Gallup-USA Funds
Associate Degree Graduates Study
## Background

<table>
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<tr>
<th>Background</th>
<th>Great Jobs</th>
<th>Great Lives</th>
<th>Great Experiences</th>
<th>Continuing Education</th>
<th>ATD 2017 Study</th>
</tr>
</thead>
</table>

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Associate Degrees Have Gained Traction in the Past 15 Years

Degree Awarded

- **Associate Degrees**
- **Bachelor’s Degrees**

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Degrees</th>
<th>Bachelor’s Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>578,865</td>
<td>1,244,171</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,013,971</td>
<td>1,894,934</td>
</tr>
</tbody>
</table>

52% Increase in bachelor’s degrees awarded
75% Increase in associate degrees awarded

Source: https://nces.ed.gov/fastfacts/display.asp?id=72
Gallup-USA Funds Associate Degree Study vs. Gallup-Purdue Index

**Associate Graduates Study**
- Measures long-term outcomes of graduates with an associate degree as their highest level of education
- Gallup-USA Funds Associate Degree Holders Survey
- Mar. 19 to May 11, 2015 fielding
- 2,548 respondents

**Gallup-Purdue Index (GPI)**
- Measures long-term outcomes of graduates with at least a bachelor’s degree
- Gallup-Purdue Index Core Survey (Year 1)
- Dec. 16, 2014 to June 29, 2015 fielding
- 30,151 respondents
Demographic Differences

Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Holders</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>GPI National</td>
<td>49%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Race

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Holders</td>
<td>79%</td>
<td>10%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPI National</td>
<td>82%</td>
<td>8%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First-Gen Status

<table>
<thead>
<tr>
<th></th>
<th>First-Generation College Student</th>
<th>Not First-Generation College Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Holders</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>GPI National</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Note: Percentages not shown if less than 5%.
## Great Jobs: Employee Engagement

<table>
<thead>
<tr>
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<th>Great Jobs</th>
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</tr>
</thead>
</table>

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## What Does a “Great Job” Look Like?

<table>
<thead>
<tr>
<th></th>
<th>Q12</th>
<th>Q11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth</strong></td>
<td>This last year, I have had opportunities at work to learn and grow.</td>
<td>In the last six months, someone at work has talked to me about my progress.</td>
</tr>
<tr>
<td><strong>TEAMWORK</strong></td>
<td>I have a best friend at work.</td>
<td></td>
</tr>
<tr>
<td><strong>INDIVIDUAL</strong></td>
<td>There is someone at work who encourages my development.</td>
<td></td>
</tr>
<tr>
<td><strong>BASIC NEEDS</strong></td>
<td>I have the materials and equipment I need to do my work right.</td>
<td></td>
</tr>
</tbody>
</table>

### Q10
- I have a best friend at work.

### Q09
- My coworkers are committed to doing quality work.

### Q08
- The mission or purpose of my company makes me feel my job is important.

### Q07
- At work, my opinions seem to count.

### Q06
- There is someone at work who encourages my development.

### Q05
- My supervisor, or someone at work, seems to care about me as a person.

### Q04
- In the last seven days, I have received recognition or praise for doing good work.

### Q03
- At work, I have the opportunity to do what I do best every day.

### Q02
- I have the materials and equipment I need to do my work right.

### Q01
- I know what is expected of me at work.
Associate Degree Holders Are Less Likely to be Employed Full Time

Employment Status

- Employed Full Time (Employer)
  - Associate Degree Holders: 49%
  - GPI National: 56%

- Employed Full Time (Self)
  - Associate Degree Holders: 4%
  - GPI National: 4%

- Employed Part Time, Do Not Want Full Time
  - Associate Degree Holders: 11%
  - GPI National: 10%

- Unemployed
  - Associate Degree Holders: 5%
  - GPI National: 4%

- Employed Part Time, Want Full Time
  - Associate Degree Holders: 7%
  - GPI National: 5%

- Not in Workforce
  - Associate Degree Holders: 24%
  - GPI National: 21%
Associate Degree Holders Deem Experience as Beneficial (% Strongly Agree)

Obtaining my associate degree was essential to achieving my career goals.

