

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

Alumni Outcomes Report



THE OHIO STATE UNIVERSITY

GALLUP®

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INTRODUCTION

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 (GPI) — provides insight into the relationship between the college experience and long-term outcomes. This report explores the relationship among graduates of The Ohio State University based on their responses to the Ohio State college outcomes survey.

GREAT JOBS: WORKPLACE ENGAGEMENT

Workplace engagement is more nuanced than simple 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 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 those 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 U.S. workplaces are missing significant opportunities to raise their employees' productivity and well-being and the economic benefits that increasing productivity and well-being implies. If higher education does not lead graduates to an engaging job, then it 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 higher education institutions need to take to solve their biggest challenges. This research can provide The Ohio State University with insight on how to improve the lives of current undergraduates in the key areas that are within its control.

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 in 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 promoted a well-lived life. This includes if they perceive that the college was a great fit for them, that they had professors who cared and made learning exciting and, most importantly, 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 Ohio State alumni cohort (those who received a bachelor's degree from the institution between 1970 and 2014) are compared with data 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 specifically on graduates who received their undergraduate degrees from 1970 to 2014.

In this report, Ohio State alumni are compared with national college graduates 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 with the total national sample of graduates, Ohio State 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). Ohio State alumni are also compared with graduates from universities with a Carnegie Classification of Research Universities with very high research activity (RU/VH). A full listing of these 108 universities is available online at <http://carnegieclassifications.iu.edu/>.

Demographically, the sample of Ohio State alumni is similar to, but slightly more male than, graduates interviewed in the Gallup-Purdue Index national survey. The Ohio State alumni sample is 54% male, while 47% of the national sample is male. The average age of respondents in the Ohio State sample is 44, which is the same as in the national sample.



EXECUTIVE SUMMARY

The Ohio State University study interviewed 8,001 adults who received degrees from the university between 1970 and 2014. The results illustrate how many Ohio State 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 key information for educators, employers, alumni and prospective students about the factors that contribute to great jobs, lives and experiences for Ohio State graduates. It also identifies the areas in which Ohio State alumni outperform graduates of other universities, and areas in which Ohio State has room to improve.

Two in three Ohio State alumni who graduated in 1970 or later report landing not just a job, but a “good job,” within six months of earning their undergraduate degree. And overall, most Ohio State alumni (75%) are working full time for an employer, which is higher than the rates for college graduates nationally (68%), graduates who attended large public universities (70%) and those who graduated from RU/VH institutions (71%).

But simply having a job is not enough; engaged workers are the lifeblood of their organizations. They are more loyal, more productive and more profitable than those who are not engaged or are actively disengaged. Further, engaged workers are more likely to be thriving in well-being. More than four in 10 (44%) Ohio State alumni not only have good jobs, but great jobs; they are engaged at work. This is statistically better than the national average (38%) and the figures for comparison peer groups.

Ohio State alumni are also 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 that Gallup measures. Fourteen percent of Ohio State graduates are thriving — strong, consistent and progressing — in all five areas, which is higher than 9% of alumni in the national Gallup-Purdue Index and other large public universities, and 10% for RU/VH institutions. In all elements, Ohio State alumni are doing better than the national average for all college graduates.

Further, Ohio State graduates are more likely to still feel connected to their alma mater than any other graduate group they are compared against. Ohio State alumni are almost twice as likely as the national average (35% versus 18%, respectively) or graduates in any of their comparison groups to be emotionally attached to their alma mater.

The support and experiential learning that Ohio State provided to its alumni are positively related to all three of these dimensions; they may help improve the chances that 1) alumni are engaged at work after graduation, 2) alumni are thriving in all five elements, and 3) alumni are emotionally attached to their alma mater. Ohio State alumni are about as likely as other graduates to have had many of these experiences, but they do trail the national average in having had a professor who cared about them as a person, having had a mentor who encouraged them to pursue their goals and dreams and having worked on a project that took a semester or more to complete.

