GREAT JOBS
GREAT LIVES
The University of New Hampshire
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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 — provides insight into the relationship between the college experience and long-term outcomes in various areas. This report explores the relationship between University of New Hampshire (UNH) graduates’ experiences and long-term outcomes based on their responses to the University of New Hampshire 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 at work and they have someone who cares about their development at work.

Gallup’s expertise on engagement in the workplace is rooted in more than 30 years of research on the 12 elements that best predict employee and workgroup performance. Based on responses to questions that measure the 12 elements, Gallup categorizes workers as engaged, not engaged or actively disengaged. People who are engaged at work are more involved in and enthusiastic about their work. They are loyal and productive. Those who are not engaged may be productive and satisfied with their workplaces, but they are not intellectually and emotionally connected to them. Workers who are actively disengaged are physically present but intellectually and emotionally disconnected. They are unhappy with their work, share their unhappiness with their colleagues and are likely to jeopardize the performance of their teams.

Recent Gallup research shows that only 30% of Americans are engaged in their jobs, meaning U.S. workplaces are missing immense opportunities to raise their employees’ productivity and well-being and the economic benefits that increasing productivity and well-being imply. 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 institutions of higher education need to take to solve their biggest challenges. This research can provide colleges and universities with insight on how to improve the lives of current undergraduates in these key areas that are within their control.
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 — retrospectively, with regard to their undergraduate experiences, as well as their views as current alumni.

Because students spend significant 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, having professors who cared and made learning exciting and, most importantly, feeling that their school prepared them well for life outside of college.

The Gallup-Purdue Index uncovers which college experiences and perceptions are related to more positive and engaging work lives and higher levels of overall well-being.

### National Comparisons

For the purposes of this report, data from the University of New Hampshire alumni cohort (those who received a bachelor’s degree from the institution between 1960 and 2014) are compared with data collected from respondents in the national Gallup-Purdue Index study, all of whom obtained a bachelor’s degree during the same period. Some differences may exist between the national comparison points included in this report and national estimates that Gallup has previously released because this report focuses on graduates who received their undergraduate degrees from 1960 to 2014.

The sample of national college graduates to which UNH alumni are compared in this report received their bachelor’s degrees from Title IV degree-granting four-year public, private, for-profit or not-for-profit institutions in the U.S. as defined by the U.S. Department of Education.

Results from UNH alumni are also compared with other relevant subsets of the national sample, including 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).

Demographically, the sample of UNH alumni is similar to graduates interviewed in the Gallup-Purdue Index national survey. The UNH alumni sample is 47% male, while 48% of the national sample is male. The average age of respondents in the UNH sample is 46, identical to the average age in the national sample.
Executive Summary

The University of New Hampshire study surveyed 6,111 adults who received degrees from the university between 1960 and 2014. The results illustrate how many UNH graduates went on to have great jobs and live great lives after college and whether their great experiences as students translated into emotional attachment to their alma mater.

The study yields important insights for educators, employers, alumni and prospective students about the factors that contribute to great jobs, lives and experiences for UNH graduates. It also identifies the areas in which UNH alumni outperform graduates of other universities, and areas in which UNH has room to grow.

Most UNH graduates are working full time for an employer. Nearly two in three UNH alumni (64%) work full time for an employer, which is slightly higher than the rates for college graduates nationally (59%) and for graduates of large public universities (60%). This rate rises even higher — to 79% — among UNH graduates who received their degree between 2009 and 2014.

But simply having a job is not enough; engaged workers are the lifeblood of the organizations they work for. 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. In this regard, UNH graduates have an advantage over many of their peers from other institutions. Nearly half (48%) of UNH alumni who are employed full time for an employer are engaged at work, which is higher than levels among alumni of other large public universities (39%) and the national average (39%).

UNH graduates are also leading other college graduates in living great lives. The overall well-being of UNH graduates, on average, is better than that of their peers. One in six UNH graduates are thriving — strong, consistent and progressing — in all five interrelated elements of well-being. In all elements, results from UNH alumni are better than or comparable to the national averages for all college graduates and for those who received their degree from large public universities.

The connection that UNH graduates still feel to their alma mater is comparable to the national average and results for graduates from large public universities. One in five UNH alumni (21%) are emotionally attached to their alma mater. UNH graduates are more likely to strongly agree that the University of New Hampshire was the perfect school for them (34%) than to strongly agree that they can’t imagine a world without their school (27%).

