If you are a college or university leader who would like to learn more about Gallup's work with institutions of higher education, please contact education@gallup.com.

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

Together, Gallup and Purdue 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 long-term outcomes. This report further explores the relationship between Pitt graduates’ university experience and long-term outcomes based on their responses to the University of Pittsburgh college outcomes survey.

**GREAT JOBS: WORKPLACE ENGAGEMENT**

Workplace 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 more 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 come from workforces that are more engaged. If higher education does not lead graduates to an engaging job, then it
INTRODUCTION

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 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 institutions of 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 to provide their students with well-being 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.
NATIONAL COMPARISONS

For the purposes of this report, data from the University of Pittsburgh alumni cohort (those who received a bachelor’s degree from the institution between 1950 and 2014) are compared with data collected from respondents in 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 1950 to 2014.

National college graduates compared with Pitt alumni in this report include those who received their bachelor’s degrees 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.

In addition to comparisons made with the total national sample of graduates, Pitt alumni are also compared with graduates from Title IV degree-granting four-year public universities with enrollments of more than 10,000 undergraduates (referred to as “large public universities” in the report). Pitt alumni are also compared with graduates from universities with a Carnegie Classification of Research Universities very high research activity (RU/VH). A full listing of these 108 universities is available online at http://carnegieclassifications.iu.edu/. Pitt alumni are also compared against their peers who graduated from schools that are members of the Association of American Universities.

Demographically, the sample of the University of Pittsburgh alumni is similar to, but slightly more male than, graduates interviewed in the Gallup-Purdue Index national survey. The University of Pittsburgh alumni sample is 53% male, while 48% of the national sample is male. The average age of respondents in the University of Pittsburgh sample is 46, while the average age of the national sample is 47.
The University of Pittsburgh study interviewed 12,444 adults who received degrees from the university between 1950 and 2014. The results illustrate how many Pitt graduates went on to have great jobs and live great lives after college and whether their great experiences as students translated into emotional attachment to their alma mater.

The study yields important insights for educators, employers, alumni and prospective students about the factors that contribute to great jobs, lives and experiences for Pitt graduates. It also identifies the areas in which Pitt alumni outperform graduates of other universities, as well as areas of opportunity in which the University of Pittsburgh can improve.

One of the key findings from the study is that Pitt graduates lead other graduates in employment. Nearly two in three Pitt alumni (64%) work full time for an employer, which is higher than the employment rate of 58% among college graduates nationally. This rate rises even higher among Pitt graduates who received their degrees between 2010 and 2014: Nearly three in four (74%) of these recent graduates work full time for an employer.

But a “good job” is not enough; engaged workers are more loyal, more productive and more profitable than those who are not engaged or are actively disengaged. In this regard, Pitt graduates also hold a slight edge over many of their peers from other institutions. More than four in 10 Pitt graduates (43%) who are employed full time for an employer are engaged at work, which is higher than levels among alumni of other large public universities (39%) and the national average (39%).

Pitt graduates are also leading other college graduates in living great lives. The overall well-being of Pitt graduates, on average, is better than that of their peers. Fifteen percent of Pitt graduates are thriving — strong, consistent and progressing — in all five interrelated elements of well-being. Pitt alumni are more likely than graduates of other institutions to be thriving in each individual element of well-being — with the exception of community well-being, in which they are statistically on par with graduates from all relevant comparison groups.

Pitt alumni also feel somewhat stronger ties to their alma mater than national graduates and those who received their degrees from peer institutions. More than one in four Pitt alumni (26%) are emotionally attached to their alma mater, which is higher than levels in any of the comparison groups. Regardless of the decade in which Pitt alumni received their degrees, they are consistently more likely to feel this sense of attachment to the University of Pittsburgh.
SOME OF GALLUP’S MOST IMPORTANT FINDINGS

GREAT JOBS: WORKPLACE ENGAGEMENT
- Seventy-four percent (74%) of Pitt graduates who graduated between 2010 and 2014 are currently employed full time for an employer, a rate higher than that of alumni from other large public universities (65%), the national Gallup-Purdue Index (65%) and other very high research activity universities (69%).

- Forty-three percent (43%) of employed Pitt graduates are engaged at work. This is higher than that of alumni from other large public universities (39%) and the national Gallup-Purdue Index (39%), but on par with other very high research activity universities (41%).