SOME OF GALLUP'S MOST IMPORTANT FINDINGS

GREAT JOBS: WORKPLACE ENGAGEMENT

- Two in three Ohio State alumni (66%) say that they obtained a good job within six months of graduation, including nearly four in 10 (38%) who say this job was waiting for them.
 - Among the most recent Ohio State graduates — those who received their bachelor's degrees between 2010 and 2014 — 78% are employed full time for an employer. This percentage is higher than the national average for those who completed their degree during the same period (65%) and higher than rates for graduates of large public universities (65%) and RU/VH comparison schools (69%).
 - More than four in 10 (44%) Ohio State alumni are both employed and engaged at work, which is statistically higher than the national average (38%) and the rates for graduates of large public universities (39%) and comparison schools in the RU/VH group (37%). Nearly half (49%) of the most recent Ohio State graduates are engaged at work.
 - The support that a university provides to its undergraduates may help improve their chances of being engaged at work after graduation. Of the three items that measure the support alumni received, Ohio State alumni are the most likely to strongly agree that they had at least one professor who made them excited about learning (60%).
- In all elements, Ohio State alumni are doing better than the national average of all college graduates. Of the five elements, Ohio State alumni are most likely to be thriving in purpose well-being. The majority of Ohio State graduates (59%) like what they do every day and get to learn or do something interesting on a daily basis.

GREAT EXPERIENCES: ALUMNI ATTACHMENT

- Ohio State graduates are far more likely than graduates of their peer groups to strongly agree that the university was the perfect school for them (43%) or that they can't imagine a world without their school (49%). This contributes to Ohio State alumni being almost twice as likely as the national average (35% versus 18%, respectively) to be emotionally attached to their alma mater.
- Among graduates who strongly agree that they were supported while they were students at Ohio State, 67% are emotionally attached to the university. This is more than five times higher than the 12% of graduates who are attached to the university but do not recall receiving this type of support.

GREAT LIVES: WELL-BEING

- Ohio State graduates are more likely than graduates nationally and those in the university comparison groups to be thriving in all five elements of well-being. Overall, 14% of Ohio State graduates are thriving in all five areas, compared with 9% of alumni in the national Gallup-Purdue Index and other large public universities.



GREAT JOBS

WORKPLACE ENGAGEMENT

The majority of Ohio State alumni report landing not just a job, but a “good job,” within six months of earning their undergraduate degree. Two in three Ohio State alumni (66%) say that they obtained a good job within six months of graduation, including nearly four in 10 (38%) who say this job was waiting for them. Perhaps reflecting the tougher job market over the past several years, slightly fewer of the most recent Ohio State graduates (59%) say they obtained a good job within six months of graduating. Still, nearly four in 10 (37%) in this group say the job was waiting for them.

ABOUT HOW LONG DID IT TAKE FOR YOU TO OBTAIN A GOOD JOB AFTER YOU COMPLETED YOUR UNDERGRADUATE EDUCATION AT THE OHIO STATE UNIVERSITY?

ALL GRADUATES

RECENT GRADUATES

I had a job waiting for me when I graduated.	38%	37%
Two months or less	15%	10%
Three to six months	14%	11%
Seven months to a year	6%	5%
More than a year	11%	12%
Not applicable because I was not seeking employment upon graduation.	17%	25%

Overall, a strong majority of Ohio State alumni are currently working full time for an employer. Three in four Ohio State graduates (75%) who graduated in 1970 or later are working full time for an employer, and an additional 5% are self-employed on a full-time basis. This full-time employment rate compares favorably with college graduates nationally (68%), graduates who attended large public universities (70%) and those who graduated from other research universities with very high research activity (71%).

Among the most recent Ohio State graduates — those who received their bachelor’s degrees between 2010 and 2014 — this rate is 78%. This percentage is higher than the national average for those who completed their degree during the same period (65%) and higher than rates for graduates of large public universities (65%) and RU/VH comparison schools (69%).

