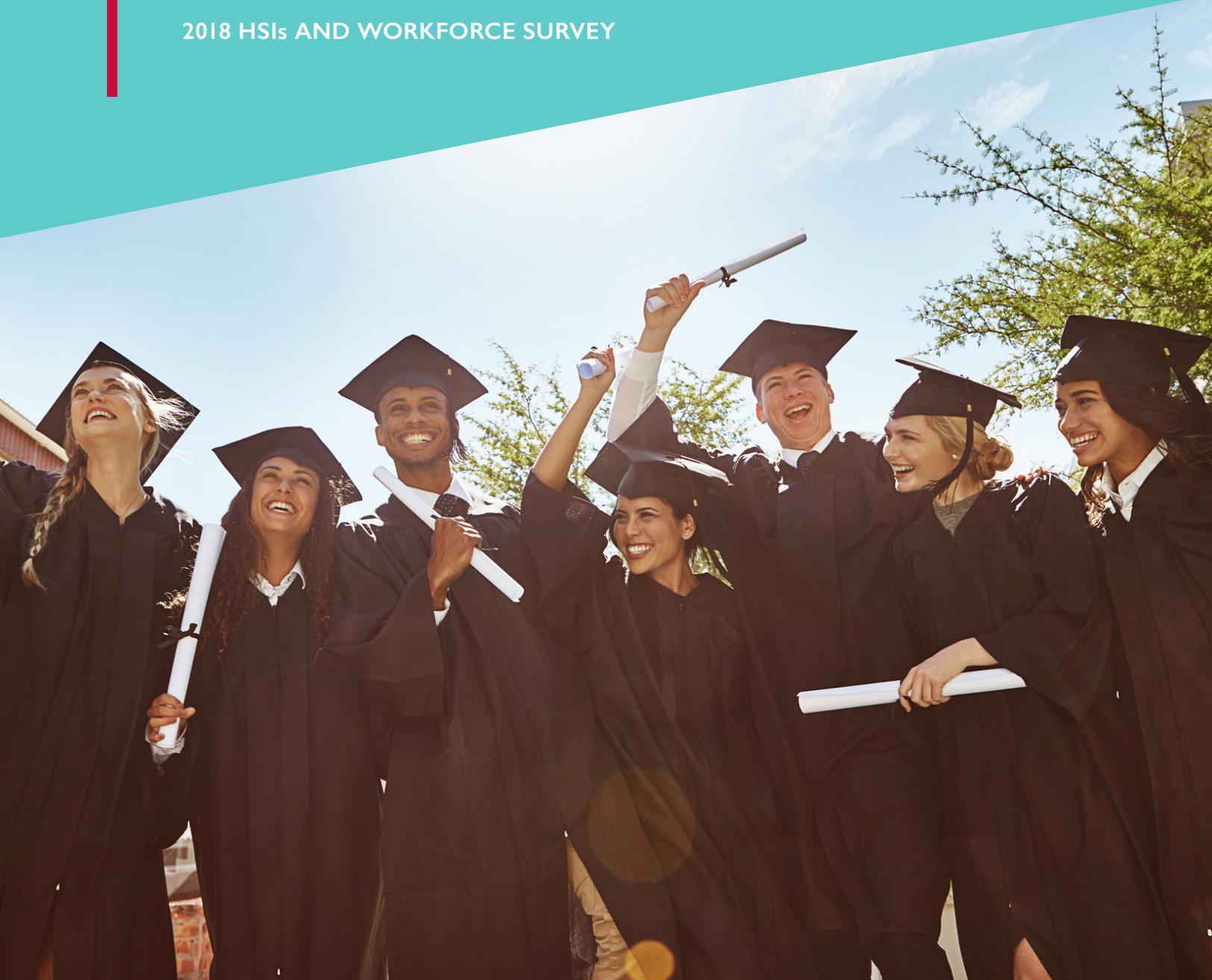


EXCELENCIA IN EDUCATION

Examining Life Outcomes Among Graduates
of Hispanic-Serving Institutions

2018 HSI^s AND WORKFORCE SURVEY





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FOREWORD

It is widely known that a large and fast-growing population in college is Hispanic. However, there is limited focus on the paths Latino college graduates take to enter the workforce. Previous research by *Excelencia* in Education on Latinos and the workforce has shown that the numbers of Latinos enrolling in and graduating from college have increased and that the most significant growth has been in disciplines with more explicit links to workforce needs and opportunities.

Excelencia in Education recognizes that intentionally linking Latino student success at Hispanic-serving institutions (HSIs) to the workforce is critical. Our latest analysis shows HSIs represent 14% of colleges and universities yet enroll 65% of Latino undergraduates (2016-2017). Therefore, *Excelencia* partnered with the Strada Education Network and Gallup to consider the added value of a select group of HSIs to their students in the workforce.

This study builds on *Excelencia's* work over more than 14 years as a trusted information source of data and research on Latino student success and HSIs, as well as our record of intentional collaboration with institutions to improve Latino students' college completion. *Excelencia* reached out to our national network of results-oriented leaders at colleges and universities (*Excelencia* in Action) who have leveraged their collective expertise and resources to accelerate Latino student success and are committed to making their institutions learning environments where Latino students thrive.

Gallup's survey and this summary of the study provide a useful resource for understanding the role of a network of selected HSIs serving their students beyond enrollment to prepare their graduates with the skills, knowledge and opportunities needed to succeed in their communities and the workforce.

Sarita E. Brown
President
Excelencia in Education

Deborah A. Santiago
COO and VP for Policy
Excelencia in Education

EXECUTIVE SUMMARY

Hispanic-serving institutions (HSIs) are an integral part of the higher education system in the United States and enroll a large number of historically underrepresented students. Unlike other minority-serving institutions that are classified based on their mission to serve their minority students, HSIs are classified based on their enrollment of Latino students. However, as more HSIs move to a mission-oriented model of serving students, they can utilize these results to more effectively use resources to prepare their students for life outside of college. Results for this study are based on 12 HSIs that were or currently are members of *Excelencia's* national network of institutions that leverage their collective expertise and resources to accelerate Latino student success.

Excelencia network graduates believe their alma mater is creating an inclusive environment for the success of all students.

- Latino graduates are more likely than non-Latino graduates (91% vs. 79%, respectively) to say their alma mater was a good place for students of racial and ethnic minorities.
- One in four *Excelencia* network graduates (26%) strongly agree that their alma mater is passionate about the long-term success of its students, higher than other HSI graduates (22%).

Excelencia network graduates indicate they had strong support systems at college.

- Over one-third of *Excelencia* network graduates (36%) strongly agree that their professors cared about them as a person — higher than college graduates nationally (32%) and other HSI graduates (28%).
- Eighty percent of *Excelencia* network graduates met with their academic adviser at least once per year; and 46% spoke often or very often with faculty or staff members about possible career options.

There are areas of opportunity that could further support graduates in finding jobs and learning skills that carry over into the workplace.

- Among the 59% of *Excelencia* network graduates who visited career services at least once, nearly half say their career services office was helpful or very helpful — higher than both comparison groups.
- Among those who visited at least once, two-thirds (66%) found it difficult or very difficult to access — regardless of transfer status, ethnicity or first-generation college student (FGCS) status.
- Only 7% of *Excelencia* network graduates had all three high-impact experiential learning opportunities identified by Gallup — lower than college graduates nationally (11%).

Twenty-seven percent of Excelencia network graduates strongly agree that they were prepared well for life outside of college.

