

GALLUP®

# Major Trends in Student Engagement and Success

Lessons Learned From Gallup's Research on Success in Education and Beyond

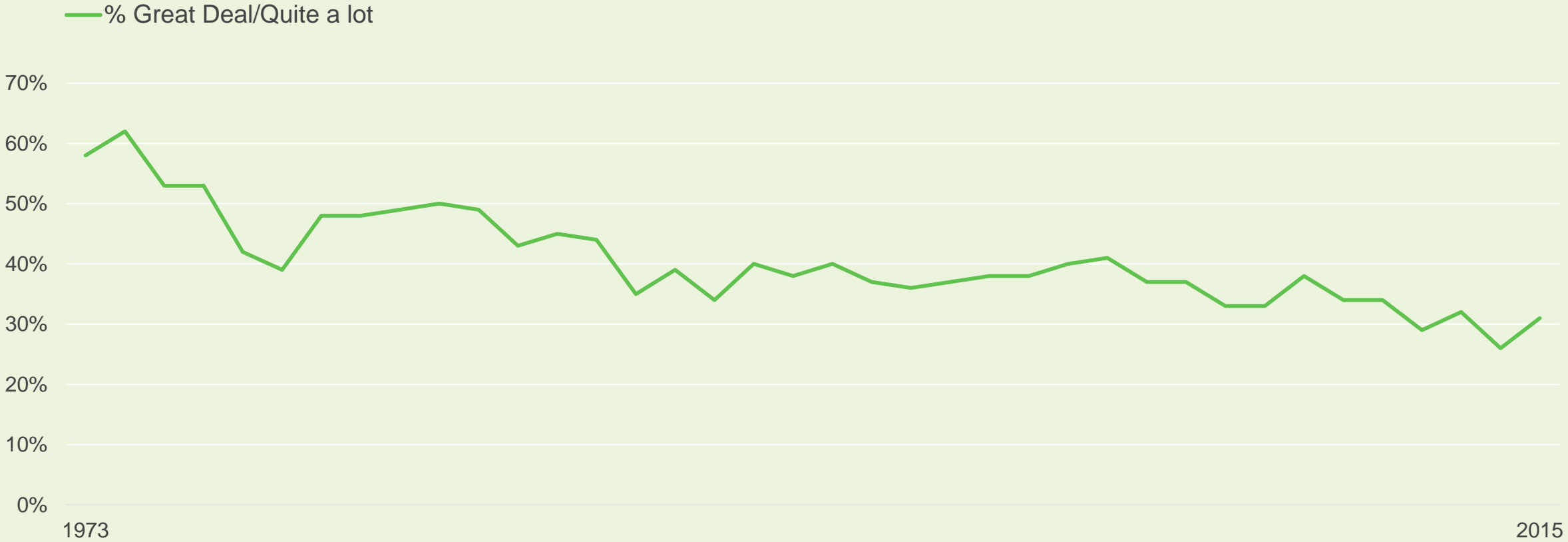
Tim Hodges, PhD

Director of Research, Gallup Education

Twitter: @timhodes402

# Americans Are Losing Confidence in Public Schools

Confidence in Public Schools



# What is Parent Engagement?

Gallup defines Engagement using the terms “involvement” and “enthusiasm”

Building on Gallup Marketplace Practice discoveries related to fully engaged *customers*, a fully engaged *parent* believes that:

“THE SCHOOL ALWAYS DELIVERS ON WHAT THEY **PROMISE**”

“THEY ARE **PROUD** OF THEIR RELATIONSHIP WITH THE SCHOOL”

“THE SCHOOL IS **PERFECT** FOR THEIR CHILD”

# The State of Parent Engagement

JUST

20%

of parents are “Fully Engaged”

