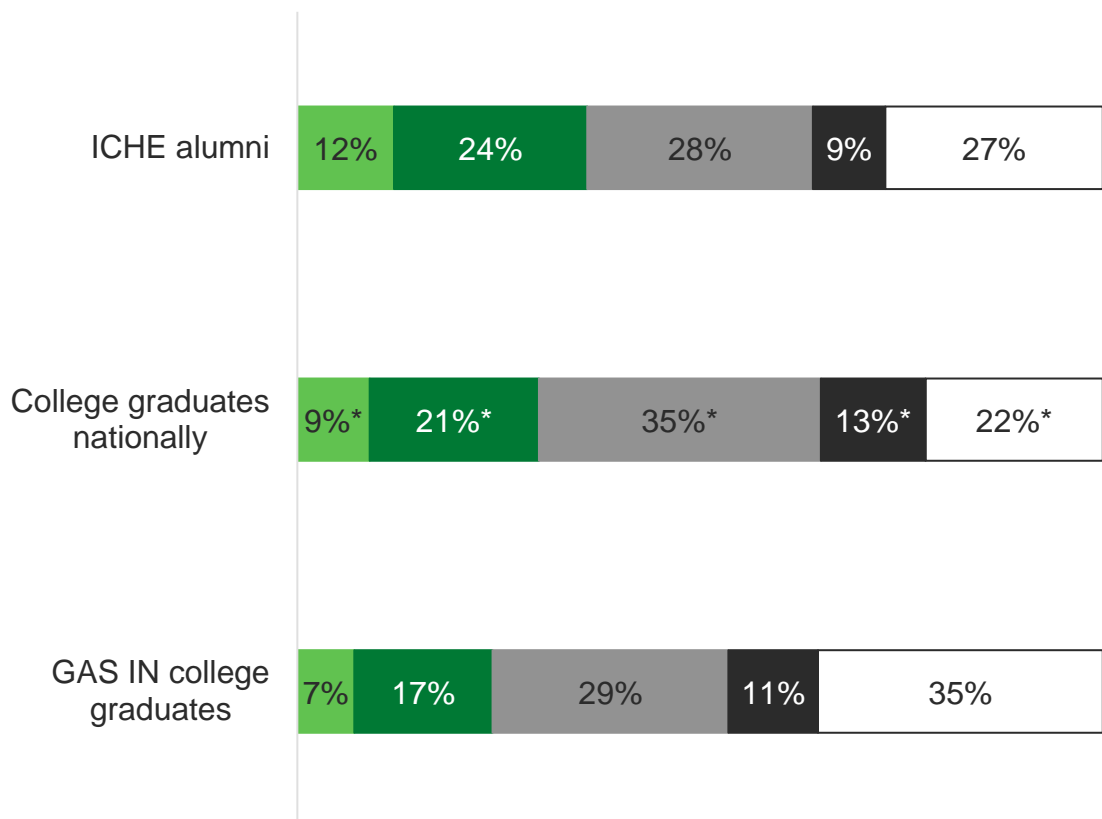
College graduates nationally

72%

GAS IN college graduates

How helpful was the career services office to you?

Among graduates who visited career services at least once



■ Very helpful
 ■ Helpful
 ■ Somewhat helpful
 ■ Not at all helpful
 □ Don't know/cannot recall

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

Career Services and Internships

How often did you receive career advice from other faculty or staff members at [INSTITUTION] who were not career services employees?

% Very often, often or rarely

78%

ICHE alumni

77%

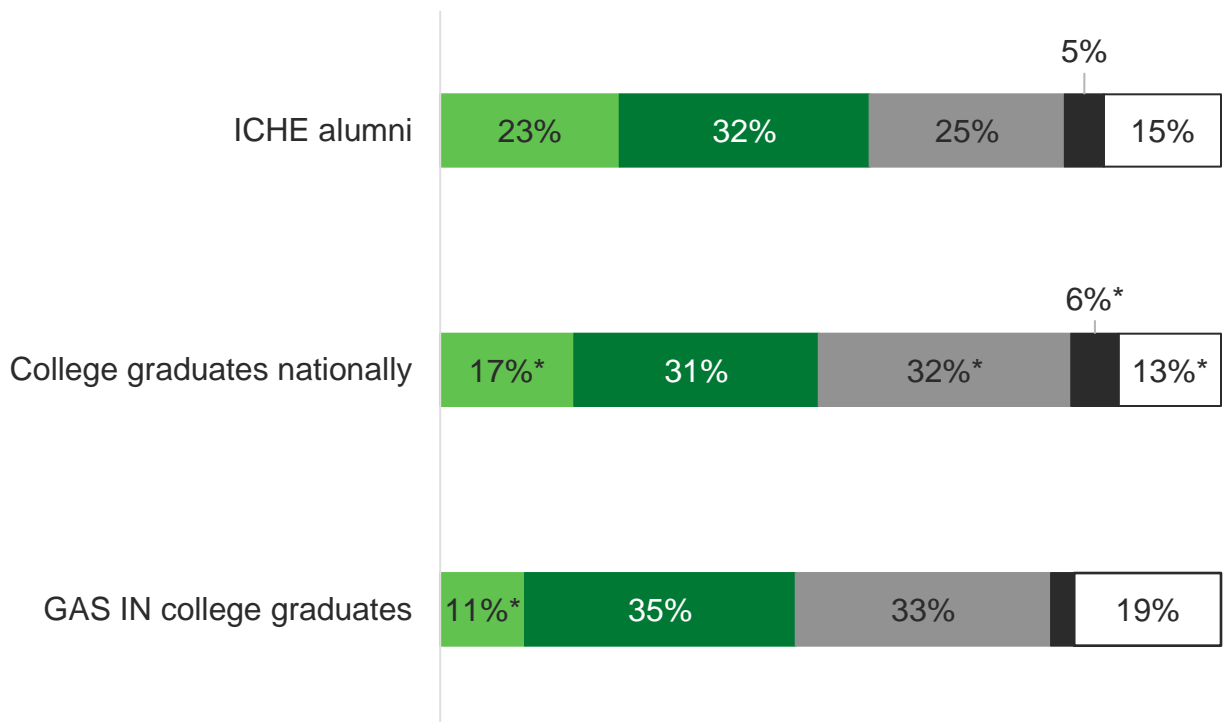
College graduates nationally

75%

GAS IN college graduates

How helpful was the career-related information you received from faculty or staff members?

