

GALLUP®



Calumet College of St. Joseph: Great Jobs and Great Lives

2020 UNDERGRADUATE ALUMNI SCORECARD

Calumet College of St. Joseph Value Index

2020 CCSJ RESULTS SUMMARY

VALUE AND PREPARATION			
	Agree (%4)	Strongly agree (%5)	%4 + %5
CCSJ prepared me well for life outside of college.	28%	33%	61%
My education from CCSJ was worth the cost (among 57% of CCSJ alumni with loans*).	23%	27%	50%
My education from CCSJ was worth the cost (overall).	22%	43%	65%

5%

CCSJ alumni who say someone at CCSJ helped them find a job after graduation

78%

CCSJ alumni who are satisfied or extremely satisfied with the education they received

WORK FULFILLMENT**			
	Agree (%4)	Strongly agree (%5)	%4 + %5
I am deeply interested in the work that I do.	27%	53%	80%
My job gives me the opportunity to do work that interests me.	29%	49%	78%
I have the ideal job for me.	35%	33%	68%

30%

CCSJ alumni who strongly agree to all three work fulfillment questions

*Among alumni who took out undergraduate loans to attend CCSJ

**Work fulfillment questions were only asked of alumni who indicated they are employed full time by an employer

Methodology Summary

248

Calumet College of St. Joseph Undergraduate Alumni Survey Completes

CCSJ alumni who received their bachelor's degree between 2000 and 2019 and had a valid email address on file were invited to participate.

Gallup Alumni Survey (GAS) Core Survey

Includes custom items developed by Gallup and the Indiana Commission for Higher Education

Survey Fielded: Feb. 5-Mar. 5, 2020

Nonresponders received up to five email reminders.

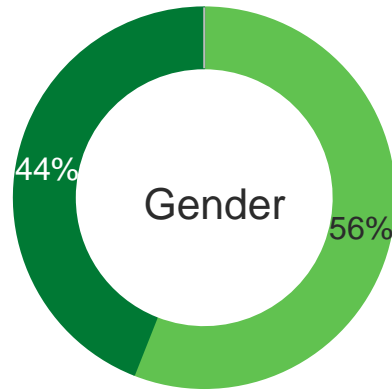
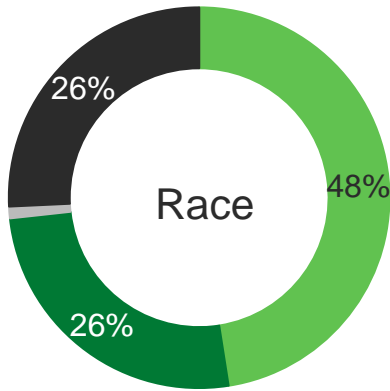
Comparison Groups Are Derived From the Gallup Alumni Survey National Database (2000-2019)

College graduates nationally: n=16,331 | GAS IN college graduates: n=419

Profile of Respondents

Undergraduate Alumni Who Graduated From 2000-2019

n=248 | Mean age=44



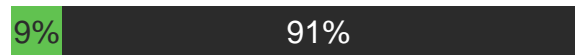
■ White
 ■ Black
 ■ Asian
 ■ Hispanic
 □ Other
 ■ Male
 ■ Female
 ■ Prefer not to answer

First-Generation Student



■ Yes ■ No

Retired



■ Yes ■ No ■ Don't know

Total Annual Personal Income



Total Annual Household Income



■ <\$12,000
 ■ \$12,000-\$35,999
 ■ \$36,000-\$59,999
 ■ \$60,000-\$119,999
 ■ \$120,000-\$239,999
 ■ \$240,000+
 □ Don't know

Note: Due to rounding, percentages may sum to 100% +/-1%. Numerical values are shown when 4% or higher.

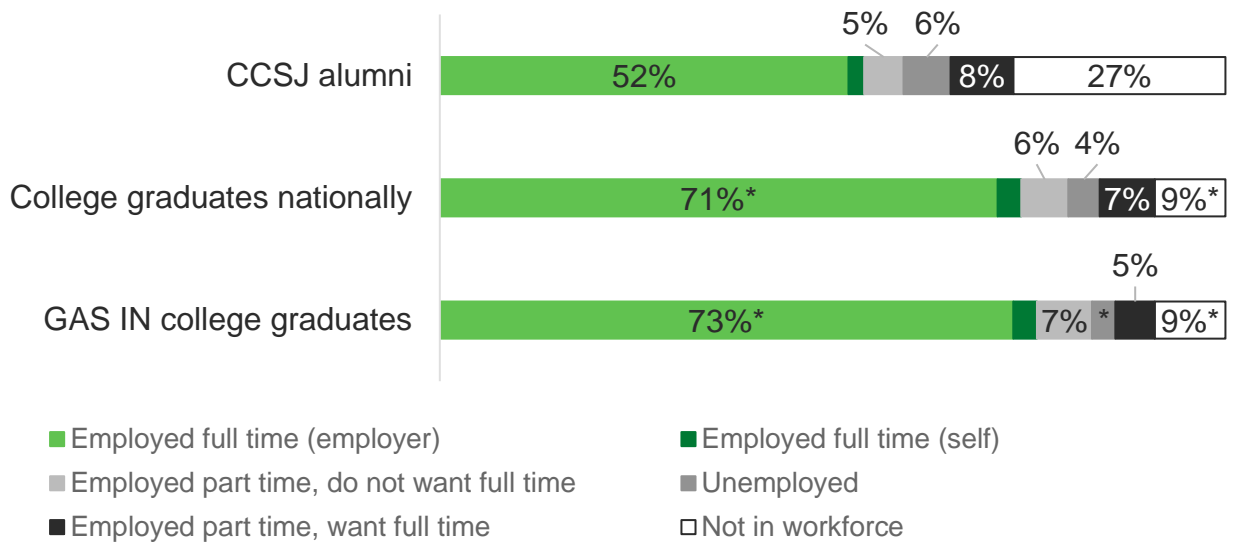


Great Jobs: Workplace Engagement

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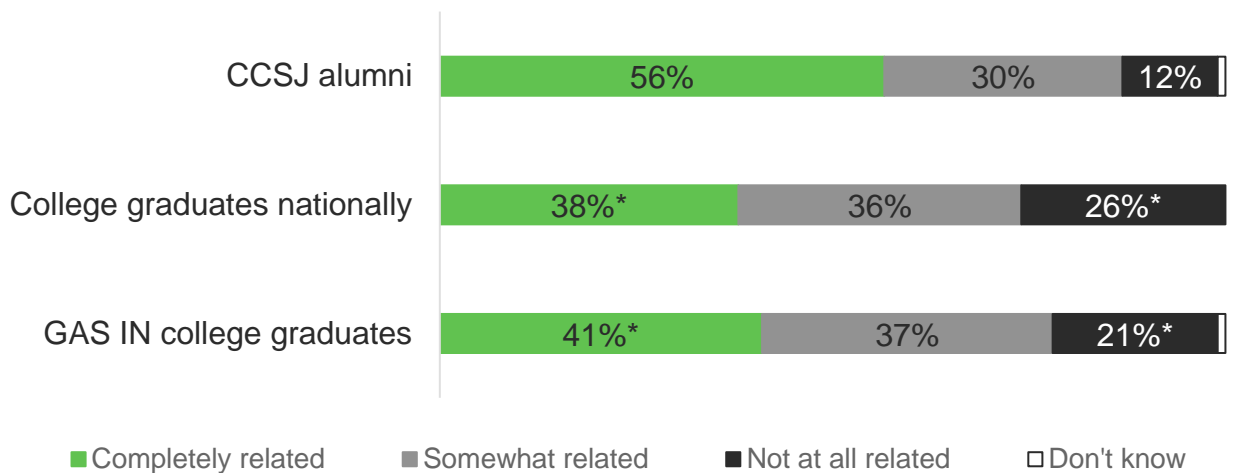
Employment Outcomes

Employment Status



How closely related is your current work to your undergraduate major(s)?

Among employed alumni



*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level.
 Note: Due to rounding, percentages may sum to 100% +/-1%. Numerical values are shown when 4% or higher.

Employment Outcomes

5%

CCSJ alumni who said someone at CCSJ helped them find a job after graduation[^]

