

Great Jobs. Great Lives.

The Value of Career Services, Inclusive Experiences and Mentorship for College Graduates



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Introduction

For many Americans, higher education has acted as a gatekeeper to the workforce and financial prosperity. Since 2010, 86% of incoming freshmen have said that getting a better job represents a critical factor in their decision to enroll in college, compared with 73% of incoming freshmen between 2000 and 2009 who said the same.¹ Yet Gallup has found that barely one in 10 business leaders in the U.S. feel strongly that a college education equips graduates with the skills and competencies their business needs, demonstrating a need for colleges and universities to innovate in order to prepare graduates for life outside of college.²

In 2014, Gallup partnered with Purdue University and the Lumina Foundation to quantify outcomes for bachelor's degree holders nationally and to identify the critical undergraduate experiences that are related to these positive outcomes. The research is designed to provide universities with a road map for continuous improvement, focusing on those outcomes prospective students expect to achieve as a result of obtaining a bachelor's degree, including a great job and a great life. In its inaugural report, Gallup provided practitioners with six practical collegiate experiences that are strongly correlated with important outcomes, including employee engagement and well-being later in life.³ In its second administration in 2015, Gallup provided new data about the relationship between these key experiences and graduates' perceptions that their degree was worth the cost.⁴ Many institutions across the country's diverse higher-education landscape have already used findings from the Gallup-Purdue Index to improve the student experience in deep and meaningful ways — emphasizing more long-term projects, mentoring and internship experiences linked to classroom learning. More than 50 colleges and universities have sought Gallup to measure their own alumni for comparison with the national and cohort-level findings from the Gallup-Purdue Index, allowing them to have a relative understanding of their graduates' success. In October 2016, Furman University announced \$47 million in new grant funding to implement the key collegiate experiences identified through this research.⁵

In its third year, the national Gallup-Purdue Index explored several new topics relevant to higher education institutions, including the extent to which students are taking advantage of career services' offerings; how helpful these offerings are to graduates; who mentored these students and connected them to important internship and work experiences; and how inclusive their campus was to racial and ethnic minorities and members of the lesbian, gay, bisexual and transgender (LGBT) community.

The results detailed in this report provide university leaders with important information about how they can continue to improve their policies and programs to give current and future students the experiences required to be successful outside of college.

- 1 Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). The American Freshman: Fifty-Year Trends, 1966-2015. Retrieved from www.heri.ucla.edu/monographs/50YearTrendsMonograph2016.pdf.
- 2 Sidhu, P., & Calderon, V. J. (2014, February 26). Many Business Leaders Doubt U.S. Colleges Prepare Students. Retrieved from www.gallup.com/poll/167630/business-leaders-doubt-colleges-prepare-students.aspx.
- 3 Gallup-Purdue Index Inaugural National Report. (2014). Retrieved from products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx.
- 4 Gallup-Purdue Index Report 2015. (2015). Retrieved from www.gallup.com/reports/197144/gallup-purdue-index-report-2015.aspx.
- 5 Kovacs, K. (2016, October 5). Real-World Experience and the Liberal Arts. Retrieved from www.insidehighered.com/news/2016/10/05/furman-u-guarantees-internships-research-opportunities-and-mentors-each-student.

From College to Career

Americans with a bachelor's degree can expect to earn about \$1 million more than those with a high school diploma over the course of their careers.⁶ However, the unemployment rate for college graduates aged 25 and older is now nearly double what it was in 2000, requiring schools to adopt new programs and policies to better prepare their graduates for a competitive job market.⁷ Career services offices often provide this support, which can include stimulating student interest in disciplines they have previously not considered, helping students select a major field of study, helping students secure employment while enrolled in college and preparing students for finding a job upon graduation through mock interviews and resume workshops. Through all of these experiences and interactions, career services offices play a critical role in preparing students for life after college.

To better understand who participates in career services' offerings and the quality of these experiences, Gallup asked college graduates if they visited the career services office during their undergraduate experience and how helpful the career services office was to them.

Half of college graduates visited their career services office as students.

About half of college graduates nationally (52%) report that they visited the career services office during their undergraduate experience. Recent graduates are particularly likely to have visited career services. Over six in 10 graduates who obtained their degree between 2010 and 2016 say they visited their school's career services office as undergraduates — more than graduates from any other time frame since 1940. Due to the cross-sectional nature of this study and because longitudinal data do not currently exist for graduates who obtained their degree in earlier decades, it is difficult to determine if these changes stem from differences in graduates' ability to recall visiting career services or reflect changes in students' interaction with career services over time.

While attending [UNIVERSITY NAME], did you visit the career services office at least once?