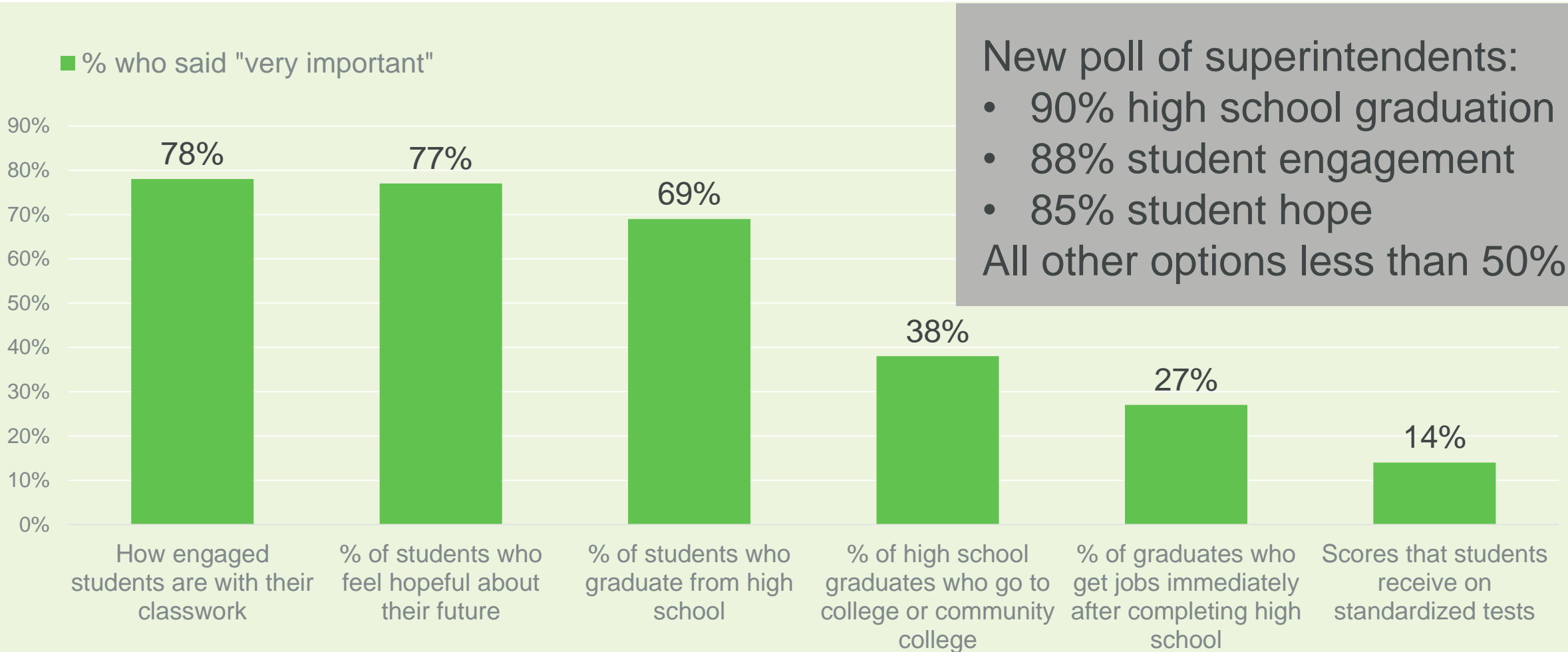
Compared to at least 30% of customers “Fully Engaged” in industries such as healthcare, hospitality, retail and financial services

# Drivers of Parent Engagement

1. **Leadership** - Parents appreciate when principals and other school leaders know the needs of students and the community and respond appropriately to those needs as they arise.
2. **Academic standards** - Parents seek schools committed to high academic standards.
3. **School environment** - Schools should be places where everyone treats students with respect and where appropriate discipline is in place. Parents also seek a welcoming school environment.
4. **Personalized learning** - Parents look for an environment where teachers and staff know their child's individual strengths and needs.
5. **Communication and involvement** - Great schools build a culture that encourages open communication and invites parents to become involved by playing an active role in their child's education.

# Measuring Effectiveness of Schools

How important do you think each of the following is for measuring the effectiveness of the public schools in your community?



**New poll of superintendents:**

- 90% high school graduation
- 88% student engagement
- 85% student hope

All other options less than 50%

2015 National totals

Source: 2015 PDK/Gallup Poll

# Gallup Student Poll

The Gallup Student Poll collects student perceptions on four non-cognitive measures that generate **actionable data** for schools and helps educators prioritize and design interventions aimed at:



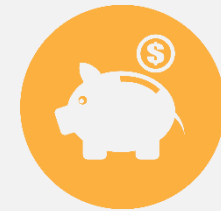
**Engagement:** The involvement in and enthusiasm for school.



**Hope:** The ideas and energy students have for the future.



**Entrepreneurial Aspiration:** The talent and energy for building businesses that survive, thrive and employ others.



**Career/Financial Literacy:** The information, attitudes and behaviors that students need to practice for healthy participation in the economy.