- Thirty-two percent (32%) of Pitt graduates feel that the university prepared them well for life outside of college, which is higher than that of alumni from other large public universities (26%), the national Gallup-Purdue Index (29%) and other very high research activity universities (28%).

GREAT LIVES: WELL-BEING
- Pitt alumni are more likely than graduates nationally and alumni in the comparison groups to have achieved the difficult-to-reach goal of thriving in all five elements of well-being — purpose, social, financial, community and physical.

- Pitt alumni are more likely than graduates of other institutions to be thriving in each individual element of well-being — with the exception of community well-being, in which they are statistically on par with graduates from all relevant comparison groups.

GREAT EXPERIENCES: ALUMNI ATTACHMENT
- Pitt alumni are more likely than graduates nationally and alumni in the comparison groups to feel emotionally attached to their alma mater. Seventy-two percent (72%) of attached alumni have donated financially to the university.

- Alumni who are attached to their university are more likely to be engaged at work — 59% of emotionally attached Pitt alumni are engaged at work.
Overall, most University of Pittsburgh alumni are working full time for an employer. Nearly two in three Pitt graduates (64%) who graduated in 1950 or later are working full time for an employer, and an additional 4% are self-employed on a full-time basis. This full-time employment rate compares favorably with college graduates nationally (58%), graduates who attended large public universities (59%) and those who graduated from other very high research activity universities (59%).

The samples of Pitt alumni and the alumni comparison groups include graduates who received their degrees from 1950 to 1969, the majority of whom are no longer in the workforce. In all samples, the percentage no longer in the workforce drops significantly among graduates who have received their degrees since 1969, and the full-time employment percentages are much higher.

Among Pitt alumni, the full-time employment rate is 70% or higher for every graduation cohort since 1980. Nearly three in four of the most recent Pitt graduates — those who received their bachelor’s degrees between 2010 and 2014 — are employed full time for an employer, which is higher than the national average for those completing their degrees during this period and higher than percentages at large public universities and schools in the RU/VH group. Eleven percent of recent Pitt graduates are not in the workforce.

**MORE THAN FOUR IN 10 EMPLOYED PITT GRADUATES ARE ENGAGED AT WORK**

While these high employment rates among Pitt alumni are positive indicators, employment alone is not a holistic measure of success. Employment figures do not reflect whether these graduates are intellectually and emotionally connected to their work. If these employed graduates are also engaged at work, Gallup’s research on workplace engagement shows they are more likely to be loyal and productive — good for their employers — and more likely to be thriving in their well-being — good for these alumni and for their employers.

**EMPLOYMENT STATUS OF U.S. COLLEGE GRADUATES**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>UNIVERSITY OF PITTSBURGH</th>
<th>LARGE PUBLIC UNIVERSITIES</th>
<th>GALLUP-PURDUE INDEX</th>
<th>RESEARCH UNIVERSITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time (Employer)</td>
<td>64%</td>
<td>59%</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>Employed Full Time (Self)</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Employed Part Time, Do Not Want Full Time</td>
<td>8%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Employed Part Time, Want Full Time</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Not in Workforce</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
</tr>
</tbody>
</table>
A solid core of 43% of Pitt alumni are both employed and engaged at work. This level of engagement is strong and consistent among employed Pitt alumni regardless of when they earned their bachelor’s degrees. While this overall engagement rate is statistically on par with the rate among employed graduates in the RU/VH group of schools (41%), it is slightly higher than the rate for graduates of other large public universities (39%) and the national average (39%).

This higher level of engagement among Pitt graduates is important for their employers because engaged workers are the lifeblood of their organizations. Gallup workplace engagement studies show that business or work units that score in the top half of their organization in employee engagement have nearly double the odds of success (based on a composite of financial, customer, retention, safety, quality, shrinkage and absenteeism metrics) compared with those in the bottom half.

Compared with bottom-quartile units in Gallup's employee engagement database, top-quartile units have:
- 10% higher customer loyalty/engagement
- 22% higher profitability
- 21% higher productivity

There is parity among Pitt graduates and other graduates on several additional questions related to their experiences in the workplace. More than four in 10 Pitt graduates (43%) strongly agree that they are deeply interested in the work that they do, while a nearly equal percentage (42%) strongly agree that their job gives them the opportunity to do work that interests them. Both of these figures are similar to percentages at the national level and among alumni at large public universities and research universities in the RU/VH group.