- Graduates who strongly agree that they were prepared well for life outside of college are more likely to say they had a job waiting for them when they graduated and to be engaged at work.
- Thirty-one percent of *Excelencia* network graduates strongly agree that their alma mater provided them with the knowledge and skills they needed to be successful in the workplace.

Excelencia network graduates are more likely than college graduates nationally to be fulfilled in their work and to have higher levels of well-being.

- *Excelencia* network graduates are more likely than college graduates nationally to strongly agree that they have the ideal job for them (26% vs. 22%, respectively) and that their job gives them the opportunity to do work that interests them (41% vs. 37%).
- *Excelencia* network graduates are more likely than college graduates nationally to be thriving in more elements of well-being.



INTRODUCTION

Latinos compose the largest minority group in the nation and account for 18% of the U.S. population, a figure expected to grow to 28% by 2060.¹ Although more Latinos are enrolled in postsecondary education than ever before, they still lag other groups in obtaining four-year degrees.

According to the U.S. Census Bureau, 16% of Latino adults have a bachelor's degree or higher — significantly lower than their white (36%), black (23%) and Asian (54%) peers.² However, there are signs that the educational attainment gap is narrowing. The enrollment of Latino students aged 18 to 24 at two- and four-year institutions increased by 15 percentage points (from 22% to 37%³) between 2000 and 2015, outpacing that of other minority groups.

Yet, Latinos still face many challenges in higher education. The needs of Latino students differ from those of non-Latino students due to many cultural and financial factors, including language proficiency, family support and availability of role models.⁴ Many Latino students come from lower-income households and are less likely than their middle- or upper-income peers to stay in school.⁵ In particular, Latino students often cite affordability, family and work obligations, and lack of information about financial aid and college life as barriers to completing their education.⁶

65%
of Latino undergraduate students attend Hispanic-serving institutions

Hispanic-serving institutions (HSIs) play a critical role in Latinos' educational attainment, as 65% of Latino undergraduate students attend HSIs.⁷ Like a majority of higher education institutions, many HSIs use traditional metrics such as graduation rates, employment rates and income levels to measure the long-term outcomes of their degree programs. While these metrics are important, they do not holistically capture the undergraduate experience or the diverse outcomes of graduates. Nationally, there has been a shift in the meaning of *serving* students to include providing academic and social support and creating a more inclusive environment⁸ to equip graduates with the skills they need to succeed in the workplace.

Given the importance of HSIs for Latino students' educational attainment, *Excelencia in Education*, with the support of Strada Education Network, partnered with Gallup to study long-term outcomes such as well-being and employee engagement among HSI graduates. Using the Gallup-Purdue Index (a nationally representative study of more than 70,000 college graduates that measures the long-term outcomes of a college degree), Gallup was able to examine the undergraduate experience of *Excelencia* network graduates and their life outcomes, and then compare those graduates' outcomes with both college graduates nationally and other HSI graduates to uncover areas of strength and opportunity.

Areas of Focus

Traditional metrics for measuring the value of a college education — namely, job and graduate school placement rates and alumni salaries — may be the easiest outcomes to assess, but they do not fully capture the experience and impact of a college education. While those metrics have merit, they do not provide a holistic view of college graduates' lives. This study aims to complement traditional metrics with other important long-term outcomes. The findings include:

- 1 whether graduates know their alma mater is classified as an HSI and their perceptions of whether their campus environment was a good place for various groups of people
- 2 if graduates engaged in various college experiences
- 3 the extent to which graduates utilized university resources and whether they felt prepared for life outside of college
- 4 how graduates fare in career and workplace outcomes
- 5 whether graduates are thriving in their well-being

National Comparisons

The data presented in this report are based on interviews with 14,320 college graduates who received their bachelor's degree from one of 12 HSIs between 2000 and 2017. *Excelencia in Education* has working relationships with leaders at the participating institutions through various efforts related to Latino student success. All participating institutions use evidence-based programs and resources to accelerate Latino student success and are part of the *Excelencia in Action* network (E-Action). Collectively, this population appears as "*Excelencia* network graduates" throughout the report. To understand more about the recruiting process, please see the methodology section on page 26.

These graduates' results are compared with findings from two comparison groups of alumni who graduated during the same time. These comparison groups were created using the national Gallup-Purdue Index study. The comparison groups are defined as:

- **College graduates nationally:** These graduates received their bachelor's degree between 2000 and 2017 from Title IV degree-granting four-year public, private, for-profit and nonprofit institutions in the U.S. as defined by the U.S. Department of Education. The data for this group were collected via the national Gallup-Purdue Index study. This is a robust sample of 14,335 graduates.
- **Other HSI graduates:** This comparison group is a subset of the Gallup-Purdue Index and includes 1,249 recent graduates (2000-2017) from 173 four-year institutions designated as HSIs by the National Center for Education Statistics (NCES) during the 2015-2016 academic year. Graduates from institutions located in U.S. territories such as Puerto Rico are excluded. Additionally, this comparison group excludes the 12 institutions selected for this study so as to compare how the participating 12 HSIs (*Excelencia* network graduates) fare compared with other HSIs.

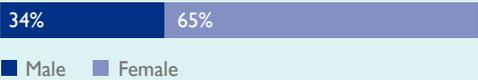
Additionally, *Excelencia* network graduates' data are disaggregated by different subgroups of interest such as ethnicity (Latino vs. non-Latino), first-generation college student status (FGCS vs. non-FGCS) and transfer status (transferred vs. did not transfer). These subgroups are examined for two reasons:

- A growing body of literature shows that FGCS face greater challenges and obstacles than do college students whose parents attended college.⁹ Similar to Latino students, FGCS are often disadvantaged regarding their knowledge of higher education in addition to facing greater financial difficulties, which translates into more difficulty transitioning to college life because of uncertainty about the college culture and academic environment.¹⁰ According to NCES, 27% of FGCS are Latino — significantly lower (13 points lower) than what is seen in the *Excelencia* data, where 40% of FGCS are Latino.¹¹
- Nearly half of Latino college students, the highest share of any race/ethnicity, attend two-year institutions.¹² Community college minority students (including Latinos) who transfer to four-year institutions represent most of the minority students enrolled at many four-year institutions.¹³ Nationally, 71% of Latino students attend a community college, but only an estimated 7% to 20% of these students will transfer.¹⁴ Based on the *Excelencia* data, 29% of transfer students are Latino.