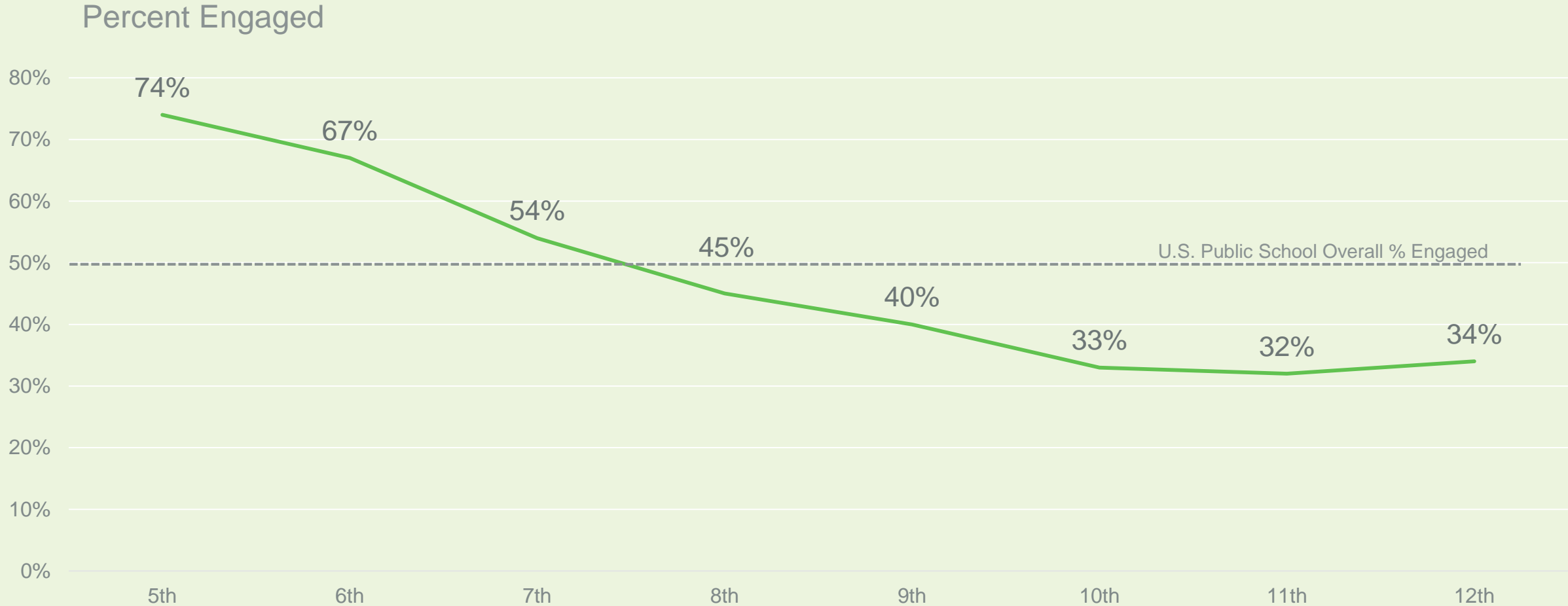
# Engagement



Engagement is defined as the involvement in and enthusiasm for school. Engaged students are excited about what's happening at their school and what they're learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.

1	At this school, I get to do what I do best every day.
2	My teachers make me feel my schoolwork is important.
3	I feel safe in this school.
4	I have fun at school.
5	I have a best friend at school.
6	In the last seven days, someone has told me I have done good work at school.
7	In the last seven days, I have learned something interesting at school.
8	The adults at my school care about me.
9	I have at least one teacher who makes me excited about the future.

# Engagement by Grade Level



# Building Engagement

Engagement is defined as the involvement in and enthusiasm for school.



