

Old School is New School

Brandon Busteed

Executive Director

Education and Workforce Development

Gallup

DEMAND FOR HIGHER EDUCATION IS HIGH...

97% say it is very important to somewhat important to have a ***certificate or degree beyond high school***

41% of Americans, in the last 12 months, have thought about ***going back to get a certificate or degree***

...BUT QUALITY IS IN QUESTION...

HALF (46%) say U.S. higher education is the **same or worse** than higher education in **other countries**

58% say U.S. higher education is the **same or worse** than it's been **in the past**

	% strongly agree
Traditional colleges and universities offer high-quality education	29%
Community colleges offer high-quality education	19%

...AND QUALITY IS DEFINED BY A GOOD JOB

AMERICANS: “very important”
reason for getting education
beyond high school
(Gallup/Lumina poll)

To Get a Good Job **67%**

Top reasons **FRESHMEN** cite for
going to college (UCLA CIRP)

To Get a Good Job **88%**

PARENTS OF 5TH-12TH GRADERS:
“very important” reason for
getting education beyond high
school (Gallup/IHE poll)

To Get a Good Job **38%**

Broken Link Between Higher Education and Work

- 98% of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work.
- 13% of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**.
- 11% of **business leaders** strongly agree that **graduating students** have the skills and competencies their businesses need.

Sources:
Lumina Foundation/Gallup Poll 2013
The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers report

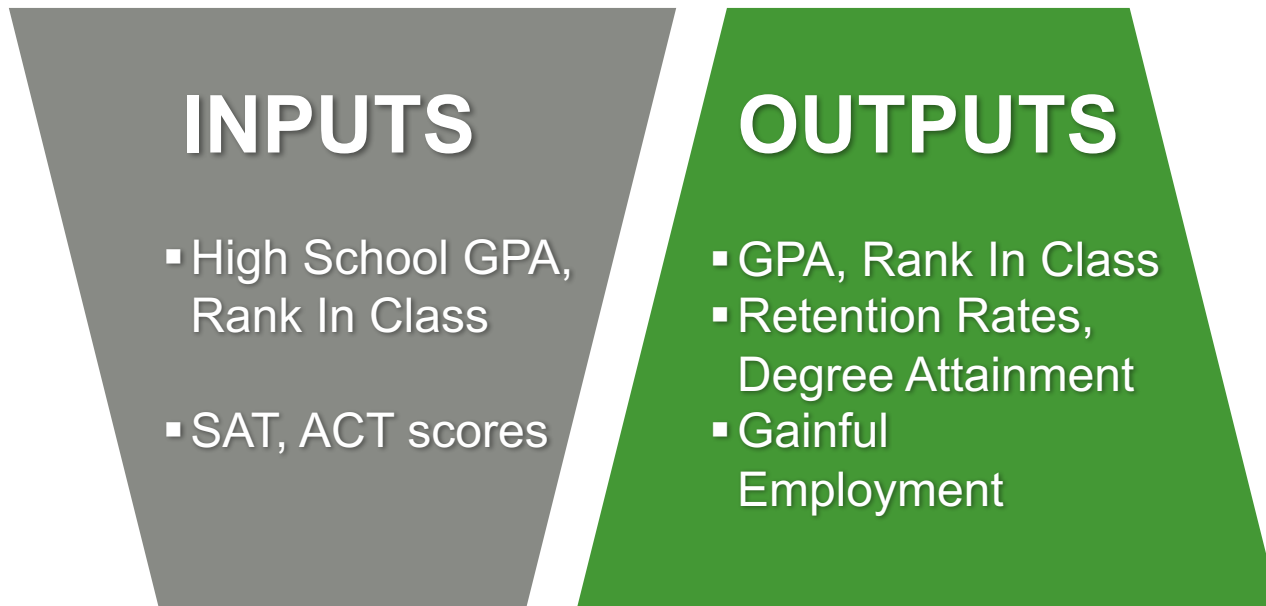
What business leaders want most

#1 ■ Internships/on-the-job
■ experience



In your opinion, what talent, knowledge, or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?

Current Education Measures Are Horribly Insufficient



Hope is a stronger predictor of college success than SAT and GPA.

The 70/30 Ratio

70%
Emotional

30%
Rational

Health of a Nation Ledger

Classic Economics

GDP

Unemployment

Crime rates

Behavioral Economics

Well-being

Workplace engagement

“Feeling safe walking
alone at night”

Education Success Ledger

Grades

Test scores

Graduation rates

Engagement

Hope

Well-being

What Does a “Great Life” Look Like?