Among graduates who said they received advice



■ Very helpful ■ Helpful ■ Somewhat helpful ■ Not at all helpful □ Don't know/cannot recall

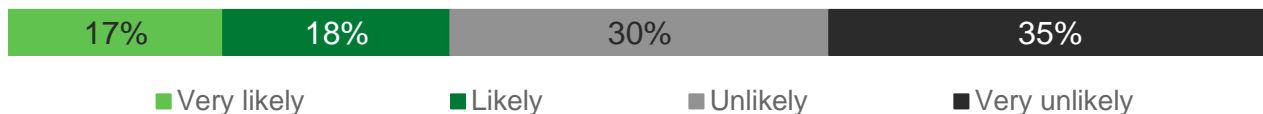
*A comparison group's outcome is statistically different from ICHÉ's outcome at the 95% confidence level. Numerical values are shown when 4% or higher.

Skills Training Programs

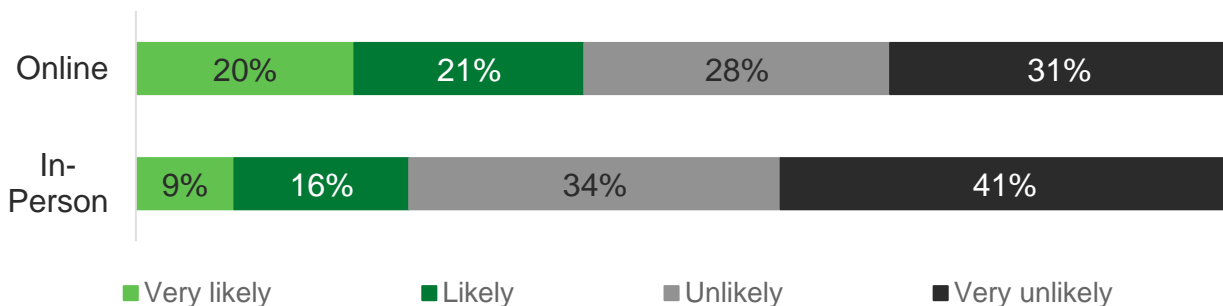
Does your employer offer tuition assistance for additional education or training?*



How likely are you to enroll in an additional education or training program in the next five years?



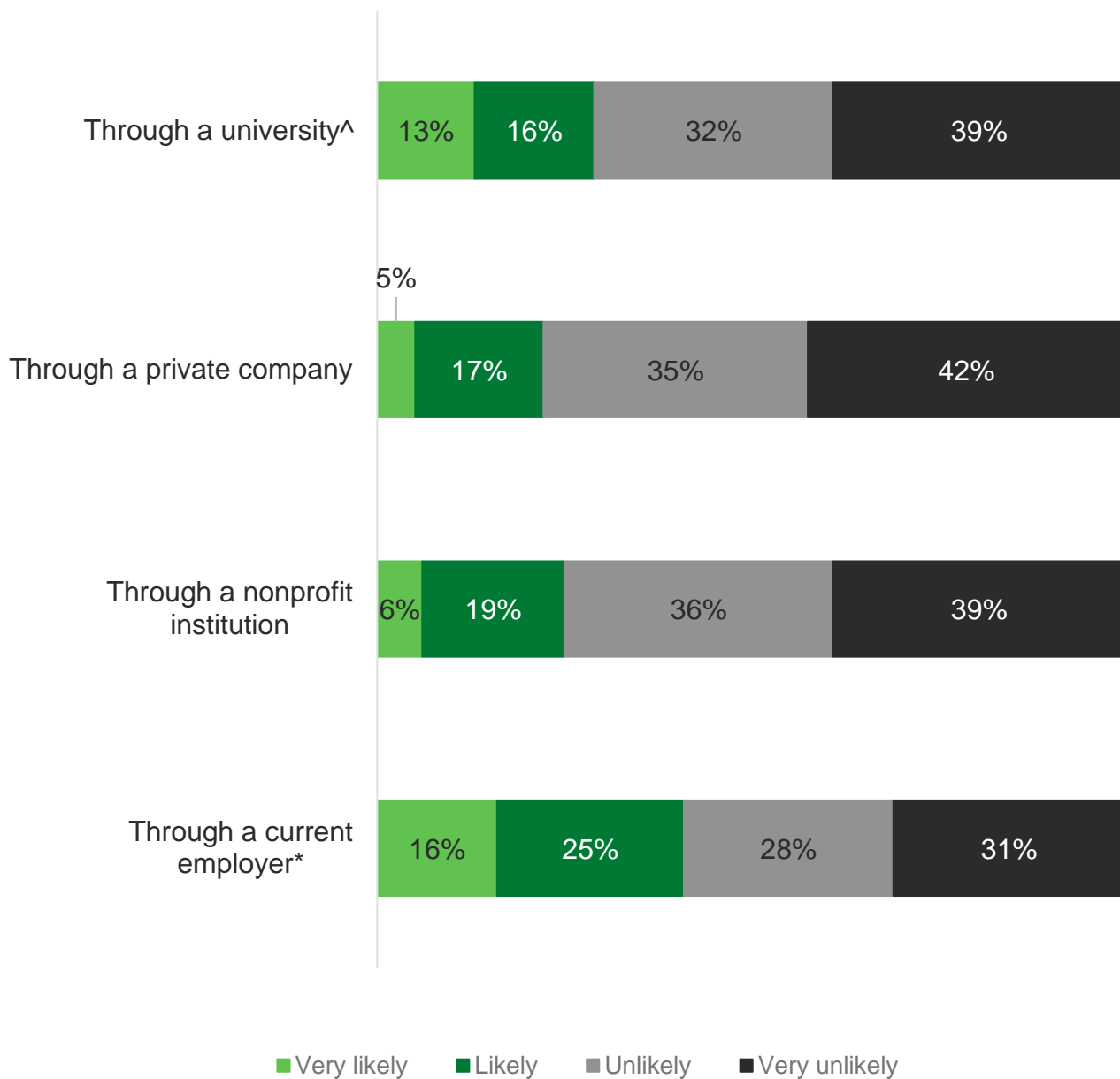
How likely are you to enroll in each of the following types of additional education or training programs in the next five years?



*Among respondents who are employed full time by an employer

Skills Training Programs

How likely are you to enroll in each of the following types of additional education or training programs in the next five years?



*Among respondents who are employed full time by an employer

[^]Includes responses from alumni of Ball State University, Purdue University Northwest, and Vincennes University



Great Lives: Wellbeing

- 18 Defining a “Good Life”
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Defining a “Good Life”

GALLUP’S GLOBAL WELLBEING RESEARCH

Gallup has conducted decades of global research surveying a representative sample of 98% of the world’s population from 150 countries.

Wellbeing is associated with numerous positive health and employment outcomes: lower medical and health expenditures, fewer ER visits, lower absenteeism, etc.