1970-2014	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
Employed Full Time (Employer)	75%	70%	68%	71%
Employed Full Time (Self)	5%	5%	5%	5%
Employed Part Time, Do Not Want Full Time	7%	8%	9%	8%
Unemployed	1%	3%	3%	2%
Employed Part Time, Want Full Time	3%	5%	6%	5%
Not in Workforce	9%	10%	10%	9%

2010-2014	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
Employed Full Time (Employer)	78%	65%	65%	69%
Employed Full Time (Self)	1%	2%	2%	3%
Employed Part Time, Do Not Want Full Time	3%	8%	7%	7%
Unemployed	2%	6%	6%	4%
Employed Part Time, Want Full Time	7%	11%	12%	8%
Not in Workforce	9%	9%	9%	10%

While 78% of recent graduates find themselves working full time for an employer and an additional 1% are employed full time for themselves, it's important to understand the employment situation for the rest of the graduates. Three percent of recent Ohio State alumni are working part time and do not want full-time employment. These alumni could be providing the second incomes in their homes, or might be working part time while they pursue more education. An additional 7% are currently working part time, but desire full-time work. Fewer than one in 10 (9%) are not in the workforce, as they are currently not seeking work or are unavailable for work; these individuals may be retirees or homemakers. Only 2% of recent Ohio State alumni are unemployed.

MORE THAN FOUR IN 10 EMPLOYED OHIO STATE GRADUATES ARE CURRENTLY ENGAGED AT WORK

Full-time employment for an employer often provides graduates with a degree of financial security and opportunities for working relationships that allow them to gain experience and to advance in their careers. But employment alone is not a complete measure of success. Such 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 and more likely to be thriving in their well-being, which is good for them and their employers.

The engagement levels among Ohio State graduates are important for their employers because engaged workers are vital to 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.

More than four in 10 (44%) Ohio State alumni are both employed and engaged at work, which is statistically higher than the national average (38%) and the rates for graduates of large public universities (39%) and RU/VH comparison schools (37%). This level of engagement is strong and consistent among employed Ohio State alumni regardless of when they earned their bachelor's degree. Nearly half (49%) of the most recent Ohio State graduates are engaged at work.

EMPLOYEE ENGAGEMENT	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
All Graduates	44%	39%	38%	37%
Recent Graduates	49%	40%	40%	44%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
 Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

UNDERGRADUATE SUPPORT LINKED TO WORKPLACE OUTCOMES

The support that a university provides to its students as undergraduates may help improve their chances of being engaged in the workplace after graduation. Consistent with the findings in the national report, Gallup finds that if Ohio State graduates strongly agree 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, their odds of being engaged at work more than doubled (2.4 times higher). Only 7% of Ohio State alumni strongly agree that they had all three experiences, which is statistically on par with other large public universities (10%), but is lower than the RU/VH group (12%) and half the national average (14%).

Gallup has found that an employee's manager has the greatest influence on his or her engagement. Yet experiences in college seem to be a factor as well, at least for employed college graduates. There are a few possible explanations for this. One is that the experience of having a mentor who encouraged these graduates to pursue their goals and dreams — as well as having a professor who cared about them as individuals and made them excited about learning — may have drawn them toward workplaces where they might receive similar support, or even helped them discover and perfect what they're best at.

ALL GRADUATES	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
My professors at The Ohio State University cared about me as a person.	15%	18%	27%	22%
I had at least one professor at The Ohio State University who made me excited about learning.	60%	60%	64%	62%
While attending The Ohio State University, I had a mentor who encouraged me to pursue my goals and dreams.	16%	19%	22%	21%
Felt Support	7%	10%	14%	12%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
 Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

Of the three experiences, Ohio State graduates are most likely to strongly agree that they had at least one professor who made them excited about learning (60%). This is comparable with other large public universities (60%) and the RU/VH group (62%), and only slightly lower than the national average (64%).