Purpose

How you occupy your time; liking what you do each day

Social

Relationships and love in your life

Financial

Managing your economic life to reduce stress and increase security

Community

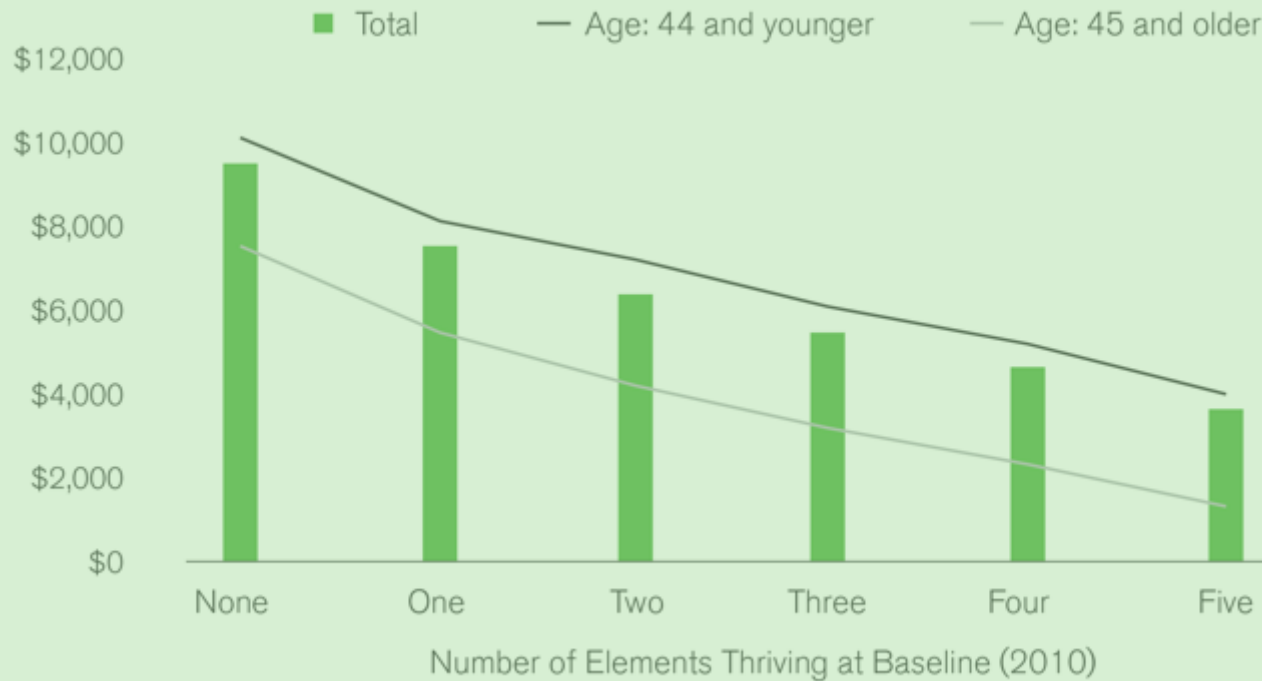
Engagement and involvement in the area where you live