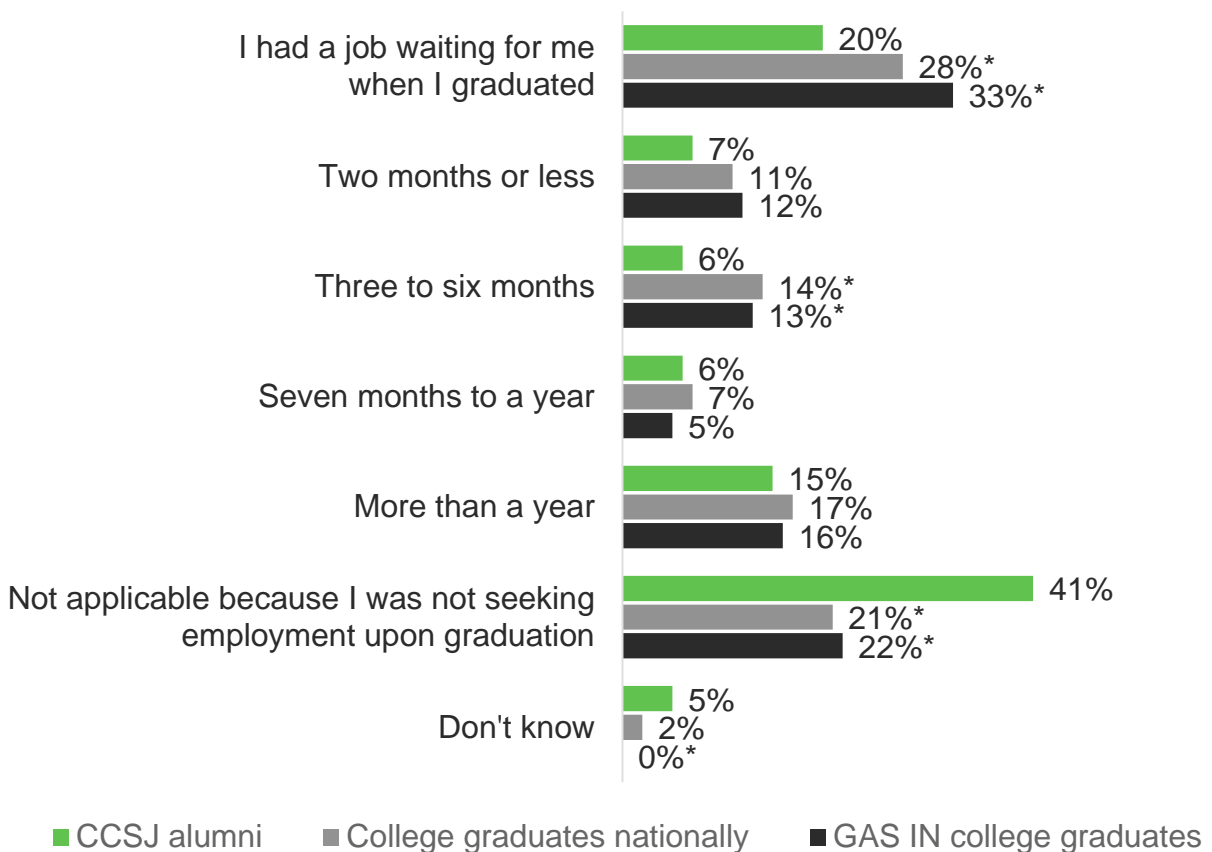
37%

CCSJ alumni who had a job with a company they worked for or interned for while in college[^]_↓

39%

CCSJ alumni who currently work in Indiana[^]

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



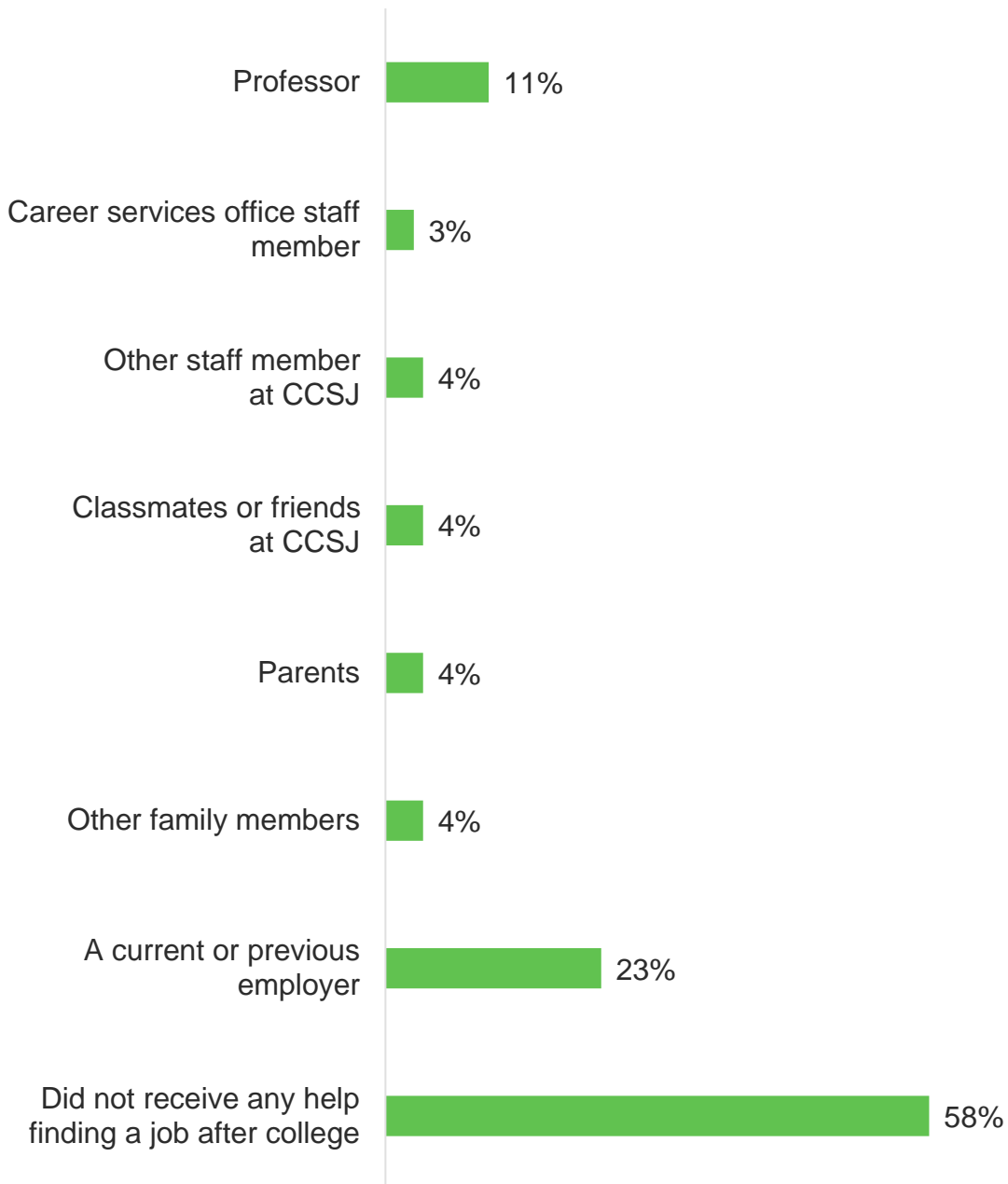
*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level.

[^]A custom item developed for the Indiana Commission for Higher Education; national comparisons not available

_↓Among alumni who said they obtained a good job after graduation

Sources of Employment

Sources of Assistance in Finding a Job After Graduation From CCSJ[^]



[^]Among alumni who said they obtained a good job after graduation

Location of Employment

Top 10 Current Locations of Employment

1	Illinois (52%)	6	Georgia (1%)
2	Indiana (40%)	7	Kansas (1%)
3	Arizona (1%)	8	Massachusetts (1%)
4	California (1%)	9	Michigan (1%)
5	Florida (1%)	10	New York and North Carolina (tie) (1%)

Which of the following describes why you are working in [STATE OF EMPLOYMENT]?

24%	Specific job offer
14%	More career opportunities in my field
49%	Personal reasons (family, friends, relationship, medical, etc.)
17%	Financial reasons (cost of living, taxes, etc.)
4%	Lifestyle (weather, recreational activities, cultural activities, etc.)
6%	Pursuing further education in [STATE OF EMPLOYMENT]
17%	None of these reasons

5%

CCSJ alumni who said someone at CCSJ helped them find a job after graduation[^]

37%

CCSJ alumni who had a job with a company they worked for or interned for while in college^{^L}

39%

CCSJ alumni who currently work in Indiana[^]

[^]A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
^LAmong alumni who said they obtained a good job after graduation

Gallup's Employee Engagement Measures

MAXIMIZING EMPLOYEES' PERFORMANCE

Gallup has measured the engagement of more than 6.4 million employees globally from hundreds of organizations and companies.

Workplace engagement is an important driver of overall wellbeing and is the leading indicator of organizational performance such as higher profitability and better financial outcomes.

Gallup's Q¹² instrument measures an individual's emotional connection to and investment in their job. The 12 engagement elements function like Maslow's hierarchy of needs, with basic needs that must be fulfilled before employees can progress.

To reduce response burden for CCSJ's survey, the 12 elements were reduced to three elements that correlate highly with the full Q¹² index:

Q03. Do what I do best every day

Q06. Someone at work encourages my development

Q07. At work, my opinions seem to count



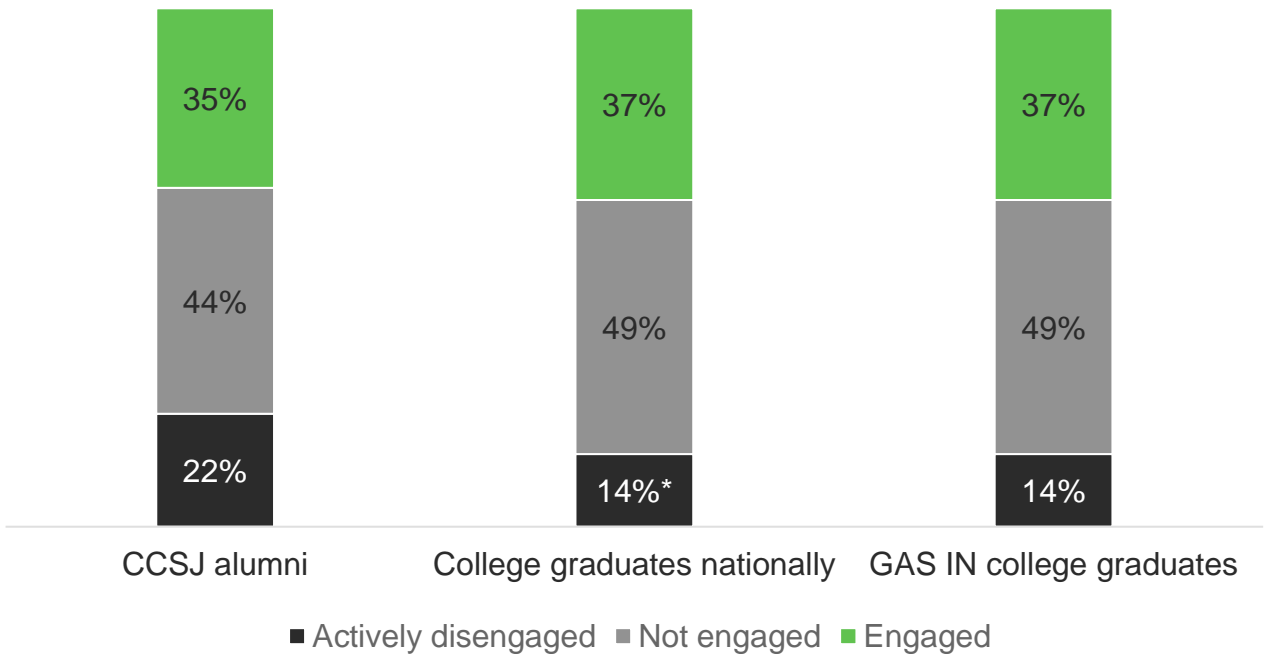
Engagement Index

Gallup categorizes workers as engaged, not engaged or actively disengaged based on responses to a three-question index that measures elements that best predict employee and workgroup performance. This index correlates highly with the full Q¹² index.