RESPONDENT PROFILE

12 Participating Institutions	Respondents
California State University, Channel Islands	799
California State University, Los Angeles	1,914
California State University, Sacramento	4,899
Dominican University	585
Felician University	199
Lehman College, CUNY	260
Northeastern Illinois University	442
Nova Southeastern University	911
Queens College, CUNY	768
St. Edward's University	861
Texas Woman's University	1,802
University of La Verne	880

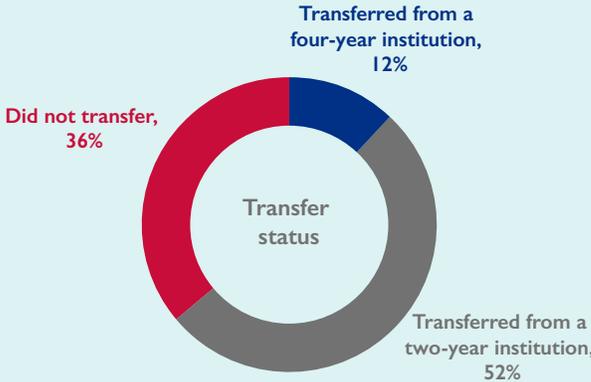
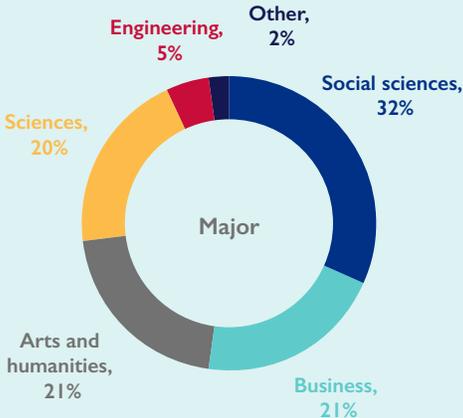
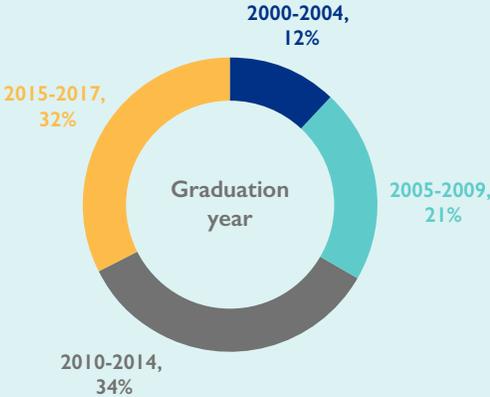
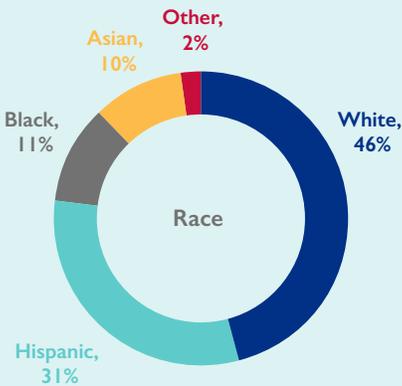
Gender



First-generation college student (FGCS) status



Highest completed level of education





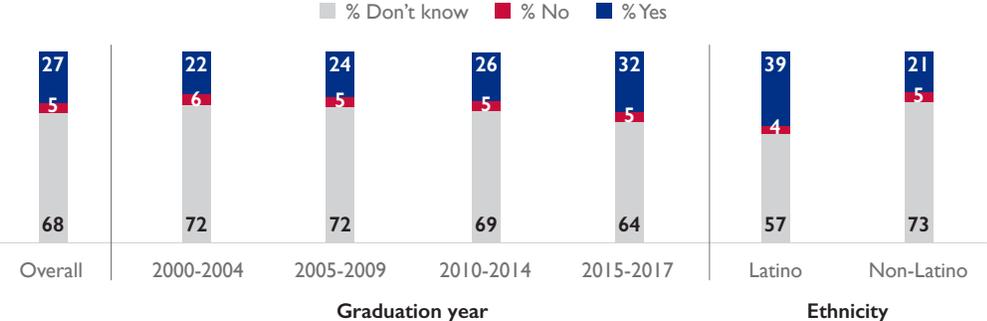
THE ROLE OF HISPANIC-SERVING INSTITUTIONS

HSIs differ from other types of minority-serving institutions such as tribal colleges and universities (TCUs) and historically black colleges and universities (HBCUs). An institution is classified as a TCU¹⁵ or HBCU¹⁶ based on its mission or purpose for serving populations that have historically been excluded from higher education. In contrast, an institution is classified as an HSI if at least 25% of undergraduate full-time students are Latino.¹⁷ As of the 2015-2016 academic year, 472 two- and four-year institutions are classified as HSIs, representing 14% of all U.S. higher education institutions.¹⁸ Yet, because not all HSIs explicitly publicize a mission to serve Latino students, some education consumers such as students or prospective students may not know an institution is designated as an HSI.

One in Four *Excelencia* Network Graduates Know Their Alma Mater Is an HSI

About a quarter of *Excelencia* network graduates (27%) know their alma mater is classified as an HSI, whereas the majority (68%) say they “don’t know” and 5% say it is not. However, more recent graduates (32% of those who graduated in 2015-2017) are more likely to recognize their school as an HSI than are earlier graduates (2000-2004). The difference is more pronounced when comparing Latino graduates (39%) with their non-Latino peers (21%).

Is [Institution] identified as a Hispanic-serving institution (HSI), or not?



Majority of Excellencia Network Graduates Say Their Alma Mater Is a Good Place for Minorities

Simply recognizing that a school is an HSI does not address the extent to which that school's campus climate is inclusive for various groups, including Latino students. Research has shown that individual and institutional racism and stereotyping affect the achievement of Latino students.¹⁹ When asked about the inclusivity of their alma mater, a majority of *Excellencia* network graduates say their institution was a good place for students who are members of racial and ethnic minorities (82%), LGBT students (64%) and Latino students (76%). Latino graduates are more likely than non-Latino graduates (91% vs. 79%, respectively) to say their alma mater was a good place for students of racial and ethnic minorities.

Was [Institution] a good place or not a good place for:

	% Good place			% Good place	
	% Don't know	% Not a good place	% Good place	Latino	Non-Latino
Latino students	23		76	90	71
Students who are members of racial and ethnic minorities	16		82	91	79
Lesbian, gay, bisexual or transgender (LGBT) students	35		64	68	62

Note: Percentages of less than 5% are not shown

As policy shifts from enrolling Latino students to serving them,²⁰ institutions can take a more proactive commitment toward ensuring the development and success of their students. When asked whether their alma mater is passionate about the long-term success of its students, approximately a quarter of *Excellencia* network graduates (26%) strongly agree — on par with college graduates nationally (28%) but higher than other HSI graduates (22%). When broken down by ethnicity, Latino graduates (29%) are more likely than their non-Latino peers (24%) to strongly agree that their alma mater is passionate about the long-term success of its students.

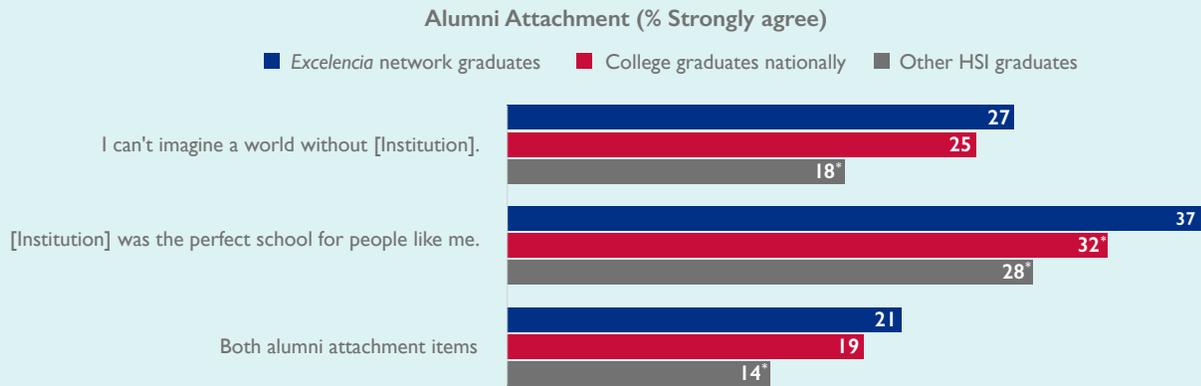
[Institution] is passionate about the long-term success of its students. (% Strongly agree)



*A comparison group's outcome is statistically different from *Excellencia*'s outcome at the 95% confidence level.

