

Gallup-USA Funds Minority College Graduates Report



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College graduates of all races and ethnic backgrounds in the study are more likely than the national average of all U.S. adults to have not only good jobs, but great jobs – they are engaged at work.

Executive Summary

The Gallup-Purdue Index includes responses from 55,812 adults who received bachelor's degrees between 1940 and 2015. The results illustrate how many graduates, particularly those from different racial or ethnic backgrounds, went on to have great jobs and live great lives after college, and how their college experiences factored into each.

The study yields important insights for educators, employers, alumni and prospective students about the factors that contribute to great jobs, lives and experiences for graduates from every walk of life, with a special focus on minorities and members of underrepresented student populations. It also identifies the areas in which graduates in these groups are thriving, and areas to which higher education institutions need to pay extra attention.

Small percentages of graduates, regardless of race or ethnicity, are thriving — strong, consistent and progressing — in all five of the interrelated elements of well-being that Gallup measures.

Still, in every element there are areas where well-being is better or worse for some groups than others. For example, many graduates are thriving in purpose well-being, but black females lag well behind their peers.

While about one in three or fewer college graduates of any race or ethnicity can strongly agree that their college prepared them well for life after graduation, strong majorities are working full time for an employer. This includes more than two-thirds of more recent graduates who received their bachelor's degrees between 2000 and 2014.

College graduates of all races and ethnic backgrounds in the study are more likely than the national average of all U.S. adults to have not only good jobs, but great jobs — they are engaged at work.

But their engagement varies by race, ethnicity and gender. Employed white college graduates are more likely than black college graduates to be engaged in their jobs. Asian and black college graduates are the least likely to be engaged at work.

The support and experiential learning that alumni received as undergraduates are positively related to all three of these dimensions and may help improve the chances that alumni are 1) engaged at work after graduation, 2) thriving in all five elements and 3) emotionally attached to their alma mater.

Despite their well-publicized challenges, in many areas, Historically Black Colleges and Universities (HBCUs) are successfully providing black graduates with a better college experience than they would get at non-HBCUs.

Black graduates of HBCUs are more than twice as likely as black graduates of non-HBCUs to recall experiencing all three support measures that Gallup tracks.

A similar positive relationship exists within experiential learning opportunities, with black graduates of HBCUs more likely than non-HBCU graduates to recall involvement in applied internships, long-term projects and extracurricular activities.

Key Findings

Great Lives

- Few graduates, regardless of race or ethnicity, are thriving in all five of the interrelated elements of well-being that Gallup measures. Between 7% and 11% of graduates are thriving in purpose, social, financial, community and physical well-being.
- Black females are the least likely to be thriving in purpose well-being.
- Asian female graduates are the most likely of any group to be thriving in social well-being, which is indicative of strong and supportive relationships in their lives.
- Black graduates in general, but particularly black females, are less likely to be thriving in financial well-being than are graduates in any other group.
- Black female graduates and Asian male graduates are notably the least likely to be thriving in community well-being.
- Relatively low percentages in each racial and ethnic group are thriving in physical well-being, but female black graduates (27%) and Asian male graduates (26%) are the least likely to be thriving in this area.
- Black HBCU graduates are more likely to be thriving in purpose and financial well-being than black graduates who did not receive their degrees from HBCUs.

Great Jobs

- While about one in three or fewer college graduates of any race or ethnicity can strongly agree that their college prepared them well for life after graduation, strong majorities are working full time for an employer. This includes more than two-thirds of more recent graduates who received their bachelor's degrees between 2000 and 2014.
- College graduates of all races and ethnic backgrounds are more likely than the national average of all U.S. adults to have not only good jobs, but great jobs — they are engaged at work. But their engagement varies by

race, ethnicity and gender. Employed white college graduates are more likely than black college graduates to be engaged in their jobs. Asian and black college graduates are the least likely to be engaged in their work.

- Black HBCU graduates are more likely than black non-HBCU graduates to strongly agree that their university prepared them well for life outside of college (55% vs. 29%) and to be engaged at work (39% vs. 33%).