	Up to 1949	1950- 1959	1960- 1969	1970- 1979	1980- 1989	1990- 1999	2000- 2009	2010- 2016	Total
% Yes	30	30	35	40	52	53	55	61	52
% No	44	52	49	44	33	33	33	32	36
% Don't know/Cannot recall	26	18	15	16	14	14	11	7	12

6 Julian, T. (2012, October). Work-Life Earnings by Field of Degree and Occupation for People With a Bachelor's Degree: 2011. Retrieved from www.census.gov/prod/2012pubs/acsbr11-04.pdf.

7 Unemployment Rate: College Graduates: Bachelor's Degree and Higher, 25 Years and Over. (n.d.). Retrieved from fred.stlouisfed.org/series/LNU04027662.

17%

of 2010 to 2016
graduates report that
their career services
office was very helpful.

Few recent graduates view career services as very helpful.

Although recent graduates are more likely than graduates from prior decades to have visited the career center, they are no more likely to report that their interactions were very helpful or helpful than are graduates from previous decades. About two in five graduates who received their degree in each time period between 1980 and 2016 say that the career services office was very helpful or helpful to them.

How helpful was the career services office to you? Among those who reported visiting the office.

	Up to 1949	1950- 1959	1960- 1969	1970- 1979	1980- 1989	1990- 1999	2000- 2009	2010- 2016	Total
% Very helpful	30	24	21	16	17	18	13	17	16
% Helpful	14	33	34	30	26	25	26	26	27
% Somewhat helpful	5	31	33	37	36	35	36	37	36
% Not at all helpful	25	6	6	12	15	16	18	17	16
% Don't know/Cannot recall	26	5	6	5	5	7	7	3	5

Career services experiences do not vary by type of institution. Graduates of public and private institutions and of large and small universities are all equally likely to have visited their career services office during their undergraduate experience. The quality of their experience with career services also does not depend on the size or control of institutions. Graduates of public, private, large and small universities are all equally likely to rate their experiences with career services as very helpful or helpful.

Graduates with engineering and business degrees are most likely to have visited their career services office.

Engineering graduates (62%) are the most likely graduates of all fields of study to say they visited career services as undergraduates, followed closely by business majors (58%). A slight majority of graduates with social science degrees (53%) say they visited career services as undergraduates, while just under half of arts and humanities majors (48%) and sciences majors (45%) say the same.

While attending [UNIVERSITY NAME], did you visit the career services office at least once?

	Sciences	Social Sciences	Business	Arts and Humanities	Engineering
% Yes	45	53	58	48	62
% No	41	33	34	39	29
% Don't know/Cannot recall	14	14	9	13	9

Graduates with engineering and business degrees also rate their experiences with career services the most positively, with just over half of each group saying the career services office was very helpful or helpful to them. Graduates in these fields also boast some of the lowest unemployment rates among bachelor's degree-holders, according to the U.S. Census Bureau's 2012 estimates, potentially explaining some of their more positive retrospective evaluations.⁸ Meanwhile, arts and humanities graduates nationally rate their career services experiences the most negatively, with about a third (32%) saying the career services office was very helpful or helpful.

How helpful was the career services office to you? Among those who reported visiting the office.

	Sciences	Social Sciences	Business	Arts and Humanities	Engineering
% Very helpful	18	15	23	11	21
% Helpful	28	28	29	21	31
% Somewhat helpful	34	37	29	41	36
% Not at all helpful	14	14	15	22	8
% Don't know/ Cannot recall	6	6	5	6	4

8 U.S. Census Bureau: Industry and Occupation. (n.d.). Retrieved from www.census.gov/people/io/.

First-generation college graduates and transfer students are less likely to say they used career services.

Transfer students and graduates whose parents do not have a college degree (first-generation graduates) are less likely to graduate on time or at all.^{9,10} However, according to data from the Gallup-Purdue Index, transfer and first-generation students who do graduate are just as likely as their peers to say they received support from professors and mentors — highlighting the importance of institutional support to the success of these two groups.

But among graduates nationally, those who transferred from a two-year or four-year institution and those who are first-generation college graduates are less likely to say that they visited their career services offices as undergraduates. These findings complement prior research demonstrating that first-generation college students disproportionately encounter challenges when navigating the college system, and they can find it both confusing and intimidating.¹¹ Less than half of graduates from both groups visited career services, even though both groups are equally likely as their peers to rate their experiences with career services as very helpful or helpful. These findings suggest that what the career services office provides these students is valuable, but their access to these services remains lower. These data also indicate that colleges and universities may need to adapt their communication and outreach strategies for students who face a steeper learning curve on college campuses.

While attending [UNIVERSITY NAME], did you visit the career services office at least once?