The support and experiential learning that UNH 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. UNH alumni are about as likely as national graduates and large public university graduates to have had most of these experiences, but they are more likely to say they had at least one professor who made them excited about learning.
SOME OF GALLUP’S MOST IMPORTANT FINDINGS

Great Jobs: Workplace Engagement

- Most UNH alumni are working full time for an employer. Nearly two in three UNH graduates (64%) who graduated in 1960 or later are working full time for an employer, and an additional 5% are self-employed on a full-time basis. Nearly four in five (79%) of the most recent UNH alumni are employed full time for an employer. This percentage is higher than rates for college graduates nationally and graduates of large public universities who completed their degrees during this same period (at 65% for both).

- Nearly half (48%) of UNH alumni are both employed and engaged at work, which is higher than the national average (39%) and the rate for graduates of large public universities (39%).

- 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, UNH alumni are the most likely to strongly agree that they had at least one professor who made them excited about learning (67%). This is slightly higher than the percentage among alumni of other large public universities (60%) and the national average (63%).

Great Lives: Well-Being

- University of New Hampshire alumni are more likely than graduates nationally and those in the university comparison group to be thriving in all five elements of well-being. Overall, 16% of UNH graduates are thriving in all five areas, compared with 10% of alumni in the national Gallup-Purdue Index and 10% for other large public universities.

- In all elements, results from UNH alumni are better than or comparable to the national averages for all college graduates and for those who received their degree from large public universities. Of the five elements, UNH alumni are most likely to be thriving in purpose and social well-being, at 59% each.

Great Experiences: Alumni Attachment

- One in five UNH alumni (21%) are emotionally attached to their alma mater, which is comparable to the national average and results from large public universities.

- Sixty-six percent of UNH graduates who are emotionally attached to UNH have donated financially to the university, nearly two times the percentage of those who are not emotionally attached (34%).

- Eighty-six percent of UNH alumni who are emotionally attached to the university say they are most likely to recommend UNH to a potential student or a parent, compared with only 2% of UNH alumni who are not emotionally attached.
Great Jobs: Workplace Engagement

Overall, most UNH alumni are working full time for an employer. Nearly two in three UNH graduates (64%) who graduated in 1960 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 is slightly higher than the rates for college graduates nationally (59%) and for graduates of large public universities (60%).

Nearly four in five (79%) of the most recent UNH alumni (2009-2014 graduates) are employed full time for an employer. This percentage is higher than rates for college graduates nationally and graduates of large public universities who completed their degrees during this same period (at 65% for both).

### Graduates Since 1960

<table>
<thead>
<tr>
<th>Institution Type and College</th>
<th>EMPLOYED FULL TIME (EMPLOYER)</th>
<th>EMPLOYED FULL TIME (SELF)</th>
<th>EMPLOYED PART TIME, DO NOT WANT FULL TIME</th>
<th>UNEMPLOYED</th>
<th>EMPLOYED PART TIME, WANT FULL TIME</th>
<th>NOT IN WORKFORCE</th>
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<td>64</td>
<td>5</td>
<td>10</td>
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<td>10</td>
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<td>11</td>
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<td>7</td>
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<tr>
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<td>11</td>
<td>2</td>
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<tr>
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<td>75</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>4</td>
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### Graduates Since 2009

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<th>EMPLOYED FULL TIME (SELF)</th>
<th>EMPLOYED PART TIME, DO NOT WANT FULL TIME</th>
<th>UNEMPLOYED</th>
<th>EMPLOYED PART TIME, WANT FULL TIME</th>
<th>NOT IN WORKFORCE</th>
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<td>1</td>
<td>3</td>
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<td>Large Public Universities</td>
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<td>8</td>
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<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Gallup-Purdue Index National Average</td>
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<td>2</td>
<td>7</td>
<td>6</td>
<td>12</td>
<td>9</td>
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<tr>
<td>Engineering and Physical Sciences</td>
<td>92</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>77</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Liberal Arts</td>
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<td>1</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>7</td>
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<tr>
<td>Life Sciences and Agriculture</td>
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<td>0</td>
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<td>12</td>
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<tr>
<td>Paul College of Business and Econ</td>
<td>88</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
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Nearly Half of Employed UNH Graduates Are Engaged at Work

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

Nearly half (48%) of UNH alumni are both employed and engaged at work, which is higher than the national average (39%) and the rate for graduates of large public universities (39%).

This higher level of engagement among UNH graduates is 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.