Similar to other graduates nationally and to their peer groups, far fewer Ohio State alumni strongly agree that they had the other two experiences (a professor who cared about them, a mentor who encouraged them). But notably, these are the areas in which Ohio State alumni measurably trail graduates of other schools. Fewer than one in six Ohio State graduates

RECENT GRADUATES (2010-2014)	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
My professors at The Ohio State University cared about me as a person.	19%	28%	36%	24%
I had at least one professor at The Ohio State University who made me excited about learning.	71%	75%	76%	77%
While attending The Ohio State University, I had a mentor who encouraged me to pursue my goals and dreams.	25%	28%	32%	27%
Felt Support	11%	16%	21%	14%

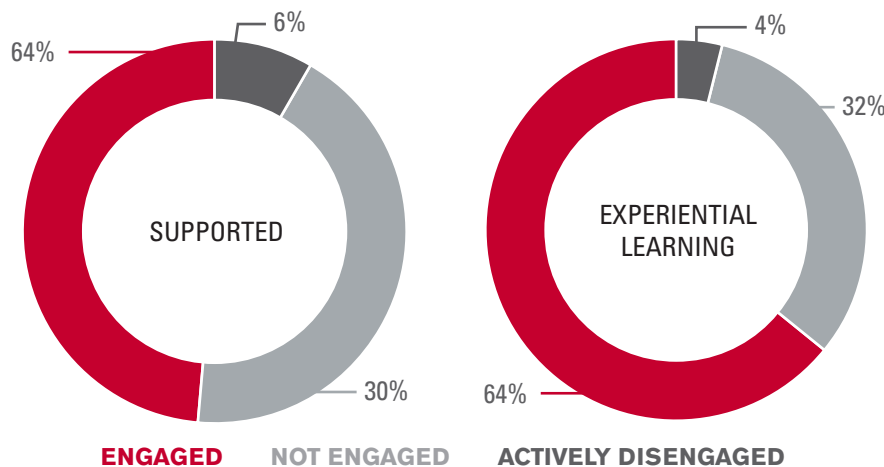
Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
 Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

strongly agree that they had a professor who cared about them as a person (15%) or had a mentor who encouraged them to pursue their goals and dreams (16%) — below the national average for both items.

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 typically the most likely of all graduation cohorts to strongly agree with all three statements. The most recent Ohio State graduates are more likely than Ohio State alumni overall to report having had all of these experiences, but they still lag behind their peer groups in a number of areas. Recent Ohio State alumni particularly trail other graduates in feeling that their professors cared about them personally. This may reflect the unique challenges that Ohio State faces as one of the 10 largest universities in the U.S., but it also points to an area of opportunity for the university to invest in, particularly given the links that these experiences have to well-being later in life.¹

Regardless of when they earned their bachelor's degree, a relationship exists between the support Ohio State graduates recall receiving as undergraduates and their engagement in the workplace. Among the employed Ohio State graduates who recall having all three support experiences while attending the university, more than six in 10 (64%) are engaged in their

current workplace; half as many (32%) who did not have these experiences are engaged at work.



SOURCES OF SUPPORT AT THE OHIO STATE UNIVERSITY

Ohio State alumni report getting support both inside and outside of the classroom — but the source of this support is more likely to come from fellow Buckeyes than from the faculty. Ohio State alumni are more likely to report receiving a lot of

support from their closest friends at the university (46%) than from traditional mentor or leadership roles on campus, such as their favorite professor (26%), professors in general (5%) and academic advisers (10%). These relatively low numbers show room for improvement, and they also might help explain the lower percentages who feel that their professors care about them personally.

¹ <http://www.usnews.com/education/best-colleges/the-short-list-college/articles/2014/09/25/10-universities-with-the-largest-undergraduate-student-populations>

AS AN UNDERGRADUATE STUDENT AT THE OHIO STATE UNIVERSITY,
HOW OFTEN DID YOU APPROACH A PROFESSOR OR INSTRUCTOR OUTSIDE OF CLASS TO DISCUSS ... ?

