

FROM COMMUNITY COLLEGE TO GRADUATE
AND PROFESSIONAL DEGREES

From Community
College to
Master's Degree

Community colleges provide an important entry point on the pathway to graduate and professional degree completion. Nearly 20 percent of 2016-17 master's degree earners originally entered higher education in a community college, and nearly 12 percent earned an associate degree from a community college.

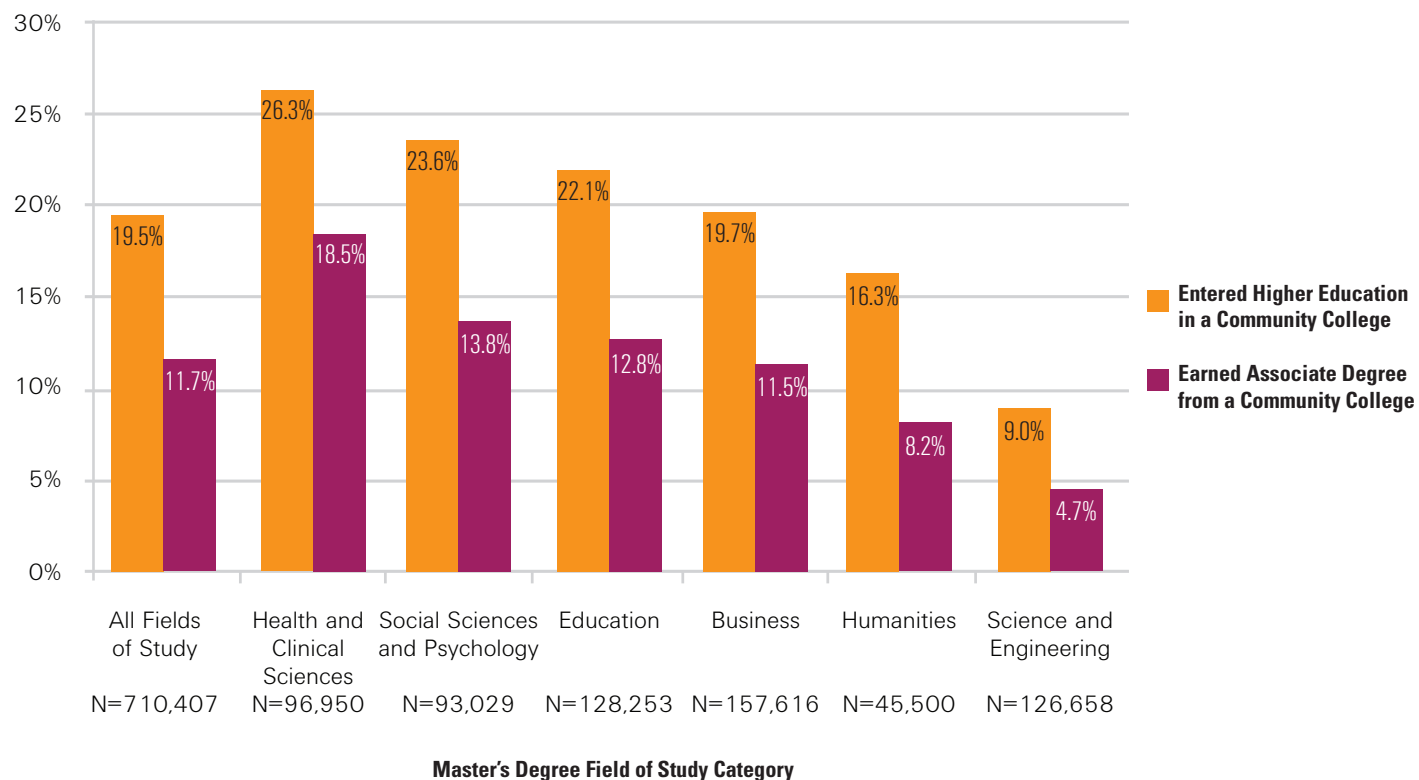
Students who earned master's degrees in health and clinical sciences were most likely to have entered higher education in a community college. Over 26 percent of master's degree earners in this field entered higher education in a community college, while 18.5 percent earned an associate degree from a community college.