Compared with bottom-quartile units in Gallup’s employee engagement database, top-quartile units have:

- 10% higher customer loyalty/engagement
- 22% higher profitability
- 21% higher productivity
- 25% lower turnover for high-turnover companies (those with 60% or higher annualized turnover)
- 65% lower turnover for low-turnover companies (those with 40% or lower annualized turnover)
- 48% fewer safety incidents
- 28% less shrinkage
- 37% lower absenteeism
- 41% fewer patient safety incidents
- 41% fewer quality incidents (defects)
GPA Not Related to Workplace Engagement

A UNH graduate’s overall grades while he or she attended the University of New Hampshire do not have any bearing on his or her current workplace engagement. UNH alumni who graduated with a C average GPA are statistically as likely to be engaged in their current workplace as those who graduated with higher GPAs.

While this certainly does not denigrate academic achievement, it suggests that factors other than one’s GPA relate more strongly to long-term outcomes for UNH alumni.

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. If UNH graduates strongly agree that they had professors who cared about them as a person, had at least one professor who made them excited about learning and had a mentor who encouraged them to pursue their goals and dreams, the graduates’ odds of being engaged at work nearly triple (2.8 times higher). At the national level, the odds are 2.3 times higher. Twelve percent of UNH graduates strongly agree that they had each of these three experiences, which is statistically on par with other large public universities (10%) and the national average (14%).

Gallup has found that an employee’s manager has the greatest influence on his or her current 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 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. Managers who care about workers as individuals and encourage their development are the cornerstone of what makes an engaged employee.

There is a clear relationship between the support UNH graduates recall receiving as undergraduates and their engagement in the workplace. Seven in 10 UNH graduates who recall having all three support experiences while at UNH are engaged at work, compared with 37% of graduates who did not have these experiences.

Of the three items that measure the support alumni received while at college, UNH alumni are the most likely to strongly agree that they had at least one professor who made them excited about learning (67%). This is slightly higher than the percentages among alumni of other large public universities (60%) and the national average (63%).

More than one in five UNH alumni (22%) recall having professors who cared about them as a person. This is slightly higher than the 18% among alumni of other large public universities, but below the national average (27%).

A similar percentage of UNH alumni strongly agree that they had a mentor who encouraged them to pursue their goals and dreams (21%). This is on par with percentages of alumni from large public universities (19%) and the national average (22%).

Academic mentoring programs with undergraduates at UNH could be the key to maintaining the pipeline of alumni mentors for programs such as UNH Pathways. Among the 21% of alumni who strongly agree that they had a mentor while at UNH, almost a quarter (24%) say it is very likely that they themselves would mentor a current student if the opportunity was offered to them.
Experiential Learning Also Linked to Employment Outcomes

What alumni experienced outside the classroom as undergraduates is also related to their workplace engagement later in life. Gallup asked graduates in both the national study and the UNH survey about three types of “experiential learning” opportunities: 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 UNH alumni being engaged at work are 2.4 times higher if they took part in all three forms of experiential learning.

Six percent of UNH alumni strongly agree that they had all three of these experiences while pursuing their bachelor’s degree. Though this is a small percentage, it is statistically on par with results from comparison groups.

Graduates from one college within the university are about twice as likely as the rest to strongly agree that they participated in experiential learning. Ten percent of alumni from the College of Health and Human Services report having had these experiences. This is the only UNH college for which the percentage reaches double digits.

Among employed UNH alumni who recall participating in all three experiential learning activities, 68% are engaged at work, compared with 39% who did not participate in any of the three.

Of the three learning experiences, UNH alumni are most likely to strongly agree that they had an internship or job that allowed them to apply their classroom learning (30%) and that they worked on a project that took a semester or more to complete (30%). These results are similar to those from alumni in comparison groups.

These results also shed light on the importance of internships that are relevant to students’ fields of study. About half of UNH alumni (49%) who participated
in internships that allowed them to apply what they were learning in the classroom say that their internship experience very strongly influenced their career path. But among those who simply indicated that they had a paid job or internship, with no mention of applied learning, this figure falls to 23%.

UNH graduates who received their degrees in 2000 or later are more likely than earlier graduates to say their internships greatly affected their career paths. More than one in four graduates since 2000 say an internship experience very strongly influenced their career path, compared with fewer than one in five graduates who received their degree before 2000 who say the same. While Gallup has found that applied jobs and internships have risen in popularity throughout the years, the higher likelihood among more recent UNH alumni to say their internships strongly influenced their career paths is likely a positive sign for future graduates.