A much smaller 28% of Pitt graduates strongly agree that they have the ideal job for them, but this percentage is also similar to that of national alumni. In all comparison alumni groups, agreement with this statement decreases with each graduation cohort, with the most recent graduates the least likely to strongly agree (17%).
The support that a university provides to its students as undergraduates may help improve their chances of being engaged in the workplace after graduation. In the national Gallup-Purdue Index study, if graduates strongly agreed that they had a professor who cared about them as a person, had at least one professor who made them excited about learning and had a mentor who encouraged them to pursue their goals and dreams, the graduates’ odds of being engaged at work more than doubled. One in 10 Pitt graduates strongly agree that they had each of these three experiences, which is statistically on par with other large public universities (10%) and other very high research activity universities (8%), but lags slightly behind the national average (14%).

Possibly because their college experiences are fresher in their minds, or perhaps because of changes at their institutions over time, the most recent graduates are the most likely of all graduation cohorts to strongly agree with each of these three experiences, which is statistically on par with other large public universities (10%) and other very high research activity universities (8%), but lags slightly behind the national average (14%).

Like other graduates, far fewer Pitt alumni can strongly agree that they had the other two experiences. But notably, the most recent Pitt graduates trail their counterparts in the national survey and at large public universities on these two measures. However, they are more similar to their counterparts at other RU/VH schools. Nearly one in four recent Pitt graduates strongly agree that a professor cared about them as a person (22%), and 25% strongly agree that they had a mentor who encouraged them to pursue their goals and dreams.

Regardless of when they earned their bachelor’s degrees, a relationship exists between the support Pitt graduates recall receiving as undergraduates and their engagement in the workplace. More than two in three employed Pitt graduates (68%) who recall feeling supported while attending the university are engaged in their current workplace, a startling contrast to the nearly one in four (24%) who report not feeling supported.
**EXPERIENTIAL LEARNING ALSO LINKED TO EMPLOYMENT OUTCOMES**

What alumni experience outside the classroom as undergraduates is also related to their workplace engagement later in life. In the national study, if graduates strongly agreed that they had an internship or job that allowed them to apply what they were learning in the classroom, were extremely active in extracurricular activities and organizations and worked on a project that took a semester or more to complete, their odds of being engaged at work doubled.

Six percent of Pitt alumni strongly agree that they had all three of these experiences while pursuing their bachelor’s degrees, statistically on par with the comparison groups.

Of the three experiences, Pitt alumni are most likely to strongly agree that they took part in an internship or job that allowed them to apply what they were learning in the classroom. This 30% is similar to their comparison groups. Slightly more than one in four Pitt alumni (26%) strongly agree that they worked on a project that took a semester or more to complete, which falls below the levels among their comparison groups. However, slightly more than one in five Pitt alumni (21%) strongly agree that they were extremely active in extracurricular activities, significantly higher than alumni of other large public universities (17%), but on par with the national average and RU/VH schools.

Similar to their recollection of supportive experiences, the most recent graduates are the most likely to recall experiencing deep and meaningful learning as undergraduates. In fact, the most recent graduates (2010-2014) nearly double the University of Pittsburgh average for experiential learning (11% vs. 6%) and are more likely to report having had all three experiences than other recent graduates of large public universities (11% vs. 7%).

This higher reported incidence of experiential learning among Pitt’s most recent graduates is evident on all three items individually: 41% of recent graduates had an internship or job that allowed them to apply what they were learning in the classroom, 44% worked on a project that took a semester or more to complete and 29% were extremely active in extracurricular activities.

As with support, the potential effect of experiential learning is evident in long-term life outcomes such as employee engagement. Two in three employed Pitt graduates who strongly agree with all three experiential learning statements are engaged at work, more than double the 32% who did not have experiential learning and are engaged at work.
Gallup’s national research shows that if employed alumni strongly agree their university prepared them well for life outside of college, their odds of being engaged at work nearly triple. If they strongly agree their school is passionate about the long-term success of its students, their odds of being engaged at work more than double.