Physical

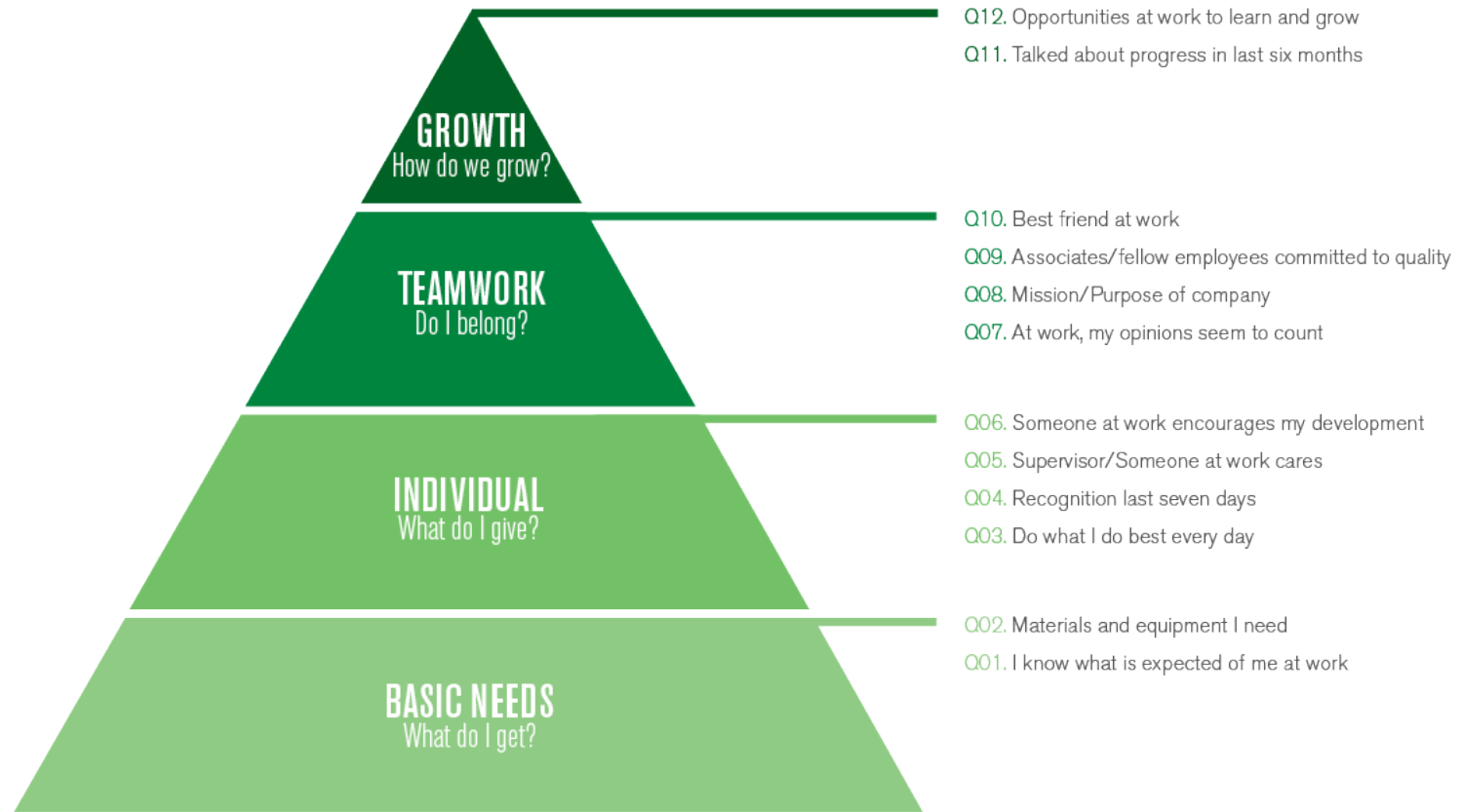
Good health and enough energy to get things done daily

Well-Being Matters to Organizations

Annual Health-Related Cost to Employer (Disease Burden and Unhealthy Days)



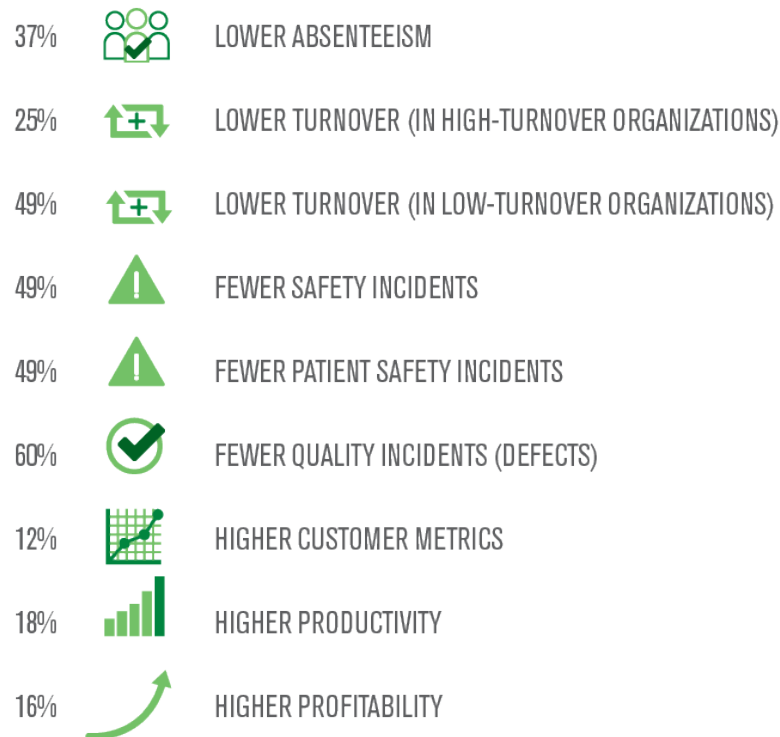
What Does a “Great Job” Look Like?



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Impact of Workplace Engagement

Top-quartile business units have ...



... when compared with bottom-quartile units

If graduates strongly agree that they were “emotionally supported” during college, the odds that they are engaged in their work and thriving in their overall well-being double.