Among the three experiential learning activities, UNH alumni are least likely to say they were extremely active in extracurricular activities and organizations (23%). Though this figure exceeds the rate among alumni of large public universities (17%), it is on par with the national average (20%).

Gallup also asked UNH alumni about an experience that may have merged faculty support and experiential learning: participating in a research project with a professor or faculty member. Graduates who recall this experience are more than two times as likely as those who do not to say they had a mentor who encouraged them to pursue their goals and dreams (33% vs. 14%, respectively).

Graduates since 2000 (48%) are nearly twice as likely as those who received their degrees before 2000 (28%) to say they participated in such a research project. This increase coincides with the 2000 launch of the UNH Undergraduate Research Conference, an annual campus-wide showcase that highlights the research, scholarship and creativity of UNH undergraduates and their faculty mentors. More than 1,100 students take part in one or more of the 20 events associated with the conference, where they share their work in a variety of formats, including oral presentations, interactive poster presentations and demonstrations, performances and gallery talks.

### The Undergraduate Experience: Support and Experiential and Deep Learning

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>UNH</th>
<th>LARGE PUBLIC UNIVERSITIES</th>
<th>GPI</th>
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</thead>
<tbody>
<tr>
<td>My professors at University of New Hampshire cared about me as a person.</td>
<td>22%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>I had at least one professor at University of New Hampshire who made me excited about learning.</td>
<td>67%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>While attending University of New Hampshire, I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>21%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>All three</strong></td>
<td><strong>12%</strong></td>
<td><strong>10%</strong></td>
<td><strong>14%</strong></td>
</tr>
<tr>
<td>While attending University of New Hampshire, I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>30%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>While attending University of New Hampshire, I worked on a project that took a semester or more to complete.</td>
<td>30%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending University of New Hampshire.</td>
<td>23%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>All three</strong></td>
<td><strong>6%</strong></td>
<td><strong>5%</strong></td>
<td><strong>6%</strong></td>
</tr>
<tr>
<td><strong>All six</strong></td>
<td><strong>2%</strong></td>
<td><strong>2%</strong></td>
<td><strong>3%</strong></td>
</tr>
</tbody>
</table>
University of New Hampshire Prepared Graduates for Life Outside of College

Overall, UNH alumni are just as likely to strongly agree that the University of New Hampshire prepared them well for life outside of college (29%) as are alumni of large public universities (26%) and those in the national sample of graduates (28%).

Within UNH, alumni from the Colleges of Engineering and Physical Sciences (34%) and Health and Human Services (33%) are slightly more likely than others to strongly agree that the University of New Hampshire prepared them well for life outside of college. Alumni who graduated from the College of Life Sciences and Agriculture were slightly less likely than average to feel this way, at 25%.

As part of this study, Gallup also surveyed current UNH students to gain a better understanding of their college experience. The preparedness that UNH alumni of the College of Health and Human Services feel may be a holdover from their days as undergraduates. Gallup found that current students from the College of Health and Human Services are the most likely of current students to feel that their coursework is important, that their faculty and staff cares about them and that they’re able to pursue their goals. Health and Human Services students are also the most likely to have experienced all six support and experiential learning items. This same pattern is not present between alumni and current students in the College of Engineering and Physical Sciences. Current students within this college do not have as strong feelings about the importance of their coursework, feeling cared about by their professors or applied job/internship opportunities, which may affect their perceptions of preparedness down the road as alumni.

Results from this question also point to the importance of the three support elements and the three experiential learning elements, which Gallup refers to collectively as the Big Six. With every additional Big Six item that UNH alumni strongly agree to, they become more likely to strongly agree that their college prepared them well for life outside of college. Results from the national data support this finding as well.
Great Lives: Well-Being

University of New Hampshire alumni are more likely than graduates nationally and those in the university comparison group to have achieved the difficult-to-reach goal of thriving in all five elements of well-being: purpose, social, financial, community and physical. Overall, 16% of UNH graduates are thriving in all five areas, compared with 10% of alumni in the national Gallup-Purdue Index and 10% for other large public universities.

But more broadly, the majority of UNH alumni are thriving — strong, consistent and progressing — in one or more of the five interrelated elements of well-being. In all elements, results from UNH alumni are better than or comparable to the national averages for all college graduates and for those who received their degree from large public universities.