	National Graduates	First Generation	Non-First Generation	Transfer Students	Non-Transfer Students	White	Black	Asian	Hispanic
% Yes	52	49	55	44	56	50	65	64	59
% No	36	39	33	42	32	38	26	25	30
% Don't know/ Cannot recall	13	13	12	13	12	13	10	11	10

9 DeAngelo, L., Franke, R., Hurtado, S., Pryor, J. H., & Tran, S. (2011). Completing College: Assessing Graduation Rates at Four-Year Institutions. Retrieved from heri.ucla.edu/DARCU/CompletingCollege2011.pdf.

10 Outcomes of Students Who Transferred from Two-Year to Four-Year Institutions. (2012). Retrieved from nscresearchcenter.org/wp-content/uploads/SnapshotReport8-GradRates2-4Transfers.pdf.

11 Darling, R., & Scandlyn Smith, M. (2007). First-Generation College Students: First-Year Challenges. Retrieved from www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/documents/first-gen.pdf.

Minority graduates are more likely than non-minority graduates to say they visited career services and to rate their experience positively.

Minority graduates are more likely to have visited career services as undergraduates and more likely to find their services very helpful or helpful compared with non-minority graduates. While more than six in 10 minority graduates visited their career services office, half of white graduates did the same. Additionally, minority graduates nationally rate their experiences more positively: 21% of black graduates, 22% of Asian graduates and 19% of Hispanic graduates say the career services office was very helpful, compared with 15% of white graduates.

How helpful was the career services office to you? Among those who reported visiting the office.

	National Graduates	First Generation	Non-First Generation	Transfer Students	Non-Transfer Students	White	Black	Asian	Hispanic
% Very helpful	16	18	15	16	16	15	21	22	19
% Helpful	27	27	27	26	27	27	28	20	33
% Somewhat helpful	36	36	36	35	36	37	29	31	34
% Not at all helpful	16	14	17	17	15	16	15	20	14
% Don't know/ Cannot recall	5	6	5	6	5	6	7	7	0

Graduates with the largest undergraduate student loan debt amounts are most likely to say they visited career services and more likely to say it was not at all helpful.

Graduates who borrowed large amounts of student loans to obtain their undergraduate degree are the most likely to report they visited their career services office as undergraduates. Sixty-five percent of college graduates who borrowed more than \$40,000 say they visited career services as undergraduates, compared with 45% of graduates with no undergraduate student loan debt.

Although those with the largest amounts of undergraduate student debt were the most likely to visit the career services office, they were also the least likely to rate their experience positively. Twenty-one percent of those borrowing more than \$40,000 indicated that their experience was not at all helpful, compared with 17% of those who borrowed \$20,001-\$40,000 and 15% of those who borrowed less than \$20,001 to obtain their degree.

The most heavily indebted college graduates require more support in navigating the transition from college to career, as they enter the workforce at a financial disadvantage relative to those with less or no undergraduate debt. Although they access career services at a greater rate, their experiences lag behind those of other graduates. This may be because these types of graduates require higher-paying jobs to meet their financial commitments, restricting the opportunities available to them, or due to differing expectations among these graduates of their alma maters.

Delivering a high-quality career-services experience to students is more important than getting them in the door.

In many cases, graduates who visited their career services office are no more likely than those who did not to view their undergraduate experiences positively. However, graduates who had a high-quality experience with career services are dramatically more likely to believe their university prepared them well for life outside of college, to say their education was worth the cost, to recommend their university to others and to report making donations to their alma mater.

Graduates who visited career services are somewhat more likely than those who did not visit to believe their university is passionate about the long-term success of its students. However, graduates who rated their experiences as very helpful are more than six times more likely than those who said their interactions were not at all helpful to believe their university is passionate about the success of its students.

Similarly, graduates who visited career services are only slightly more likely to feel prepared for life outside of college, recommend their university to others and donate to their alma mater. But graduates who had very helpful career-services experiences are 5.8 times more likely to say their university prepared them well for life outside of college, 3.4 times more likely to recommend their school to others and 2.6 times more likely to donate to their alma mater than those who said their career-services experiences were not at all helpful.

Graduates who visited career services are no more likely than those who did not visit to believe their education was worth the cost. Still, those who said the career services office was very helpful are nearly three times more likely to say their education was worth the cost than those who said career services was not at all helpful.

Graduates who visited the career services office and said their interactions were very helpful are

5.8x

more likely to say their university prepared them well for life outside of college.

