

GALLUP®

NAIS-Gallup Report on NAIS Graduates

Seeking Critical Collegiate
Experiences and Consistent
Progression in Higher
Education



National Association
of Independent Schools

Copyright Standards

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. It is for the guidance of your organization only and is not to be copied, quoted, published or divulged to others outside your organization. All of Gallup, Inc.'s content is protected by copyright. Neither the client nor the participants shall copy, modify, resell, reuse or distribute the program materials beyond the scope of what is agreed upon in writing by Gallup, Inc. Any violation of this Agreement shall be considered a breach of contract and misuse of Gallup, Inc.'s intellectual property.

This document is of great value to Gallup, Inc. Accordingly, international and domestic laws and penalties guaranteeing patent, copyright, trademark and trade secret protection safeguard the ideas, concepts and recommendations related within this document.

No changes may be made to this document without the express written permission of Gallup, Inc.

Gallup® and Q12® are trademarks of Gallup, Inc. Gallup-Sharecare Well-Being Index™ is a trademark of WB5, LLC. All other trademarks and copyrights are property of their respective owners.

Executive Summary

Gallup and the National Association of Independent Schools (NAIS) partnered together to investigate how the collegiate experiences of NAIS graduates differ from those of graduates of other high schools. Although there are many factors that can influence whether high school graduates go on to be successful in college, an individual's secondary education can play a significant role in their successful progression through college. Thus, understanding how NAIS graduates navigate their undergraduate careers compared with other graduates sheds light on the distinctive quality of an NAIS education.

An analysis by Gallup found that NAIS graduates progress through college more consistently — and are more likely to seek out key undergraduate opportunities associated with positive long-term outcomes — than public and non-NAIS private high school graduates. Specifically, NAIS graduates, compared with graduates of other high schools, complete their degrees more quickly and are less likely to transfer during their college careers. NAIS graduates also seek out critical undergraduate experiential learning opportunities and extracurricular activities more frequently than their peers.

Not only do NAIS graduates excel as college students, but compared with their peers from public and non-NAIS private high schools, NAIS minority and first-generation college student graduates¹ — two populations that face unique obstacles to completing a college degree — also progress more consistently through college and more frequently seek out those key undergraduate experiences.

This report demonstrates that NAIS graduates excel in these areas, which has implications for their long-term well-being and career satisfaction. Relative to their peers, NAIS graduates exit secondary education poised to succeed in college, which — in turn — prepares them to lead well-rounded lives and have successful careers.

A rigorous body of research seeks to understand what factors influence student enrollment rates and success in postsecondary education and the role that high schools play in successful outcomes. While this research demonstrates that postsecondary enrollment and success stem from myriad factors (e.g., encouragement from parents or peers and sociodemographic characteristics), the academic preparation students receive in their years before enrollment in college is a critical component of postsecondary success.²

The journey toward higher education success is a particularly steep climb for some populations — including low-income and minority students, many of whom are first-generation college students. For example, while college graduation rates have been on the rise for wealthy Americans, they have stagnated in recent decades for poor Americans.³ Even low-income college students who have demonstrated high academic ability struggle to graduate at rates comparable with wealthy college students who demonstrated

1 In this report, first-generation students are those whose parents' highest level of education is less than a four-year degree.

2 Wolniak, G. C., & Engberg, M. E. (2010). Academic achievement in the first year of college: Evidence of the pervasive effects of the high school context. *Research in Higher Education*, 51(5), 451-467. Retrieved from <https://rd.springer.com/article/10.1007/s11162-010-9165-4>

3 The Pell Institute. (2015). Indicators of higher education equity in the United States — 45 year trend report. Retrieved from http://www.pellinstitute.org/publications-Indicators_of_Higher_Education_Equity_in_the_United_States_45_Year_Report.shtml

only mediocre academic ability.⁴ Making matters more difficult, low-income college students shoulder a greater share of undergraduate debt than their wealthier peers.⁵

Similarly, while the overall graduation rate for public colleges and universities has increased since 2003, the growth has been unequal. In 2013, six in 10 white students at public colleges and universities graduated, compared with four in 10 black students. The gap between the graduation rates of whites and blacks has grown wider between 2003 and 2013. While the white graduation rate increased by five percentage points over that decade, the black graduation rate grew by only two points.⁶

With the path toward higher education laden with obstacles, preparing students to face those hurdles is paramount. National Association of Independent Schools (NAIS), an organization representing more than the 1,500 independent schools⁷ in the U.S., is partnering with Gallup to understand how their students fare in higher education and in their careers and lives.

Using the Gallup-Purdue Index that measures the most important outcomes of higher education — great jobs and great lives — Gallup asks graduates nationally about their collegiate experiences to understand which experiences most closely relate to their long-term success and well-being. Among the various experiences measured and studied, several demonstrate significant impact on college graduates, regardless of the type and size of their school. Graduates who engaged with and felt supported by their professors, faculty and mentors — as well as those who had the opportunity to engage in experiential learning outside of the classroom — exhibit high levels of success after graduation and rate their university more positively.

In the 2015 Gallup-Purdue Index report, Gallup found that alumni who strongly agree that they were extremely active in extracurricular activities and organizations in college are 1.6 times more likely to be engaged at work and 1.2 times more likely to be thriving in all five elements of well-being. Likewise, graduates who strongly agree that they worked on a project that took a semester or more to complete are 1.7 times more likely to be engaged at work and 1.2 times more likely to be thriving in all five elements of well-being. Importantly, the relationship between these experiences and alumni well-being and engagement remain, even when accounting for individuals' personality types.

4 National Center for Education Statistics. (2015). Postsecondary attainment: Differences by socioeconomic status. Retrieved from https://nces.ed.gov/programs/coe/indicator_tva.asp#f2

5 Huelsman, M. (2015). The debt divide: The racial and class bias behind the "new normal" of student borrowing. Demos. Retrieved from <http://www.demos.org/publication/debt-divide-racial-and-class-bias-behind-new-normal-student-borrowing>

6 The Education Trust. (2016). Rising tide II: Do black students benefit as grad rates increase? Retrieved from https://edtrust.org/wp-content/uploads/2014/09/RisingTide_II_EdTrust.pdf

7 Independent schools are private, nonprofit schools that serve students in pre-kindergarten, elementary, middle and/or high school. These schools are governed by independent boards of trustees, and each school has a unique mission and culture. Independent schools focus on educating the whole child, addressing social, emotional and physical growth as well as academic development. Many independent school leaders believe that a holistic approach to education results in better long-term outcomes for graduates.

Great Lives: Well-Being

More than mere happiness, well-being encompasses the interdependency between multiple dimensions that compose individuals' lives. Well-being includes finding fulfillment in daily work, embracing a healthy lifestyle, developing strong social ties, contributing to a true community and establishing financial security.

