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Where Are They Now?

A Description of 1992–93 Bachelor's Degree Recipients 10 Years Later

Statistical Analysis Report

B&B 1993/2003

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A Description of 1992–93 Bachelor's Degree Recipients 10 Years Later

Statistical Analysis Report

October 2006

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Executive Summary

In the 1992–93 academic year, the National Center for Education Statistics embarked on its first long-term longitudinal study of bachelor's degree recipients. Students who had completed or expected to complete a bachelor's degree between July 1992 and June 1993 were selected from a cross-section of students in all levels and sectors of postsecondary education[1] to participate in the first Baccalaureate and Beyond Longitudinal Study (B&B). These graduates were located and surveyed again in 1994 and 1997.

In 2003, 10 years after they had completed a bachelor's degree, the final follow-up of this cohort took place. Using data from the 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), this report provides an overview of the status of 1992–93 college graduates 10 years after graduation. The estimates in this report are based on the results of surveys with approximately 9,000 bachelor's degree recipients, representing about 1.2 million bachelor's degree completers from 1992–93. This report presents the concluding data that were collected in the B&B series, completing the picture of various outcomes for these graduates 10 years after they completed a bachelor's degree.

In the 2003 survey, 1992–93 college graduates were asked about many aspects of their lives, including their education, employment, family, civic participation, and opinions. This report presents a general overview of the graduates' responses to selected items in these five areas. Specifically, the overview addresses the following questions:

- How much education beyond a bachelor's degree had 1992–93 graduates completed by 2003?
- What were graduates' patterns of labor force participation in 2003?
- How satisfied were they with their college education, and how did they evaluate it 10 years later?
- What percentage of cohort members in 2003 were married or had children?
- What was their level of civic participation 10 years after college?

This report also contains a table compendium. The compendium is organized into sections that correspond to the major sections of the overview: Education, Employment, Opinions About Education, Family Status, and Civic Participation. In each section, the table compendium presents further detail about the characteristics of the graduates, as well as additional information about other outcomes in each topic area. For information about the variables used in this report, the reader should consult the glossary in appendix A. More information about the data collection and the statistical tests used in this report is available in appendix B.

[1] Students were sampled in the 50 states, the District of Columbia, and Puerto Rico.

Graduate Education

By 2003, 10 years after bachelor's degree completion, 40 percent of 1992–93 bachelor's degree recipients had enrolled in a master's, first-professional, or doctoral degree program. This included 25 percent who had completed such a degree, 6 percent who were currently enrolled, and 9 percent who had enrolled in a graduate program but left without completing one (table 1).

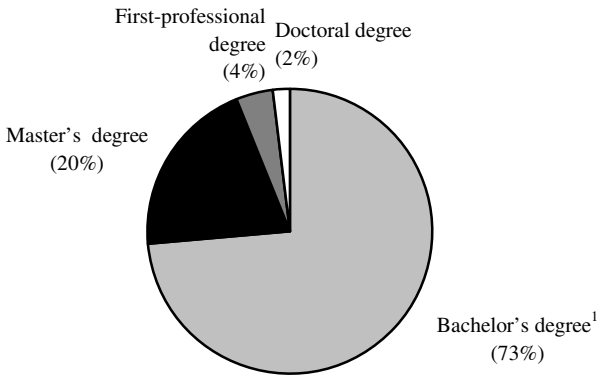
Specifically, about one-fourth of 1992–93 bachelor's degree recipients earned an advanced degree (master's, doctoral, or first-professional degree) during the past 10 years (figure A). Twenty percent of students earned a master's degree, 4 percent earned a first-professional degree, and 2 percent earned a doctoral degree. Men were more likely than women to earn a doctoral or first-professional degree, while women were more likely than men to earn a master's degree (table 2). These patterns were consistent with those observed for the same cohort of graduates in 1997 (Clune, Nuñez, and Choy 2001).

Graduates' baccalaureate major was associated with their likelihood of entering and completing an advanced degree. For example, graduates who earned a bachelor's degree in education were more likely than those who majored in other subjects (except in arts and humanities) to have earned a master's degree by 2003 (table 2). Graduates' field of employment was also related to their likelihood of completing an advanced degree. Consistent with the results for undergraduate major, those working in education were more likely than those working in any other occupation to hold a master's degree (38 vs. 9–20 percent). Reflecting the fact that the M.D. and D.D.S. are first-professional degrees, health professionals were more likely to hold a first-professional degree than graduates working in other occupations.

Employment

In 2003, 10 years after earning a bachelor's degree, most college graduates (87 percent) were employed, primarily in one full-time job (70 per-

Figure A. Percentage distribution of 1992–93 bachelor's degree recipients by highest degree attained: 2003



[1]Includes postbaccalaureate certificates.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

cent; table 3). Nine percent were employed in multiple jobs, and 8 percent had one part-time job. Another 4 percent were unemployed (not working, but looking for work), and the remaining 9 percent were out of the labor force (not working and not looking for work).

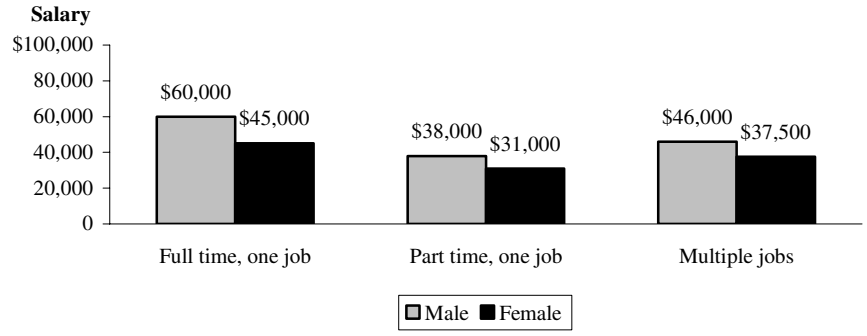
Graduates' educational attainment after earning the 1992–93 bachelor's degree was related to their chances of working full time, part time, or in multiple jobs. For example, about 80 percent of graduates with first-professional or doctoral degrees worked at one full-time job, compared with 71 percent of those with master's degrees and 69 percent with bachelor's degrees.

Among 1992–93 college graduates who were employed in 2003, salaries varied widely by levels of education and employment and by occupation (table 4). The average salary for full-time workers was $60,700, and the median salary was $52,000. Consistent with earlier results for this cohort (Bradburn and Berger 2002), men earned more than women among those working full time or in multiple jobs (figure B). Higher degrees were also associated with higher salaries, and full-time workers in business and management and in engineering, architecture, or computer science earned more than their counterparts in many other occupations (table 4).

Looking Back: Opinions About Education

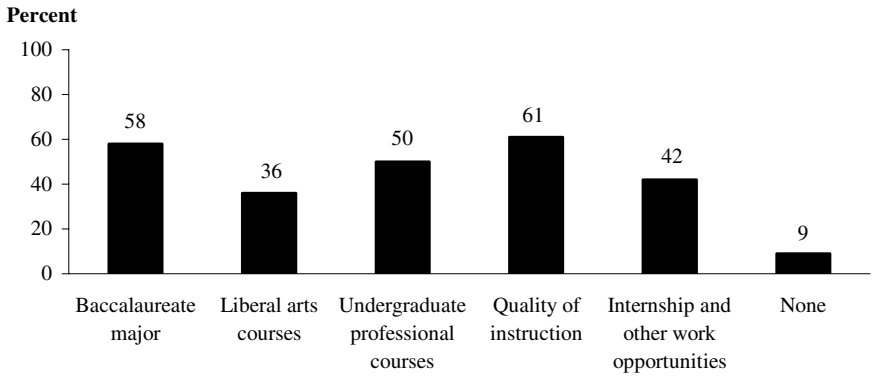
Among 1992–93 bachelor's degree recipients, about three-fifths reported that the quality of instruction they received as undergraduates (61 percent) and their undergraduate major field (58 percent) remained very important to their lives 10 years later (figure C). Smaller percentages of graduates reported this lasting influence of the liberal arts courses they took (36 percent), the undergraduate professional courses they took (50 percent), or any internship or work opportunities they had as undergraduates (42 percent). A number of characteristics of their undergraduate education were related to these assessments. For example, in 2003,graduates of public institutions were more likely than graduates of private not-for-profit institutions to report that their major field,

Figure B. Median annual salary of employed 1992–93 bachelor's degree recipients, by employment level and gender: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure C. Percentage of 1992–93 bachelor's degree recipients who reported that various characteristics of their undergraduate education were very important to their lives now: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

the professional classes they took, and their internship or other work opportunities as undergraduates were very important 10 years after graduation, (table 6). On the other hand, a larger percentage of graduates of private not-for-profit institutions than graduates of public institutions said that liberal arts courses and the quality of instruction they received were very important.

The graduates were also asked whether they considered their undergraduate education (as a whole) to be very important preparation for their work and career, further education, and financial security (table 7). Nearly four out of five graduates (78 percent) reported that their undergraduate education was very important in preparing them for their work and career; a majority also indicated that their college years prepared them for further education (56 percent) and achieving financial security (57 percent). Yet 8 percent did not feel that their undergraduate education was very important preparation for any of these areas.

Finally, the graduates evaluated their undergraduate education favorably. At least 9 out of 10 felt that obtaining a bachelor's degree was worth the financial cost, time, and effort that had been required (90, 93, and 96 percent, respectively; table 8).

Family Status

Among 1992–93 college graduates, about one-third of women (34 percent) and one-fourth of men (26 percent) had married before earning a bachelor's degree (Clune, Nuñez, and Choy 2001). In 2003, about two-thirds (68 percent) of 1992–93 graduates were married, and 20 percent were single and had never been married (table 9). Smaller percentages reported that they were divorced (6 percent), cohabiting (4 percent), separated (1 percent), or widowed (0.4 percent).

Pursuit of a graduate education and employment were associated with a lower likelihood of marriage. Those 1992–93 graduates who had completed a doctoral or first-professional degree were more likely than other graduates to be single in 2003 (29 vs. 19–20 percent), and they were less likely to be married (61 vs. 68–69 percent). Those who had received a doctoral or first-professional degree were also less likely than others to be di-

vorced (3 vs. 6 percent). Graduates who worked part time or were out of the labor force were less likely than other graduates to be single and never married. Conversely, graduates who worked part time and those who were out of the labor force were more likely than other graduates to be married (78 and 87 percent, respectively, vs. 54–66 percent).

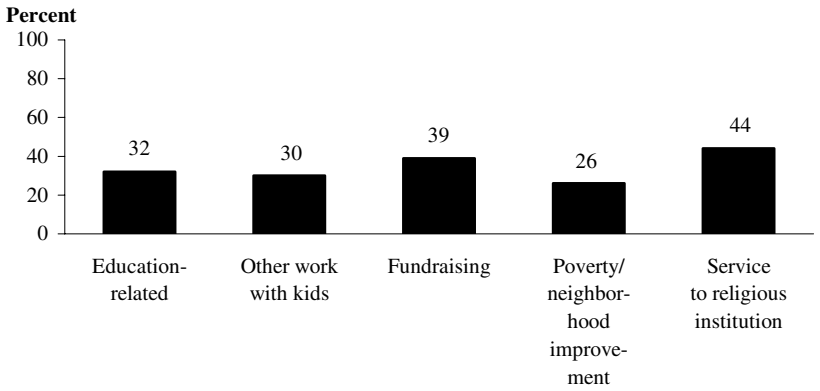
When they completed college in 1992–93, 14 percent of this cohort already had children, and 13 percent of the other graduates had become parents within 4 years (Clune, Nuñez, and Choy 2001). Ten years after college completion, about one-half (51 percent) of graduates had children under age 18 (table 10): 21 percent had one child, 22 percent had two children, and 9 percent had three or more children. As with marriage, graduate education was associated with a lower likelihood of having children.

Civic Participation

The college graduates described in this report had 10 years to complete additional education, enter careers, and pursue other interests. Many of them had established ties to the community, which were reflected in their volunteer work. Overall, nearly one-half (47 percent) of the 1992–93 graduate cohort reported in 2003 that they had participated in community service in the past year (table 11). Of those who had volunteered, 44 percent reported that they had provided service to a religious institution, 39 percent had worked on fundraising, and 32 percent had participated in education-related activities (figure D).

As of 2003, female college graduates were more likely than their male counterparts to have volunteered in the past year (50 vs. 43 percent) (table 11). Among those who had volunteered, women were more likely than men to have served in educational or religious institutions, while men were more likely than women to have done other volunteer work with children or to have participated in poverty or neighborhood improvement projects. These patterns are consistent with those found among 1999–2000 bachelor's degree recipients in 2001 (Bradburn et al. 2003).

Figure D. Among 1992–93 bachelor's degree recipients who participated in community service in the past year, percentage doing various types of service: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Among 1992–93 bachelor's degree recipients who had volunteered in the past year, as of 2003, 27 percent reported that they had done so less than once a month, 29 percent had done so monthly, and 34 percent had done so weekly (table 12). On average, the total number of volunteer hours they had logged in that period was 148 hours.

About 9 out of 10 (93 percent) of 1992–93 bachelor's degree recipients who were U.S. citizens or nationals were registered to vote in 2003, and a majority (76 percent) had voted in the 2002 election (table 13). Smaller percentages of graduates had contacted a public official by letter, e-mail, or telephone in the past 2 years (36 percent) or had attended some sort of political event, such as a dinner or a rally, in the past year (15 percent). Older college graduates were more likely than younger ones to have voted in the 2002 elections or to have contacted a public official in the past 2 years.

Foreword

This report profiles 1992–93 bachelor's degree recipients 10 years after receiving a bachelor's degree, in 2003, using data from the final follow-up of the first long-term longitudinal study of degree holders conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education. The sample was obtained by identifying eligible graduates from the 1993 National Postsecondary Student Aid Study (NPSAS:93), a nationally representative cross-section of all students in postsecondary education institutions in the 50 states, the District of Columbia, and Puerto Rico. As part of NPSAS:93, information was obtained from postsecondary institutions and through telephone interviews with students. Those members of the NPSAS:93 sample who completed a bachelor's degree between July 1, 1992 and June 30, 1993, were identified and contacted for a 1-year follow-up interview in 1994 and for a second follow-up in 1997. The final follow-up, conducted 10 years later (B&B:93/03), is the focus of this report.

This report provides an introduction to the 2003 data, offering a snapshot of activities in five areas by the 1992–93 cohort 10 years after they had graduated: subsequent education, employment, opinions about education, family status, and civic participation. The body of the report provides a descriptive summary of the distribution of graduates for key items in these five areas, highlighting selected relationships to graduate demographic and educational characteristics. This report also contains a table compendium, organized into sections that correspond to the major sections of the overview: Education, Employment, Opinions About Education, Family Status, and Civic Participation. The tables in each section provide further detail about the questions discussed in the overview, as well as additional information about other outcomes in each topic area.

The estimates presented in the report were produced using the NCES Data Analysis System (DAS) Online, a web-based table-generating application that provides the public with direct, free access to the wealth of data contained in the B&B:93/03 study as well as other postsecondary datasets collected by NCES. The DAS produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. For more information about the DAS, readers should consult appendix B of this report.

Acknowledgments

The authors wish to acknowledge the contribution of many individuals to the production of this report. At MPR Associates, Francesca Tussing provided considerable production assistance editing, proofing, and formatting the report; Barbara Kridl, Andrea Livingston, Patti Gildersleeve, Wes Nations, and Annabelle Yang also contributed to all of these tasks. Stephen Lew conducted extensive programming, testing, and evaluation of the data files, and his technical assistance with the data is greatly appreciated. Vicky Dingler and Joanna Wu also participated in the creation of data files and derived variables, and Martha Alt provided helpful research assistance.

The contribution of the data collection team at RTI International, the primary contractor for this study, cannot be overstated. Without their hard work, this dataset would not even exist. Although the personnel from RTI who worked on this project are too numerous to mention, special thanks are due to Jennifer Wine, the project director at RTI. In addition, Kimberly Ault and Sara Wheeless contributed sections to the technical appendix regarding bias analysis and imputation procedures and provided helpful consultations on these topics throughout the process.

At NCES, Kristin Perry oversaw the report through the review process and Paula Knepper served as technical advisor. Other reviewers at NCES included Dennis Carroll, James Griffith, Tracy Hunt-White, and Ralph Lee. We appreciate their input, as well as the comments and suggestions of external reviewers Dawn Terkla at Tufts University, Alisa Cunningham of the Institute for Higher Education Policy, Duc-Le To of the Institute of Education Sciences was instrumental in the final review and publication process, and Joan Burrelli from the National Science Foundation.

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Introduction

In the 1992–93 academic year, the National Center for Education Statistics (NCES) embarked on its first long-term longitudinal study of bachelor's degree recipients, the Baccalaureate and Beyond Longitudinal Study (B&B). Students who had completed or expected to complete a bachelor's degree between July 1992 and June 1993 were selected from a cross-section of students in all levels and sectors of postsecondary education in the 50 states, the District of Columbia, and Puerto Rico. These graduates were interviewed in 1993, then located and surveyed again in 1994 and 1997. In 2003, 10 years after they had completed a bachelor's degree, the final follow-up of this cohort took place. This report provides a descriptive summary of the activities of this cohort of college graduates at the time of their interviews in 2003. Where similar information is available for the graduates when they were last interviewed in 1997, it is provided for context. However, this report does not test for changes over time within this cohort of bachelor's degree recipients.

The 2003 survey, like the previous follow-ups, asked bachelor's degree recipients about many aspects of their lives, including their education, employment, family, civic participation, and finances, as well as their attitudes and opinions about many of their experiences. The wealth of information available in the 2003 survey—not to mention the combined information of four separate waves of data—is vast, and no single report can begin to do justice to the complexity of the data. Instead, this report provides an introduction to the 2003 data, offering a snapshot of activities in five areas by the 1992–93 cohort 10 years after they had graduated: subsequent education, employment, opinions about education, family status, and civic participation. Following a description of the data and methods, the body of the report provides a general overview of the graduates' responses to selected items in these five areas, addressing the following questions:

- How much education beyond a bachelor's degree had 1992–93 graduates completed by 2003?
- What were the patterns of labor force participation in 2003?
- How satisfied were they with their college education, and how did they evaluate it 10 years later?
- What percentage of cohort members in 2003 were married or had children?
- What was their level of civic participation 10 years after college?

This report also contains a table compendium as a reference to the wider range of information collected in this study. The compendium is organized into sections that correspond to the major sections of the overview: Education, Employment, Opinions About Education, Family Status, and Civic Participation. In each section, selected statistically significant findings are presented at the beginning, followed by the tables for that section. The tables provide further detail about the questions discussed in the overview, as well as additional information about other outcomes in each topic area. The variables used in this report are defined in appendix A. More information about the B&B:93/03 data is available in appendix B, and the standard errors for all the estimates presented in this report are available at http://nces.ed.gov/das/library/reports.asp.

Data and Methods

The 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) sample was obtained by identifying eligible bachelor's degree recipients from the 1993 National Postsecondary Student Aid Study (NPSAS:93), a nationally representative cross-section of all students in postsecondary education institutions in the 50 states, the District of Columbia, and Puerto Rico.[1] For NPSAS:93, information was obtained from more than 1,000 postsecondary institutions on approximately 50,000 undergraduate students and more than 13,000 graduate students.[2] Those members of the NPSAS:93 sample who completed a bachelor's degree between July 1, 1992 and June 30, 1993, were identified and contacted for a 1-year follow-up interview in 1994 and for a second follow-up in 1997. The final follow-up, conducted 10 years later in 2003, is the focus of this report. The estimates in this report are based on the results of surveys with approximately 9,000 bachelor's degree recipients, representing about 1.2 million people who completed a bachelor's degree in 1992–93. The Internet-based survey could be self-administered or completed over the telephone with a trained interviewer. The weighted overall response rate for the B&B:93/03 interview was 74 percent, reflecting a base-year institution response rate of 88 percent and a 2003 follow-up student response rate of 83 percent. For more information about the B&B:93/03 data collection, see appendix B of this report.

While information about this cohort from the 1997 data collection is used to provide context for the relationships presented in the analysis here, no longitudinal analysis of change in the graduates' roles over time is conducted. In addition, the analysis conducted for this report generally does not control for the interrelationships among the variables considered; rather, it is designed to provide a descriptive overview of the activities of the 1992–93 college graduates 10 years later. Thus, one should use caution in drawing conclusions based solely on the results presented here. Future NCES reports will explore selected topics in much greater depth, and researchers are invited to conduct their own analyses of the B&B:93/03 data.

To avoid confounding influences of previous undergraduate experience, all analyses in this report are restricted to those for whom the 1992–93 bachelor's degree was the first bachelor's degree received (about 93 percent of the sample). Information about the operational definitions of this and other variables used in this report can be found in appendix A. Many results in this

[1] All tables in this report show totals for college graduates both with and without Puerto Rico. Breakouts by other variables include college graduates from Puerto Rico.

[2] Sample sizes have been rounded throughout to protect confidentiality.

report are presented by demographic or undergraduate educational characteristics. The distribution of the group of first-time bachelor's degree recipients analyzed in this report is available in appendix B. Demographic characteristics considered included gender, race/ethnicity, parents' highest level of education, and age at bachelor's completion. Distributions by baccalaureate degree major and the sector of the degree-granting institution are also shown.

All comparisons made in the text were tested using Student's *t* statistic for comparing two numbers or *F*-tests for overall significance and linear trends for comparisons across ordered categories. All differences cited were statistically significant at the .05 level. The formulas used and more detail on significance levels are provided in appendix B.

Graduate Education

Graduate enrollments have increased since the early 1970s, with particularly high growth earlier in the period (U.S. Department of Education 2002). Among 1992–93 college graduates, 29 percent had enrolled in a master's, doctoral, or first-professional degree program when interviewed in 1997, within 4 years of completing college, with enrollment the highest during the first year after receiving a bachelor's degree (Clune, Nuñez, and Choy 2001). Of those who had enrolled, about three-fourths (76 percent) were in a master's degree program, 14 percent in a first-professional program, and 10 percent in a doctoral program (McCormick et al. 1999). In fact, by 1997, 15 percent had attained a master's, doctoral, or first-professional degree (Clune, Nuñez, and Choy 2001). This section describes the extent to which the 1992–93 graduates had enrolled in and completed graduate programs[3] by 2003, 10 years after they obtained a bachelor's degree.

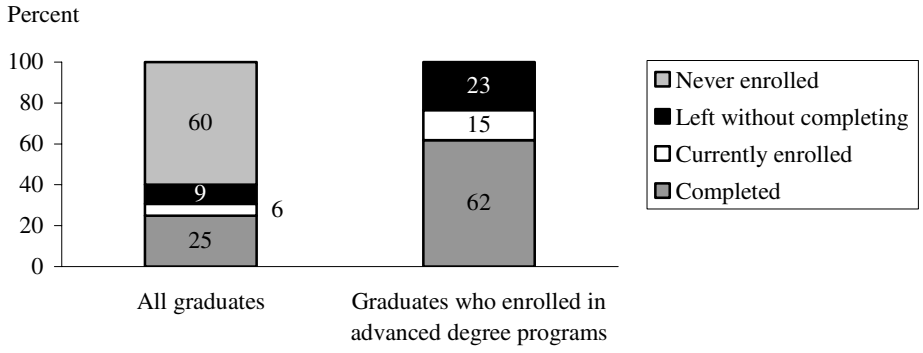
Participation in Graduate Programs

By 2003, 40 percent of 1992–93 bachelor's degree recipients had enrolled in a master's, doctoral, or first-professional degree program. This included 25 percent who completed a graduate degree, 6 percent who were enrolled in graduate education as of 2003, and 9 percent who had enrolled but left without completing a program (figure 1). Among those who had enrolled in a graduate program, about three-fifths (62 percent) had completed a degree, 15 percent were enrolled, and 23 percent left without a degree.

Parents' education was associated with the cohort's graduate enrollment: as of the 1997 interview, graduates whose parents had advanced degrees were more likely than others to be enrolled in an advanced degree program (McCormick et al. 1999). This pattern was observed in 2003 as well (table 1). Those bachelor's degree recipients who had parents with advanced degrees were more likely to enroll in a graduate program than those who had parents with bachelor's degrees, some postsecondary education, or a high school diploma or less. Graduates whose parents had more education were also more likely to have completed a graduate degree by 2003. For example, while one-third (33 percent) of college graduates whose parents had advanced degrees completed such a degree themselves within 10 years, 19–25 percent of other graduates completed an advanced degree.

