

GALLUP®

GREAT JOBS GREAT LIVES

GOUCHER | college



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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 alumnae/i 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 in various areas. This report explores the relationship between Goucher graduates' experiences and long-term outcomes based on their responses to the Goucher College alumnae/i outcomes survey.

Great Jobs. Great Lives. Great Experiences.

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.

ONLY
30%
OF AMERICANS ARE
ENGAGED IN THEIR JOBS

Recent Gallup research shows that only 30% of Americans are engaged in their jobs, meaning that U.S. workplaces are missing out on staggering amounts of economic benefit that come from more engaged workforces. 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 being 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

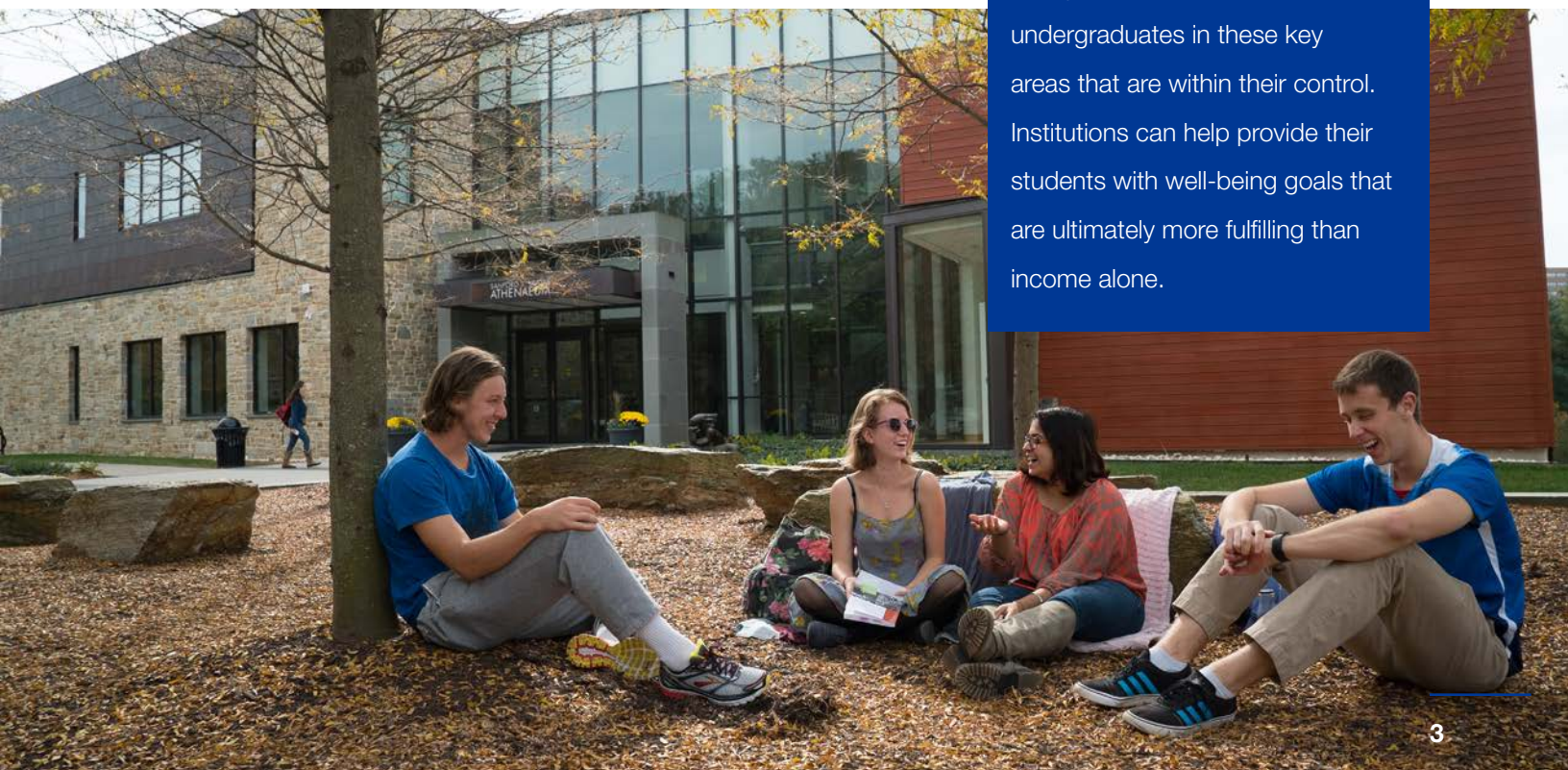
Financial Well-Being: Effectively managing your economic life to reduce stress and increase security

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 provide their students with well-being goals that are ultimately more fulfilling than income alone.



Great Experiences: Alumnae/i 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 uncovers which college experiences and perceptions are related to greater gains in the workplace and in well-being.

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 — retrospectively concerning their undergraduate experiences, and currently as alumnae/i.

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 whether they perceive that the college was a great fit for them, that they had professors who cared and made them excited about learning and, most importantly, that their school prepared them well for life outside of college.

NATIONAL COMPARISONS

For the purposes of this report, data from the Goucher College alumnae/i cohort (those who received a bachelor's degree from the college between 1950 and 2015) are compared with a national reference group of alumnae/i from the 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 Gallup has previously released because this report includes information on both female graduates who received their undergraduate degrees from 1950 to 1989 and coed graduates who received their undergraduate degrees from 1990 to 2015.



National College Graduates

The national college graduates who are compared with Goucher College alumnae/i 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. Because Goucher College was a women's college until 1986, the comparison groups drawn from the national study include only women who obtained their bachelor's degrees from 1950 to 1989 and include women and men who obtained their bachelor's degrees from 1990 to 2015. Demographically, the sample of Goucher College alumnae/i is similar to, but more female than, graduates interviewed in the Gallup-Purdue Index national survey because of the history of the school as a women's college until 1986. The Goucher College alumnae/i sample is 13% male, while 35% of the national sample is male. The average age of respondents in the Goucher College sample is 49, while the average age of the national sample is 43.

Small, Highly Residential College Graduates

In addition to comparisons made with the national sample of graduates, Goucher College alumnae/i are also compared with graduates from similar small and highly residential Title IV degree-granting four-year universities with a focus on the arts and science. These universities are also selective in admissions, with transfer students accounting for less than 20% of entering undergraduates. This comparison group will be referred to as "small, highly residential universities" throughout this report. Because of sample size constraints, direct comparisons between Goucher College alumnae/i and female 1950–1989 graduates of small, highly residential universities are not available. However, the 1950–1989 female cohort is included in the combined total of graduates from small, highly residential universities.

Competitor College Graduates

Additionally, Goucher College alumnae/i are compared with graduates from select competitor universities chosen by the research team at Goucher College. Because of sample size constraints, direct comparison with female 1950–1989 graduates from competitor colleges is not available. However, the 1950–1989 female cohort is included in the combined total of graduates from competitor colleges. Universities included in this group are: Allegheny College; American University; Beloit College; Bennington College; Boston University; Brandeis University; Bryn Mawr College; Clark University; Connecticut College; Dickinson College; Drew University; Drexel University; Earlham College; Eckerd College; Emerson College; Fordham University; George Washington University; Gettysburg College; Guilford College; Hampshire College; Hofstra University; Hood College; Ithaca College; Juniata College; Lewis & Clark College; Loyola University Maryland; McDaniel College; Mount Holyoke College; Muhlenberg College; New York University; Oberlin College; Salisbury University; Sarah Lawrence College; Skidmore College; Smith College; St. Mary's College of Maryland; State University of New York at Binghamton; State University of New York at New Paltz; State University of New York at Purchase College; Stevenson University; Susquehanna University; Syracuse University; Temple University; The College of Wooster; Towson University; University of Delaware; University of Maryland, Baltimore County; University of Maryland, College Park; University of Massachusetts Amherst; University of Vermont; Ursinus College; Washington College; and Wheaton College.

Executive Summary

The Goucher College study surveyed 2,695 graduates who received undergraduate degrees from the college between 1950 and 2015. This report yields important insights for educators, employers, alumnae/i and prospective students about the value of a Goucher College education, and the impact it has had on the lives and work of alumnae/i after graduation. Results from this study show that Goucher College alumnae/i have gone on to achieve great jobs and great lives after college, whether they graduated before or after Goucher College's transformation from a women's-only college to a coeducational institution. In addition to identifying areas where Goucher alumnae/i outperform other graduates, it also identifies opportunities for improvement.