Gallup and Sharecare developed the Gallup-Sharecare Well-Being Index™ to measure these important aspects of a life well-lived. This survey, based on findings from the index and years of joint research, asks 10 questions that gauge well-being in the following 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: 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

Gallup categorizes individuals as “thriving,” “struggling” or “suffering” in each element according to how they rate that particular facet of well-being in their lives:

Thriving: Well-being that is strong and consistent in a particular element

Struggling: Well-being that is moderate or inconsistent in a particular element

Suffering: Well-being that is low and inconsistent in a particular element

Great Jobs: Workplace Engagement

Critical to assessing the long-term outcomes of college graduates is understanding how they occupy their time in the workplace and the extent to which they derive fulfillment from this work. Workplace engagement encompasses more than job satisfaction; it also reflects the degree to which employees are intellectually and emotionally attached to their organization. Engaged employees thrive in their roles because they have the opportunity to do their best work, they enjoy the work they do 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 global research on the elements that best predict employee and workgroup performance. Gallup categorizes workers as engaged, not engaged or actively disengaged. People who are engaged are highly involved in and enthusiastic about their work and workplace. They are psychological “owners,” drive performance and innovation, and move the organization forward. Those who are not engaged are 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. Workers who are actively disengaged are not only unhappy at work; they are also 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.

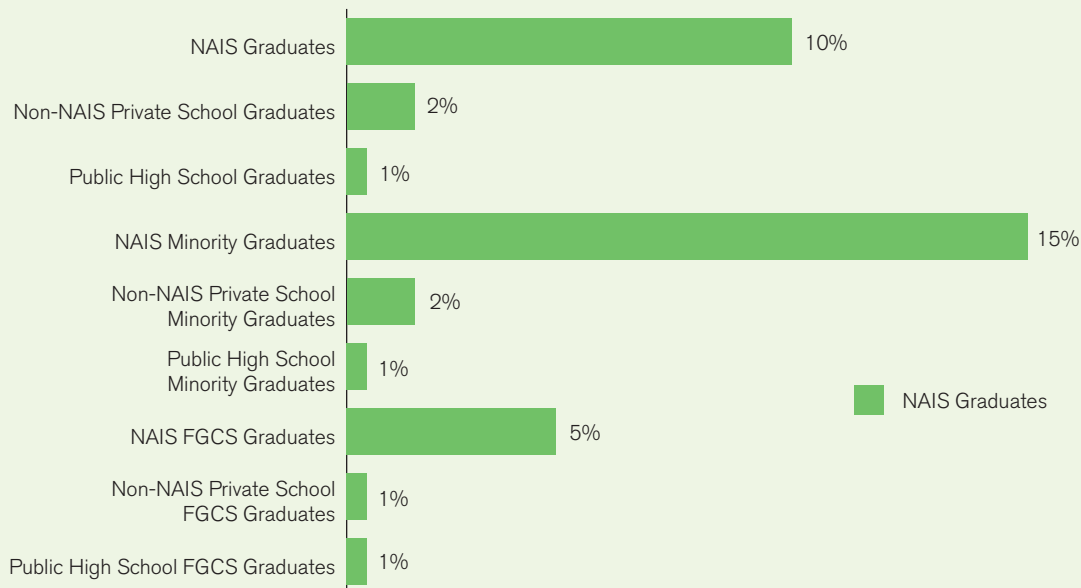
Recent Gallup research shows that only about 33% of Americans are engaged in their jobs. As a result, the U.S. is missing out on staggering amounts of economic benefit that stem from an engaged workforce. If higher education does not lead graduates to an engaging job, then it has failed to deliver on a central expectation of students and the families who support them through college.

Introduction

Previous research demonstrates that NAIS graduates currently enrolled as first-year students in college entered their undergraduate career better-equipped than their peers to succeed in college.⁷ NAIS graduates scored higher on the ACT and SAT, on average, and were more engaged as seniors in high school — including being more likely to have performed community service as part of a class and to have talked with teachers outside of class in their senior year. Finally, NAIS graduates entering their first year of college were more likely to anticipate that they would be involved in nonacademic activities such as student clubs, recreational sports and Greek life.

In addition to being better-positioned heading into their collegiate careers, NAIS graduates are also more likely than graduates of public high schools to attend top-ranked colleges and universities. Compared with graduates of public and non-NAIS private high schools, NAIS graduates are more likely to attend Ivy League colleges. This includes racial and ethnic minority and first-generation college student (FGCS) graduates.

Bachelor's Degree From Ivy League Colleges



A higher percentage of NAIS graduates (85%) than public school graduates (69%) enrolled in college immediately after high school. The most frequently attended universities for NAIS graduates include more elite private universities and top-ranked public universities compared with the universities most frequently attended by public and non-NAIS private high school graduates.

8 Torres, A. (2016). Confident in their college prep. National Association of Independent Schools. Retrieved from <https://www.nais.org/magazine/independent-school/fall-2016/confident-in-their-college-prep/>

This report centers on how NAIS graduates progress consistently through college and seek critical undergraduate experiences compared with graduates from public high schools and non-NAIS private high schools. In this report, 1,275 individuals who graduated from NAIS-affiliated institutions and went on to complete at least a bachelor's degree are compared with graduates of public high schools (35,205 respondents) and non-NAIS private high schools (4,915 respondents) who completed at least a bachelor's degree. These three groups are part of the Gallup-Purdue Index database — representative of college graduates nationally — and are demographically similar in age and gender.

	NAIS Graduates	Public High School Graduates	Non-NAIS Private High School Graduates
Mean Age	45	48	48
Female	49%	53%	49%

Because NAIS schools emphasize the importance of students' social, emotional and physical development, this project also considers the lives of their graduates through a holistic lens. Instead of focusing exclusively on income and employment rates, Gallup and NAIS consider a life well-lived through a broader view of well-being and engaging careers.

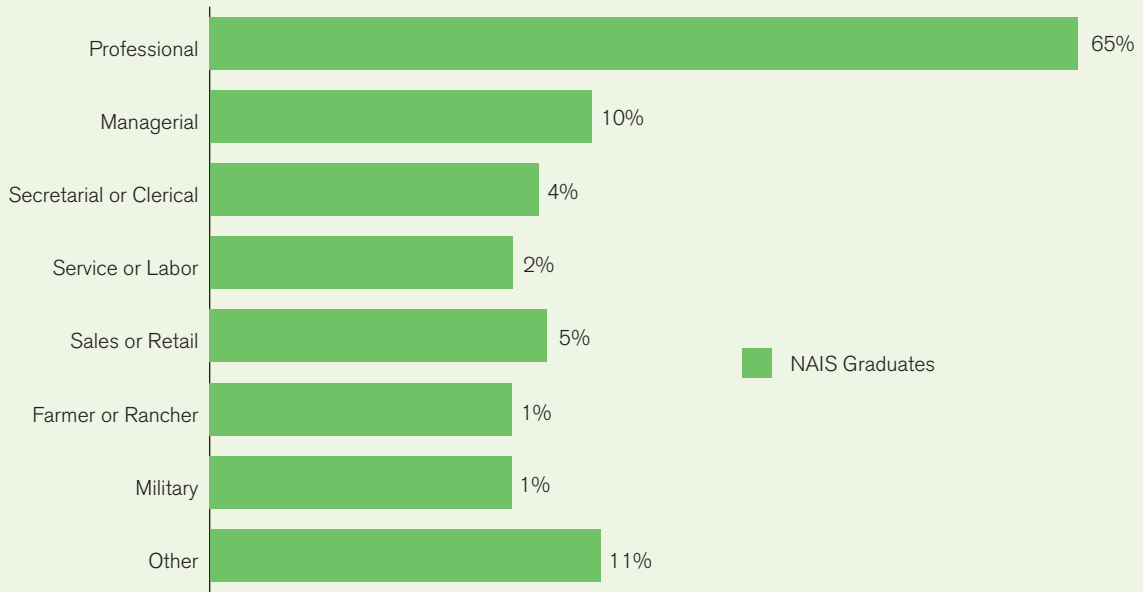
Nearly 100% of graduates from NAIS schools go on to college, and a little more than half attend the most selective colleges and universities.