Great Experiences

- If graduates strongly agree that 1) they had at least one professor who made them excited about learning, 2) the professors cared about them as people and 3) they had a mentor who encouraged them to pursue their goals and dreams, the odds that they are engaged in their work and thriving in their overall well-being double.
- White males and Asians of either gender are the least likely to strongly agree that they had all three support experiences while attending their university.
- HBCUs are successfully providing black graduates with a better college experience than non-HBCUs. Black graduates of HBCUs are more than twice as likely as black graduates of non-HBCUs to recall experiencing all three support measures.
- A similar positive relationship exists within experiential learning opportunities, with black graduates of HBCUs more likely than non-HBCU graduates to recall involvement in applied internships, long-term projects and extracurricular activities.

About This Report

Findings from this report are based on data collected in 2014 and 2015 as part of the national Gallup-Purdue Index. This nationally representative sample includes college graduates who obtained their bachelor's degrees between 1940 and 2015.

Findings on engagement, well-being and college experience were reported based on a constructed Generalized Linear Model (GLM) created to study the differences in engagement, well-being and college experiences between graduates from different races and ethnicities. To account for differences in the demographic characteristics of the different groups, the GLM accounted for age, gender, race, decade of graduation, university type and the education level of both parents of the graduate. Graduates were generally compared based on their response of “strongly agree” on various survey items.

Introduction

U.S. colleges are not the overwhelmingly white institutions they were just a few decades ago. Although the majority of current U.S. college students are still white, universities are considerably more ethnically and racially diverse now than they were in the late 1970s. According to the National Center for Education Statistics (NCES), the percentage of Hispanic college students nearly quadrupled from 4% to 15% between 1976 and 2012, and the percentage of Asian/Pacific Islander students tripled from 2% to 6% in the same time frame. The percentage of black college students also increased within that period, rising from 10% to 15%.

However, while more minorities and members of underrepresented student populations are going to college these days, many are not finishing their degrees. NCES data show about 40% of all students who begin four-year degree programs fail to complete those programs within six years. The non-completion rates are considerably higher among blacks (59%) and Hispanics (47%) than they are among whites (37%) and Asians (29%). These gaps demonstrate the ongoing need for organizations to continue investing in initiatives that help students clear the hurdles necessary to complete their degrees.

Studying the types of undergraduate experiences that minority and underrepresented students are having — particularly those who go on to finish their degrees — is crucial to understanding how to clear these hurdles. Information about these experiences and graduates' current lives can help shed light on the ways by which USA Funds can achieve one of its main goals: building a more purposeful path for America's students to, and through, college and on to rewarding careers and successful lives.

Gallup and Purdue University created an index that examines not only the college experience, but also the relationship between those experiences and students' life outcomes in areas such as employment and well-being. This report, prepared by Gallup for USA Funds, uses that index to examine these relationships among graduates of different racial and ethnic backgrounds.

Great Lives: Well-Being

Well-being is not only about being happy or financially successful, nor is it synonymous with physical health. Rather, it is about the interaction and interdependency between many aspects of life, such as finding fulfillment in daily work and interactions, having strong social relationships and access to the resources people need, feeling financially secure, being physically healthy and taking part in a true community.

Using the Gallup-Healthways Well-Being Index, the Gallup-Purdue Index measures key outcomes to determine whether college graduates are living great lives. The Well-Being Index is organized into five elements of well-being:

- **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:** Effectively managing your economic life to reduce stress and increase security
- **Community Well-Being:** The sense of engagement you have with the area where you live, liking where you live and feeling safe and having pride in your community
- **Physical Well-Being:** Having good health and enough energy to get things done on a daily basis

Gallup categorizes individuals as “thriving,” “struggling” and “suffering” in each element based on their responses.