[3] Throughout the text, the terms "graduate program" and "advanced degree program" are used interchangeably to refer to master's, first-professional, and doctoral degree programs combined. Postbaccalaureate certificates are not included.

Figure 1. Percentage distribution of 1992–93 bachelor's degree recipients' advanced degree enrollment and completion: 2003



NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Both undergraduate major and grade point average (GPA) were related to pursuing graduate education among the 1992–93 bachelor's degree recipients. Approximately one-half of those graduates who had a bachelor's degree major in natural sciences and mathematics, education, and social and behavioral sciences (57, 50, and 50 percent, respectively) enrolled in an advanced degree program; more than those in all other fields. Business majors were less likely than other majors to have enrolled in a graduate program (25 vs. 34–57 percent). Natural sciences and mathematics majors were also more likely than others to have completed a graduate program in the 10 years since bachelor's degree completion (39 vs. 17–30 percent). Undergraduate GPA was also associated with enrollment in a graduate program. A greater proportion of students with an undergraduate GPA of 2.75 or higher enrolled in and completed such a program than those with lower GPAs.

Graduates' patterns of enrollment in and completion of graduate programs 10 years after college were consistent with their plans at the time of graduation. About two-thirds (65 percent) of those who aspired to earn a doctoral or first-professional degree enrolled in a graduate program after bachelor's degree completion. These graduates were more likely than those who expected to complete less education to have enrolled. Furthermore, those who expected to earn a master's degree were more likely than those who expected to earn a bachelor's degree to have enrolled. Higher degree expectations were also associated with a higher likelihood of completing a graduate degree within 10 years of college graduation.

Table 1. Percentage of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by demographic and educational characteristics: 2003

Selected characteristics	All graduates			
	Total ever enrolled	Completed	Currently enrolled	Left without completing
U.S. total (excluding Puerto Rico)	40.2	24.9	5.9	9.4
Total (50 states, D.C., and Puerto Rico)	40.1	24.8	5.9	9.4
Gender				
Male	38.7	24.8	5.7	8.3
Female	41.3	24.9	6.1	10.3
Parents' highest education				
High school diploma or less	33.8	18.7	5.7	9.4
Some postsecondary education	39.1	23.8	6.0	9.4
Bachelor's degree	39.9	24.6	6.6	8.7
Advanced degree	48.7	32.8	5.7	10.3
Baccalaureate degree major				
Business and management	25.4	16.6	3.2	5.6
Education	50.3	28.3	8.1	13.9
Engineering	39.2	24.5	5.4	9.3
Health	36.5	22.0	6.5	8.0
Public affairs/social services	36.3	20.6	6.2	9.5
Humanities	42.6	25.5	7.1	10.1
Social and behavioral sciences	49.8	30.3	8.7	10.8
Natural sciences and mathematics	56.7	38.6	6.4	11.7
Other	34.4	21.7	4.2	8.6
Cumulative undergraduate GPA				
Less than 2.75	33.9	19.7	5.6	8.6
2.75–3.74	46.4	29.7	6.7	9.9
3.75 or higher	54.7	37.9	5.0	11.8
Educational expectations at bachelor's completion				
Bachelor's degree	16.7	8.9	3.9	4.0
Master's degree	35.5	21.5	5.5	8.5
Doctoral/first-professional degree	64.7	42.2	8.0	14.6

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Highest Degree Attained

About one-fourth of 1992–93 bachelor's degree recipients earned an advanced degree during the past 10 years (table 2). Twenty percent of students earned a master's degree, 4 percent earned a first-professional degree, and 2 percent earned a doctoral degree (figure 2). Men were more likely than women to earn a doctoral or first-professional degree, while women were more

likely than men to earn a master's degree (table 2). These patterns were consistent with those observed for the same cohort of graduates in 1997 (Clune, Nuñez, and Choy 2001).

Table 2. Percentage distribution of 1992–93 bachelor's degree recipients' highest degree attained, by demographic, educational, and employment characteristics: 2003

Demographic, educational, and employment characteristics	Bachelor's degree[1]	Advanced degree			
		Total	Master's degree	First-professional degree	Doctoral degree
U.S. total (excluding Puerto Rico)	74.4	25.6	19.7	4.0	1.9
Total (50 states, D.C., and Puerto Rico)	74.4	25.6	19.7	4.0	1.9
Gender					
Male	74.4	25.6	18.0	4.9	2.7
Female	74.5	25.5	21.1	3.2	1.3
Baccalaureate degree major					
Business and management	83.3	16.7	14.7	1.8	0.2
Education	71.1	28.9	26.3	1.5	1.1
Engineering	74.2	25.9	22.2	0.9	2.7
Health	77.9	22.1	19.4	2.1	0.6
Public affairs/social services	79.4	20.6	18.2	1.8	0.6
Humanities	73.0	27.1	21.5	4.3	1.2
Social and behavioral sciences	68.6	31.4	21.8	7.2	2.3
Natural sciences and mathematics	60.3	39.7	18.7	12.0	9.0
Other	77.6	22.4	18.0	3.4	1.0
Cumulative undergraduate GPA					
Less than 2.75	79.7	20.4	16.8	2.2	1.3
2.75–3.74	69.4	30.6	21.3	7.1	2.3
3.75 or higher	61.6	38.4	30.1	4.3	4.1
Educational expectations at bachelor's completion					
Bachelor's degree	90.9	9.1	7.7	1.0	0.4
Master's degree	78.0	22.0	20.9	0.9	0.3
Doctoral/first-professional degree	56.2	43.8	24.6	12.6	6.7
Occupation[2]					
Business and management	82.0	18.0	17.1	0.7	0.3
Education	58.5	41.5	37.9	0.8	2.9
Health professions	61.8	38.2	16.4	16.6	5.3
Service industries	89.1	10.9	9.4	1.3	0.1
Research, other professional/technical	66.3	33.7	19.7	10.1	3.8
Engineering/architecture/computer science	82.2	17.8	15.9	0.2	1.7
Other	87.9	12.1	9.0	3.1	#

#Rounds to zero.

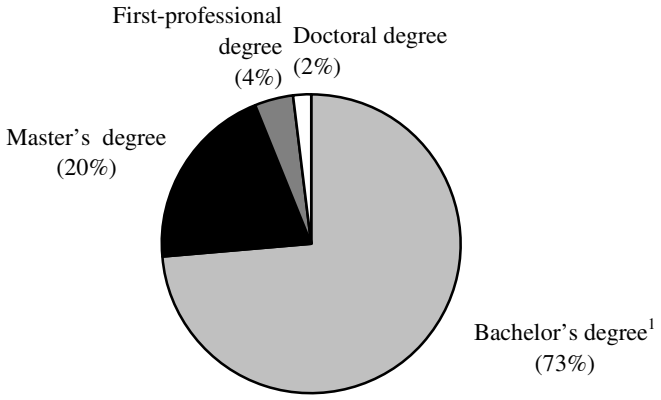
[1]Includes postbaccalaureate certificates.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure 2. Percentage distribution of 1992–93 bachelor's degree recipients' highest degree attained: 2003



[1]Includes postbaccalaureate certificates.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Graduates' baccalaureate major was associated with advanced degree completion. Graduates with a bachelor's degree in natural sciences and mathematics were more likely than those who majored in other subjects to earn a doctoral degree (9 percent vs. up to 3 percent). Graduates with majors in natural sciences and mathematics or in social and behavioral sciences were also more likely than those with other majors to earn a first-professional degree. About one-fourth (26 percent) of graduates who earned a bachelor's degree in education had a master's degree by 2003, a higher percentage than graduates with majors in business, health, public affairs/social services, natural sciences and mathematics, or "other" unspecified fields.

Students who expected, at the time they graduated from college, to earn a master's degree were more likely than those who expected to earn a bachelor's degree to attain a master's degree by 2003 (21 vs. 8 percent). Students with master's degree expectations were, however, *less* likely than those with doctoral or first-professional degree expectations to earn a master's degree (21 vs. 25 percent), perhaps because graduates who expected a doctoral degree may have earned a master's degree en route to a doctorate. A greater proportion of college graduates who expected to earn a doctoral or first-professional degree than those who expected to earn a bachelor's or master's degree attained a first-professional degree. Finally, 7 percent of those college graduates who expected to earn a doctoral or first-professional degree completed a doctorate within 10 years of college graduation, compared with less than 1 percent of those who expected to earn a bachelor's or master's degree.

Similar to the results related to bachelor's degree major, college graduates working in the education field were more likely than those working in any other occupation to hold a master's degree (38 vs. 9–20 percent). Reflecting the fact that the M.D. and D.D.S. are first-professional degrees, health professionals were more likely to hold a first-professional degree than bachelor's degree recipients working in other occupations. Those working in research or other professional or technical occupations were generally more likely than those working in other occupations (excluding health) to hold a first-professional degree. Additionally, those in the health field were more likely than those in most other occupations to hold a doctoral degree, except for those in the education and research fields.

Employment

Using previous rounds of B&B data for the 1992–93 cohort of college graduates, NCES has produced a number of descriptive reports that examine various aspects of graduates' employment after leaving college. These topics include the relationship of undergraduate major to employment outcomes (Horn and Zahn 2001), the prevalence of alternative employment such as part-time work, self-employment, and employment in multiple jobs (Bradburn and Berger 2002), and occupational attrition or stability over time (Henke and Zahn 2001). This section provides the latest look at the employment characteristics of this cohort of graduates, describing their labor force participation and salaries in 2003.[4]

Labor Force Participation

In 2003, 10 years after earning a bachelor's degree, most bachelor's degree recipients (87 percent) were employed, primarily in one full-time job (70 percent; table 3). Nine percent were employed in multiple jobs, and 8 percent had one part-time job.[5] Another 4 percent were unemployed (not working, but looking for work), and the remaining 9 percent were out of the labor force (not working and not looking for work). Consistent with findings from the 1994 and 1997 waves of this study (Horn and Zahn 2001; Bradburn and Berger 2002), gender differences in the likelihood of being employed part time or being out of the labor force were found. In 2003, men were more likely than women to work full time (81 vs. 61 percent), while women were more likely than men to work part time (12 vs. 3 percent) or to be out of the labor force (15 vs. 2 percent).

Educational attainment after earning the 1992–93 bachelor's degree was also related to the likelihood of working full time, part time, or in multiple jobs (table 3). College graduates who had attained doctoral or first-professional degrees before 2003 were more likely to be employed full time than those who had earned master's degrees or bachelor's degrees. About 80 percent of bachelor's degree recipients with first-professional or doctoral degrees worked at one full-time

[4] When interviewed in 2003, graduates were asked about the characteristics of their current job or, if not employed, about their most recent job, as long as they were employed at some point since 1997. Unless otherwise specified, employment status refers to status when interviewed in 2003, but job characteristics refer to the graduate's current (2003) or most recent (since 1997) job. (When only employed graduates are included in a table, the job characteristics describe the current [2003] job.)

[5] For convenience, respondents working one full-time job will hereafter be described as "working full time," and those working one part-time job will be described as "working part time." That is, unless otherwise specified, respondents are employed in one job only.

Table 3. Percentage distribution of 1992–93 bachelor's degree recipients' current labor force participation, by demographic, educational, and employment characteristics: 2003

Demographic, educational, and employment characteristics	Employed				Unemployed	Out of the labor force
	Total	Full time, one job	Part time, one job	Multiple jobs		
U.S. total (excluding Puerto Rico)	87.3	70.2	7.9	9.3	3.8	8.9
Total (50 states, D.C., and Puerto Rico)	87.3	70.1	7.9	9.2	3.8	8.9
Gender						
Male	93.9	81.1	3.5	9.4	4.1	2.0
Female	81.7	61.1	11.6	9.1	3.6	14.6
Highest degree attained as of 2003						
Bachelor's degree	85.7	69.2	8.0	8.5	4.4	10.0
Master's degree	91.2	70.8	8.3	12.1	2.2	6.6
Doctoral/first-professional degree	94.4	80.4	5.9	8.1	2.1	3.6
Field of advanced degree[1]						
Business and management	94.9	80.4	6.1	8.5	2.0	3.1
Education	91.0	69.8	8.4	12.8	1.5	7.6
Health	91.2	67.5	10.6	13.1	0.5	8.3
Arts and humanities	87.7	52.2	13.2	22.3	6.5	5.8
Social and behavioral sciences	93.2	64.1	12.6	16.5	1.5	5.3
Science/math/engineering	92.7	84.7	3.5	4.6	1.3	6.0
Other	90.5	74.5	6.1	9.9	3.9	5.6
Occupation[2]						
Business and management	91.0	78.2	5.9	7.0	3.3	5.7
Education	86.3	65.7	9.3	11.3	2.3	11.4
Health professions	89.0	57.4	15.2	16.4	2.5	8.5
Service industries	87.2	69.2	11.6	6.4	3.5	9.3
Research, other professional/ technical	87.5	68.5	7.4	11.6	5.2	7.3
Engineering/architecture/ computer science	91.6	84.8	3.2	3.7	5.5	2.9
Other	87.3	68.0	8.3	11.1	5.2	7.5

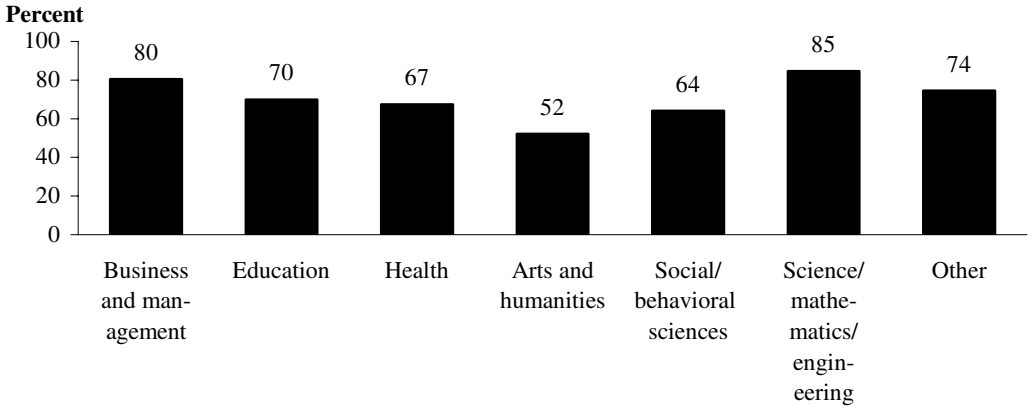
[1]Only includes respondents who completed a master's, doctoral, or first-professional degree. Refers to the field of the highest degree attained or, if two or more programs qualified as the highest degree, the field of the most recent degree attained.
[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

job, compared with 71 percent of graduates with master's degrees and 69 percent with bachelor's degrees.

Among graduates with advanced degrees, field of study for that degree was related to the intensity of their labor force participation as well. Graduates whose major or field of study in

their highest degree was science, mathematics, or engineering were more likely than those who studied all other subjects except business to work full time 10 years after graduating from college (85 vs. 52–74 percent; figure 3). Bachelor's degree recipients who studied arts and humanities for their highest degree were the least likely group to work full time when compared with those who most recently studied other fields (with the exception of social and behavioral sciences): 52 percent of graduates who studied arts and humanities for an advanced degree worked full time, compared with 67–85 percent.

Figure 3. Percentage of 1992–93 bachelor's degree recipients with an advanced degree who worked in one full-time job in 2003, by field of advanced degree



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

For college graduates whose highest degree was a bachelor's degree, however, field of study for that degree may be less relevant to their employment 10 years later, because college graduates often change fields upon entering the job market or later on in their career (Henke and Zahn 2001). Examining labor market participation by occupation provides a more up-to-date look at labor force participation by field for all graduates. Although the majority of college graduates in all occupations were employed 10 years after earning a bachelor's degree, those in some occupations were more likely than others to be employed in one full-time job. Specifically, 85 percent of graduates working in engineering, architecture, or computer science were employed full time, compared with 78 percent of those in business and management, 69 percent in service industries, 68 percent in research or other professional or technical occupations, 68 percent in other unspecified occupations, 66 percent of educators, and 57 percent of health professionals.

Salary

Among 1992–93 college graduates who were employed in 2003, salaries varied by education level, occupation, and level of employment. Table 4 shows the average and median salaries for bachelor's degree recipients employed in one full-time job, one part-time job, and in multiple jobs. The average salary for full-time workers was $60,700, and the median salary was $52,000. Consistent with earlier results for this cohort (Bradburn and Berger 2002), men earned more than women in their full-time work: men earned an average of $69,900 per year, compared with $50,600 for women. The median salaries reflected the same pattern, with men's median salary about $15,000 higher than women's among full-time workers (figure 4). However, gender differences in salary are lower among bachelor's degree recipients than among employees with less education, and these gaps have closed over time (U.S. Department of Education 2002).

In general, college graduates with higher degrees earned more than those with lower degrees. Among graduates who worked full time, those with a doctoral or first-professional degree earned an average of $80,900 annually, compared with $61,100 for master's degree recipients and $58,800 for bachelor's degree recipients. The same pattern emerged for graduates with multiple jobs, with doctoral or first-professional degree recipients earning an average of $65,000, compared with $47,900 for master's degree recipients and $47,000 for bachelor's degree recipients.

Engineers, architects, and computer scientists not only were more likely to work full time than their peers in other occupations but also earned higher salaries than those in several other fields (table 4). Full-time workers in this group, along with those in business and management, earned higher salaries than their counterparts in education, service industries, research, or other unspecified occupations. Ten years after earning a bachelor's degree, engineers, architects, and computer scientists averaged $72,200 per year, compared with an average annual salary of $69,700 for those in business or management and $41,900–66,900 for those in other occupations. Median salaries in business and management and in engineering, architecture, or computer science were also higher than those for other occupations, and the median salary for engineering, architecture, or computer science, at $69,000 per year, was also higher than that for business and management ($59,700). However, these findings varied by graduate degree attainment. Although graduate attainment was positively associated with higher average and median salaries for most occupations, college graduates who had completed a graduate degree and, in 2003, were employed in the service industry or as engineers, architects, or computer scientists did not report measurably higher salaries than their counterparts who had not attained graduate degrees.[6]

[6] U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), Data Analysis System. Not shown in tables.

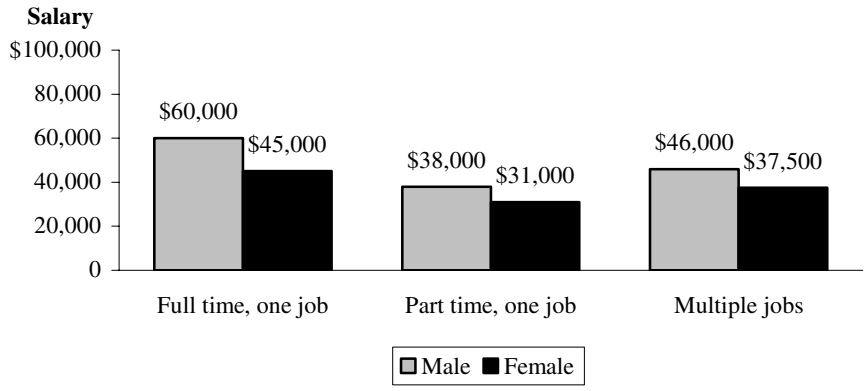
Table 4. Average annual salary of currently employed 1992–93 bachelor's degree recipients, by employment level, gender, highest degree, and occupation: 2003

Gender, highest degree, and occupation	Full time, one job		Part time, one job		Multiple jobs	
	Average salary	Median salary	Average salary	Median salary	Average salary	Median salary
U.S. total (excluding Puerto Rico)	$60,800	$52,000	$41,400	$31,800	$48,300	$40,900
Total (50 states, D.C., and Puerto Rico)	60,700	52,000	41,300	31,800	48,200	40,900
Gender						
Male	69,900	60,000	55,100	38,000	55,700	46,000
Female	50,600	45,000	37,800	31,000	42,000	37,500
Highest degree attained as of 2003						
Bachelor's degree	58,800	50,300	38,700	31,200	47,000	40,000
Master's degree	61,100	54,300	45,000	33,000	47,900	41,300
Doctoral/first-professional degree	80,900	64,000	‡	‡	65,000	55,000
Occupation						
Business and management	69,700	59,700	47,300	38,500	63,200	56,000
Education	41,900	39,900	25,400	21,000	33,100	35,000
Health professions	66,900	54,400	48,900	43,700	61,000	53,000
Service industries	59,400	52,000	37,100	25,000	46,600	30,000
Research, other professional/technical	58,300	49,400	49,800	31,200	42,400	35,400
Engineering/architecture/ computer science	72,200	69,000	‡	‡	55,200	52,000
Other	46,100	40,000	25,700	23,400	36,400	35,400
Bachelor's degree recipients without a graduate degree						
Occupation						
Business and management	67,300	59,700	46,200	37,000	60,000	48,500
Education	38,200	36,800	23,000	20,000	29,400	30,000
Health professions	58,300	50,000	43,800	40,400	59,300	52,000
Service industries	58,900	51,700	38,500	25,200	48,900	30,000
Research, other professional/technical	52,700	45,800	37,400	32,000	42,100	35,000
Engineering/architecture/ computer science	71,800	68,000	‡	‡	‡	‡
Other	43,700	39,900	23,700	20,800	34,800	35,000
Bachelor's degree recipients with a graduate degree						
Occupation						
Business and management	80,400	74,500	‡	‡	‡	‡
Education	46,600	43,500	28,500	21,000	37,900	38,000
Health professions	77,400	58,000	65,200	61,650	63,800	54,000
Service industries	63,600	52,000	‡	‡	‡	‡
Research, other professional/technical	68,200	57,000	72,500	31,200	42,900	36,400
Engineering/architecture/ computer science	73,500	72,000	‡	‡	‡	‡
Other	63,000	65,000	‡	‡	‡	‡

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure 4. Median annual salary of employed 1992–93 bachelor's degree recipients, by employment level and gender: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Eighty percent of employed graduates worked full time 10 years after earning a bachelor's degree. They worked an average of 47 hours per week, and earned about $60,700 per year (table 5). However, the percentage working full time, number of hours worked per week, and salary varied by occupation. Table 5 presents these figures by gender and highest degree attained by 2003, separately within occupational categories. Consistent with earlier findings, salary differences by gender persisted even when occupation was taken into account. Men employed full time in business and management, education, health professions, service industries, and research earned more than their female counterparts in the same professions.

Within some occupation groups, full-time workers who had doctoral or first-professional degrees worked more hours each week than their counterparts who had master's or bachelor's degrees. Those with doctoral or first-professional degrees who worked as educators averaged 53 hours per week, compared with 46–47 hours per week for bachelor's and master's degree recipients. Among health professionals, those with doctoral or first-professional degrees worked 61 hours per week, compared with 45–46 hours per week for those with bachelor's or master's degrees. Finally, in research and other professional or technical occupations, graduates with doctoral or first-professional degrees worked about 50 hours per week, while their peers with master's or bachelor's degrees worked 45 hours per week.

Table 5. Percentage of currently employed 1992–93 bachelor's degree recipients who had one full-time job and, of those, average hours worked per week and salary, by occupation, gender, and highest degree: 2003

Gender and highest degree	Percent	Average hours worked per week	Average salary
U.S. total (excluding Puerto Rico)	80.4	47.2	$60,800
All occupations			
Total (50 states, D.C., and Puerto Rico)	80.4	47.2	60,700
Gender			
Male	86.4	49.0	69,900
Female	74.7	45.2	50,600
Highest degree attained as of 2003			
Bachelor's degree	80.7	46.7	58,800
Master's degree	77.6	46.8	61,100
Doctoral/first-professional degree	85.2	54.1	80,900
Business and management			
Total (50 states, D.C., and Puerto Rico)	85.9	48.2	69,700
Gender			
Male	89.5	50.2	79,300
Female	81.5	45.5	56,900
Highest degree attained as of 2003			
Bachelor's degree	85.8	48.1	67,300
Master's degree	86.5	48.7	79,400
Doctoral/first-professional degree	‡	‡	‡
Education			
Total (50 states, D.C., and Puerto Rico)	76.2	46.9	41,900
Gender			
Male	73.6	48.4	47,400
Female	77.2	46.4	40,100
Highest degree attained as of 2003			
Bachelor's degree	76.1	47.0	38,200
Master's degree	76.4	46.2	45,900
Doctoral/first-professional degree	74.5	53.4	53,900
Health professions			
Total (50 states, D.C., and Puerto Rico)	64.5	49.8	66,900
Gender			
Male	78.6	56.4	79,300
Female	57.6	45.4	58,600
Highest degree attained as of 2003			
Bachelor's degree	59.1	44.6	58,300
Master's degree	57.9	46.1	67,700
Doctoral/first-professional degree	82.3	60.8	81,900

See notes at end of table.