Most frequently attended colleges for NAIS graduates	Most frequently attended colleges for non-NAIS private high school graduates	Most frequently attended colleges for public high school graduates
Yale University	University of Notre Dame	Brigham Young University
University of California-Berkeley	Marquette University	Pennsylvania State University
Harvard University	Fordham University	The University of Texas at Austin
University of Pennsylvania	University of Minnesota-Twin Cities	Michigan State University
Princeton University	University of Dayton	Ohio State University
University of North Carolina at Chapel Hill	University of Illinois at Urbana-Champaign	University of Minnesota-Twin Cities
University of Virginia	University of Wisconsin-Madison	University of Wisconsin-Madison
Duke University	Louisiana State University	University of California-Berkeley
Stanford University	Saint Louis University	University of Washington-Seattle
Vanderbilt University	Calvin College	University of Illinois

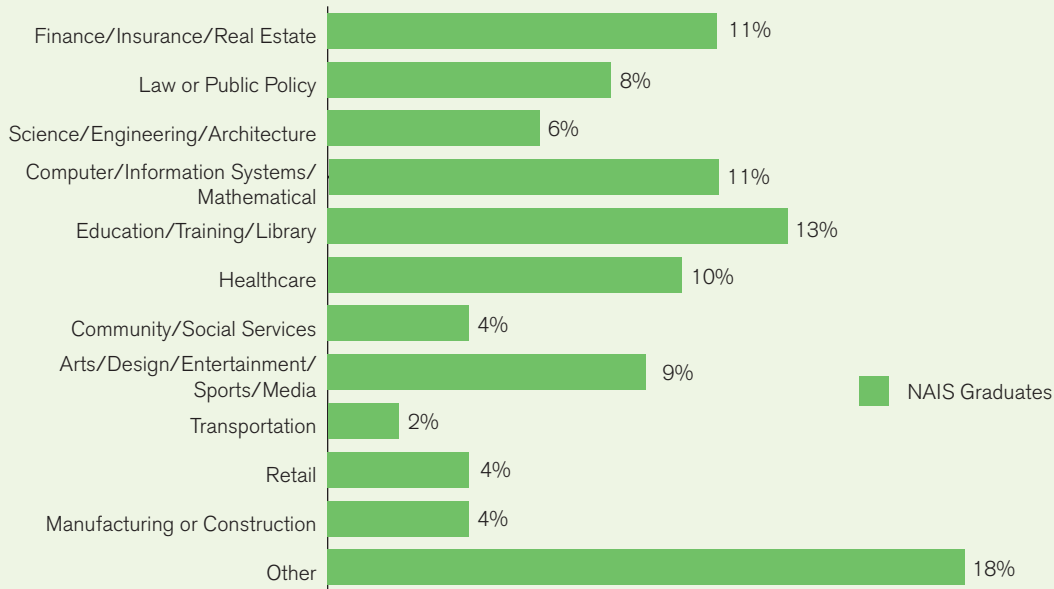
NAIS graduates were more than three times more likely to attend top-ranked universities or liberal arts colleges than graduates of other high schools. In addition to being more likely to attend elite colleges, NAIS graduates are also more likely than public and non-NAIS private school graduates to have sought out the key support and experiential learning experiences that Gallup has found to be linked to job and life satisfaction after college (such as participating in research with faculty or participating in collegiate sports). Forty-two percent of NAIS graduates had three or more of the six support and experiential learning experiences in college, compared with only about a third of public (33%) and non-NAIS (37%) private high school graduates.

Subsequently, NAIS graduates capitalize on their college education, acquiring professional roles in the workplace at higher rates than their peers. The majority of NAIS graduates (65%) have professional positions, and another 10% have managerial roles. While 18% of NAIS graduates work in areas that do not correspond with Gallup's categories, 13% work in education, training or library jobs; 11% work in computer, information systems and mathematical roles; and another 11% work in finance, insurance or real estate.

What type of position do you have?



Which category best describes the area in which you currently work at your primary job?



NAIS graduates seek out key experiential learning and extracurricular opportunities in college

In addition to learning particular skills and developing a knowledge base from curricular activities, the college experience is replete with extracurricular and experiential learning opportunities that help students cultivate skills to enhance their employability. Directly or indirectly, extracurricular activities help students develop important leadership, time-management and communication skills that serve students well in obtaining and succeeding in jobs.⁸

Though they help students develop these important skills, experiential learning and extracurricular opportunities differ from most college coursework in that students must seek out these activities to reap their benefits. And, in fact, the rate at which college students participate in experiential learning and extracurricular activities varies greatly.

NAIS graduates, including first-generation and minority graduates, outpace their peers who graduated from public and non-NAIS private high schools in seeking out many key experiential learning and extracurricular opportunities in college.

These differences between NAIS graduates and other high school graduates remain even after accounting for differences in personality types, which can influence students' propensity to seek out these activities in college.⁹ Further, these results echo and expand upon recent research on NAIS graduates showing that, as first-year college students, they are more likely to anticipate being involved in nonacademic activities as undergraduates.¹⁰

9 Clark, G., Marsden, R., Whyatt, J. D., Thompson, L., & Walker, M. (2015). 'It's everything else you do...': Alumni views on extracurricular activities and employability. *Active Learning in Higher Education*, 16(2), 133-147. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/1469787415574050>

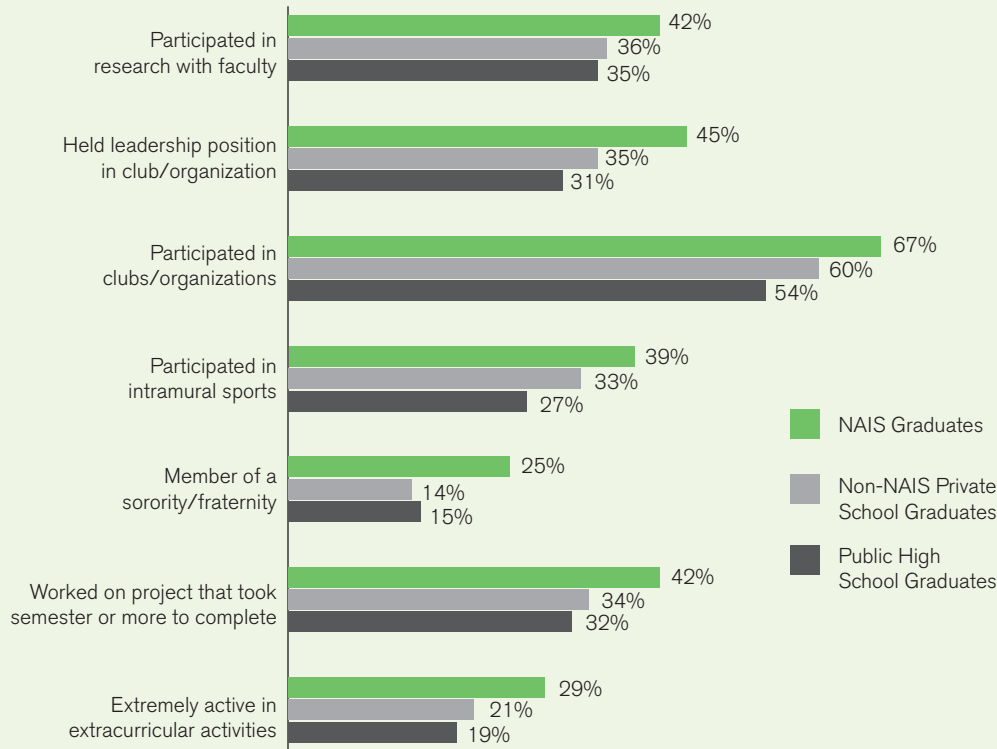
10 Personality type is measured by the Ten-Item Personality Measure (TIPI), which measures individuals' extraversion, agreeableness, conscientiousness, emotional stability and openness to experiences (<http://gosling.psy.utexas.edu/wp-content/uploads/2014/09/JRP-03-tipi.pdf>).