Pitt’s emphasis on educating the whole student and providing graduates with a competitive edge in the job market may be what has helped give alumni a slight edge in feeling that their alma mater prepared them well for life after college. Overall, Pitt alumni are more likely to strongly agree that the University of Pittsburgh prepared them well for life outside of college (32%) than the national average (29%), alumni of large public universities (26%) and other very high research activity universities (28%).

However, while Pitt graduates have an edge over other graduates in most graduation cohorts, there is less difference between how prepared the most recent Pitt graduates and their peers in other groups feel. This suggests that the university needs to continue to invest in providing undergraduates with the support they need in the classroom and with opportunities for experiential learning outside of it. This combination of three support elements with three experiential elements is known as the Big Six. The benefits of such an approach are cumulative and clear: With every additional Big Six item that Pitt alumni strongly agree to, they become more likely to strongly agree that their college prepared them well for life after college. Gallup’s research into the national data supports this finding as well.
Pitt alumni are more likely than graduates nationally and in the university comparison groups to have achieved the difficult-to-reach goal of thriving in all five elements of well-being: purpose, social, financial, community and physical. Fifteen percent of Pitt graduates are thriving in all five areas, compared with 10% of alumni in the national Gallup-Purdue Index and from other large public universities and 11% for very high research activity universities.

But more broadly, and regardless of when they graduated, the majority of Pitt alumni are thriving — strong, consistent and progressing — in one or more of the five interrelated elements of well-being. In all elements, Pitt alumni are doing better than the national average of all college graduates.

These findings are positive for all Pitt alumni, including the most recent Pitt graduates, who are twice as likely (6%) to be thriving in all five elements as recent graduates of other large public universities and the national Gallup-Purdue Index average (3%). This also outpaces the 4% among graduates of very high research activity universities who are thriving in all five elements.

Of all the elements of well-being, the highest percentage of Pitt alumni are thriving in purpose well-being. This means that the majority of Pitt graduates (58%) like what they do every day and get to learn or do something interesting on a daily basis. This is higher than for alumni of other large public universities (51%), the national Gallup-Purdue Index (52%) and other very high research activity universities (52%).

Fifty-six percent (56%) of all Pitt alumni are thriving in social well-being, which means that the majority have strong and supportive relationships and love in their lives. This is higher than for alumni of other large public universities (49%), the national Gallup-Purdue Index (49%) and other very high research activity universities (50%).

About half of Pitt graduates (52%) are thriving in financial well-being. This is the element most traditionally associated with success. These graduates have less financial stress and
feel their finances allow them to do the things they want to do. The gap between Pitt graduates and their peers is widest in this element. Pitt graduates are more likely to be thriving in financial well-being than alumni of other large public universities (42%), the national Gallup-Purdue Index (42%) and other very high research activity universities (46%).

Nearly half of Pitt graduates (49%) are thriving in community well-being, which is statistically on par with graduates of other large public universities (45%), the national Gallup-Purdue Index (46%) and other very high research activity universities (47%). These graduates enjoy living in their communities and they work to improve them.

Of all the elements, Pitt alumni, like their national counterparts, are least likely to be thriving in physical well-being. Four in 10 Pitt graduates strongly agree that their physical health is near-perfect and that they felt active and productive every day during the past week. Again, this is higher than for all comparison groups, who all had a thriving percentage of 35%.

Student debt may be a crippling factor in all areas of Pitt alumni’s well-being — not just in financial well-being. Of alumni who did not take out student loans to complete their degrees, 19% are thriving in all five elements of well-being. By comparison, only 8% of those who took out more than $50,000 to complete their education are thriving in all five elements of well-being.

### Loan Debt for Undergraduate Education and Well-Being

<table>
<thead>
<tr>
<th>Loan Amount at Time of Graduation</th>
<th>Purpose Well-Being</th>
<th>Social Well-Being</th>
<th>Financial Well-Being</th>
<th>Community Well-Being</th>
<th>Physical Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>19%</td>
<td>14%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>$1 to $25,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$25,001 to $50,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50,001+</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Student Debt Can Affect Well-Being in the Long Term

Student loan debt may be a crippling factor in all areas of Pitt alumni’s well-being — not just in financial well-being. Of alumni who did not take out student loans to complete their degrees, 19% are thriving in all five elements of well-being. By comparison, only 8% of those who took out more than $50,000 to complete their education are thriving in all five elements of well-being.
**Experiential Learning and Support Also Related to Well-Being**

Both experiential learning and support in college may affect the likelihood that Pitt alumni are thriving in all five elements. Twenty-eight percent (28%) of Pitt alumni who strongly agree they had all three support experiences are thriving in all five elements, compared with 7% who did not have these experiences. There is a similar positive relationship between experiential learning and well-being; 20% of alumni who strongly agree that they had experiential learning were thriving in all five elements of well-being, compared with 11% who did not experience all of these types of learning.

