

Gallup-USA Funds Associate Degree Graduates Report

GALLUP®



COPYRIGHT AND TRADEMARK STANDARDS

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. It is for your guidance only and is not to be copied, quoted, published or divulged to others. All of Gallup, Inc.'s content, unless otherwise noted, is protected by copyright © 2016. All rights reserved. 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®, Q¹²®, Gallup Panel™, Gallup-Healthways Well-Being Index® and Gallup-Healthways Well-Being 5 View™ are trademarks of Gallup, Inc. All rights reserved. All other trademarks and copyrights are the property of their respective owners.

The Q¹² items are protected by copyright of Gallup, Inc., 1993-1998. All rights reserved.

Gallup-USA Funds Associate Degree Graduates Report

Table of Contents

Executive Summary

2

Key Findings

4

About This Report

6

Introduction

7

Great Jobs

9

Great Lives

13

Great Experiences

16

Final Thoughts

25

Methodology

26

About USA Funds

28

About Gallup

28

About Healthways

28

Executive Summary

The Gallup-USA Funds Associate Degree Graduates study interviewed 2,548 adults whose highest level of education is an associate degree. The results illustrate how many graduates with associate degrees have great jobs and live great lives, and how their college experiences might have factored into each.

The study yields important insights for educators, employers, alumni and prospective students into the factors that contribute to great jobs, lives and experiences for graduates from every walk of life, with a special focus on those with associate degrees. It also identifies the areas in which these graduates are thriving, and areas to which institutions need to pay more attention.

Overall, most associate degree holders are working in some capacity, with the majority currently working full time for either an employer or themselves. Nearly half (49%) of associate degree holders are currently working full time for an employer. These are the “good jobs” Gallup sees typically associated with higher productivity and well-being. Still, associate degree holders are less likely than their peers with bachelor’s degrees (56%) to have “good jobs.”

But employment status alone does not provide a complete picture of these graduates’ work lives. Majorities in each group say their current jobs are at least somewhat related to their education. Associate-degree-only holders who are employed full time for an employer are only somewhat less likely to be engaged at work (35%) than are those with bachelor’s degrees (38%). However, associate-degree-only holders are slightly more likely than those with bachelor’s degrees to be deeply interested in the work they do and to feel that their job is ideal for them.

Like those with bachelor’s degrees, small percentages of associate degree holders are thriving — strong, consistent and progressing — in all five of the interrelated elements of well-being that Gallup measures. Each of these groups has room to grow. However, associate degree holders notably trail their bachelor’s-degree-holding peers in every element of well-being, with the largest gap in the area of financial well-being. Notably, associate degree holders are more likely to be suffering (35%) than thriving (27%) in this element.

Although they lag behind bachelor's degree holders in financial well-being and in other areas of life, associate-degree-only graduates (46%) are as likely as their peers (45%) to strongly agree that their education was worth the cost.

Associate degree holders fare as well as or better than bachelor's degree holders on several key measures of support that often link to their chances of thriving in the workplace and in life. Associate degree holders are slightly more likely (30%) than their peers with bachelor's degrees (26%) to strongly agree that their professors or instructors cared about them as people. They are about equally as likely to strongly agree that they had a mentor who encouraged them to pursue their goals and dreams. However, they are slightly less likely to say they had a professor or instructor who made them excited about learning, although a majority (56%) strongly agree with this statement.

Key Findings

Great Jobs

- Overall, most associate degree holders are working in some capacity, with the majority currently working full time for either an employer or themselves. Nearly half (49%) of associate degree holders are currently working full time for an employer.
- Associate degree holders who are employed full time for an employer are slightly less likely to be engaged at work (35%) compared with those whose highest level of education is a bachelor's degree (38%), and associate degree holders are somewhat more likely to be actively disengaged at work (16% vs. 13%).
- While associate degree holders lag behind their peers with bachelor's degrees in having "good jobs," those with associate degrees are still just as likely to strongly agree that their education was worth the cost.
- Employed associate degree holders are slightly more likely than those with bachelor's degrees to be deeply interested in the work that they do and to feel that their job is ideal for them.