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

Purpose, Social Well-Being Are Strong Areas for Most Graduates

While many factors influence a graduate's well-being, Gallup's studies show the type of school from which he or she graduated (such as public versus private or more selective versus less selective) is generally not one of them. The experiences these graduates had at these institutions matter more to their current well-being, as does whether they feel their schools prepared them well for life after college. The importance of these experiences is specifically evident among black graduates of Historically Black Colleges and Universities (HBCUs), which this report will discuss in greater detail later.

In general, thriving in all five elements is a relatively rare achievement for any graduate, regardless of his or her race or ethnicity. Between 7% and 11% of graduates from any racial background are thriving in all five areas.

Still, more than half of graduates (53%) overall are thriving in purpose well-being. This includes about half of white, black, Hispanic or Asian alumni, which means that many of these graduates like what they do every day and that they get to learn or do something interesting on a daily basis. Black female graduates are among the least likely to be thriving in purpose well-being.

Nearly as many graduates are thriving in social well-being (50%). Asian female graduates are the most likely of any group to be thriving in this element, which is indicative of strong and supportive relationships in their lives. Asian male graduates are the least likely to be thriving in this area.

Black and Hispanic graduates are more likely to accrue student loan debt than white or Asian graduates, and the lingering effects of this debt may be evident, as lower percentages of these two groups are thriving in financial well-being. Black graduates, particularly females, are less likely to be thriving in financial well-being than are graduates in any other group.

About half of graduates (46%) are thriving in community well-being. Black female and Asian male graduates are notably the least likely to be thriving in this area. They are the only populations among whom thriving drops below 40% — indicating a low sense of engagement with the areas where they live, liking where they live and feeling safe and having pride in their community.

Of the five elements, graduates are least likely to be thriving in physical well-being. Relatively low percentages of each racial and ethnic group strongly agree that their physical health is near perfect and that they felt active and productive every day during the past week. Black female graduates (27%) and Asian male graduates (26%) are the least likely to be thriving in this area.

	<i>National average</i>	Overall				Male				Female			
		White	Black	Asian	Hispanic	White	Black	Asian	Hispanic	White	Black	Asian	Hispanic
Purpose	53%	54%	44%	48%	51%	53%	49%	45%	53%	55%	41%	51%	50%
Social	50%	50%	50%	47%	51%	49%	51%	39%	50%	50%	48%	58%	52%
Financial	43%	45%	31%	44%	35%	46%	36%	45%	36%	44%	28%	43%	34%
Community	46%	47%	39%	42%	43%	47%	42%	39%	46%	48%	37%	45%	40%
Physical	34%	35%	29%	29%	32%	34%	33%	26%	32%	36%	27%	32%	32%
All Five	10%	11%	7%	9%	8%	11%	8%	9%	8%	11%	6%	9%	9%

Great Jobs: Full-Time Employment and Workplace Engagement

USA Funds adopted “Completion With a Purpose” as the guiding principle for its philanthropic and investment activities, supporting initiatives that focus on transforming the higher education experience for America’s students to prepare them for jobs in the 21st century economy.

Regardless of race or ethnicity, about one in three or fewer college graduates strongly agree that their college prepared them well for life after graduation. However, strong majorities of college graduates are working full time for an employer; this includes upward of more than two-thirds of those more recent graduates who received their bachelor’s degrees between 2000 and 2014.

Employment Among Graduates Who Received a Bachelor’s Degree Between 2000 and 2014

	White	Black	Asian	Hispanic
Employed Full Time (Employer)	71%	70%	68%	73%
Employed Full Time (Self)	3%	3%	4%	3%
Employed Part Time, Do Not Want Full Time	7%	4%	4%	5%
Unemployed	3%	5%	3%	5%
Employed Part Time, Want Full Time	6%	9%	9%	6%
Not in Workforce	9%	8%	12%	8%