Goucher alumnae/i are competitive in the job market: 70% of alumnae/i who graduated from Goucher College between 1990 and 2015 are employed full time for an employer. This is similar to 1990–2015 college graduates nationally (69%), graduates from small, highly residential universities (70%) and graduates of competitor universities (73%). Among 1950–1989 female graduates, 28% of Goucher alumnae are employed full time for an employer, lower than college graduates nationally (35%), graduates from small, highly residential universities (38%) and graduates from competitor universities (36%). This lower employment rate is explained by the larger proportion of 1950–1989 Goucher alumnae who are retired (52%) and the group's higher mean age.

However, a good life involves more than simply having a job; it also involves being engaged at work. Engaged workers are more loyal and productive than those who are not engaged or actively disengaged. In this aspect, Goucher alumnae/i are outperforming their peers — 48% of employed Goucher alumnae/i are engaged at work, much higher than employed college graduates nationally (40%), graduates from small, highly residential universities (42%) and graduates from competitor universities (42%).

Goucher alumnae/i are also ahead when it comes to well-being: 17% are thriving in all five elements of well-being, far above the national average (9%) and those of graduates from small, highly residential universities (11%) and competitor universities (8%). Compared with these reference groups, Goucher alumnae/i are more likely to be thriving — strong, consistent and progressing — in each of the five

elements of well-being. The majority of Goucher alumnae/i are thriving in purpose and social well-being (62% in each).

Twenty percent of Goucher alumnae/i are emotionally attached to their alma mater, which is comparable to the national average (20%) and the average for small, highly residential universities (23%), although this increases to 23% among 1990–2015 Goucher graduates. The affinity an alumna/us feels for Goucher College increases with the number of support and experiential learning experiences he or she had while attending college. Alumnae/i who experienced all six key experiences are much more likely than all other alumnae/i to be emotionally attached to the college (46%). Additionally, 58% of employed Goucher alumnae/i who felt supported in college are engaged at work, outpacing the 48% seen among all other employed Goucher alumnae/i.

Goucher alumnae/i who graduated in or after 1990 are more likely to have felt supported and to have had experiential learning compared with those who graduated before 1990. Four percent of 1950–1989 graduates had experiential learning — measured by Gallup's three items about applied jobs or internships, long-term projects, and participation in extracurricular activities and organizations. This increases to 13% of 1990–2008 graduates and 12% of 2009–2015 graduates. Goucher alumnae/i who graduated after Goucher College implemented the all-undergraduate study-abroad program in 2006 are more likely to have had support experiences at the college; 39% of 2009–2015 graduates felt supported, compared with 18% of 1950–1989 graduates and 31% of 1990–2008 graduates.



SOME OF GALLUP'S MOST IMPORTANT FINDINGS

Great Jobs: Workplace Engagement

- The majority (70%) of Goucher alumnae/i who graduated between 1990 and 2015 are employed full time for an employer. This employment rate is similar to that among 1990–2015 college graduates nationally (69%), graduates from small, highly residential universities (70%) and graduates from competitor universities (73%). Overall, 49% of all Goucher alumnae/i are employed full time for an employer, although this lower employment rate is explained by a higher proportion of retirees among 1950–1989 Goucher graduates compared with all comparison groups.
- Forty-eight percent of Goucher alumnae/i who are employed full time for an employer are engaged at work, higher than college graduates nationally (40%), graduates from small, highly residential universities (42%) and graduates from competitor universities (42%).
- The supportive relationships a student had while in college are linked to engagement at work. Fifty-eight percent of employed Goucher alumnae/i who felt supported while in college are engaged at work, higher than the 48% among all employed Goucher alumnae/i.
- Twenty-six percent of Goucher alumnae/i felt supported while attending college, higher than college graduates nationally (15%) and graduates from competitor universities (16%).

Great Lives: Well-Being

- Seventeen percent of Goucher alumnae/i are thriving in all five elements of well-being, two times higher than college graduates nationally (9%) and graduates from competitor colleges (8%). Eleven percent of graduates from small, highly residential universities are thriving in all five elements.

- Not only are Goucher alumnae/i more likely to have reached the pinnacle of well-being, but they are also more likely to be thriving in each element of well-being than college graduates nationally, graduates from small, highly residential universities and graduates from competitor universities.
- Similar to college graduates nationally and all comparison groups, Goucher alumnae/i are most likely to be thriving in the elements of purpose and social well-being (62% thriving in each).
- Among 2009–2015 graduates, 54% of Goucher alumnae/i are thriving in social well-being and 39% are thriving in community well-being, well ahead of 2009–2015 college graduates nationally (45% and 34%, respectively).

Great Experiences: Alumnae/i Attachment

- Twenty percent of Goucher alumnae/i are emotionally attached to their alma mater, comparable to the national average (20%) and the average for small, highly residential universities (23%).
- According to institutional data, 40% of Goucher alumnae/i who are emotionally attached to the college have donated financially to Goucher College and 42% have volunteered with the college. Of Goucher alumnae/i who are not emotionally attached to the college, only 24% have donated and 22% have volunteered.
- Goucher alumnae/i who had all six support and experiential learning experiences while attending college are more likely than all other Goucher alumnae/i to be emotionally attached to the college (46%).

Great Jobs: Workplace Engagement

Seventy percent of Goucher alumnae/i who received their degrees from 1990 to 2015 are employed full time for an employer, which is on par with college graduates nationally (69%), graduates from small, highly residential universities (70%) and competitor universities (73%).

	GOUCHER COLLEGE	GALLUP-PURDUE INDEX NATIONAL AVERAGE	SMALL, HIGHLY RESIDENTIAL UNIVERSITIES	GOUCHER COMPETITOR UNIVERSITIES
Female 1950-1989 Graduates				
Employed Full Time (Employer)	28%	35%	38%	36%
Employed Full Time (Self)	5%	4%	5%	5%
Employed Part Time, Do Not Want Full Time	19%	18%	17%	19%
Unemployed	1%	2%	3%	3%
Employed Part Time, Want Full Time	2%	4%	4%	5%
Not in Workforce	45%	37%	34%	33%
All 1990-2015 Graduates				
Employed Full Time (Employer)	70%	69%	70%	73%
Employed Full Time (Self)	2%	3%	3%	2%
Employed Part Time, Do Not Want Full Time	8%	7%	7%	6%
Unemployed	4%	4%	2%	3%
Employed Part Time, Want Full Time	7%	6%	5%	8%
Not in Workforce	9%	11%	13%	8%
1950-2015 Graduates Combined				
Employed Full Time (Employer)	49%	61%	62%	63%
Employed Full Time (Self)	3%	3%	4%	3%
Employed Part Time, Do Not Want Full Time	14%	10%	10%	9%
Unemployed	3%	3%	2%	3%
Employed Part Time, Want Full Time	5%	6%	4%	8%
Not in Workforce	27%	17%	18%	14%

Overall, 49% of Goucher alumnae/i are working full time for an employer, which can be explained by the relatively low employment rate among 1950–1989 female Goucher alumnae. Fifty-two percent of these graduates are retired and no longer in the workforce, higher than the retirement rates observed among college graduates nationally (41%) as well as among graduates from small, highly residential universities (37%) and competitor universities (40%). 1950–1989 Goucher alumnae are also slightly older than 1950–1989 college graduates nationally and those of other comparison groups.

Female 1950–1989 Graduates

	Goucher College	Gallup-Purdue Index National Average	Small, Highly Residential Universities	Goucher Competitor Universities
% Retired	52%	41%	37%	40%
Mean Age	66	60	60	61

Additionally, the median salary of employed Goucher 1950–1989 alumnae is \$75,000, compared with \$54,000 among 1950–1989 female college graduates nationally. The median reported salary among 1990–2015 Goucher alumnae/i is \$54,000, on par with college graduates nationally, graduates from small, highly residential universities and graduates from competitor universities.