Great Lives

- Associate degree holders trail their bachelor's-degree-holding peers in every element of well-being.
- Graduates with associate degrees are most likely to be thriving in purpose well-being (42%) and social well-being (40%) — which means that they like what they do each day and are motivated to reach their goals, and that they have strong and supportive social networks.
- The largest gap in well-being between associate degree holders and their peers with bachelor's degrees is in the area of financial well-being.

Great Experiences

- Associate degree holders are slightly more likely (30%) than their peers with bachelor's degrees (26%) to strongly agree that their professors or instructors cared about them as people.
- Graduates of education and health professions programs are more likely than associate graduates in general to strongly agree that they had all three support experiences that Gallup measures — feeling their professors cared about them as people, having a mentor who encouraged them to pursue their goals and dreams, and having a professor or instructor who made them excited about learning.

About This Report

Findings presented in this report include data from survey efforts undertaken to evaluate the long-term outcomes of an associate degree education. This report explores these outcomes in detail based on data collected from those whose highest level of education is an associate degree.

Introduction

Bachelor's degrees still outnumber associate degrees among the postsecondary degrees conferred in the U.S., but associate programs have gained a lot of traction over the past decade. According to the National Center for Education Statistics, the number of associate degrees awarded increased by 59% from 2002-03 to 2012-13, from 634,000 to more than 1 million. Over the same period, the number of bachelor's degrees rose by 36%, from 1.3 million to 1.8 million.

As tuition and fees have skyrocketed at many colleges across the U.S., associate degrees have become increasingly appealing for many students because they can complete these degrees in less time and at a lower cost than a four-year degree. And, depending on students' eventual career paths, these degrees can still give graduates the preparation and experience they need to compete in the job market. Further, students in two-year programs often have the option to transfer some of their credits to four-year institutions and continue on to complete bachelor's degrees.

The potential downside is that those who earn an associate degree alone are still earning less today on average than are those who receive at least a bachelor's degree, and associate degree holders are also more likely to be unemployed. However, there are potential upsides. Some well-paying jobs require an associate degree alone, and two-year graduates in some careers — particularly in technical fields — make just as much as, if not more than, those with four-year degrees.

With the tremendous increase in the number of associate degrees awarded in the U.S. in the past decade alone, it is important to study the experiences these graduates had as students and their long-term outcomes at work and in life. Information about these experiences, as well as graduates' current lives, can help shed light on ways to achieve one of USA Funds' main goals: building a more purposeful path for America's students to and through college and on to rewarding careers and successful lives.

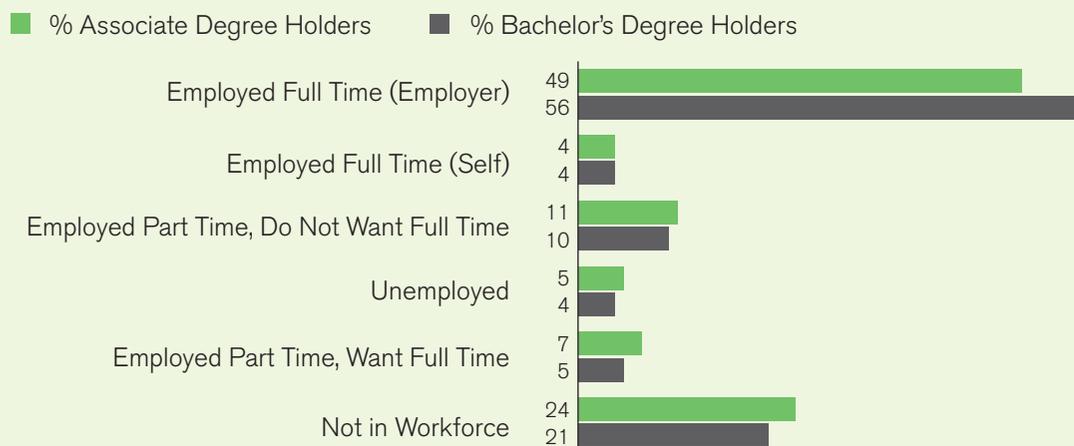
Gallup and Purdue University created an index that examines not only the college experience, but also the relationship between these experiences and life outcomes in such areas as employment and well-being. This report, prepared by Gallup for USA Funds, uses that index to examine these relationships among associate degree holders.

Even though they lag behind bachelor's degree holders in financial well-being and in other areas of their lives, associate-degree-only graduates (46%) are as likely as their peers (45%) to strongly agree that their education was worth the cost.