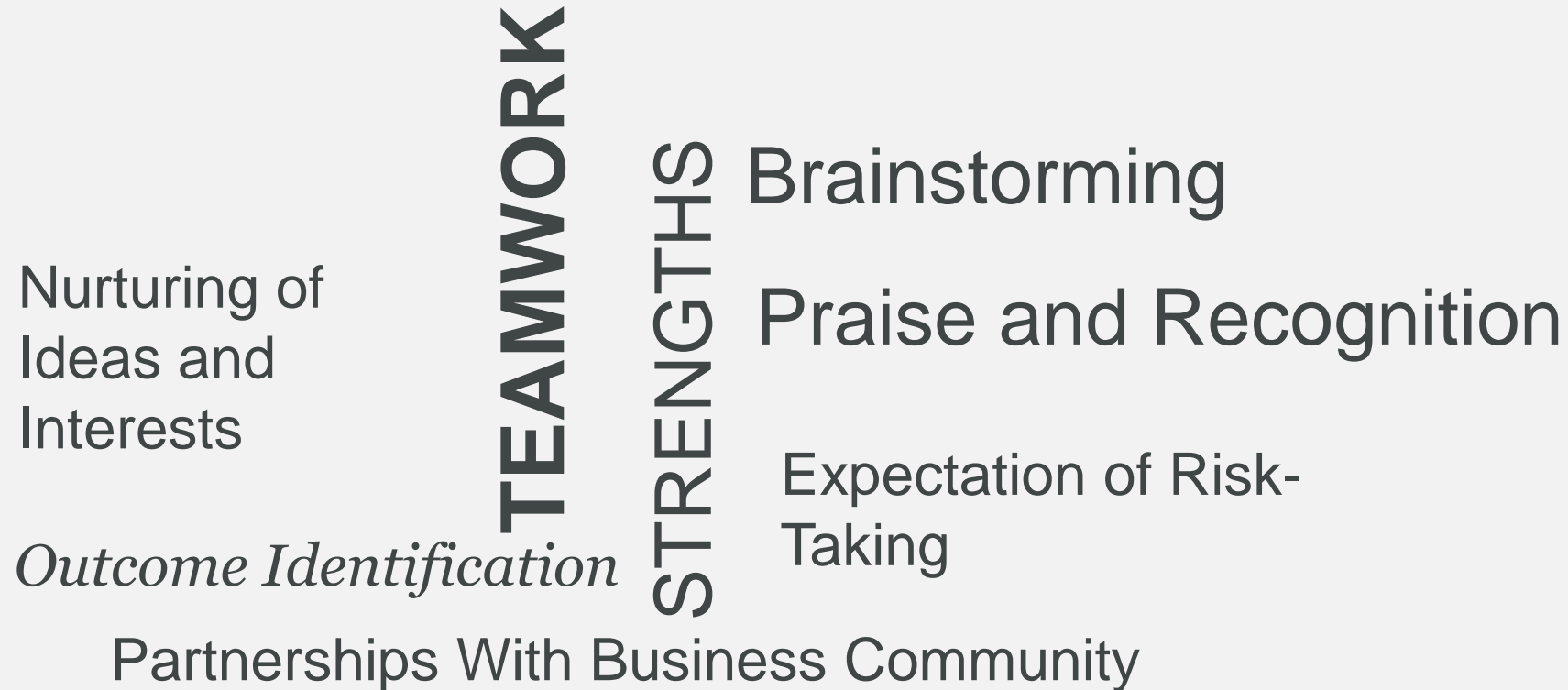
# Creating Hope

Hope is defined as the ideas and energy students have for the future. Hope has been linked to student success in school. Hopeful students are positive about the future, are goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.



# Fostering Entrepreneurial Aspiration

Entrepreneurial aspiration is defined as the talent and energy for building businesses that survive, thrive and employ others. By identifying and nurturing students' innate entrepreneurial talent, educators can empower the next generation of innovators to spur and sustain long-term economic energy.



# Encouraging Career/Financial Literacy

Career/Financial literacy is defined as the information, attitudes and behaviors that students need to practice for healthy participation in the economy. Wise economic choices can contribute to a thriving life.



Less than

50%

of U.S. students strongly agree that they get  
to do what they do best every day



**Donald O. Clifton,**  
psychologist and  
business executive  
(1924-2003)

“What will happen  
when we think about what is right  
with people rather than fixating  
on what is wrong with them?”



# The Science of Strengths

CONDUCTED **TENS OF THOUSANDS** OF INDIVIDUAL INTERVIEWS

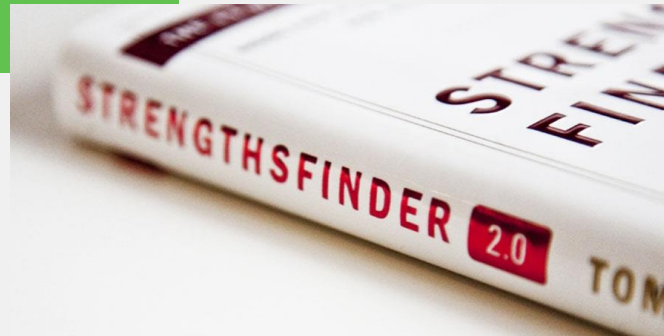
COACHED EVEN MORE **EXECUTIVES, LEADERS, MANAGERS AND EMPLOYEES**

STUDIED MORE THAN **1 MILLION** WORK TEAMS

**5** DECADES OF RESEARCH AND DEVELOPMENT

CLIFTONSTRENGTHS®  
**16 MILLION**  
PEOPLE

USED BY **457** OF THE FORTUNE **500** COMPANIES\*



**BEST SELLING BOOK** — StrengthsFinder 2.0  
*Wall Street Journal, BusinessWeek, USA Today, Amazon*

*\*As reported by the Wall Street Journal*

# Let's shift from what's wrong to what's strong

Discover and develop each person's unique talents and build an academic and employment success plan around their strengths.

IDEATION ACHIEVER INPUT FUTURISTIC LEARNER STRATEGIC MAXIMIZER POSITIVITY  
COMMAND DISCIPLINE RELATOR COMMUNICATION RESPONSIBILITY ANALYTICAL EMPATHY

# Reason For Education Beyond High School

In your opinion, which one of the following is the main reason why students get education beyond high school?