11 Torres, A. (2016). Confident in their college prep. National Association of Independent Schools. Retrieved from <https://www.nais.org/magazine/independent-school/fall-2016/confident-in-their-college-prep/>

NAIS graduates are more likely to be involved in a wide range of experiential learning and extracurricular activities during college.

Overall, nearly three in 10 NAIS graduates strongly agree that they were extremely active in extracurricular activities during college, compared with about a fifth of public and non-NAIS private high school graduates. NAIS graduates' greater participation in experiential learning opportunities extends across a wide range of activities, including academic, athletic and social activities.

Extracurricular and Experiential Learning Participation: NAIS Graduates vs. Comparison Groups



The 67% of NAIS graduates who participated in clubs or organizations in college surpasses the 54% of public high school graduates who did the same. Further, nearly half of NAIS graduates held leadership positions in collegiate clubs and organizations, compared with about a third of graduates from other high schools. NAIS graduates also outpaced graduates from other high schools in Greek life participation, with a quarter of NAIS graduates involved in a sorority or fraternity, compared with 15% of public high school graduates and 14% of non-NAIS private school graduates. Additionally, 39% of NAIS graduates played intramural sports, compared with 27% of public high school graduates.

NAIS graduates also engaged in key academic experiential learning as undergraduates. Forty-two percent of NAIS graduates worked on projects that took a semester or more to complete, surpassing the 32% of public high school graduates and 34% of non-NAIS private school graduates who did the same. Beyond classroom projects, many NAIS graduates sought out additional opportunities to conduct undergraduate research.

These projects include class projects, thesis projects, or research projects submitted to conferences or journals.

More than four in 10 NAIS graduates participated in a research project with a faculty member or professor, compared with just over a third of public and non-NAIS private high school graduates.

NAIS first-generation and minority graduates participated in many experiential learning activities during college.

First-generation college students — students whose parents do not have a college degree — are more likely to be part-time students who work while attending college or older students with additional time demands.¹¹ Given the other demands on their time, first-generation college students are often unable to commit additional time and effort to participate in experiential learning and extracurricular activities.¹² However, other research has linked involvement in extracurricular activities with persistence in college for black students — many of whom are first-generation college students.¹³ Thus, engaging in these opportunities may, in fact, be particularly important for first-generation college students.

First-generation college students and minority graduates from NAIS schools were more likely than first-generation college students and minority graduates from other high schools to participate in extracurricular and experiential learning activities during college.

A fifth of first-generation college student graduates from NAIS schools (20%) strongly agree that they were extremely involved in extracurricular activities while in college, compared with 15% of public school first-generation graduates and 17% of non-NAIS private school first-generation graduates. Meanwhile, the 43% of NAIS minority graduates who strongly agree that they were extremely involved in extracurricular activities is more than double the rate of public and non-NAIS private high school minority graduates who say the same.

Like NAIS graduates overall, minority and first-generation graduates of NAIS schools participated in a wide range of extracurricular activities. Among first-generation students from NAIS schools, 54% participated in a student club or organization, on par with non-NAIS private school graduates (54%) but higher than public school graduates (48%).

Forty percent of NAIS first-generation graduates held a leadership position in a club or organization, surpassing their peers from other high schools. Even more minority graduates of NAIS schools participated in and led student clubs and organizations as undergraduates — 84% participated in a club or organization, and over half (55%) held a leadership position in one. Similarly, nearly a quarter of both NAIS minority and first-generation college student graduates participated in Greek life, outpacing minority and first-generation graduates from other high schools.

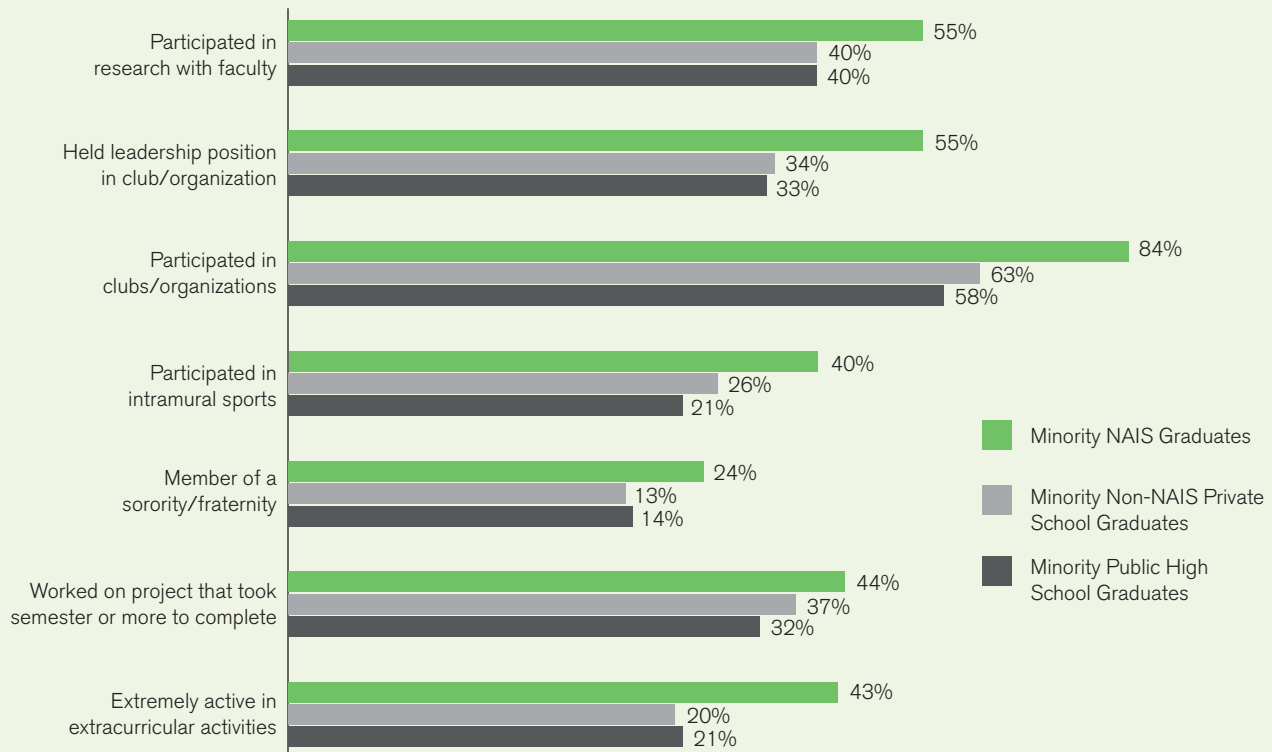
¹² Garcia, V. (2010). First-generation college students: How Co-curricular involvement can assist with success. *The Vermont Connection*, 31(1). Retrieved from <http://scholarworks.uvm.edu/cgi/viewcontent.cgi?article=1091&context=tv>

¹³ Ibid.