Table 5. Percentage of currently employed 1992–93 bachelor's degree recipients who had one full-time job and, of those, average hours worked per week and salary, by occupation, gender, and highest degree: 2003—Continued

Gender and highest degree	Percent	Average hours worked per week	Average salary
Service industries			
Total (50 states, D.C., and Puerto Rico)	79.4	47.2	$59,400
Gender			
Male	87.8	48.9	65,800
Female	70.0	44.9	50,400
Highest degree attained as of 2003			
Bachelor's degree	80.3	47.0	58,900
Master's degree	79.9	48.8	62,400
Doctoral/first-professional degree	‡	‡	‡
Research/other professional/technical			
Total (50 states, D.C., and Puerto Rico)	78.3	46.2	58,300
Gender			
Male	84.2	47.4	64,300
Female	72.8	44.9	51,900
Highest degree attained as of 2003			
Bachelor's degree	77.7	45.4	52,700
Master's degree	69.6	45.2	52,600
Doctoral/first-professional degree	92.7	49.8	84,100
Engineering/architecture/computer science			
Total (50 states, D.C., and Puerto Rico)	92.5	45.5	72,200
Gender			
Male	94.5	46.1	73,300
Female	85.3	43.2	67,700
Highest degree attained as of 2003			
Bachelor's degree	92.7	45.4	71,900
Master's degree	90.8	45.2	71,300
Doctoral/first-professional degree	‡	‡	‡

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Looking Back: Opinions About Education

The 2003 follow-up completes the study of this cohort of bachelor's degree recipients and, as the final installment of information about their postbaccalaureate paths, represents an appropriate time to ask graduates to reflect on their college years. Several items in the survey asked them to assess their undergraduate education: the value of specific aspects of their college education to them now; the usefulness of their undergraduate education as a whole to some of the broad areas of their lives; and the overall worth of the investments they made in their college years. This section summarizes how college graduates evaluated their undergraduate education 10 years after bachelor's degree completion.

Importance of Specific Undergraduate Experiences

The 1992–93 college graduates were asked which aspects of their undergraduate education—major, liberal arts courses, professional courses, quality of instruction, and internships or other work opportunities—they considered to be very important to their lives in 2003. About three-fifths of 1992–93 bachelor's degree recipients reported that the quality of instruction they received as undergraduates (61 percent) and their undergraduate major field (58 percent) remained very important to their lives 10 years later (table 6). These proportions were larger than those who attributed the same importance to the liberal arts courses they took, the undergraduate professional courses they took, or any internship or work opportunities they had as undergraduates (36 percent, 50 percent, and 42 percent, respectively).

Baccalaureate degree major was related to the likelihood of reporting that undergraduate characteristics were very important 10 years later. College graduates who majored in health, engineering, education, or natural sciences and mathematics were more likely than those with any other major to report that their undergraduate major field was very important to their lives 10 years later (64–74 vs. 46–58 percent). On the other hand, humanities majors and social/behavioral science majors were more likely than those with all other majors to indicate that their undergraduate liberal arts courses were very important to their lives; 61 percent of humanities majors and 49 percent of social/behavioral science majors said this, compared with 41 percent or less for other majors. Engineering majors were less likely than all other majors to report this importance of their liberal arts courses; 14 percent of engineering majors said those courses remained very important to their lives in 2003. Majors in health or in business were also less

Table 6. Percentage of 1992–93 bachelor's degree recipients who reported that various characteristics of their undergraduate education were very important to their lives now, by baccalaureate major, institution type, and occupation: 2003

Baccalaureate major, institution type, and occupation	Baccalaureate major	Liberal arts courses	Undergraduate professional courses	Quality of instruction	Internship and other work opportunities	None
U.S. total (excluding Puerto Rico)	58.4	36.4	49.7	60.7	41.8	8.8
Total (50 states, D.C., and Puerto Rico)	58.3	36.3	49.8	60.7	41.8	8.8
Baccalaureate degree major						
Business and management	58.3	25.0	56.3	55.8	35.5	11.1
Education	65.0	38.2	55.4	64.4	50.9	6.5
Engineering	69.6	13.7	49.4	53.8	44.8	6.5
Health	73.8	20.9	72.5	67.7	55.9	4.3
Public affairs/social services	56.4	37.4	54.8	58.1	46.1	8.9
Humanities	52.4	60.9	34.9	66.5	34.1	8.2
Social and behavioral sciences	43.9	49.4	39.5	58.0	38.7	12.0
Natural sciences and mathematics	64.3	33.3	46.5	65.9	39.5	6.8
Other	54.0	41.5	46.3	60.3	45.2	8.9
Bachelor's degree-granting institution						
Public 4-year	59.8	32.4	51.7	57.8	43.0	9.1
Private not-for-profit 4-year	55.6	46.0	46.4	67.5	39.4	7.1
Other	54.4	20.7	46.7	53.4	42.6	19.0
Occupation[1]						
Business and management	53.5	34.0	52.4	57.0	36.3	10.6
Education	68.1	42.6	57.6	67.6	50.6	5.3
Health professions	68.6	27.7	62.8	66.6	52.2	5.2
Service industries	48.7	37.4	42.3	53.9	38.0	10.7
Research, other professional/ technical	58.9	45.2	41.9	62.7	42.6	7.7
Engineering/architecture/ computer science	66.2	25.9	50.6	61.9	44.0	4.8
Other	43.0	32.7	35.0	55.2	31.0	18.7

[1]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

likely than others to say that the liberal arts courses they took were very important to their lives now. In contrast, health majors were more likely than graduates with other majors to report that their undergraduate professional courses remained very important to their lives, while humanities majors and social/behavioral sciences majors were less likely to do so. Finally, those who majored in education, health, humanities, or natural sciences and mathematics were more likely than

business or engineering majors to report that the quality of the undergraduate instruction they received was very important 10 years later.

Graduates of public institutions were more likely than graduates of private not-for-profit institutions to report that their major field, the professional classes they had taken, and their internship or other work opportunities as undergraduates were very important in 2003, 10 years after graduation. On the other hand, a larger percentage of graduates of private not-for-profit institutions than graduates of public institutions said that liberal arts courses and the quality of instruction they received were very important.

Perhaps reflecting the relationship between undergraduate major field and subsequent occupation, among employed 1992–93 graduates, occupational field in 2003 was associated with a declared importance of undergraduate major field to their current lives. Specifically, employees in business, service industry, or other unspecified occupations (43–53 percent) were less likely than others to say their major field was very important 10 years later, while workers in education, health occupations, research or other professional or technical jobs, and engineering, architecture, or computer science (59–69 percent) were more likely to report this influence.

Graduates employed in education, health, and research or other professional or technical fields were more likely than those employed in business, service industries, and other unspecified fields to claim that the quality of their undergraduate instruction was very important to their lives 10 years later. Employed graduates in education and in health were more likely than those in other occupations to say that undergraduate internships and other work opportunities were very important to their lives 10 years later. In addition, employees in research or other professional or technical jobs and in engineering, architecture, or computer science were more likely than employees in business or in other unspecified occupations to report this enduring influence.

These results varied somewhat by graduate attainment. In general, college graduates who had completed a graduate degree were more likely than their counterparts who had not attained a graduate degree to report that their undergraduate major, liberal arts courses, and the quality of undergraduate instruction were very important 10 years later.[7] Graduates who majored in education or the social or behavioral sciences as undergraduates and had gone on to complete a graduate degree were more likely to consider their undergraduate education very important to their lives than their peers who majored in those subjects as undergraduates and did not complete a graduate degree. On the other hand, graduates with advanced degrees who were employed as en-

[7] U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), Data Analysis System. Not shown in tables.

gineers in 2003 were less likely to consider their undergraduate education very important compared with engineers who had not completed a graduate degree.

Influence of College on Work, Education, and Financial Security

The 1992–93 graduates were also asked about specific aspects of their lives—work and career, further education, and financial security—and whether they considered their undergraduate education (as a whole) to be very important preparation for those areas (table 7). Nearly four out

Table 7. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was very important preparation for various areas of their lives now, by baccalaureate major, type of employer, and occupation: 2003

Baccalaureate major, type of employer, and occupation	Work and career	Further education	Establishing financial security	Not important preparation
U.S. total (excluding Puerto Rico)	78.5	55.9	57.1	8.0
Total (50 states, D.C., and Puerto Rico)	78.5	55.9	57.2	8.1
Baccalaureate degree major				
Business and management	82.6	46.4	61.7	7.6
Education	79.8	60.5	53.3	7.1
Engineering	88.1	46.9	72.3	3.7
Health	86.0	60.1	70.6	5.3
Public affairs/social services	77.8	58.6	56.5	8.4
Humanities	69.7	60.3	47.7	11.0
Social and behavioral sciences	69.3	61.6	49.2	11.8
Natural sciences and mathematics	80.8	67.3	61.2	5.1
Other	76.7	51.6	52.1	9.4
Type of employer[1]				
Self-employed	67.4	50.7	49.7	13.0
For-profit	77.3	50.2	59.0	8.9
Not-for-profit	81.4	62.9	53.3	5.9
Local/state government	82.7	65.6	56.7	4.6
Federal government	81.6	60.6	59.5	7.9
Military	79.8	65.1	55.0	9.8
Occupation[1]				
Business and management	81.7	48.7	61.1	7.8
Education	84.8	68.9	57.5	4.3
Health professions	82.7	69.0	62.2	4.4
Service industries	69.5	45.2	53.3	11.9
Research, other professional/technical	77.2	59.9	52.6	7.2
Engineering/architecture/computer science	84.9	48.1	67.5	6.0
Other	55.9	52.7	40.6	19.1

[1]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

of five graduates (78 percent) reported that their undergraduate education was very important in preparing them for their work and careers; a majority also indicated that their college years were very important preparation for their further education (56 percent) and financial security (57 percent). Yet 8 percent did not feel that their undergraduate education was very important to any of these aspects of their lives.

Again, undergraduate major field and occupational area were related to the level of importance graduates attached to their undergraduate education for work, further education, and financial security. Nearly nine out of ten (88 percent) engineering majors reported that their undergraduate education was very important preparation for their work and career now, more than any other major except health. Undergraduate majors that prepare students for specific occupations, such as engineering or nursing, are typically more likely to be consistent with graduates' occupations after college (Horn and Zahn 2001). On the other hand, graduates who majored in humanities or in social and behavioral sciences (69–70 percent) were generally less likely than graduates with all other majors to feel that their undergraduate education was very important preparation for their work lives.

Furthermore, graduates who majored in business or engineering as undergraduates were generally less likely than graduates who majored in all other fields to report that their undergraduate education was very important preparation for further education (46 and 47 vs. 52–67 percent). This may reflect the fact that business and engineering majors were less likely than those majoring in other fields to pursue graduate education (see table 1). However, two-thirds (67 percent) of majors in natural sciences and mathematics reported that college was very important to their further education. Finally, engineering and health majors were more likely than majors in all other fields to report that their undergraduate education was very important to their financial security 10 years later (71–72 percent vs. 48–62 percent).

Some of these patterns by baccalaureate major translated into similar patterns by occupation. Employees in business, education, health, and engineering, architecture, or computer science were more likely than those working in other fields to say that their undergraduate education was very important preparation for their work and career (82–85 vs. 56–77 percent). For example, 85 percent of educators felt this way, compared with 69 percent of those employed in service industries. In addition, educators and health professionals (69 percent each), who tended to be more likely to continue their education (see compendium table I.1), were more likely than other graduates to feel that their college years were very important for their further education. Finally, engineers, architects, and computer scientists (67 percent) reported more often than all others except health professionals (62 percent) that their undergraduate education was very important preparation for their financial security. Professionals in health (62 percent)

and business (61 percent) were also more likely than employees in most other fields (except education) to feel this way.

Not just the field of employment but also the *type* of employer was related to the importance of undergraduate education for different aspects of graduates' lives in 2003. In particular, self-employed graduates were less likely than other graduates to feel that their undergraduate education was very important preparation for their work and career (67 vs. 77–83 percent). They were also less likely than those in the for-profit sector or at any level of government to feel that their undergraduate education was very important preparation for their financial security (50 vs. 57–60 percent). Graduates who were self-employed and those working in the for-profit sector were also less likely than other graduates to claim that their college years were very important preparation for further education (51 and 50 percent, respectively, vs. 61–66 percent).

Graduates who had attained advanced degrees assessed the impact of their undergraduate experiences on their later education somewhat differently. College graduates who completed advanced degrees were consistently more likely than their peers who had not attained graduates degrees across all undergraduate major and occupation fields to consider their undergraduate education very important preparation for further education.[8] Furthermore, among graduates who majored in education or humanities as undergraduates, those who attained advanced degrees were more likely than those who did not to consider their undergraduate education very important preparation for their work and career. Those with undergraduate majors in education who held advanced degrees were more likely than their peers without graduate degrees to consider their undergraduate education very important preparation for their financial stability, whereas those who majored in health fields as undergraduates and attained advanced degrees were less likely to consider their college years very important preparation for their financial stability compared to health majors who had not completed a graduate degree.

Value of Undergraduate Education

Finally, the 1992–93 college graduates were asked to reevaluate their undergraduate education and decide whether they felt, 10 years later, that it was worth the financial cost, time, and effort required to obtain a bachelor's degree. Overall, the graduates evaluated their undergraduate education very favorably: at least 9 out of 10 felt it was worth the cost, time, and effort (90, 93, and 96 percent, respectively; table 8). Three percent, however, did not feel that their college years had been worth any of these investments.

[8] U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), Data Analysis System. Not shown in tables.

Table 8. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was worth the cost, time, and effort required, by baccalaureate major: 2003

Baccalaureate major	Financial cost	Amount of time	Amount of effort	Not worth cost, time or effort
U.S. total (excluding Puerto Rico)	90.4	93.2	95.7	2.8
Total (50 states, D.C., and Puerto Rico)	90.2	93.2	95.6	2.8
Baccalaureate degree major				
Business and management	91.6	92.7	95.0	3.5
Education	91.0	93.7	95.3	2.6
Engineering	93.9	94.5	95.8	1.4
Health	94.1	95.0	96.5	1.6
Public affairs/social services	85.2	93.3	96.0	2.1
Humanities	88.8	93.7	96.7	2.5
Social and behavioral sciences	88.3	92.5	95.3	2.8
Natural sciences and mathematics	90.5	92.5	94.8	3.3
Other	87.8	93.1	96.2	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Despite the high overall evaluation, there were a few differences in the percentage reporting that college was worth the financial cost by undergraduate major. College graduates who majored in health or engineering were more likely than those who majored in other fields except for business to say that their college education was worth its financial cost (94 vs. 85–91 percent).

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Family Status

Among 1992–93 college graduates, about one-third of women (34 percent) and one-fourth of men (26 percent) had married before earning a bachelor's degree, and 14 percent already had children (Clune, Nuñez, and Choy 2001). Among recent college graduates, marriage, parenthood, graduate education, and employment sometimes compete with each other as graduates pursue different paths and goals (Clune, Nuñez, and Choy 2001; Moen 1992). In this section, the marital and parental status of 1992–93 college graduates in 2003 is examined in relation to the other roles they hold as well as their demographic characteristics.

Marital Status

About two-thirds (68 percent) of 1992–93 college graduates were married in 2003, and 20 percent were single and had never been married[9] (table 9). Smaller percentages reported that they were divorced (6 percent), cohabiting (4 percent), separated (1 percent), or widowed (0.4 percent). Men were more likely than women to report that they were single (22 vs. 18 percent), while women were more likely than men to report that they were divorced (7 vs. 5 percent) or widowed (0.7 vs. 0.1 percent). These findings are consistent with earlier ones that women were more likely than men to have married by the time they completed a bachelor's degree or to have married in the first 4 years after completing college (Clune, Nuñez, and Choy 2001).

Differences in marital status by race/ethnicity 4 years after college completion (Clune, Nuñez, and Choy 2001) also persisted to 2003. Ten years after college, Asian/Pacific Islander and Black, non-Hispanic, graduates were more likely than their White, non-Hispanic,[10] and Hispanic counterparts to be single (37 and 33 percent, respectively, vs. 18–19 percent). About one-half of Asian and Black graduates were married (54 and 52 percent, respectively), compared with 70 percent of White graduates and 65 percent of Hispanic graduates. Black and Hispanic graduates were more likely than Asian graduates to be divorced (9 percent each vs. 2 percent).

As in earlier years (Clune, Nuñez, and Choy 2001), pursuit of further education was associated with a lower likelihood of marriage. In 2003, compared with their peers who were not enrolled, graduates who were enrolled in a postsecondary program at that time were more likely to

[9] For simplicity, the term "single" is used hereafter to refer to those who are single and have never been married.

[10] Hereafter, "Asian" refers to Asian/Pacific Islander; "Black" refers to Black, non-Hispanic; and "White" refers to White non-Hispanic.

Table 9. Percentage distribution of 1992–93 bachelor's degree recipients' marital status, by demographic, educational, and employment characteristics: 2003

Demographic, educational, and employment characteristics	Single, never married	Cohabiting, not married	Married	Separated	Divorced	Widowed
U.S. total (excluding Puerto Rico)	20.1	4.3	68.2	1.2	5.9	0.4
Total (50 states, D.C., and Puerto Rico)	20.0	4.3	68.1	1.2	5.9	0.4
Gender						
Male	22.2	4.3	67.5	1.1	4.9	0.1
Female	18.2	4.3	68.7	1.3	6.8	0.7
Race/ethnicity[1]						
White, non-Hispanic	18.2	4.4	70.4	1.0	5.7	0.4
Black, non-Hispanic	32.6	2.8	51.9	3.5	8.9	0.3
Hispanic	18.6	5.3	64.9	1.3	8.7	1.1
Asian/Pacific Islander	37.3	4.7	54.4	1.2	2.4	#
Enrollment status in 2003						
Not currently enrolled	19.6	4.4	68.9	1.1	5.6	0.4
Currently enrolled	24.6	3.5	59.5	1.9	9.8	0.7
Highest degree attained as of 2003						
Bachelor's degree	19.3	4.2	68.7	1.2	6.3	0.4
Master's degree	20.1	4.8	68.0	1.0	5.6	0.5
Doctoral/first-professional degree	29.5	4.6	60.7	2.2	3.0	#
Labor force participation						
Employed, total	20.9	4.6	66.8	1.1	6.1	0.4
Full time, one job	21.6	4.7	66.5	1.2	5.7	0.4
Part time, one job	12.1	3.1	77.9	1.4	5.1	0.5
Multiple jobs	23.4	5.5	60.2	0.8	10.0	0.1
Unemployed	31.0	4.8	53.6	2.4	7.0	1.2
Out of the labor force	6.6	1.2	86.8	1.3	3.5	0.7
Salary[2]						
Low	20.2	4.3	66.2	1.6	6.8	0.8
Middle	21.2	4.6	66.3	1.4	6.2	0.3
High	18.2	4.0	72.3	0.5	4.8	0.2

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

be single (25 vs. 20 percent) or divorced (10 vs. 6 percent) and less likely to be married (60 vs. 69 percent). In addition, 1992–93 graduates who had completed a doctoral or first-professional degree were more likely than other graduates to be single in 2003 (29 vs. 19–20 percent), and they were less likely to be married (61 vs. 68–69 percent). Doctoral and first-professional degree recipients were also less likely than other graduates to be divorced (3 vs. 6 percent).

In 2003, 10 years after college completion, graduates who worked part time or were out of the labor force were less likely than other graduates to be single and never married (12 and 7 percent, respectively, vs. 22–31 percent). Conversely, graduates who worked part time or were out of the labor force were more likely than others to be married (78 and 87 percent, respectively, vs. 54–66 percent). These patterns may be related to the fact that women were more likely than men to work part time or be out of the labor force (see table 3). Finally, bachelor's degree recipients with salaries in the highest salary group were more likely than their peers who earned less to be married in 2003 (72 vs. 66 percent).

Parenthood

When they completed college in 1992–93, 14 percent of this cohort already had children; among those who did not already have children, 13 percent had become parents within 4 years (Clune, Nuñez, and Choy 2001). Ten years after college completion, about one-half (51 percent) of graduates had children[11] younger than age 18 (table 10): 21 percent had one child, 22 percent had two children, and 9 percent had three or more children.

Clune, Nuñez, and Choy (2001) showed that pursuing further education within 4 years of college completion was associated with delayed childbearing for this cohort. The parental status of graduates after 10 years reflects this result. While 43 percent of bachelor's degree recipients enrolled in postsecondary education in 2003 had children, 52 percent of graduates who were not currently enrolled had children. Further, the higher the degree that graduates had completed by 2003, the less likely they were to have children. For example, 53 percent of graduates who did not complete a degree beyond the bachelor's had children, compared with 39 percent of those who completed a doctoral or first-professional degree.

Labor force participation was also associated with parental status. About two-thirds (64 percent) of graduates who were employed part time in a single job had children in 2003, as did three-fourths of those who were out of the labor force. In contrast, 48 percent of those who were employed full time in one job, 44 percent of those who had multiple jobs, and 40 percent of those

[11] Children are defined as dependents either inside or outside the household who were younger than age 18.

Table 10. Percentage distribution of 1992–93 bachelor's degree recipients' number of dependents younger than age 18, by education, employment, and family characteristics: 2003

Education, employment, and family characteristics	None	Has dependents under age 18			
		Total	One	Two	Three or more
U.S. total (excluding Puerto Rico)	49.0	51.0	20.6	21.6	8.8
Total (50 states, D.C., and Puerto Rico)	48.9	51.1	20.7	21.6	8.8
Enrollment status in 2003					
Not currently enrolled	48.2	51.8	20.7	22.1	9.0
Currently enrolled	57.3	42.8	20.4	16.4	6.0
Highest degree attained as of 2003					
Bachelor's degree	47.1	52.9	20.4	23.1	9.5
Master's degree	52.2	47.8	22.0	19.2	6.6
Doctoral/first-professional degree	61.5	38.5	20.2	10.8	7.5
Labor force participation					
Employed, total	50.9	49.1	20.8	20.6	7.7
Full time, one job	52.0	48.0	20.9	19.8	7.4
Part time, one job	36.0	64.0	24.1	29.3	10.6
Multiple jobs	55.7	44.3	17.4	19.1	7.8
Unemployed	59.6	40.4	15.1	16.0	9.3
Out of the labor force	24.9	75.1	21.6	34.2	19.3
Occupation[1]					
Business and management	48.4	51.6	21.8	22.6	7.2
Education	43.5	56.6	21.4	24.6	10.6
Health professions	49.1	50.9	22.0	19.6	9.3
Service industries	48.7	51.3	21.8	20.7	8.7
Research, other professional/ technical	58.5	41.5	17.6	16.7	7.3
Engineering/architecture/ computer science	48.4	51.6	21.7	21.8	8.1
Other	50.1	49.9	20.3	23.1	6.5
Marital status					
Single, never married	95.0	5.0	2.8	1.3	0.9
Married or cohabiting	35.3	64.7	25.4	27.9	11.4
Separated/divorced/widowed	57.4	42.6	22.6	15.3	4.7

[1]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

who were unemployed had children. Furthermore, those who were out of the labor force were more likely than all others to have three or more children (19 vs. 7–11 percent).

Occupation was associated with having children as well. Educators were generally more likely than those in other occupations to have children, and employees in research or other professional or technical occupations were less likely than others to have children.

Finally, as might be expected, marital status was associated with having children under age 18. While 5 percent of bachelor's degree recipients who were single and had never been married had children, about two-thirds (65 percent) of bachelor's degree recipients who were married or living with a partner did so, as did 43 percent of bachelor's degree recipients who were separated, divorced, or widowed.

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Civic Participation

Considerable attention has been paid in recent years to community service and the role that education may play in fostering this civic participation. NCES data have been used to describe the community service experiences of the nation's secondary students (Nolin, Chaney, and Chapman 1997; Kleiner and Chapman 1999; Skinner and Chapman 1999), and such experiences are associated with increased community service participation in college (Sax and Astin 1997). In 2001, 43 percent of all 1999–2000 college graduates reported having done community service in the past year (Bradburn et al. 2003). Furthermore, community service during the undergraduate years was associated with higher rates of graduate school attendance, attainment of higher degrees, and a higher likelihood of participating in community service activities in the years following college (Astin, Sax, and Avalos 1999). Political involvement is also alive and well on college campuses: students entering college in the late 1980s (many of whom would have completed a bachelor's degree in 1992–93) appeared to be more inclined toward social activism than their counterparts in earlier years (Astin 1991). Did the activities of the 1992–93 graduates 10 years later reflect high rates of involvement in community and political affairs? This section describes graduates' civic participation in 2003.