Of the five elements, UNH alumni are most likely to be thriving in purpose and social well-being, at 59% each. This means that the majority like what they do every day, get to learn or do something interesting on a daily basis and have strong and supportive relationships and love in their lives. This percentage is higher than for alumni of other large public universities and the national average.
More than half of UNH graduates (53%) are thriving in community well-being, which is statistically higher than graduates of other large public universities and the national average (both at 45%). These graduates enjoy living in their communities, and they work to improve them.

Less than half of UNH graduates (45%) 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. This figure is statistically on par with graduates of large public universities (42%) and the national average (41%).

UNH alumni, like their national counterparts, are least likely to be thriving in physical well-being. Forty-four percent of UNH graduates strongly agree that their physical health is near-perfect and that they felt active and productive every day during the past week. Again, this is higher than large public universities (35%) and the national average (34%) for graduates.
Student Debt Can Affect Well-Being in the Long Term

As is true for college graduates nationally, student loan debt may be a crippling factor in all areas of UNH alumni’s well-being — not just in financial well-being. This is particularly relevant for UNH alumni because they are more likely to incur loan debt than alumni of large public universities and graduates nationally. Less than half (46%) of UNH alumni did not take out student loans to complete their degree, while more than half of alumni nationally (51%) and graduates of public universities (55%) can make the same claim. Of UNH alumni who did not take out student loans to complete their degree, 22% are thriving in all five elements of well-being. By comparison, only 8% of those who took out more than $50,000 to complete their education are thriving in all five elements of well-being. While UNH graduates are more likely to be thriving in all five elements than the national average, regardless of student debt level, the relationship between increased student debt and decreased levels of well-being continue to be a point of concern for UNH and universities nationally.

Experiential Learning and Support Also Related to Well-Being

Both experiential learning and support in college may affect the likelihood that UNH alumni are thriving in all five elements. Twenty-two percent of UNH alumni who strongly agree they had all three support experiences are thriving in all five elements, compared with 7% who did not have any of 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 of well-being, compared with 14% who did not experience any of these types of learning.
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.

UNH graduates are more likely to strongly agree that the University of New Hampshire was the perfect school for them (34%) than to strongly agree that they can’t imagine a world without their school (27%). This trend is consistent with the national Gallup-Purdue Index. One in five UNH alumni (21%) are emotionally attached to their alma mater, which is comparable to the national average and results from large public universities.
Support and Experiential Learning Tied to Alumni Attachment

The undergraduate experience is strongly related to alumni emotional attachment. Of those graduates who strongly agree that they were supported while they were students at UNH, 47% are emotionally attached to the university. This is nearly eight times higher than the 6% 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 also affects alumni attachment. Forty-one percent of UNH alumni who participated in experiential learning activities are emotionally attached to the University of New Hampshire, compared with 14% of those who did not participate in experiential learning.

Attachment, Student Loan Debt Linked to Alumni Donations

The emotional attachment that UNH alumni feel toward their alma mater may motivate them to give back to their university, as it appears to be connected to their school donations. Sixty-six percent of graduates who are emotionally attached to UNH have donated financially to the university, nearly two times the percentage of those who are not emotionally attached (34%). Interestingly, even after taking student loans into account, emotionally attached alumni are still more likely to donate, regardless of their debt burden.

As with well-being, student loan debt may be inhibiting alumni donations. Among all graduates, there is a negative relationship between student loan debt and alumni donation status, with alumni who needed to take on more student debt burden being the least likely to donate.
Experience at UNH Most Likely Cause for Charitable Donation

Currently, 11% of all UNH alumni say they are very likely to make a donation to the university next year.

Asked to choose from several possible reasons for making a charitable donation, UNH alumni are most likely to cite the following:

1. I had an excellent experience at UNH (21%)
2. To support a specific department/program that is important to me (20%)
3. To help a student with financial needs to have the rewarding UNH experience (19%)

The most commonly chosen reasons for not making a charitable donation were that the alumni simply could not afford it (31%) or that they support other charities that have a greater need (24%).

Emotional Attachment, College Experience Linked to Recommendations

When asked to rate on a 10-point scale how likely they would be to recommend UNH to a potential student or a parent considering the university, 42% of UNH alumni responded with a “10,” indicating they would be “most likely” to recommend their alma mater. However, their likelihood to respond this way is significantly related to three factors.

Eighty-six percent of UNH alumni who are emotionally attached to the university say they are most likely to recommend UNH to a potential student or a parent, compared with only 2% of UNH alumni who are not emotionally attached.