	GRADUATE SCHOOL OPPORTUNITIES	YOUR CAREER GOALS	OPPORTUNITIES TO IMPROVE YOUR GRADE(S)	IDEAS COVERED IN YOUR READINGS OR COURSEWORK	OTHER COURSES YOU WERE THINKING ABOUT TAKING	LETTERS OF REFERENCE
Never	51%	30%	18%	13%	25%	36%
Rarely	34%	49%	54%	51%	52%	49%
Often	13%	18%	25%	31%	21%	14%
Very Often	2%	3%	4%	5%	3%	2%

However, few Ohio State graduates say they actively sought this support from their professors or instructors. When asked how often they approached a professor or instructor outside of class to discuss certain topics, few graduates say they very often approached faculty to discuss graduate school opportunities (2%), career goals (3%), opportunities to improve grades (4%), ideas covered in readings or coursework (5%), other courses (3%) or letters of reference (2%). In fact, alumni were exponentially more likely to say they never approached a faculty member outside of class on any of these topics.

CLASSROOM CONNECTIONS POSITIVE SOURCES OF REFERENCE, RELATE TO ENGAGEMENT

At least two in 10 graduates never approached their professor or instructor outside of class to discuss letters of reference or career goals. However, Ohio State alumni who recall positive interactions with their professors (made them excited about learning, cared about them as a person) or had a mentor who encouraged them, were more likely to approach their professor or instructor for nearly all opportunities listed. In addition, majorities of employed alumni who recall having used a recommendation or connection from a professor or someone from a class at the university are engaged at work.

AS AN UNDERGRADUATE STUDENT AT THE OHIO STATE UNIVERSITY,
HOW OFTEN DID YOU APPROACH A PROFESSOR OR INSTRUCTOR OUTSIDE OF CLASS TO DISCUSS ... ? (% VERY OFTEN)

	GRADUATE SCHOOL OPPORTUNITIES	YOUR CAREER GOALS	OPPORTUNITIES TO IMPROVE YOUR GRADE(S)	IDEAS COVERED IN YOUR READINGS OR COURSEWORK	OTHER COURSES YOU WERE THINKING ABOUT TAKING	LETTERS OF REFERENCE
My professors at The Ohio State University cared about me as a person.	6%	9%	8%	12%	8%	6%
I had at least one professor at The Ohio State University who made me excited about learning.	3%	4%	5%	7%	4%	3%
While attending The Ohio State University, I had a mentor who encouraged me to pursue my goals and dreams.	9%	11%	7%	11%	8%	6%

EXPERIENTIAL LEARNING ALSO LINKED TO EMPLOYMENT OUTCOMES

What alumni experience outside the classroom as undergraduates is also related to workplace engagement later in life. Gallup asked graduates in both the national study and the Ohio State survey about three types of “experiential learning” opportunities they may have participated in while in college: having an internship or job that allowed them to apply what they were learning in the classroom, being extremely active in extracurricular activities and organizations and working on a project that took a semester or more to complete. Nationally, if graduates strongly agree that they participated in all three experiential learning activities, their odds of being engaged at work double. The odds of Ohio State alumni being engaged at work are 2.3 times higher if they took part in all three forms of experiential learning while in college.

Five percent of Ohio State alumni strongly agree that they had all three of these experiences while pursuing their bachelor’s degree, which is statistically on par with all comparison groups.

Of the three experiences, Ohio State alumni are most likely — at 31% — to strongly agree that they took part in an internship or job that allowed them to apply their classroom learning. This percentage is consistent with their comparison groups. Ohio State graduates diverge on the other two items. Fewer than one in four Ohio State alumni (22%) strongly agree that they worked on a project that took a semester or more to complete, which is considerably lower than the percentages among their comparison groups. This may reflect the relatively recent renewed emphasis on long-term projects at Ohio State. Twenty percent strongly agree that they were extremely active in extracurricular activities, slightly higher than alumni of other large public universities (17%), but on par with the national average and RU/VH schools.

ALL GRADUATES	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
While attending The Ohio State University, I had an internship or job that allowed me to apply what I was learning in the classroom.	31%	29%	30%	32%
While attending The Ohio State University, I worked on a project that took a semester or more to complete.	22%	30%	33%	32%
I was extremely active in extracurricular activities and organizations while attending The Ohio State University.	20%	17%	20%	19%
Experiential Learning	5%	5%	7%	6%

Metrics shaded **red** indicate a comparison group’s lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

Metrics shaded **green** indicate a comparison group’s higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

Similar to their recollection of the support they received as undergraduates, 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) are the most likely to have participated in any, and all three, of these important experiences. These graduates are twice as likely to report having all of these experiences (10%) as Ohio State graduates overall (5%).