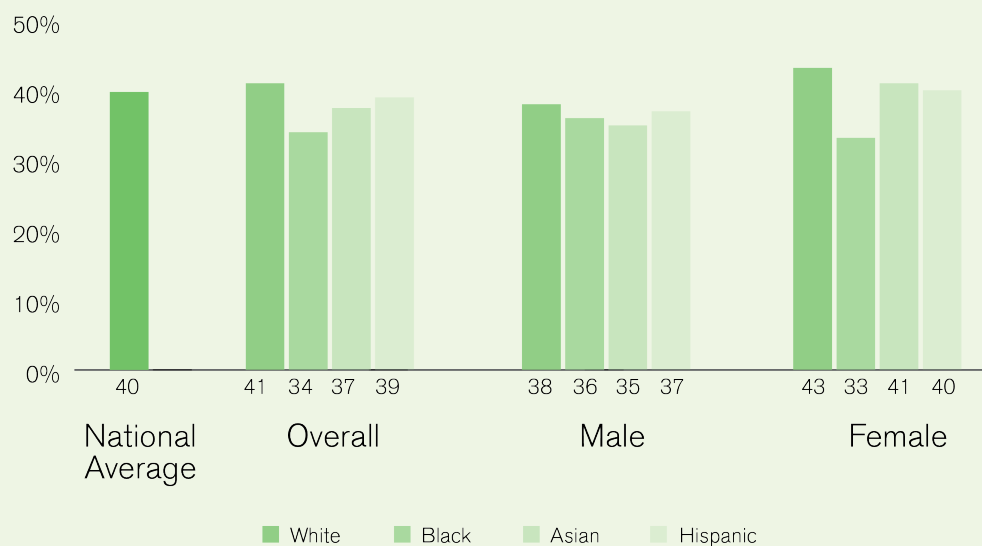
But simply having a job is not enough. Employment alone is not a complete measure of success because employment figures do not reflect whether these graduates are intellectually and emotionally connected to their work. If employed graduates are also engaged at work, Gallup’s research on workplace engagement shows that they are more likely to be loyal and productive — as well as thriving in their well-being.

Gallup has rooted its expertise on engagement in the workplace 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 those 12 elements, Gallup categorizes workers as engaged, not engaged or actively disengaged. People who are engaged at work are more involved in and enthusiastic about their work. They are loyal and productive. Those who are not engaged may be productive and satisfied with their workplaces but are not intellectually and emotionally connected to them. Workers who are actively disengaged are physically present but intellectually and emotionally disconnected. They are unhappy 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 U.S. adults are engaged in their jobs, meaning U.S. workplaces are missing immense opportunities to raise their employees' productivity and well-being — including the economic benefits that increasing productivity and well-being imply.

College graduates from all races and ethnic backgrounds in this study are more likely than the national average of all U.S. adults to have not only good jobs, but great jobs — they are engaged at work. But their engagement varies by race, ethnicity and gender. Employed white college graduates are more likely than employed black college graduates to be engaged in their jobs. Asian and black college graduates are the least likely to be engaged at work.

Employee Engagement



Support Experiences Vary by Race, Ethnicity

The support that graduates recall receiving from their professors and the learning experiences they recall having as undergraduates vary not just by race and ethnicity, but also by gender.

The differences in support are important to understand because Gallup finds that the three most potent elements linked to long-term success for college graduates relate to emotional support: 1) they had at least one professor who made them excited about learning, 2) the professors cared about them as people and 3) they had a mentor who encouraged them to pursue their goals and dreams. If graduates strongly agree that they had all three of these experiences, the odds that they are engaged in their work nearly double and thriving in their overall well-being increases by over 1.5 times.

Asian graduates are the least likely to strongly agree that they had all three experiences while attending their universities, with barely one in 10 strongly agreeing with all three statements.

	National average	Overall				Male				Female			
		White	Black	Asian	Hispanic	White	Black	Asian	Hispanic	White	Black	Asian	Hispanic
My professors at My University cared about me as a person.	27%	27%	32%	21%	28%	25%	36%	20%	28%	29%	29%	21%	28%
I had at least one professor at My University who made me excited about learning.	64%	63%	64%	58%	67%	62%	68%	57%	65%	65%	62%	60%	69%
While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.	22%	21%	27%	21%	24%	20%	31%	20%	23%	23%	24%	22%	25%
Felt Support	14%	14%	17%	11%	15%	12%	20%	11%	15%	16%	15%	11%	15%

Experiential Learning Varies Less by Race, Ethnicity

An overall average of 6% of these graduates strongly agree that they took part in all three experiential learning opportunities — application of learning in jobs/internships, participation in long-term projects and active involvement in extracurricular activities — that are also linked to long-term success.