Factor analysis identified five interrelated and interdependent elements of wellbeing:

PURPOSE

Liking what you do each day and being motivated to achieve goals

PHYSICAL

Having good health and enough energy to get things done daily

SOCIAL

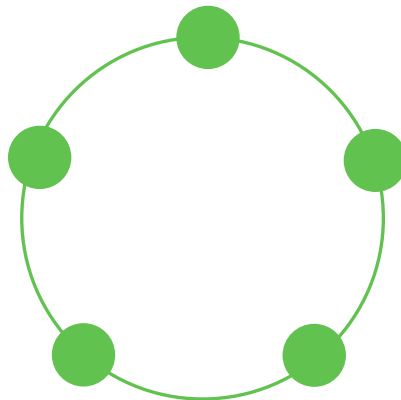
Having supportive relationships and love in your life

COMMUNITY

Liking where you live, feeling safe and having pride in your community

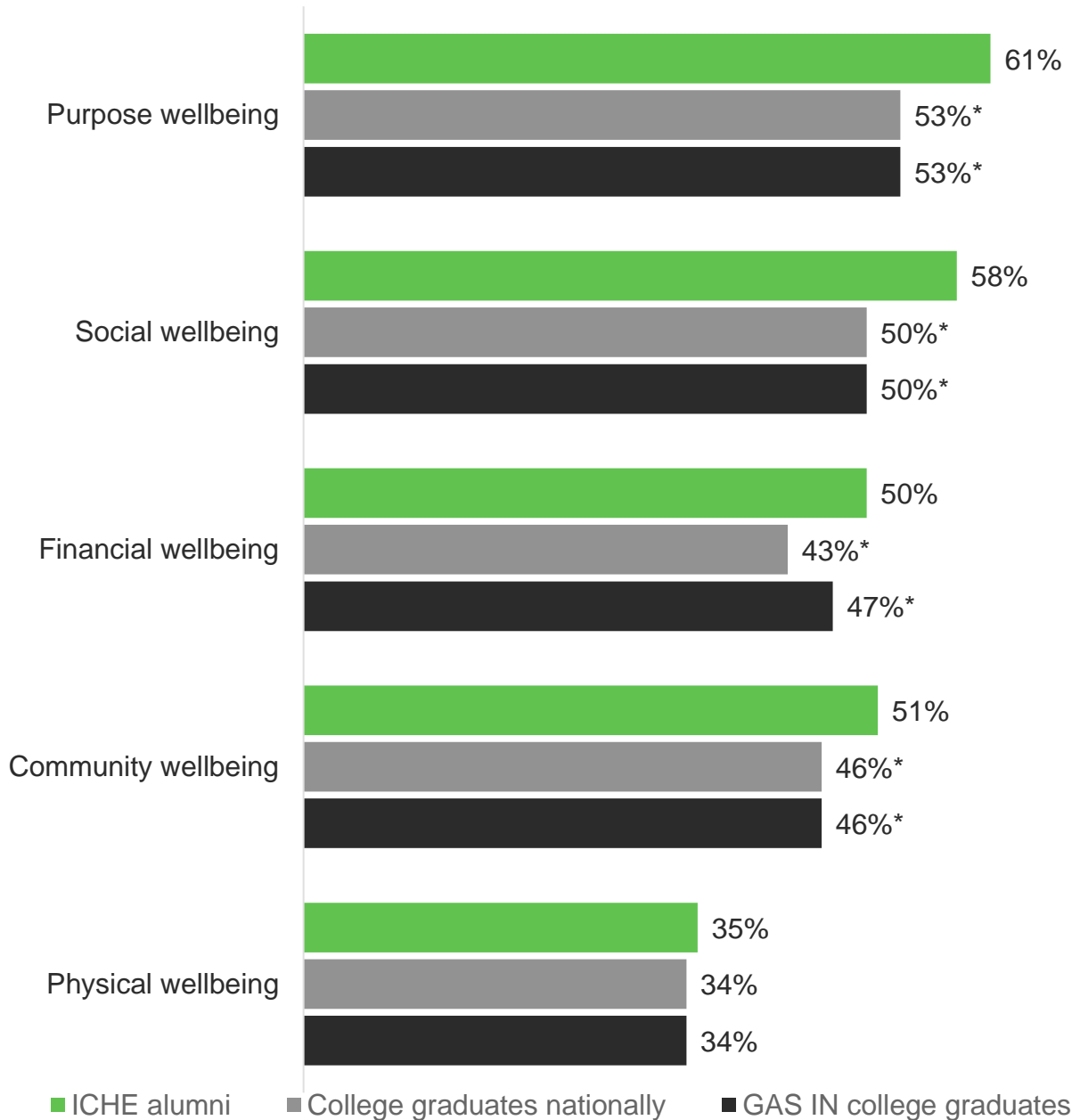
FINANCIAL

Managing your economic life to reduce stress and increase security



Wellbeing Elements

Wellbeing, by Element
% Thriving



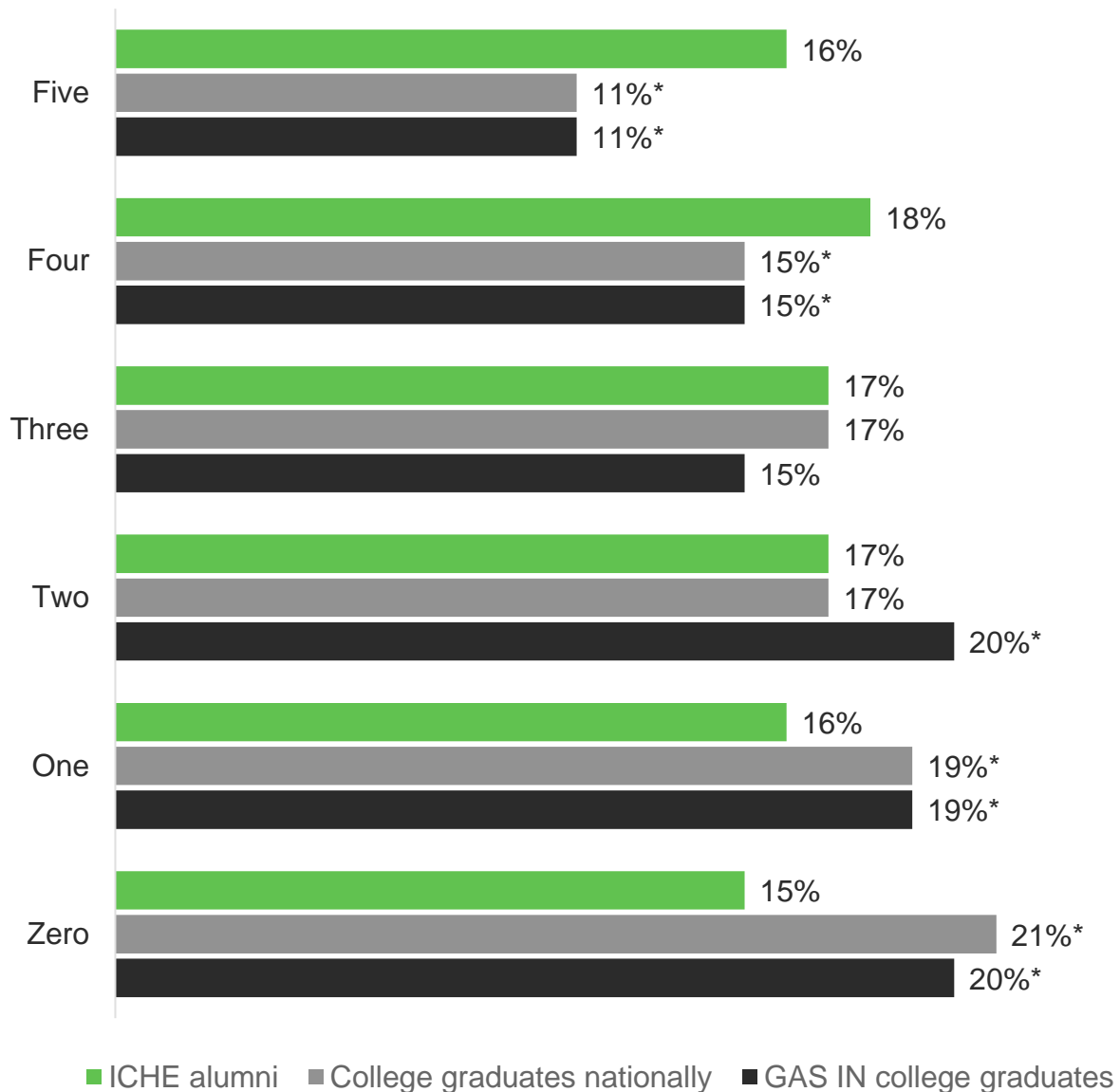
*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level.