In contrast, only nine percent of master's degree earners in science and engineering originally entered higher education in a community college.

Note: Counts of students who earned associate degrees from a community college are not limited to students who entered higher education at a community college.

With data current through August 2017

Figure 1. Percentage of 2016-17 Master's Degree Earners Who Entered Higher Education in Community College (by Master's Degree Field of Study Category)



Baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of undergraduate degrees awarded are associate degrees) are classified as community colleges. A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. A student is considered to have entered higher education in a community college if their earliest postsecondary enrollment at age 18 or above occurred at a community college.

FROM COMMUNITY COLLEGE TO GRADUATE
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Years from Associate
to Master's Degree

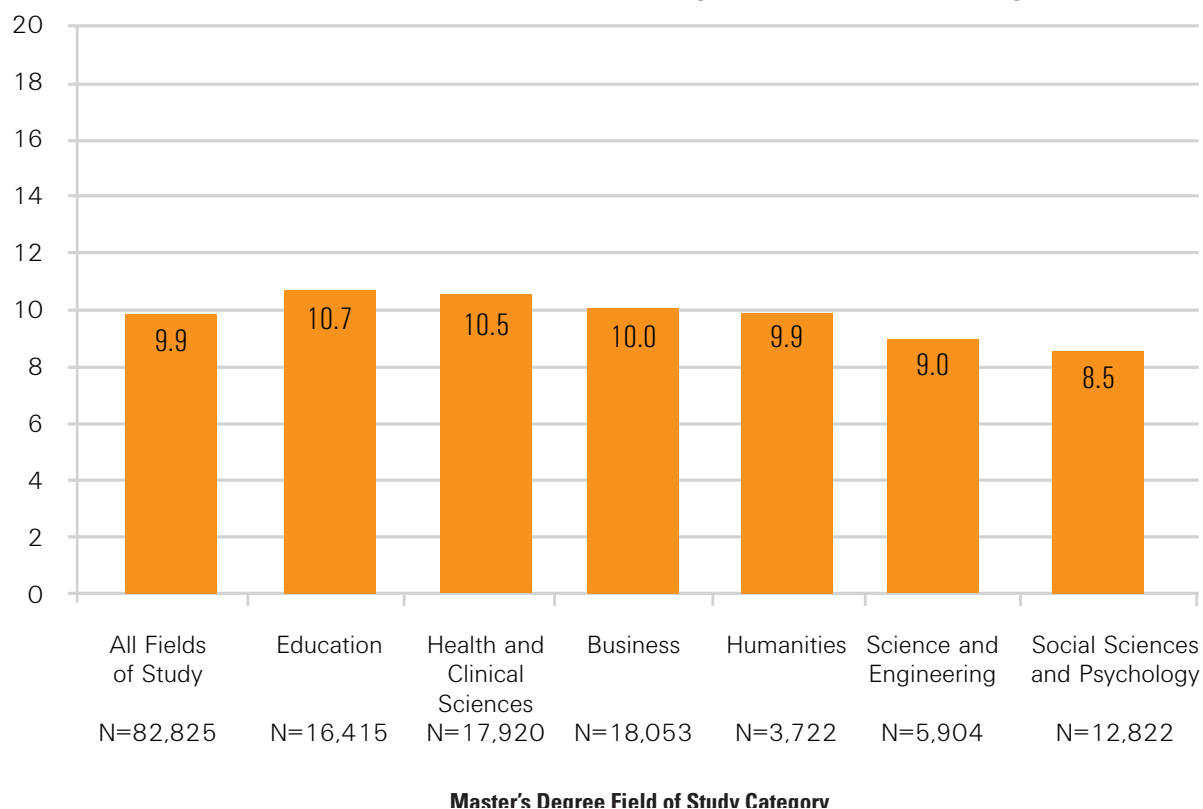
For students who earned both an associate degree and a master's degree, an average of nearly 10 years separated the completion dates of the two credentials.

The longest average timespans from associate to master's were in education (10.7 years), health and clinical sciences (10.5 years), and business (10.0 years), suggesting that students often earn master's degrees in these fields after various periods of part-time study or non-enrollment.

The shortest average timespans from associate to master's were in social sciences and psychology (8.5 years) and science and engineering (9.0 years).