Great Jobs

Overall, most associate degree holders are working in some capacity, and the majority are currently working full time for either an employer or themselves. Nearly half (49%) of associate degree holders are currently working full time for an employer. These are the “good jobs” that Gallup research has found track closely with objective measures of economic productivity at the national and local level, and with subjective measures such as life evaluation and physical well-being at the individual level. Those whose highest level of educational attainment is an associate degree are less likely than those whose highest level of education is a bachelor’s degree to have these “good jobs.”

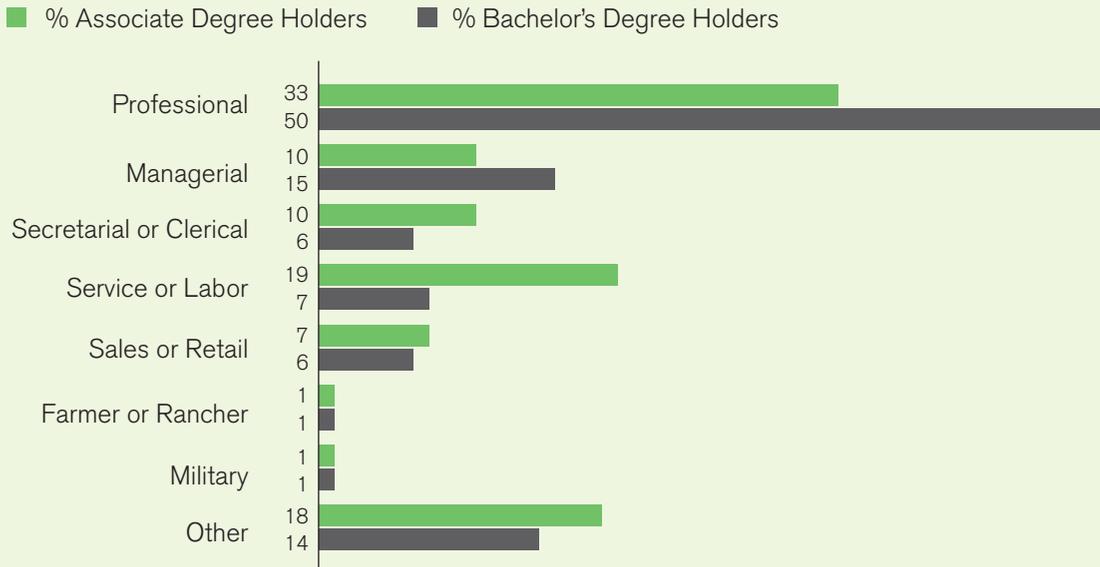
Employment Status



Among those who are employed in any capacity (full or part time for an employer or themselves), associate degree holders are less likely than bachelor’s degree holders to describe their job position as professional or managerial. However, the plurality of associate degree holders (43%) place their job within either of these categories.

What type of position do you have?

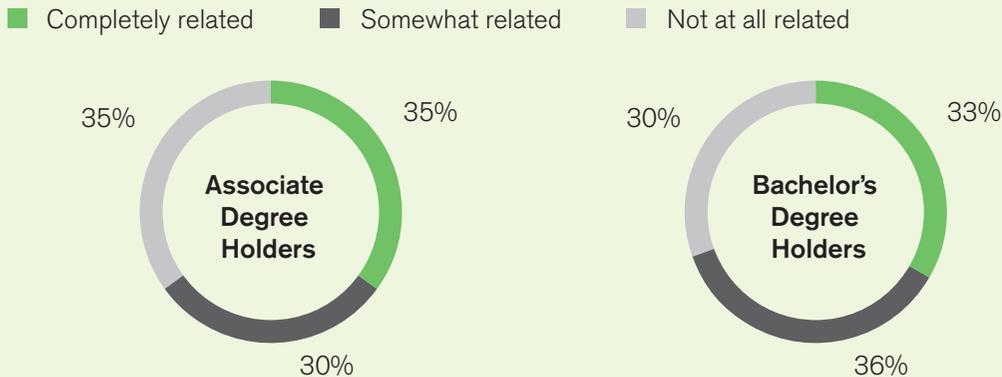
(Among those who are employed)



Employed associate degree holders (19%) are more than twice as likely as employed bachelor's degree holders (7%) to say they have a service- or labor-related position — which may reflect the difference in the nature of the degrees frequently offered in two-year programs. However, more than one in three employed associate degree holders (35%) say their current job is not at all related to their education, which is slightly higher than the 30% of employed bachelor's degree recipients who say the same. Majorities in each group say their current jobs are at least somewhat related to their education.