Number of Thriving Elements

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

Wellbeing, by Number of Thriving Elements



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



Great Experiences: Support and Experiential Learning

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The Gallup Alumni Survey

EXAMINING THE OUTCOMES OF COLLEGE GRADUATES

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

- overall wellbeing (five elements)
- workplace engagement (Q¹²)
- college experiences
- affinity and attachment to alma mater

Where you go to college matters *far less* than *how* you go to college.

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

Graduates who strongly agree to the following statements had higher odds of workplace engagement and lifelong wellbeing (compared with graduates who did not strongly agree):

EMOTIONAL SUPPORT EXPERIENCES		Workplace Engagement	Wellbeing
Had a professor who cared about you as a person	→	1.7x	1.4x
Had at least one professor who made you excited about learning	→	1.7x	1.4x
Had a mentor who encouraged you to pursue your goals and dreams	→	1.9x	1.4x
EXPERIENTIAL LEARNING EXPERIENCES		Workplace Engagement	Wellbeing
Had an internship or job that allowed you to apply what you were learning in the classroom	→	1.8x	1.3x
Worked on a project that took a semester or more to complete	→	1.7x	1.2x
Was extremely active in extracurricular activities and organizations	→	1.6x	1.2x

Six Critical College Experiences

PREPARING STUDENTS FOR LIFE AFTER COLLEGE

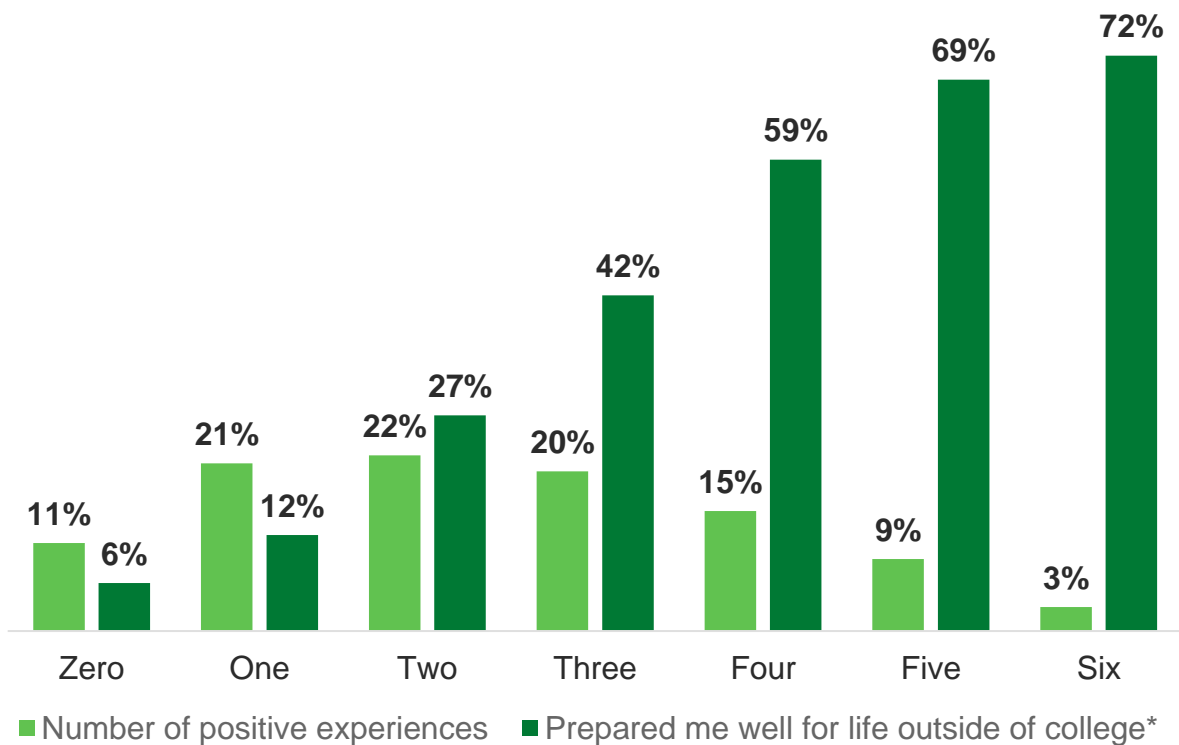
Almost half (45%) of graduates nationally had none or only one of the six important college experiences during their time in college. Only 3% of graduates nationally have experienced all six of these experiences while in college.

Graduates nationally were also asked to rate the extent to which they agree or disagree that their institution prepared them well for life outside of college. While only 5% of those who had zero of the six experiences strongly agreed their institution prepared them well for life outside of college, 80% of those who had all six experiences did so.