With data current through August 2017

Figure 2. 2016-17 Master's Degree Earners with Prior Associate Degree: Mean Years from Associate Degree to Master's Degree



A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.

FROM COMMUNITY COLLEGE TO GRADUATE
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From Community
College to Doctoral-
Research Degree

Nearly 11 percent of 2016-17 doctoral-research degree earners originally entered higher education in a community college, and nearly six percent earned an associate degree from a community college.

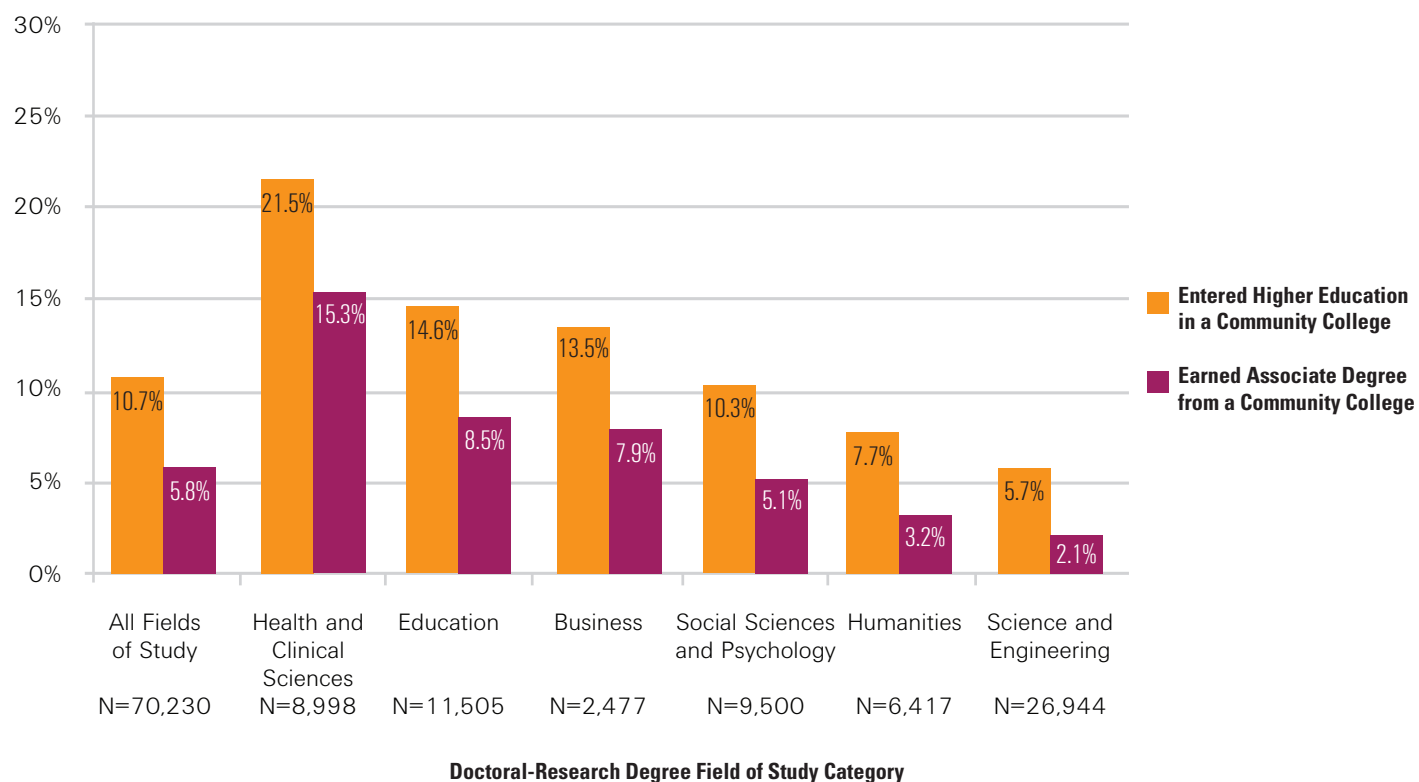
Students who earned doctoral-research degrees in health and clinical sciences were most likely to have entered higher education in a community college. Almost 22 percent of doctoral-research degree earners in this field entered higher education in a community college, while over 15 percent previously earned an associate degree from a community college.