### Big Six: Support and Experiential and Deep Learning

<table>
<thead>
<tr>
<th></th>
<th>University of Pittsburgh</th>
<th>Large Public Universities</th>
<th>Gallup-Purdue Index</th>
<th>Research Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>While attending University of Pittsburgh, I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>19</td>
<td>20</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>I had at least one professor at University of Pittsburgh who made me excited about learning.</td>
<td>62</td>
<td>61</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>My professors at University of Pittsburgh cared about me as a person.</td>
<td>19</td>
<td>21</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td><strong>All three</strong></td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>While attending University of Pittsburgh, I worked on a project that took a semester or more to complete.</td>
<td>26</td>
<td>29</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>While attending University of Pittsburgh, I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending University of Pittsburgh.</td>
<td>21</td>
<td>17</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td><strong>All three</strong></td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>All six</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Support Related to the Elements of Well-Being**

**Experiential Learning Related to the Elements of Well-Being**
Gallup explores the connection between “customers of higher education” and their alma maters by looking at their level of agreement with two questions: “I can’t imagine a world without [College name]” and “[College name] was the perfect school for people like me.” Graduates who strongly agree with both items are considered “emotionally attached” to their alma mater.

Pitt graduates are more likely to strongly agree that the University of Pittsburgh was the perfect school for them (37%) than to strongly agree that they can’t imagine a world without their school (33%). This trend is consistent with the national Gallup-Purdue Index. What is an outlier, however, is the more than one in four Pitt alumni (26%) who are emotionally attached to their alma mater, which is higher than levels in any of the comparison groups. Regardless of the decade in which Pitt alumni received their degrees, they are consistently more likely to feel this sense of attachment to their alma mater.

Pitt alumni’s higher levels of emotional attachment may be related to their greater feelings that their school prepared them well for life outside of college. In the national survey, Gallup found that if alumni strongly agree their school prepared them well for life outside of college, their odds of being emotionally attached increased nearly nine times.

SUPPORT AND EXPERIENTIAL LEARNING TIED TO ALUMNI ATTACHMENT

The undergraduate experience is strongly related to alumni’s emotional attachment. Of those graduates who strongly agree that they were supported while they were students at Pitt, 60% are emotionally attached to the university. This is nearly 15 times higher than the 4% of graduates who are attached to the university but do not recall receiving this type of support.

Experiential learning during the undergraduate years also affects alumni attachment. Half of Pitt alumni who participated in experiential learning are emotionally attached to the University of Pittsburgh, compared with 17% of those who did not participate in experiential learning.
**ALUMNI ATTACHMENT LINKED TO HIGHER ENGAGEMENT**

Alumni’s positive attachment to the University of Pittsburgh is related to the Big Six support and experiential learning experiences they recall having as undergraduates. These attached alumni are also doing better in the workplace — 59% of emotionally attached alumni are engaged at work, compared with only 25% of non-attached alumni who are engaged.

**EMOTIONAL ATTACHMENT LINKED TO ALUMNI DONATIONS**

The emotional attachment that Pitt alumni feel to their alma mater may motivate them to give back to their university, as it appears to be connected to their school donations. Seventy-two percent (72%) of graduates who are emotionally attached to the University of Pittsburgh say they have donated financially to the university, while half as many who are emotionally unattached are donors (36%). Interestingly, even after taking student loans into account, emotionally attached alumni are still more likely to donate, regardless of their debt burden.