It's How You Do It

“At least one professor who made me excited about learning” 64%

“Professors cared about me as a person” 27%

“A mentor who encouraged my goals and dreams” 22%

14%

of all graduates experienced all three

Graduates who had
“experiential and deep
learning” have a higher
likelihood of being engaged in
their work (59% vs. 38%), and
more are thriving (14% vs. 10%).

It's How You Do It

“Long-term project taking a semester or more to complete”

32%

“Internship or job where applied learning”

30%

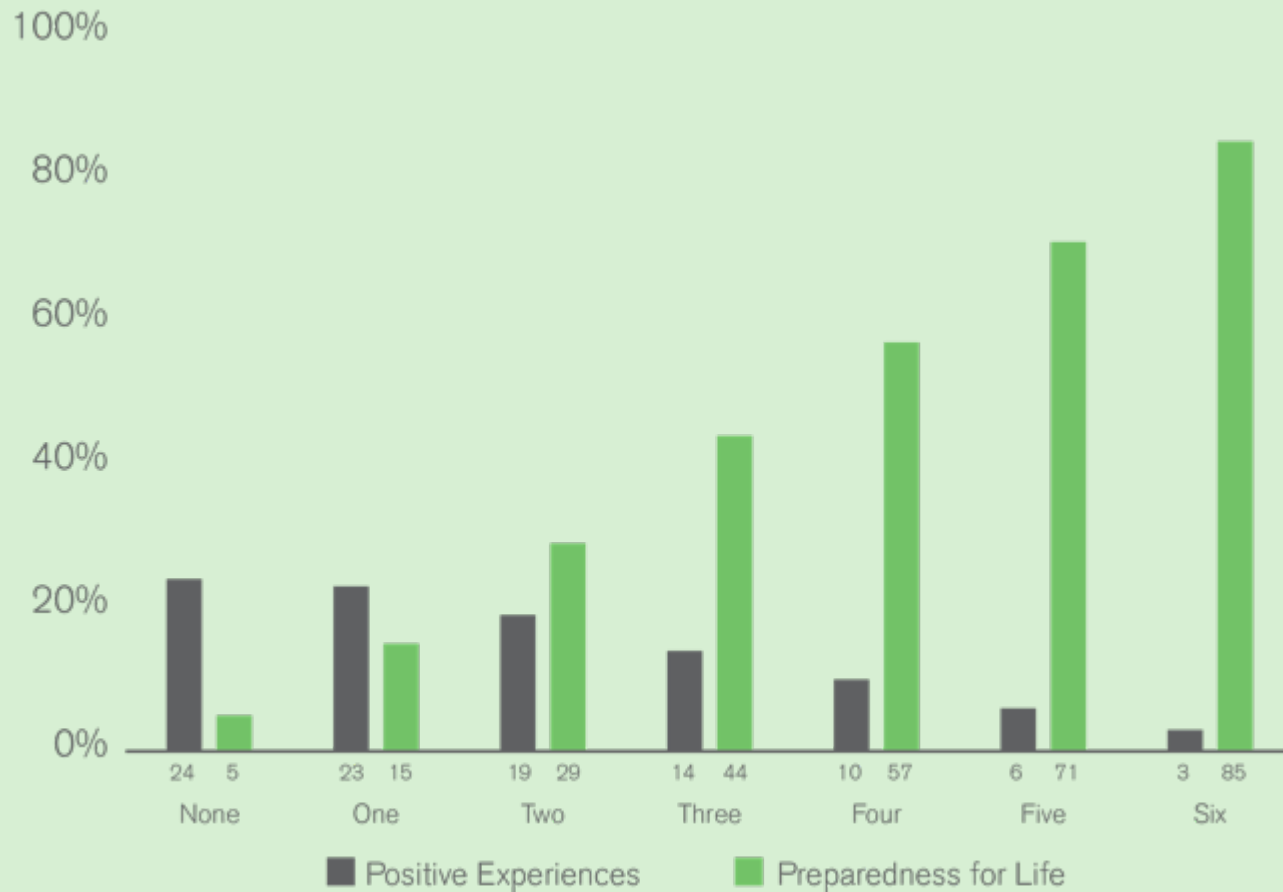
“Extremely involved in extracurricular activities and organizations”