In contrast, under six percent of doctoral-research degree earners in science and engineering had originally entered higher education in a community college.

Examples of doctoral-research degrees include Ph.D., Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

With data current through August 2017

Figure 3. Percentage of 2016-17 Doctoral-Research Degree Earners Who Entered Higher Education in Community College (by Doctoral-Research Degree Field of Study Category)



Baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of undergraduate degrees awarded are associate degrees) are classified as community colleges. A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. A student is considered to have entered higher education in a community college if their earliest postsecondary enrollment at age 18 or above occurred at a community college.

FROM COMMUNITY COLLEGE TO GRADUATE
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With data current through August 2017

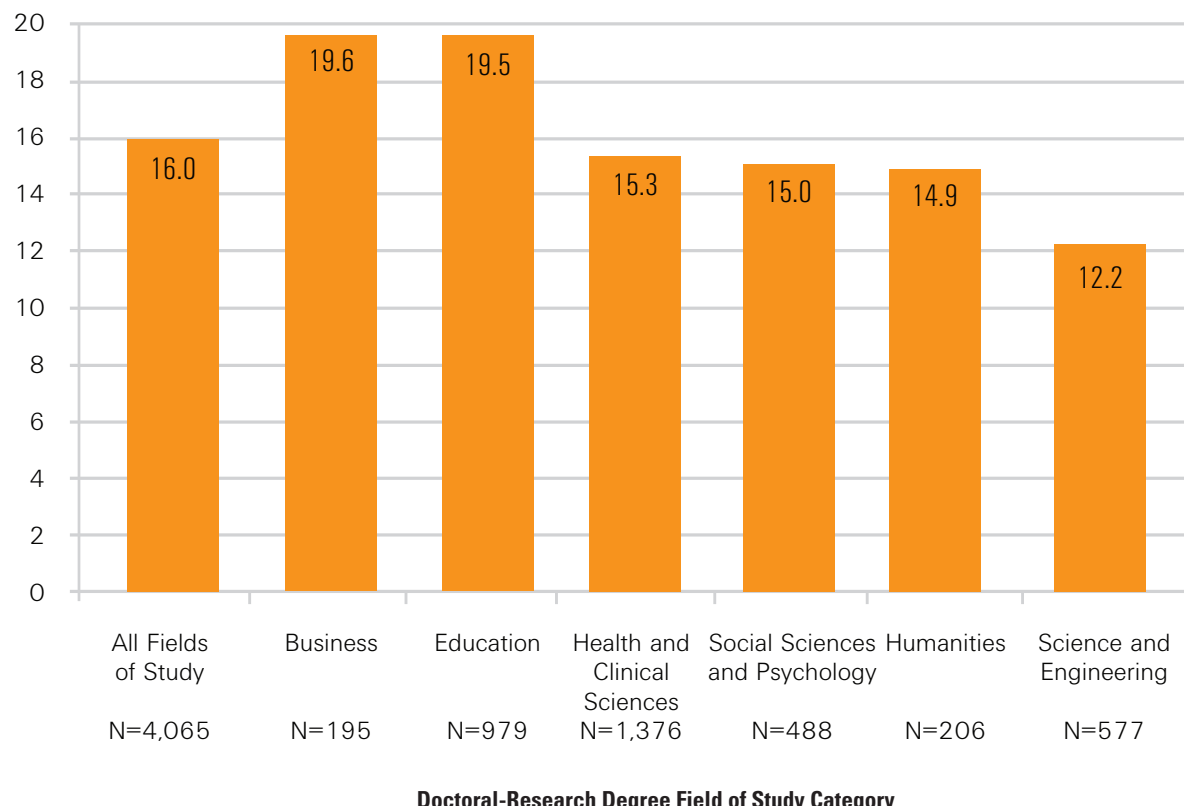
Years from Associate to Doctoral-Research Degree

For those students who earned both an associate degree and a doctoral-research degree, an average of 16 years separated the completion dates of the two credentials.

The longest timespans from associate to doctoral-research degree were in business and education. In these two fields, students earned a doctoral-research degree nearly 20 years after earning their associate degree, on average.

The shortest average timespan from associate to doctoral-research degree was in science and engineering (12.2 years).