How closely related is your current work to your associate degree program/ undergraduate major in UNIVERSITY?

(Among those who are employed)



Employed Associate Degree Holders Less Likely to Be Engaged at Work

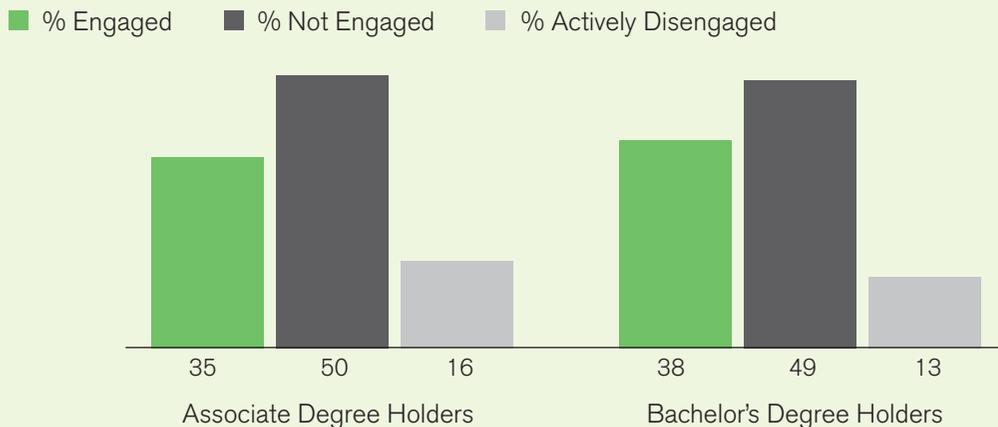
Full-time employment for an employer often provides graduates with a degree of financial security and with opportunities for working relationships that allow them to gain experience and advance in their careers. But employment alone is not a complete measure of success. It does not reflect whether these graduates are emotionally connected to their work.

If these employed graduates are also engaged at work, Gallup's research on workplace engagement shows they are more likely to be loyal and productive and are more likely to be thriving in their well-being, which is good for these graduates and for their employers. 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.

Although bachelor's degree holders typically earn more money than those with associate degrees alone, associate-degree-only holders who are employed full time for an employer are only somewhat less likely to be engaged at work (35%) than are those with bachelor's degrees (38%). Associate degree holders are just slightly more likely to be actively disengaged (16% vs. 13%). This further reinforces other Gallup research that shows that income alone does not drive employee engagement. The likelihood of engagement does increase as education increases, however; employed graduates whose highest level of education is a postgraduate degree are the most likely to be engaged at work (44%).

Employee Engagement

(Among those who are employed full time for an employer)



Although employed associate degree holders are somewhat less likely to be engaged at work, they are slightly more likely than those with bachelor's degrees to be deeply interested in the work they do and to feel that their job is ideal for them. About four in 10 employed associate degree and bachelor's degree holders each strongly agree that they are deeply interested in the work they do, while fewer (29% and 26%, respectively) strongly agree that their job is ideal for them.

% Strongly agree

(Among those who are employed)

I am deeply interested in the work that I do.

41%

ASSOCIATE DEGREE HOLDERS

38%

BACHELOR'S DEGREE HOLDERS

My job gives me the opportunity to do work that interests me.

40%

ASSOCIATE DEGREE HOLDERS

38%

BACHELOR'S DEGREE HOLDERS

I have the ideal job for me.

29%

ASSOCIATE DEGREE HOLDERS

26%

BACHELOR'S DEGREE HOLDERS

Great Lives

Well-being, or having a “great life,” is not only about being happy or wealthy, nor is it synonymous only with physical health. Rather, it is about the interaction and interdependency among 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.