20%

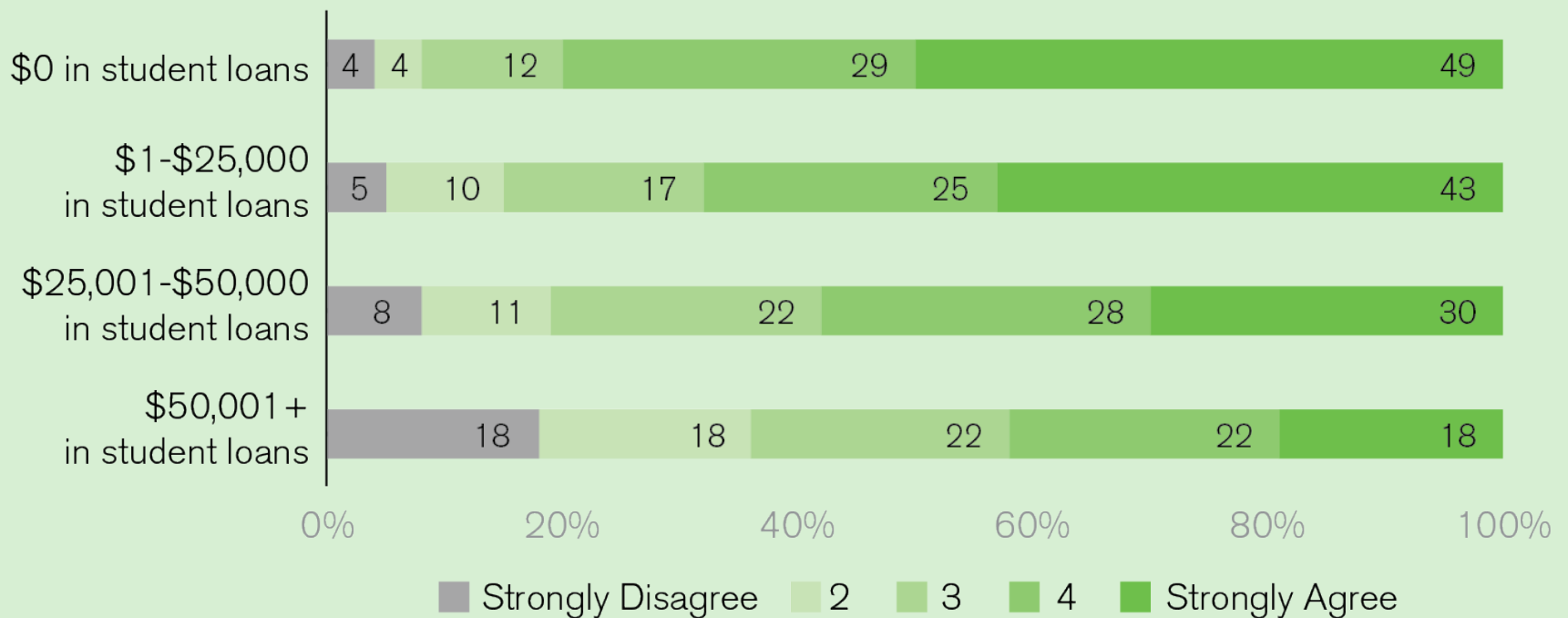
6%

of all graduates experienced all three

Positive Experiences and Preparedness



My education from [University Name] was worth the cost.



HBCUs Offer More Support and Experiential Learning

Support and Experiential Learning Opportunities	Black Graduates	
	HBCUs	Non-HBCUs
My professors at My University cared about me as a person.	58%	25%
I had at least one professor at My University who made me excited about learning.	74%	62%
While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.	42%	23%
Felt Support	35%	12%
While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.	41%	31%
While attending My University, I worked on a project that took a semester or more to complete.	36%	30%
I was extremely active in extracurricular activities and organizations while attending My University.	32%	23%
Experiential Learning	13%	7%

The HSI Experience May Not Offer the Same Opportunities

Support and Experiential Learning Opportunities

Hispanic Graduates

HSIs

Non-HSIs

My professors at My University cared about me as a person.

28%

28%

I had at least one professor at My University who made me excited about learning.

65%

67%

While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.

21%

25%

Felt Support

14%

15%

While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.

33%

28%

While attending My University, I worked on a project that took a semester or more to complete.

31%

35%

I was extremely active in extracurricular activities and organizations while attending My University.

15%

21%

Experiential Learning

5%

8%

Ivy League vs. HBCUs

Support and Experiential Learning Opportunities

	Ivy	HBCU
My professors at My University cared about me as a person.	17%	58%
I had at least one professor at My University who made me excited about learning.	72%	74%
While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.	20%	42%
Felt Support		
While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.	29%	41%
While attending My University, I worked on a project that took a semester or more to complete.	44%	36%
I was extremely active in extracurricular activities and organizations while attending My University.	32%	32%
Experiential Learning		