ENGAGED	NOT ENGAGED	ACTIVELY DISENGAGED
<p>Workers are highly involved in and enthusiastic about their work and workplace. They are psychological “owners,” drive performance and innovation, and move the organization forward.</p>	<p>Workers are psychologically unattached to their work and company. Because their engagement needs are not being met fully, they are putting time — but not energy or passion — into their work.</p>	<p>Workers are resentful that their needs aren’t being met and are acting out their unhappiness. Every day, these workers potentially undermine what their engaged coworkers accomplish.</p>

Engagement Index

Among graduates employed full time by an employer

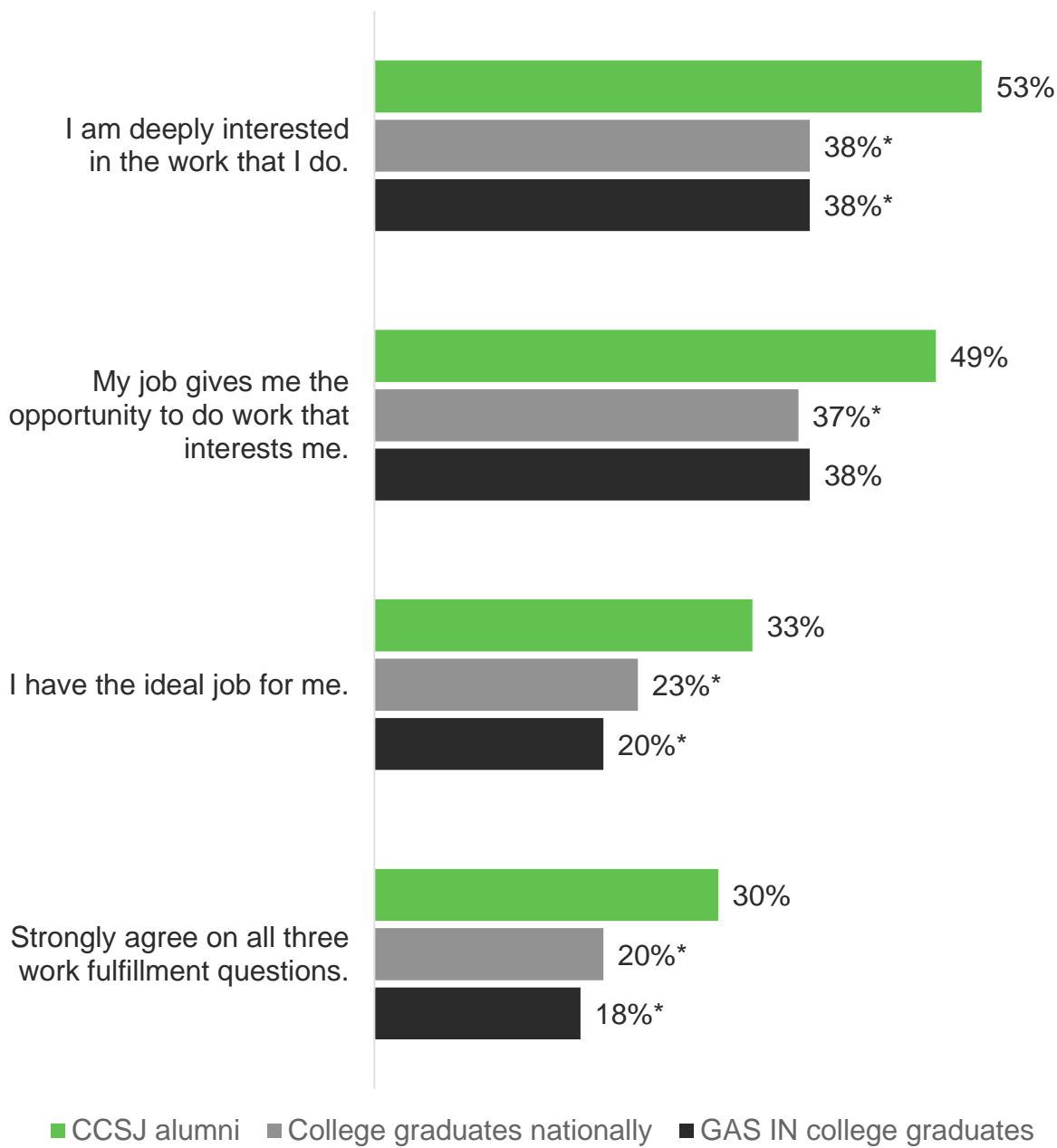


*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level. Note: Due to rounding, percentages may sum to 100% +/-1%.

Workplace Fulfillment

Workplace Fulfillment

% Strongly agree, among employed graduates



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

Career Services and Internships

While attending CCSJ, how often did you visit, or access resources provided by, the career services office?

% Very often, often or rarely

74%

CCSJ alumni

75%

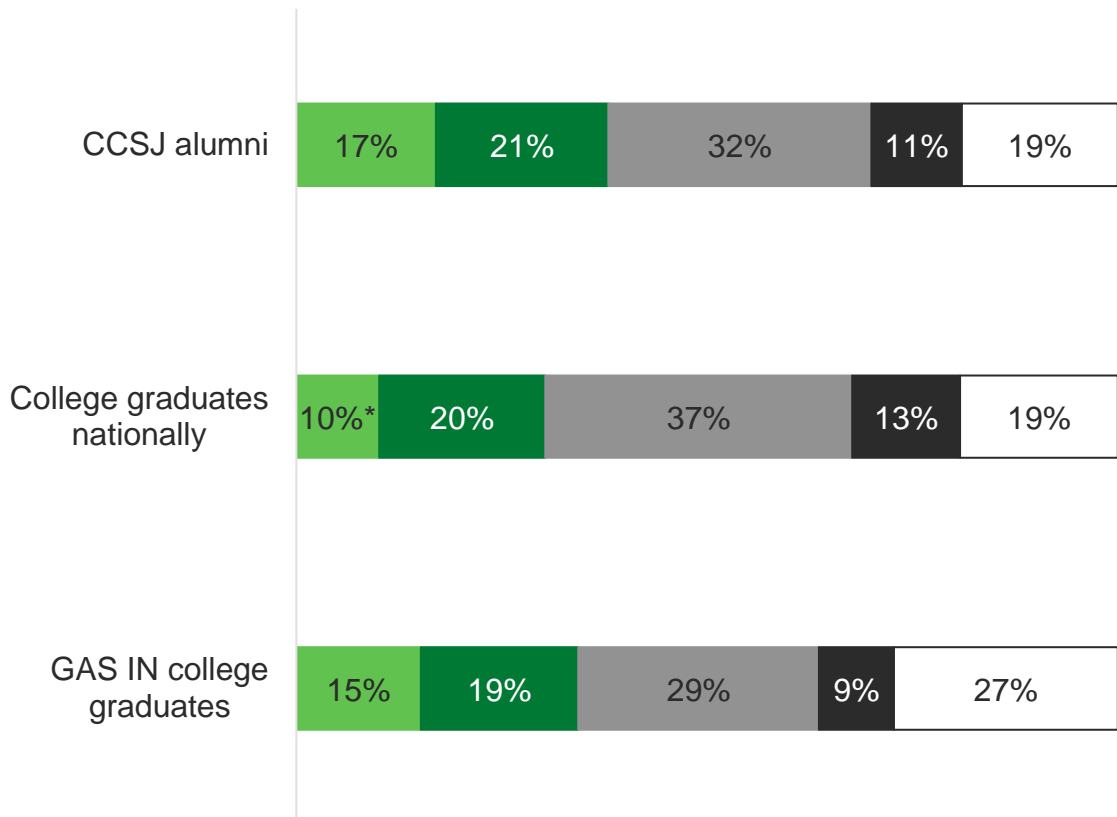
College graduates nationally

77%

GAS IN college graduates

How helpful was the career services office to you?

Among graduates who visited career services at least once



■ Very helpful ■ Helpful ■ Somewhat helpful ■ Not at all helpful □ Don't know/cannot recall

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

Career Services and Internships

How often did you receive career advice from other faculty or staff members at CCSJ who were not career services employees?