While the variability among these experiential learning opportunities is more subtle than among the support experiences, there are some differences by race and ethnicity. For example, black males and Asian females are considerably more likely than their counterparts to strongly agree that they were extremely active in extracurricular activities.

	<i>National average</i>	Overall				Male				Female			
		White	Black	Asian	Hispanic	White	Black	Asian	Hispanic	White	Black	Asian	Hispanic
While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.	30%	29%	34%	29%	29%	27%	34%	27%	28%	31%	34%	32%	30%
While attending My University, I worked on a project that took a semester or more to complete.	32%	31%	32%	32%	34%	32%	33%	34%	35%	31%	31%	30%	33%
I was extremely active in extracurricular activities and organizations while attending My University.	20%	19%	24%	25%	20%	20%	30%	23%	21%	18%	21%	29%	19%
Experiential Learning	6%	6%	8%	8%	7%	6%	8%	9%	8%	6%	8%	6%	7%

Black Graduates of HBCUs Report More Support, Higher Engagement

Despite the ever-changing racial diversity of college campuses, the racial makeup of faculty is still predominantly white. In fall 2013, among full-time professors, 84% were white (58% white males and 26% white females), 4% were black, 3% were Hispanic and 9% were Asian/Pacific Islander.

The faculties at HBCUs more closely reflect the student bodies. A recent University of Pennsylvania report shows that 57% of HBCU professors with tenure are black. While these schools do not admit only black students, the most recent NCES data show that 81% of their student bodies are also black.

However, HBCUs are facing a number of challenges — including declining enrollment — as the rapidly changing higher education market offers more choices for black students. Fewer blacks are earning degrees from these colleges than in the past, as more black college freshmen opt to attend other universities. For example, HBCUs awarded 16% of black graduates' bachelor's degrees from 2010 to 2011, compared with 35% from 1976 to 1977.

Other challenges facing HBCUs include retention and graduation rates. The graduation rates at many HBCUs fall below the national average. This partly reflects the tendency of these schools to admit and serve students who may be underprepared for college or who are low-income, first-generation college students. These populations are often less likely to complete college, regardless of where they attend.

Despite these well-publicized challenges, in many areas HBCUs are successfully providing black graduates with a better college experience than they would get at non-HBCUs. For example, black graduates of HBCUs report receiving significantly higher levels of support as undergraduates.

Black graduates of HBCUs are more than twice as likely as black graduates of non-HBCUs to recall experiencing all three support measures that Gallup tracks (having a professor who cared about them as a person, a professor who made them excited about learning and a mentor who encouraged them to pursue their goals and dreams).

Black graduates of HBCUs are more likely to strongly agree that they had each of these experiences, and the gap between HBCU and non-HBCU black graduates is widest when recalling having professors who cared about them as people (58% vs. 25%, respectively).

A similar positive relationship exists within experiential learning opportunities, with black graduates of HBCUs recalling more involvement in applied internships, long-term projects and extracurricular activities.