One in Five *Excelencia* Network Graduates Are Emotionally Attached to Their Alma Mater

Gallup also explored the connection between alumni and their alma mater by examining their level of agreement with two statements: “[Institution] was the perfect school for people like me” and “I can’t imagine a world without [Institution].” Graduates who strongly agree with both statements are considered emotionally attached to their alma mater.



*A comparison group's outcome is statistically different from *Excelencia's* outcome at the 95% confidence level.

Overall, 21% of *Excelencia* network graduates are attached to their alma mater — higher than other HSI graduates (14%). *Excelencia* network graduates are also more likely than other HSI graduates to strongly agree that they cannot imagine a world without their institution (27% vs. 18%, respectively) and that their institution was the perfect school for people like them (37% vs. 28%).

In addition to being attached to their institution, *Excelencia* network graduates are more likely than other HSI graduates to say they would recommend their alma mater — 43% say they are extremely likely to recommend their institution to family, friends or colleagues. This is higher than other HSI graduates (38%) and on par with college students nationally (41%). Nearly half of Latino graduates say they are extremely likely to recommend their university — a higher percentage than non-Latino graduates (48% vs. 41%, respectively).



COLLEGE EXPERIENCES OF *EXCELENCIA* NETWORK GRADUATES

Gallup's research on U.S. college graduates debunks the widespread belief that the kind of institution a person attends — private or public, large or small, highly selective or not — is the most meaningful factor in setting them up for a fulfilling career and a great life. Instead, Gallup's examination of alumni outcomes suggests that *how* they went to college — i.e., what they experienced during college — matters more.

Gallup has identified six key support experiences and experiential learning opportunities that are linked to higher levels of well-being and increased odds that a graduate strongly agrees their college experience prepared them well for life after college.²¹

Support Experiences

Research has shown that supportive experiences such as mentoring, especially for minority students, have a positive impact on academic achievement and persistence and help prepare students to be successful in the workplace.²² Gallup classifies respondents as having felt emotionally supported while in college if they strongly agree that they had professors who cared about them, had at least one professor who made them excited about learning, and had a mentor who encouraged them to pursue their goals and dreams.

In examining the individual support experiences, *Excelencia* network graduates are most likely to strongly agree that they had at least one professor who made them excited about learning (73%). Additionally, *Excelencia* network graduates (36%) are more likely than both college graduates nationally (32%) and other HSI graduates (28%) to strongly agree their professors cared about them as a person.

When looking across all of the support experience items, 20% of *Excelencia* network graduates strongly agree with all three — on par with their peers at other institutions.



* A comparison group's outcome is statistically different from *Excelencia's* outcome at the 95% confidence level.

Latino graduates (21%) are slightly more likely than non-Latino graduates (19%) to have felt emotionally supported in college. In particular, Latinos are more likely than their non-Latino peers to strongly agree they had at least one professor who made them excited about learning (76% vs. 72%, respectively) and that their professors cared about them as a person (39% vs. 35%).

Emotional Support, by Subgroup (% Supported, among *Excelencia* network graduates)

Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
18%	23%	21%	19%	19%	22%

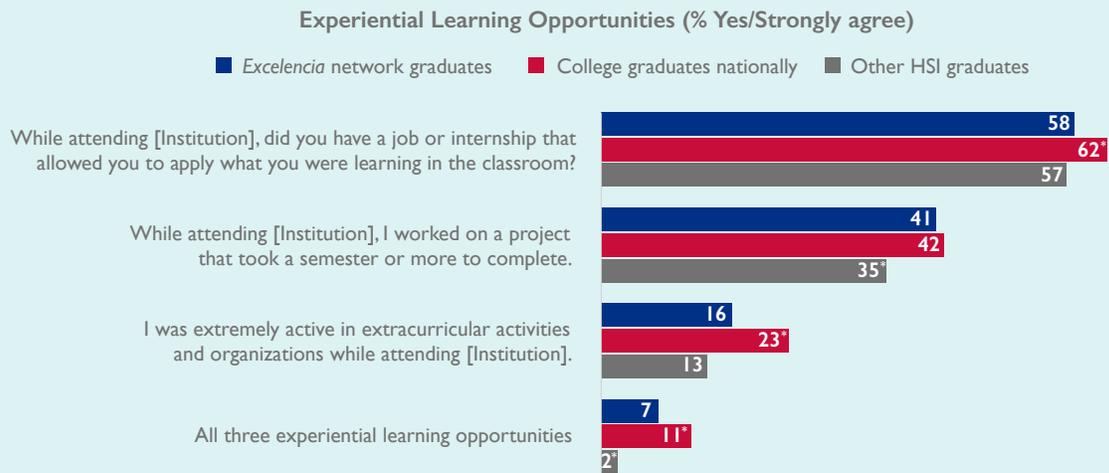
Experiential Learning Opportunities

In addition to emotional support experiences, Gallup examines the experiential learning opportunities that allow students to develop and apply their skills in real-world situations. Less involvement in student organizations, study-abroad and volunteer opportunities, and research projects with faculty creates an additional disadvantage because underserved groups such as FGCS or minority students are less likely to gain the support and connections they need to be successful and persist in college.²³ Students who are involved in extracurricular activities or who have had an applied internship tend to have better interpersonal skills such as communication and collaboration skills — which ultimately improves their chances of finding a good job.²⁴

Gallup classifies graduates as having had experiential learning opportunities if they had an internship or job that allowed them to apply what they were learning in the classroom, worked on a project that took a semester or more to complete, and were extremely active in extracurricular activities and organizations.

In examining individual experiential learning opportunities, *Excelencia* network graduates are most likely to say they had a job or internship that allowed them to apply what they were learning in the classroom (58%) and are least likely to strongly agree that they were extremely active in extracurricular activities and organizations (16%). Figures for both of these experiences are lower than those for college graduates nationally.

When looking across all of the experiential learning items, 7% of *Excelencia* network graduates say yes to or strongly agree with all three — lower than the percentage of college graduates nationally (11%) but more than triple that of other HSI graduates (2%).



* A comparison group's outcome is statistically different from *Excelencia*'s outcome at the 95% confidence level.

Latino graduates are as likely as their non-Latino peers to have had an applied job or internship (60% vs. 58%, respectively), to have worked on a project that took a semester or more to complete (43% vs. 41%), and to have been extremely active in extracurricular activities and organizations (17% vs. 16%).

Experiential Learning, by Subgroup (% Yes/Strongly agree, among *Excelencia* network graduates)

Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
5%	12%	8%	7%	6%	9%



PREPARATION FOR LIFE OUTSIDE OF COLLEGE

Over Half of *Excelencia* Network Graduates Visited Career Services; Half Found It Helpful

Career services offices have an important role in higher education — providing students with personal and career development to build *lifetime employability*.²⁵ Institutions that effectively help students transition from college to career empower those students with personal and career development so they can interact with employers in a professional and productive way.²⁶

Nearly six in 10 *Excelencia* network graduates (59%) visited their career services office at least once — on par with other HSI graduates (59%) but lower than college graduates nationally (66%). However, among those who visited career services at least once, *Excelencia* network graduates (49%) are significantly more likely than college graduates nationally (41%) and other HSI graduates (42%) to say it was helpful or very helpful.