	While attending [UNIVERSITY NAME], did you visit the career services office at least once?		How helpful was the career services office to you?	
	% Yes	% No	% Very helpful	% Not at all helpful
[UNIVERSITY NAME] is passionate about the long-term success of its students (Strongly agree)	35	24	61	10
[UNIVERSITY NAME] prepared me well for life outside of college (Strongly agree)	34	26	58	10
My education from [UNIVERSITY NAME] was worth the cost (Strongly agree)	49	49	72	24
Likelihood to recommend their university to family, friends or colleagues (Report a 10 on scale of 1-10)	45	38	68	20
Have made a financial donation to their alma mater in the past 12 months	23	17	31	12
Had a good job awaiting them upon graduation	31	34	49	15

Perhaps most importantly, graduates who visited career services are more likely to be employed full time for an employer or for themselves (67%) than are those who did not visit career services (59%). This is particularly true for black graduates — a 12-percentage-point gap in full-time employment separates those who visited career services (66%) from those who did not (54%).

Graduates with particularly helpful experiences at their career services office also find their current work more fulfilling. Simply visiting career services was not enough, as those who report visiting the office are no more likely than those who did not visit the office to strongly agree that they are deeply interested in the work they do. However, half of those who report the career services office was very helpful to them strongly agree that they are deeply interested in their work, compared with 34% of those who say it was not at all helpful.

Further, graduates who visited the career services office were just as likely as those who did not visit to report they had a good job awaiting them upon graduation; however, graduates who had a quality career-services experience found a good job more quickly. Forty-nine percent of graduates who say the career services office was very helpful also report that they had a good job waiting for them when they graduated, while 15% of those who say it was not at all helpful report the same. These graduates' more positive experiences transitioning from college to career likely influence their evaluation of their career services office and its helpfulness to them.

49%

of graduates who say the career services office was very helpful report that they had a good job waiting for them when they graduated while only

15%

of those who say the career services office was not at all helpful say the same.

Internship and Mentorship Sources

Gallup-Purdue Index research has demonstrated the importance of supportive relationships and experiential learning opportunities to a successful undergraduate experience.¹² For example, Gallup has shown that mentorship and applied internship experiences are strongly linked to increased employee engagement, higher well-being later in life and graduates' feeling that their degree was worth the cost.

Other research has also established the positive effects of these undergraduate experiences. For example, undergraduate internships have been linked to more job offers upon graduation and higher starting salaries for graduates.^{13,14} Meanwhile, mentorship is positively associated with career planning and active, persistent job search behavior.¹⁵

Comparatively little research, however, has examined the sources of internships and mentorships and the ways in which the internship or mentorship source affects the quality of the experience. To answer this question, Gallup asked college graduates who reported having mentors and internships who their mentor was and who helped them obtain their job or internship.

College graduates received support from both institutional and social mentors.

About a quarter of college graduates nationally strongly agree they had a mentor who encouraged them to pursue their goals and dreams while obtaining their undergraduate degree. To identify mentors, Gallup asked recent graduates who strongly agree or agree that they had a mentor who their mentor was. Graduates could select multiple types of mentors in cases in which they had more than one mentor during their undergraduate experience.

Among recent graduates who obtained their degree from 2010 to 2016 and who strongly agree or agree that they had a mentor, about four in five indicate that their mentor was one of their professors and a third report that another university staff or faculty member served as their mentor. Additionally, about one in 10 say their mentor was an extracurricular activity adviser.

Graduates of private not-for-profit universities are more likely to say that one of their professors acted as a mentor (87%), compared with 79% of graduates from public universities. Additionally, more than nine in 10 students who graduated from smaller universities (1,000 to 4,999 students) say a professor was their mentor, compared with more than seven in 10 graduates from large universities (20,000 students or more).

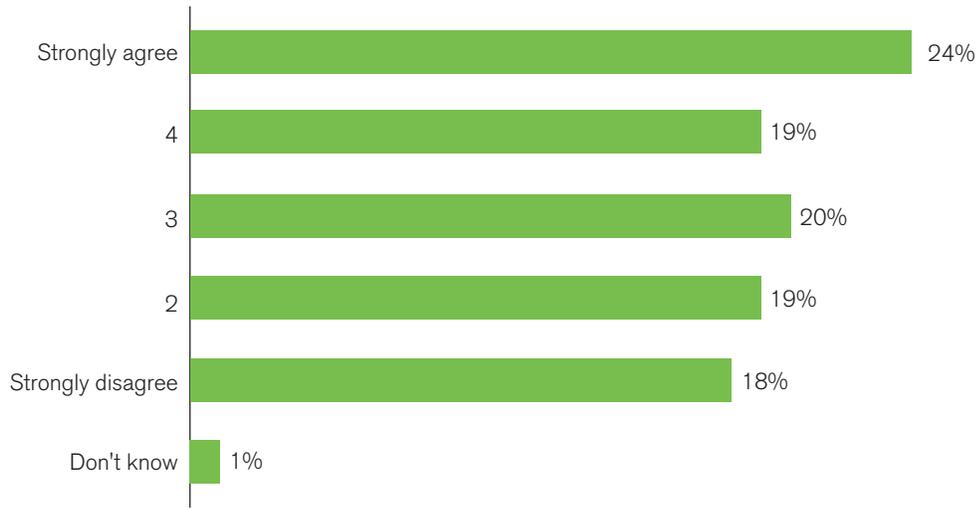
¹² Year 1 and Year 2 GPI National Reports.