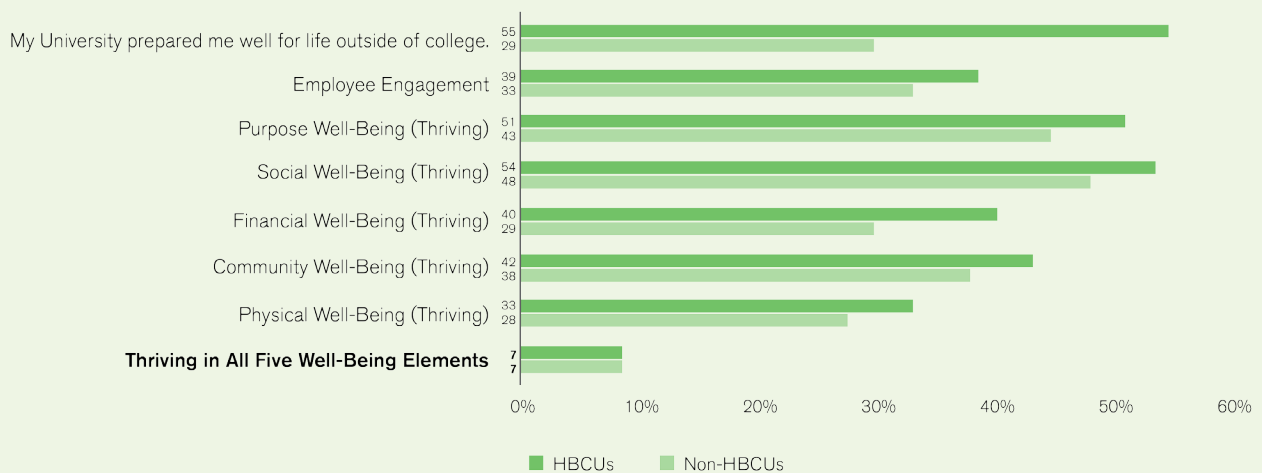
Support and Experiential Learning Opportunities	Black Graduates	
	HBCUs	Non-HBCUs
My professors at My University cared about me as a person.	58%	25%
I had at least one professor at My University who made me excited about learning.	74%	62%
While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.	42%	23%
Felt Support	35%	12%
While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.	41%	31%
While attending My University, I worked on a project that took a semester or more to complete.	36%	30%
I was extremely active in extracurricular activities and organizations while attending My University.	32%	23%
Experiential Learning	13%	7%

Gallup has found that support and experiential learning opportunities are strongly related to graduates' feelings of preparedness for life outside of college, workplace engagement and well-being. Black graduates of HBCUs and black non-HBCU graduates have profoundly different experiences that may translate to vastly different lives outside of college.

Black HBCU graduates are more likely than black non-HBCU graduates to strongly agree that their university prepared them well for life outside of college (55% vs. 29%) and to be engaged at work (39% vs. 33%).

Black HBCU graduates are more likely to be thriving in purpose and financial well-being than black graduates who did not receive their degrees from HBCUs. This indicates a higher likelihood of HBCU graduates liking what they do each day, being motivated to achieve goals and effectively managing their economic life to reduce stress and increase security.

Black Graduates Thriving in Well-Being and Employee Engagement



For these graduates, two experiences at HBCUs differentiate such universities from their counterparts: having at least one professor who made the graduates excited about learning and a mentor who encouraged them to pursue their goals and dreams. Strongly agreeing with these two items raises the odds of thriving in all five areas of well-being and being engaged at work, indicating that perhaps the depth and influence of these relationships may be more profound at HBCUs.

The odds of being engaged in work:

HBCUs		Non-HBCUs	
2.9x	Higher if ... one professor who made me excited about learning .	1.6x	Higher if ... one professor who made me excited about learning .
2.0x	Higher if ... mentor encouraged me to pursue my goals and dreams .	1.7x	Higher if ... mentor encouraged me to pursue my goals and dreams .