To earn more money	53%
To get a good job	33%
To become a well-rounded person	5%
To learn more about the world	3%
To learn to think critically	1%
All the above	3%

# Are Graduates Prepared For Work?

96%

of Chief Academic Officers at colleges and universities rate their institution as very/somewhat effective at preparing students for the world of work.

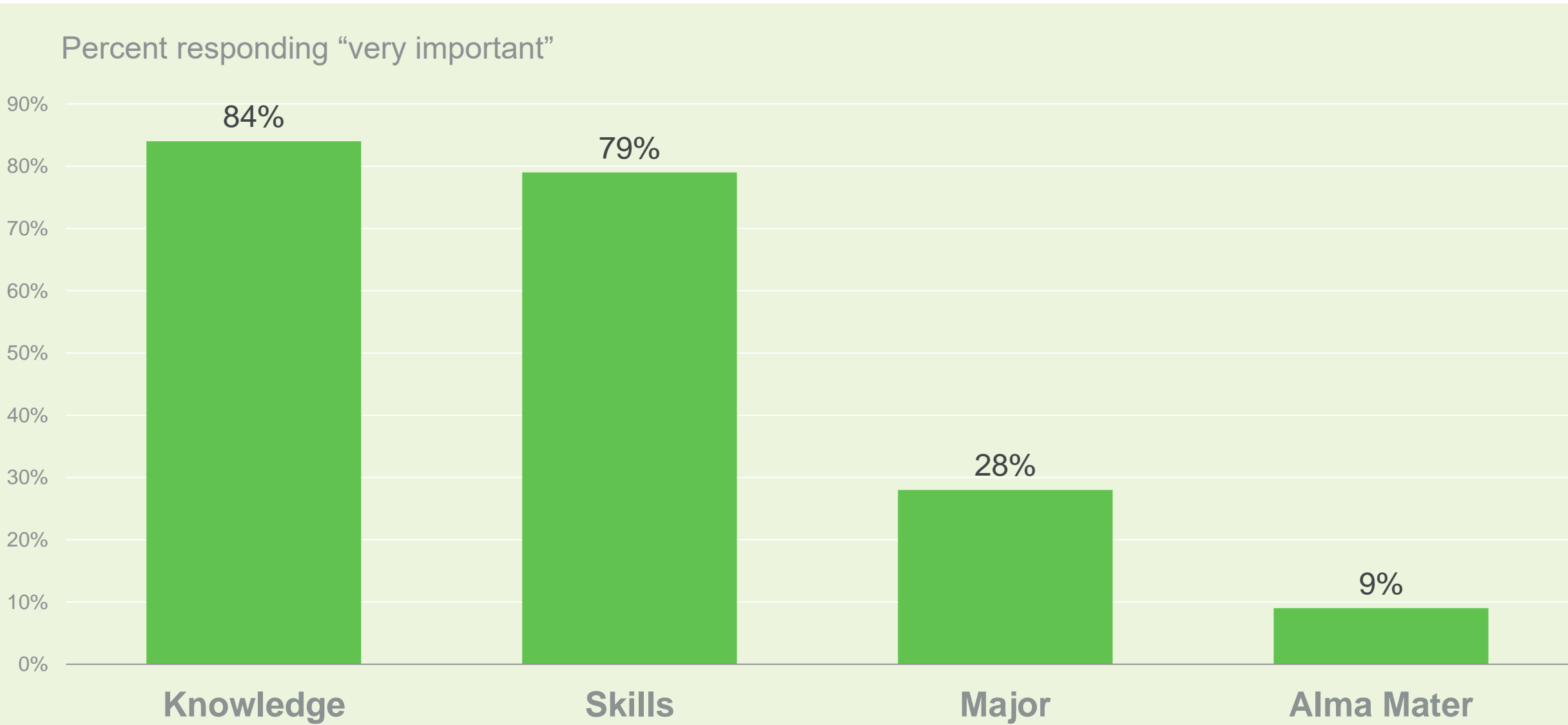
14%

of Americans strongly agree that college graduates are well-prepared for success in the workplace

11%

of business leaders strongly agree that graduating students have the skills/competencies that their businesses need

# What Factors Matter Most to Hiring Managers



# What Business Leaders Want Most

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

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

# Gallup-Purdue Index

## **Great Jobs and Great Lives**

# What does a 'Great Job' Look Like?

Q01

I know what is expected of me at work.

Q02

I have the materials and equipment I need to do my work right.

Q03

At, work I have the opportunity to do what I do best **every day**.

Q04

In the **last seven days**, I have received recognition or praise for doing good work.

Q05

My supervisor, or someone at work, seems to care about me as a person.

Q06

There is someone at work who encourages my development.

Q07

At work, my opinions seem to count.

Q08

The mission or purpose of my company makes me feel my job is important.

Q09

My associates or fellow employees are committed to doing quality work.