% Very often, often or rarely

73%

CCSJ alumni

82%*

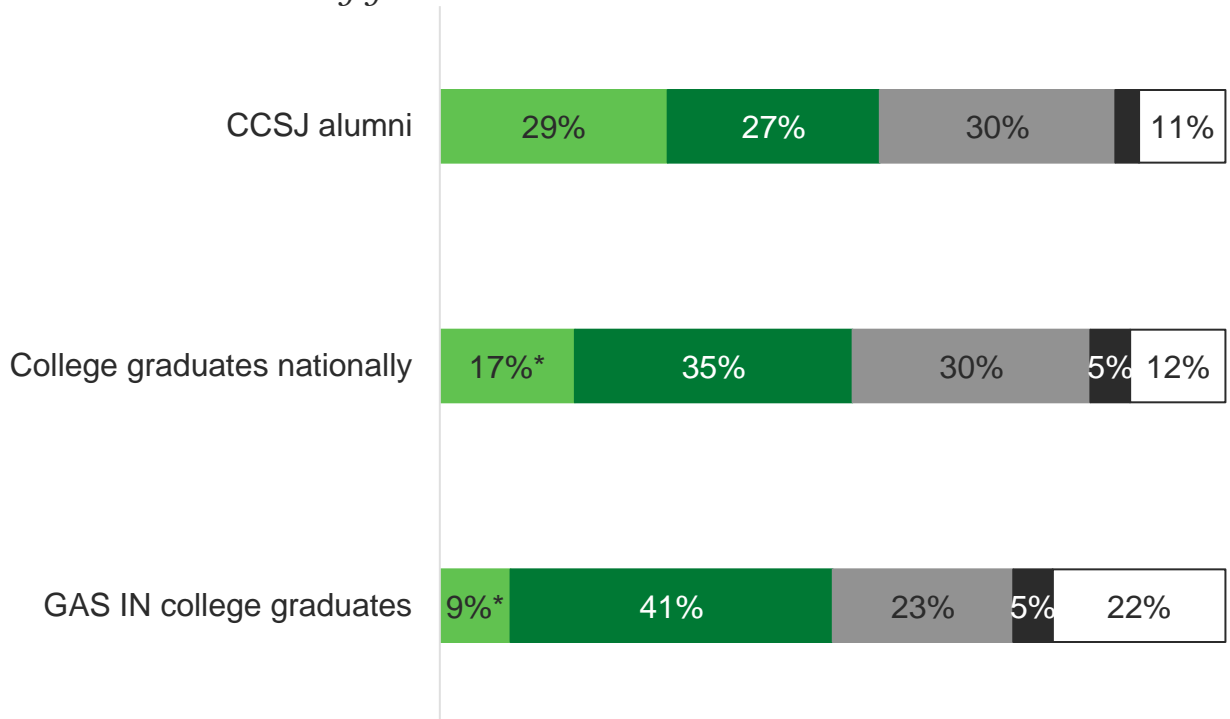
College graduates nationally

84%

GAS IN college graduates

How helpful was the career-related information you received from faculty or staff members?

Among graduates who received advice at least once



■ Very helpful ■ Helpful ■ Somewhat helpful ■ Not at all helpful □ Don't know/cannot recall

*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level. Numerical values are shown when 4% or higher.

Skills Training Programs

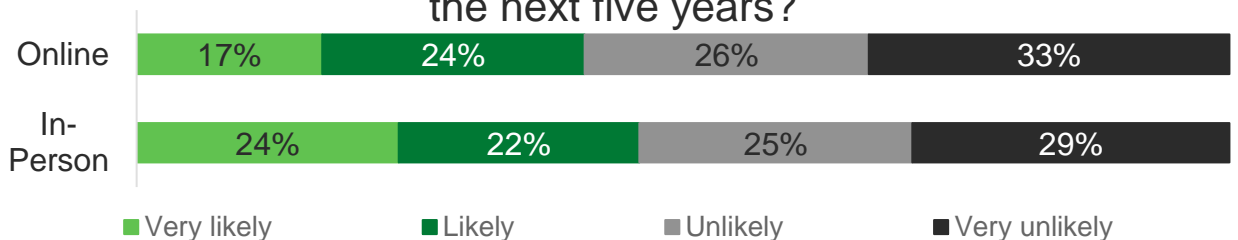
Does your employer offer tuition assistance for additional education or training?*



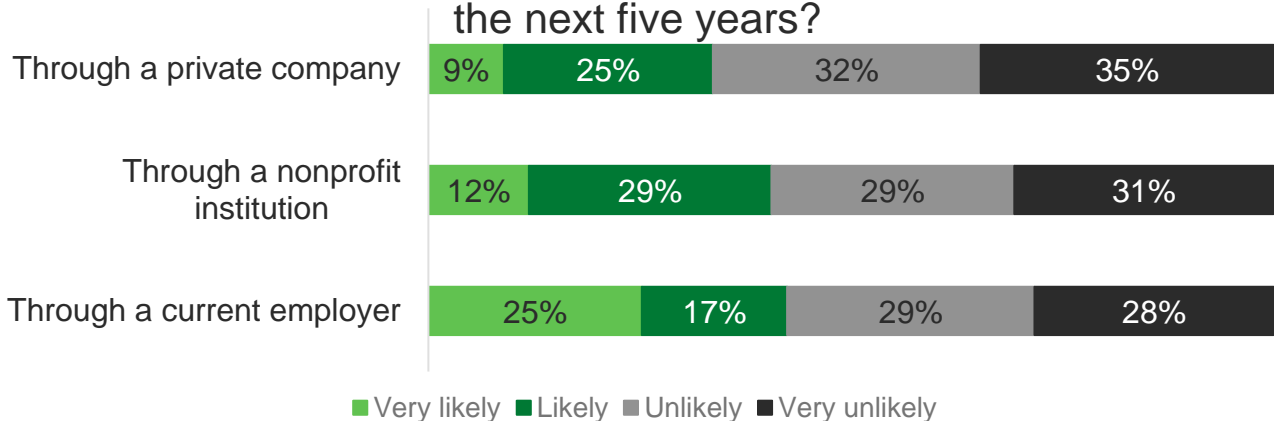
How likely are you to enroll in an additional education or training program in the next five years?



How likely are you to enroll in each of the following types of additional education or training programs in the next five years?



How likely are you to enroll in each of the following types of additional education or training programs in the next five years?



*Among respondents who are employed full time by an employer



Great Lives: Wellbeing

- 18 Defining a “Good Life”
- 19 Wellbeing Elements
- 20 Number of Thriving Elements

Defining a “Good Life”

GALLUP’S GLOBAL WELLBEING RESEARCH

Gallup has conducted decades of global research surveying a representative sample of 98% of the world’s population from 150 countries.

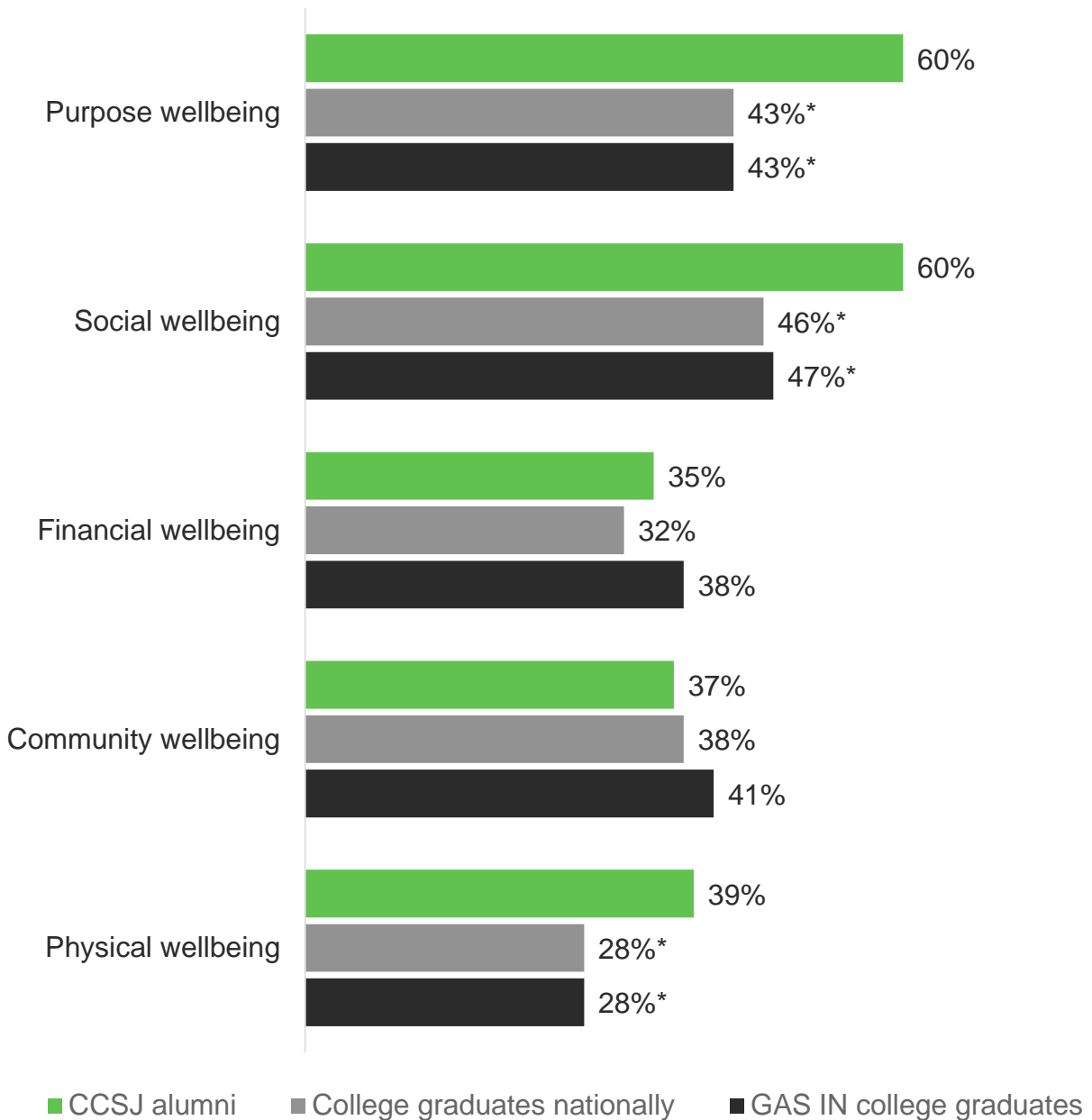
Wellbeing is associated with numerous positive health and employment outcomes: lower medical and health expenditures, fewer ER visits, lower absenteeism, etc.