¹³ The Class of 2014 Student Survey Report. (2014, September). Retrieved from career.sa.ucsb.edu/files/docs/handouts/2014-student-survey.pdf.

¹⁴ Carnevale, A. P., Smith, N., Melton, M., & Price, E. W. (2015). Learning While Earning: The New Normal. Retrieved from cew.georgetown.edu/wp-content/uploads/Working-Learners-Report.pdf.

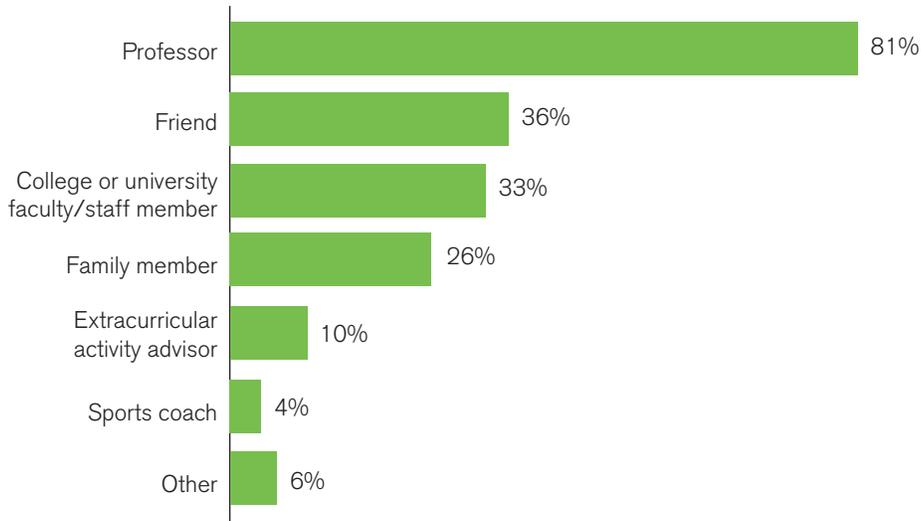
¹⁵ Renn, R. W., Steinbauer, R., Taylor, R., & Detwiler, D. (2014, September 22). School-to-work transition: Mentor career support and student career planning, job search intentions, and self-defeating job search behavior. Retrieved from pdfs.semanticscholar.org/9d71/240ac682977b9a84efdc88be4f836d183452.pdf.

While attending [UNIVERSITY NAME] I had a mentor who encouraged me to pursue my goals and dreams.



Who was the mentor?

Asked among 2010-2016 graduates



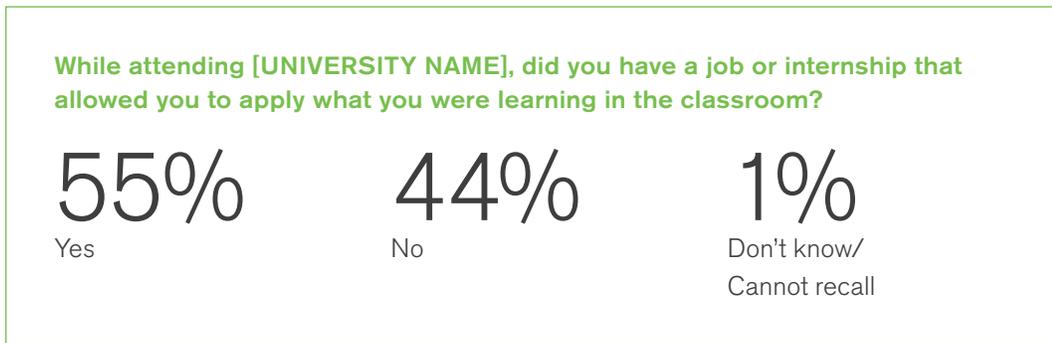
Friends and family members also represented a key source of mentorship for college graduates. Over a third of graduates say they had a friend who mentored them, and over a quarter said a family member acted as their mentor. Given that social support from friends and family has been linked to student persistence in college, friend- and family-based mentorship is a critical component of a successful college experience.¹⁶

¹⁶ Nicpon, M., Huser, L., Blanks, E., Sollenberger, S., Befort, C., & Kurpius, S. R. (2006, November). The Relationship of Loneliness and Social Support with College Freshmen's Academic Performance and Persistence [Abstract]. *Journal of College Student Retention: Research, Theory and Practice*, 8(3), 345-358. doi:10.2190/a465-356m-7652-783r

Gallup investigated whether students with different types of mentors were more or less likely to have different educational experiences or perceptions, including the evaluations of the value of their degree, how prepared they felt for life outside of college and the time it took to acquire a good job upon graduation. Across these measures, graduates were equally likely to respond positively or negatively regardless of who their mentor was, suggesting that it is less important who mentors students and more important that students are mentored at all.