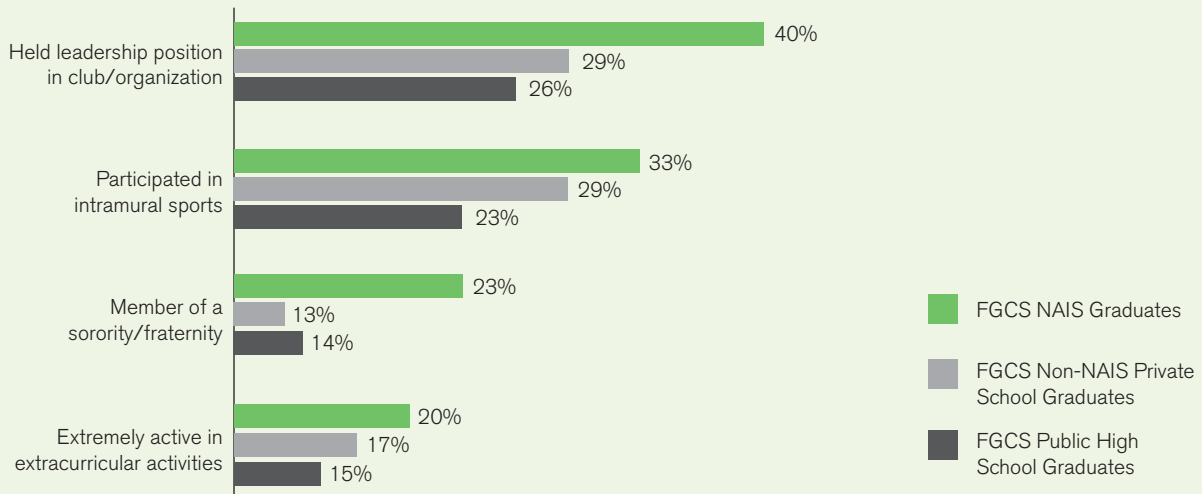
¹⁴ Fischer, M. J. (2007). Settling into campus life: Differences by race/ethnicity in college involvement and outcomes. *The Journal of Higher Education*, 78(2), 125-156. Retrieved from <https://muse.jhu.edu/article/213593>

Many NAIS minority and first-generation college student graduates also participated in academic-focused extracurricular and experiential learning activities. For example, 44% of NAIS minority graduates strongly agree that they worked on a project that took a semester or more to complete, compared with 32% and 37% of graduates from public and non-NAIS private high schools, respectively. Nearly three in 10 NAIS first-generation college student graduates strongly agree with the same statement, similar to public school and non-NAIS private school graduates. Fifty-five percent of NAIS minority graduates and 35% of NAIS first-generation graduates participated in a research project with a professor or faculty member — both groups outpacing their peers from other high schools.

Extracurricular Participation: Minority NAIS Graduates vs. Comparison Groups



Extracurricular Participation: First-Generation NAIS Graduates vs. Comparison Groups

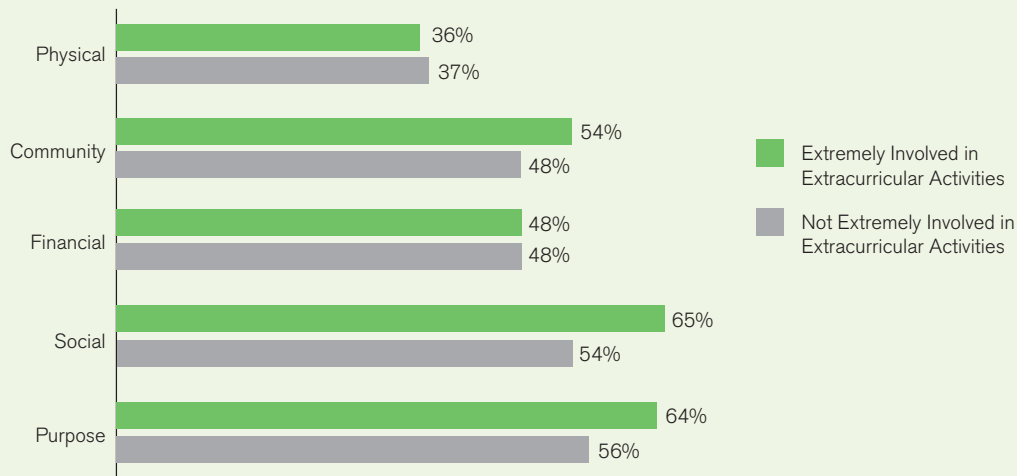


Extracurricular and experiential activities are linked to higher well-being and greater career satisfaction for NAIS graduates.

Whether NAIS graduates seek out critical experiential learning and extracurricular activities is key to their success as undergraduates and is related to their long-term success after graduation. Gallup has shown that, among graduates nationally, those who participated in experiential learning activities are more likely to be engaged at work, have higher well-being later in life and reflect positively on their university experience.¹⁴

NAIS graduates who sought out extracurricular activities have higher well-being later in life than do those who did not. Nearly two-thirds of NAIS graduates who strongly agree that they were extremely active in extracurricular activities are thriving in their social and purpose well-being — making them about 10 percentage points more likely to be thriving than those who were not extremely active in extracurricular activities.

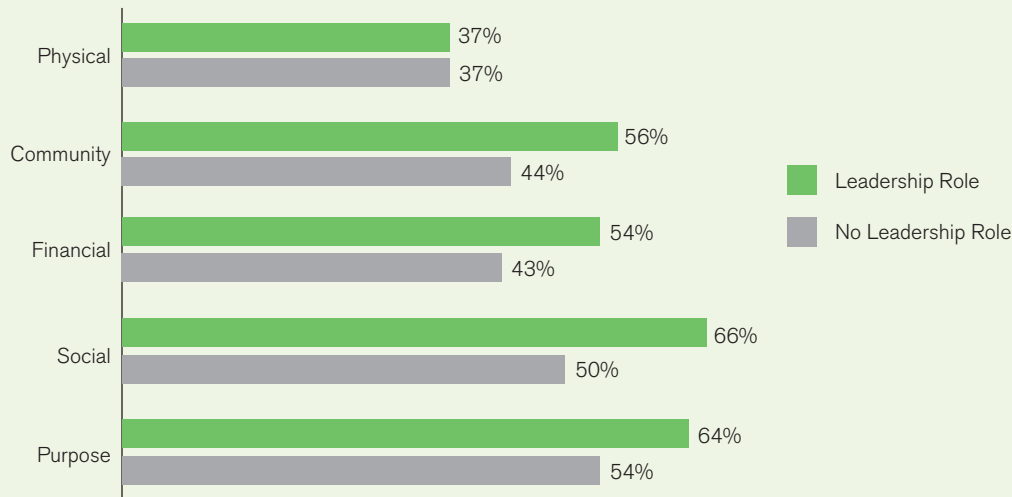
NAIS Graduates: Percentage Thriving in Well-Being by Degree of Extracurricular Involvement



NAIS graduates who held leadership roles in a club or organization in college also have higher well-being. Namely, more than half of NAIS graduates (56%) who held leadership positions in college clubs or organizations are thriving in community well-being, and about two-thirds are thriving in their social and purpose well-being, outpacing those who did not by at least 10 percentage points in each element.