RECENT GRADUATES (2010-2014)	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
While attending The Ohio State University, I had an internship or job that allowed me to apply what I was learning in the classroom.	38%	33%	35%	39%
While attending The Ohio State University, I worked on a project that took a semester or more to complete.	35%	42%	44%	47%
I was extremely active in extracurricular activities and organizations while attending The Ohio State University.	28%	21%	24%	27%
Experiential Learning	10%	7%	10%	12%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

As with support, the relationship with experiential learning is evident in long-term life outcomes such as employee engagement. Sixty-four percent of employed Ohio State graduates who strongly agree with all three experiential learning statements are engaged at work, more than double the 31% who did not have experiential learning and report being engaged at work.

HONORS PROGRAM ALUMNI RECALL MORE SUPPORT AND EXPERIENTIAL LEARNING

Alumni who took part in Ohio State's honors program recall a positive experience that is different from the experience of alumni who did not participate in the program. The honors program promotes the intellectual and personal development of undergraduate students through an enriched academic experience and integration of curricular and co-curricular programming. This competitive and limited enrollment program appears to achieve these goals through the students' pursuit of original research and thesis under the guidance of a faculty member. They're also eligible for separate honors' sections of classes and residence in a designated learning community.

The alumni of this program are more likely than non-honors alumni to strongly agree that they had each of the support and experiential learning experiences as undergraduates.

	THE OHIO STATE UNIVERSITY (HONORS)	THE OHIO STATE UNIVERSITY (NON-HONORS)
My professors at The Ohio State University cared about me as a person.	18%	14%
I had at least one professor at The Ohio State University who made me excited about learning.	74%	59%
While attending The Ohio State University, I had a mentor who encouraged me to pursue my goals and dreams.	34%	16%
Felt Support	15%	7%
While attending The Ohio State University, I had an internship or job that allowed me to apply what I was learning in the classroom.	44%	30%
While attending The Ohio State University, I worked on a project that took a semester or more to complete.	44%	21%
I was extremely active in extracurricular activities and organizations while attending The Ohio State University.	35%	20%
Experiential Learning	15%	4%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

SUPPORT AND EXPERIENTIAL LEARNING MAY REDUCE TIME TO OBTAIN GOOD JOB

Nearly four in 10 (38%) Ohio State alumni report that they had a good job waiting for them upon graduation. This percentage rises significantly, however, among those who experienced support and had experiential learning opportunities. Nearly half (47%) of Ohio State graduates who had all three support experiences say they had a good job waiting for them upon graduation. More than half (54%) who experienced all three learning opportunities say they had a good job waiting for them upon graduation.

THE OHIO STATE UNIVERSITY PREPARED GRADUATES FOR LIFE OUTSIDE OF COLLEGE

If employed Ohio State alumni strongly agree that their university prepared them well for life outside of college, their odds of being engaged at work nearly triple. Ohio State alumni lead other college graduates in this regard. One in three Ohio State graduates strongly agree that their university prepared them well for life outside of college (33%), compared with fewer than one in four graduates of large public universities (24%) and slightly more than one in four graduates nationally and from RU/VH institutions (27% and 28%, respectively).

THE OHIO STATE UNIVERSITY PREPARED ME WELL FOR LIFE OUTSIDE OF COLLEGE.	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
All Graduates	33%	24%	27%	28%
Recent Graduates	31%	26%	28%	28%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.
Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

Among the most recent graduates, however, this gap narrows only slightly. While Ohio State maintains its edge compared with other large public universities, their graduates' experiences are similar to those nationally and at comparison schools with the same high research designation.

Thirty-seven percent of Ohio State alumni strongly agree that their university provided them the necessary skills and training to obtain a good job after completing their undergraduate degree. Only 2% strongly disagree with this assertion.