41%
Associate Degree Holders

I will need to obtain a higher degree beyond my associate degree in order to advance my career.

41%
Associate Degree Holders

I would recommend an associate degree program to a friend or family member.

50%
Associate Degree Holders

Note: These questions are asked only of associate degree holders.
Associate Degree Holders Slightly Less Likely to be Engaged in the Workplace

**Engaged**
- Highly involved in and enthusiastic about their work and workplace.
- They are psychological “owners,” drive performance and innovation and move the organization forward.

**Not Engaged**
- Psychologically unattached to their work and company.
- Because their engagement needs are not being fully met, they are putting time — but not energy or passion — into their work.

**Actively Disengaged**
- Resentful that their needs are not being met and are acting out their unhappiness.
- Every day, these workers potentially undermine what their engaged coworkers accomplish.

### Associate Degree Holders vs. GPI National

<table>
<thead>
<tr>
<th></th>
<th>Associate Degree Holders</th>
<th>GPI National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>Not Engaged</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Actively Disengaged</td>
<td>16%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Significant Drivers of Engagement

Associate degree graduates who strongly agree …

While attending [Institution Name], I had a mentor who encouraged me to pursue my goals and dreams.

My professors/instructors at [Institution Name] cared about me as a person.

While attending [Institution Name] to complete my associate degree, I worked on a project that took a semester or more to complete.

… are more likely to be engaged at their workplace

Note: Logistic regression was employed to model the independent effect of graduates’ perceptions on the likelihood that respondents are engaged at their workplace (1="Engaged", 0=Not "Engaged"), controlling for gender, race, income, first-generation college student status, age and undergraduate debt amount.
How closely related is your current work to your associate degree program?

- Completely related, 35%
- Somewhat related, 30%
- Not at all related, 36%

Note: Asked only of associate degree holders.
Associate Degree Holders Are More Likely to Be Satisfied in Their Work (% Strongly Agree)

I am deeply interested in the work that I do.

- **Associate Degree Holders**: 41%
- **GPI National**: 38%

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

- **Associate Degree Holders**: 40%
- **GPI National**: 38%

I have the ideal job for me.

- **Associate Degree Holders**: 29%
- **GPI National**: 26%

Note: These questions were asked of respondents who are employed.
Associate Degree Holders See Value in Their Education (% Strongly Agree)

My education from [Institution] was worth the cost.

46% Associate Degree Holders

45% GPI National
Significant Drivers of Perceived Value

Associate degree graduates who strongly agree …

My professors/instructors at [Institution Name] cared about me as a person.

I had at least one professor/instructor at [Institution Name] who made me excited about learning.

While attending [Institution Name] to complete my associate degree, I had an internship or job that allowed me to apply what I was learning in the classroom.

… are more likely to strongly agree that “My education from [Institution] was worth the cost.”

Note: Logistic regression was employed to model the independent effect of graduates’ perceptions on the likelihood that respondents believe their education was worth the cost (1=Strongly Agree, 0=Not Strongly Agree), controlling for gender, race, income, first-generation college student status, age and undergraduate debt amount.
## Great Lives: Well-Being

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<thead>
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</table>

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Defining a “Good Life”: Gallup’s Global Well-Being Research

Gallup has conducted decades of global research surveying a representative sample of 99% of the world’s population from over 160 countries. Well-being is associated with numerous positive health and employment outcomes: medical and health expenditures, ER visits, absenteeism, etc.