Factor analysis identified five interrelated and interdependent elements of wellbeing:



Wellbeing Elements

Wellbeing, by Element
% Thriving

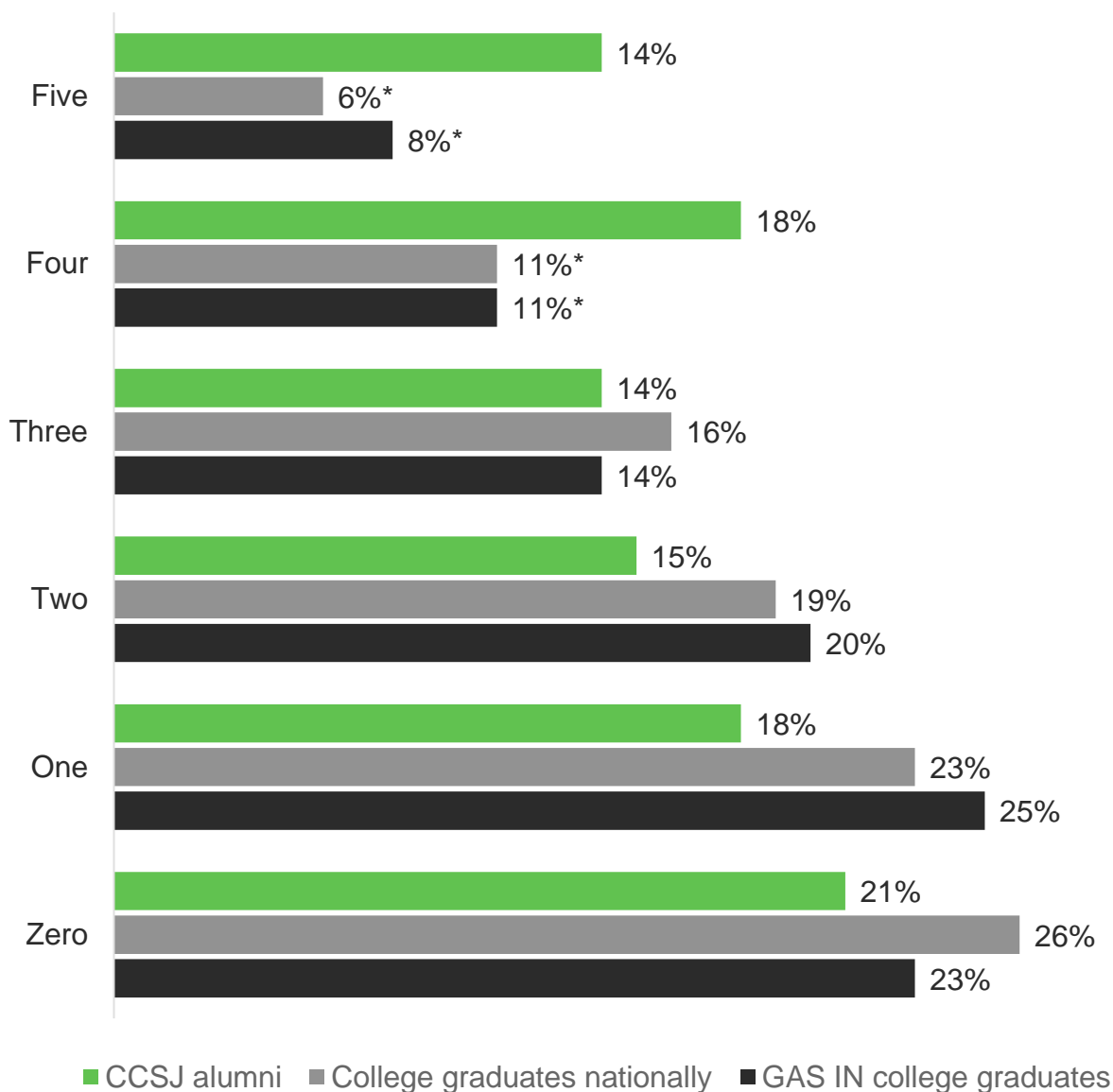


*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level.

Number of Thriving Elements

Gallup examines not only the individual levels of wellbeing, but also the difficult-to-reach pinnacle of thriving in all five wellbeing elements: purpose, social, financial, community and physical.

Wellbeing, by Number of Thriving Elements



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



Great Experiences: Support and Experiential Learning

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The Gallup Alumni Survey

EXAMINING THE OUTCOMES OF COLLEGE GRADUATES

The Gallup Alumni Survey is a nationally representative annual survey of U.S. college graduates (n=70,000+), measuring the degree to which graduates have "great jobs" through successful and engaging careers and lead "great lives" by thriving in their overall wellbeing. Survey measures include:

- overall wellbeing (five elements)
- workplace engagement (Q¹²)
- college experiences
- affinity and attachment to alma mater

Where you go to college matters *far less* than *how* you go to college.

How can college promote lifelong wellbeing and engagement? By providing supportive and experiential learning opportunities for its students. Gallup research shows that six critical college experiences are strongly associated with wellbeing and engagement at work. Three of the six relate to graduates feeling supported in college, and the other three tie to experiential learning.

Graduates who strongly agree to the following statements had higher odds of workplace engagement and lifelong wellbeing (compared with graduates who did not strongly agree):

EMOTIONAL SUPPORT EXPERIENCES		Workplace Engagement	Wellbeing
Had a professor who cared about you as a person	→	1.7x	1.4x
Had at least one professor who made you excited about learning	→	1.7x	1.4x
Had a mentor who encouraged you to pursue your goals and dreams	→	1.9x	1.4x
EXPERIENTIAL LEARNING EXPERIENCES		Workplace Engagement	Wellbeing
Had an internship or job that allowed you to apply what you were learning in the classroom	→	1.8x	1.3x
Worked on a project that took a semester or more to complete	→	1.7x	1.2x
Was extremely active in extracurricular activities and organizations	→	1.6x	1.2x

Six Critical College Experiences

PREPARING STUDENTS FOR LIFE AFTER COLLEGE

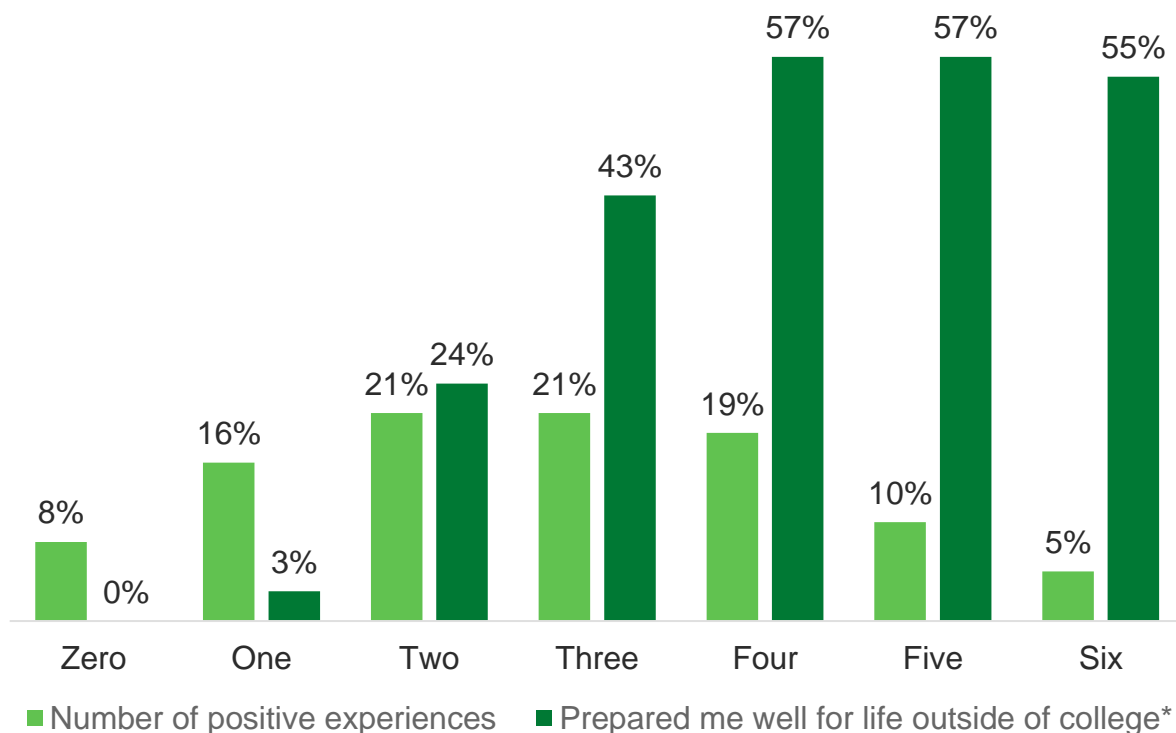
Almost half (45%) of graduates nationally had none or only one of the six important college experiences during their time in college. Only 3% of graduates nationally have experienced all six of these experiences while in college.