Gallup and Healthways developed the Gallup-Healthways Well-Being 5 View to measure these important aspects to a life well-lived. This survey, based on findings from the Gallup-Healthways Well-Being Index and years of joint research, asks 10 questions that gauge well-being in 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: Effectively managing your economic life to reduce stress and increase security

Community Well-Being: The sense of engagement you have with the areas 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” 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

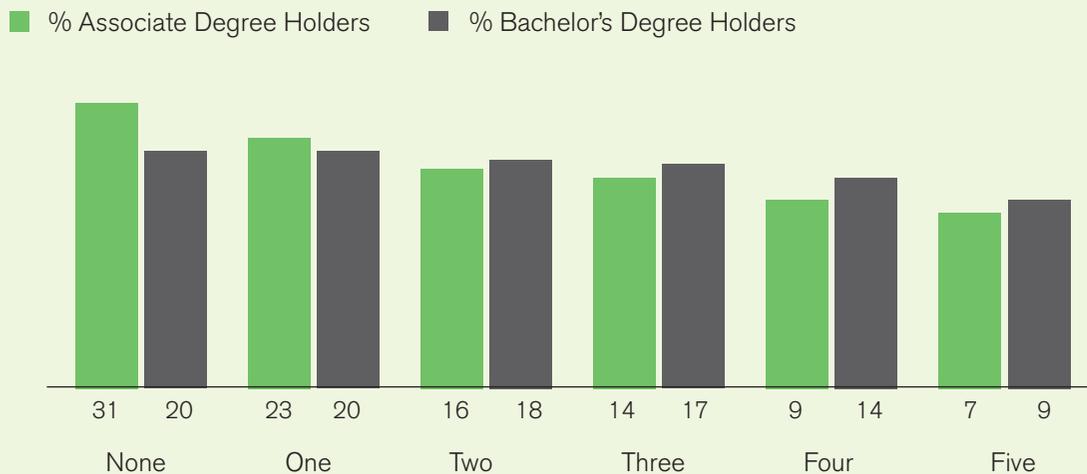
Understanding how people think about and experience their lives is one of the first steps in determining the appropriate interventions that organizations, communities and institutions of higher education need to take to solve their biggest challenges.

Associate Degree Holders Lagging in All Five Elements of Well-Being

Each of the well-being elements is additive, so an individual who is thriving in two elements should have a cumulative advantage over someone who is thriving in just one. Someone thriving in three of the five elements would have an even greater advantage, and so on. For example, Gallup has seen annual health-related costs decrease incrementally with some employers based on the number of well-being elements that their employees are thriving in. Thriving in all five areas is the pinnacle of well-being, at which individuals see the greatest advantage.

Associate degree holders are slightly less likely than bachelor's degree holders to have achieved the difficult-to-reach goal of thriving in all five elements of well-being that Gallup measures. Just 7% of associate degree holders and 9% of bachelor's degree holders are thriving in all five. But more telling is the nearly one in three (31%) associate degree holders who are thriving in none of the elements, compared with one in five (20%) bachelor's degree holders. Regardless, there is substantial room for growth among both groups.

Number of Well-Being Elements Thriving



Associate degree holders trail their bachelor's-degree-holding peers in every element of well-being. Across all five elements, those with associate degrees are most likely to be thriving in purpose well-being (42%) and social well-being (40%) — which means that they like what they do each day and are motivated to reach their goals, and they have strong and supportive social networks.

The largest gap in well-being between associate degree holders and their peers with bachelor's degrees is in the area of financial well-being. Slightly more than one in four (27%) associate degree holders are thriving in this area — which means they are effectively managing their economic life — compared with 41% of those whose highest level of education is a bachelor's degree. Notably, associate degree holders are more likely to be suffering (35%) than thriving in this element. Additionally, there is a gap in the personal income levels of these two groups: The majority of bachelor's degree holders individually make at least \$48,000 annually, compared with about one-third of associate degree holders.

	Associate Degree Holders	Bachelor's Degree Holders
Purpose Well-Being		
Thriving	42%	49%
Struggling	43%	41%
Suffering	15%	10%
Social Well-Being		
Thriving	40%	47%
Struggling	44%	41%
Suffering	16%	11%
Financial Well-Being		
Thriving	27%	41%
Struggling	38%	38%
Suffering	35%	21%
Community Well-Being		
Thriving	35%	44%
Struggling	43%	41%
Suffering	22%	15%
Physical Well-Being		
Thriving	25%	32%
Struggling	58%	57%
Suffering	17%	11%

Great Experiences

Associate Degree Holders Are More Likely to Feel Personally Cared About

Gallup finds that the support graduates recall receiving from their professors and the learning experiences they recall having in college have links to their long-term success in the workplace and in life.