Factor analysis identified five interrelated and interdependent elements of well-being:

- **Purpose**: Liking what you do each day and being motivated to achieve your goals
- **Social**: Having supportive relationships and love in your life
- **Financial**: Managing your economic life to reduce stress and increase security
- **Community**: Liking where you live, feeling safe and having pride in your community
- **Physical**: Having good health and enough energy to get things done daily
Associate Degree Holders On Par on Thriving in Five Well-Being Elements

- Thriving in all five elements is the pinnacle of well-being

### % Thriving in All Five Well-Being Elements

<table>
<thead>
<tr>
<th></th>
<th>Associate Degree Holders</th>
<th>GPI National</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Thriving in All Five Well-Being Elements</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### % Thriving in At Least Three Well-Being Elements

<table>
<thead>
<tr>
<th></th>
<th>Associate Degree Holders</th>
<th>GPI National</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Thriving in At Least Three Well-Being Elements</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Significant Drivers of Well-Being

Associate degree graduates who strongly agree …

While attending [Institution Name] to complete my associate degree, I had an internship or job that allowed me to apply what I was learning in the classroom.

While attending [Institution Name], I had a mentor who encouraged me to pursue my goals and dreams.

… are more likely to be thriving in at least four well-being elements

Note: Logistic regression was employed to model the independent effect of graduates’ perceptions on the likelihood that respondents are thriving in four or five well-being elements (1=Thriving in four or five elements, 0=Not thriving in four or five elements), controlling for gender, race, income, first-generation college student status, age and undergraduate debt amount.
Great Experiences: Undergraduate Experiences

<table>
<thead>
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</tr>
</thead>
</table>
All Three Statements

My professors/instructors at [Institution] cared about me as a person.  

I had at least one professor/instructor at [Institution] who made me excited about learning.  

While attending [Institution], I had a mentor who encouraged me to pursue my goals and dreams.
If graduates were classified as “supported” during college, the odds that they are engaged in their work and thriving in their overall well-being double.
Both Attachment Statements

- [Institution Name] was the perfect school for people like me.
  - Associate Degree Holders: 33%
  - GPI National: 37%

- I can't imagine a world without [Institution Name].
  - Associate Degree Holders: 24%
  - GPI National: 22%

- Both Attachment Statements
  - Associate Degree Holders: 18%
  - GPI National: 18%
ATD 2017 Study

Focusing on associate degree graduates from 2000 to 2016
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)
Top Five Reasons for Not Enrolling in a Four-Year Degree

- Cost/Finances: 39%
- Have a job/Already working: 23%
- Family obligations: 18%
- Too busy/Life got in the way: 17%
- Lost focus or interest: 13%
## ATD 2017 Study

Focusing on associate degree graduates from 2000 to 2016

| Background | Great Jobs | Great Lives | Great Experiences | Continuing Education | ATD 2017 Study |
2017 ATD Study Purpose

1. Serve as a companion to the Gallup-USA Funds Associate Degree Graduates Study by examining community colleges with programmatic and policy initiatives to support student success.

2. Increase accountability in higher education beyond using the traditional metrics.

3. Engage with community colleges in states that have 1) a robust environment for implementation and scale of evidence-based practices and 2) readily available employment data.
Participating ATD Institutions

5 States

15 Institutions

**Indiana**
- Ivy Tech Community College of Indiana

**Virginia**
- Danville Community College
- **Northern Virginia Community College**
- Patrick Henry Community College

**Tennessee**
- Chattanooga State Community College
- Jackson State Community College
- Southwest Tennessee Community College

**Florida**
- Broward College
- Pensacola State College

**Texas**
- Austin Community College
- El Centro College
- Grayson College
- Lee College
- Lone Star College
- North Lake College
• In which state do you currently work?

• Overall, how would you rate your experience at [Institution Name]?

• About how many credits from [Institution Name] were you able to apply towards your 4-year degree?

• On a five point scale where 1 means not at all likely and 5 means extremely likely, how likely is it that you will pursue an additional degree or certification?

• Which of the following types of degrees or certificates are you most likely to pursue if you decide to obtain another degree or certification?
Methodology
Methodology

• **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.