Graduates nationally were also asked to rate the extent to which they agree or disagree that their institution prepared them well for life outside of college. While only 5% of those who had zero of the six experiences strongly agreed their institution prepared them well for life outside of college, 80% of those who had all six experiences did so.

A similar pattern is also in CCSJ's data. Alumni with more positive experiences are more likely to strongly agree they were prepared well for life outside of college.

Positive Experiences and Preparedness

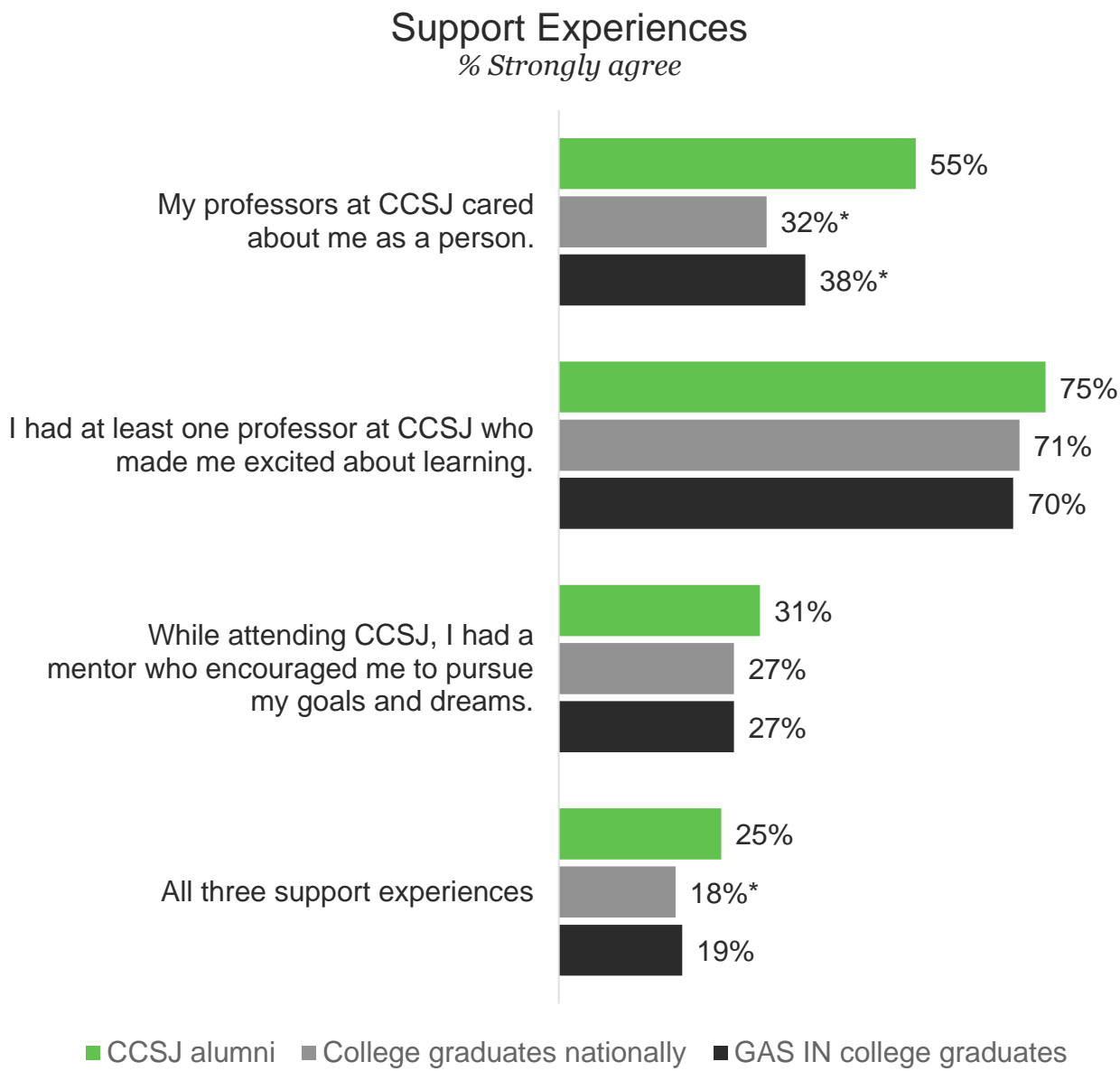
% Strongly agree, among CCSJ alumni



*Respondents who strongly agree that their university prepared them well for life outside of college

Three Support Experiences

Gallup research shows that the odds that a given college graduate is engaged at work are higher if they strongly agree to having had each of six critical college experiences. The three “support experience” items below comprise half of the six critical college experiences that prepare students for life outside of college.

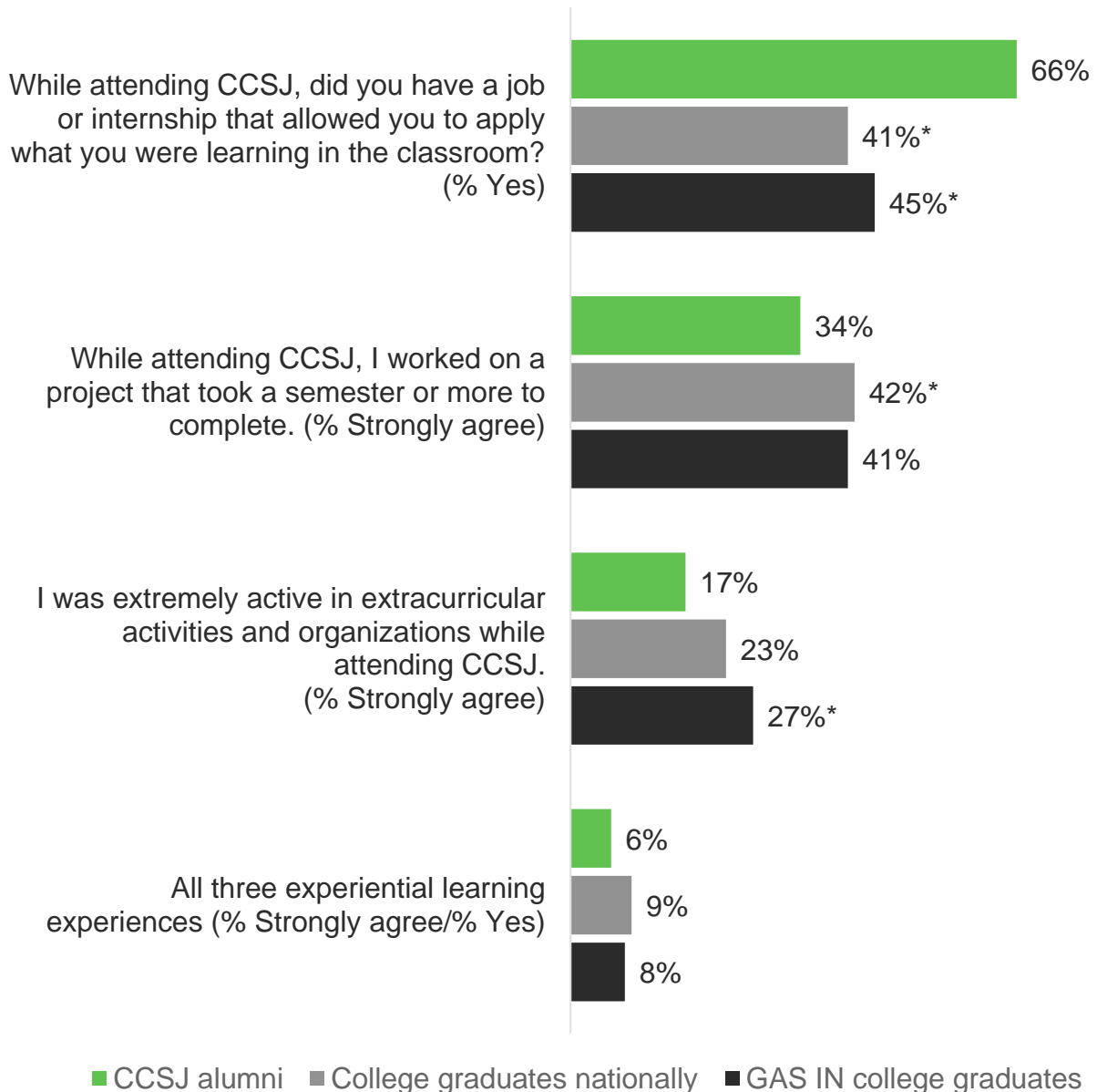


*A comparison group's outcome is statistically different from CCSJ's outcome at the 95% confidence level.

Three Experiential Learning Experiences

The three “experiential learning” items below comprise the other half of the six critical college experiences that prepare students for life outside of college.