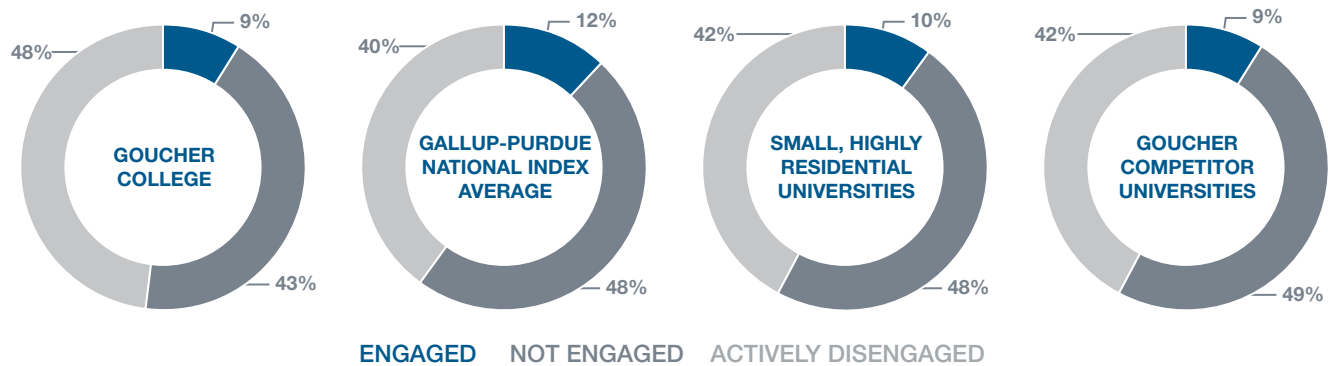
More Goucher Alumnae/i Are Engaged at Work

Employment after college is important; however, it is only one measure of success. Another factor is whether graduates are emotionally and intellectually connected to their jobs. Gallup’s research demonstrates that engaged employees are more likely to be loyal and productive to their companies and are more likely to be thriving in their well-being.

Among those who are working full time for an employer, nearly half of Goucher alumnae/i (48%) are engaged in their job, higher than college graduates nationally and those of other comparison groups. Among 1950–1989 graduates (all female), half of employed Goucher alumnae are engaged at work, higher than female college graduates nationally (43%). Forty-seven percent of employed Goucher alumnae/i who graduated from 1990–2015 are engaged at work, much higher than 1990–2015 college graduates nationally (39%).

Employee Engagement

Graduates Who Are Employed Full-Time for an Employer



This higher level of engagement among Goucher alumnae/i is important 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 organizations in employee engagement have nearly double the odds of success (based on a composite of financial, customer, retention, safety, quality, shrinkage and absenteeism metrics) of those in the bottom half. Compared with bottom-quartile units, top-quartile units have:

- 10% higher customer loyalty/engagement
- 22% higher profitability
- 21% higher productivity
- 25% lower turnover for high-turnover companies (those with 60 percent or higher annualized turnover)
- 65% lower turnover for low-turnover companies (those with 40 percent or lower annualized turnover)
- 48% fewer safety incidents
- 28% less shrinkage
- 37% lower absenteeism
- 41% fewer patient safety incidents
- 41% fewer quality incidents (defects)



Employed Goucher Alumnae/i More Likely to Be Fulfilled at Work

Not only are employed Goucher alumnae/i more likely to be engaged at work, but they are also more likely to be fulfilled at work. Compared with college graduates nationally and all comparison groups, Goucher alumnae/i are more likely to strongly agree that they are deeply interested in the work that they do. They are also more likely to strongly agree that their job gives them the opportunity to do work that interests them and that they have the ideal job for them.

Fulfillment at Work

Among Employed Graduates

		STRONGLY AGREE		
	GOUCHER COLLEGE	GALLUP-PURDUE INDEX NATIONAL AVERAGE	SMALL, HIGHLY RESIDENTIAL UNIVERSITIES	GOUCHER COMPETITOR UNIVERSITIES
I am deeply interested in the work that I do.	49%	42%	44%	41%
My job gives me the opportunity to do work that interests me.	49%	41%	43%	42%
I have the ideal job for me.	31%	27%	25%	25%

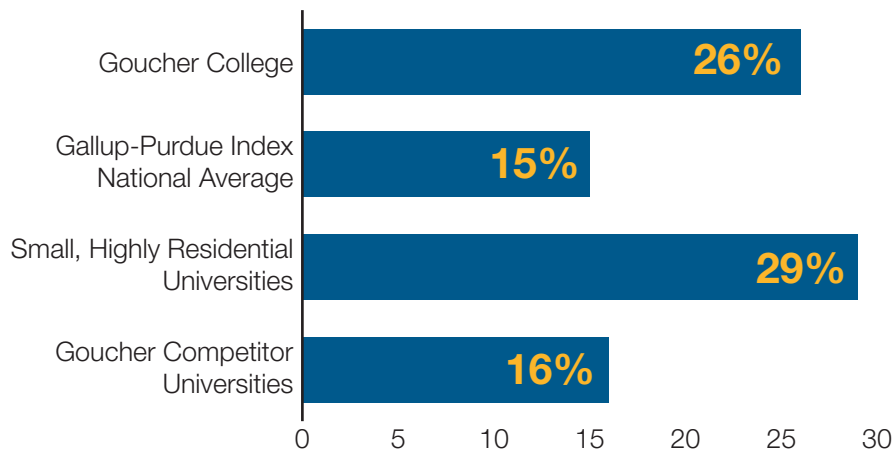
Supportive Relationships in College Linked to Engagement at Work

Graduates were asked if their professors cared about them as a person, if they had at least one professor who made them excited about learning, and if they had a mentor who encouraged them to pursue their goals and dreams. These three items combine to form a metric that measures the emotional support graduates felt while attending college. Gallup classifies graduates who strongly agree with all three of these items as having felt emotional support in college.

Relationships are one of the 3Rs that Goucher College believes are crucial to students’ learning and success. Goucher College believes that care and sense of a community are important for student success, and it provides services such as mentoring and peer-led tutoring. Forty-nine percent of Goucher alumnae/i strongly agree that their professors cared about them as a person and 79% strongly agree that they had at least one professor at Goucher College who made them excited about learning. Thirty-one percent strongly agree that they had a mentor who encouraged them to pursue their goals and dreams while attending Goucher College. Overall, 26% of Goucher alumnae/i felt supported while attending college, on par with graduates from small, highly residential universities (29%), but much higher than college graduates nationally (15%) and graduates from competitor universities (16%).

Felt Support

1950-2015 Graduates Combined



The supportive relationships a student has while attending college links to higher engagement at work: 58% of Goucher alumnae/i who felt supported and who are employed full time for an employer are engaged at work, higher than the average of 48% engaged among all employed Goucher alumnae/i.

Graduates were asked if they had an internship or job that allowed them to apply what they were learning in the classroom, if they worked on a project that took a semester or more to complete, and if they were extremely active in extracurricular activities and organizations in college. Gallup classifies graduates who strongly agree with all three of these items as having received experiential learning opportunities while attending college.

Overall, 8% of Goucher alumnae/i had experiential learning opportunities in college, which is on par with college graduates nationally and all comparison groups. Goucher alumnae/i are less likely to strongly agree that they worked on a long-term project compared with graduates from small, highly residential universities (35% vs. 48%) and that they were extremely active in extracurricular activities and organizations (28% vs. 35%, respectively).

Sample sizes did not allow for analysis of employee engagement for Goucher alumnae/i who had experiential learning experiences. However, data from Year 2 of Gallup's national study show that the odds of being engaged at work double if graduates had all three experiential learning opportunities.

**The Undergraduate Experience: Support
and Experiential Learning**
1950-2015 Graduates Combined

	STRONGLY AGREE			
	GOUCHER COLLEGE	GALLUP- PURDUE INDEX NATIONAL AVERAGE	SMALL, HIGHLY RESIDENTIAL UNIVERSITIES	GOUCHER COMPETITOR UNIVERSITIES
My professors at my college cared about me as a person.	49%	29%	53%	27%
I had at least one professor at my college who made me excited about learning.	79%	65%	83%	71%
While attending my college, I had a mentor who encouraged me to pursue my goals and dreams.	31%	23%	36%	25%
Felt Supported (All three of the above)	26%	15%	29%	16%
While attending my college, I had an internship or job that allowed me to apply what I was learning in the classroom.	31%	31%	28%	30%
While attending my college, I worked on a project that took a semester or more to complete.	35%	34%	48%	37%
I was extremely active in extracurricular activities and organizations while attending my college.	28%	20%	35%	25%
Experiential Learning (All three of the above)	8%	7%	10%	8%
All Six	5%	3%	5%	3%

Support Increased After Study-Abroad Program Implemented

In 2006, Goucher College implemented an all-undergraduate study-abroad program that requires undergraduate students to complete at least one semester abroad before graduation. The first cohort that graduated from Goucher College after this college-wide change was the class of 2009.