Figure 4. 2016-17 Doctoral-Research Degree Earners with Prior Associate Degree: Mean Years from Associate Degree to Doctoral-Research Degree



A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.

FROM COMMUNITY COLLEGE TO GRADUATE
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From Community
College to
Professional Degree

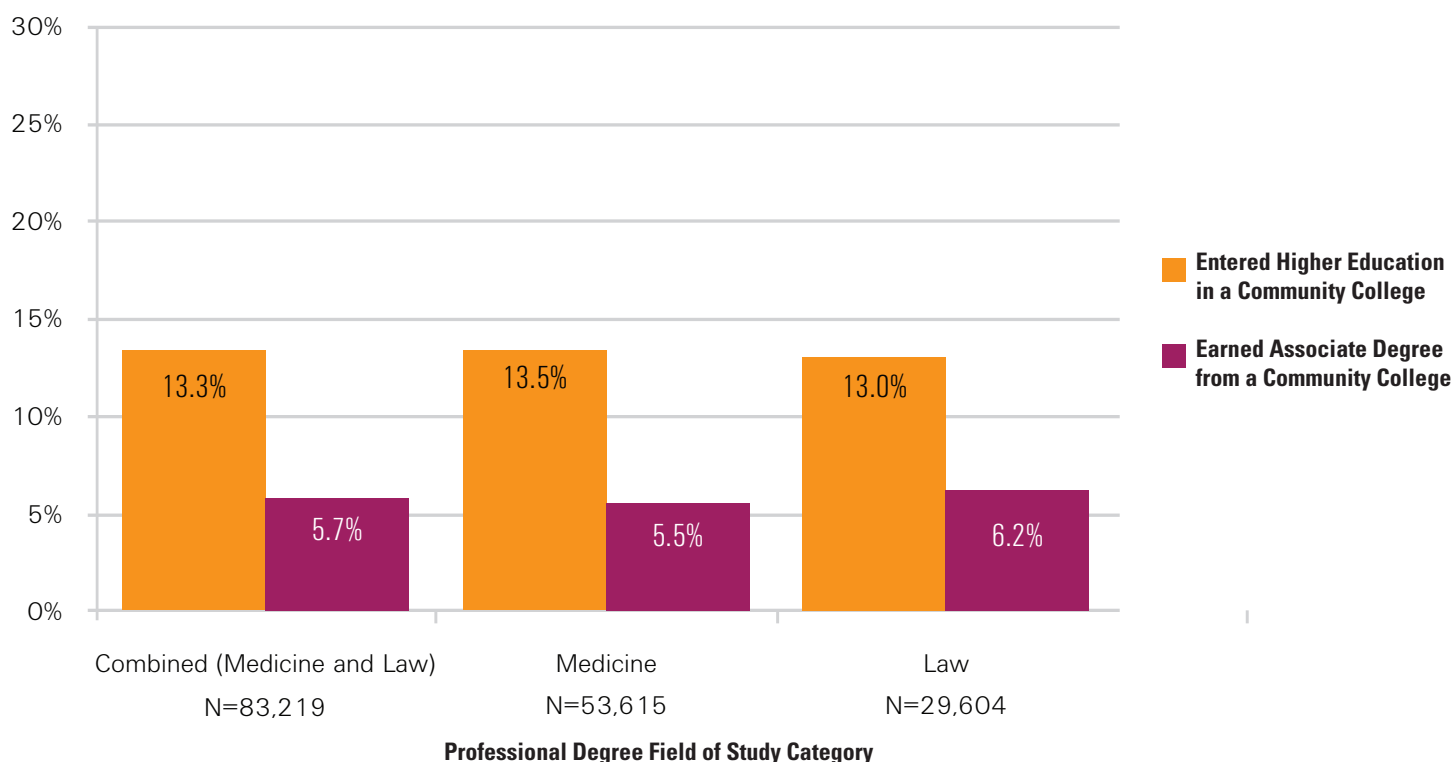
Over 13 percent of 2016-17 professional degree earners originally entered higher education in a community college, and almost six percent earned an associate degree from a community college.

Students who earned professional degrees in medicine were about as likely to have entered higher education in a community college as students who earned professional degrees in law.