	% Visited career services*	Helpfulness of career services**		
		% Helpful	% Very helpful	
<i>Excelencia</i> network graduates	59%	30	19	49%
College graduates nationally	66%	26	15	41%
Other HSI graduates	59%	20	22	42%

*Excludes “don’t know” responses
 **Among those who visited career services at least once

When examining differences by ethnicity or transfer status, outcomes here vary. Latino graduates are more likely than their non-Latino peers to say they visited their career services office at least once, and graduates who did not transfer (68%) are more likely than those who did transfer (53%) to say they visited their career services office.

While attending [Institution], did you visit/use the resources offered by the career services office at least once? (% Yes, among Excelencia network graduates)*

Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
53%	68%	63%	57%	57%	60%

*Excludes "don't know" responses

Among those Excelencia network graduates who visited their career services office at least once, a majority say it was difficult or very difficult to access — regardless of transfer status, race or FGCS status.

How easy or difficult was it for you to access career services while attending [Institution]?

■ % Very difficult ■ % Difficult ■ % Neither easy nor difficult ■ % Easy ■ % Very easy



Note: Percentages of less than 5% are not shown

How easy or difficult was it for you to access career services while attending [Institution]? (% Difficult/Very difficult, among Excelencia network graduates)

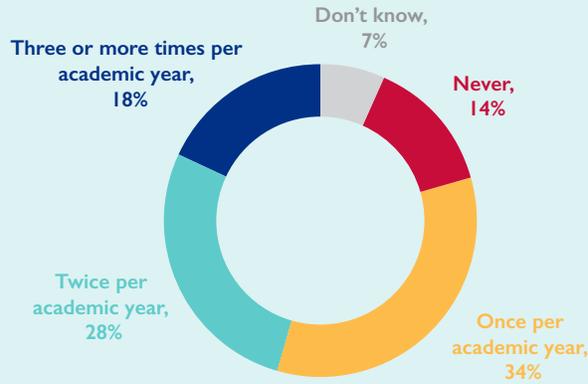
Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
64%	68%	65%	66%	66%	67%

Four in Five Excelencia Network Graduates Met With Their Academic Adviser

In addition to professors and mentors, academic advisers can have a positive impact on the lives of college students by directing student behavior toward activities that further student success in educational, career and life goal achievement.²⁷ When academic advisers build long-term relationships with their students, they are entrusted to help shape students' overall academic experience — and thus complement career services' efforts.

Among Excelencia network graduates, 80% met with their academic adviser at least once each academic year. Latinos (84%) are more likely than non-Latinos (79%) to say they met with their academic adviser at least once per year.

Thinking about your entire college experience at [Institution], about how often did you meet with your academic adviser?
(Among *Excelencia* network graduates)



Nearly half of *Excelencia* network graduates (46%) say they spoke often or very often with faculty or staff members about possible career options. Latinos (47%) are as likely as non-Latinos (45%) to say they spoke often or very often with faculty or staff about their career options. Considering the emotional support experiences detailed in the previous section, faculty and staff members appear to be an important aspect of the college experience and another channel (outside of career services) for communicating information about possible career options.

How often, if ever, did you talk to faculty or staff members at [Institution] about possible career options? (Among *Excelencia* network graduates)

■ % Never ■ % Rarely ■ % Often ■ % Very often



Excelencia Network Graduates Believe Alma Mater Was Critical to Their Job Placement

Three in 10 *Excelencia* network graduates (29%) who sought a job after graduation say their institution's reputation was helpful or very helpful in obtaining a job upon graduation. Among this group, Latinos are slightly more likely than non-Latinos to say the same (31% vs. 27%, respectively).

How helpful was [Institution]'s reputation to you in obtaining a job upon graduation?
(Among *Excelencia* network graduates seeking employment upon graduation)

■ % Very unhelpful ■ % Unhelpful ■ % Neither helpful nor unhelpful ■ % Helpful ■ % Very helpful



Furthermore, 31% of *Excellencia* network graduates strongly agree that their alma mater provided them with the knowledge and skills they needed to be successful in the workplace. Latino (34%) and FGCS (33%) graduates are slightly more likely than their non-Latino (30%) and non-FGCS (30%) counterparts to strongly agree that they were provided with the knowledge and skills they needed to be successful.

[Institution] provided me with the knowledge and skills I needed to be successful in the workplace. (Among *Excellencia* network graduates)

■ % Don't know ■ % Strongly disagree ■ %2 ■ %3 ■ %4 ■ % Strongly agree



Note: Percentages of less than 5% are not shown

[Institution] provided me with the knowledge and skills I needed to be successful in the workplace. (% Strongly agree, among *Excellencia* network graduates)

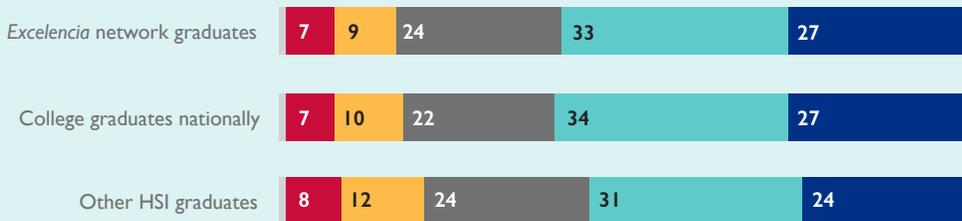
Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
32%	31%	34%	30%	33%	30%

Preparedness for Life Outside of College

Approximately one in four *Excellencia* network graduates (27%) strongly agree that they were prepared well for life outside of college — on par with both comparison groups.

[Institution] prepared me well for life outside of college.

■ % Don't know ■ % Strongly disagree ■ %2 ■ %3 ■ %4 ■ % Strongly agree



Note: Percentages of less than 5% are not shown

When examining preparedness by subgroups of interest, there are no statistically significant differences based on transfer or FGCS status. However, Latinos are more likely than non-Latinos to strongly agree that they were prepared well for life outside of college (30% vs. 26%, respectively).

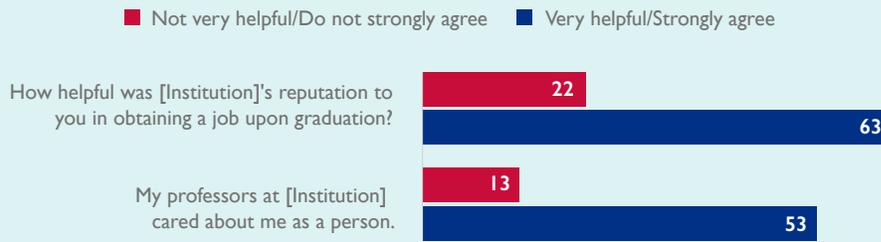
[Institution] prepared me well for life outside of college. (% Strongly agree, among Excelencia network graduates)

Transfer status		Ethnicity		FGCS status	
Transferred	Did not transfer	Latino	Non-Latino	FGCS	Non-FGCS
27%	28%	30%	26%	28%	27%

Reputation, Caring Professors Are Top Drivers of Preparedness for Life Outside of College

The two strongest drivers²⁸ of a graduate feeling prepared for life outside of college are strong agreement that their professors cared about them as a person and that their alma mater’s reputation was very helpful in obtaining a job upon graduation.