Alumni’s level of attachment to UNH is not the only factor related to their likelihood to recommend the university, however. At least two-thirds of those whose responses indicated they were well-supported or who participated in experiential learning activities say they are most likely to recommend UNH to a potential student.
UNH Alumni Most Likely to Participate in Athletic Events, Mentorship

When asked about the likelihood that they would participate in various activities given the opportunity, 15% of UNH alumni say they would be “very likely” to participate in athletic events. Thirteen percent say the same about mentoring a current student and 11% about sharing their success story on UNH’s website or in other publications.

**HOW LIKELY WOULD YOU BE TO PARTICIPATE IN EACH OF THE FOLLOWING OPPORTUNITIES IF THEY WERE OFFERED TO YOU?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic events</td>
<td>15</td>
</tr>
<tr>
<td>Mentoring a current student</td>
<td>13</td>
</tr>
<tr>
<td>Sharing your success story (career, interest, hobby) on UNH’s website/publications</td>
<td>11</td>
</tr>
<tr>
<td>Affinity reunions (student activities, sports, Greek organizations, etc.)</td>
<td>11</td>
</tr>
<tr>
<td>Career-oriented networking or professional development events</td>
<td>10</td>
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<tr>
<td>Regional alumni events</td>
<td>9</td>
</tr>
<tr>
<td>Continuing education</td>
<td>9</td>
</tr>
<tr>
<td>Class-based reunions</td>
<td>7</td>
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</tbody>
</table>
Final Thoughts

University of New Hampshire 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. By concentrating on providing student support and opportunities for experiential learning, both of which relate to higher chances of thriving in all five elements of well-being, UNH can continue to foster an environment in which education is indeed more than a matter of degree.
Methodology

Results for the University of New Hampshire study are based on Web surveys conducted April 14-May 6, 2015, with a sample of 6,111 University of New Hampshire undergraduate alumni. The sample of alumni email addresses was provided by the University of New Hampshire. Alumni were included in the study if the institution had an email address on file.

Results for the Gallup-Purdue Index, the study used for comparison purposes, are based on Web surveys conducted Feb. 4-March 7, 2014, with a random sample of 29,560 respondents with a bachelor’s degree or higher, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

The Gallup-Purdue Index sample was compiled from two sources: the Gallup Panel and the Gallup Daily tracking survey.

The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults who are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals. Panel members can be surveyed by phone, mail or Web. Gallup Panel members with a college degree, and who have access to the Internet, were invited to take the Gallup-Purdue Index survey online.

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

Gallup-Purdue Index interviews are conducted with respondents via the Web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor’s degree or higher population. All reported margins of sampling error for the Gallup-Purdue Index of college graduates include the computed design effects for weighting.

For results based on the total sample of bachelor’s degree or higher respondents, the margin of sampling error is ±0.9 percentage points at the 95% confidence level.

For results based on employee engagement of bachelor’s degree or higher respondents, the margin of sampling error is ±1.0 percentage 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.

About University of New Hampshire

Founded in 1866, the University of New Hampshire enrolls 12,500 undergraduate students and 2,200 graduate students on its three campuses in Durham, Concord and Manchester.

UNH combines the living and learning environment of a New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant research institution.

UNH spans all fields of study and unites them through interdisciplinary programs, labs, research centers, libraries, internships and fieldwork. Warmly supported and encouraged by their faculty mentors, students participate directly in assisting in the University’s historic mission of enriching society through the creation and application of new knowledge.

The University of New Hampshire is fully accredited by the New England Association of Schools and Colleges.

About Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world. Gallup works with leaders and organizations to achieve breakthroughs in customer engagement, employee engagement, organizational culture and identity, leadership development, talent-based assessments, entrepreneurship and well-being. Gallup’s 2,000 professionals include noted scientists, renowned subject-matter experts and bestselling authors who work in a range of industries, including banking, finance, healthcare, consumer goods, automotive, real estate, hospitality, education, government and business-to-business.

About Healthways

Healthways is an independent, global well-being company that provides comprehensive improvement solutions to increase performance and lower healthcare costs in its client populations. Dedicated to creating a healthier world one person at a time, Healthways uses the science of well-being and behavior change to produce and measure well-being improvement for its customers. Healthways provides personalized support to individuals to optimize each participant’s health and productivity and to reduce health-related costs, and also advises leaders on how to maximize well-being across an organization.