¹⁵ Gallup. (2014). Great jobs, great lives. The 2014 Gallup-Purdue index report. A study of more than 30,000 college graduates across the U.S.; Gallup. (2015). Great jobs, great lives. The relationship between student debt, experiences and perceptions of college worth.

NAIS Graduates: Percentage Thriving in Well-Being by Leadership Role

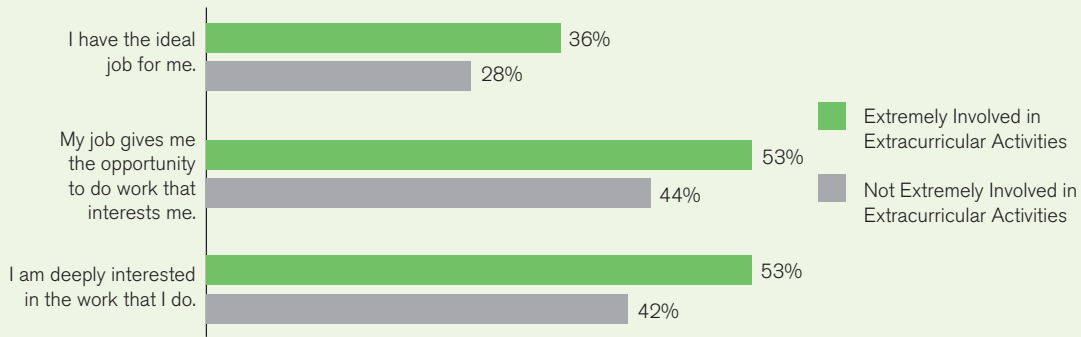


In addition to having higher well-being, NAIS graduates who participated in extracurricular activities have higher levels of satisfaction with their careers.

More than a third of NAIS graduates who were extremely involved in extracurricular activities (36%) have the ideal job for them, compared with 28% of those who were not extremely involved in extracurricular activities.

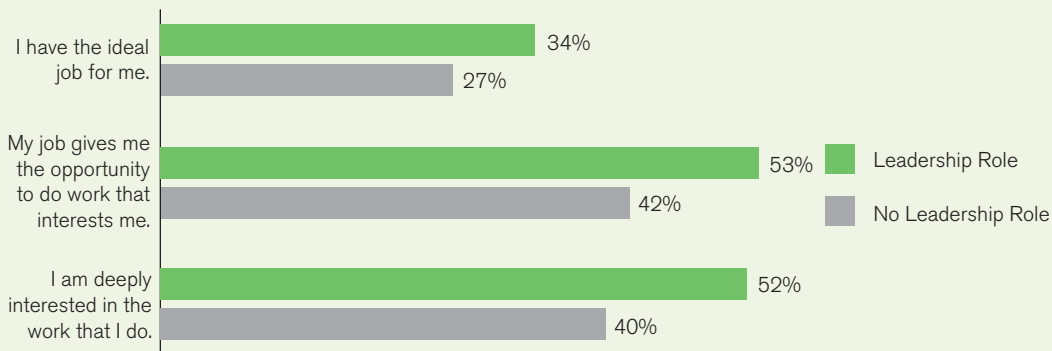
Likewise, over half of NAIS graduates who strongly agree that they were extremely involved in extracurricular activities also strongly agree that their job gives them the opportunity to do work that interests them and that they are deeply interested in the work that they do — surpassing those who were not involved in extracurricular activities in both.

NAIS Graduates: Extracurricular Activity and Career Satisfaction



NAIS graduates who held a leadership position in a college club or organization are more likely than those who did not hold a leadership position to strongly agree that they have the ideal job for them (34% vs. 27%, respectively). Similarly, over half of NAIS graduates who held a leadership position strongly agree that their job gives them the opportunity to do work that interests them and that they are deeply interested in the work that they do, compared with around two-fifths of those who did not hold a leadership position.

NAIS Graduates: Club Leadership and Career Satisfaction



NAIS graduates progress more consistently through college.

While choosing which college to attend represents the first key step in the transition from high school to higher education, it is only one of myriad decisions college students make on their path to a degree. These decisions (e.g., which courses to take, whether to attend part time or full time, whether to transfer to another institution) influence both the quality and progression of a student's collegiate experience.

An increasingly large number of college students transfer to other institutions during their college career, and consequently, many face obstacles in degree completion — such as limits on how many credits will transfer to their new institution — which can increase the amount of time required to graduate.¹⁵ In fact, according to the National Student Clearinghouse, 37% of all students who enrolled in college in 2008 have transferred at least once; nearly half of that group have transferred more than once.¹⁶ Whether due to transferring or other factors, students who stay in college longer face higher student loan debt¹⁷ and earn lower starting salaries.¹⁸ Taken together, students who have consistent collegiate careers and graduate on time are better situated to succeed after graduation.

NAIS graduates progress more consistently through college than do graduates from public high schools and non-NAIS private high schools, including among first-generation and minority student graduates.¹⁹ That NAIS graduates progress more consistently through their undergraduate careers could, in part, be attributed to their well-rounded preparation in high school.²⁰ Compared with their peers from other high schools, recent research shows that NAIS graduates enter college with more experiences and skills needed to successfully navigate the undergraduate experience.

For example, NAIS graduates in their first year of college are more likely to have learned to ask questions in class, integrate skills and knowledge from different sources, and support opinions with logical arguments.²¹ Additionally, NAIS graduates earned higher standardized test scores, on average, and were more likely to be involved in nonacademic activities as high school seniors.

16 Pittinsky, M., & Hopkins, K. (2015). Underserved and overburdened, transfer students face an uphill battle to earn their degrees. The Hechinger Report. Retrieved from <http://hechingerreport.org/underserved-and-overburdened-transfer-students-face-an-uphill-battle-to-earn-their-degrees/>

17 Shapiro, D., Dundar, A., Wakhungu, P. K., Yuan, X., & Harrell, A. (2015). Transfer and mobility: A national view of student movement in postsecondary institutions, fall 2008 cohort (signature report No. 9). National Student Clearinghouse Research Center. Retrieved from <https://nscresearchcenter.org/wp-content/uploads/SignatureReport9.pdf>

18 Complete College America. (2014). Four-year myth: Make college more affordable. Restore the promise of graduating on time. Retrieved from <http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf>

19 The University of Tennessee Knoxville. (2012). Study: Students who complete bachelor's degrees in four years earn more. *Tennessee Today*. Retrieved from <http://tntoday.utk.edu/2012/06/18/study-students-complete-degrees/>

20 These differences remain statistically significant even when accounting for the race, gender and age of respondents.

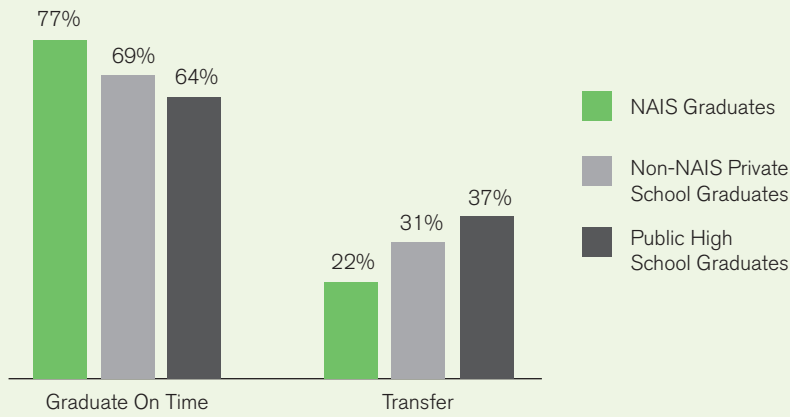
21 Torres, A. (2016). Confident in their college prep. National Association of Independent Schools. Retrieved from <https://www.nais.org/magazine/independent-school/fall-2016/confident-in-their-college-prep/>

22 Ibid.

More than three-quarters of NAIS graduates completed their degree on time; less than a quarter transferred during college.