Community Service

Overall, nearly one-half (47 percent) of the 1992–93 graduate cohort reported in 2003 that they had participated in community service in the past year (table 11). They volunteered in diverse ways. Of those who had volunteered, 44 percent reported that they had served a religious institution, 39 percent had participated in fundraising, and 32 percent had worked in education (figure 5). Also, 30 percent had been involved in other types of volunteer work with kids, such as coaching or mentoring, and 26 percent had volunteered to help with poverty or other neighborhood or community improvement programs.

As of 2003, female college graduates were more likely than their male counterparts to have volunteered in the past year (50 vs. 43 percent; table 11). Among those who had volunteered, women were more likely than men to have served educational or religious institutions, while men were more likely than women to have done other volunteer work with children or to have addressed poverty or neighborhood improvement projects. These patterns are consistent with those found among 1999–2000 bachelor's degree recipients in 2001: at that time, women were

Table 11. Percentage of 1992–93 bachelor's degree recipients who had participated in community service in the past year, and of those, percentage doing various types of service, by demographic, employment, and family characteristics: 2003

Demographic, employment, and family characteristics	Any	Percent of volunteers in various areas: Education-related	Other work with kids	Fund-raising	Poverty/ neighbor-hood im-provement	Religious institution
U.S. total (excluding Puerto Rico)	47.0	31.6	29.9	38.7	26.5	44.3
Total (50 states, D.C., and Puerto Rico)	46.9	31.6	29.9	38.7	26.5	44.4
Gender						
Male	43.0	24.6	34.1	37.7	31.1	41.2
Female	50.1	36.5	26.9	39.4	23.2	46.7
Labor force participation						
Employed, total	46.5	30.8	30.4	39.0	27.3	43.4
Full time, one job	45.5	29.2	30.4	38.8	27.4	42.8
Part time, one job	48.7	35.5	24.3	34.7	22.1	46.9
Multiple jobs	52.0	37.6	35.6	44.0	31.2	44.2
Unemployed	37.9	33.9	34.0	46.9	28.9	42.8
Out of the labor force	54.7	38.0	24.2	33.6	18.6	53.0
Type of employer[1]						
Self-employed	48.7	29.1	33.2	46.1	23.8	43.6
For-profit	41.8	22.7	27.7	38.9	27.4	39.8
Not-for-profit	51.2	30.7	27.3	36.3	28.3	45.3
Local/state government	52.8	36.7	27.1	35.6	23.8	43.6
Federal government	43.0	31.6	22.3	35.7	28.2	43.3
Military	52.9	16.7	40.6	32.2	22.1	38.1
Marital status						
Single, never married	44.9	29.2	23.2	35.4	26.4	27.2
Married or cohabiting	47.5	32.0	31.0	39.4	26.3	49.2
Separated/divorced/widowed	46.3	34.3	36.6	40.1	27.8	40.6
Number of dependents under age 18						
None	45.5	29.4	23.4	36.9	27.6	32.8
One or more	48.2	33.6	35.8	40.2	25.4	54.8

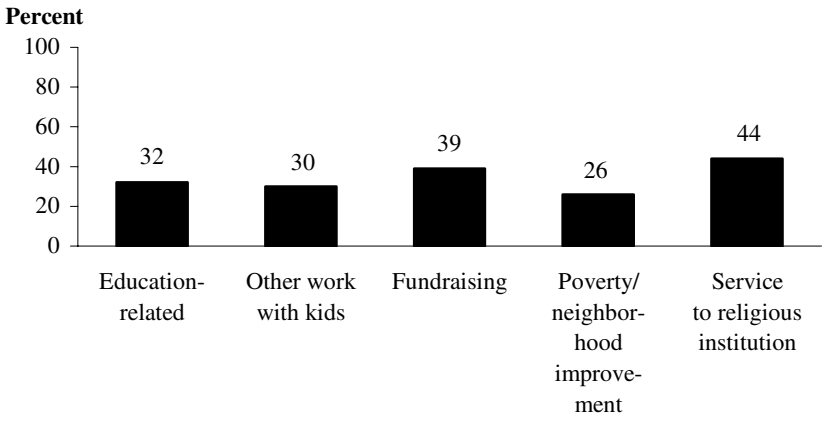
[1]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Types of service are not mutually exclusive; volunteers could participate in multiple activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

more likely than men to have engaged in community service overall, as well as in tutoring or education-related volunteer work with children and youth, while men were more likely than women to have done other (non-education-related) volunteer work with children and youth (Bradburn et al. 2003).

Figure 5. Among 1992–93 bachelor's degree recipients who participated in community service in the past year, percentage doing various types of service: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Graduates who were out of the labor force in 2003 were more likely than those who were either employed or unemployed to have done volunteer work, and those who were unemployed were less likely to do so than others. That is, 46 percent of 1992–93 college graduates who were employed in 2003 had volunteered in the past year, as had 55 percent of graduates who were out of the labor force and 38 percent of those who were unemployed. Employees of for-profit businesses were less likely than graduates working for themselves, for not-for-profit organizations, or for local or state government to have volunteered in the past year (42 vs. 49–53 percent). Federal government employees were also less likely than state or local civil servants to have volunteered (43 vs. 53 percent).

Among 1992–93 bachelor's degree recipients who had volunteered in the past year as of 2003, those who were single were less likely than others to have volunteered to work with children or for a religious institution. However, no difference by marital status in the overall proportion who had volunteered was detected. Similarly, among those who had volunteered at all in the past year, college graduates with dependents under age 18 in 2003 were more likely than those without dependents to have done educational volunteer work, other work with kids, or volunteer work for a religious institution. Yet there was no detectable difference in graduates' overall likelihood of volunteering by whether or not they had dependents.

Among 1992–93 bachelor's degree recipients who had volunteered in the past year as of 2003, 27 percent reported that they had done so less than once a month, 29 percent had done so monthly, and 34 percent had done so weekly (table 12). On average, the total amount of time

Table 12. Level of participation in community service for 1992–93 bachelor's degree recipients who had volunteered in the past year, by demographic, employment, and family characteristics: 2003

Demographic, employment, and family characteristics	Percentage distribution by frequency of volunteer work					Average total volunteer hours in past year
	One-time event	Less than once a month	Monthly	Weekly	Daily	
U.S. total (excluding Puerto Rico)	1.8	27.3	29.0	34.1	7.7	147
Total (50 states, D.C., and Puerto Rico)	1.8	27.3	29.0	34.1	7.8	148
Gender						
Male	2.2	22.4	29.2	35.8	10.5	150
Female	1.6	30.9	28.8	32.9	5.9	146
Labor force participation						
Employed, total	1.7	25.1	29.4	35.3	8.6	141
Full time, one job	1.6	24.3	28.7	35.9	9.6	135
Part time, one job	1.9	31.1	35.9	26.3	4.8	174
Multiple jobs	1.9	26.0	28.4	38.5	5.2	149
Unemployed	2.6	39.5	27.1	28.5	2.3	253
Out of the labor force	2.8	42.3	26.6	25.6	2.8	175
Type of employer[1]						
Self-employed	1.6	28.3	28.1	36.6	5.5	137
For-profit	1.5	21.9	29.0	36.3	11.4	118
Not-for-profit	2.0	31.5	30.2	32.5	3.8	194
Local/state government	2.6	32.3	26.4	33.2	5.6	152
Federal government	4.4	35.4	20.0	31.7	8.4	168
Military	#	30.8	31.6	29.5	8.2	193
Marital status						
Single, never married	1.0	23.2	25.4	39.5	10.9	139
Married or cohabiting	2.1	27.8	29.6	33.3	7.2	142
Separated/divorced/widowed	1.2	33.3	32.5	27.6	5.4	222
Number of dependents under age 18						
None	1.4	23.7	28.2	36.9	9.8	148
One or more	2.2	30.7	29.7	31.5	6.0	147

#Rounds to zero.

[1]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

volunteers had logged in that period was 148 hours. Although women were more likely than men to have volunteered in the past year, among those who had volunteered, men were more likely to have done so on a daily basis (10 vs. 6 percent), while women were more likely to have volunteered less than once a month (31 vs. 22 percent).

The 2003 employment status of 1992–93 college graduates was associated with how frequently they had volunteered in the past year. Those who were employed in 2003 had volunteered more frequently than graduates who were unemployed or out of the labor force; for example, 9 percent of employed graduates volunteered daily, compared with 2–3 percent of others. Further, while about one-fifth of unemployed graduates (40 percent) or those who were out of the labor force (42 percent) volunteered less than once a month, one-fourth of those who were employed did so (25 percent). Despite volunteering more frequently, however, employed graduates had done fewer total hours of volunteer work during the past year than their counterparts who were unemployed or out of the labor force (141 vs. 253 and 175 hours, respectively).

Whether or not graduates were married or had children was also related to the frequency of their community service. College-educated volunteers who were single and had never been married were more likely than others to have volunteered weekly (40 vs. 28–33 percent) or daily (11 vs. 5–7 percent). Volunteers who had children younger than age 18 were more likely than their counterparts without children to have done community service less than once a month (31 vs. 24 percent), and they were less likely to have volunteered weekly (31 vs. 37 percent) or daily (6 vs. 10 percent).

Political Participation

About 9 out of 10 (93 percent) of 1992–93 bachelor's degree recipients were registered to vote in 2003, and a majority (76 percent) had voted in the 2002 election (table 13).[12] These rates of registration and voting were similar to those of 1999–2000 graduates: 87 percent were registered to vote in 2001, and 77 percent had voted in the 2000 presidential election.[13] Among the 1992–93 graduates, activities that required more involvement were less common: about one-third (36 percent) had contacted a public official by letter, e-mail, or telephone in the past 2 years, while 15 percent had attended some sort of political event, such as a dinner or a rally, in the past year.

Asian/Pacific Islander and Hispanic graduates were less likely than their Black and White counterparts to be registered to vote in 2003, to have voted in the 2002 elections, or to have attended political events in the past year. There was one exception to this overall pattern: no difference was detected between Hispanic and White graduates in the percentage attending political events.

[12] Voter registration and voting are reported only for U.S. citizens or nationals, while contacting public officials and attending political events apply to all graduates.

[13] U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:01), Data Analysis System.

Table 13. Percentage of 1992–93 bachelor's degree recipients who reported participating in various political activities, by demographic and educational characteristics: 2003

Demographic and educational characteristics	Registered to vote[1]	Voted in 2002 election[1]	Contacted public official[2]	Attended political meetings/rallies[3]
U.S. total (excluding Puerto Rico)	93.4	76.4	36.4	15.2
Total (50 states, D.C., and Puerto Rico	93.1	76.1	36.3	15.1
Race/ethnicity[4]				
White, non-Hispanic	94.2	77.0	37.6	15.2
Black, non-Hispanic	95.8	84.7	28.3	21.5
Hispanic	85.5	66.1	31.9	11.5
Asian/Pacific Islander	79.0	60.7	25.9	8.4
Age at bachelor's degree completion				
22 or younger	93.3	73.0	33.4	15.4
23–24	91.3	73.8	34.4	13.0
25–29	92.3	77.2	35.6	14.1
30 or older	95.9	89.2	49.2	18.7
Educational expectations at bachelor's completion				
Bachelor's degree	92.7	75.4	29.5	11.9
Master's degree	93.3	77.1	35.0	12.9
Doctoral/first-professional degree	93.4	75.6	44.2	21.5
Highest degree attained as of 2003				
Bachelor's degree	92.7	76.0	35.0	13.4
Master's degree	95.6	78.4	41.2	18.9
Doctoral/first-professional degree	89.8	69.5	37.0	24.1

[1]U.S. citizens and nationals only.
[2]Contacted public official in the past 2 years.
[3]Attended political events in the last year.
[4]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Older 1992–93 college graduates were more likely than younger ones to have voted in the 2002 elections. While 73 percent of those who graduated at age 22 or younger had voted, 89 percent of those who were age 30 or older when graduating had done so. Older bachelor's degree recipients were also more likely than their younger peers to have contacted a public official in the past 2 years: about one-half (49 percent) of graduates age 30 or older at college completion had done so, compared with approximately one-third (33–36 percent) of younger graduates.

Both educational expectations at college completion and eventual educational attainment were associated with various forms of political participation. When interviewed in 2003, mem-

bers of the 1992–93 cohort who expected at the time of graduation to complete a doctoral or first-professional degree were more likely than those who did not have such expectations to have contacted a public official in the past 2 years or to have attended political events in the past year. When comparing graduates by the actual level of education they had completed by 2003, having an advanced degree was also sometimes associated with more political participation. Graduates who had completed an advanced degree by 2003 were more likely than those with no more than a bachelor's degree to have attended political events in the past year (19–24 percent vs. 13 percent). Furthermore, master's degree recipients were more likely than graduates with a bachelor's degree to have contacted a public official in the past 2 years (41 vs. 35 percent). However, doctoral and first-professional degree holders were *less* likely than master's degree holders to have voted in the 2002 national election (70 vs. 78 percent).

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Summary and Conclusion

Although 1992–93 college graduates took many different paths after earning bachelor's degrees, some paths were more common than others. By 2003, 20 percent of graduates had earned master's degrees, 4 percent had earned first-professional degrees, and 2 percent had earned doctoral degrees. Advanced degree program attendance and completion were associated with a number of undergraduate factors, such as major field of study and GPA. Also, the extent to which graduates enrolled in graduate and professional education programs corresponded with their plans upon earning a bachelor's degree: those who had anticipated earning an advanced degree were more likely to do so than those who had not expected to further their education.

Most bachelor's degree recipients were employed 10 years after graduating from college, and 70 percent were employed in one full-time job. The average full-time employee worked 47 hours per week and earned $60,700 per year. Ten years after graduating from college, the median salary for graduates who worked full time was $52,000. Gender differences were evident in graduates' careers. For example, men were more likely to work full time than women, while women were more likely to work part time or to be out of the labor force than men. Employment outcomes were also related to highest degree attained, occupation, and other characteristics.

Overall, 1992–93 college graduates seemed to be pleased with their experiences while they were undergraduates. Although their evaluation varied across the specific aspects of their undergraduate education (such as their liberal arts coursework and internship or work opportunities), most agreed that their undergraduate education as a whole was very important preparation for their work and career, further education, and for establishing financial security. Finally, regardless of major, most bachelor's degree recipients felt that their undergraduate education was worth the financial cost, amount of time, and amount of effort they had invested in it.

The majority of bachelor's degree recipients (68 percent) were married in 2003, and about half (51 percent) had children under 18 years old. The likelihood of being married varied by graduates' demographic characteristics, and pursuing a graduate degree was associated with a reduced likelihood of both being married and having children, a result consistent with earlier findings that graduate school enrollment delayed family formation (Clune, Nuñez, and Choy 2001).

Community service, a recent focus in postsecondary education, was common among the graduates 10 years later. In 2003, nearly half (47 percent) of them reported having volunteered within the last year. Political participation was also evident. The majority of graduates were registered to vote, and nearly three-fourths reported that they had voted in the 2002 election. Graduates reported that they were less likely to have contacted a public official to express an opinion or to have attended political events than they were to have voted. However, those who had attained a doctoral or first-professional degree by 2003 were generally more likely to have participated in these activities than those who had earned a master's or bachelor's degree.

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Table Compendium

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Section I: Education

Table I.1

- Graduates who were age 22 or younger when they earned a bachelor's degree were more likely than older graduates to have enrolled in or completed a master's, doctoral, or first-professional degree program. In addition, although less likely than those age 22 or younger, graduates who were age 30 or older when they completed a bachelor's degree were more likely than those age 25–29 to have enrolled in a graduate program. No difference was detected between graduates age 30 or older and those age 23–24 in the likelihood of enrolling in a graduate degree program.
- Among 1992–93 bachelor's degree recipients, those who graduated from private not-for-profit institutions were more likely than those who graduated from public institutions to have enrolled in or completed a graduate program. Forty-five percent of those who completed a bachelor's degree at a private not-for-profit 4-year institution had enrolled in a graduate program, compared with 38 percent of those from public 4-year institutions.
- Two-thirds of bachelor's degree recipients employed by the military had enrolled in a graduate program, more than the proportion that had enrolled in a graduate program among those working for not-for-profit organizations (48 percent), for-profit firms (31 percent), or those who were self-employed (33 percent).
- Educators, health professionals, and research/technical professionals were more likely than college graduates in other occupations to have enrolled in or completed a graduate program. Educators were also more likely than those in other occupations to be currently enrolled in a graduate program as of 2003.
- Graduates with higher salaries were more likely to have enrolled in an advanced degree program than those with lower salaries. For example, 34 percent of those in the lowest salary group (the bottom 25 percent; see appendix A for more information) had enrolled in a graduate program, compared with 42 percent of middle and 44 percent of high earners. However, bachelor's degree recipients in the lowest salary group were more likely than those with higher salaries to report being currently enrolled in 2003 (8 vs. 4–6 percent).

Table I.2

- Focusing only on 1992–93 college graduates who enrolled in a master's, doctoral, or first-professional degree program, 62 percent had completed a master's, doctoral, or first-professional degree program, 15 percent were enrolled when interviewed in 2003, and the remaining 23 percent had left without completing any graduate program.

- Among bachelor's degree recipients who enrolled in a graduate program, those who took longer to complete the bachelor's degree were less likely to have completed an advanced degree and more likely to have left a graduate program without completing it. For example, 19 percent of those who completed a bachelor's degree in 4 years had left graduate school without completing it, compared with 29 percent of those who took more than 6 years to finish a bachelor's degree.
- Among 1992–93 bachelor's degree recipients who enrolled in a graduate program, nearly two-thirds of those who were employed full time (66 percent) and those who had multiple jobs (63 percent) had completed a graduate program by 2003. These groups were more likely than those who worked part time or were unemployed or out of the labor force to have completed an advanced degree program.
- Among 1992–93 college graduates who enrolled in graduate school, those working in health and in research and other professional and technical occupations were more likely than those in business, education, service industries, engineering, architecture, or computer science, and other unspecified occupations to have completed a graduate program.
- Whether or not bachelor's degree recipients had children was related to their likelihood of having completed a graduate program. Among those who had enrolled, parents were less likely to have completed a program and more likely to have left without completing it.

Table I.3

- In the decade since completing college, about one-fourth (26 percent) of 1992–93 bachelor's degree recipients had earned an advanced degree. Twenty percent had earned a master's degree, 4 percent had earned a first-professional degree, and 2 percent had earned a doctoral degree.
- Younger bachelor's degree recipients (age 22 or younger when they earned a bachelor's degree) were more likely than those in other age groups to have earned an advanced degree, whether it was a master's, first-professional, or doctoral degree.
- Graduates who completed a bachelor's degree in 4 years or less were more likely than those who took longer for undergraduate education to have completed a master's, doctoral, or first-professional degree.
- Graduates of private not-for-profit 4-year institutions were more likely than their counterparts at public 4-year or other institutions to have earned a first-professional degree (5 vs. 2–3 percent).
- About one-fourth (26 percent) of graduates who worked in multiple jobs in 2003 had earned a master's degree. This was higher than for those who worked in one full-time job (20 percent), were unemployed (11 percent), or were out of the labor force (14 percent).
- Bachelor's degree recipients employed by not-for-profit organizations, the government, or the military were more likely than self-employed graduates and those working in for-profit companies to have earned a master's degree. Not-for-profit and government employees were also more likely than for-profit employees or the self-employed to have earned a doctoral degree.

- Compared with bachelor's degree recipients with higher salaries, those in the lowest salary group were less likely to have earned a master's, first-professional, or doctoral degree.
- Bachelor's degree recipients who were single were more likely than others to have earned a first-professional degree (6 vs. 3–4 percent).
- Those graduates who had no children were more likely than those with children to hold a doctoral or first-professional degree in 2003.

Table I.4

- Among 1992–93 bachelor's degree recipients who earned advanced degrees between 1997 and 2003,[14] 20 percent had earned a master's degree in business administration, 16 percent had earned a master's degree in education, and 38 percent had earned a master's degree in other fields. Additionally, 7 percent each had earned a law degree or degree in medicine, 2 percent had earned a degree in other first-professional fields, and 5 percent each had earned a Ph.D. or other doctoral degree.
- Men were more likely than women to have earned a master's degree in business administration, a degree in medicine, a PhD, and other types of doctoral degrees. However, women were more likely than men to have earned a master's in education and master's degrees in other fields.
- Asian/Pacific Islander students were more likely than Black, White, or Hispanic students to have earned a degree in medicine.[15]
- Graduates who were 22 or younger when they earned a bachelor's degree were more likely than their older counterparts to have earned a degree in medicine. On the other hand, those in the oldest age group (30 or older) were more likely than those in the youngest age group to have earned a master's in education.
- Thirty-four percent of advanced degree holders in the highest salary group had earned a master's degree in business administration, compared with 14 percent in the middle group and 12 percent in the lowest group. About 9 percent of advanced degree holders in the highest salary group had earned a degree in law, while 5 percent in the middle earnings group had done so. Those in the highest salary group were more likely than those with lower salaries to have earned a degree in medicine or some other first-professional degree. Finally, 7 percent of advanced degree holders in the highest salary group had earned a doctoral degree other than a Ph.D., compared with 2 percent in the lowest group.
- Whereas those without dependents younger than age 18 were more likely than those with children to have earned their advanced degree in law, parents were more likely to have earned a master's degree in education.

[14] Detailed degree program shown in table I.3 was only determined for advanced degrees (master's, doctoral, and first-professional degrees) earned since 1997.

[15] As indicated in the main text above, "Asian" refers to Asian/Pacific Islander; "Black" refers to non-Hispanic Black; and "White" refers to non-Hispanic White.

Table I.5

- Among 1992–93 bachelor's degree recipients with advanced degrees, men were more likely than women to have earned that degree in business and management or in science, mathematics, or engineering, while women were more likely than men to have earned such a degree in education or in the social and behavioral sciences.
- Among 1992–93 bachelor's degree recipients with advanced degrees, 36 percent of Asian graduates had earned that degree in health, compared with 12 percent of White graduates and 8 percent each of Black and Hispanic graduates.
- Compared with graduates who took 4 years or less to complete a bachelor's degree, those who took more than 6 years to complete that degree were more likely to have earned an advanced degree in business and management or in education.
- About one-third (34 percent) of advanced degree holders who were employed by for-profit companies had earned an advanced degree in business and management, compared with 15 percent who were self-employed, 16 percent who worked for not-for-profit agencies, and 11 percent who worked for local or state governments. About one-fourth (26 percent) of those who worked for local or state governments had earned their advanced degree in education, a greater proportion than those working in other sectors.
- Greater proportions of advanced degree holders who worked for not-for-profit agencies had earned their advanced degree in arts and humanities than those in other employment sectors (excluding the self-employed). Those who were employed by the federal government were more likely than those working for other employers besides the military to hold their advanced degree in science, mathematics, or engineering.

Table I.6

- Among 1992–93 college graduates with advanced degrees, 47 percent had received student loans for their graduate education; 28 percent had received grants, scholarships, or fellowships; 12 percent had tuition waived; 11 percent had received teaching assistantships; 9 percent had received research assistantships; and 18 percent had been reimbursed for tuition by their employers.
- Among bachelor's degree recipients who attained a master's, doctoral, or first-professional degree, men were more likely than women to have received a teaching or research assistantship.
- Advanced degree holders who were age 30 or older when they earned a bachelor's degree were less likely than younger students to have taken out student loans for their graduate education. Graduates age 30 or older at baccalaureate degree completion were also less likely than those who were age 24 or younger to have received a teaching or research assistantship. However, these older graduates were more likely than those who were 24 or younger to have tuition reimbursed by their employer.

- Two-thirds (67 percent) of bachelor's degree recipients employed in health after earning an advanced degree had received student loans, a larger proportion than those working in any other occupation.
- Advanced degree holders with dependents under age 18 in 2003 were less likely than those without children to have received student loans, grants, tuition waivers, or research assistantships to fund their graduate education.