Examples of professional degrees included here under the broad category of Medicine include: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O); pharmacy (Pharm.D.); podiatry (D.P.M., Pod.D., D.P.); veterinary medicine (D.V.M.), and others, as designated by the awarding institution.

With data current through August 2017

Figure 5. Percentage of 2016-17 Professional Degree Earners Who Entered Higher Education in Community College (by Professional Degree Field of Study Category)



Baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of undergraduate degrees awarded are associate degrees) are classified as community colleges. A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. A student is considered to have entered higher education in a community college if their earliest postsecondary enrollment at age 18 or above occurred at a community college.

FROM COMMUNITY COLLEGE TO GRADUATE
AND PROFESSIONAL DEGREES

Years from
Associate to
Professional Degree

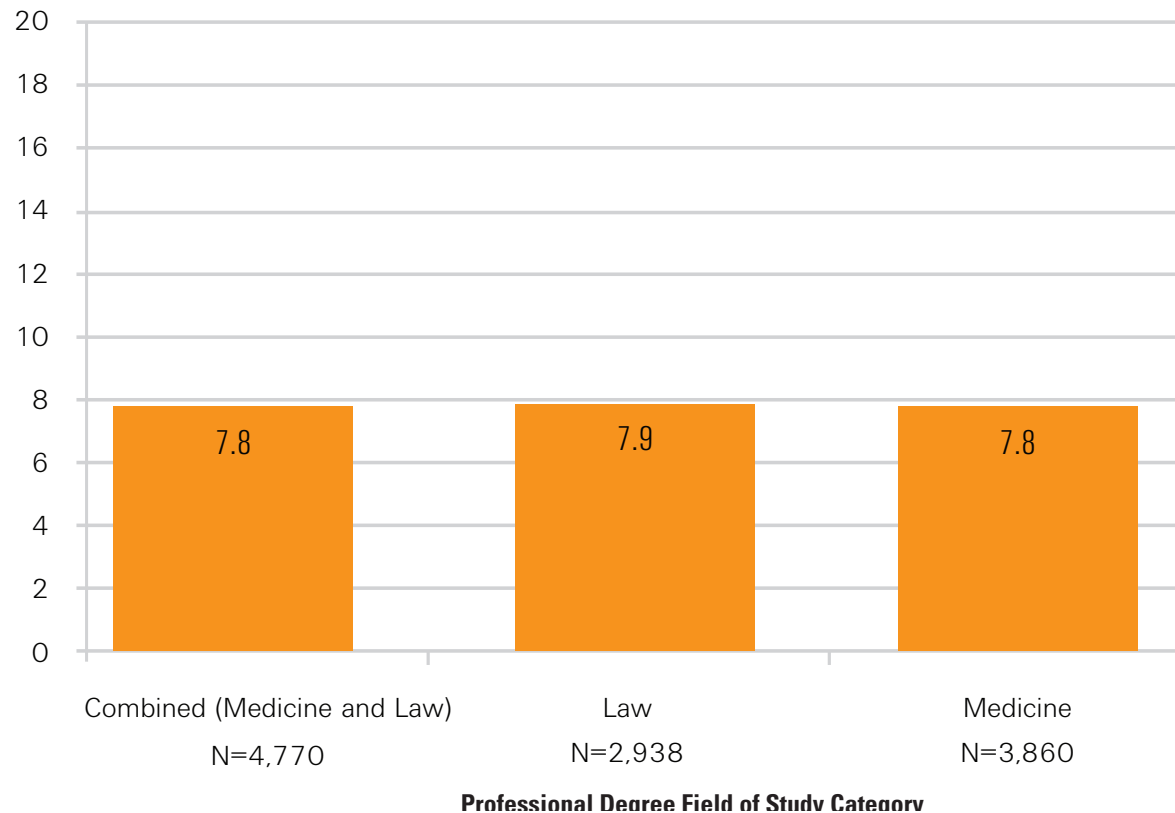
For students who earned both an associate degree and a professional degree, an average of eight years separated the completion dates of the two credentials.

Notably, the average timespan from associate degree to professional degree (7.8 years) was shorter than both the average timespan from associate degree to master's degree (9.9 years) and the average timespan from associate degree to doctoral-research degree (16.0 years).