Professors and university staff members are the most common source of applied jobs and internships.

Just over half of college graduates nationally (55%) say they had a job or internship as an undergraduate that allowed them to apply what they were learning in the classroom. These jobs and internships are more prevalent among recent graduates than older graduates, with 63% of 2010 to 2016 graduates reporting they had this type of job or internship, compared with 52% of those who graduated in the 1980s and 57% of those who graduated in the 1990s.

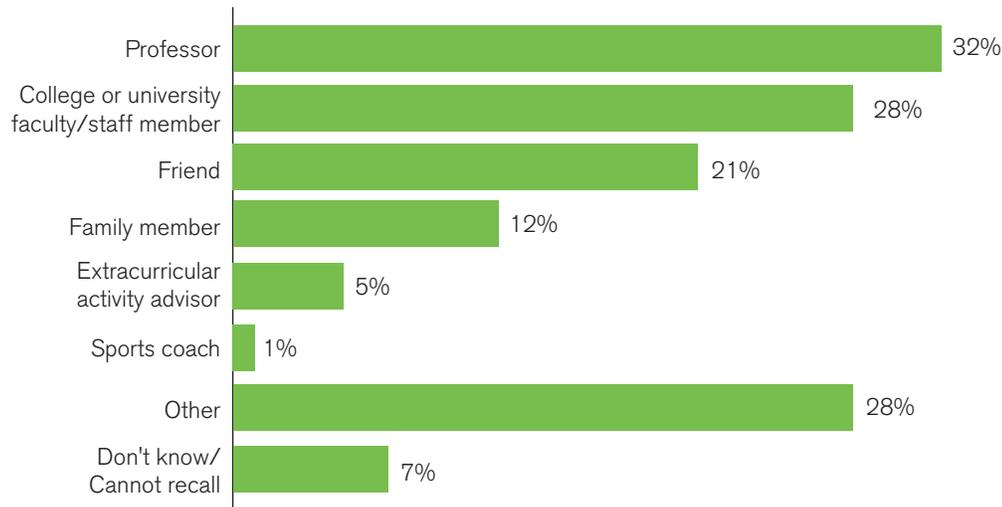


While attending [UNIVERSITY NAME] did you have a job or internship that allowed you to apply what you were learning in the classroom?

Graduation Year	Up to 1949	1950-59	1960-69	1970-79	1980-89	1990-99	2000-09	2010-16	Total
% Yes	33	43	41	47	52	57	62	63	56
% No	67	57	59	53	48	43	38	37	44

College graduates accessed their applied job or internship predominantly through university sources. Just under a third say they acquired their internship through a professor, and about three in 10 say they found theirs with the help of a university faculty or staff member.

Which of the following helped you obtain this internship or job where you were able to apply what you were learning in the classroom? Select all that apply.



As with the source of mentorship, the source of graduates' applied jobs or internships did not make them more or less likely to have different educational experiences or perceptions of those experiences. Regardless of how graduates obtained their applied job or internship, they were no more or less likely to say their education was worth the cost, to say their university prepared them well for life outside of college or to acquire a good job quickly upon graduation — implying again that having an applied learning experience is far more important than the source through which students obtain these experiences.