GREAT LIVES

WELL-BEING

Ohio State 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. The most recent *State of American Well-Being* report from Gallup and Healthways found that the state of Ohio ranked in the bottom five nationally in overall well-being. While a serious issue for Ohio, Ohio State alumni seem to be an exception to the rule. Thirteen percent of Ohio State graduates currently living in Ohio are thriving in all five elements of well-being. This is statistically equal to the 14% of Ohio State graduates overall who are thriving in all five areas, which is higher than the 9% of alumni in the national Gallup-Purdue Index and other large public universities and the 10% for RU/VH institutions.

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






These are positive findings for all Ohio State alumni, including the most recent graduates, who are more likely to be thriving in all five elements (7%) than recent graduates of other large public universities and the national Gallup-Purdue Index average (4%) and graduates of universities with a very high research focus (5%).

Of all the elements of well-being, Ohio State alumni are most likely to be thriving in purpose well-being. The majority of Ohio State graduates (59%) like what they do every day and get to learn or do something interesting on a daily basis. This is higher than the percentages for alumni of

other large public universities (49%), the national Gallup-Purdue Index (49%) and RU/VH institutions (49%). On a related note, nearly half of Ohio State alumni (47%) strongly agree that their career is a way to contribute to society.

Fifty-three percent of all Ohio State alumni are thriving in social well-being, which means the majority have strong and supportive relationships and love in their lives. This is higher than alumni of other large public universities (47%), the national Gallup-Purdue Index (47%) and other RU/VH institutions (47%).

Slightly more than half of Ohio State graduates (51%) are thriving in community well-being, which is statistically higher than graduates of other large public universities (44%), the national Gallup-Purdue Index (44%) and other RU/VH schools (44%). These graduates enjoy living in their communities, and they are working on improving them.

	THE OHIO STATE UNIVERSITY	LARGE PUBLIC UNIVERSITIES	GPI NATIONAL AVERAGE	RU/VH
 PURPOSE WELL-BEING				
Thriving	59%	49%	49%	49%
 SOCIAL WELL-BEING				
Thriving	53%	47%	47%	47%
 FINANCIAL WELL-BEING				
Thriving	50%	39%	38%	40%
 COMMUNITY WELL-BEING				
Thriving	51%	44%	44%	44%
 PHYSICAL WELL-BEING				
Thriving	40%	33%	33%	35%
ALL FIVE				
Thriving	14%	9%	9%	10%

Metrics shaded **red** indicate a comparison group's lower percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University. Metrics shaded **green** indicate a comparison group's higher percentage being statistically significant at the 95% Confidence Interval compared to The Ohio State University.

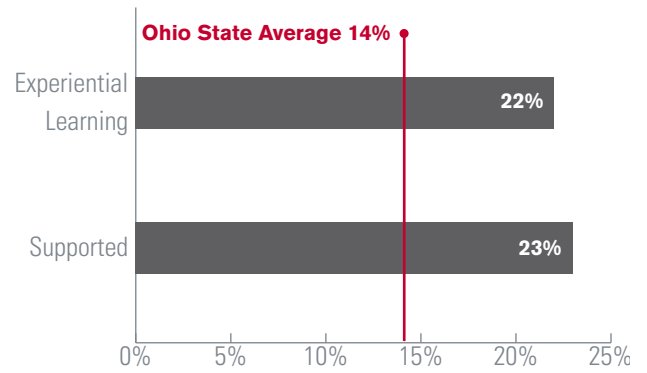
Half of Ohio State graduates (50%) are thriving in financial well-being. These graduates have less financial stress and feel that their finances allow them to do the things they want to do. The gap between Ohio State graduates and their peers is the largest in this element. Ohio State alumni are more likely to be thriving in financial well-being than alumni of other large public universities (39%), the national Gallup-Purdue Index (38%) and other very high research schools (40%).

Of all the well-being elements, Ohio State alumni, like their national counterparts, are least likely to be thriving in physical well-being. Four in 10 Ohio State graduates strongly agree that their physical health is near-perfect and that they felt active and productive every day during the past week.