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

Positive Experiences and Preparedness

% Strongly agree, among Indiana alumni

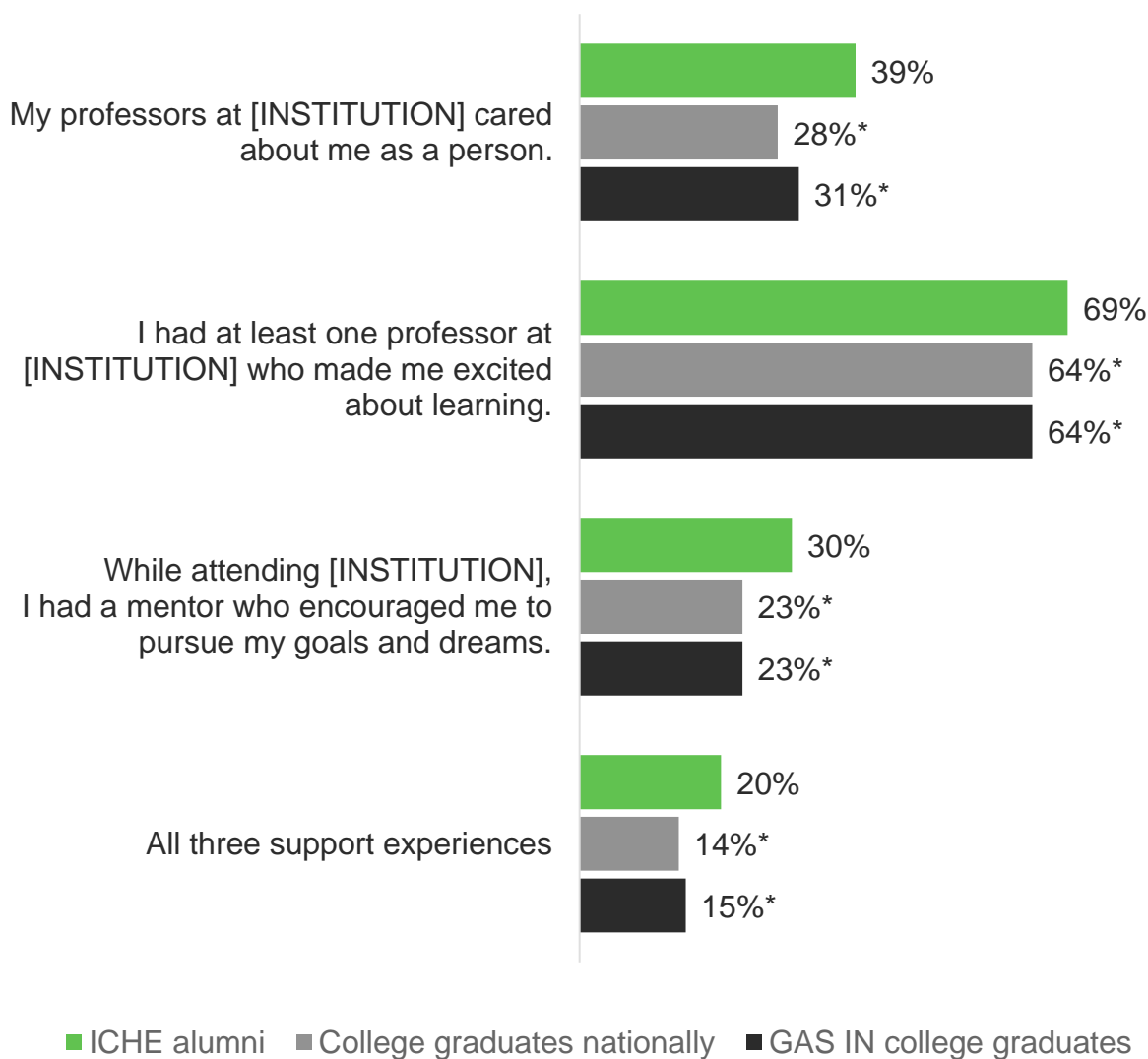


*Respondents who strongly agree that their university prepared them well for life outside of college