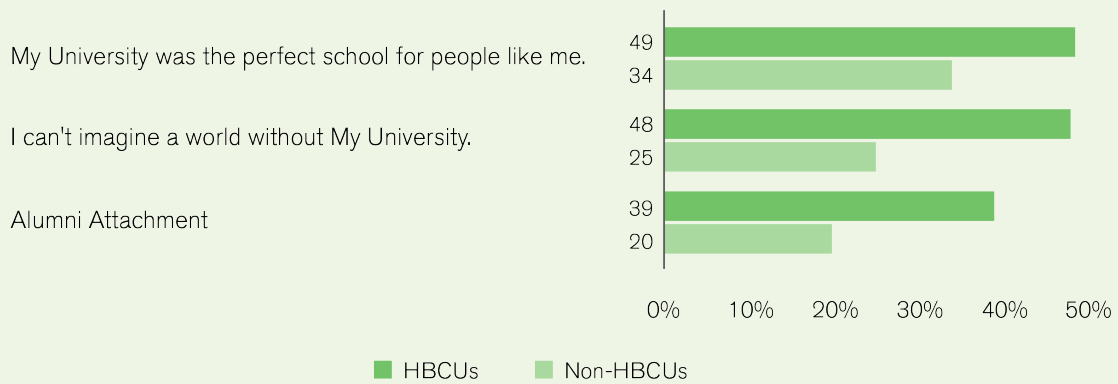
The odds of thriving in all five elements of well-being:

HBCUs		Non-HBCUs	
2.4x	Higher if ... one professor who made me excited about learning .	1.5x	Higher if ... one professor who made me excited about learning .
3.0x	Higher if ... mentor encouraged me to pursue my goals and dreams .	2.0x	Higher if ... mentor encouraged me to pursue my goals and dreams .

Gallup's research across hundreds of organizations in many industries shows that fully engaged customers buy more, stay with companies 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.

The richness of experiences at HBCUs may be leading to stronger alumni attachment among black HBCU graduates compared with that of black graduates of non-HBCUs. In fact, 49% of HBCU alumni strongly agree that their university was the perfect school for people like them, and 48% strongly agree that they can't imagine a world without their university. These percentages are only 34% and 25%, respectively, among black graduates of non-HBCUs. Overall, black HBCU graduates are nearly twice as likely as black graduates of non-HBCUs to feel emotionally attached to their alma maters.

Black Graduates



Hispanic-Serving Institutions

While they might not have the longstanding traditions that HBCUs have, Hispanic-Serving Institutions (HSIs) can provide a unique experience for Hispanic students. For this analysis, Gallup used a list of universities from the Hispanic Association of Colleges and Universities (HACU). For the purposes of this report, Hispanic-Serving Institutions refer to colleges, universities or systems/districts in which total Hispanic enrollment constitutes a minimum of 25% of the total enrollment. “Total enrollment” includes full- and part-time students at the undergraduate or graduate level of the institution (including professional schools) or both — that is, the headcount of for-credit students.

When looking at support and experiential items, the positive effect present for HBCUs is not as evident for HSIs. HBCUs appear to have found a model that fits their mission — one that both addresses the need for students to feel supported and provides them with experiential learning opportunities. This intentional approach differs from the situation at HSIs, where the level of the Hispanic student population is what defines them.

Support and Experiential Learning Opportunities	Hispanic Graduates	
	HSIs	Non-HSIs
My professors at My University cared about me as a person.	28%	28%
I had at least one professor at My University who made me excited about learning.	65%	67%
While attending My University, I had a mentor who encouraged me to pursue my goals and dreams.	21%	25%
Felt Support	14%	15%
While attending My University, I had an internship or job that allowed me to apply what I was learning in the classroom.	33%	28%
While attending My University, I worked on a project that took a semester or more to complete.	31%	35%
I was extremely active in extracurricular activities and organizations while attending My University.	15%	21%
Experiential Learning	5%	8%

Minority Faculty Not Required for Minority Support

The results of this study do not imply that increasing minority faculty would lead to an increase in minorities feeling supported. Matching mentors and mentees based upon race and ethnicity is not a requirement of successful mentorship. A number of universities, regardless of racial makeup, have instituted minority and first-generation student mentorship and support programs. These programs aim to connect minority and first-generation students with staff, faculty and upperclassmen in an effort to improve the college experience and ensure that students receive the support they need.

Regardless of race or ethnicity, at most about one in three college graduates strongly agree that professors cared about them personally or that they had a mentor. Faculty, staff and students, regardless of race, must learn that effective mentoring of all students includes providing instrumental support and advocacy — and that mentorship is not an institution purely meant to address emotional needs. Mentorship must have a functional purpose and must transcend racial backgrounds.