Diversity on Campus

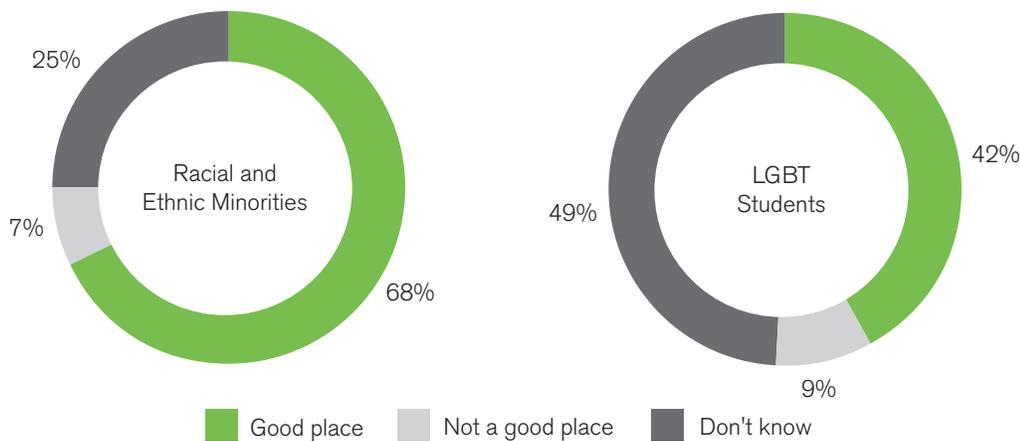
College students and graduates exposed to people from different backgrounds learn key analytic and social skills and have a greater commitment to democratic values.¹⁷ Additionally, Gallup research demonstrates that college graduates who regularly interact with people from different backgrounds during their undergraduate experience are more than twice as likely to believe that their degree was worth the cost.

Most college graduates say their university was a good place for racial and ethnic minorities to study, but fewer say the same about LGBT students.

More than two-thirds of college graduates nationally who obtained their degree between 1990 and 2016 say that their university was a good place for racial and ethnic minorities, while significantly fewer say the same for LGBT students (42%).

Was [UNIVERSITY NAME] a good place or not a good place to study for:

*Asked of 1990-2016 Graduates



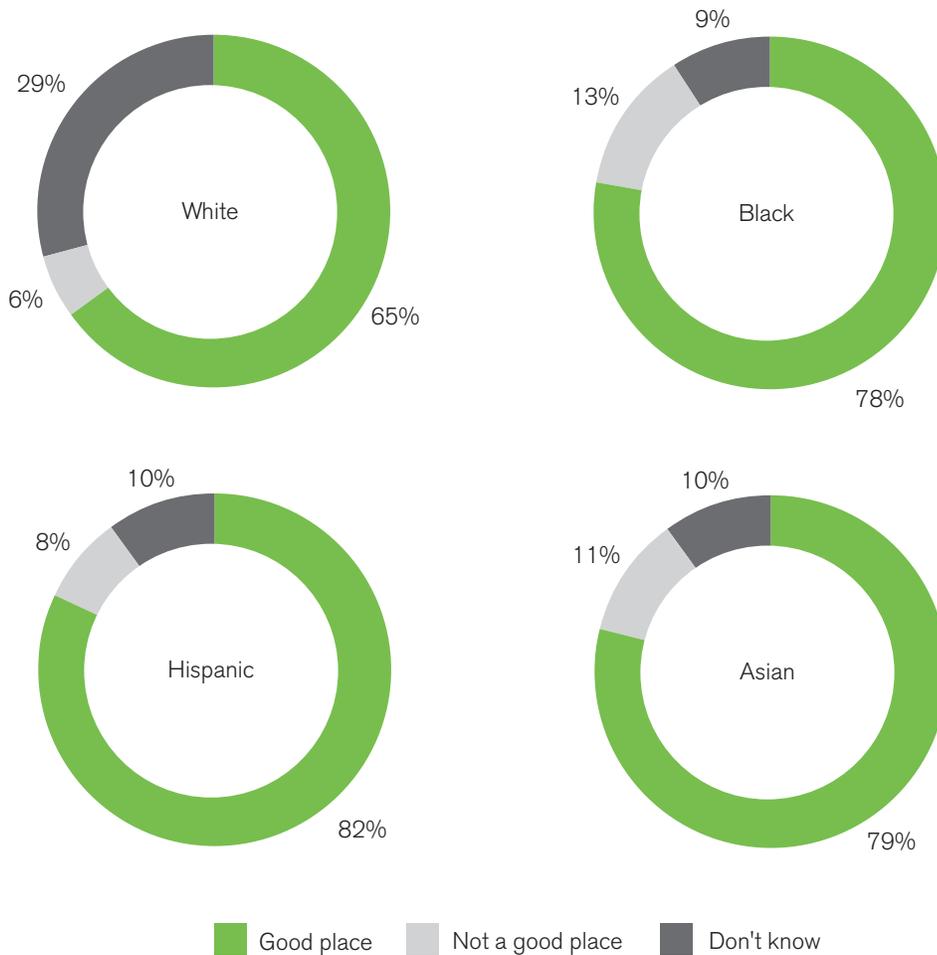
Few college graduates say their university was a bad place for racial and ethnic minorities (7%) or LGBT students (9%). Instead, large shares of college graduates indicate that they do not know whether their alma mater was a good or bad place for those groups to study. In fact, nearly half of 1990 to 2016 college graduates nationally (49%) say they don't know whether their university was a good place for LGBT students to study, and a quarter say the same for racial and ethnic minorities.