Thirty-nine percent of Goucher alumnae/i who graduated between 2009 and 2015 felt supported while attending college, higher than the 31% of alumnae/i who graduated between 1990 and 2008 and the 18% of 1950-1989 graduates. Specifically, these most recent alumnae/i are more likely to strongly agree that they had at least one professor who made them excited about learning (87%) and that they had a mentor who encouraged them to pursue their goals and dreams (45%).

Overall, 88% of graduates from 2009 to 2015 strongly agree that they had at least one of these supportive relationships, higher than for 1990-2008 graduates (84%) and 1950-1989 graduates (75%).

Comparatively, the percentage of students at small, highly residential universities who experienced supportive relationships also increased to 35% among 2009-2015 graduates, on par with Goucher alumnae/i who obtained their degrees in the same time period. At the national level (21% among 2009-2015 graduates) and at competitor universities (24% among 2009-2015 graduates), the level of support also increased, although Goucher College leads both of these groups.

Room to Grow: Applied Jobs and Internships

While the percentage of students who had supportive relationships has increased since the implementation of the study abroad program, experiential learning — as measured by Gallup’s three items about applied jobs or internships, long-term projects and participation in extracurricular activities and organizations — has not increased to the same extent. Goucher alumnae/i who graduated between 1990–2008 are as likely as their 2009–2015 peers to strongly agree that they had an internship or job that allowed them to apply what they were learning in the classroom and that they were extremely active in extracurricular activities. However, 2009–2015 graduates are more likely than 1990–2008 graduates to strongly agree that they had a long-term project (50% vs. 40%). Overall, 12% of 2009–2015 Goucher graduates had all these experiential learning experiences, similar to the 13% of 1990–2009 graduates. At the same time, the percentage of graduates at small, highly residential universities who had all three experiential learning experiences increased from 9% (1990–2008 graduates) to 15% (2009–2015 graduates), suggesting that this is an area of opportunity for Goucher College.

Results from Gallup’s national study illustrate that these three experiential learning opportunities are important as well. In the national study, having an applied job or internship increases the odds that a graduate will be engaged at work by 1.8 times. If they were extremely active in extracurricular activities and organizations, their odds of being engaged at work are 1.6 times higher. If they had a long-term project while attending college, their odds of being engaged at work are 1.7 times higher. Overall, if they had all three of these experiences, their odds of being engaged at work double. Additionally, the odds that a graduate will be thriving in all five elements of well-being are 1.4 times higher if they had all three of these experiences in college.

However, there are important experiential learning opportunities outside of applied jobs or internships, long-term projects and participation in extracurricular activities and organizations. The study abroad experience is a unique and important high-impact experience to which Goucher undergraduates have access. In addition, there are other experiential learning opportunities on campus. Goucher College values other hands-on learning experiences besides the three experiential learning activities identified by Gallup. According to Goucher College’s data, 95% of 2014–2015 students had at least one of the following hands-on learning experiences: faculty research, completing an internship or social justice work. While the study abroad requirement has a positive effect on the support students feel, there is an opportunity for Goucher College to improve other experiential learning for students, particularly when it comes to applied jobs or internships.

The Undergraduate Experience: Support and Experiential Learning

STRONGLY AGREE

	GOUCHER COLLEGE	GALLUP-PURDUE INDEX NATIONAL AVERAGE	SMALL, HIGHLY RESIDENTIAL UNIVERSITIES	GOUCHER COMPETITOR UNIVERSITIES
Female 1950-1989 Graduates				
My professors at my college cared about me as a person.	41%	27%	48%	30%
I had at least one professor at my college who made me excited about learning.	74%	61%	75%	61%
While attending my college, I had a mentor who encouraged me to pursue my goals and dreams.	22%	19%	29%	20%
Felt Supported (All three of the above)	18%	13%	25%	16%
While attending my college, I had an internship or job that allowed me to apply what I was learning in the classroom.	27%	28%	22%	24%
While attending my college, I worked on a project that took a semester or more to complete.	26%	24%	37%	25%
I was extremely active in extracurricular activities and organizations while attending my college.	20%	15%	30%	14%
Experiential Learning (All three of the above)	4%	4%	7%	3%
All Six	2%	2%	5%	2%
All 1990-2008 Graduates				
My professors at my college cared about me as a person.	55%	27%	51%	21%
I had at least one professor at my college who made me excited about learning.	82%	64%	85%	67%
While attending my college, I had a mentor who encouraged me to pursue my goals and dreams.	38%	22%	37%	23%
Felt Supported (All three of the above)	31%	14%	28%	11%
While attending my college, I had an internship or job that allowed me to apply what I was learning in the classroom.	37%	32%	25%	33%
While attending my college, I worked on a project that took a semester or more to complete.	40%	34%	55%	39%
I was extremely active in extracurricular activities and organizations while attending my college.	37%	20%	37%	26%
Experiential Learning (All three of the above)	13%	7%	9%	9%
All Six	9%	3%	5%	3%
All 2009-2015 Graduates				
My professors at my college cared about me as a person.	58%	37%	67%	34%
I had at least one professor at my college who made me excited about learning.	87%	75%	88%	87%
While attending my college, I had a mentor who encouraged me to pursue my goals and dreams.	45%	30%	42%	35%
Felt Supported (All three of the above)	39%	21%	35%	24%
While attending my college, I had an internship or job that allowed me to apply what I was learning in the classroom.	33%	34%	42%	31%
While attending my college, I worked on a project that took a semester or more to complete.	50%	44%	51%	49%
I was extremely active in extracurricular activities and organizations while attending my college.	38%	24%	36%	35%
Experiential Learning (All three of the above)	12%	9%	15%	10%
All Six	8%	5%	7%	4%

Great Lives: Well-Being

Nearly one in five (17%) Goucher alumnae/i have reached the pinnacle of well-being and are thriving in all five elements of well-being — purpose, social, financial, community and physical. This is nearly two times higher than for college graduates nationally (9%) and graduates of competitor colleges (8%). With just 11% not thriving in any element, Goucher alumnae/i are more likely to be thriving in at least one element of well-being than college graduates nationally and all comparison groups. The higher well-being among Goucher alumnae/i may be partially explained by the relatively higher mean age, as Gallup’s research reveals that well-being improves with age. In Year 2 of Gallup’s national study, college graduates who experience support while attending college are 1.5 times more likely to be thriving in all five elements of well-being.



NEARLY ONE IN FIVE
GOUCHER ALUMNAE/I
ARE THRIVING IN ALL FIVE
ELEMENTS OF WELL-BEING

Well-Being Elements

Thriving in ...	GOUCHER COLLEGE	GALLUP-PURDUE INDEX NATIONAL AVERAGE	SMALL, HIGHLY RESIDENTIAL UNIVERSITIES	GOUCHER COMPETITOR UNIVERSITIES
Five Elements	17%	9%	11%	8%
Four Elements	20%	15%	16%	16%
Three Elements	19%	18%	24%	18%
Two Elements	18%	19%	19%	20%
One Element	15%	21%	16%	19%
Zero Elements	11%	19%	14%	19%

Goucher alumnae/i are ahead of the competition in every element of well-being. Of the five elements, Goucher alumnae/i are at least 6 percentage points more likely to be thriving in the elements of purpose and social well-being (62% each) than are any of the comparison groups. This means that Goucher alumnae/i like what they do each day, are motivated to achieve their goals, and have strong and supportive relationships and love in their lives.