Experiential Learning



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

Sources of Experiences

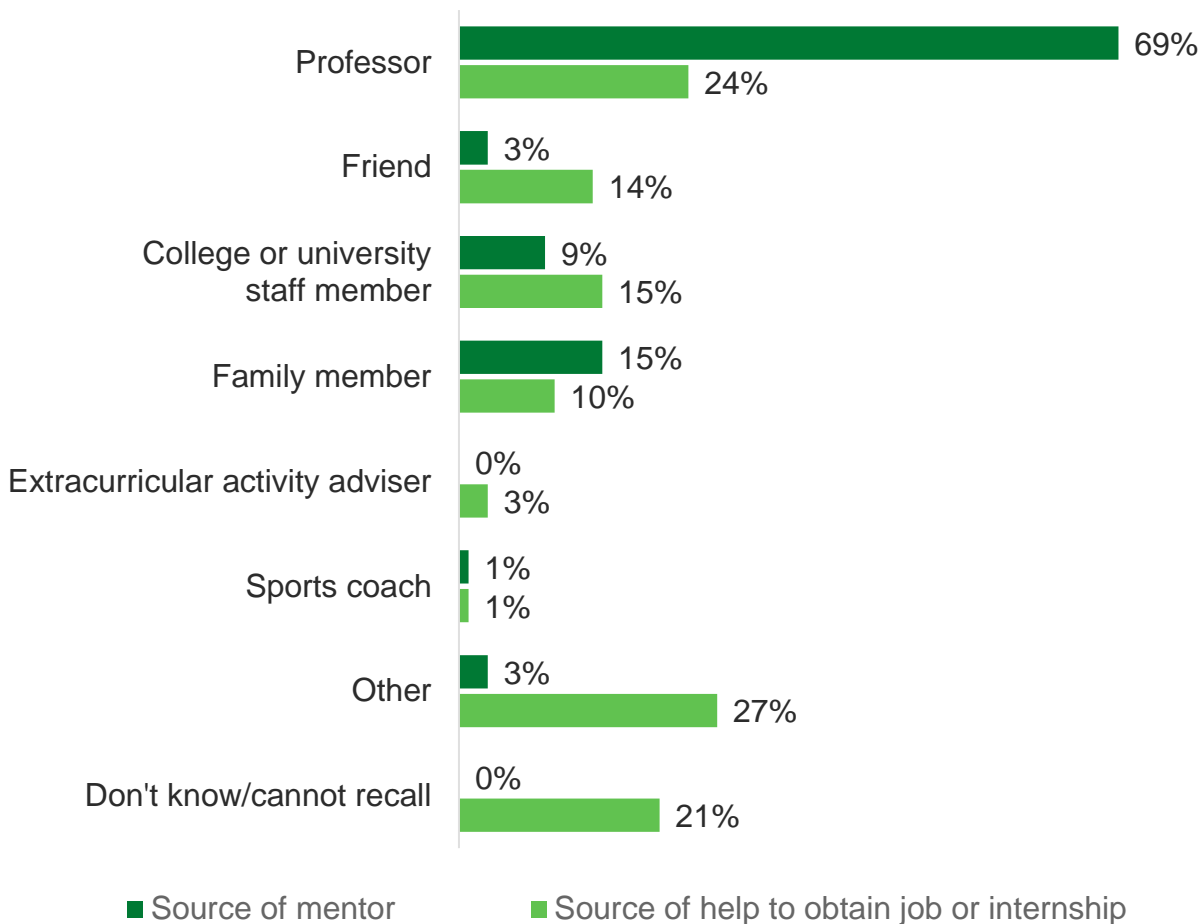
31%

CCSJ alumni who had an encouraging mentor

66%

CCSJ alumni who had an applied job or internship

Sources of Mentors and Jobs/Internships at CCSJ[^]



[^]A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
[↓]Among alumni who said they had an applied job or internship



Great Advocates: Alumni Attachment

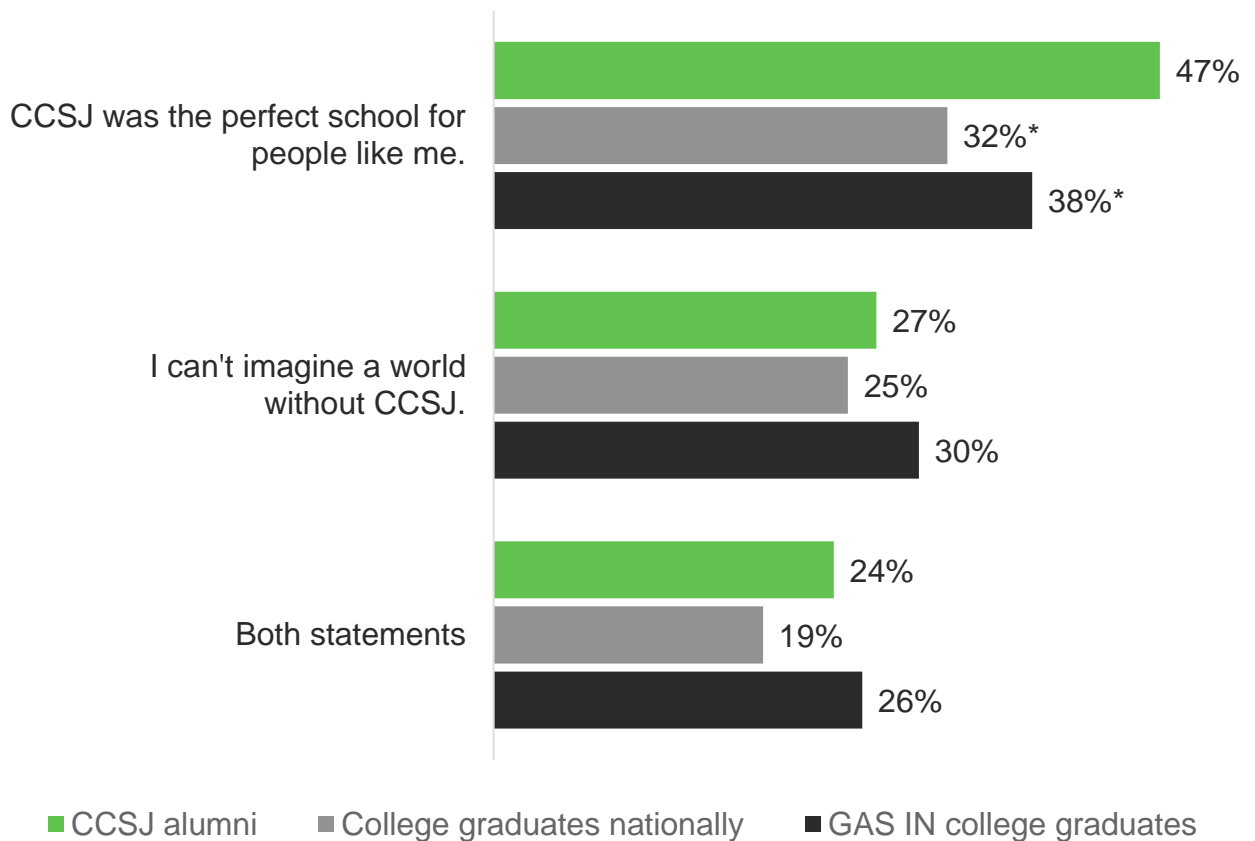
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Alumni Attachment

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

Alumni Attachment

% Strongly agree



43%

CCSJ alumni who are extremely likely to recommend their university to family, friends or colleagues

40%

College graduates nationally who are extremely likely to recommend their university to family, friends or colleagues

39%

Indiana graduates who are extremely likely to recommend their university to family, friends or colleagues

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

Reflections on Educational Decisions

If you had to do it all over again, would you still _____?^

% Yes, you would

95%

Obtain a bachelor's degree

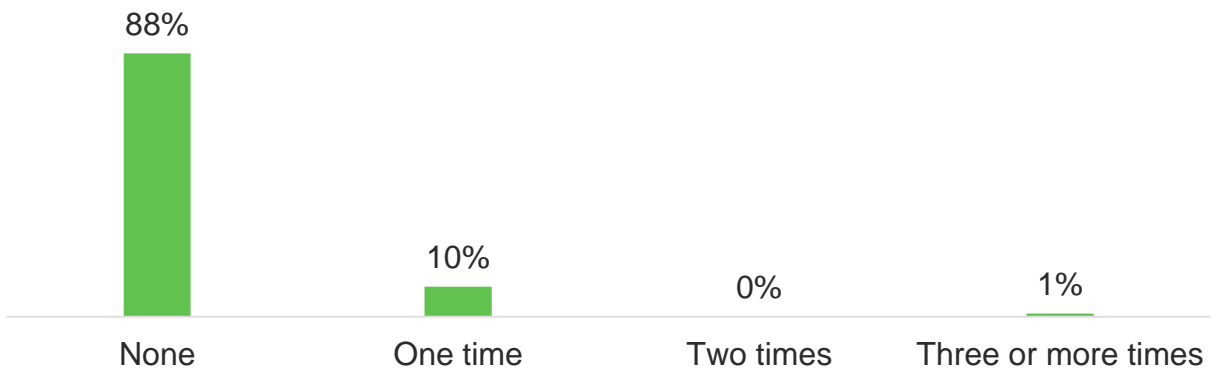
75%

Study the same major that you studied in your bachelor's degree program

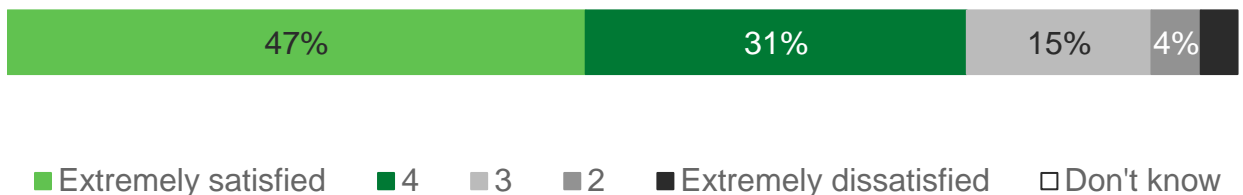
81%

Attend CCSJ to obtain your bachelor's degree

How many times did you change your major while attending CCSJ to complete your undergraduate degree?^⊥