Drivers of Preparedness
(% Strongly agree they were prepared well for life outside of college)



For those who say their alma mater’s reputation was very helpful in obtaining a job upon graduation, 63% strongly agree that they were prepared well for life outside of college — 2.9 times higher than for those who say their school’s reputation was not very helpful (22%). Additionally, 53% of Excelencia network graduates who strongly agree their professors cared about them as a person strongly agree that they were prepared well for life outside of college — 4.1 times higher than for those who do not strongly agree that their professors cared about them as a person (13%).

Perceptions of Preparedness Linked to Post-Collegiate Outcomes for Excelencia Network Graduates

Excelencia network graduates who say their institution prepared them well for life outside of college have more positive education and career outcomes than those who do not say the same. Graduates who strongly agree that they were prepared well for life outside of college are more likely to say they had a job waiting for them when they graduated and to be engaged at work.

	Do not strongly agree: Prepared well for life outside of college	Strongly agree: Prepared well for life outside of college
% Had a job waiting for me when I graduated	27	42
% Engaged*	32	56

*Among those employed full time by an employer



CAREER AND WORKPLACE OUTCOMES

For many Americans, higher education acts as a conduit to the workforce and financial prosperity. From 2010 to 2015, 86% of incoming freshmen cited “to be able to get a better job” as a critical factor in their decision to enroll in college, compared with 73% of incoming freshmen between 2000 and 2009 who said the same.²⁹

Currently, two-thirds of *Excelencia* network graduates are employed full time by an employer.

Employment Status

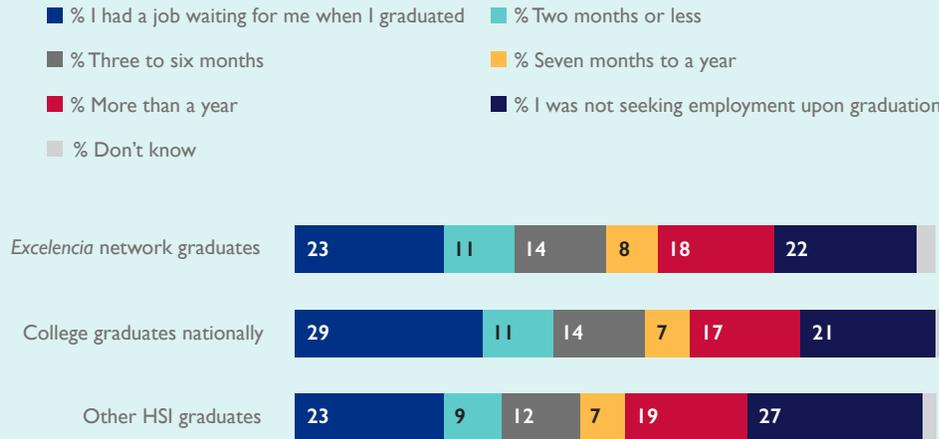
- % Employed full time (employer)
- % Employed full time (self)
- % Employed part time, do not want full time
- % Unemployed
- % Employed part time, want full time
- % Not in workforce



Note: Percentages of less than 5% are not shown

Nearly a quarter of *Excelencia* network graduates (23%) had a good job waiting for them when they graduated, matching other HSI graduates (23%) but lower than college graduates nationally (29%).

About how long did it take for you to obtain a good job after you completed your undergraduate education at [Institution]?

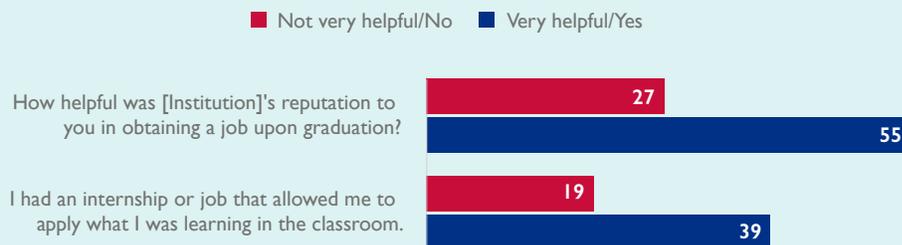


Note: Percentages of less than 5% are not shown

Based on a driver analysis³⁰ of *Excelencia* data, saying that the institution's reputation was very helpful and having had an applied job or internship are most predictive of having found a good job upon graduation.

Over half of *Excelencia* network graduates (55%) who say that their alma mater's reputation was very helpful in obtaining a job upon graduation also say they had a job waiting for them when they graduated — twice the percentage among those who say their alma mater's reputation was not very helpful (27%). Similarly, *Excelencia* network graduates who say they had an internship or job that allowed them to apply what they were learning in the classroom (39%) are twice as likely as those who did not have an applied internship or job (19%) to say they had a job waiting for them upon graduation.

Drivers of Obtaining a Job Upon Graduation
(% Saying they had a job waiting for them upon graduation)



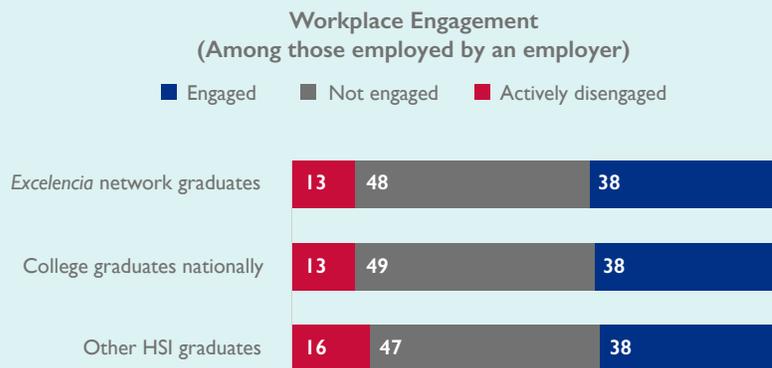
About One in Four *Excelencia* Network Graduates Are Engaged, Fulfilled in Their Job

Full-time employment for an employer often provides graduates with a degree of financial security and opportunities for workplace relationships that allow them to gain experience and to advance in their careers.³¹ But employment alone is not a complete measure of success, as it does not indicate whether these graduates are intellectually and emotionally connected to their work. This is why it is so important to also consider their level of workplace engagement, which is a more holistic measure than simple job satisfaction.

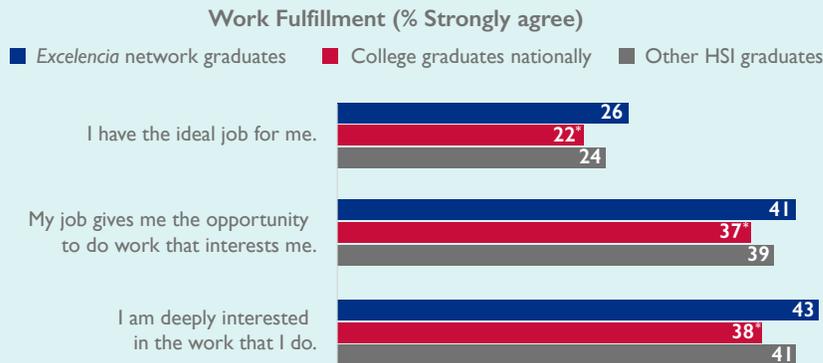
Workplace engagement means employees are intellectually and emotionally connected to their organization and work team because they are able to do what they do best, they like what they do at work and they have someone at work who cares about their development. Based on responses to questions that assess elements of work life, Gallup categorizes workers as engaged, not engaged or actively disengaged:

Engaged	Not Engaged	Actively Disengaged
<ul style="list-style-type: none"> • Highly involved in and enthusiastic about their work and workplace. • They are psychological “owners,” driving performance and innovation and moving the organization forward. 	<ul style="list-style-type: none"> • Psychologically unattached to their work and company. • Because their engagement needs are not being fully met, they are putting time — but not energy or passion — into their work. 	<ul style="list-style-type: none"> • Resentful that their needs are not being met and are acting out their unhappiness. • Every day, these workers potentially undermine what their engaged coworkers accomplish.