Alumni attachment is not the only indicator of donations, however. Pitt graduates who strongly agree that they received all three types of support as undergraduates, which could increase alumni attachment, are also more likely to become financial donors to the University of Pittsburgh. Sixty-five percent (65%) of alumni who felt supported by the university as undergraduates became donors.
Support During Pitt Undergraduate Studies Prevalent for Pitt Graduate School Alumni

Alumni who attended the University of Pittsburgh for both undergraduate and graduate studies are more likely to strongly agree that they had an undergraduate professor who made them excited about learning and a mentor who encouraged them to pursue their goals and dreams, compared with Pitt graduates who did not attend graduate school at any institution. This connection with the faculty and staff at the university may be why they stayed to pursue their graduate degrees.
PITT VS. PEERS

PITT GRADUATES COMPARE WELL WITH OTHER GRADUATES OF AAU-MEMBER SCHOOLS

On nearly all measures, Pitt graduates are doing just as well as, if not better than, their peers who graduated from research-intensive universities like Pitt that are members of the Association of American Universities (AAU) organization.

As they do compared with other graduates nationally, Pitt alumni lead graduates of AAU-member schools in full-time employment. Nearly two in three Pitt alumni (64%) work full time for an employer, which is higher than the 59% employment rate among graduates of AAU-member universities.

Pitt graduates are essentially as likely to be engaged at work as their peers who received degrees from universities that are AAU members. More than four in 10 Pitt graduates (43%) who are employed full time for an employer are engaged at work, which is on par with their peers at AAU-member universities as a whole (42%) and the subset of public universities that are AAU members (44%). Pitt graduates are also as likely as these other graduates to strongly agree that they are deeply interested in the work they do (43%), have the opportunity to do work that interests them (42%) and have the ideal job (28%).

PITT GRADUATES HOLD EDGE IN WELL-BEING, ALUMNI ATTACHMENT

The overall well-being of Pitt graduates, on average, is better than that of most of their peers — including those who graduated from AAU-member universities. Fifteen percent of Pitt graduates are thriving in all five interrelated elements of well-being, which is slightly higher than the 12% average for alumni from AAU universities. Pitt alumni are more likely than graduates from AAU institutions to be thriving in each individual element of well-being — with the exception of community well-being, in which they are statistically on par with graduates from AAU schools.

Pitt alumni feel somewhat stronger ties to their alma mater than do graduates from AAU-member universities. More than one in four Pitt alumni (26%) are emotionally attached to their alma mater, compared with slightly more than one in five (22%) graduates of AAU-member institutions. Pitt graduates are similar to their AAU peers on one of the two components of the alumni attachment measure — 33% of Pitt alumni strongly agree that they can’t imagine a world
Pitt alumni (37%) are more likely than AAU graduates (32%) to strongly agree that their university was the perfect school for people like them.

**PITT ALUMNI MORE LIKELY TO REPORT FEELING SUPPORTED**

Pitt graduates’ relatively higher well-being and emotional attachment may have roots in their different experiences as undergraduates — particularly in the support they received while at college. Gallup finds that the support and experiential learning that graduates obtain while in college are linked to better outcomes in well-being and emotional attachment.

In terms of support, Pitt graduates are just as likely as AAU graduates to strongly agree that they had at least one professor who made them excited about learning (62% of Pitt graduates vs. 61% of all AAU graduates and 60% of public AAU graduates). However, Pitt graduates are clearly more likely to strongly agree that their professors cared about them personally (19%) than AAU graduates overall and public AAU graduates (13%).

Pitt alumni are also somewhat more likely to strongly agree that they had a mentor who encouraged them to pursue their goals and dreams (19%), compared with AAU graduates (17%) and public AAU graduates (16%). Further, Pitt alumni are more likely than AAU graduates to have had all three support experiences (10% of Pitt graduates vs. 7% of AAU graduates and 6% of public AAU graduates).

In terms of experiential learning, Pitt alumni are as likely to strongly agree that they took part in internships that allowed them to apply what they were learning (30%) as AAU graduates (29%). And Pitt graduates are more likely to strongly agree that they were extremely active in extracurricular activities and organizations (21%) than AAU graduates (19%) and public AAU graduates (17%). The only area in which Pitt alumni trail AAU graduates is in saying they worked on a project that took a semester or more to complete (26% of Pitt graduates strongly agree vs. 30% of AAU and 28% of public AAU graduates). But overall, Pitt graduates are just as likely as graduates in the peer comparison groups to have had all three experiences.
The edge that Pitt alumni have over other AAU graduates in multiple aspects of their lives after graduation — their employment status, well-being and emotional attachment — is also apparent in their general belief that Pitt prepared them well for life after college. Nearly one in three Pitt graduates (32%) strongly agree that their university prepared them well for life after college, compared with 30% of AAU graduates and 29% of public AAU graduates.