EXPERIENTIAL LEARNING AND SUPPORT ALSO RELATED TO WELL-BEING

Both support and experiential learning in college may affect the likelihood that Ohio State alumni are thriving in all five elements. Twenty-three percent of Ohio State alumni who strongly agree that 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: 22% of alumni who strongly agree that they had experiential learning are thriving in all five elements, compared with 9% who did not experience all these types of learning.

Thriving in all Five Elements





GREAT EXPERIENCES

ALUMNI ATTACHMENT

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.

Ohio State graduates are far more likely than graduates of their peer groups to strongly agree that the university was the perfect school for them (43%) or that they can’t imagine a world without their school (49%). This contributes to Ohio State alumni being almost twice as likely as the national average (35% versus 18%, respectively) or graduates in any of their comparison groups to be emotionally attached to their alma mater. Regardless of when Ohio State alumni graduated, they are consistently more likely to feel this sense of attachment to their university, with attachment slightly higher among the most recent graduates.

Higher levels of emotional attachment among Ohio State graduates may be related to the graduates’ higher likelihood to feel that their school prepared them well for life outside of college. If Ohio State alumni strongly agree that their school prepared them well for life outside of college, their odds of being emotionally attached increase nearly nine times.

SUPPORT AND EXPERIENTIAL LEARNING TIED TO ALUMNI ATTACHMENT

The undergraduate experience is strongly related to alumni’s emotional attachment. Of the graduates who strongly agree that they were supported while they were Ohio State students, 67% are emotionally attached to the university. This is more than five times higher than the 12% of graduates who are attached to the university but do not recall receiving this type of support.

While not to the same degree, experiential learning during the undergraduate years is also related to alumni attachment. Sixty-one percent of alumni who participated in experiential learning are emotionally attached to Ohio State, compared with 22% of those who did not participate in experiential learning.

FINAL THOUGHTS

Ohio State alumni are more likely than graduates from other large public universities and those interviewed for the national Gallup-Purdue Index to be thriving in all five elements of well-being, each of which represents an essential component of a good life. Still, the study reveals areas of opportunity where Ohio State can invest and potentially make graduates' lives even better in the long run. Likely reflecting challenges for schools of their size, the most recent Ohio State graduates lag behind other graduates in feeling supported — particularly in feeling that their professors cared about them personally.

Ohio State alumni report getting support inside and outside of the classroom — but the source of this support was more likely to come from fellow Buckeyes than from the faculty. These relatively low numbers show room for improvement, and they also might help explain the lower percentages who feel that their professors cared about them personally.

METHODOLOGY

Results for The Ohio State University study are based on Web surveys conducted May 26-June 24, 2015, with a sample of 8,001 Ohio State University undergraduate alumni. The sample of alumni email addresses was provided by The Ohio State University. 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 probability-based, proprietary 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 Gallup-Healthways Well-Being Index and the U.S. Daily. 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 points at the 95% confidence level.

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

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



ABOUT GALLUP

Gallup delivers 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 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.

A high-angle, wide shot of a modern university atrium. The space is characterized by multiple levels connected by wide, light-colored concrete stairs with glass railings and metal handrails. The railings are supported by vertical metal posts. In the background, several levels of bookshelves filled with books are visible, integrated into the building's structure. People are seen sitting on the stairs and on various levels, engaged in study or conversation. The lighting is bright and even, highlighting the architectural details and the open-plan design of the space.

ABOUT THE OHIO STATE UNIVERSITY

The Ohio State University is one of the nation's top public universities and includes a highly rated academic medical center and premier cancer hospital. Ohio State is an urban, land-grant university that the Carnegie Foundation classifies as having very high research activity and identifies as an engaged university. The university has 15 colleges that offer more than 200 undergraduate majors and around 270 master's, doctoral and professional programs. Nearly 65,000 students are enrolled at the university's five campuses, and an additional campus is home to the Ohio Agricultural Research and Development Center and the Agricultural Technical Institute.

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