Thirty-eight percent of employed *Excelencia* network graduates are engaged at work — equal to the percentages engaged among employed college graduates nationally and employed other HSI graduates.



In addition to being as engaged as their peers, *Excelencia* network graduates are as likely as other HSI graduates and are more likely than college graduates nationally to be fulfilled in their work. They are more likely than college graduates nationally to strongly agree that they have the ideal job for them (26% vs. 22%, respectively), that their job gives them the opportunity to do work that interests them (41% vs. 37%, respectively), and that they are deeply interested in the work they do (43% vs. 38%).



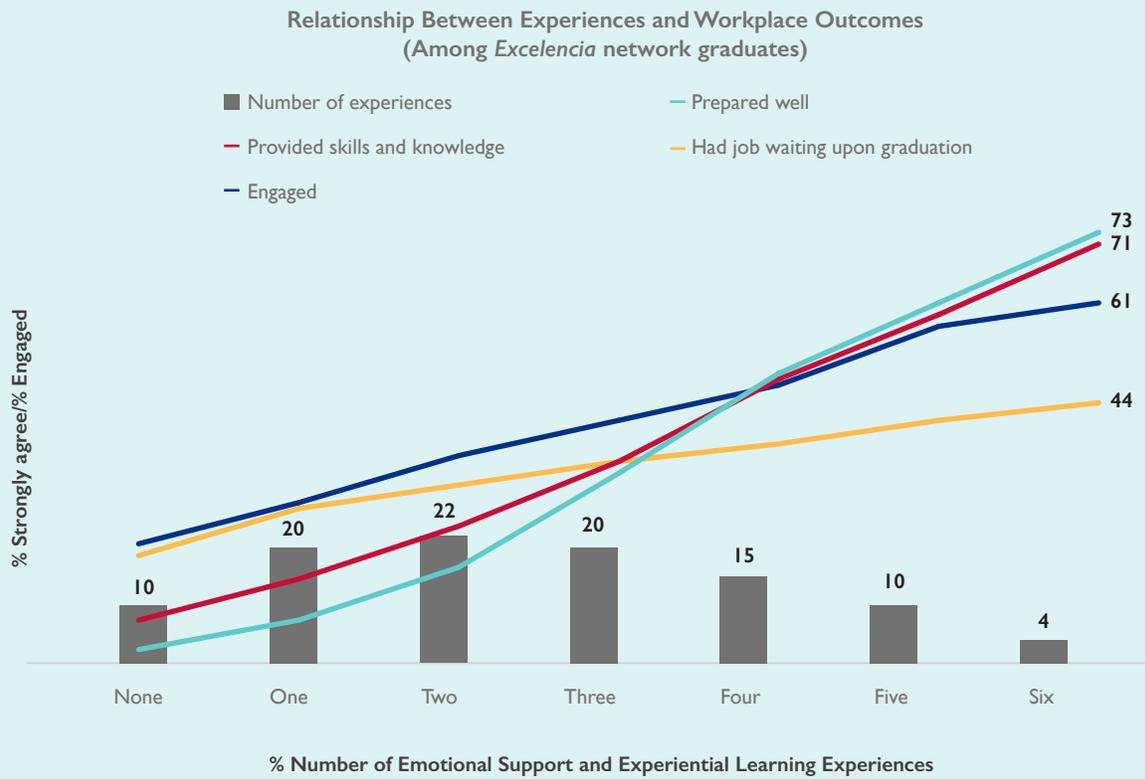
* A comparison group's outcome is statistically different from *Excelencia*'s outcome at the 95% confidence level.

Undergraduate Experiences Are Linked to Career Outcomes

Support experiences and experiential learning opportunities have a noticeable impact on the career outcomes of *Excelencia* network graduates. These include how likely graduates are to:

- strongly agree they were prepared well for life outside of college
- strongly agree their alma mater provided them with the knowledge and skills they needed to be successful in the workplace
- say they had a job waiting for them when they graduated
- be engaged at work

Generally, graduates who had more emotional support and experiential learning in college are more likely to have each of the outcomes listed above. Based on Gallup's research, nearly half of college graduates nationally (48%) had none or one of the six critical experiences, and only 3% experienced all six.³² Compared with college graduates nationally, less than one-third of *Excelencia* network graduates (30%) experienced none or one of the six — almost 20 points lower than the national average. Overall, graduates who had more of these high-impact college experiences tend to report better workplace outcomes and to say they felt more prepared for life outside of college.





WELL-BEING

Well-being is not only about being happy or wealthy, nor is it merely synonymous with physical health. Rather, it is about the interaction and interdependence among many aspects of life that Gallup measures in five interrelated 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:** Managing your economic life to reduce stress and increase security
- **Community well-being:** Liking where you live, feeling safe and having pride in your community
- **Physical well-being:** Having good health and enough energy to get things done daily

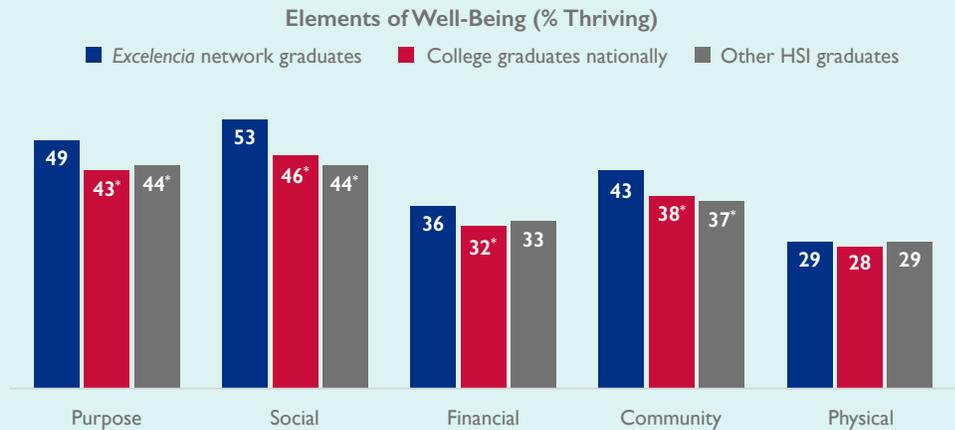
Overall, *Excelencia* network graduates fare well in their well-being. They are more likely than both comparison groups to be thriving in social and community well-being. They are also more likely than both groups to be thriving in at least four well-being elements.

Over Half of *Excelencia* Network Graduates Are Thriving in Social Well-Being

Of the five well-being elements, *Excelencia* network graduates are most likely to be thriving in social well-being (53%), higher than both college graduates nationally (46%) and other HSI graduates (44%). People thriving in social well-being have several strong and close relationships that help them enjoy life and be healthy. They report having a great deal of love in their life, which gives them positive energy on a daily basis.