Q10

I have a **best friend** at work.

Q11

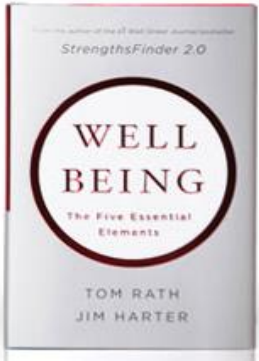
In the last six months, someone at work has talked to me about my progress.

Q12

This last year, I have had opportunities at work to learn and grow.



# What Does a 'Great Life' Look Like?



## **PURPOSE**

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

## **SOCIAL**

Relationships and love in your life

## **FINANCIAL**

Managing your economic life to reduce stress and increase security

## **PHYSICAL**

Good health and enough energy to get things done daily

## **COMMUNITY**

Engagement and involvement in the area where you live

# It's not where you go...

No difference  
in workplace  
engagement or  
well-being of  
graduates  
between:

Public versus private nonprofits

Highly selective institutions and rest

Top 100 ranked schools in *U.S. News & World Report* and rest

# It's How You Do It

GRADUATES WHO WERE “*EMOTIONALLY SUPPORTED*” DURING COLLEGE HAVE MORE THAN

**2x**

THE ODDS OF BEING **ENGAGED** IN THEIR WORK AND

**3x**

AS LIKELY TO BE **THRIVING** IN THEIR WELL-BEING

“At least one professor who made me excited about learning.” 63%

“Professors cared about me as a person.” 27%

“A mentor who encouraged my hopes and dreams.” 22%

**ONLY 14% OF ALL GRADUATES EXPERIENCED ALL THREE**

# It's How You Do It

GRADUATES WHO HAD “EXPERIENTIAL AND DEEP LEARNING” HAVE MORE THAN

**2x**

THE ODDS OF BEING **ENGAGED** IN THEIR WORK AND MORE ARE THRIVING (13% vs. 10%)

“Long-term project taking a semester or more to complete.”	32%
“Internship or job where applied learning.”	29%
“Extremely involved in extracurricular activities and organizations.”	20%

**ONLY 6% OF ALL GRADUATES EXPERIENCED ALL THREE**

# College Education is Getting More Expensive

74%

say U.S. higher education is not affordable for all.