Three Support Experiences

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

Support Experiences *% Strongly agree*

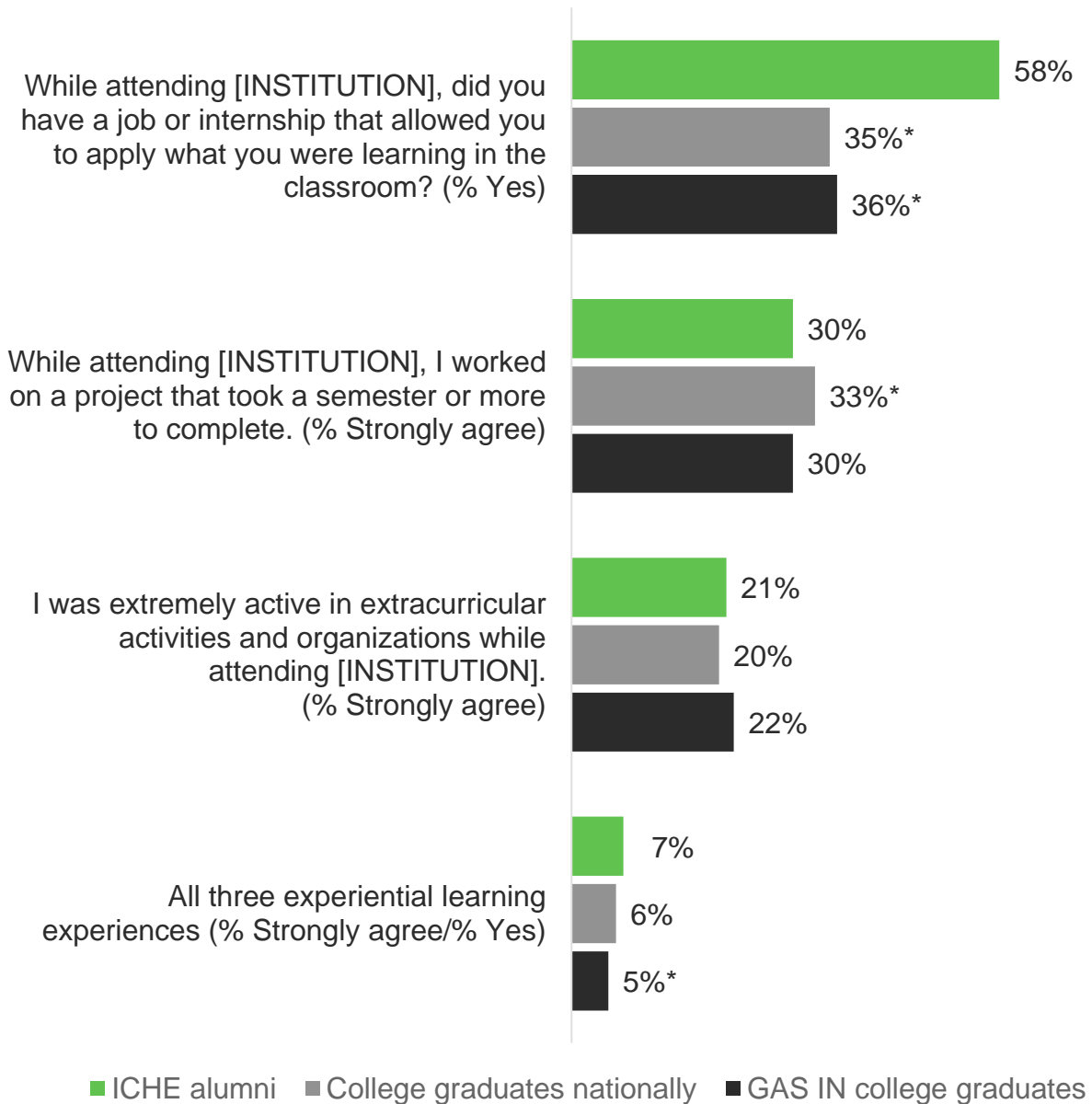


*A comparison group's outcome is statistically different from ICHE's outcome at the 95% confidence level.

Three Experiential Learning Experiences

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

Experiential Learning



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

Sources of Experiences

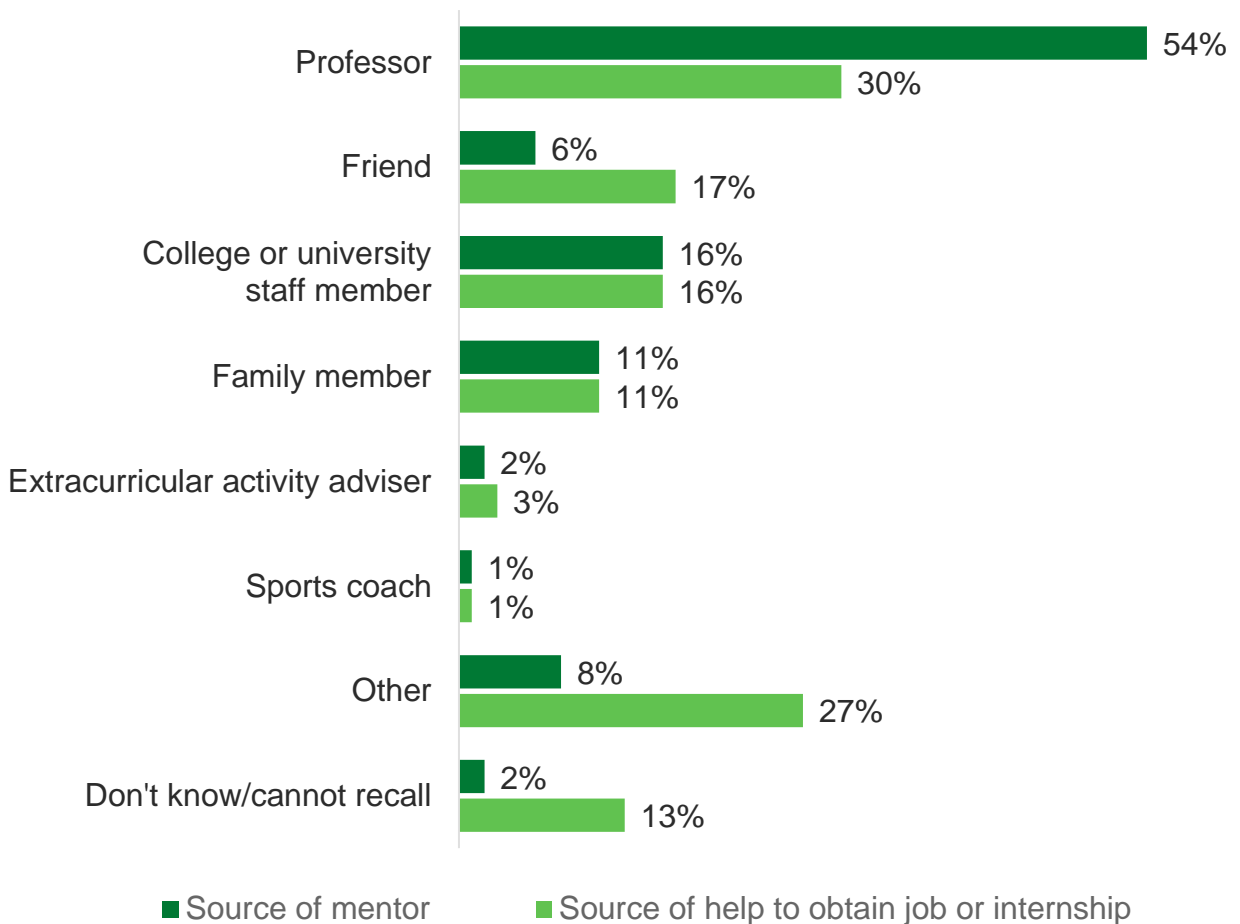
30%

ICHE alumni who had an encouraging mentor

58%

ICHE alumni who had an applied job or internship

Sources of Mentors and Jobs/Internships at [INSTITUTION]^



^A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
 †Among alumni who said they had an applied job or internship



