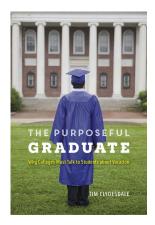
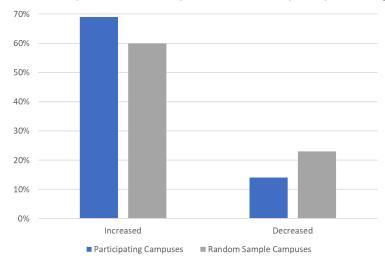
Clydesdale, Tim (2015). *The Purposeful Graduate*: Why colleges must talk to students about vocation. University of Chicago Press.

Clydesdale's work recounts and analyzes the \$225 million Lilly Endowment initiative in which 88 higher education institutions participated over 8 years, exploring conversations and projects centered on purpose among their faculty, staff, and students. Data collection for this extensive study included interviews, surveys, focus groups, and document reviews. Clydesdale presents his research journey and findings by linking participant narratives with recommendations for practice and reflections on data themes.



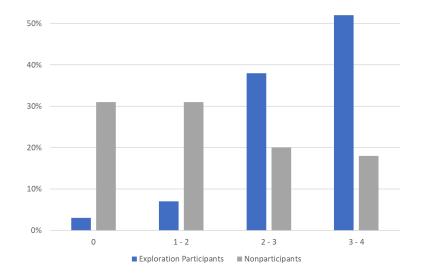
Graduation Rates

The book includes data on the graduation rates of participating campuses compared to a random sample of similar campuses that did not participate in any interventions.



Satisfaction with Life After College

Students that graduated were surveyed about their current satisfaction, which they ranked on a scale from 0 (completely unsatisfied) to 4 (completely satisfied).



Feedback from Participating Faculty and Staff

Survey results from faculty and staff on campuses that piloted exploration programs

	Faculty	Staff
Exploration programs "have positively impacted my own work at [this school]"	86 %	90 %
Participation in [exploration programs] has helped me hone my own sense of vocation, calling, or purpose.	75 %	84 %
Exploration programs 'have deepened my appreciation for the mission of [this school]'	85 %	93 %
Engaging concepts like vocation, calling, or purpose has helped me move advising/mentoring conversations into deeper and more important matters	86 %	89 %

Reflections from Interviews

"Young adults have become the subject of intense attention, both scholarly and otherwise. Some fall into an aimlessness...while many delay commitments and spend years 'tinkering' with identities, careers, and relationships. These wider realities underscore the intentionality, resilience and maturity that graduates of exploration programs demonstrated: their adulthood is not emerging; it is realized They have consciously chosen interdependent life trajectories Such wisdom can be traced to the faculty and staff who, inspired by purpose and exploration themselves, chose to fully inhabit their educational roles and embed themselves within the larger mission of their college or university."

- What struck me about these young professionals was the breadth of their perspective on life after college, and their resilience despite setbacks.
- What characterized them was grounded idealism not a maladaptive wishfulness that collapsed when the challenges of attaining adulthood in a competitive global economy grew apparent.
- Participants demonstrated resilience and persistence that combined broad contentment with their present lives with ongoing progress toward a life that would positively impact others.

Ongoing Impacts

88% of campuses continued their exploration programs, with their attendant costs, two or more years after their Lilly Endowment award ended