This is one indication that students who enter higher education in community college and eventually earn professional degrees tend to persist in their postsecondary educations on a full-time basis and with few breaks in attendance.

With data current through August 2017

Figure 6. 2016-17 Professional Degree Earners with Prior Associate Degree: Mean Years from Associate Degree to Professional Degree



A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.

FROM COMMUNITY COLLEGE TO GRADUATE
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Field of Study
Distributions

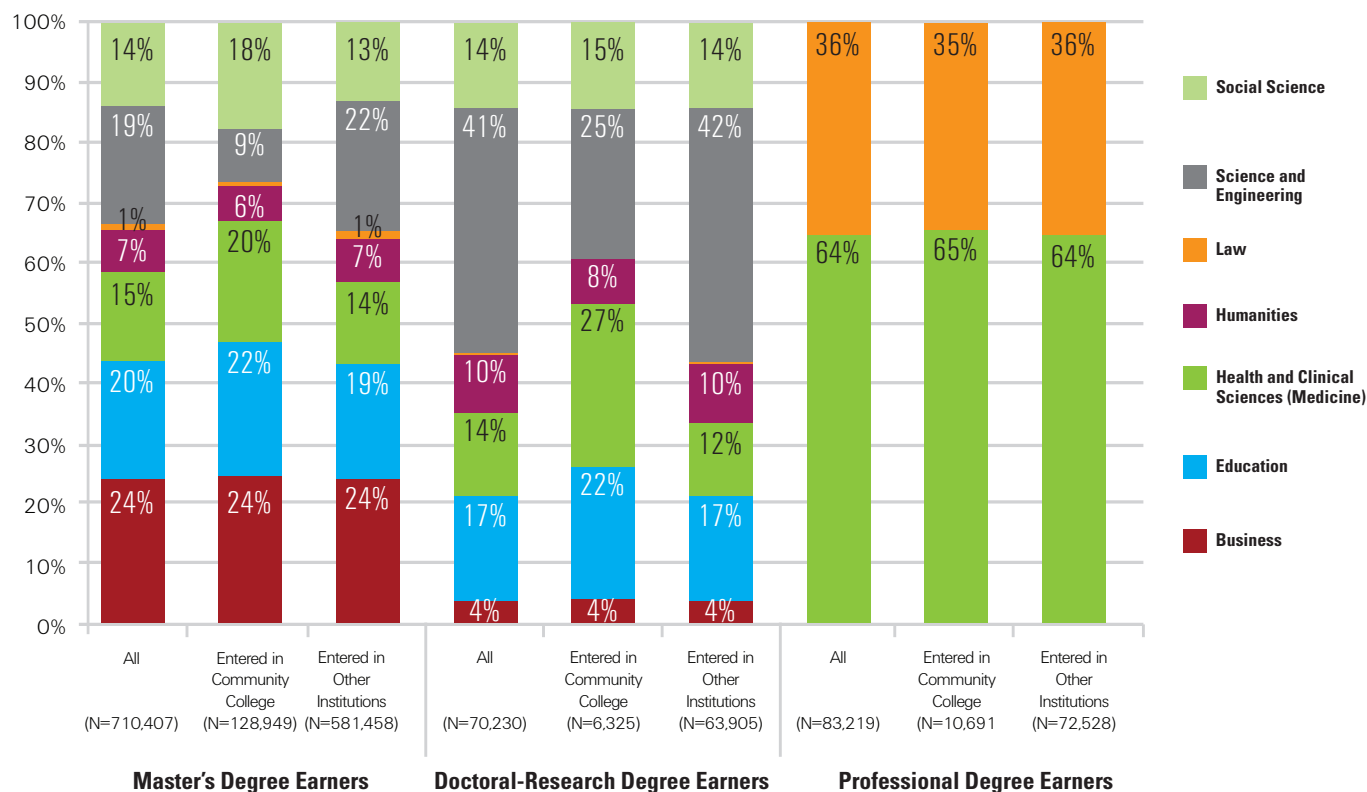
This figure shows the field of study distributions at each graduate and professional degree level, differentiating between students who entered higher education in community colleges and those who entered higher education in other institutions.