Great Advocates: Alumni Attachment

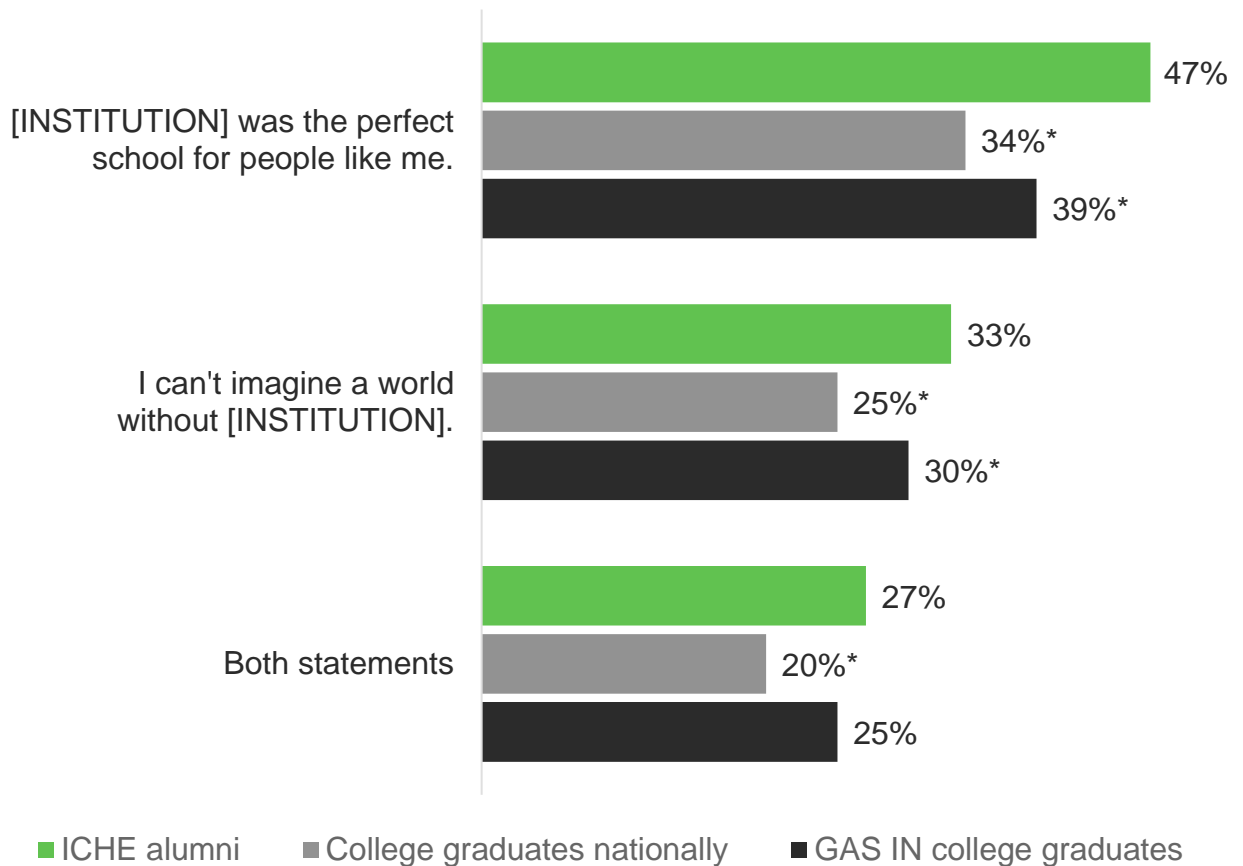
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Alumni Attachment

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

Alumni Attachment

% Strongly agree



47%

ICHE alumni who are extremely likely to recommend their university to family, friends or colleagues

40%*

College graduates nationally who are extremely likely to recommend their university to family, friends or colleagues

38%*

Gallup Alumni Survey Indiana graduates who are extremely likely recommend their university to family, friends or colleagues

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

Reflections on Educational Decisions

If you had to do it all over again, would you still _____?^

% Yes, you would

97%

Obtain a bachelor's degree

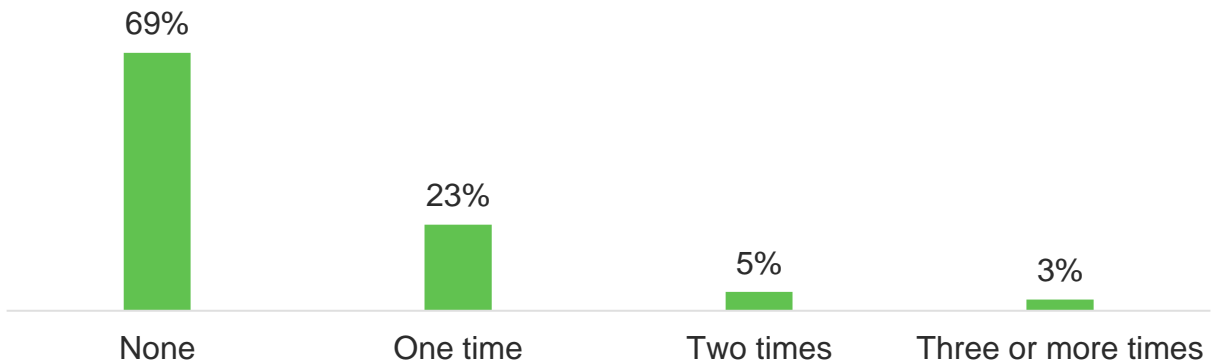
72%

Study the same major that you studied in your bachelor's degree program

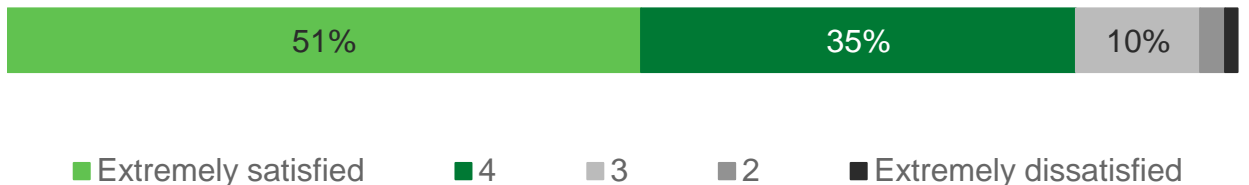
88%

Attend [INSTITUTION] to obtain your bachelor's degree

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



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



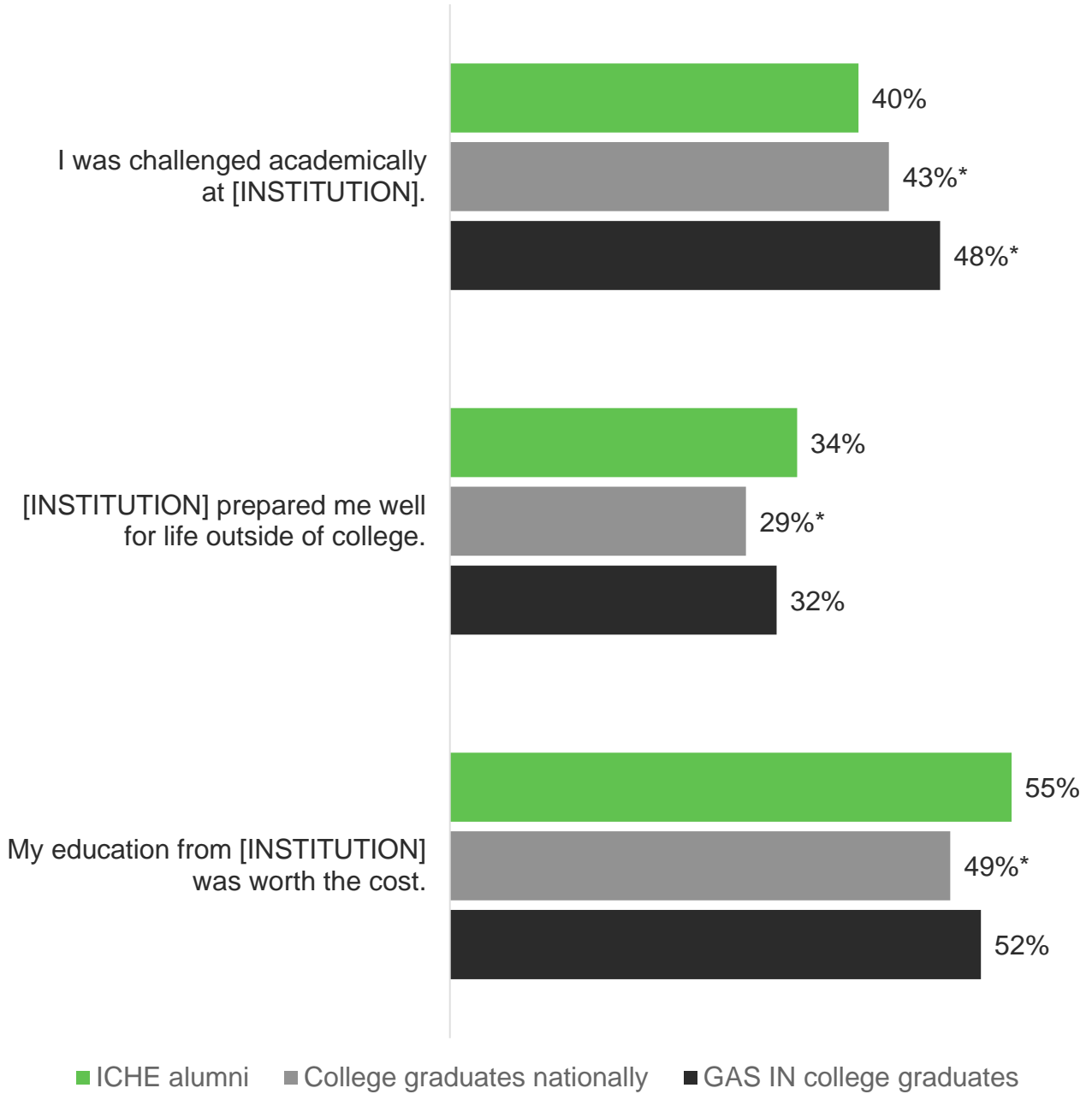
^A custom item developed for the Indiana Commission for Higher Education; national comparisons not available