GOUCHER
COLLEGE

GALLUP-PURDUE
INDEX NATIONAL
AVERAGE

SMALL, HIGHLY
RESIDENTIAL
UNIVERSITIES

GOUCHER
COMPETITOR
UNIVERSITIES



PURPOSE WELL-BEING

Thriving	62%	51%	56%	53%
Struggling	32%	40%	36%	38%
Suffering	6%	9%	8%	10%



SOCIAL WELL-BEING

Thriving	62%	48%	53%	54%
Struggling	32%	41%	37%	38%
Suffering	6%	11%	10%	9%



COMMUNITY WELL-BEING

Thriving	56%	44%	48%	42%
Struggling	35%	41%	40%	43%
Suffering	10%	15%	12%	14%



FINANCIAL WELL-BEING

Thriving	50%	40%	47%	38%
Struggling	32%	38%	39%	41%
Suffering	18%	22%	14%	21%



PHYSICAL WELL-BEING

Thriving	44%	33%	38%	35%
Struggling	49%	56%	54%	54%
Suffering	7%	11%	8%	11%

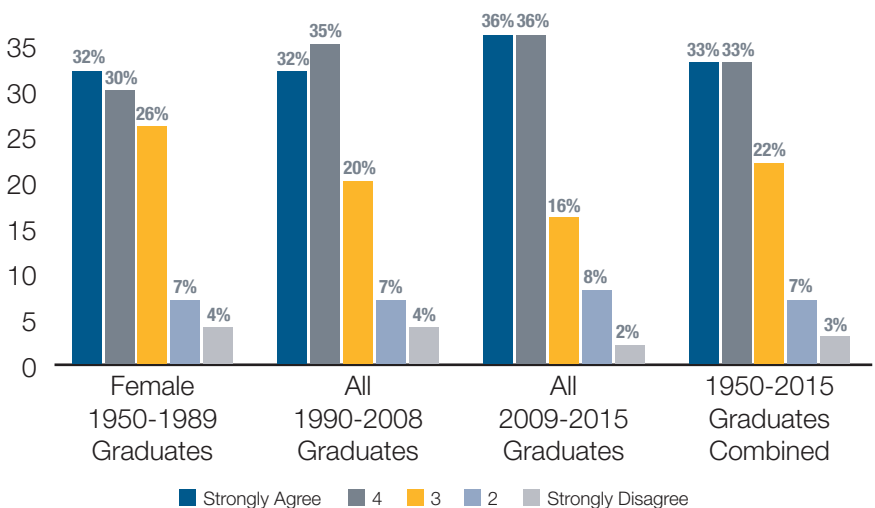
Compared with older alumnae/i, Goucher alumnae/i who obtained their degrees from 1990–2015 are less likely to be thriving, although thriving percentages tend to be higher among older populations. Eight percent of Goucher alumnae/i who graduated between 1990 and 2015 are thriving in all five elements, on par with college graduates nationally (8%), alumnae/i from small, highly residential universities (8%) and alumnae/i from competitor universities (6%).

Recent Alumnae/i Thriving in Social, Community Well-Being

Additionally, even among recent graduates, Goucher College continues to be a leader in social well-being. Among 2009–2015 graduates, 54% of Goucher alumnae/i are thriving in the element of social well-being, well ahead of college graduates nationally (45%). Recent Goucher alumnae/i are also more likely than college graduates nationally to thrive in community well-being (39% vs. 34%, respectively).

Goucher alumnae/i who graduated between 2009 and 2015 were more likely to agree or strongly agree that Goucher College helped shape them into socially responsible citizens (72% agree or strongly agree), higher than 1990–2008 graduates (67%) and 1950–1989 graduates (62%).

Goucher College has helped shape me into a socially responsible citizen.



Percentages may not add to 100% because “Don’t know” not shown.

Student Loans Linked to Financial Well-Being

2009–2015 Goucher alumnae/i are on par with their peers nationally when it comes to purpose and physical well-being, but lag behind in financial well-being. Further examination of Goucher alumnae/i financial well-being demonstrates that financial well-being is negatively correlated with how much graduates borrowed in student loans and positively correlated with annual personal and household income. Among Goucher graduates, there is a stronger negative relationship between financial well-being and undergraduate student loans ($r=-0.28$, $p<0.001$) than with graduate student loans ($r=-0.19$, $p<0.001$). This relationship was also observed among college graduates nationally.

GOUCHER COLLEGE

FEMALE
1950-1989
GRADUATES

ALL 1990-2008
GRADUATES

ALL 2009-2015
GRADUATES

GALLUP-PURDUE INDEX NATIONAL AVERAGE

FEMALE
1950-1989
GRADUATES

ALL 1990-2008
GRADUATES

ALL 2009-2015
GRADUATES



PURPOSE WELL-BEING

Thriving	73%	56%	42%	62%	50%	41%
Struggling	24%	39%	45%	32%	40%	46%
Suffering	3%	6%	14%	6%	9%	13%



SOCIAL WELL-BEING

Thriving	67%	57%	54%	54%	47%	45%
Struggling	27%	37%	39%	36%	42%	44%
Suffering	6%	6%	7%	10%	10%	12%



FINANCIAL WELL-BEING

Thriving	68%	40%	21%	54%	39%	29%
Struggling	24%	40%	42%	32%	40%	40%
Suffering	8%	20%	37%	14%	21%	32%



COMMUNITY WELL-BEING

Thriving	68%	47%	39%	55%	43%	34%
Struggling	27%	43%	41%	37%	43%	43%
Suffering	5%	10%	20%	9%	14%	23%



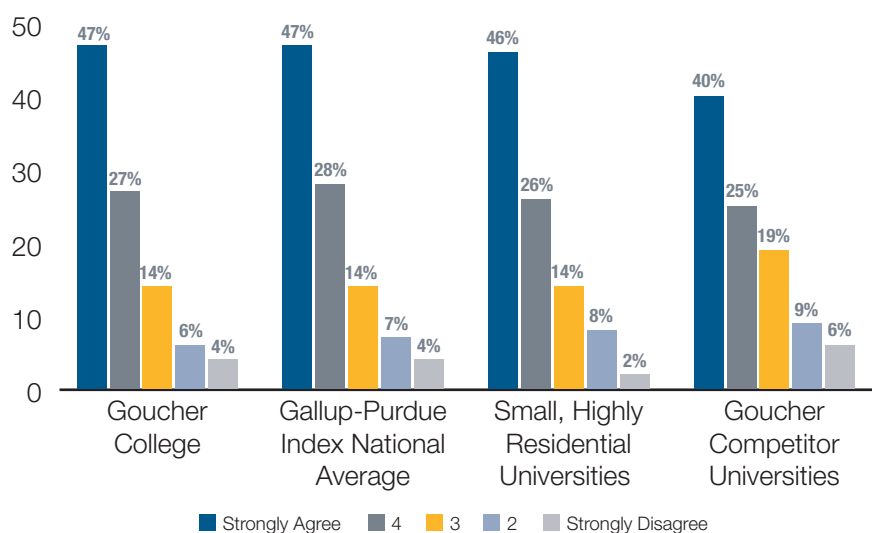
PHYSICAL WELL-BEING

Thriving	53%	41%	27%	42%	32%	26%
Struggling	43%	49%	61%	51%	57%	61%
Suffering	4%	10%	12%	7%	11%	13%

Three in Four Goucher Alumnae/i Agree or Strongly Agree That Their Education Was Worth the Cost

Seventy-four percent of Goucher alumnae/i agree or strongly agree that their education from Goucher College was worth the cost, on par with college graduates nationally (75%) and graduates from small, highly residential universities (72%), but higher than competitor universities (65%). Goucher graduates' assessment of the value of their education is negatively correlated with the amount of student loans they borrowed to obtain their undergraduate degree ($r=-0.20$, $p<0.001$), but is positively correlated with time since graduation ($r=0.25$, $p<0.001$) and personal income ($r=0.10$, $p<0.001$). Alumnae/i who graduated in earlier years are more likely to agree or strongly agree that their education from Goucher College was worth the cost, probably because they have had more time to realize the value of their degree and become established in their lives and careers.

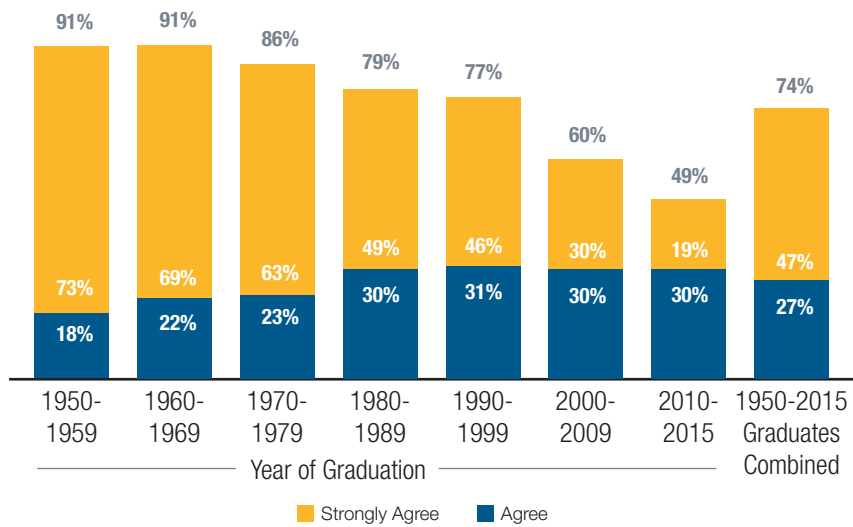
My education from my college was worth the cost.