Table I.7

- Among 1992–93 bachelor's degree recipients, 2 percent had enrolled in a diploma/certificate program, 2 percent in an associate's degree program, and 6 percent in a second bachelor's degree program within 10 years of graduation. Of those who had enrolled in these undergraduate programs, 59 percent completed a certificate or degree by 2003.
- A greater proportion of women than men had enrolled in an additional bachelor's degree program after earning their first bachelor's in 1992–93.
- Students who were ages 23–24 when they earned a bachelor's degree in 1992–93 were more likely than those who were 22 or younger and those who were 30 or older to have enrolled in an additional bachelor's degree program (7 vs. 5 percent each).
- Among college graduates who entered subsequent undergraduate programs, a higher proportion of students who majored in education for their 1992–93 bachelor's degree had completed a subsequent certificate or degree than those who majored in business, arts and humanities, social and behavioral sciences, or other unspecified fields.
- Bachelor's degree recipients who were out of the labor force were not as likely as those who were working to have enrolled in an additional bachelor's degree program.
- Health professionals were generally more likely than graduates working in most other occupations to have enrolled in an associate's or second bachelor's degree program after completing a first bachelor's degree in 1992–93.
- Of graduates who enrolled in a subsequent undergraduate program, 74 percent of educators had completed that program, a greater proportion than those in any other occupation except health.
- Compared with college graduates with lower earnings, those who were in the highest salary group were less likely to have enrolled in an associate's or bachelor's degree program. Those who were in the highest salary group were also less likely than those in the lowest salary group to have enrolled in a diploma or certificate program.

Table I.8

- After completing a bachelor's degree, one-fourth of 1992–93 bachelor's degree recipients had enrolled in an occupational licensing program and 30 percent had enrolled in a professional certification program. Also, as of 2003, 45 percent had participated in work-related training and 18 percent had taken personal enrichment classes in the past year.

- Women were more likely than men to have enrolled in a professional certification program (32 vs. 28 percent), work-related classes (46 vs. 43 percent), and personal enrichment classes (22 vs. 13 percent).
- A greater proportion of college graduates who were age 30 or older when they earned a bachelor's degree than those who were age 24 or younger had enrolled in a professional certification program since that time. This trend was also evident in more recent personal enrichment coursetaking: about 22 percent of graduates age 30 or older had taken personal enrichment courses in the past year, compared with 18 percent who were 22 or younger and 17 percent who were 23–24.
- Among 1992–93 bachelor's degree recipients, those who majored in health as undergraduates (36 percent) were generally more likely than those with other majors to have enrolled in an occupational license program since then. Along with education majors, health majors were also generally more likely than others to have enrolled in a professional certification program in that time.
- Compared with those who were employed in other fields, graduates who worked in the health field were more likely to have enrolled in an occupational license program within 10 years of college completion, and those in education were more likely to have enrolled in a professional certification program.

Table I.1. Percentage of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by selected characteristics: 2003

Selected characteristics	All graduates			
	Total ever enrolled	Completed	Currently enrolled	Left without completing
U.S. total (excluding Puerto Rico)	40.2	24.9	5.9	9.4
Total (50 states, D.C., and Puerto Rico)	40.1	24.8	5.9	9.4
Gender				
Male	38.7	24.8	5.7	8.3
Female	41.3	24.9	6.1	10.3
Race/ethnicity[1]				
White, non-Hispanic	39.4	24.7	5.4	9.3
Black, non-Hispanic	45.5	24.5	11.2	9.8
Hispanic	43.8	24.5	8.5	10.9
Asian/Pacific Islander	41.5	26.9	5.3	9.3
Age at bachelor's degree completion				
22 or younger	48.5	32.6	6.1	9.8
23–24	32.2	17.5	6.0	8.7
25–29	27.6	14.3	5.4	8.0
30 or older	36.6	20.6	5.5	10.5
Baccalaureate degree major				
Business and management	25.4	16.6	3.2	5.6
Education	50.3	28.3	8.1	13.9
Engineering	39.2	24.5	5.4	9.3
Health	36.5	22.0	6.5	8.0
Public affairs/social services	36.3	20.6	6.2	9.5
Humanities	42.6	25.5	7.1	10.1
Social and behavioral sciences	49.8	30.3	8.7	10.8
Natural sciences and mathematics	56.7	38.6	6.4	11.7
Other	34.4	21.7	4.2	8.6
Time between college entry and bachelor's degree				
4 years or less	52.3	35.9	6.5	9.9
5–6 years	34.5	19.7	5.8	9.0
More than 6 years	31.9	17.3	5.2	9.3
Bachelor's degree-granting institution				
Public 4-year	37.9	22.8	5.7	9.4
Private not-for-profit 4-year	45.3	28.9	6.4	10.1
Other	33.5	25.4	4.5	3.6
Labor force participation				
Employed, total	41.0	26.3	5.8	9.0
Full time, one job	39.8	26.2	5.0	8.7
Part time, one job	44.5	22.3	11.5	10.8
Multiple jobs	47.3	29.9	7.3	10.0
Unemployed	29.6	14.1	5.2	10.3
Out of the labor force	35.6	15.4	7.3	12.9

See notes at end of table.

Table I.1. Percentage of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by selected characteristics: 2003—Continued

Selected characteristics	All graduates			
	Total ever enrolled	Completed	Currently enrolled	Left without completing
Type of employer[2]				
Self-employed	33.0	20.3	1.5	11.1
For-profit	30.8	18.8	4.0	8.0
Not-for-profit	48.5	32.0	5.8	10.7
Local/state government	53.0	33.5	9.9	9.6
Federal government	49.6	35.5	7.8	6.2
Military	66.7	41.4	17.9	7.5
Occupation[2]				
Business and management	29.8	17.7	3.8	8.3
Education	64.8	39.9	11.7	13.1
Health professions	53.1	38.1	7.1	7.9
Service industries	20.7	10.9	3.5	6.3
Research, other professional/ technical	47.7	32.4	5.6	9.7
Engineering/architecture/ computer science	32.2	17.4	3.6	11.2
Other	22.2	11.0	4.4	6.8
Salary[2]				
Low	34.2	16.9	7.9	9.5
Middle	41.9	26.4	5.9	9.6
High	43.5	30.9	3.8	8.9
Marital status				
Single, never married	43.0	27.3	7.9	7.8
Married or cohabiting	39.4	24.5	5.1	9.8
Separated/divorced/widowed	39.8	21.0	8.7	10.1
Number of dependents under age 18				
None	43.0	27.5	6.9	8.6
One or more	37.4	22.3	4.9	10.1

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job. See appendix A for definition of low, middle and high.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.2. Percentage distribution of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by persistence and completion and selected characteristics: 2003

Selected characteristics	Completed	Currently enrolled	Left without completing
U.S. total (excluding Puerto Rico)	62.0	14.6	23.4
Total (50 states, D.C., and Puerto Ric	61.9	14.7	23.4
Gender			
Male	63.9	14.6	21.5
Female	60.2	14.8	25.0
Race/ethnicity[1]			
White, non-Hispanic	62.6	13.7	23.7
Black, non-Hispanic	53.8	24.7	21.5
Hispanic	55.9	19.3	24.8
Asian/Pacific Islander	64.8	12.8	22.4
Age at bachelor's degree completion			
22 or younger	67.2	12.5	20.2
23–24	54.3	18.7	27.0
25–29	51.7	19.5	28.8
30 or older	56.3	15.1	28.6
Baccalaureate degree major			
Business and management	65.3	12.6	22.1
Education	56.3	16.1	27.6
Engineering	62.6	13.7	23.7
Health	60.2	17.9	22.0
Public affairs/social services	56.8	17.0	26.2
Humanities	59.7	16.6	23.7
Social and behavioral sciences	60.9	17.6	21.6
Natural sciences and mathematics	68.1	11.3	20.7
Other	63.0	12.2	24.9
Time between college entry and bachelor's degree			
4 years or less	68.6	12.5	18.9
5–6 years	57.2	16.8	26.1
More than 6 years	54.3	16.5	29.3
Bachelor's degree-granting institution			
Public 4-year	60.2	15.1	24.7
Private not-for-profit 4-year	63.7	14.1	22.2
Other	75.8	13.6	10.6
Labor force participation			
Employed, total	64.0	14.1	21.9
Full time, one job	65.8	12.4	21.8
Part time, one job	50.1	25.7	24.2
Multiple jobs	63.3	15.5	21.2
Unemployed	47.7	17.6	34.7
Out of the labor force	43.3	20.4	36.3

See notes at end of table.

Table I.2. Percentage distribution of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by persistence and completion and selected characteristics: 2003 —Continued

Selected characteristics	Completed	Currently enrolled	Left without completing
Type of employer[2]			
Self-employed	61.6	4.7	33.8
For-profit	61.0	12.9	26.1
Not-for-profit	66.0	11.9	22.1
Local/state government	63.2	18.8	18.0
Federal government	71.7	15.7	12.6
Military	62.0	26.8	11.2
Occupation[2]			
Business and management	59.4	12.8	27.8
Education	61.6	18.1	20.2
Health professions	71.7	13.4	14.9
Service industries	52.6	17.0	30.4
Research, other professional/ technical	67.9	11.8	20.3
Engineering/architecture/ computer science	54.2	11.1	34.7
Other	49.6	19.8	30.6
Salary[2]			
Low	49.2	23.2	27.6
Middle	63.0	14.2	22.8
High	71.0	8.7	20.3
Marital status			
Single, never married	63.5	18.3	18.2
Married or cohabiting	62.3	12.9	24.8
Separated/divorced/widowed	52.8	21.8	25.4
Number of dependents under age 18			
None	63.9	16.1	20.1
One or more	59.7	13.2	27.1

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.3. Percentage distribution of 1992–93 bachelor's degree recipients' highest degree attained, by selected characteristics: 2003

Selected characteristics	Bachelor's degree[1]	Advanced degree			
		Total	Master's degree	First-professional degree	Doctoral degree
U.S. total (excluding Puerto Rico)	74.4	25.6	19.7	4.0	1.9
Total (50 states, D.C., and Puerto Rico)	74.4	25.6	19.7	4.0	1.9
Gender					
Male	74.4	25.6	18.0	4.9	2.7
Female	74.5	25.5	21.1	3.2	1.3
Race/ethnicity[2]					
White, non-Hispanic	74.6	25.4	20.0	3.7	1.8
Black, non-Hispanic	74.2	25.8	20.5	3.0	2.3
Hispanic	75.0	25.0	17.7	3.6	3.7
Asian/Pacific Islander	72.9	27.1	14.9	11.0	1.3
Age at bachelor's degree completion					
22 or younger	66.4	33.6	24.0	6.6	3.0
23–24	82.0	18.0	14.7	2.1	1.2
25–29	85.5	14.5	13.1	0.7	0.7
30 or older	78.8	21.2	19.2	1.3	0.7
Baccalaureate degree major					
Business and management	83.3	16.7	14.7	1.8	0.2
Education	71.1	28.9	26.3	1.5	1.1
Engineering	74.2	25.9	22.2	0.9	2.7
Health	77.9	22.1	19.4	2.1	0.6
Public affairs/social services	79.4	20.6	18.2	1.8	0.6
Humanities	73.0	27.1	21.5	4.3	1.2
Social and behavioral sciences	68.6	31.4	21.8	7.2	2.3
Natural sciences and mathematics	60.3	39.7	18.7	12.0	9.0
Other	77.6	22.4	18.0	3.4	1.0
Time between college entry and bachelor's degree					
4 years or less	62.9	37.1	26.2	7.9	3.0
5–6 years	79.8	20.2	16.3	2.1	1.8
More than 6 years	82.2	17.8	15.7	1.5	0.6
Bachelor's degree-granting institution					
Public 4-year	76.6	23.4	18.1	3.5	1.9
Private not-for-profit 4-year	70.0	30.0	22.7	5.3	2.0
Other	74.6	25.4	22.5	1.6	1.3
Labor force participation					
Employed, total	73.1	26.9	20.6	4.3	2.1
Full time, one job	73.4	26.6	19.9	4.6	2.2
Part time, one job	75.0	25.0	20.6	3.1	1.3
Multiple jobs	68.9	31.1	25.9	3.1	2.1
Unemployed	85.3	14.7	11.5	2.2	1.0
Out of the labor force	83.2	16.8	14.5	1.8	0.6

See notes at end of table.

Table I.3. Percentage distribution of 1992–93 bachelor's degree recipients' highest degree attained, by selected characteristics: 2003—Continued

Selected characteristics	Bachelor's degree[1]	Advanced degree			
		Total	Master's degree	First-professional degree	Doctoral degree
Type of employer[3]					
Self-employed	78.9	21.1	13.4	6.8	0.9
For-profit	81.0	19.0	13.9	4.2	0.9
Not-for-profit	66.9	33.2	24.8	4.2	4.2
Local/state government	64.3	35.8	27.0	3.8	5.0
Federal government	64.0	36.0	22.4	6.2	7.5
Military	53.8	46.2	35.9	8.5	1.8
Occupation[3]					
Business and management	82.0	18.0	17.1	0.7	0.3
Education	58.5	41.5	37.9	0.8	2.9
Health professions	61.8	38.2	16.4	16.6	5.3
Service industries	89.1	10.9	9.4	1.3	0.1
Research, other professional/technical	66.3	33.7	19.7	10.1	3.8
Engineering/architecture/computer science	82.2	17.8	15.9	0.2	1.7
Other	87.9	12.1	9.0	3.1	#
Salary[3]					
Low	81.7	18.3	15.9	1.6	0.8
Middle	73.3	26.7	21.4	3.3	2.0
High	68.2	31.8	20.9	8.0	2.9
Marital status					
Single, never married	71.6	28.4	19.7	6.1	2.6
Married or cohabiting	74.9	25.1	19.8	3.6	1.8
Separated/divorced/widowed	77.4	22.6	18.5	2.6	1.6
Number of dependents under age 18					
None	71.6	28.4	21.0	5.0	2.4
One or more	77.2	22.9	18.4	3.0	1.4

#Rounds to zero.

[1]Includes postbaccalaureate certificates.

[2]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal

Table I.4. Among 1992–93 bachelor's degree recipients with advanced degrees earned since 1997, percentage distribution across detailed degree program, by selected characteristics: 2003

Selected characteristics	M.B.A.	Master's in education	Other master's	Law	Medicine	Other first-professional	Ph.D.	Other doctoral
U.S. total (excluding Puerto Rico)	19.8	16.1	37.7	6.7	7.2	2.4	5.3	4.7
Total (50 states, D.C., and Puerto Rico)	19.9	16.1	37.5	6.6	7.2	2.4	5.3	5.0
Gender								
Male	26.4	7.7	32.7	6.0	10.3	2.8	7.0	7.2
Female	14.6	23.1	41.7	6.9	4.7	2.1	3.9	3.1
Race/ethnicity[1]								
White, non-Hispanic	20.0	17.7	37.9	7.0	5.7	2.4	5.9	3.6
Black, non-Hispanic	26.5	12.0	37.5	4.6	3.5	3.3	0.8	11.8
Hispanic	15.9	12.5	44.8	0.9	6.2	#	3.2	16.4
Asian/Pacific Islander	17.7	#	23.3	10.5	36.4	4.8	2.7	4.6
Age at bachelor's degree completion								
22 or younger	19.6	13.3	33.8	8.2	10.0	3.0	5.9	6.2
23–24	19.7	20.2	38.6	5.9	4.5	2.3	5.1	3.8
25–29	26.6	14.6	48.1	#	1.6	1.9	5.5	1.7
30 or older	18.0	25.5	47.8	3.8	0.3	#	2.1	2.4
Baccalaureate degree major								
Business and management	58.3	12.5	20.2	6.0	1.4	#	0.3	1.3
Education	4.4	50.6	34.5	2.9	2.1	#	3.5	2.1
Engineering	39.8	#	38.1	1.9	3.3	#	6.0	11.0
Health	2.9	4.8	75.8	#	9.8	3.7	1.2	1.8
Public affairs/social services	5.4	2.4	78.8	8.1	#	#	#	5.4
Humanities	12.8	14.5	51.0	11.3	2.6	0.9	3.5	3.3
Social and behavioral sciences	22.3	8.9	37.9	13.9	5.2	2.2	4.0	5.5
Natural sciences and mathematics	7.0	6.6	23.8	2.0	25.3	8.2	16.5	10.7
Other	16.0	19.0	45.6	10.5	1.3	2.2	1.9	3.6
Time between college entry and bachelor's degree								
4 years or less	20.7	12.6	32.6	8.4	11.3	3.5	6.4	4.6
5–6 years	17.7	17.9	41.8	5.2	4.1	1.6	4.6	7.0
More than 6 years	21.8	22.4	43.9	4.3	1.7	1.0	2.6	2.2
Bachelor's degree-granting institution								
Public 4-year	16.5	18.3	39.3	6.9	5.1	2.7	5.4	5.8
Private not-for-profit 4-year	24.2	13.0	35.1	6.6	10.9	1.4	5.2	3.5
Other	‡	‡	‡	‡	‡	‡	‡	‡
Labor force participation								
Employed, total	20.4	15.9	36.7	6.6	7.5	2.5	5.3	5.2
Full time, one job	21.9	15.9	33.5	6.9	8.2	2.5	5.8	5.4
Part time, one job	17.0	15.5	47.2	7.1	3.0	3.7	4.9	1.7
Multiple jobs	12.6	16.2	51.4	4.1	6.1	1.4	2.2	6.1
Unemployed	14.8	4.8	58.4	9.9	2.7	0.7	2.8	6.1
Out of the labor force	12.2	25.4	43.3	5.2	4.0	3.0	6.9	#

See notes at end of table.

Table I.4. Among 1992–93 bachelor's degree recipients with advanced degrees earned since 1997, percentage distribution across detailed degree program, by selected characteristics: 2003 —Continued

Selected characteristics	M.B.A.	Master's in education	Other master's	Law	Medicine	Other first-professional	Ph.D.	Other doctoral
Type of employer[2]								
Self-employed	15.6	6.8	32.7	10.9	17.1	13.2	1.0	2.8
For-profit	38.5	1.7	31.9	13.3	5.7	2.8	3.2	3.0
Not-for-profit	11.3	6.9	50.5	1.9	10.9	1.1	10.2	7.3
Local/state government	6.5	19.1	41.2	2.6	8.0	2.0	9.6	11.0
Federal government	21.8	3.0	33.3	6.7	5.7	3.7	15.6	10.2
Military	‡	‡	‡	‡	‡	‡	‡	‡
Occupation[2]								
Business and management	62.1	2.9	30.5	2.2	#	0.5	0.5	1.4
Education	4.9	46.4	36.6	0.9	0.7	0.6	6.2	3.6
Health professions	0.5	2.6	30.9	#	40.9	11.0	3.7	10.5
Service industries	39.7	0.4	38.6	15.8	1.6	1.9	#	2.1
Research, other professional/ technical	7.8	2.2	47.3	22.9	1.1	1.2	12.3	5.4
Engineering/architecture/ computer science	25.0	#	57.5	#	#	#	5.0	12.6
Other	31.5	3.7	31.9	29.5	#	3.5	#	#
Salary[2]								
Low	12.4	23.4	48.0	7.7	1.3	1.2	4.0	2.1
Middle	14.2	20.1	40.9	5.0	7.4	1.7	6.1	4.5
High	34.2	4.8	25.1	9.1	10.2	4.4	4.8	7.3
Marital status								
Single, never married	24.2	9.6	31.5	10.2	9.1	2.9	6.9	5.7
Married or cohabiting	18.8	17.6	39.4	5.6	7.0	2.4	5.0	4.3
Separated/divorced/widowed	16.7	22.2	38.0	6.5	2.9	1.3	2.0	10.3
Number of dependents under age 18								
None	19.0	12.7	37.1	9.0	7.7	2.7	6.3	5.5
One or more	20.9	20.1	38.0	3.8	6.6	2.1	4.1	4.3

#Rounds to zero.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding. Detailed degree program was not determined for advanced degrees earned before 1997.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.5. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage distribution across advanced degree fields of study, by selected characteristics: 2003

Selected characteristics	Business and management	Education	Health	Arts and humanities	Social and behavioral sciences	Science/ math/engineering	Other
U.S. total (excluding Puerto Rico)	20.2	21.9	13.0	6.4	6.9	12.1	19.5
Total (50 states, D.C., and Puerto Rico)	20.2	21.9	13.0	6.4	6.9	12.1	19.6
Gender							
Male	25.2	11.7	13.8	6.1	4.2	18.0	20.9
Female	16.1	30.4	12.2	6.6	9.1	7.2	18.3
Race/ethnicity[1]							
White, non-Hispanic	20.1	23.1	12.1	6.6	6.7	11.8	19.5
Black, non-Hispanic	31.8	19.1	7.6	4.2	10.6	12.4	14.3
Hispanic	12.2	21.7	8.0	5.1	11.2	14.3	27.5
Asian/Pacific Islander	17.4	1.7	36.1	5.4	1.7	17.1	20.7
Age at bachelor's degree completion							
22 or younger	18.8	19.5	15.2	7.3	6.9	11.7	20.6
23–24	18.8	25.4	10.1	4.2	6.6	15.0	19.8
25–29	33.9	19.7	8.7	4.1	4.8	12.8	16.0
30 or older	22.2	30.4	7.6	5.3	8.6	9.7	16.2
Baccalaureate degree major							
Business and management	60.7	11.6	6.0	1.5	0.5	4.9	15.0
Education	4.5	63.3	5.6	8.9	3.3	2.2	12.2
Engineering	25.9	0.6	3.0	1.2	0.5	61.3	7.6
Health	4.2	7.1	52.7	2.1	4.0	3.5	26.4
Public affairs/social services	21.8	7.7	2.1	1.6	50.0	#	16.8
Humanities	12.5	24.4	5.1	27.8	5.1	1.7	23.5
Social and behavioral sciences	22.2	18.9	7.4	2.6	15.9	3.3	29.8
Natural sciences and mathematics	6.8	9.0	31.0	1.9	2.4	33.5	15.4
Other	16.3	24.5	10.4	6.5	10.0	6.4	25.9
Time between college entry and bachelor's degree							
4 years or less	18.8	19.0	15.5	7.3	6.7	11.8	20.9
5–6 years	18.5	24.1	10.9	5.8	7.9	13.8	19.0
More than 6 years	27.7	26.6	9.7	5.0	6.0	9.4	15.7
Bachelor's degree-granting institution							
Public 4-year	18.2	24.9	11.8	4.7	6.7	12.1	21.5
Private not-for-profit 4-year	22.0	18.2	14.3	9.5	7.5	11.9	16.7
Other	36.0	7.8	19.2	1.2	3.7	15.4	16.8
Labor force participation							
Employed, total	20.9	21.7	12.9	6.1	7.0	12.2	19.3
Full time, one job	22.3	21.0	12.0	4.6	6.1	14.1	20.0
Part time, one job	15.8	23.7	17.7	10.8	11.3	5.4	15.4
Multiple jobs	15.2	24.8	15.1	12.6	10.1	5.0	17.2
Unemployed	18.0	14.3	2.7	18.7	4.6	7.2	34.5
Out of the labor force	10.6	28.0	18.3	6.2	6.2	12.2	18.5

See notes at end of table.