Overall, NAIS graduates are more likely than other high school graduates to have completed their bachelor’s degree in four years or less. Just over three-quarters of NAIS graduates (77%) completed their college degree in four years or less, compared with 64% of public high school graduates and 69% of non-NAIS private high school graduates. Likewise, 22% of NAIS graduates transferred at some point during their undergraduate career — a much lower rate than the 37% of public high school graduates and 31% of non-NAIS private high school graduates who transferred.

On-Time Graduation and Transfer Rate



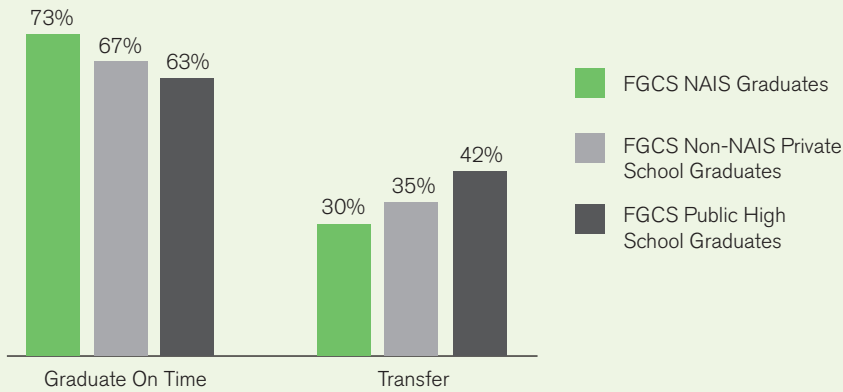
More NAIS minority and first-generation graduates completed their college degrees within four years and fewer transferred during college compared with other high school graduates.

A stable college experience is crucial to the success of all graduates, but stability can be particularly difficult for minority college students and first-generation college students to achieve. Drawing upon academic studies that have identified the key risk factors of student attrition — including delaying college entry, attending part time, working while enrolled, being financially independent from parents and having children — the Office of Educational Assessment found that minority and first-generation college students were more likely than their peers to experience these attrition risk factors.²³ Thus, first-generation and minority students face more obstacles to stable degree completion.

NAIS first-generation graduates, however, progress more consistently in their undergraduate careers than do their peers who graduated from other high schools. Nearly three-quarters of first-generation NAIS graduates (77%) completed their bachelor’s degree in four years or less, compared with roughly two-thirds of public high school (62%) and non-NAIS private high school (66%) graduates. Likewise, while 19% of first-generation NAIS graduates transferred at some point during college, 37% of public high school graduates and 32% of non-NAIS private high school graduates did the same.

²³ Lemire, S., & Snyder, C. (2006). Factors related to attrition and retention of under-represented minority students: National and regional trends. Retrieved from <http://depts.washington.edu/assessmt/pdfs/reports/OEARReport0608.pdf>

On-Time Graduation and Transfer Rate Among First-Generation College Graduates

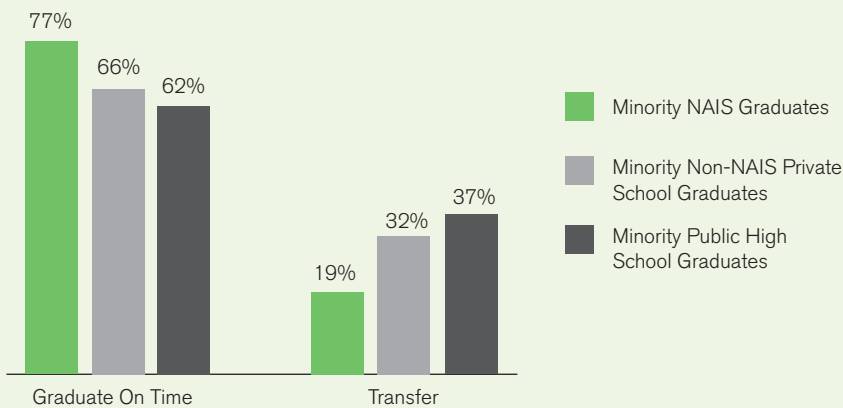


A similar pattern emerges for the NAIS minority student population. Compared with their peers from other high schools, NAIS minority students progress more consistently to graduation.

While 62% of minority graduates from public high schools and 66% from non-NAIS private high schools graduated from college within four years, more than three-quarters of NAIS minority graduates (77%) did so.

Similarly, nearly one-fifth of NAIS minority students transferred during their undergraduate career, while about a third of both public high school and non-NAIS private high school graduates transferred.

On-Time Graduation and Transfer Rate Among Minority College Graduates



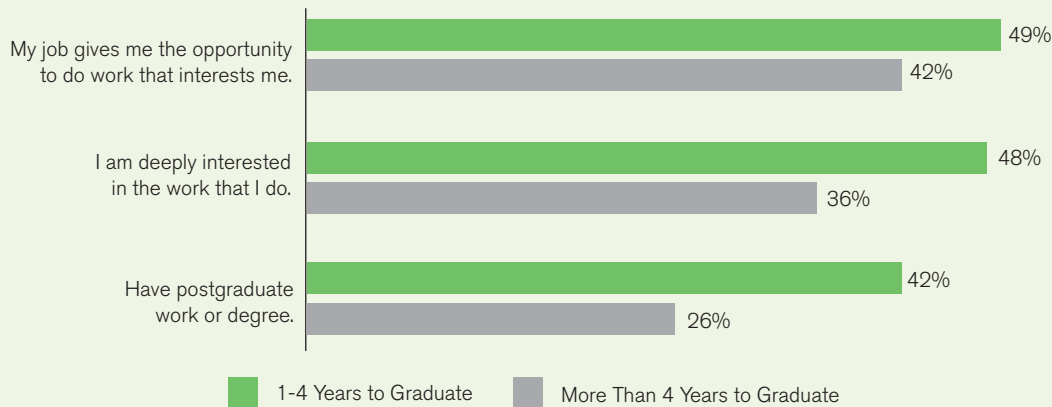
For NAIS graduates, a consistent progression through college is linked to well-being and career satisfaction later in life.

Whether NAIS graduates progress consistently through college has critical ramifications for their careers and lives after graduation. NAIS graduates enter their post-collegiate lives at a relative advantage to graduates from other high schools. Being more likely to graduate in four years or less, they are able to enter the workforce sooner and avoid extending their student loans for extra semesters. In addition to the financial advantages, NAIS graduates reap holistic well-being and career satisfaction benefits.