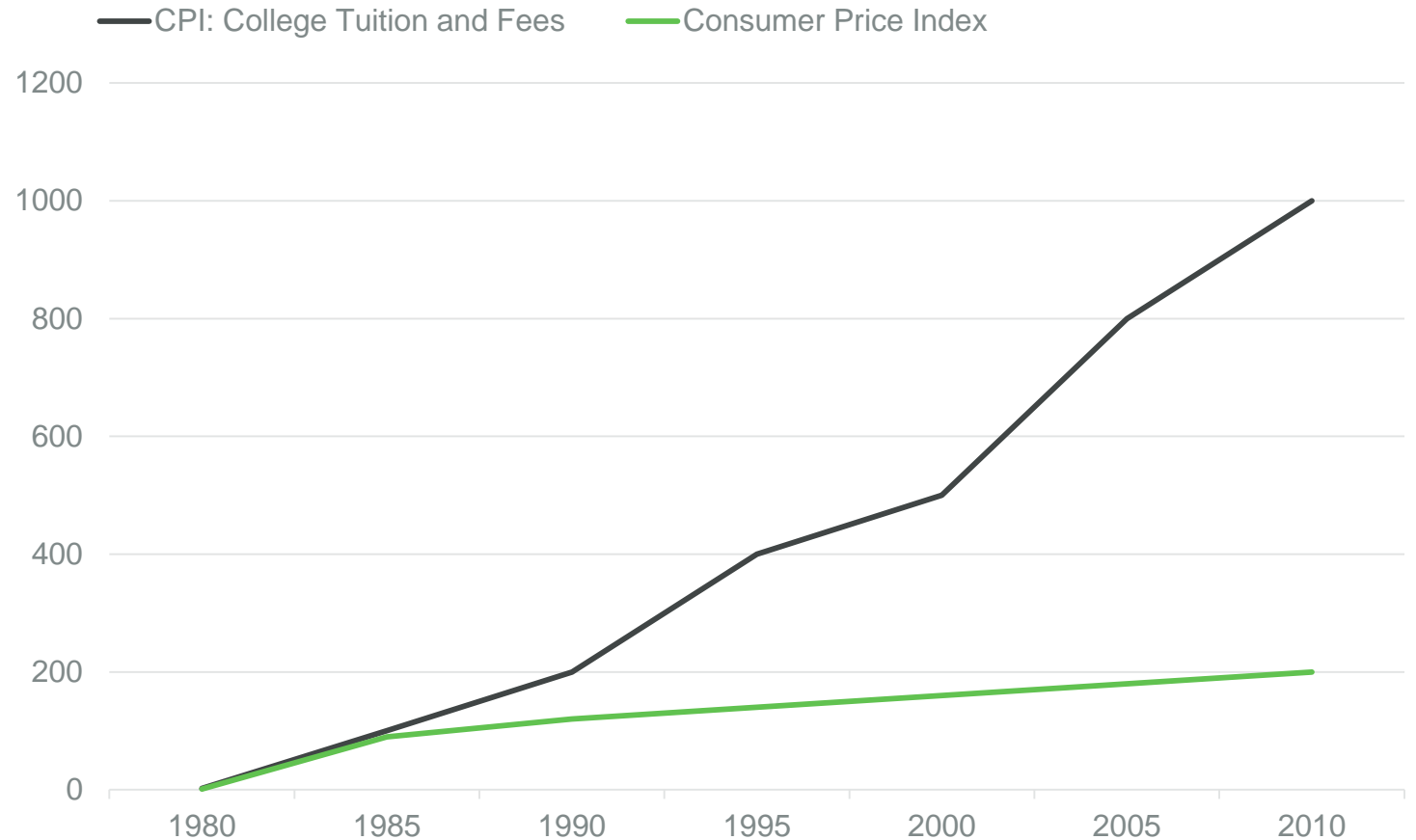
More than \$1 Trillion

in collective student debt. That's more than all credit card debt combined.

73%

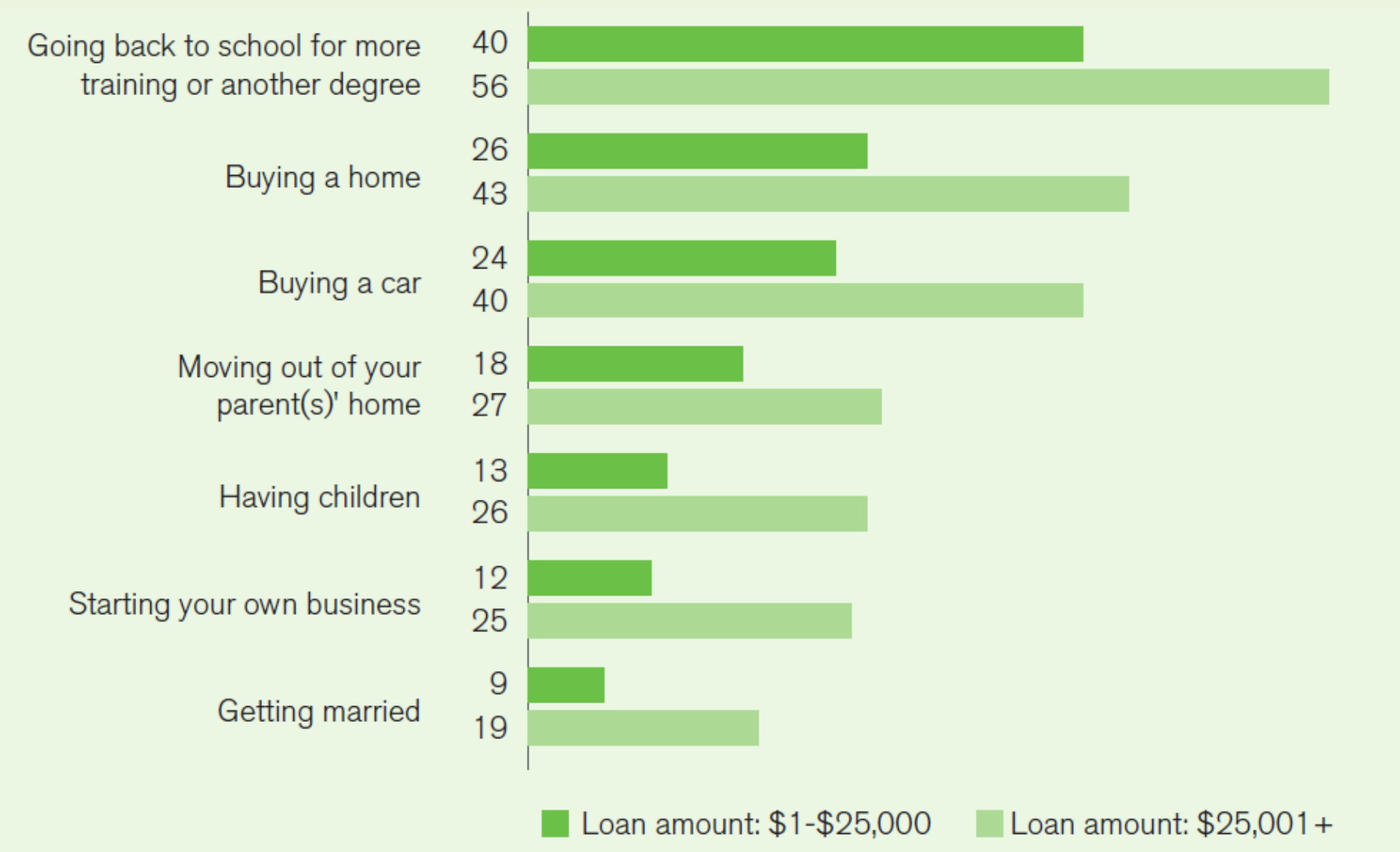
of US Parents Worry 'a great deal' about College Funding