Table I.5. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage distribution across advanced degree fields of study, by selected characteristics: 2003—Continued

Selected characteristics	Business and management	Education	Health	Arts and humanities	Social and behavioral sciences	Science/ math/engineering	Other
Type of employer[2]							
Self-employed	15.1	10.4	27.1	7.6	5.8	8.5	25.6
For-profit	33.8	4.2	13.0	3.6	3.5	15.4	26.6
Not-for-profit	15.5	15.0	18.0	13.6	12.5	10.4	15.0
Local/state government	11.0	25.9	10.4	6.5	14.1	12.0	20.1
Federal government	25.8	3.5	13.4	0.8	1.2	35.6	19.6
Military	41.0	1.6	16.9	2.3	2.6	26.6	9.0
Occupation[2]							
Business and management	62.4	4.9	4.8	3.7	4.0	7.5	12.8
Education	4.9	62.7	2.7	8.0	6.6	5.4	9.8
Health professions	1.6	3.0	71.0	0.5	1.6	4.6	17.7
Service industries	38.7	10.9	7.1	7.9	7.6	7.0	20.8
Research, other professional/ technical	9.4	5.9	3.4	12.2	15.2	15.1	38.8
Engineering/architecture/ computer science	17.1	1.6	2.3	1.4	1.2	63.3	13.0
Other	29.8	3.9	4.7	2.8	4.2	16.3	38.2
Salary[2]							
Low	11.9	34.4	7.5	15.8	9.5	5.3	15.5
Middle	15.7	27.3	13.3	6.0	8.6	10.8	18.3
High	32.3	5.9	15.3	1.8	2.7	18.1	24.0
Marital status							
Single, never married	23.4	14.3	13.4	7.1	6.2	12.1	23.5
Married or cohabiting	19.2	23.4	13.1	6.2	7.0	12.2	19.0
Separated/divorced/widowed	20.2	30.9	10.1	6.5	8.9	11.2	12.3
Number of dependents under age 18							
None	20.4	18.3	12.1	7.9	8.1	12.5	20.8
One or more	20.1	26.1	14.0	4.6	5.5	11.7	18.2

Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.6. Percentage of 1992–93 bachelor's degree recipients with advanced degrees who received various types of aid for graduate study, by selected characteristics: 2003

Selected characteristics	Student loans	Grants/ scholarships/ fellowships	Tuition waiver	Teaching assistantship	Research assistantship	Employer tuition re-imbursement
U.S. total (excluding Puerto Rico)	47.0	27.9	11.8	10.7	9.4	17.7
Total (50 states, D.C., and Puerto Rico)	47.1	27.9	11.7	10.7	9.4	17.7
Gender						
Male	45.7	26.9	11.8	13.1	12.3	19.1
Female	48.1	28.8	11.7	8.8	7.0	16.6
Race/ethnicity[1]						
White, non-Hispanic	45.9	26.8	11.7	11.5	10.2	18.3
Black, non-Hispanic	54.9	37.5	13.6	6.5	3.9	15.9
Hispanic	56.3	29.0	6.7	7.5	5.8	24.3
Asian/Pacific Islander	49.3	29.8	14.1	7.6	4.7	4.5
Age at bachelor's degree completion						
22 or younger	50.9	30.6	11.5	11.1	10.5	15.6
23–24	50.0	25.5	13.0	13.9	12.8	14.8
25–29	39.4	24.3	8.6	10.2	4.5	30.4
30 or older	28.5	19.2	12.7	4.4	1.5	25.4
Baccalaureate degree major						
Business and management	40.6	13.5	5.9	5.0	1.4	30.9
Education	34.4	24.8	12.4	5.9	2.9	15.8
Engineering	32.1	27.6	7.4	19.1	17.9	22.5
Health	40.1	40.5	8.6	8.6	3.3	22.3
Public affairs/social services	53.2	32.7	1.5	2.8	5.8	6.9
Humanities	51.0	35.1	14.5	11.9	7.8	11.8
Social and behavioral sciences	53.5	29.6	9.0	9.5	11.0	15.8
Natural sciences and mathematics	59.4	33.5	21.1	22.3	21.0	13.9
Other	51.4	25.8	12.7	6.9	9.8	14.9
Time between college entry and bachelor's degree						
4 years or less	50.8	30.7	12.2	11.8	10.8	15.1
5–6 years	47.9	27.6	10.8	11.4	10.8	16.6
More than 6 years	36.0	20.9	10.3	6.5	2.5	27.4
Bachelor's degree-granting institution						
Public 4-year	46.1	26.3	12.0	10.4	9.7	17.8
Private not-for-profit 4-year	49.2	31.7	11.2	11.6	9.2	19.1
Other	40.0	13.5	13.0	5.4	4.9	0.5
Labor force participation						
Employed, total	47.4	27.8	11.6	10.7	9.3	18.3
Full time, one job	46.7	27.2	11.0	9.9	9.1	19.3
Part time, one job	46.8	31.8	14.5	16.4	13.1	16.0
Multiple jobs	52.4	29.0	13.5	12.0	8.0	12.8
Unemployed	59.8	31.5	25.9	16.0	7.4	11.7
Out of the labor force	37.0	27.6	8.1	8.5	11.2	11.6

See notes at end of table.

Table I.6. Percentage of 1992–93 bachelor's degree recipients with advanced degrees who received various types of aid for graduate study, by selected characteristics: 2003—Continued

Selected characteristics	Student loans	Grants/ scholarships/ fellowships	Tuition waiver	Teaching assistantship	Research assistantship	Employer tuition re-imbursement
Type of employer[2]						
Self-employed	54.9	34.6	6.6	12.5	7.3	7.4
For-profit	51.1	24.7	7.3	10.5	8.0	22.3
Not-for-profit	49.0	35.5	18.1	13.9	15.6	16.4
Local/state government	46.3	27.4	18.0	15.0	13.8	10.3
Federal government	39.1	35.9	15.3	11.9	16.0	25.4
Military	27.4	42.3	21.0	3.7	1.3	23.1
Occupation[2]						
Business and management	41.3	16.5	3.9	6.9	4.5	30.9
Education	38.8	23.8	17.0	11.5	7.6	16.0
Health professions	67.3	35.8	8.6	5.5	6.9	10.3
Service industries	33.9	20.2	2.4	11.6	3.9	24.5
Research, other professional/ technical	56.6	38.1	15.0	13.8	17.5	9.5
Engineering/architecture/ computer science	30.9	27.7	8.3	22.5	16.1	24.7
Other	52.3	37.5	20.6	2.8	3.0	17.7
Salary[2]						
Low	50.5	31.4	16.3	16.4	13.7	11.8
Middle	45.1	27.3	12.4	9.2	9.1	16.1
High	48.7	26.7	8.0	9.9	7.2	23.8
Marital status						
Single, never married	60.8	30.8	13.2	12.4	9.3	14.3
Married or cohabiting	42.9	27.5	11.0	10.6	9.7	18.7
Separated/divorced/widowed	45.6	22.7	14.4	6.0	5.5	19.1
Number of dependents under age 18						
None	52.1	30.8	13.8	11.9	10.7	15.3
One or more	41.0	24.4	9.2	9.2	7.7	20.7

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.7. Percentage of 1992–93 bachelor's degree recipients who enrolled in subsequent undergraduate degree programs, and of those, percentage who completed such a program, by selected characteristics: 2003

Selected characteristics	Percent who enrolled in				Of those enrolled, percent completed
	Technical diploma/ certificate	Associate's degree	Bachelor's degree	Any	
U.S. total (excluding Puerto Rico)	2.2	1.9	5.7	9.3	58.4
Total (50 states, D.C., and Puerto Rico)	2.2	1.9	5.6	9.2	58.6
Gender					
Male	2.1	2.0	4.9	8.5	55.8
Female	2.3	1.8	6.3	9.9	60.6
Race/ethnicity[1]					
White, non-Hispanic	2.1	1.8	5.6	9.0	58.3
Black, non-Hispanic	3.6	3.1	8.2	13.7	57.6
Hispanic	1.8	1.3	4.5	7.0	‡
Asian/Pacific Islander	2.6	2.8	4.1	9.6	‡
Age at bachelor's degree completion					
22 or younger	1.4	1.7	4.8	7.6	59.4
23–24	2.4	2.0	7.3	10.9	61.0
25–29	3.0	1.4	6.6	10.6	51.2
30 or older	3.9	3.0	4.8	10.7	58.2
Baccalaureate degree major					
Business and management	1.5	1.7	3.6	6.4	54.2
Education	1.7	1.6	7.2	9.9	73.0
Engineering	1.4	0.8	4.9	6.9	49.6
Health	1.9	1.9	5.8	8.0	64.7
Public affairs/social services	3.0	1.4	3.0	6.9	‡
Humanities	2.9	2.2	5.1	9.9	53.5
Social and behavioral sciences	2.7	3.3	7.9	13.3	50.7
Natural sciences and mathematics	1.5	1.0	7.9	10.1	68.8
Other	3.8	2.3	5.1	10.4	56.5
Time between college entry and bachelor's degree					
4 years or less	1.2	1.8	4.6	7.1	59.1
5–6 years	2.5	1.8	6.8	10.5	59.9
More than 6 years	3.3	2.4	5.4	10.3	56.8
Bachelor's degree-granting institution					
Public 4-year	2.4	2.3	6.9	10.9	59.5
Private not-for-profit 4-year	1.8	1.3	3.4	6.3	56.4
Other	1.3	0.4	2.0	3.7	‡
Labor force participation					
Employed, total	2.1	1.8	5.7	9.2	58.7
Full time, one job	1.9	1.6	5.3	8.4	58.4
Part time, one job	2.9	2.9	7.3	12.3	59.2
Multiple jobs	3.2	2.6	7.3	12.4	60.2
Unemployed	5.3	4.6	7.9	15.9	49.2
Out of the labor force	1.8	1.9	3.9	7.1	66.1

See notes at end of table.

Table I.7. Percentage of 1992–93 bachelor's degree recipients who enrolled in subsequent undergraduate degree programs, and of those, percentage who completed such a program, by selected characteristics: 2003—Continued

Selected characteristics	Percent who enrolled in				Of those enrolled, percent completed
	Technical diploma/ certificate	Associate's degree	Bachelor's degree	Any	
Type of employer[2]					
Self-employed	2.4	2.1	5.3	9.6	57.0
For-profit	2.0	1.9	4.9	8.3	51.0
Not-for-profit	2.3	2.6	6.1	10.2	61.4
Local/state government	2.7	2.5	6.5	11.1	64.0
Federal government	2.9	0.4	4.8	8.2	‡
Military	1.8	3.1	2.1	6.2	‡
Occupation[2]					
Business and management	2.1	1.2	3.8	6.8	56.9
Education	2.3	0.8	7.8	10.3	74.4
Health professions	0.9	5.4	10.4	15.6	59.4
Service industries	3.1	1.1	4.6	8.5	42.7
Research, other professional/technical	1.9	2.4	5.3	9.1	58.8
Engineering/architecture/ computer science	3.8	1.7	5.3	9.8	54.4
Other	2.1	3.4	4.8	9.6	39.8
Salary[2]					
Low	3.2	2.6	6.9	12.0	56.2
Middle	2.1	2.1	6.7	10.1	60.2
High	1.5	0.7	2.6	4.7	60.4
Marital status					
Single, never married	2.4	2.4	6.5	10.6	56.4
Married or cohabiting	2.0	1.7	5.2	8.4	58.7
Separated/divorced/widowed	3.5	3.3	7.3	13.6	62.3
Number of dependents under age 18					
None	2.4	2.0	6.6	10.4	59.9
One or more	2.1	1.9	4.7	8.1	57.0

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail does not sum to totals because respondents could enroll in more than one type of program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table I.8. Percentage of 1992–93 bachelor's degree recipients who enrolled in other types of education, by selected characteristics: 2003

Selected characteristics	Occupational license[1]	Professional certification[1]	Work-related classes[2]	Personal enrichment classes[2]
U.S. total (excluding Puerto Rico)	24.9	30.2	44.5	18.1
Total (50 states, D.C., and Puerto Rico)	25.1	30.2	44.5	18.2
Gender				
Male	24.1	27.7	42.7	13.2
Female	25.8	32.2	46.0	22.2
Race/ethnicity[3]				
White, non-Hispanic	24.4	29.9	44.1	17.7
Black, non-Hispanic	24.4	35.0	49.6	20.3
Hispanic	28.2	31.1	47.2	19.6
Asian/Pacific Islander	30.0	25.5	41.9	22.9
Age at bachelor's degree completion				
22 or younger	25.9	28.9	44.1	17.6
23–24	23.8	29.2	44.9	16.9
25–29	24.2	31.2	41.4	18.2
30 or older	25.3	35.2	47.4	21.8
Baccalaureate degree major				
Business and management	21.5	25.5	41.3	13.6
Education	27.8	46.4	49.0	19.5
Engineering	16.3	18.3	51.9	13.9
Health	36.4	39.3	46.2	21.5
Public affairs/social services	34.5	33.5	47.7	17.9
Humanities	20.6	27.2	39.1	21.4
Social and behavioral sciences	26.1	25.1	46.1	19.8
Natural sciences and mathematics	29.5	32.4	41.1	17.9
Other	24.1	28.7	45.5	20.8
Time between college entry and bachelor's degree				
4 years or less	26.6	28.4	43.0	16.8
5–6 years	23.7	30.4	45.0	18.7
More than 6 years	24.9	32.2	46.0	19.4
Bachelor's degree-granting institution				
Public 4-year	24.7	31.6	46.1	17.7
Private not-for-profit 4-year	25.8	27.7	41.2	18.8
Other	25.3	25.1	45.4	21.8
Labor force participation				
Employed, total	25.8	30.6	48.9	17.8
Full time, one job	24.8	29.8	50.4	16.9
Part time, one job	26.4	27.1	38.0	19.2
Multiple jobs	32.6	39.6	47.1	23.7
Unemployed	17.9	26.9	23.4	19.1
Out of the labor force	20.9	27.5	10.6	21.3

See notes at end of table.

Table I.8. Percentage of 1992–93 bachelor's degree recipients who enrolled in other types of education, by selected characteristics: 2003—Continued

Selected characteristics	Occupational license[1]	Professional certification[1]	Work-related classes[2]	Personal enrichment classes[2]
Type of employer[4]				
Self-employed	29.7	26.6	23.6	21.7
For-profit	21.3	23.3	42.3	15.3
Not-for-profit	25.9	30.3	44.7	22.0
Local/state government	29.8	36.6	52.5	20.7
Federal government	21.4	25.2	54.3	24.2
Military	21.6	27.3	59.2	11.8
Occupation[4]				
Business and management	21.3	23.5	42.9	16.9
Education	32.1	53.8	55.6	20.5
Health professions	45.7	42.9	42.3	19.2
Service industries	20.0	19.7	34.4	14.7
Research, other professional/technical	23.5	22.5	47.0	22.4
Engineering/architecture/computer science	15.5	25.2	52.0	15.2
Other	22.2	23.7	31.6	13.4
Salary[4]				
Low	25.1	31.4	35.1	18.0
Middle	27.0	32.8	48.9	18.8
High	22.4	25.1	47.7	16.6
Marital status				
Single, never married	27.3	28.2	41.7	21.2
Married or cohabiting	24.2	30.5	44.8	17.2
Separated/divorced/widowed	27.6	32.6	49.6	18.7
Number of dependents under age 18				
None	25.5	28.3	45.0	21.2
One or more	24.7	32.0	44.0	15.3

[1]Since 1993.

[2]In the past 12 months.

[3]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[4]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Section II: Employment

Table II.1

- In 2003, among 1992–93 college graduates, about three-fourths of Asians (77 percent) and Hispanics (76 percent) and about 69 percent of Blacks and Whites had one full-time job.[16]
- Graduates with undergraduate majors in engineering were more likely to be employed in one full-time job 10 years after college graduation than those with any other baccalaureate majors (85 percent vs. 55–77 percent). Those who majored in health were generally less likely than those who majored in other subjects to be employed full time in one job after 10 years.
- Overall, 4 percent of 1992–93 college graduates were unemployed; health majors were less likely to be unemployed than undergraduate majors in business, engineering, humanities, social science, or natural sciences and mathematics.
- College graduates from 1992–93 who were employed currently or most recently by the military were more likely to work full time at one job in 2003 (83 percent) than those who were currently or most recently self-employed (59 percent), employed by a not-for-profit organization (61 percent), and those who had been employed by local or state government (64 percent).
- Single graduates who had never married were more likely than other graduates to work full time[17] (76 vs. 67–69 percent).
- College graduates from 1992–93 who had no dependents younger than age 18 were more likely to be employed full time than graduates with dependents (75 percent of graduates without dependents and 66 percent of those with dependents worked full time). Ten percent of graduates with no dependents and 8 percent with dependents worked multiple jobs.

Table II.2

- Among college graduates who were employed in 2003, men worked more hours per week than women, on average, both in full-time jobs (49 vs. 45 hours) and in multiple jobs (59 vs. 49 hours).

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[16] When interviewed in 2003, graduates were asked about the characteristics of their current job or, if not employed, about their most recent job, as long as they were employed at some point since 1997. Unless otherwise specified, employment status refers to status when interviewed in 2003, but job characteristics refer to the graduate's current (2003) or most recent (since 1997) job. (Only employed graduates are included in tables II.2 through II.7; job characteristics in those tables describe the current [2003] job.)

[17] As indicated in footnote 5, "working full time" and "working part time" refer to graduates with only one job (in contrast to those who worked in multiple jobs).

- Across racial/ethnic groups, 1992–93 bachelor's degree recipients with one full-time job worked an average of 45–48 hours per week.
- Employed college graduates with an undergraduate major in health worked fewer hours per week in one full-time job (about 45 hours) than those with most other majors, who averaged 47–49 hours per week; an exception was those with a public affairs major, who worked about 44 hours per week.
- Compared with full-time workers who had bachelor's or master's degrees, doctoral or first-professional degree recipients worked about 7 hours more per week. Those with doctoral or first-professional degrees worked about 54 hours per week in one full-time job, on average, while college graduates whose highest degree was a master's or a bachelor's degree worked about 47 hours each. Graduates who worked in multiple jobs in 2003 and whose highest level of education was a master's degree worked fewer hours than others, averaging about 50 hours per week, compared with 55–56 hours for those whose highest degree was a bachelor's, doctoral, or first-professional degree.
- In contrast to the differences by baccalaureate major, graduates with an advanced degree in health worked nearly one work day more per week in one full-time job than advanced degree holders in other fields. Specifically, those whose highest degree was in health worked an average of 56 hours per week, while those who studied arts and humanities or other unspecified fields for their highest degree averaged 49 hours per week and those in business and management, education, and in science, mathematics, or engineering worked 47–48 hours per week. Full-time workers who studied social and behavioral sciences for their advanced degree worked fewer hours per week than others, about 43 hours.
- Recipients of bachelor's degrees in 1992–93 who worked full time for the military or for themselves worked more hours per week than their counterparts employed in the for-profit and not-for-profit sectors or by the government.
- Occupation followed a pattern similar to that seen for field of advanced degree. Health professionals worked more hours per week, on average, in one full-time job than those in most other occupations, who worked 46–47 hours per week, on average. However, no difference was detected between professionals in health and those in business and management in average weekly hours.
- Among 1992–93 bachelor's degree recipients who were employed in one full-time job, average hours worked per week were higher for those with higher salaries. Those in the lowest salary group worked 45 hours per week, the middle group worked 46 hours, and those in the highest group worked 50 hours.

Table II.3

- Overall, the largest proportion of 1992–93 bachelor's degree recipients who were employed in 2003 (30 percent) worked in business and management occupations. Between 17 and 18 percent worked as educators or in research or other professional/technical occupations, 10

percent in engineering, architecture, or computer science, 9 percent each worked in health or in service industries, and the remaining 7 percent were employed in some other occupation.[18]

- Gender differences were apparent for those working in business (34 percent of men vs. 27 percent of women), education (9 percent of men vs. 26 percent of women), health (6 percent of men vs. 12 percent of women), and engineering, architecture, or computer science (16 percent of men vs. 4 percent of women).
- Asians were less likely to be employed as educators than Black, White, or Hispanic graduates (7 vs. 18–21 percent), and were more likely than those from other racial/ethnic groups to be employed as engineers, architects, or computer scientists (18 vs. 8–10 percent).
- Several baccalaureate majors were reflected in graduates' occupations 10 years later. Among undergraduates with business majors, 59 percent worked in business and management after 10 years. The majority of education majors (66 percent) worked as educators, and the majority of health majors (63 percent) worked as health professionals. Finally, 58 percent of undergraduate engineering majors worked in engineering, architecture, or computer science in 2003.
- About one-third of graduates whose highest degree was a bachelor's degree worked in business and management 10 years later; bachelor's degree recipients were more likely than master's or doctoral degree recipients to work in this professional field. Graduates whose highest level of education was a bachelor's degree were also more likely than those with master's, doctoral, or first-professional degrees to work in service industries (11 vs. 2–4 percent) or in engineering, architecture, or computer science (11 vs. 3–8 percent). Graduates with master's degrees were more likely than those with bachelor's degrees or those with doctoral or first-professional degrees to work as educators (35 vs. 11–14 percent), and those with doctoral or first-professional degrees were more likely to work as health professionals (36 vs. 7–8 percent) or in research or other professional or technical occupations (40 vs. 15–17 percent) than graduates with bachelor's or master's degrees.
- Advanced degree field was related to occupation in ways similar to baccalaureate major. For instance, 65 percent of graduates with an advanced degree in business and management worked in business and management in 2003. Eighty-four percent of those with education degrees worked in education, and 77 percent of those with advanced degrees in health worked as health professionals.

Table II.4

- The largest proportion (58 percent) of employed 1992–93 bachelor's degree recipients worked in the for-profit sector. Another 17 percent worked for a not-for-profit employer, 11 percent worked for local or state government, 10 percent were self-employed, 3 percent were employed by the federal government, and 1 percent were employed by the military.
- College graduates whose highest degree was a bachelor's degree were more likely to be employed by a for-profit company than those who had earned a master's, doctoral, or first-

[18] The "other" occupation category includes administrative or clerical jobs, legal support, mechanics, laborers, the military, and other unspecified occupations.

professional degree and were less likely to be employed in the not-for-profit sector or by local or state government.

- Bachelor's degree recipients who worked in one part-time job 10 years later were more likely to be self-employed than those who worked full time or had multiple jobs (23 vs. 8–14 percent).

Table II.5

- Among college graduates who were employed in 2003, those who worked full time had a mean salary of $60,700. Part-time workers averaged $41,300, and workers with multiple jobs averaged $48,200.
- Among full-time employees, White graduates had higher average salaries than Black graduates ($61,200 vs. $53,500).
- Although graduates' average salaries for one full-time job varied considerably by type of employer, self-employed graduates and those employed by a for-profit company earned more on average than others at $76,100 and $68,400 per year, respectively. The median salaries are somewhat lower, suggesting that a few very high salaries may have increased the mean. The median salary for those who were self-employed, worked for a for-profit firm, or were in the military was $60,000 per year.

Table II.6

- The majority of employed college graduates reported having flexible scheduling options (77 percent) or supervisory duties (59 percent) at their jobs. In addition, 43 percent said that they participated in hiring and firing decisions, over one-fourth (28 percent) reported that telecommuting was allowed in their jobs, and 23 percent participated in setting pay for other employees.
- Most employed college graduates (88 percent) reported in 2003 that they considered the job in which they were employed 10 years after attaining a bachelor's degree to be a part of their career.
- Among employed graduates, men were more likely than women to supervise others (66 vs. 53 percent), assist in hiring and firing decisions (50 vs. 36 percent), set pay for others (29 vs. 17 percent), and consider their job a part of their career (91 vs. 85 percent).
- Among 1992–93 bachelor's degree recipients who were employed in 2003, those with doctoral or first-professional degrees were less likely than graduates whose highest degree was a bachelor's or master's degree to be able to telecommute or to have flexible scheduling. However, doctoral or first-professional degree recipients were more likely than bachelor's or master's degree recipients to have supervisory duties (73 vs. 56–59 percent). Bachelor's degree recipients were more likely than master's, doctoral, or first-professional recipients to set pay for others (24 vs. 18–19 percent). They were less likely to report that their job in 2003 was a part of their career (86 vs. 92–93 percent).

- College graduates who were employed full time in one job were more likely than part-time workers to have supervisory responsibilities, assist in hiring and firing decisions, set pay for others, and to say that their jobs were part of their career.
- College graduates who worked in the for-profit sector were more likely than their peers in the not-for-profit sector, government, or the military to be allowed to telecommute. Those in the for-profit sector were also more likely than those working in local or state government and in the military to have their employers offer them flexible scheduling options. Bachelor's degree recipients from 1992–93 who worked for the federal government in 2003 were generally less likely than graduates employed in the for-profit, not-for-profit, or military sectors to have any supervisory responsibilities and to assist in hiring and firing decisions.
- Graduates who worked in engineering, architecture, or computer science in 2003 were more likely than those who worked in any other occupation except service industries to be able to telecommute (41 vs. 12–31 percent) and were more likely than graduates in other occupations except business and management to be allowed flexible scheduling at work (85 vs. 64–79 percent).
- Graduates' salaries were related to the degree of flexibility and responsibility they experienced at their jobs. The higher their salary, the more likely they were to be able to telecommute, to be allowed a flexible schedule, to supervise others, to assist in hiring and firing decisions, to set pay for others, and to report that their current job was a part of their career.