Conclusion

Although there is considerable parity in the small percentages of graduates who are thriving in all five elements of well-being, examples of shortcomings and successes exist within every element. For example, many graduates are thriving in purpose well-being, but black females and Asian males are lagging behind their peers while Asian females are leading them. Further, black graduates in general, but particularly females, are less likely to be thriving in financial well-being than are graduates in any other group.

These differences shine an additional spotlight on the importance of college experiences to students' lives after college. While the support that graduates recall receiving from their professors and the learning experiences they recall having as undergraduates vary substantially by race, ethnicity and gender, the differences in their experiential learning are far more subtle.

Although HBCUs are struggling in a number of areas, their overall success in providing black graduates with a better college experience than they would get at non-HBCUs needs to be examined more closely — and potentially modeled — at other institutions. The profoundly different experiences that black graduates of HBCUs and black graduates of non-HBCUs are having in college leave the HBCU graduates feeling better prepared for life after graduation, potentially leading them to live vastly different lives outside of college.

Additional Data Tables

Public and Private School Attendance	White	Black	Asian	Hispanic
Public	64%	61%	66%	68%
Private Not-For-Profit	34%	33%	32%	27%
Private For-Profit	2%	5%	1%	4%

Student Loan Debt	White	Black	Asian	Hispanic
\$0	58%	32%	59%	38%
\$1–\$10,000	8%	10%	5%	11%
\$10,001–\$20,000	9%	13%	7%	16%
\$20,001–\$40,000	15%	22%	18%	19%
\$40,001+	10%	23%	10%	15%

First Generation Status	White	Black	Asian	Hispanic
Not First Generation	54%	43%	68%	44%
First Generation	46%	57%	32%	56%

Transfer Student Status

Did you transfer to (University Name) from another college or university?

	White	Black	Asian	Hispanic
Yes, transferred from a four-year college or university	17%	17%	10%	12%
Yes, transferred from a two-year college or university	19%	19%	17%	29%
No, did not transfer	64%	63%	73%	59%

College Major Category	White	Black	Asian	Hispanic
Sciences	26%	24%	27%	27%
Social Sciences	17%	20%	18%	18%
Business	12%	16%	10%	13%
Arts & Humanities	22%	23%	18%	24%
Engineering	17%	12%	17%	13%
Others	5%	5%	9%	5%

Degree Attainment	White	Black	Asian	Hispanic
4 years or less	69%	66%	67%	63%
4.5 to 5 years	22%	24%	25%	23%
5.5 or more years	9%	9%	8%	13%

Methodology

Results represent data collected over the course of two years as part of the National Gallup-Purdue Index.

Year one of the study was conducted Feb. 4-March 7, 2014, with a random sample of 28,712 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 sample was compiled from two sources: the Gallup Panel and the Gallup Daily tracking survey.

The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults that are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel and includes 60,000 individuals. Gallup Panel members with a college degree and with access to the Internet were invited to take the Gallup-Purdue Index survey online.

The Gallup Daily tracking survey sample includes national adults with a minimum quota of 50 percent cellphone respondents and 50 percent landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree who agreed to future contact were invited to take the Gallup-Purdue Index survey online.

Year two of the study was conducted Dec. 16, 2014-June 29, 2015, with a random sample of 27,709 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 sample was recruited using the Gallup Daily tracking survey.

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 population with a U.S. bachelor's degree or higher.

All reported margins of sampling error for the Gallup-Purdue Index of all college graduates include the computed design effects for weighting.

For results based on the total sample of those with a bachelor's degree or higher, the margin of sampling error is ± 0.6 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree or higher, the margin of sampling error is ± 0.8 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.

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USA Funds is a nonprofit corporation that supports Completion With a PurposeSM, building a more purposeful path for America's students to, and through, college and on to rewarding careers and successful lives. USA Funds pursues its nonprofit mission through philanthropic activities and partnerships, policy research and programs and services that enhance preparation for, access to and success in higher education. Learn more at www.usafunds.org.

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

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