Percentages may not add to 100% because "Don't know" not shown.

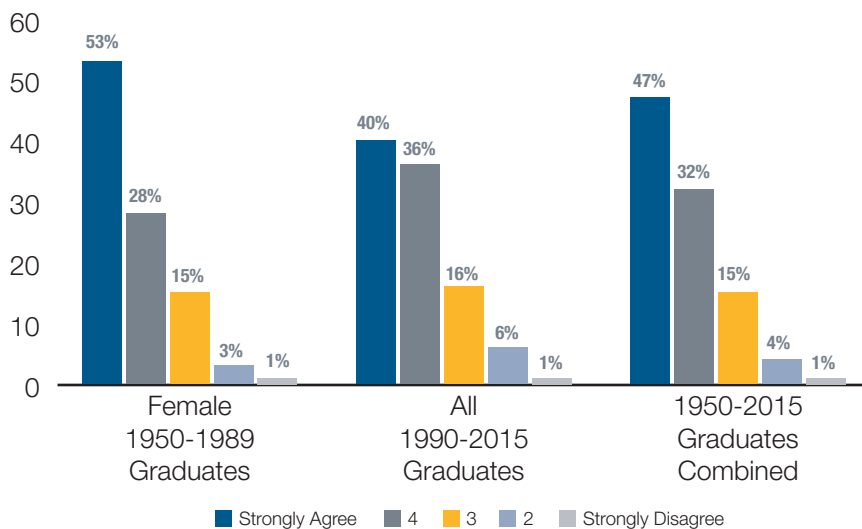


My education from Goucher College was worth the cost.
Goucher Alumnae/i



Additionally, 79% of graduates agree or strongly agree that the education they received at Goucher College has added great value to their lives.

The education I received at Goucher College has added great value to my life.



Percentages may not add to 100% because "Don't know" not shown.

Great Experiences: Alumnae/i Attachment

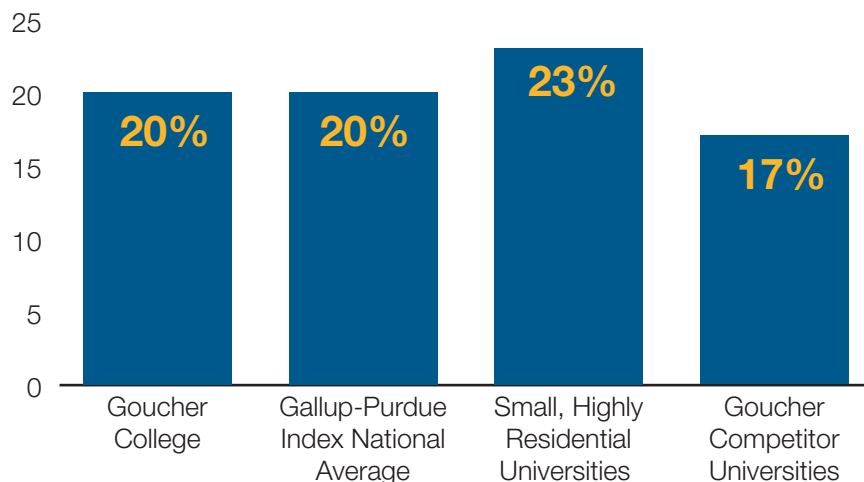
Gallup explores the connection between “customers of higher education” and their alma maters by looking at their level of agreement with two questions: “I can’t imagine a world without my college” and “My college was the perfect school for people like me.” Graduates who strongly agree with both items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

According to a comparison of the survey with Goucher alumnae/i records, 40% of Goucher alumnae/i who are emotionally attached to the college have donated financially to it and 42% have volunteered at the college. Alumnae/i who are not emotionally attached are less likely to contribute to Goucher College: 24% have donated financially and 22% have volunteered at the college.

20%

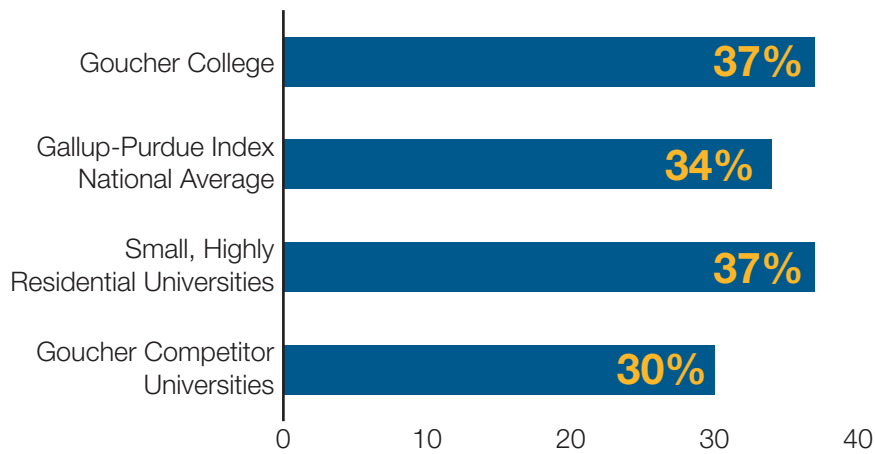
OF GOUCHER ALUMNAE/I
ARE EMOTIONALLY
ATTACHED TO THE
COLLEGE, ON PAR WITH
COLLEGE GRADUATES
NATIONALLY (20%)
AND WITH SMALL,
HIGHLY RESIDENTIAL
UNIVERSITIES (23%)

Alumnae/i Attachment



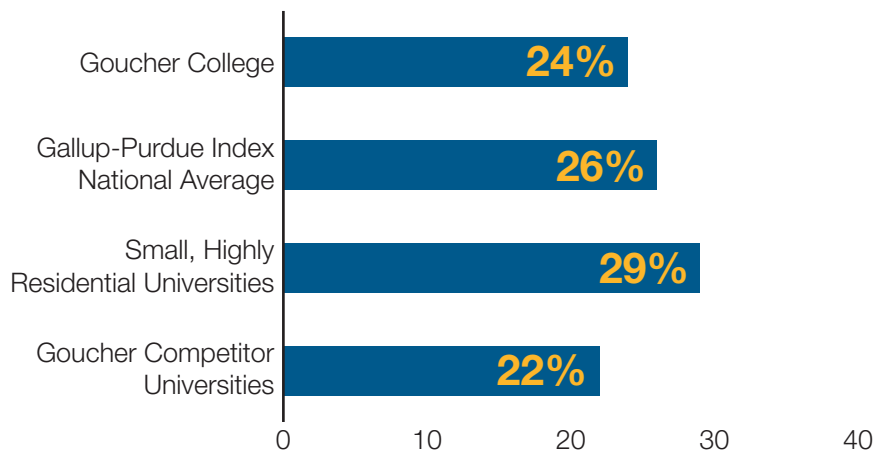
My college was the perfect school for people like me.

% Strongly Agree



I can't imagine a world without my college.