**THE UNDERGRADUATE EXPERIENCE: SUPPORT AND EXPERIENTIAL AND DEEP LEARNING**

<table>
<thead>
<tr>
<th>% STRONGLY AGREE</th>
<th>UNIVERSITY OF PITTSBURGH</th>
<th>AAU</th>
<th>AAU PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professors at University of Pittsburgh cared about me as a person.</td>
<td>19</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>I had at least one professor at University of Pittsburgh who made me excited about learning.</td>
<td>62</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>While attending University of Pittsburgh, I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>19</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td><strong>FELT SUPPORT</strong></td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>While attending University of Pittsburgh, I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>30</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>While attending University of Pittsburgh, I worked on a project that took a semester or more to complete.</td>
<td>26</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending University of Pittsburgh.</td>
<td>21</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td><strong>EXPERIENTIAL AND DEEP LEARNING</strong></td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
FINAL THOUGHTS

Pitt graduates feel emotionally attached to their alma mater, strongly agreeing at higher levels than graduates of other universities that they cannot imagine a world without their university and that it was the perfect school for people like them. Some of this may reflect the greater overall level of preparedness for life outside of college that Pitt alumni feel their university gave them, which could be translating to a better life after college as well. Pitt graduates are more likely than graduates from other large public universities, the national Gallup-Purdue Index and very high research activity universities to be thriving in all five elements of well-being, which Gallup classifies as leading a good life.
Results for the University of Pittsburgh study are based on Web surveys conducted March 10-April 1, 2015, with a sample of 12,444 University of Pittsburgh undergraduate alumni. The sample of alumni email addresses was provided by the University of Pittsburgh. 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, and who have access to the Internet, were invited to take the Gallup-Purdue Index survey online.

Gallup Daily Tracking includes two parallel surveys: the U.S. Daily and the Gallup-Healthways Well-Being Index. Each sample of national adults includes a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily Tracking respondents with a college degree, who agreed to future recontact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted 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.

For results based on the total sample of bachelor’s degree or higher respondents, the margin of sampling error is ±0.9 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 ±1.0 percentage point 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.

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.
ABOUT UNIVERSITY OF PITTSBURGH

The University of Pittsburgh, a public research university, is a member of the by-invitation-only Association of American Universities. Pitt is home to 16 undergraduate, graduate, and professional schools and four regional campuses. Its five-campus system offers more than 470 degree programs.

Pitt faculty have pioneered major scientific advances such as the Salk polio vaccine, multiple-organ transplantation, CPR, and breast cancer treatment. Pitt alumni have won the Nobel Peace Prize, the Nobel Prize in Medicine, the Pulitzer Prize, the National Book Award, the National Medal of Science, Olympic gold medals, Academy Awards, and Super Bowl championships.

Pitt students come from all 50 states, three territories, the District of Columbia, and 113 countries and have a proven track record of earning such prestigious international and national honors as Rhodes, Marshall, Goldwater, and Churchill scholarships. Pitt educates the whole student through a unique Outside the Classroom Curriculum program that helps students develop holistically; undergraduate research opportunities; University Center for International Studies certificate programs; an Engineering Co-Op program; study abroad just about anywhere in the world; and more.

There are 528 student organizations ranging from arts and pre-professional organizations to groups with an international focus. Pitt student-athletes participate in Division I college athletics with 19 varsity sports teams and some of the most recognizable student-led athletic fan bases in the nation.

The Pittsburgh campus is located in the Oakland section of Pittsburgh, which has in recent years been cited by The Economist, Forbes magazine, and Places Rated Almanac as the most livable city in the U.S. Pitt offers students easy access to all the amenities the city has to offer, including internship and volunteer work venues, professional sports teams, an incredible variety of restaurants and shops, and cultural events through PITT ARTS, which provides educational encounters at Pittsburgh’s world class symphony orchestra, concerts, ballet, opera, plays, exhibitions, independent film and jazz concerts.