Associate degree holders are slightly more likely (30%) than bachelor's degree holders (26%) to strongly agree that their professors or instructors cared about them as people. Despite these higher marks on care, associate degree holders are slightly less likely than their bachelor's-degree-holding peers to strongly agree that they had a professor or instructor who made them excited about learning, although a majority (56%) still strongly agree.

Associate-degree- and bachelor's-degree-holding respondents are about equally likely to strongly agree that they had a mentor who encouraged them to pursue their goals and dreams. Twenty percent of those with an associate degree strongly agree they had a mentor who did this, which is roughly equal to the 18% of bachelor's-degree-holding respondents who agreed at this same level.

Turning to their experiential learning opportunities, those with associate degrees (64%) are less likely than bachelor's degree holders (71%) to say they had a paid job or internship while attending college. Thirty-six percent of associate degree holders who worked while attending college had a job or internship that was unrelated to their field of study. The vast majority (79%) of those who had a paid job or internship said they worked because of some financial need — for example, for their living expenses, for tuition or to support their family.

% Strongly agree

My professors/instructors at UNIVERSITY cared about me as a person.

30%

ASSOCIATE DEGREE HOLDERS

26%

BACHELOR'S DEGREE HOLDERS

I had at least one professor/instructor at UNIVERSITY who made me excited about learning.

56%

ASSOCIATE DEGREE HOLDERS

61%

BACHELOR'S DEGREE HOLDERS

While attending UNIVERSITY, I had a mentor who encouraged me to pursue my goals and dreams.

20%

ASSOCIATE DEGREE HOLDERS

18%

BACHELOR'S DEGREE HOLDERS

Strongly agree with all three

13%

ASSOCIATE DEGREE HOLDERS

12%

BACHELOR'S DEGREE HOLDERS

While attending UNIVERSITY did you ... (% Yes)

Have a paid job or internship?

64%

ASSOCIATE DEGREE HOLDERS

71%

BACHELOR'S DEGREE HOLDERS

Participate in a student club or organization?

25%

ASSOCIATE DEGREE HOLDERS

51%

BACHELOR'S DEGREE HOLDERS

Participate in a research project with a professor or faculty member?

17%

ASSOCIATE DEGREE HOLDERS

30%

BACHELOR'S DEGREE HOLDERS

Hold a leadership position in a club or organization such as your student government, or an athletic team?

10%

ASSOCIATE DEGREE HOLDERS

28%

BACHELOR'S DEGREE HOLDERS

Participate in intramural or club sports?

8%

ASSOCIATE DEGREE HOLDERS

26%

BACHELOR'S DEGREE HOLDERS

Was this job or internship related to the field you were studying at the time?

(Among Associate Degree Holders who had a paid job or internship)

■ Yes ■ No



The level of support that associate degree holders report receiving while pursuing their studies varies among graduates of different degree programs.

For example, graduates of education and health professions programs are more likely than associate graduates in general to strongly agree that they had all three support experiences Gallup measures — feeling that their professors cared about them as people, having a mentor who encouraged them to pursue their dreams, and having a professor or instructor who made them excited about learning. Twenty-three percent of education graduates and 18% of health professions program graduates felt this level of support, compared with 13% across all associate degree holders.

Of the three support experiences, education and health graduates tend to be more likely than associate graduates in general to strongly agree that their professors cared about them and that they had a mentor who encouraged them to pursue their goals and dreams.

Meanwhile, 10% or fewer of computer and information services (10%), business (9%) and liberal arts/general studies (8%) graduates report having all three of these experiences.

Graduates' applied learning experiences also vary among the different degree programs. More than one in three (36%) graduates of health professions programs strongly agree that they had a job or internship where they could apply what they were learning in the classroom. Graduates with associate degrees in education (21%) or engineering (19%) are the most likely to agree that they worked on a project that took a semester or more to complete.

Additionally, health professions programs graduates are the most likely to strongly agree that their school prepared them well for life outside of college (38%).