Table II.7

- About 9 out of 10 employed college graduates (91 percent) received medical insurance through their employers 10 years after completing a bachelor's degree, and 85 percent received retirement benefits. Eighty-three percent received some other form of health insurance (dental, optical, or some other health benefit), and over three-fourths (78 percent) received life insurance through their employers. Finally, 47 percent had flexible spending accounts, and 13 percent had access to a childcare facility or received a childcare subsidy from their employers.
- Men were generally more likely than women to receive job benefits, except for having access to a childcare facility or receiving a childcare subsidy.
- Having earned a higher degree did not necessarily correspond to additional benefits at work. In fact, doctoral or first-professional degree recipients were less likely than their peers with bachelor's or master's degrees to receive life insurance and retirement benefits through their employers (67 percent of doctoral or first-professional recipients received life insurance vs. 77 and 79 percent, respectively, of master's and bachelor's degree recipients; and 76 percent received retirement benefits, compared with 86 percent each of bachelor's and master's degree recipients).
- As might be expected, 1992–93 bachelor's degree recipients who were employed in one full-time job were more likely to receive most benefits than those who worked in multiple jobs or worked in one part-time job, although no difference was detected between the percentage of full- and part-time employees who received child care benefits. Bachelor's degree recipients

who held multiple jobs in 2003, however, were more likely than part-time workers to receive many benefits, except flexible spending accounts and child care subsidies.

- All graduates employed by the military received medical insurance, and nearly all (99 percent) reported that they received other health insurance as well. At least 9 out of 10 graduates employed by the federal government or the military received life insurance and retirement benefits from their employers. About half (53 percent) of graduates employed by the military and one-fourth (27 percent) of those employed by the federal government had access to a childcare facility or received a childcare subsidy, making graduates employed by both sectors generally more likely than other graduates to receive this type of benefit.
- College graduates employed in engineering, architecture, or computer science in 2003 were more likely to have medical insurance, other health insurance, life insurance, and retirement benefits than graduates working in all other occupations. Health professionals (20 percent) were generally more likely than those in other occupations to receive childcare benefits through their employers (11–15 percent of graduates employed in other occupations).
- Higher salaries generally corresponded to a higher likelihood of receiving various job benefits. Employed graduates in the middle salary group were more likely than those with lower earnings to receive all types of benefits with the exception of access to childcare facilities or subsidies. Those with the highest salaries were more likely than those with middle salaries to receive other health insurance, life insurance, retirement benefits, flexible spending accounts, and childcare benefits.

Table II.8

- In 2003, 10 years after they earned a bachelor's degree, about 4 percent of bachelor's degree recipients were unemployed (not working, but looking for work). Of those, 10 percent were receiving unemployment compensation. Among all those who had been unemployed at any time since 1997, the average amount of time spent unemployed was about 8 months.
- Men who were unemployed in 2003 were more likely than women to be receiving unemployment compensation. Of those who were unemployed, 30 percent of men were receiving unemployment compensation, compared with 5 percent of women.
- Black graduates who were unemployed were more likely than their fellow unemployed college graduates who were Asian, White, or Hispanic to be receiving unemployment compensation. About one-third of Black graduates reported receiving unemployment, compared with 6–9 percent of Asian, White, and Hispanic graduates. However, Hispanic graduates reported that they had spent an average of 10 months unemployed since 1997, while Black graduates reported spending an average of 7 months unemployed.
- Graduates whose highest degree was a bachelor's degree were more likely than those who had earned master's, doctoral, or first-professional degrees to be unemployed in 2003 (4 vs. 2 percent).
- Educators were less likely than those who worked in research or other professional or technical occupations and those who worked in engineering, architecture, or computer science to be unemployed in 2003 (2 vs. 5–6 percent). Of those who were unemployed, educators were

less likely than those in most other occupations to be receiving unemployment compensation. Two percent of unemployed educators were receiving unemployment compensation, compared with 10–42 percent of those in business and management, service industries, research, and engineering, architecture, or computer science.

Table II.1. Percentage distribution of 1992–93 bachelor's degree recipients' current labor force participation, by selected characteristics: 2003

Selected characteristics	Employed				Unemployed	Out of the labor force
	Total	Full time, one job	Part time, one job	Multiple jobs		
U.S. total (excluding Puerto Rico)	87.3	70.2	7.9	9.3	3.8	8.9
Total (50 states, D.C., and Puerto Rico)	87.3	70.1	7.9	9.2	3.8	8.9
Gender						
Male	93.9	81.1	3.5	9.4	4.1	2.0
Female	81.7	61.1	11.6	9.1	3.6	14.6
Race/ethnicity[1]						
White, non-Hispanic	87.0	69.5	8.4	9.2	3.5	9.5
Black, non-Hispanic	90.1	69.4	5.5	15.2	6.6	3.4
Hispanic	87.7	76.1	5.9	5.7	4.2	8.1
Asian/Pacific Islander	87.5	77.0	5.8	4.7	4.9	7.6
Baccalaureate degree major						
Business and management	91.0	77.4	6.0	7.5	3.5	5.6
Education	80.3	64.2	8.0	8.1	2.0	17.7
Engineering	93.3	84.9	3.8	4.6	4.4	2.3
Health	88.0	54.6	17.2	16.1	1.6	10.4
Public affairs/social services	91.0	68.9	8.7	13.4	3.8	5.2
Humanities	82.4	61.7	10.2	10.5	7.4	10.2
Social and behavioral sciences	85.7	68.8	8.4	8.5	4.4	10.0
Natural sciences and mathematics	89.8	74.2	6.5	9.1	3.8	6.4
Other	87.1	69.4	7.1	10.6	3.5	9.3
Highest degree attained as of 2003						
Bachelor's degree	85.7	69.2	8.0	8.5	4.4	10.0
Master's degree	91.2	70.8	8.3	12.1	2.2	6.6
Doctoral/first-professional degree	94.4	80.4	5.9	8.1	2.1	3.6
Field of advanced degree[2]						
Business and management	94.9	80.4	6.1	8.5	2.0	3.1
Education	91.0	69.8	8.4	12.8	1.5	7.6
Health	91.2	67.5	10.6	13.1	0.5	8.3
Arts and humanities	87.7	52.2	13.2	22.3	6.5	5.8
Social and behavioral sciences	93.2	64.1	12.6	16.5	1.5	5.3
Science/math/engineering	92.7	84.7	3.5	4.6	1.3	6.0
Other	90.5	74.5	6.1	9.9	3.9	5.6

See notes at end of table.

Table II.1. Percentage distribution of 1992–93 bachelor's degree recipients' current labor force participation, by selected characteristics: 2003—Continued

Selected characteristics	Employed				Unemployed	Out of the labor force
	Total	Full time, one job	Part time, one job	Multiple jobs		
Type of employer[3]						
Self-employed	89.6	58.6	18.7	12.4	3.4	7.0
For-profit	89.1	76.1	5.7	7.3	4.5	6.5
Not-for-profit	83.8	61.0	11.3	11.5	5.0	11.2
Local/state government	81.4	64.5	6.8	10.1	3.2	15.4
Federal government	91.9	81.8	1.7	8.4	0.9	7.2
Military	94.0	82.9	2.1	9.0	4.6	1.4
Occupation[3]						
Business and management	91.0	78.2	5.9	7.0	3.3	5.7
Education	86.3	65.7	9.3	11.3	2.3	11.4
Health professions	89.0	57.4	15.2	16.4	2.5	8.5
Service industries	87.2	69.2	11.6	6.4	3.5	9.3
Research, other professional/ technical	87.5	68.5	7.4	11.6	5.2	7.3
Engineering/architecture/computer science	91.6	84.8	3.2	3.7	5.5	2.9
Other	87.3	68.0	8.3	11.1	5.2	7.5
Salary[3]						
Low	78.5	47.8	17.5	13.3	5.4	16.1
Middle	91.5	77.1	5.3	9.1	3.0	5.5
High	93.7	83.3	4.3	6.2	3.3	3.0
Marital status						
Single, never married	91.1	75.6	4.8	10.8	5.9	3.0
Married or cohabiting	86.1	68.9	8.8	8.4	3.1	10.8
Separated/divorced/widowed	88.2	67.5	7.3	13.4	5.4	6.4
Number of dependents under age 18						
None	90.8	74.5	5.8	10.5	4.6	4.5
One or more	83.9	65.9	9.9	8.0	3.0	13.1

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.2. Percentage distribution and average hours worked per week for currently employed 1992–93 bachelor's degree recipients, by employment level and selected characteristics: 2003

Selected characteristics	Full time, one job		Part time, one job		Multiple jobs	
	Percent employed full time, one job	Average hours worked per week	Percent employed part time, one job	Average hours worked per week	Percent with multiple jobs	Average hours worked per week in all jobs
U.S. total (excluding Puerto Rico)	80.4	47.2	9.0	21.8	10.6	53.6
Total (50 states, D.C., and Puerto Rico)	80.4	47.2	9.1	21.8	10.6	53.5
Gender						
Male	86.4	49.0	3.7	22.5	10.0	58.6
Female	74.7	45.2	14.2	21.7	11.1	49.0
Race/ethnicity[1]						
White, non-Hispanic	79.8	47.3	9.6	21.5	10.6	53.1
Black, non-Hispanic	77.0	45.4	6.1	‡	16.9	59.7
Hispanic	86.8	46.4	6.7	‡	6.5	‡
Asian/Pacific Islander	88.0	47.7	6.7	‡	5.3	‡
Baccalaureate degree major						
Business and management	85.2	47.2	6.6	21.9	8.2	51.8
Education	79.9	46.7	10.0	21.5	10.1	48.4
Engineering	91.0	47.4	4.1	‡	4.9	‡
Health	62.1	45.2	19.6	21.4	18.3	52.5
Public affairs/social services	75.7	44.4	9.5	‡	14.8	59.9
Humanities	74.8	47.4	12.4	22.0	12.8	52.1
Social and behavioral sciences	80.3	46.9	9.8	21.5	10.0	54.2
Natural sciences and mathematics	82.7	49.3	7.2	23.1	10.1	52.9
Other	79.6	47.5	8.2	21.0	12.2	58.0
Highest degree attained as of 2003						
Bachelor's degree	80.7	46.7	9.3	21.9	10.0	54.9
Master's degree	77.6	46.8	9.1	21.1	13.3	49.7
Doctoral/first-professional degree	85.2	54.1	6.2	‡	8.6	55.5
Field of advanced degree[2]						
Business and management	84.7	48.2	6.4	‡	8.9	‡
Education	76.7	47.3	9.2	20.0	14.1	51.0
Health	73.9	55.6	11.7	23.3	14.4	47.0
Arts and humanities	59.5	48.7	15.0	‡	25.4	49.7
Social and behavioral sciences	68.7	43.3	13.6	‡	17.7	‡
Science/math/engineering	91.3	46.7	3.7	‡	5.0	‡
Other	82.3	49.2	6.8	‡	11.0	50.5
Type of employer						
Self-employed	65.3	53.4	20.9	21.6	13.8	55.4
For-profit	85.4	47.0	6.4	21.9	8.2	53.2
Not-for-profit	72.8	46.6	13.4	21.6	13.8	50.9
Local/state government	79.3	44.7	8.3	20.6	12.4	54.5
Federal government	89.0	44.5	1.9	‡	9.2	‡
Military	88.2	53.7	2.2	‡	9.6	‡

See notes at end of table.

Table II.2. Percentage distribution and average hours worked per week for currently employed 1992–93 bachelor's degree recipients, by employment level and selected characteristics: 2003 —Continued

	Full time, one job		Part time, one job		Multiple jobs	
Selected characteristics	Percent employed full time, one job	Average hours worked per week	Percent employed part time, one job	Average hours worked per week	Percent with multiple jobs	Average hours worked per week in all jobs
Occupation						
Business and management	85.9	48.2	6.5	23.1	7.7	54.8
Education	76.2	46.9	10.7	21.3	13.1	55.7
Health professions	64.5	49.8	17.1	21.9	18.4	49.2
Service industries	79.4	47.2	13.3	21.8	7.4	46.6
Research, other professional/technical	78.3	46.2	8.5	21.1	13.3	55.5
Engineering/architecture/ computer science	92.5	45.5	3.4	‡	4.0	‡
Other	77.9	45.7	9.5	19.8	12.7	54.1
Salary						
Low	60.9	44.7	22.2	20.7	16.9	51.6
Middle	84.3	46.3	5.8	24.1	9.9	55.3
High	88.9	50.4	4.5	20.9	6.6	52.2
Marital status						
Single, never married	83.0	47.3	5.3	23.5	11.8	57.2
Married or cohabiting	80.0	47.3	10.3	21.3	9.7	51.6
Separated/divorced/widowed	76.5	45.9	8.3	24.9	15.2	56.6
Number of dependents under age 18						
None	82.1	47.4	6.4	22.1	11.6	54.3
One or more	78.6	47.0	11.8	21.7	9.6	52.6

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.3. Percentage distribution of currently employed 1992–93 bachelor's degree recipients' occupation, by selected characteristics: 2003

Selected characteristics	Business and management	Education	Health professions	Service industries	Research/ other professional/ technical	Engineering/architecture/ computer science	Other
U.S. total (excluding Puerto Rico)	30.5	17.9	9.4	8.7	17.0	9.8	6.8
Total (50 states, D.C., and Puerto Rico)	30.4	17.9	9.4	8.7	17.1	9.8	6.8
Gender							
Male	34.1	9.4	6.4	9.5	16.9	15.8	8.0
Female	26.9	26.1	12.3	7.9	17.2	4.1	5.6
Race/ethnicity[1]							
White, non-Hispanic	30.9	18.1	9.1	9.4	17.0	9.6	6.0
Black, non-Hispanic	26.5	21.4	7.9	4.7	20.4	8.3	10.9
Hispanic	25.0	21.1	10.4	4.7	20.7	8.8	9.3
Asian/Pacific Islander	28.7	7.1	14.1	6.2	12.7	18.2	13.0
Baccalaureate degree major							
Business and management	59.4	5.2	1.7	13.5	7.4	5.7	7.2
Education	10.4	65.7	3.5	4.5	9.2	1.6	5.3
Engineering	22.0	1.3	1.3	3.0	9.7	57.5	5.2
Health	11.8	5.7	62.9	4.2	7.2	6.2	2.0
Public affairs/social services	18.7	7.3	4.5	7.4	46.4	1.1	14.6
Humanities	23.1	24.4	2.8	10.6	21.8	5.8	11.5
Social and behavioral science	32.0	15.3	4.9	10.5	27.1	3.2	7.0
Natural sciences and mathematics	17.3	13.5	24.6	3.2	19.3	18.2	3.9
Other	28.2	16.8	4.8	10.4	26.5	6.4	7.1
Highest degree attained as of 2003							
Bachelor's degree	33.8	13.7	7.7	10.6	15.0	11.0	8.1
Master's degree	26.0	35.0	7.4	3.8	17.2	7.5	3.1
Doctoral/first-professional degree	4.9	11.0	35.7	1.9	40.5	3.0	3.1
Field of advanced degree[2]							
Business and management	64.7	7.6	1.2	6.0	10.4	5.7	4.5
Education	4.3	84.4	2.1	2.0	6.3	0.3	0.6
Health	7.4	6.0	76.8	1.8	5.5	1.3	1.2
Arts and humanities	12.0	36.0	0.0	4.6	44.1	1.6	1.6
Social and behavioral sciences	11.9	28.9	3.4	3.4	49.0	1.3	2.1
Science/math/engineering	13.4	12.6	5.4	1.4	28.5	34.5	4.3
Other	12.8	15.0	13.2	4.0	45.7	3.5	5.9
Labor force participation							
Employed, total	30.4	17.9	9.4	8.7	17.1	9.8	6.8
Full time, one job	32.4	17.0	7.6	8.6	16.6	11.3	6.6
Part time, one job	21.7	21.2	17.7	12.7	15.9	3.7	7.1
Multiple jobs	22.0	22.3	16.5	6.1	21.4	3.7	8.1
Unemployed	†	†	†	†	†	†	†
Out of the labor force	†	†	†	†	†	†	†

See notes at end of table.

Table II.3. Percentage distribution of currently employed 1992–93 bachelor's degree recipients' occupation, by selected characteristics: 2003—Continued

Selected characteristics	Business and management	Education	Health professions	Service industries	Research/ other professional/ technical	Engineering/architecture/ computer science	Other
Type of employer							
Self-employed	41.7	3.3	9.5	13.4	18.8	5.7	7.7
For-profit	41.5	1.3	7.5	13.5	14.0	14.7	7.6
Not-for-profit	24.4	12.0	23.4	3.2	26.2	5.8	5.0
Local/state government	14.2	24.5	9.1	1.5	37.9	6.2	6.7
Federal government	24.2	2.3	11.7	2.4	28.2	17.9	13.3
Military	13.0	1.9	16.3	#	6.1	2.2	60.5
Salary							
Low	19.3	31.2	5.7	10.9	19.0	1.2	12.8
Middle	28.9	20.0	10.5	7.7	17.9	9.0	6.0
High	42.1	2.9	10.5	8.6	13.9	18.5	3.4
Marital status							
Single, never married	29.6	14.2	9.6	8.7	19.5	10.0	8.4
Married or cohabiting	30.8	18.5	9.2	8.7	16.0	10.4	6.4
Separated/divorced/widowed	27.8	22.8	10.6	8.2	20.7	3.9	6.0
Number of dependents under age 18							
None	29.7	16.4	9.1	8.8	19.7	9.4	6.9
One or more	31.0	19.5	9.8	8.6	14.4	10.2	6.6

†Not applicable.

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.4. Percentage distribution of currently employed 1992–93 bachelor's degree recipients' type of employer, by selected characteristics: 2003

Selected characteristics	Self-employed	For-profit	Not-for-profit	Local/state government	Federal government	Military
U.S. total (excluding Puerto Rico)	10.1	57.7	17.3	11.0	2.9	1.1
Total (50 states, D.C., and Puerto Rico)	10.1	57.6	17.2	11.0	2.9	1.1
Gender						
Male	10.6	64.0	11.3	9.7	2.7	1.7
Female	9.6	50.6	23.9	12.5	3.1	0.4
Race/ethnicity[1]						
White, non-Hispanic	10.5	58.9	17.0	10.3	2.4	0.9
Black, non-Hispanic	8.7	42.9	20.6	18.9	5.8	3.2
Hispanic	6.9	51.6	20.3	13.5	6.4	1.3
Asian/Pacific Islander	8.7	63.3	14.9	10.2	2.0	1.0
Baccalaureate degree major						
Business and management	9.7	69.5	13.1	5.6	1.1	1.0
Education	9.7	42.6	22.3	21.7	3.3	0.4
Engineering	6.9	78.2	3.9	4.7	4.1	2.3
Health	7.8	46.0	31.6	9.1	4.5	1.0
Public affairs/social services	7.1	34.0	17.9	36.4	3.7	0.9
Humanities	12.6	57.7	16.8	10.3	1.9	0.8
Social and behavioral sciences	11.9	49.6	19.3	14.4	3.9	0.9
Natural sciences and mathematics	9.5	50.4	22.1	11.0	4.9	2.1
Other	12.2	56.8	16.9	11.1	2.3	0.7
Highest degree attained as of 2003						
Bachelor's degree	10.6	62.1	15.0	9.1	2.4	0.8
Master's degree	7.7	45.3	24.3	17.0	3.6	2.2
Doctoral/first-professional degree	11.6	42.4	22.9	15.6	5.9	1.7
Field of advanced degree[2]						
Business and management	5.5	62.6	15.6	8.2	4.6	3.5
Education	9.8	16.8	33.7	37.7	1.6	0.4
Health	16.1	36.7	30.0	11.9	3.4	1.9
Arts and humanities	11.2	22.7	49.5	15.4	0.6	0.8
Social and behavioral sciences	6.5	19.9	39.2	32.9	0.7	0.7
Science/math/engineering	4.8	48.1	18.6	14.4	10.4	3.6
Other	9.6	54.1	15.1	16.5	3.9	0.9
Labor force participation						
Employed, total	10.1	57.6	17.2	11.0	2.9	1.1
Full time, one job	8.2	61.0	15.6	10.8	3.2	1.2
Part time, one job	23.3	40.4	25.5	10.0	0.6	0.3
Multiple jobs	13.7	46.2	23.2	13.4	2.6	1.0
Unemployed	†	†	†	†	†	†
Out of the labor force	†	†	†	†	†	†

See notes at end of table.

Table II.4. Percentage distribution of currently employed 1992–93 bachelor's degree recipients' type of employer, by selected characteristics: 2003—Continued

Selected characteristics	Self-employed	For-profit	Not-for-profit	Local/state government	Federal government	Military
Occupation						
Business and management	12.2	68.8	12.1	4.5	2.0	0.4
Education	5.6	12.9	34.8	45.3	1.1	0.4
Health professions	8.9	39.8	37.3	9.3	3.1	1.7
Service industries	13.7	78.4	5.6	1.7	0.7	#
Research, other professional/ technical	9.8	41.3	23.1	21.3	4.1	0.4
Engineering/architecture/ computer science	5.1	75.2	8.9	6.0	4.6	0.2
Other	10.0	55.9	11.1	9.4	4.9	8.6
Salary						
Low	15.3	45.7	23.6	13.3	1.7	0.4
Middle	6.7	55.1	19.7	14.2	2.9	1.3
High	12.2	69.9	9.0	4.0	3.6	1.3
Marital status						
Single, never married	8.1	60.7	17.7	9.5	3.1	1.1
Married or cohabiting	10.7	57.7	17.0	10.9	2.7	1.1
Separated/divorced/widowed	11.0	48.4	18.8	16.0	4.3	1.5
Number of dependents under age 18						
None	8.6	58.2	18.9	10.4	3.0	0.9
One or more	11.8	57.0	15.5	11.6	2.7	1.4

†Not applicable.

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.5. Average annual salary of currently employed 1992–93 bachelor's degree recipients, by employment level and selected characteristics: 2003

Selected characteristics	Full time, one job		Part time, one job		Multiple jobs	
	Average salary	Median salary	Average salary	Median salary	Average salary	Median salary
U.S. total (excluding Puerto Rico)	$60,800	$52,000	$41,400	$31,800	$48,300	$40,900
Total (50 states, D.C., and Puerto Rico)	60,700	52,000	41,300	31,800	48,200	40,900
Gender						
Male	69,900	60,000	55,100	38,000	55,700	46,000
Female	50,600	45,000	37,800	31,000	42,000	37,500
Race/ethnicity[1]						
White, non-Hispanic	61,200	52,800	41,300	31,200	47,700	40,000
Black, non-Hispanic	53,500	46,400	‡	‡	43,700	42,000
Hispanic	56,600	49,000	‡	‡	‡	‡
Asian/Pacific Islander	63,300	57,000	‡	‡	‡	‡
Baccalaureate degree major						
Business and management	66,300	59,700	49,600	43,700	56,900	45,000
Education	43,800	40,000	24,100	21,800	35,700	36,000
Engineering	74,900	72,000	‡	‡	‡	‡
Health	63,900	57,000	43,400	40,000	57,600	53,500
Public affairs/social services	52,100	45,000	‡	‡	44,300	43,000
Humanities	53,500	45,000	46,000	31,200	38,100	35,000
Social and behavioral sciences	62,000	50,000	36,800	26,200	47,900	38,000
Natural sciences and mathematics	63,400	56,000	45,800	33,000	65,600	49,000
Other	59,400	50,000	40,100	31,200	37,600	33,000
Highest degree attained as of 2003						
Bachelor's degree	58,800	50,300	38,700	31,200	47,000	40,000
Master's degree	61,100	54,300	45,000	33,000	47,900	41,300
Doctoral/first-professional degree	80,900	64,000	‡	‡	65,000	55,000
Field of advanced degree[2]						
Business and management	77,200	71,000	‡	‡	‡	‡
Education	46,600	43,300	35,100	29,000	42,100	39,700
Health	80,500	60,000	60,000	52,000	60,600	46,700
Arts and humanities	45,200	41,000	‡	‡	34,000	30,500
Social and behavioral sciences	47,500	43,000	‡	‡	‡	‡
Science/math/engineering	69,200	68,000	‡	‡	‡	‡
Other	73,500	60,300	‡	‡	55,000	51,000
Type of employer						
Self-employed	76,100	60,000	54,900	33,000	61,700	35,000
For-profit	68,400	60,000	42,700	36,400	51,700	46,000
Not-for-profit	49,800	46,000	38,000	31,200	46,500	40,000
Local/state government	48,800	43,400	30,700	25,700	45,400	42,000
Federal government	61,100	60,700	‡	‡	‡	‡
Military	60,500	60,000	‡	‡	‡	‡

See notes at end of table.