How satisfied are you with the education you received from CCSJ?^

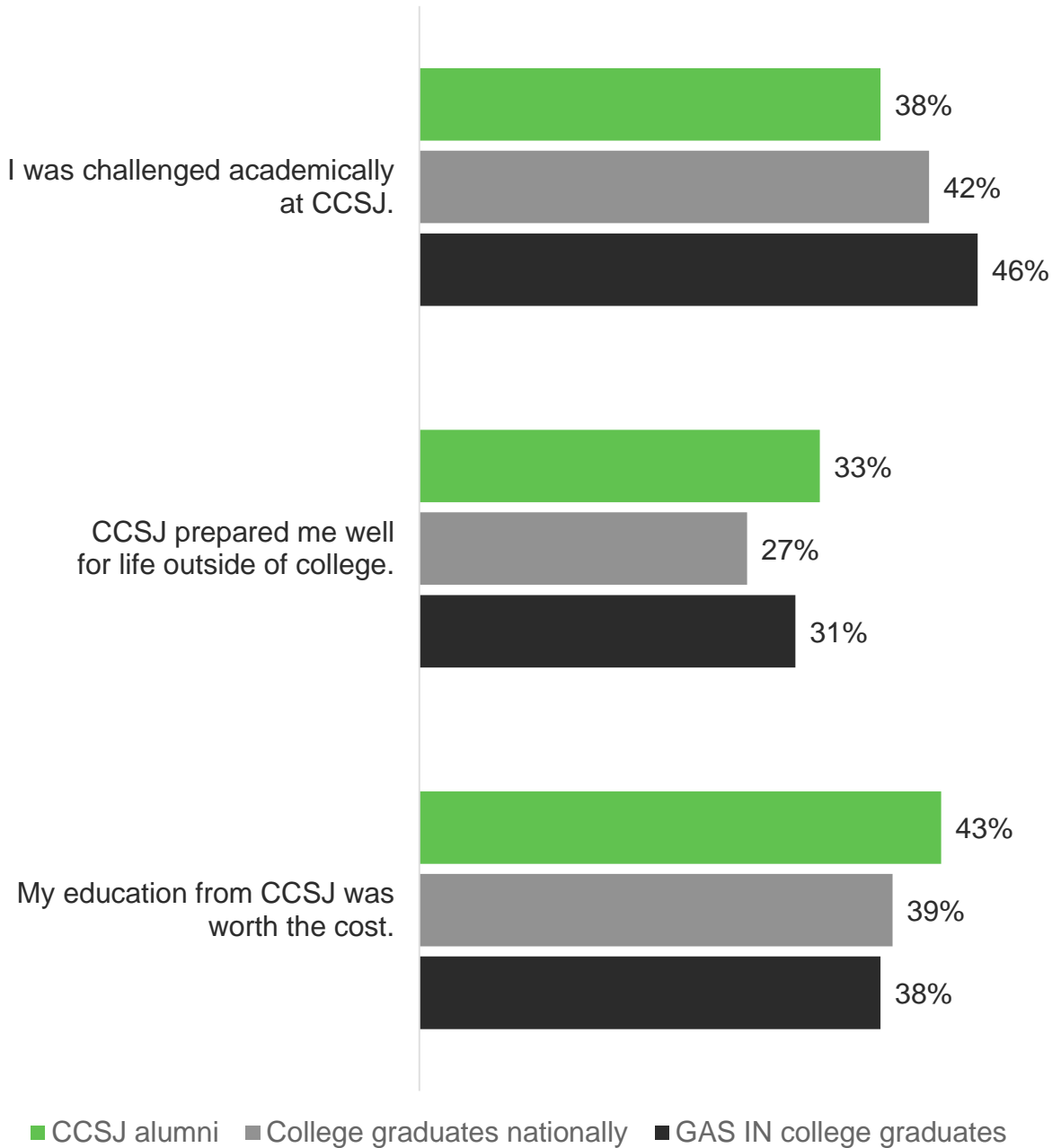


^A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
 ⊥Excludes times they switched from undecided or undeclared to declared in a major field of study
 Numerical values are shown when 4% or higher.

Reflections on Academic Experience

Perceptions of Academic Experience

% Strongly agree



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



Methodology

Methodology

NATIONAL COMPARISON

For the purposes of this report, data from Calumet College of St. Joseph are compared with data collected from the national Gallup Alumni Survey study of college graduates. 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 2000-2019. Comparison groups included in this scorecard are:

College graduates nationally: Bachelor's degree holders surveyed via the national Gallup Alumni Survey which includes those who participated in the national study and reported they have a bachelor's degree only from a Title IV degree-granting four-year public, private, for-profit or nonprofit institution in the U.S. as defined by the U.S. Department of Education.

GAS IN graduates: Bachelor's degree holders surveyed via the national Gallup Alumni Survey who indicated that they obtained a bachelor's degree from a university located in Indiana.

METHODOLOGY

Results for the Calumet College of St. Joseph alumni study are based on web surveys conducted Feb. 5-Mar. 5, 2020, with a sample of 248 CCSJ undergraduate alumni. Alumni were included in the study if CCSJ had an email address on file and they graduated between 2000 and 2019. CCSJ provided a total of 2,128 email addresses.

Results for the Gallup Alumni Survey, the study used for comparison purposes, are based on web surveys conducted Feb. 4-Mar. 7, 2014, Dec. 16, 2014-Jun. 29, 2015, Aug. 22-Oct. 11, 2016, and Apr. 25-Jun. 3, 2018 with a random sample of 29,560 respondents, 30,151 respondents, 11,483 respondents, and 5,107 respondents respectively, 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.

Methodology

The 2014 Gallup Alumni Survey sample was compiled from two sources: the Gallup Panel™ and the Gallup Daily tracking survey. The 2015 and 2016 Gallup Alumni Survey samples were recruited via the Gallup Daily tracking survey. The 2018 Gallup Alumni Survey sample was recruited via the Strada-Gallup Education Consumer 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 Alumni 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 Alumni Survey online.

Gallup Alumni Survey 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, 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 Alumni Survey of all college graduates include the computed design effects for weighting.

For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ± 0.5 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree, the margin of sampling error is ± 0.8 percentage points at the 95% confidence level.

For results based on those with a bachelor's degree from an Indiana institution, the margin of sampling error is ± 3.1 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree from an Indiana institution, the margin of sampling error is ± 4.5 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.



Appendix

Appendix

What is your highest completed level of education?

Bachelor's degree	58%
Postgraduate work or degree	42%

What type of postgraduate work or degree did you complete?^

Postgraduate work only, no degree	15%
Master of Arts (M.A.)	9%
Master of Science (M.S.)	51%
Master of Business Administration (MBA)	10%
Juris Doctor (J.D.)	4%
Other master's degree	13%
Doctor of Medicine (M.D.)	0%
Ph.D.	1%
Other professional degree (e.g., LLB, DDS, DVM)	1%
Other	3%
Don't know	1%

While attending CCSJ... (% Yes)

Did you participate in NCAA intercollegiate athletics?	19%
Did you participate in intramural sports?	4%
Did you participate in a student club or organization	22%
Did you have a paid job or internship?	63%
Did you hold a leadership position in a club or organization such as your student government, a fraternity or sorority, or an athletic team?	19%
Did you participate in a research project with a professor or faculty member?***	36%

^Among CCSJ alumni who indicated their highest level of education is postgraduate work or degree

***This may include a project you participated in as part of a class you took, a thesis project or paper, a research project submitted to a professional conference, or a paper submitted to a journal for publication.

Appendix

Throughout your college experience at CCSJ, did you receive any merit-based scholarships?

Yes	27%
No	61%
Don't know	13%

Throughout your college experience at CCSJ, did you receive any need-based federal financial aid?

Yes	54%
No	42%
Don't know	4%

Approximately how much money did you borrow in student loans to obtain your undergraduate degree at CCSJ?^

Mean	\$27,725
Median	\$26,000

Approximately how much money did you borrow in student loans to obtain your postgraduate work or degree?^

Mean	\$42,419
Median	\$30,900

Have you delayed any of the following because of your student loans?

Getting married	16%
Having children	19%
Going back to school for more training or another degree	48%
Starting your own business	22%
Buying a car	40%
Buying a home	42%
Moving out of your parent's/parents' home	21%

^Of alumni who indicated they took out a loan; adjusted to reflect inflated amounts for 2019

Appendix

Was CCSJ a good place or not a good place for students who are members of racial and ethnic minorities?^

Good place	78%
Not a good place	1%
Don't know	21%

Was CCSJ a good place or not a good place for lesbian, gay, bisexual or transgender students?^

Good place	47%
Not a good place	2%
Don't know	52%

While attending CCSJ, I interacted with people from different backgrounds on a regular basis.^

%5 — Strongly agree	49%
%4	33%
%3	11%
%2	4%
%1 — Strongly disagree	2%
Don't know	1%

In what state was the high school where you obtained your high school diploma?

Indiana	38%
Outside of Indiana	62%

^Asked of alumni who graduated between 1990 and 2019

^^Asked of alumni who graduated between 2011 and 2019

About Us

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.

CALUMET COLLEGE OF ST. JOSEPH

Calumet College of St. Joseph (CCSJ) is a small, family-oriented, four-year college offering master's, bachelor's and associate's degrees. Our students, whether traditional or nontraditional, undergraduate, graduate or professional, come to Calumet College of St. Joseph to share our commitment to learning as a lifelong endeavor. They come to join a community whose members — faculty, staff, students, trustees, alumni and friends alike — believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a college located in a busy metropolitan area within minutes from the City of Chicago. We, in turn, take seriously our responsibility to foster and support excellence in Catholic higher education, to keep a Calumet College of St. Joseph education accessible to a diverse population of students and to offer personal attention and care to each member of the Calumet College of St. Joseph family.

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