Support

% Strongly agree

	Business	Computer and Information Services	Education	Engineering Technologies and Engineering-Related Fields	Health Professions and Related Programs	Liberal Arts and Sciences, General Studies and Humanities	Other
<i>My professors/instructors at UNIVERSITY cared about me as a person.</i>	25%	27%	37%	29%	34%	29%	29%
<i>I had at least one professor/instructor at UNIVERSITY who made me excited about learning.</i>	48%	57%	60%	51%	62%	63%	55%
<i>While attending UNIVERSITY, I had a mentor who encouraged me to pursue my goals and dreams.</i>	12%	13%	23%	19%	27%	17%	22%
Strongly agree with all three	9%	10%	23%	15%	18%	8%	12%

Experiential Learning

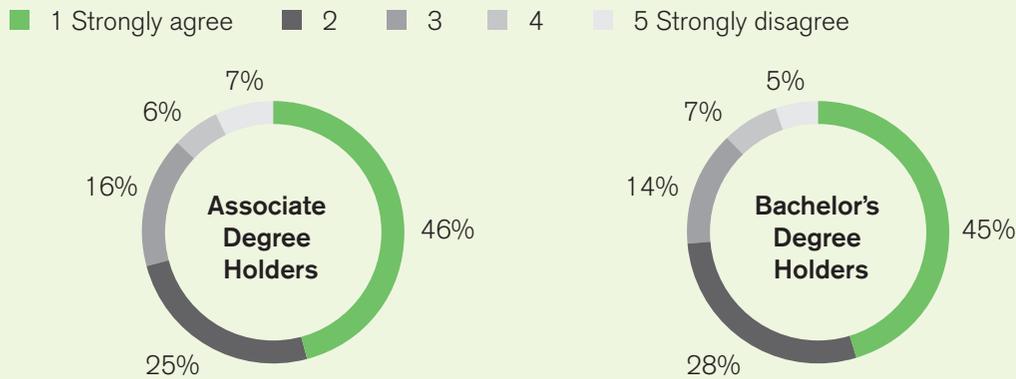
% Strongly agree

	Business	Computer and Information Services	Education	Engineering Technologies and Engineering-Related Fields	Health Professions and Related Programs	Liberal Arts and Sciences, General Studies and Humanities	Other
<i>While attending UNIVERSITY to complete my associate degree, I had an internship or job that allowed me to apply what I was learning in the classroom.</i>	20%	19%	25%	21%	36%	13%	23%
<i>While attending UNIVERSITY to complete my associate degree, I worked on a project that took a semester or more to complete.</i>	11%	17%	21%	19%	14%	11%	16%
<i>UNIVERSITY prepared me well for life outside of college.</i>	21%	22%	22%	21%	38%	23%	19%
<i>UNIVERSITY is passionate about the long-term success of its students.</i>	20%	21%	32%	19%	29%	29%	23%

Associate Degree Holders See Value in Their Education

Even though they lag behind bachelor's degree holders in financial well-being and in other areas of their lives, associate-degree-only graduates (46%) are as likely as their peers (45%) to strongly agree that their education was worth the cost.

My education from UNIVERSITY was worth the cost.



Many Two-Year Program Graduates Considered Four-Year Degree

Nearly three in four (72%) associate degree holders say they considered enrolling in a four-year degree-granting program after completing their associate degree; however, the majority of those who considered enrolling did not enroll (64%). Some of the top reasons those who did not enroll cite for not doing so included cost (27%), already having a job or working (16%) and family obligations (12%).

Have you ever considered enrolling in a four-year degree-granting program?

(Among Associate Degree Holders)



Did you enroll in a four-year degree-granting program after you completed your associate degree?

Among Associate Degree Holders who considered enrolling in a four-year degree-granting program

■ Yes ■ No



However, slightly more than one in three (36%) of those who considered enrolling in a four-year program say they actually enrolled. Nearly all (97%) associate degree holders who did enroll say they attempted to apply credits from their associate degree program to their four-year degree program, and more than three-quarters (77%) of those report that the experience was very easy or easy.