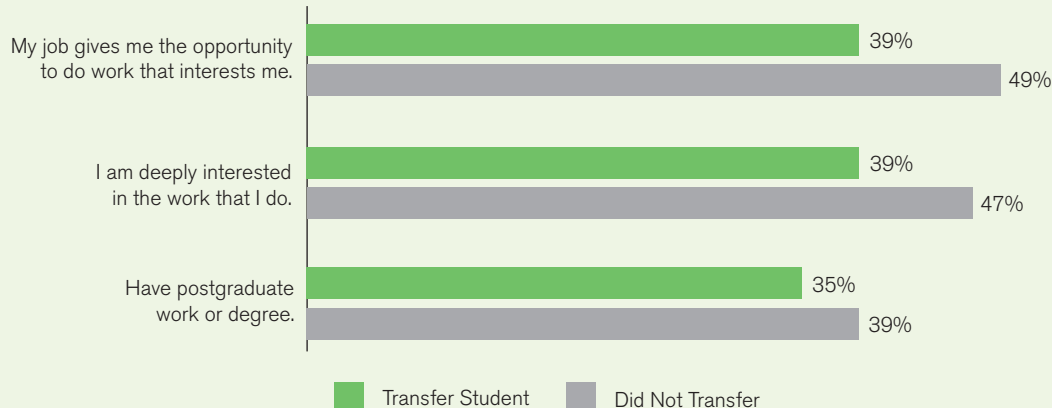
The large majorities of NAIS graduates who completed their college degree in four years or less and did not transfer during college are more likely to positively rate their current work experiences. For example, nearly half of NAIS graduates who graduated in four years or less (48%) strongly agree that they are deeply interested in the work that they do, compared with 36% of graduates who took more than four years to complete their college degree.

Similarly, almost half of NAIS graduates who did not transfer during college (49%) strongly agree that their job gives them the opportunity to do work that interests them, compared with 39% of NAIS graduates who did transfer. Additionally, 42% of NAIS graduates who obtained their bachelor's degree in four years or less pursued a postgraduate degree, while about a quarter of those who took more than four years to acquire their bachelor's degree (26%) did so.

NAIS Graduates: Four-Year Graduation and Work Satisfaction



NAIS Graduates: College Transfers and Work Satisfaction



Beyond career satisfaction, NAIS graduates who completed their college degree in four years or less are more likely than those who took longer to graduate to be thriving in all five elements of well-being. Likewise, NAIS graduates who did not transfer during college have significantly higher purpose and financial well-being compared with those who did transfer.

NAIS Graduates: Percentage Thriving in Well-Being by Transfer Status

	Did Not Transfer	Transferred
Physical	37%	34%
Community	50%	48%
Financial	51%	39%
Social	58%	55%
Purpose	61%	50%

NAIS Graduates: Percentage Thriving in Well-Being by Time to Graduate

	1-4 Years to Graduate	More Than 4 Years to Graduate
Physical	37%	35%
Community	51%	44%
Financial	50%	42%
Social	59%	52%
Purpose	59%	57%

The fact that NAIS graduates are more likely to complete their degree on time and are less likely to transfer during college is critical because this consistent progression through college is linked with financial advantages — lower student debt and higher starting salaries — as well as greater career satisfaction and higher well-being later in life.

Methodology

Results for the Gallup-Purdue Index, the national study used to identify NAIS graduates and their comparison groups, are based on combined responses of web surveys conducted Dec. 16, 2014-June 29, 2015 (Year Two of the Gallup-Purdue Index study), and Aug. 22-Oct. 11, 2016 (Year Three of the Gallup-Purdue Index study), with a total random sample of 41,395 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 recruited via the Gallup Daily tracking survey. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 50% cellphone respondents and 50% landline respondents for the second year of the GPI study and 60% cellphone respondents and 40% landline respondents for the third year of the GPI study, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using random-digit-dial (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, 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 all college graduates include the computed design effects for weighting. Differences noted in the report between groups are statistically significant.

- For results based on NAIS high school graduates with a bachelor's degree, the margin of sampling error is ± 3.9 percentage points at the 95% confidence level.
- For results based on non-NAIS private high school graduates with a bachelor's degree, the margin of sampling error is ± 2.0 percentage points at the 95% confidence level.
- For results based on public high school graduates with a bachelor's degree, the margin of sampling error is ± 1.0 percentage point at the 95% confidence level.
- For results based on minority NAIS high school graduates with a bachelor's degree, the margin of sampling error is ± 11.9 percentage points at the 95% confidence level.
- For results based on minority non-NAIS private high school graduates with a bachelor's degree, the margin of sampling error is ± 6.4 percentage points at the 95% confidence level.
- For results based on minority public high school graduates with a bachelor's degree, the margin of sampling error is ± 2.4 percentage points at the 95% confidence level.
- For results based on first-generation college student NAIS high school graduates with a bachelor's degree, the margin of sampling error is ± 8.2 percentage points at the 95% confidence level.
- For results based on non-NAIS private high school graduates with a bachelor's degree, the margin of sampling error is ± 2.8 percentage points at the 95% confidence level.
- For results based on public high school graduates with a bachelor's degree, the margin of sampling error is ± 1.0 percentage point at the 95% confidence level.

Appendix

About NAIS

The National Association of Independent Schools provides services to more than 1,800 schools and associations of schools in the United States and abroad, including 1,500 nonprofit, private K–12 schools in the U.S. that are self-determining in mission and program and are governed by independent boards. For more information, visit www.nais.org.

NAIS conducts research among schools nationally and then provides members with targeted reports. The NAIS research clearinghouse also identifies external research relevant to independent schools and helps members understand how to apply the findings to their work.

See the full suite of NAIS research reports at www.nais.org.

About Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world.

About Sharecare

Sharecare 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, Sharecare uses the science of well-being and behavior change to produce and measure well-being improvement for its customers. Sharecare 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.

More Information About the Gallup-Purdue Index

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 the myriad reasons why students attend 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. This report further explores college graduates who also graduated from an NAIS high school, measuring their long-term outcomes, based on responses to the Gallup College Outcomes Survey-Purdue Index Survey.

Gallup's research across hundreds of organizations in many industries shows that fully engaged customers buy more, stay with brands 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 both in retrospect to their undergraduate experiences and their views as current alumni.

Because students spend a significant amount of resources preparing for life outside of college, it is crucial to gauge whether the experiences they had in college have promoted a well-lived life. This includes if 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 greater gains in the workplace and in well-being.

What Is Workplace Engagement?

Workplace engagement is more than job satisfaction. It involves employees being intellectually and emotionally connected with their organizations and work teams because they are able to do what they do best, 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 are more involved in and enthusiastic about their work. They are more 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 not happy 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 the U.S. workplace is missing out on staggering amounts of economic benefit that come from more engaged workforces. If higher education does not lead graduates to an engaging job, then it has failed to deliver on a central expectation of students and their families who support them through college.

If you would like to learn more about Gallup's work in education, please contact: education@gallup.com

GALLUP®

World Headquarters

The Gallup Building
901 F Street, NW
Washington, D.C. 20004

t +1.877.242.5587

f +1.202.715.3045

www.gallup.com