Black, Asian and Hispanic graduates from 1990 to 2016 all express greater certainty than white graduates that their universities were good places for racial and ethnic minorities to study. More than three-fourths of all three minority groups state that their university was a good place for minorities to enroll, and no more than one in 10 indicate that they don't know if it was a good place for minorities. White graduates, alternatively, are not only less likely to say that their university was a good place for racial and ethnic minorities to study, but nearly three in 10 also say they do not know if their university was a good place for those groups to study.

¹⁷ Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and Higher Education: Theory and Impact on Educational Outcomes [Abstract]. *Harvard Educational Review*, 72(3), 330-367. doi:10.17763/haer.72.3.01151786u134n051

Was [University Name] a good place or not a good place to study for students who are members of racial and ethnic minorities?

*Asked of 1990-2016 Graduates



Graduates who regularly interacted with people from different backgrounds at their university are more likely to believe their university was a good place for racial or ethnic minorities and LGBT students to study.

Gallup asked graduates about the extent to which they interacted with people from different backgrounds on a regular basis during their undergraduate experience. For recall purposes, Gallup only asked graduates who obtained their degree from 2010 to 2016 this question. Among these recent college graduates, 44% strongly agree that they interacted with people from different backgrounds on a regular basis during their undergraduate experience.

Those who were exposed to diversity as undergraduates are now more likely to say that their alma mater was a good place for minority groups. Nearly nine in 10 recent college graduates (88%) who say they regularly interacted with people from different backgrounds as undergraduates strongly agree that their university was a good place for racial and ethnic minorities to study, compared with 42% of those who strongly disagree they had these interactions.

88%

of recent graduates with exposure to diversity in college believe their alma mater was a good place for minorities to study.

While attending [UNIVERSITY NAME] I interacted with people from different backgrounds on a regular basis.

Asked of 2010-2016 Graduates

	Strongly agree	4	3	2	Strongly disagree	Don't know	Total
% Good place	88	70	59	30	42	0	71
% Not a good place	3	6	14	33	39	44	10
% Don't know	9	24	27	38	19	56	19

Perceptions about LGBT students follow a similar pattern. Just over seven in 10 recent graduates who regularly interacted with people from diverse backgrounds as undergraduates say their alma mater was good place for LGBT students to study.

In 2015, Gallup identified a strong relationship between exposure to diversity and other important long-term outcomes, including the extent to which graduates believe their degree was worth the cost.¹⁸ In Year 3 of the Gallup-Purdue Index study, Gallup evaluated the relationship between exposure to diversity and other outcomes, including likelihood to recommend the university to a friend, family member or colleague and likelihood to donate to the university. Graduates who regularly interacted with people from different backgrounds are 2.2 times more likely than those who did not to report that they were extremely likely to recommend the university to others and are more likely to have donated to their alma mater.

¹⁸ Marken, S. (2015, October 28). Graduates Exposed to Diversity Believe Degree More Valuable. Retrieved from www.gallup.com/poll/186257/graduates-exposed-diversity-believe-degree-valuable.aspx.

Methodology

Results for the Gallup-Purdue Index are based on web surveys conducted Aug. 22-Oct. 11, 2016, with a random sample of 11,483 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 recruited via the Gallup Daily tracking survey. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 60% cellphone respondents and 40% 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 next 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.

For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ± 1.3 percentage points at the 95% confidence level. The reported margin of sampling error for the Gallup-Purdue Index of all college graduates includes the computed design effects for weighting.

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

About Gallup

Gallup delivers forward-thinking research, analytics and advice to help leaders solve their most pressing problems. Combining more than 75 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of the world's constituents, employees and customers than any other organization. Gallup consultants help private and public sector organizations boost organic growth through measurement tools, strategic advice and education. Gallup's 2,000 professionals deliver services at client organizations through the web and in nearly 40 offices around the world.

About Purdue University

Purdue university is a vast laboratory for discovery. The university is known not only for science, technology, engineering and math programs, but also for our imagination, ingenuity and innovation. It's a place where those who seek an education come to make their ideas real — especially when those transformative discoveries lead to scientific, technological, social or humanitarian impact.

Founded in 1869 in West Lafayette, Indiana, the university proudly serves its state as well as the nation and the world. Academically, Purdue's role as a major research institution is supported by top-ranking disciplines in pharmacy, business, engineering and agriculture. More than 39,000 students are enrolled here. All 50 states and 130 countries are represented.

Since the inception of the Gallup-Purdue Index study, Gallup has partnered with over 50 colleges and universities to understand the experiences of their own alumni and implement changes that will improve outcomes for current and future students. If you are a college or university leader who would like to learn more about Gallup's work with institutions of higher education, please [visit our website](#).

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