⊥Excludes times they switched from undecided or undeclared to declared in a major field of study
Numerical values are shown when 4% or higher.

Reflections on Academic Experience

Perceptions of Academic Experience

% Strongly agree



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



Methodology

Methodology

NATIONAL COMPARISON

For the purposes of this report, data from ICHE institution alumni are compared with data collected from the national Gallup Alumni Survey study of college graduates. Some differences may exist between the national comparison points included in this report and national estimates that Gallup has previously released because this report focuses on graduates who received their undergraduate degrees from 1950-2019. Comparison groups included in this scorecard are:

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

GAS IN graduates: Bachelor's degree holders surveyed via the national Gallup Alumni Survey who indicated that they obtained a bachelor's degree from a university located in Indiana.

METHODOLOGY

Results for the ICHE alumni study are based on web surveys conducted Jan. 6-Apr. 20, 2020, with a sample of 14,900 Indiana undergraduate alumni. Alumni were included in the study if they had an email address on file and they graduated between 1950 and 2019.

Results for the Gallup Alumni Survey, the study used for comparison purposes, are based on web surveys conducted Feb. 4-Mar. 7, 2014, Dec. 16, 2014-Jun. 29, 2015, Aug. 22-Oct. 11, 2016, and Apr. 25-Jun. 3, 2018 with a random sample of 29,560 respondents, 30,151 respondents, 11,483 respondents, and 5,107 respondents respectively, 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.

Methodology

The 2014 Gallup Alumni Survey sample was compiled from two sources: the Gallup Panel™ and the Gallup Daily tracking survey. The 2015 and 2016 Gallup Alumni Survey samples were recruited via the Gallup Daily tracking survey. The 2018 Gallup Alumni Survey sample was recruited via the Strada-Gallup Education Consumer Survey. The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults who are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals, and Panel members can be surveyed by phone, mail or web. Gallup Panel members with a college degree and access to the internet were invited to take the Gallup Alumni Survey online.

The Gallup Daily tracking survey sample includes national adults with a minimum quota of 70% cellphone respondents and 30% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future contact, were invited to take the Gallup Alumni Survey online.

Gallup Alumni Survey 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 Alumni Survey of all college graduates include the computed design effects for weighting.

For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ± 0.5 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree, the margin of sampling error is ± 0.8 percentage points at the 95% confidence level.

For results based on those with a bachelor's degree from an Indiana institution, the margin of sampling error is ± 3.1 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree from an Indiana institution, the margin of sampling error is ± 4.5 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.



Appendix

Appendix

What is your highest completed level of education?

Associate degree	15%
Bachelor's degree	47%
Postgraduate work or degree	38%

What type of postgraduate work or degree did you complete?^

Postgraduate work only, no degree	13%
Master of Arts (M.A.)	26%
Master of Science (M.S.)	30%
Master of Business Administration (MBA)	13%
Juris Doctor (J.D.)	3%
Other master's degree	12%
Doctor of Medicine (M.D.)	1%
Ph.D.	5%
Other professional degree (e.g., LLB, DDS, DVM)	4%
Other	6%

While attending [INSTITUTION]... (% Yes)

Did you participate in NCAA intercollegiate athletics?	9%
Did you participate in intramural sports?	24%
Did you participate in a student club or organization?	48%
Did you have a paid job or internship?	69%
Did you hold a leadership position in a club or organization such as your student government, a fraternity or sorority, or an athletic team?	32%
Did you participate in a research project with a professor or faculty member?***	27%

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

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

Appendix

Throughout your college experience at [INSTITUTION], did you receive any merit-based scholarships?

Yes	37%
No	56%
Don't know	7%

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

Yes	49%
No	47%
Don't know	4%

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

Mean	\$27,954
Median	\$22,000

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

Mean	\$52,375
Median	\$31,800

Have you delayed any of the following because of your student loans?

Getting married	11%
Having children	17%
Going back to school for more training or another degree	34%
Starting your own business	15%
Buying a car	25%
Buying a home	28%
Moving out of your parent's/parents' home	13%

^Of alumni who indicated they took out a loan; adjusted to reflect inflated amounts for 2019

Appendix

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

Good place	56%
Not a good place	4%
Don't know	40%

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

Good place	32%
Not a good place	8%
Don't know	60%

While attending [INSTITUTION], I interacted with people from different backgrounds on a regular basis.^

%5 — Strongly agree	41%
%4	27%
%3	18%
%2	8%
%1 — Strongly disagree	5%
Don't know	1%

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

Indiana	71%
Out of state	19%
Outside of United States	2%
No answer	8%

^Asked of alumni who graduated between 1990 and 2019

^^Asked of alumni who graduated between 2011 and 2019

About Us

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. For more information, visit www.gallup.com or education.gallup.com.

INDIANA COMMISSION FOR HIGHER EDUCATION

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



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