At the master's and doctoral-research levels, the health and clinical sciences field is more prevalent among students who entered higher education in community colleges. Science and engineering, however, is far more prevalent among students who entered college in other institutions.

At the master's and doctoral-research levels, education is also somewhat more prevalent among students who entered higher education in community colleges.

With data current through August 2017

Figure 7. 2016-17 Graduate and Professional Degree Earners: Field of Study Distribution (by Degree Level and Entering Institution Type)



A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report.

FROM COMMUNITY COLLEGE TO GRADUATE AND PROFESSIONAL DEGREES

Additional Notes on the Data

Analysis in this report is based on credentials reported to the Clearinghouse through its DegreeVerifySM service. The National Student Clearinghouse Research Center has estimated that credentials being reported through the DegreeVerify service account for 89 percent of associate degrees, 98 percent of bachelor's degrees, 95 percent of master's degrees, and 93 percent of doctoral degrees awarded in 2016-17. These estimates are based on comparing Clearinghouse degree counts to IPEDS degree counts for each degree level.

In this analysis, baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of the undergraduate degrees awarded are associate degrees) are classified as community colleges.

A student is considered to have entered higher education in a community college if his or her earliest postsecondary enrollment at age 18 or above occurred at a community college.

In this report, counts of students who earned associate degrees from a community college are not limited to students who entered higher education at a community college.

Classification of Instructional Family codes were mapped to broad field of study categories according to the crosswalk on the following page of this report.

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Crosswalk: Classification of Instructional Family Codes to Broad Field of Study Categories

CIP Family	CIP Family Title	Field of Study Category
01	Agriculture, Agriculture Operations, and Related Sciences	Other
03	Natural Resources and Conservation	Science and Engineering
04	Architecture and Related Services	Humanities
05	Area, Ethnic, Cultural, and Gender Studies	Social Sciences and Psychology
09	Communication, Journalism, and Related Programs	Social Sciences and Psychology
10	Communications Technologies/Technicians and Support Services	Social Sciences and Psychology
11	Computer and Information Sciences and Support Services	Science and Engineering
12	Personal and Culinary Services	Other
13	Education	Education
14	Engineering	Science and Engineering
15	Engineering Technologies/Technicians	Science and Engineering
16	Foreign Languages, Literatures, and Linguistics	Humanities
19	Family and Consumer Sciences/Human Sciences	Other
22	Legal Professions and Studies	Law
23	English Language and Literature/Letters	Humanities
24	Liberal Arts and Sciences, General Studies and Humanities	Humanities
25	Library Science	Other
26	Biological and Biomedical Sciences	Science and Engineering
27	Mathematics and Statistics	Science and Engineering

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Crosswalk: Classification of Instructional Family Codes to Broad Field of Study Categories

CIP Family	CIP Family Title	Field of Study Category
28	Reserve Officer Training Corps (JROTC, ROTC)	Other
29	Military Technologies	Other
30	Multi/Interdisciplinary Studies	Other
31	Parks, Recreation, Leisure and Fitness Studies	Other
32	Basic Skills	Other
33	Citizenship Activities	Other
34	Health-Related Knowledge and Skills	Other
35	Interpersonal and Social Skills	Other
36	Leisure and Recreational Activities	Other
37	Personal Awareness and Self-Improvement	Other
38	Philosophy and Religious Studies	Humanities
39	Theology and Religious Vocations	Humanities
40	Physical Sciences	Science and Engineering
41	Science Technologies/Technicians	Science and Engineering
42	Psychology	Social Sciences and Psychology
43	Security and Protective Services	Other
44	Public Administration and Social Service Professions	Social Sciences and Psychology
45	Social Sciences	Social Sciences and Psychology
46	Construction Trades	Other

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Crosswalk: Classification of Instructional Family Codes to Broad Field of Study Categories

CIP Family	CIP Family Title	Field of Study Category
47	Mechanic and Repair Technologies/Technicians	Other
48	Precision Production	Other
49	Transportation and Materials Moving	Other
50	Visual and Performing Arts	Humanities
51	Health Professions and Related Clinical Sciences	Health and Clinical Sciences
52	Business, Management, Marketing, and Related Support	Business
53	High School/Secondary Diplomas and Certificates	Other
54	History	Humanities
60	Residency Programs	Other