CPI: College Tuition and Fees vs. Consumer Price Index



Sources: BLS, Census, Gallup

# Student Loans Delay other Life Decisions



# Experiences Matter! The Big 6 (plus 3)

## The odds of strongly agreeing education was worth the cost are:

1.9x Higher if ... My professors at [University Name] cared about me as a person.

1.9x Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.

1.8x Higher if ... I had at least one professor at [University Name] who made me excited about learning.

1.6x Higher if ... I worked on a project that took a semester or more to complete.

1.6x Higher if ... I was extremely active in extracurricular activities and organizations while attending [University Name].

1.5x Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.

1.4x Higher if ... I held a leadership position in a club or organization such as student government, a fraternity or sorority or an athletic team.

1.3x Higher if ... I was a member of a national fraternity or sorority.

1.2x Higher if ... I had a paid job or internship.

# The Millennial Generation

73 million

BORN BETWEEN

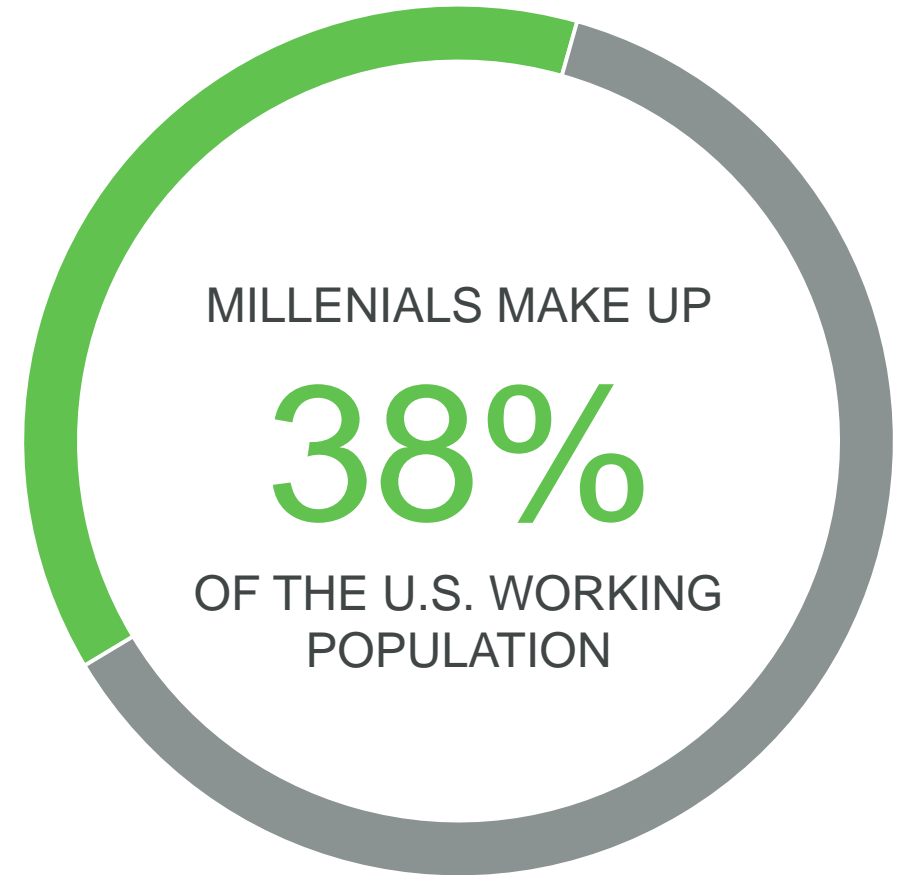
1980 and 1996



# Millennials as People

## Snapshot of the Millennial Generation

- Currently aged 20-36
- College educated but carrying debt
- Unattached, Connected, Unconstrained and Idealistic
- Millennials report more willingness to leave their jobs and look for new jobs than members of older generations



# The Change in Leadership

GALLUP®

Past



Future

My Paycheck

My Purpose

My Satisfaction

My Development

My Boss

My Coach

My Annual Review

My Ongoing Conversations

My Weaknesses

My Strengths

My Job

My Life

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