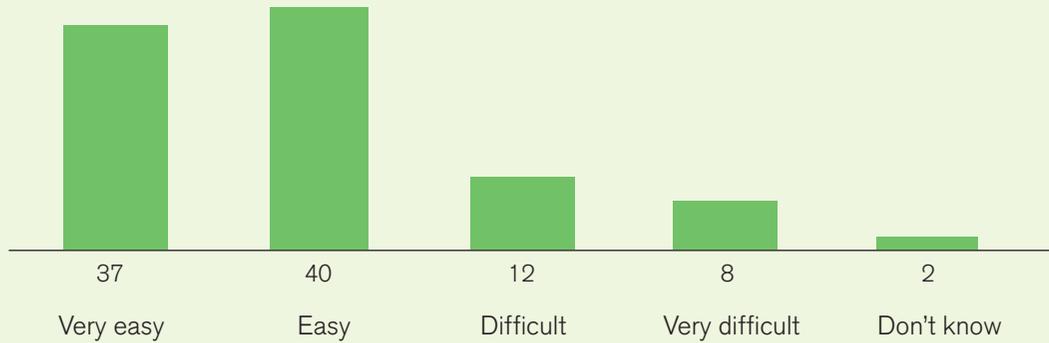
When asked why they did not go on to complete their bachelor's degree, 32% of those who enrolled in a four-year degree-granting program but did not complete their degree say that they were currently attending or were preparing to begin classes. Some cite cost and finances (13%), already having a job or working (12%) and family obligations (12%) as barriers to completing their bachelor's degree.

Overall, the plurality of associate degree holders deem their experience as worthwhile; 41% strongly agree that obtaining their associate degree was essential to achieving their career goals, and half strongly agree that they would recommend an associate degree program to a friend or family member. However, 41% of associate degree holders strongly agree that they will need to earn a higher degree to advance in their career.

Was the process of applying the credits you earned during your associate degree program toward the four-year degree very easy, easy, difficult or very difficult?

Among those who enrolled in a four-year degree-granting program and attempted to apply credits

■ % Associate Degree Holders



Were you able to apply any of the credits you earned during your associate degree program toward the four-year degree?

Among those who enrolled in a four-year degree-granting program and attempted to apply credits

■ Yes ■ No



Education Value

% Strongly agree

	Associate Degree Holders
<i>Obtaining my associate degree was essential to achieving my career goals.</i>	41%
<i>I will need to obtain a higher degree beyond my associate degree in order to advance in my career.</i>	41%
<i>I would recommend an associate program to a friend or family member.</i>	50%

Final Thoughts

While associate degree holders lag behind their peers with bachelor's degrees in all areas of well-being and in having "good jobs," those with associate degrees are still just as likely to strongly agree that their education was worth the cost. This may be related to the perceived return these graduates are seeing on their investment; many associate degree holders say obtaining the degree was essential to achieving their career goals, and the majority say their current jobs are at least somewhat related to the education they received. But importantly, associate-degree-only holders are slightly more likely than those with bachelor's degrees to be deeply interested in the work they do and to feel that their job is ideal for them.

Although they may be satisfied now, some of these associate degree holders will likely end up back in the classroom in the future. More than four in 10 associate degree holders strongly agree that they will need to earn a higher degree to advance in their career. Educational institutions seeking to attract these associate degree holders will need to be somewhat flexible and work with prospective students to overcome the perceived financial barriers and work and family obligations that might stand in the way of a more advanced degree.

Methodology

Results represent data collected via two distinct studies, including a study of associate degree holders and the national Gallup-Purdue Index study of bachelor's degree holders.

Associate Degree Holders

The study was conducted March 19-May 11, 2015, with a random sample of 2,548 individuals with an associate degree as their highest level of education, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

National Gallup-Purdue Index Bachelor's Degree Holders

The national Gallup-Purdue Index was conducted Dec. 16, 2014-June 29, 2015, with a random sample of 30,151 respondents with a bachelor's degree as their highest level of education, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

Samples for these studies were recruited from 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, 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 surveys online.

Interviews were 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 include the computed design effects for weighting.

For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ± 1.0 percentage points at the 95% confidence level.

For results based on employee engagement of those with a bachelor's degree, the margin of sampling error is ± 1.4 percentage points at the 95% confidence level.

For results based on the total sample of those with an associate degree, the margin of sampling error is ± 2.6 percentage points at the 95% confidence level.

For results based on employee engagement of those with an associate degree, the margin of sampling error is ± 3.7 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.

About USA Funds

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.

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 Healthways

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