% Strongly Agree

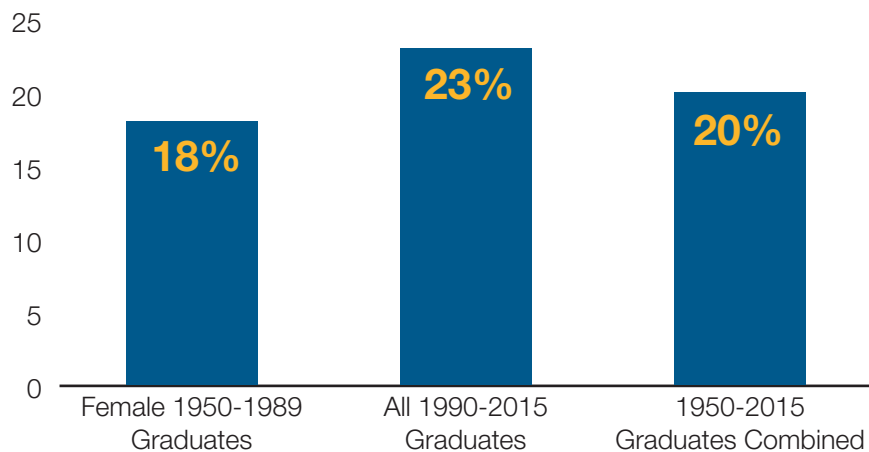


“Big Six” Experiences Linked to Alumnae/i Attachment

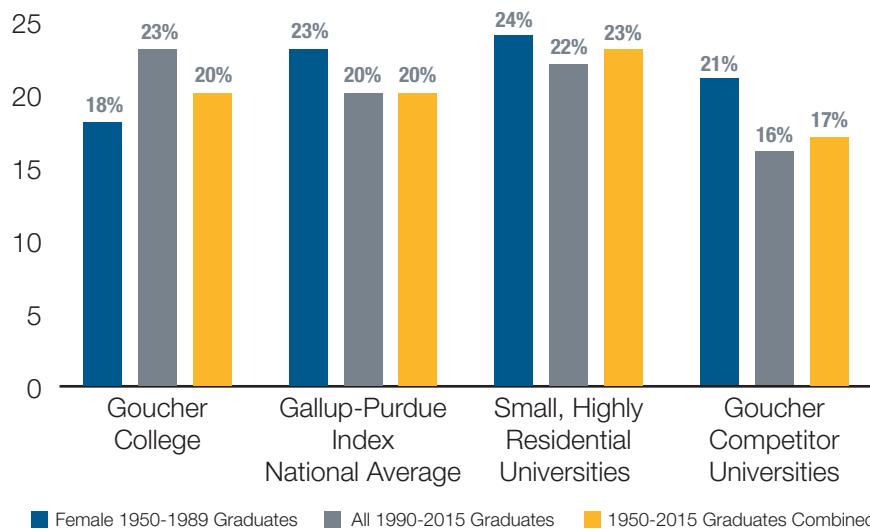
Among Goucher alumnae/i, 1990–2015 graduates report a stronger affinity for their college than earlier graduates: 23% are emotionally attached, compared with 18% of 1950–1989 alumnae.

Alumnae/i Attachment

Goucher Alumnae/i



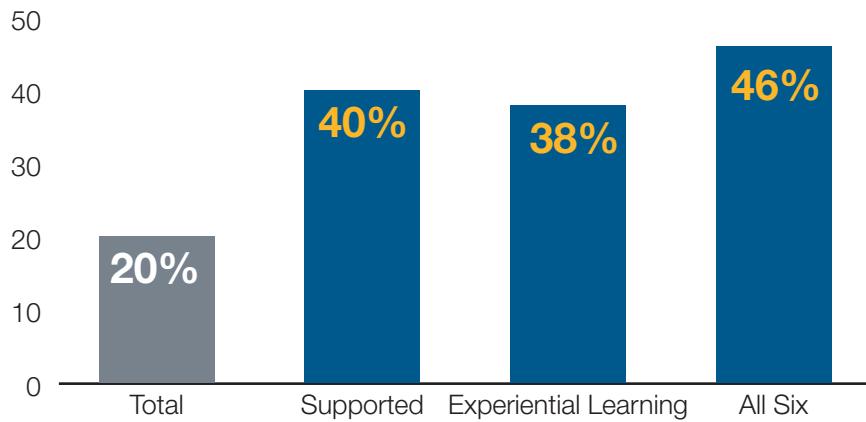
Alumnae/i Attachment



Goucher alumnae/i are more likely to be attached to their alma mater if they had support experiences or experiential learning opportunities while attending college. If they had all six key experiences, alumnae/i attachment increases to 46% (vs. 20% among all other Goucher alumnae/i).

Impact of Support and Experiential Learning on Alumnae/i Attachment

Goucher Alumnae/i

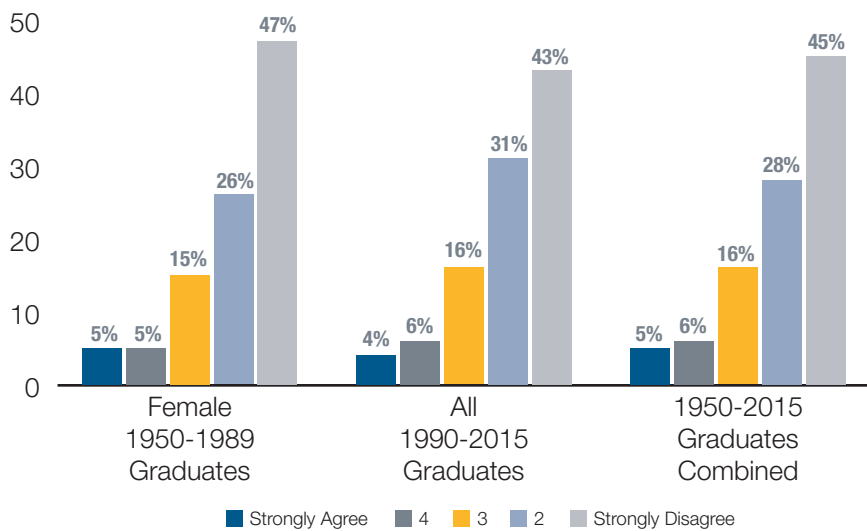


1990-2015 Goucher alumnae/i are more likely to have had each of the experiential learning opportunities and support experiences while attending college than 1950-1989 alumnae. Overall, 8% of 1990-2015 Goucher alumnae/i had all six key experiences, compared with 2% of 1950-1989 alumnae/i. These differences could account for the higher attachment among 1990-2015 Goucher alumnae/i.

Alumnae/i Most Likely to Participate in Regional Alumnae/i Events, Class Reunions

While 20% of Goucher alumnae/i are emotionally attached to their alma mater, just 5% of Goucher alumnae/i strongly agree that they are very involved as an alumna/us with Goucher College. More specifically, 1990-2015 graduates are more likely than 1950-1989 graduates to say they would attend Alumnae/i Weekend (60% vs. 46%) and on-campus alumnae/i events (34% vs. 22%). Additionally, 1990-2015 graduates are more likely to say they would volunteer their time to mentor a current student (77% vs. 48% of 1950-1989 graduates). However, older alumnae/i are twice as likely to say they would contribute to class giving campaigns (36% vs. 14%) and promote class giving campaigns (16% vs. 8%).

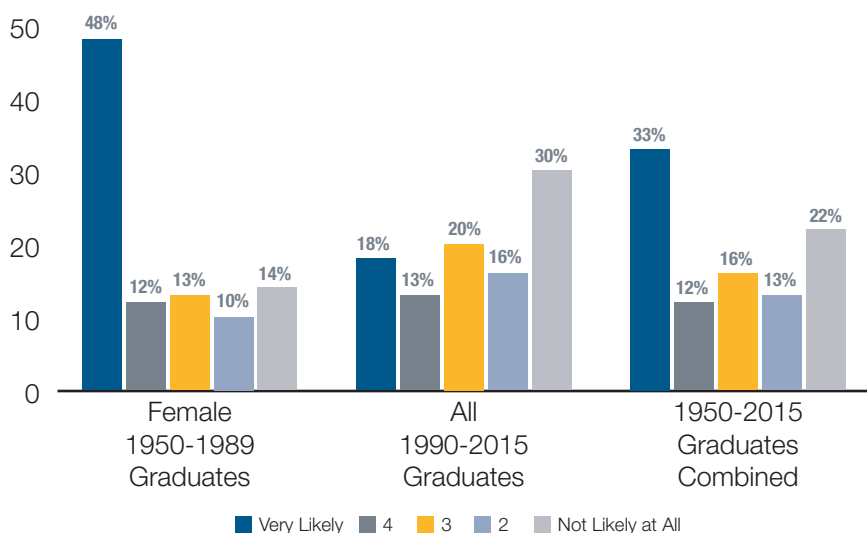
I am very involved as an alumna/us with Goucher College.



Fond Memories of Goucher Experience Top Reason for Donation

Thirty-three percent of Goucher alumnae/i indicate that they are very likely to donate to Goucher College in the next year. Alumnae/i who obtained their undergraduate degrees between 1950 and 1989 are more than two times as likely as 1990-2015 graduates to rate themselves very likely to donate in the next year.

How likely you are to donate to Goucher College in the next year?



Percentages may not add to 100% because "Don't know" not shown.

When Goucher alumnae/i who said they are likely or very likely to donate were asked to choose among several reasons for this, the top three were:

- To help others afford an education at Goucher College (57%)
- Fond memories of my educational experience (45%)
- To thank the school for financial assistance I received as a student (23%)

Goucher alumnae/i who graduated from 1950-1989 were more likely than 1990-2015 graduates to say they would donate to help others afford an education at Goucher College (62% vs. 46%, respectively). Meanwhile, 1990-2015 graduates are more likely than 1950-1989 graduates to say they would donate to support a specific scholarship or fund (36% vs. 14%, respectively).