More Than Two in Five *Excelencia* Network Graduates Are Thriving in Community Well-Being

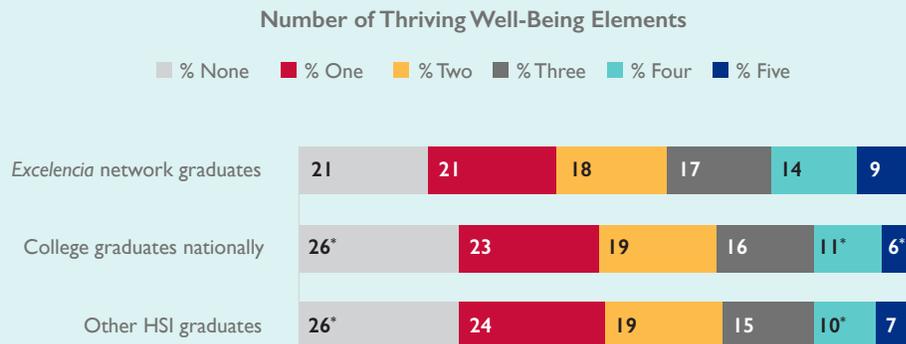
Forty-three percent of *Excelencia* network graduates are thriving in community well-being, outpacing college graduates nationally (38%) and other HSI graduates (37%). People thriving in community well-being feel safe and secure where they live and take pride in their community. They have identified areas where they can contribute to their community based on their strengths and passions, and they ultimately end up having a meaningful impact on their community.



* A comparison group's outcome is statistically different from *Excelencia*'s outcome at the 95% confidence level.

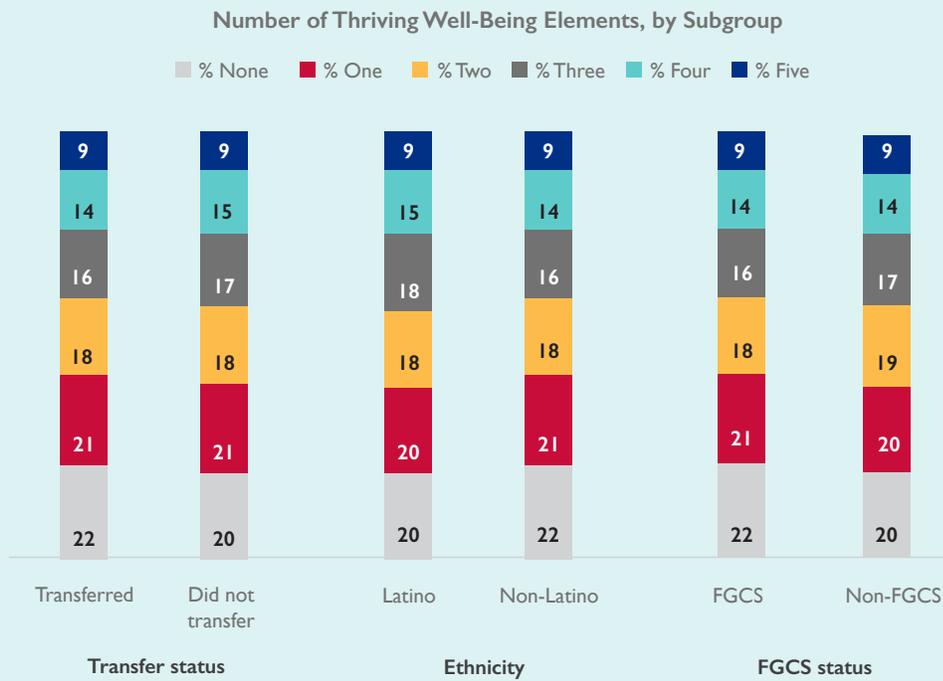
Nearly One in Four *Excelencia* Network Graduates Are Thriving in at Least Four Well-Being Elements

Thriving in all five elements is the pinnacle of well-being where individuals experience the greatest advantage. Twenty-three percent of *Excelencia* network graduates are thriving in at least four well-being elements — slightly higher than both college graduates nationally (17%) and other HSI graduates (17%).



* A comparison group's outcome is statistically different from *Excelencia*'s outcome at the 95% confidence level.

Excelencia network graduates' well-being is consistent regardless of transfer status, ethnicity or FGCS status.





METHODOLOGY

Results for the 2018 HSIs and Workforce Survey are based on web surveys conducted Feb. 12-March 13, 2018, with a sample of 14,320 undergraduate alumni who graduated from the 12 institutions that partner with *Excelencia* in Education. Alumni were included in the study if the institution had an email address on file and if they graduated between 2000 and 2017.

12 Participating Institutions	Respondents
California State University, Channel Islands	799
California State University, Los Angeles	1,914
California State University, Sacramento	4,899
Dominican University	585
Felician University	199
Lehman College, CUNY	260
Northeastern Illinois University	442
Nova Southeastern University	911
Queens College, CUNY	768
St. Edward's University	861
Texas Woman's University	1,802
University of La Verne	880

Protocol for Selecting the 12 Participating Institutions

Excelencia in Education recruited 12 HSIs to help assess their efforts in preparing graduates to transition to the workforce. *Excelencia* in Education has working relationships with leaders at the participating institutions through various efforts related to furthering Latino student success. All participating institutions use evidence-based programs and strategies to accelerate Latino student success and are part of the *Excelencia* in Action network (E-Action).

Institution presidents and leaders self-selected to participate in the survey. Recruiting the 12 institutions participating in the 2018 HSIs and Workforce Survey began with a review of over 55 institutional profiles from the E-Action network. *Excelencia* in Education staff narrowed the list to four-year HSIs (25) and assessed the mix of institutions by sector, region and student population size to invite a diverse representation of institutions. Initially, nine of the 12 presidents invited to participate in the survey accepted. To reach the 12 HSIs, *Excelencia* in Education staff conducted two additional outreach efforts and invited six additional presidents from HSIs to participate in the survey. Three accepted the invitation.

Gallup-Purdue Index

Results for the Gallup-Purdue Index, the study used for comparison purposes, are based on web surveys conducted Feb. 4-March 7, 2014, Dec. 16, 2014-June 29, 2015, and Aug. 22-Oct. 11, 2016, with a random sample of 29,560 respondents, 30,151 respondents and 11,483 respondents, respectively, with a bachelor's degree or higher, aged 18 and older, with internet access and living in all 50 U.S. states and the District of Columbia.

The 2014 Gallup-Purdue Index sample was compiled from two sources: the Gallup Panel and the Gallup Daily tracking survey. The 2015 and 2016 Gallup-Purdue Index samples were recruited via 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, and Panel members can be surveyed by phone, mail or web. Gallup Panel members with a college degree and access to the internet were invited to take the Gallup-Purdue Index survey online. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 70% cellphone respondents and 30% 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 contact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted via the web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Latino 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 all college graduates include the computed design effects for weighting.

- For results based on the total sample of 14,335 graduates with a bachelor's degree, the margin of sampling error is ± 1.2 percentage points at the 95% confidence level.
- For results based on the employee engagement of 11,890 employed graduates with a bachelor's degree, the margin of sampling error is ± 1.3 percentage points at the 95% confidence level.
- For results based on the total sample of 1,249 graduates with a bachelor's degree from a Hispanic-serving institution, the margin of sampling error is ± 3.7 percentage points at the 95% confidence level.

- For results based on the employee engagement of 1,013 employed graduates with a bachelor's degree from a Hispanic-serving institution, the margin of sampling error is ± 4.0 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 US

Excelencia in Education

Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet the mission. Launched in 2004 in the nation's capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit www.edexcelencia.org.

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. For more information, visit www.gallup.com or education.gallup.com.

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