When alumnae/i who indicate they are unlikely to donate to Goucher College in the next year are asked why, the top reason given was that they do not make enough money (55%). This is followed by preferring to donate to other causes (41%), particularly among 1950-1989 Goucher alumnae/i (60%).

When asked how they prefer to be thanked for volunteering or donating to the college, 50% said they prefer to receive a thank you letter, while 13% said they did not need to be thanked.

How would you prefer to be thanked if you volunteer or donate to Goucher College?

Thank you letter	50%
Opportunities to hear and meet speakers	34%
Invitations to exclusive events	31%
Gift from Goucher College (e.g., a shirt or mug)	30%
Phone call to thank me	7%
Other	6%
I have no intention of volunteering for or donating to Goucher College	13%

Email Preferred Method for Receiving Communications From Goucher

Email is the clear first choice of Goucher alumnae/i as their preferred method for receiving information about events (84%), and 81% also selected email as their preferred method for receiving news and announcements from the college.

Mail through the United States Postal Service was chosen by 51% of Goucher alumnae/i as their second choice for information about events as well as news and announcements. There is less consensus on the third preferred method of communication, with 28% selecting Facebook as their third choice for receiving information about events and 31% saying Facebook is their third choice for receiving news and announcements.



Final Thoughts

Goucher alumnae/i have found success in life after college — evidenced by the high levels of employee engagement and well-being compared with college graduates nationally and other comparison groups.

Goucher College should continue to focus on fostering experiential learning and supportive relationships for its students, as these areas relate to thriving in well-being and being engaged at work. The all-undergraduate study abroad program has had a positive effect on the supportive relationships a Goucher student feels while attending college. However, Goucher College can focus on improving other types of experiential and deep learning opportunities afforded to its students to give graduates an even better competitive edge. Overall, Goucher College has been successful in setting graduates up for great jobs and great lives through its distinctive approach to transformative education.

Methodology

Results for the Goucher College alumnae/i study are based on Web surveys conducted Oct. 12–Nov. 11, 2015, with a sample of 2,695 Goucher College undergraduate alumnae/i. The sample of alumnae/i email addresses was provided by Goucher College. Alumnae/i 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 combined 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 the combined sample of bachelor’s degree or higher respondents, the margin of sampling error is ± 1.2 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. Results based on subgroups can have higher margins of error depending on sample size.

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

About Goucher College

Named one of the top 10 most innovative colleges in the country by U.S. News & World Report, Goucher College provides a unique liberal arts education designed to prepare students for the jobs of the future. Given rapid changes in the economy and professional opportunities, the college has responded by intensifying its focus on graduating self-regulated, critical thinkers.

Founded in 1885 initially as a women's institution, Goucher College, located in Baltimore, Maryland, celebrates a rich legacy of innovation, social justice and access. One of the first colleges in the country to welcome Jewish students, its undergraduates later played a significant role in the desegregation of Baltimore City and Baltimore County. The college also became one of the first in the country to integrate internships into curriculum in a meaningful way and to require study abroad. In 2014, Goucher became the first college in the country to create a process through which students could submit a two-minute video as the decisive factor for admission, the Goucher Video Application.

About 1,500 undergraduate students from 45 states and 37 countries attend the college. As part of its commitment to lifelong learning, Goucher provides a broad-based education that includes 33 majors ranging from biological sciences and business management to environmental studies and political science; the college also offers 10 graduate programs.

Drawing upon research that shows personal connections, grit and self-awareness are the best predictors of both achievement and happiness in life, Goucher cultivates in students its own set of the “3Rs”: relationships, resilience and reflection.

Learning at Goucher is never limited to the classroom. During the 2014–2015 school year, 95% of students had a hands-on educational experience, whether it was participating in faculty research, completing an internship or contributing to social justice work. Since a global perspective is also crucial to success in the 21st century, 100% of Goucher's undergraduate students study abroad.





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.

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.

Appendix

Alumni Involvement

When was the last time you visited Goucher College?			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Less than a year ago	20%	37%	28%
More than a year but less than five years ago	29%	35%	32%
More than five years but less than 10 years ago	18%	11%	14%
More than 10 years ago	26%	5%	15%
I have not visited since I graduated from Goucher College	8%	12%	10%

Which of the following events or programs would you likely participate in if Goucher College offered them? Please select all that apply.			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Regional alumnae/i events outside the Baltimore area	57%	59%	58%
Alumnae/i Weekend (class reunions) at Goucher College	46%	60%	53%
On-campus alumnae/i events at Goucher College	22%	34%	28%
Contribute to class giving campaigns	36%	14%	25%
On-campus Goucher College community events	18%	26%	22%
Off-campus alumnae/i events in the Baltimore area	11%	29%	20%

Which of the following Goucher College volunteer opportunities would you likely participate in? Please select all that apply.			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Provide career mentoring to current students	48%	77%	66%
Work with Admissions to recruit prospective students	34%	39%	37%
Serve in the Alumnae and Alumni Board	17%	32%	27%
Host an alumnae/i event	22%	19%	20%
Plan class reunions	22%	13%	16%
Promote class giving campaigns	16%	8%	11%

Alumni Donations

What are the top two reasons why you are likely to donate to Goucher College in the next year?			
	Year of Graduation		1950-2015 Graduates Combined
<i>Among alumnae/i who are likely or very likely to donate to Goucher College in the next year</i>	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
To help others afford an education at Goucher College	62%	46%	57%
Fond memories of my educational experience	45%	44%	45%
To thank the school for financial assistance I received as a student	21%	27%	23%
To support a specific scholarship or fund (e.g., Athletics, Friends of the Library, Equal Opportunity, scholarships)	14%	36%	21%
Increase giving participation rates	13%	17%	14%
Other	11%	7%	9%
In honor, memory or celebration of someone	7%	8%	8%
Someone asked me to donate to Goucher College	8%	5%	7%

What are the top two reasons why you are likely to donate to Goucher College in the next year?			
	Year of Graduation		1950-2015 Graduates Combined
<i>Among alumnae/i who are likely or very likely to donate to Goucher College in the next year</i>	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
To help others afford an education at Goucher College	62%	46%	57%
Fond memories of my educational experience	45%	44%	45%
To thank the school for financial assistance I received as a student	21%	27%	23%
To support a specific scholarship or fund (e.g., Athletics, Friends of the Library, Equal Opportunity, scholarships)	14%	36%	21%
Increase giving participation rates	13%	17%	14%
Other	11%	7%	9%
In honor, memory or celebration of someone	7%	8%	8%
Someone asked me to donate to Goucher College	8%	5%	7%

Alumni Communications About Events

Most Preferred Method of Receiving Information About Events			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	81%	87%	84%
Mail through the USPS	18%	8%	13%
Facebook	1%	3%	2%
Twitter	0%	0%	0%
Instagram	0%	0%	0%
Phone call	0%	0%	0%
Text message	0%	1%	1%

Second Preferred Method of Receiving Information About Events			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	18%	11%	14%
Mail through the USPS	61%	42%	51%
Facebook	11%	35%	23%
Twitter	1%	2%	1%
Instagram	0%	2%	1%
Phone call	4%	3%	3%
Text message	6%	6%	6%

Third Preferred Method of Receiving Information About Events			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	2%	1%	2%
Mail through the USPS	16%	30%	24%
Facebook	23%	32%	28%
Twitter	2%	6%	4%
Instagram	1%	4%	3%
Phone call	35%	12%	22%
Text message	21%	14%	17%

Alumni Communications About News and Announcements

Most Preferred Method of Receiving News and Announcements			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	79%	83%	81%
Mail through the USPS	19%	10%	14%
Facebook	2%	7%	4%
Twitter	0%	1%	0%
Instagram	0%	0%	0%
Phone call	0%	0%	0%
Text message	0%	0%	0%

Second Preferred Method of Receiving News and Announcements			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	19%	15%	17%
Mail through the USPS	60%	41%	51%
Facebook	11%	33%	22%
Twitter	1%	3%	2%
Instagram	0%	1%	1%
Phone call	3%	2%	2%
Text message	6%	5%	5%

Third Preferred Method of Receiving News and Announcements			
	Year of Graduation		1950-2015 Graduates Combined
	Female 1950-1989 Graduates	All 1990- 2015 Graduates	
Email	2%	3%	2%
Mail through the USPS	16%	31%	25%
Facebook	27%	34%	31%
Twitter	3%	6%	5%
Instagram	1%	4%	3%
Phone call	30%	10%	18%
Text message	21%	12%	16%

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