Table II.5. Average annual salary of currently employed 1992–93 bachelor's degree recipients, by employment level and selected characteristics: 2003—Continued

Selected characteristics	Full time, one job		Part time, one job		Multiple jobs	
	Average salary	Median salary	Average salary	Median salary	Average salary	Median salary
Occupation						
Business and management	$69,700	$59,700	$47,300	$38,500	$63,200	$56,000
Education	41,900	39,900	25,400	21,000	33,100	35,000
Health professions	66,900	54,400	48,900	43,700	61,000	53,000
Service industries	59,400	52,000	37,100	25,000	46,600	30,000
Research, other professional/ technical	58,300	49,400	49,800	31,200	42,400	35,400
Engineering/architecture/ computer science	72,200	69,000	‡	‡	55,200	52,000
Other	46,100	40,000	25,700	23,400	36,400	35,400
Salary						
Low	26,400	28,500	19,500	20,000	22,400	24,900
Middle	49,600	49,900	48,400	49,300	48,300	47,200
High	100,900	86,000	111,100	89,400	102,400	88,400
Marital status						
Single, never married	58,800	50,000	43,000	31,200	43,600	40,000
Married or cohabiting	62,200	55,000	40,100	31,800	50,000	42,600
Separated/divorced/widowed	52,400	43,700	51,300	34,400	47,500	37,400
Number of dependents under age 18						
None	59,400	51,900	42,400	30,000	46,500	40,000
One or more	62,200	54,000	40,600	33,100	50,300	42,500

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.6. Percentage of currently employed 1992–93 bachelor's degree recipients with various job characteristics, and percentage who considered their job a part of their career, by selected characteristics: 2003

Selected characteristics	Telecommuting allowed	Flexible scheduling	Supervise others	Assist in hiring/firing decisions	Set pay for others	Consider job part of career
U.S. total (excluding Puerto Rico)	28.2	76.8	59.0	42.5	22.8	87.7
Total (50 states, D.C., and Puerto Rico)	28.1	76.8	59.0	42.5	22.8	87.8
Gender						
Male	29.6	77.6	65.9	49.6	28.6	90.5
Female	26.5	75.9	52.5	35.8	17.3	85.1
Race/ethnicity[1]						
White, non-Hispanic	28.0	77.7	59.5	43.3	23.8	88.5
Black, non-Hispanic	26.6	70.8	51.7	31.8	15.5	82.5
Hispanic	30.9	72.4	59.1	42.7	19.3	86.4
Asian/Pacific Islander	31.1	75.8	58.3	39.2	19.0	84.6
Baccalaureate degree major						
Business and management	29.8	75.9	64.7	49.6	33.4	87.1
Education	19.4	70.0	47.2	27.5	11.1	91.4
Engineering	28.0	86.5	64.1	46.9	19.8	92.2
Health	19.1	74.7	65.3	36.2	19.4	92.9
Public affairs/social services	22.3	75.5	53.9	41.0	22.9	87.6
Humanities	29.4	77.4	54.9	39.4	19.4	83.4
Social and behavioral sciences	27.3	76.7	58.1	44.7	22.6	83.4
Natural sciences and mathematics	29.3	76.3	57.2	40.4	20.1	90.1
Other	34.3	77.4	60.4	46.3	22.8	86.7
Highest degree attained as of 2003						
Bachelor's degree	27.9	77.4	58.6	42.4	24.4	86.2
Master's degree	31.4	77.2	56.0	41.7	18.6	91.7
Doctoral/first-professional degree	22.0	69.3	72.7	46.6	18.0	93.1
Field of advanced degree[2]						
Business and management	34.2	82.4	67.9	52.3	31.3	86.0
Education	20.6	61.2	45.8	31.1	7.5	96.6
Health	17.5	56.0	72.3	40.4	23.2	95.5
Arts and humanities	24.1	86.7	53.9	39.8	18.7	93.9
Social and behavioral sciences	32.7	77.1	48.6	42.0	13.6	87.9
Science/math/engineering	32.8	84.1	59.4	46.0	12.4	90.5
Other	31.0	74.5	64.7	47.0	19.5	92.8
Labor force participation						
Employed, total	28.1	76.8	59.0	42.5	22.8	87.8
Full time, one job	28.5	75.5	61.7	45.9	24.3	89.8
Part time, one job	30.7	87.8	39.3	23.2	15.4	74.8
Multiple jobs	22.5	78.8	54.8	32.9	17.5	83.1
Unemployed	†	†	†	†	†	†
Out of the labor force	†	†	†	†	†	†

See notes at end of table.

Table II.6. Percentage of currently employed 1992–93 bachelor's degree recipients with various job characteristics, and percentage who considered their job a part of their career, by selected characteristics: 2003—Continued

Selected characteristics	Telecommuting allowed	Flexible scheduling	Supervise others	Assist in hiring/firing decisions	Set pay for others	Consider job part of career
Type of employer						
Self-employed	—	—	66.7	63.2	58.6	87.3
For-profit	32.0	78.8	61.9	45.5	24.9	85.5
Not-for-profit	24.8	78.1	65.1	43.3	21.8	86.5
Local/state government	18.4	65.8	59.3	40.5	12.7	89.9
Federal government	17.1	78.8	47.0	32.0	12.1	87.0
Military	7.6	61.1	80.5	45.9	8.1	94.9
Occupation						
Business and management	31.4	81.4	75.1	64.2	45.2	87.0
Education	21.8	68.5	42.7	27.3	5.7	94.4
Health professions	12.1	68.0	65.2	30.3	15.2	93.4
Service industries	35.4	79.0	45.0	31.6	16.8	81.0
Research, other professional/ technical	27.6	75.4	56.4	39.7	15.9	88.0
Engineering/architecture/ computer science	40.7	85.0	57.1	41.8	15.7	93.1
Other	14.8	64.4	48.9	25.4	14.3	66.4
Salary						
Low	19.7	72.2	44.3	25.8	12.4	74.6
Middle	24.8	75.5	58.0	39.6	19.3	89.7
High	39.4	82.0	73.1	62.1	38.2	94.7
Marital status						
Single, never married	24.5	76.0	55.2	35.0	16.9	83.7
Married or cohabiting	30.0	77.7	60.2	45.3	24.8	89.4
Separated/divorced/widowed	20.7	69.9	58.6	37.1	20.8	83.5
Number of dependents under age 18						
None	25.6	74.4	57.8	41.0	20.4	85.9
One or more	31.0	79.5	60.2	44.0	25.3	89.7

—Not available.

†Not applicable.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.7. Percentage of currently employed 1992–93 bachelor's degree recipients with various job benefits, by selected characteristics: 2003

Selected characteristics	Medical insurance	Other health insurance	Life insurance	Retirement benefits	Flexible spending accounts	Childcare facility/ subsidy
U.S. total (excluding Puerto Rico)	91.2	82.8	77.9	85.3	47.4	13.4
Total (50 states, D.C., and Puerto Rico)	91.2	82.7	77.8	85.2	47.2	13.4
Gender						
Male	93.7	84.7	79.8	87.8	50.1	13.2
Female	88.9	80.8	75.9	82.9	44.5	13.6
Race/ethnicity[1]						
White, non-Hispanic	90.9	82.0	77.4	85.2	47.9	13.1
Black, non-Hispanic	91.9	88.1	86.6	89.2	43.5	17.4
Hispanic	91.3	82.9	74.6	81.6	40.2	15.4
Asian/Pacific Islander	93.9	88.3	76.6	85.0	47.6	10.7
Baccalaureate degree major						
Business and management	90.6	83.0	81.1	87.3	55.3	13.5
Education	91.0	78.2	73.2	80.2	33.2	11.5
Engineering	96.4	91.3	88.8	95.5	56.2	14.6
Health	89.6	81.1	75.6	85.6	51.2	18.9
Public affairs/social services	95.4	87.1	88.0	89.9	34.5	10.0
Humanities	86.2	75.2	67.1	78.2	38.9	9.6
Social and behavioral sciences	91.9	83.7	79.0	85.4	48.2	15.7
Natural sciences and mathematics	93.0	86.9	76.4	84.8	48.9	16.0
Other	90.9	82.4	76.5	84.8	46.2	11.5
Highest degree attained as of 2003						
Bachelor's degree	91.2	82.9	78.9	85.7	48.0	13.6
Master's degree	92.0	82.8	77.1	86.2	45.6	12.5
Doctoral/first-professional degree	88.6	79.4	66.7	76.2	42.6	15.2
Field of advanced degree[2]						
Business and management	91.9	86.3	84.4	94.2	64.9	16.1
Education	94.2	85.5	70.8	83.3	28.7	4.9
Health	89.4	80.2	64.0	75.1	40.8	19.8
Arts and humanities	75.2	58.1	58.6	63.1	35.5	7.6
Social and behavioral sciences	93.3	80.4	76.7	80.9	37.3	8.1
Science/math/engineering	96.8	88.3	85.2	90.7	55.4	25.4
Other	88.0	77.9	71.9	81.9	44.0	11.0
Labor force participation						
Employed, total	91.2	82.7	77.8	85.2	47.2	13.4
Full time, one job	95.9	87.6	82.6	89.2	50.5	13.9
Part time, one job	58.3	48.9	40.5	56.8	28.1	13.7
Multiple jobs	78.3	68.5	66.8	74.7	34.9	9.2
Unemployed	†	†	†	†	†	†
Out of the labor force	†	†	†	†	†	†

See notes at end of table.

Table II.7. Percentage of currently employed 1992–93 bachelor's degree recipients with various job benefits, by selected characteristics: 2003—Continued

Selected characteristics	Medical insurance	Other health insurance	Life insurance	Retirement benefits	Flexible spending accounts	Childcare facility/ subsidy
Type of employer						
Self-employed	—	—	—	—	—	—
For-profit	91.7	84.1	79.5	86.6	56.6	12.9
Not-for-profit	86.6	78.2	72.4	81.1	46.6	17.6
Local/state government	94.2	86.9	80.2	89.3	36.7	10.5
Federal government	92.4	75.4	90.9	95.0	29.7	26.6
Military	100.0	99.4	93.0	91.8	6.2	52.8
Occupation						
Business and management	93.3	84.9	82.6	88.7	58.7	14.7
Education	89.3	77.8	70.5	78.9	27.5	10.7
Health professions	87.2	82.1	73.0	80.7	44.8	19.6
Service industries	88.2	81.6	75.3	84.0	54.5	14.3
Research, other professional/technical	91.8	82.9	77.6	85.7	45.8	11.1
Engineering/architecture/computer science	97.4	89.9	87.8	93.9	61.7	14.2
Other	85.9	77.4	72.4	81.4	29.2	10.9
Salary						
Low	77.7	65.0	59.0	67.9	26.8	11.0
Middle	94.8	86.0	81.3	88.6	47.0	12.1
High	94.7	90.3	86.0	92.4	64.3	18.5
Marital status						
Single, never married	92.9	84.1	76.5	84.8	43.5	13.7
Married or cohabiting	90.5	82.1	77.8	85.5	48.5	13.2
Separated/divorced/widowed	93.3	84.0	80.5	83.4	44.9	14.8
Number of dependents under age 18						
None	91.3	83.1	77.0	84.4	44.0	12.3
One or more	91.0	82.2	78.5	86.1	50.6	14.7

—Not available.

†Not applicable.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table II.8. Percentage of 1992–93 bachelor's degree recipients who were currently unemployed, percentage receiving unemployment compensation, and average total months spent unemployed, by selected characteristics: 2003

Selected characteristics	Percent currently unemployed	Percent currently receiving unemployment compensation[1]	Average total months spent unemployed[2]
U.S. total (excluding Puerto Rico)	3.8	10.2	7.9
Total (50 states, D.C., and Puerto Rico)	3.8	10.1	7.9
Gender			
Male	4.1	29.7	7.8
Female	3.6	4.8	8.0
Race/ethnicity[3]			
White, non-Hispanic	3.5	9.1	7.8
Black, non-Hispanic	6.6	34.5	7.1
Hispanic	4.2	6.1	10.0
Asian/Pacific Islander	4.9	9.0	8.2
Baccalaureate degree major			
Business and management	3.5	15.8	7.0
Education	2.0	1.0	8.3
Engineering	4.4	34.0	8.5
Health	1.6	3.8	‡
Public affairs/social services	3.8	‡	5.3
Humanities	7.4	12.7	7.6
Social and behavioral sciences	4.4	7.9	10.1
Natural sciences and mathematics	3.8	10.8	7.6
Other	3.5	11.7	8.2
Highest degree attained as of 2003			
Bachelor's degree	4.4	11.0	7.4
Master's degree	2.2	6.1	9.5
Doctoral/first-professional degree	2.1	4.7	10.4
Field of advanced degree[4]			
Business and management	2.0	‡	12.6
Education	1.5	2.3	‡
Health	0.5	‡	‡
Arts and humanities	6.5	‡	‡
Social and behavioral sciences	1.5	‡	‡
Science/math/engineering	1.3	‡	8.1
Other	3.9	0.8	9.4
Labor force participation			
Employed, total	†	†	7.5
Full time, one job	†	†	7.1
Part time, one job	†	†	11.8
Multiple jobs	†	†	7.0
Unemployed	100.0	32.0	10.2
Out of the labor force	†	†	6.6

See notes at end of table.

Table II.8. Percentage of 1992–93 bachelor's degree recipients who were currently unemployed, percentage receiving unemployment compensation, and average total months spent unemployed, by selected characteristics: 2003—Continued

Selected characteristics	Percent currently unemployed	Percent currently receiving unemployment compensation[1]	Average total months spent unemployed[2]
Type of employer[5]			
Self-employed	3.4	4.3	8.2
For-profit	4.5	19.3	7.5
Not-for-profit	5.0	7.9	7.2
Local/state government	3.2	#	7.4
Federal government	0.9	‡	‡
Military	4.6	‡	‡
Occupation[5]			
Business and management	3.3	14.8	8.8
Education	2.3	2.0	7.5
Health professions	2.5	2.2	6.3
Service industries	3.5	13.0	8.6
Research, other professional/technical	5.2	10.0	6.8
Engineering/architecture/computer science	5.5	41.7	8.0
Other	5.2	17.2	8.2
Salary[5]			
Low	5.4	5.4	8.9
Middle	3.0	12.9	7.7
High	3.3	30.6	6.5
Marital status			
Single, never married	5.9	23.8	7.6
Married or cohabiting	3.1	6.7	8.1
Separated/divorced/widowed	5.4	20.9	7.9
Number of dependents under age 18			
None	4.6	18.2	8.1
One or more	3.0	5.7	7.6

†Not applicable.

#Rounds to zero.

‡Reporting standards not met (too few cases).

[1]For those who are currently unemployed.

[2]For those who have been unemployed at least once since 1997.

[3]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[4]Only includes respondents who completed a master's, doctoral, or first-professional degree.

[5]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

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Section III: Opinions About Education

Table III.1

- Ten years after completing college, women were more likely than men to report that their liberal arts courses, their undergraduate professional courses, and their internship and work opportunities as undergraduates were still very important to their lives.
- Asian/Pacific Islander graduates were less likely than White or Hispanic graduates to report that their baccalaureate major field was very important to their lives in 2003 (51 vs. 59 and 62 percent, respectively). Asian/Pacific Islander graduates were also less likely than Black or White graduates to say their liberal arts courses were very important to their lives 10 years later (28 vs. 37–42 percent) and less likely than White, Hispanic, or Black graduates to say the quality of instruction they received was very important (50 vs. 61, 65, and 68 percent, respectively).
- The higher their parents' education, the more likely graduates were to indicate that their undergraduate liberal arts courses were very important to their lives in 2003 and the less likely they were to say their undergraduate professional courses had such lasting importance.
- Younger 1992–93 college graduates were less likely than older graduates to report 10 years later that the professional classes they had taken were very important to their lives. For example, 46 percent of graduates age 22 or younger reported that their professional classes were very important, compared with 59 percent of graduates age 30 or older.
- A higher undergraduate GPA was associated with a higher likelihood of reporting that undergraduate major field was very important to graduates' lives 10 years after college completion, in 2003.
- Among 1992–93 college graduates in 2003, those who attained higher degrees were more likely than those who completed less education to indicate that their liberal arts classes and the quality of instruction they received as undergraduates remained very important to their lives, and less likely to report the lasting importance of their professional classes. For example, while 59 percent of bachelor's degree recipients with no further education said the quality of undergraduate instruction was very important, 71 percent of graduates with doctoral or first-professional degrees said so.

Table III.2

- A higher undergraduate GPA was associated with a higher likelihood of reporting that earning a bachelor's degree was very important preparation for work and career and for further education. For example, 84 percent of graduates with an undergraduate GPA of 3.75 or

higher reported that the bachelor's degree they earned was very important preparation for their work and career, compared with 76 percent of graduates with a GPA of less than 2.75.

- Graduates who earned bachelor's degrees from private not-for-profit institutions were more likely than those who graduated from public institutions to report that the degree was very important preparation for further education.
- Among bachelor's degree recipients, those who expected to earn higher degrees were more likely than those who had lower educational expectations to report that the bachelor's degree was very important preparation for further education. For students who expected to earn a doctoral or first-professional degree, 93 percent reported that the bachelor's degree they had earned in 1992–93 was very important preparation for further education, compared with 39 percent of students who expected to earn no higher than a bachelor's degree.

Table III.3

- Graduates with a higher undergraduate GPA were more likely than those with lower grades to report that earning a bachelor's degree was worth the financial cost. For students with a GPA of 3.75 or higher, 93 percent reported that the bachelor's degree they had earned was worth the financial cost, compared with 89 percent of students with a GPA of less than 2.75.
- A higher proportion of graduates who earned a bachelor's degree from a public institution than those who earned a bachelor's degree from a private not-for-profit institution reported that the degree was worth the financial cost.
- Graduates who took longer to complete a bachelor's were more likely than those who took less time obtaining the degree to report that earning the degree was worth the financial cost. For example, 92 percent of those who took more than 6 years to complete a bachelor's degree reported that the degree was worth the financial cost, compared with 89 percent who completed in 4 years or less.
- Compared with those who were currently enrolled in 2003, those not currently enrolled were more likely to report that earning a bachelor's degree was worth the effort it took to do so. However, those who had *ever* enrolled in graduate school were more likely than those who had not enrolled to say their undergraduate education was worth the amount of time and effort it took.
- Graduates with more education were more likely than those with less education to report that a bachelor's degree was worth the amount of time and effort required to earn the degree. For example, 98 percent of graduates who earned a doctoral or first-professional degree indicated that earning a bachelor's degree was worth the effort required, compared with 95 percent of graduates who did not complete an advanced degree.

Table III.4

- Over one-third of college graduates reported in 2003 that the highest degree they expected to earn was a bachelor's degree or a postbaccalaureate certificate. Forty-four percent of 1992–93 bachelor's degree recipients expected their highest degree to be a master's degree or a

post-master's certificate, 6 percent expected a first-professional degree, and 12 percent expected a doctoral degree.

- College graduates' degree expectations after attaining a bachelor's degree in 1992–93 were generally consistent with their expectations 10 years later in 2003: 68 percent of bachelor's degree recipients who had anticipated that their highest degree would be a bachelor's degree in 1992–93 still believed it would be their highest degree in 2003. Among those who expected upon college completion in 1992–93 to earn a master's degree eventually, about half reported in 2003 that they still expected their highest degree to be a master's; however, 39 percent had lowered their expectations in 2003 and no longer expected to attain a degree higher than a bachelor's. More bachelor's degree recipients who expected to earn doctoral or first-professional degrees had lowered their expectations by 2003: 17 percent no longer expected to earn a degree higher than a bachelor's, and 38 percent expected to earn no degree higher than a master's. However, 15 percent still expected to earn a first-professional degree, and 30 percent anticipated attaining a doctoral degree.
- Educational expectations in 2003 varied by occupation as well. Educators were less likely than those in other occupations to expect that the highest degree they would ultimately attain would be a bachelor's, while those employed in service industries were more likely to have this expectation, with the exception of those employed in other unspecified occupations.

Table III.5

- Overall, bachelor's degree recipients who had completed advanced degrees were very satisfied with their graduate education.[19] Seventy-one percent were very satisfied with the faculty and the teaching, 70 percent were very satisfied with the course offerings, and 64 percent were very satisfied with the availability of courses. The majority (58 percent) of graduates reported being very satisfied with the career preparation they received as well.
- Bachelor's degree recipients with advanced degrees in health were more likely than those with such degrees in other fields to report being very satisfied with the career preparation provided by their graduate education.

Table III.6

- Most college graduates who had completed advanced degrees considered their course of study, instructional quality, interaction with faculty, internship and work opportunities, and social contacts from their graduate education to be very important to their lives in 2003. About four out of five (79 percent) said their course of study was still very important to their lives, and two-thirds (68 percent) reported that the quality of instruction was very important. Further, 55–58 percent of graduates indicated that faculty interaction, work opportunities, and social contacts made in graduate school were very important in 2003.

[19] Bachelor's degree recipients whose only graduate education took place before 1997 were not asked about their satisfaction with that education or its importance to their lives in 2003 (tables III.5 through III.8).

- Bachelor's degree recipients who had earned doctoral or first-professional degrees were more likely than those who had earned master's degrees to report that every aspect of their graduate education except social contacts was still very important to their lives.
- In 2003, advanced degree holders who were employed in health professions were generally more likely to report that their graduate course of study, quality of instruction, interaction with faculty, and internship or work opportunities were very important to their lives than were their peers who were employed in business and management, education, service industries, research and other professional and technical occupations, and engineering, architecture, or computer science. Between 71 and 89 percent of health professionals with advanced degrees reported that their graduate education was very important to their lives in all aspects except social contacts.

Table III.7

- Bachelor's degree recipients with advanced degrees generally felt that their graduate education was very important preparation for many areas of their lives in 2003. Specifically, 89 percent reported that their graduate education was very important preparation for their work and career, 77 percent felt it was important for taking on new challenges, 70 percent said it was important for establishing financial security, 60 percent reported that it helped them make informed choices, and 48 percent believed it was very important preparation for establishing a place in the community.
- Bachelor's degree recipients who had earned doctoral or first-professional degrees were more likely than those who had earned master's degrees to report that their graduate education was very important preparation for their work and career (92 vs. 88 percent), financial security (79 vs. 67 percent), and establishing their place in the community (58 vs. 45 percent).
- The occupations of 1992–93 college graduates with advanced degrees were related to their likelihood of reporting that their graduate education was very important preparation for their lives in 2003. Health professionals in 2003 were generally more likely than those in other occupations to report that their graduate education was very important for their financial security and for helping to establish their place in the community.

Table III.8

- Most bachelor's degree holders who completed advanced degrees agreed that their graduate education was worth the cost, time, and effort required: 90 percent of graduates reported that it was worth the cost, 94 percent felt it was worth the time, and 96 percent said it was worth the effort.
- Bachelor's degree recipients who had earned doctoral or first-professional degrees were less likely than their peers who had earned master's degrees to report that their graduate education was worth the financial cost required (85 vs. 91 percent). However, no differences were detected between doctoral/first-professional and master's degree recipients in the proportion reporting that their graduate degrees were worth the time or effort taken.

Table III.1. Percentage of 1992–93 bachelor's degree recipients who reported that various characteristics of their undergraduate education were very important to their lives now, by selected characteristics: 2003

Selected characteristics	Baccalaureate major	Liberal arts courses	Undergraduate professional courses	Quality of instruction	Internship and other work opportunities	Not very important for any listed item
U.S. total (excluding Puerto Rico)	58.4	36.4	49.7	60.7	41.8	8.8
Total (50 states, D.C., and Puerto Rico)	58.3	36.3	49.8	60.7	41.8	8.8
Gender						
Male	57.5	34.1	47.7	60.4	36.0	9.2
Female	59.0	38.1	51.6	61.0	46.6	8.4
Race/ethnicity[1]						
White, non-Hispanic	58.5	36.6	49.2	60.5	41.1	8.7
Black, non-Hispanic	57.9	41.6	58.1	68.2	46.4	4.9
Hispanic	61.8	32.6	53.5	65.4	45.3	9.0
Asian/Pacific Islander	50.5	28.5	46.9	50.3	43.8	15.1
Parents' highest education						
High school diploma or less	58.2	30.1	54.1	58.6	41.5	9.7
Some postsecondary education	60.2	34.0	50.9	58.5	41.3	8.7
Bachelor's degree	58.2	37.2	49.1	62.8	41.7	7.6
Advanced degree	56.9	44.4	44.0	63.3	43.5	8.8
Age at bachelor's degree completion						
22 or younger	57.3	39.5	45.6	61.6	43.4	7.9
23–24	56.7	30.5	49.6	56.7	42.9	10.2
25–29	60.3	32.1	56.0	60.6	40.6	9.0
30 or older	62.5	39.3	58.9	64.9	36.1	8.8
Cumulative undergraduate GPA						
Less than 2.75	55.0	34.1	49.4	57.6	40.2	10.2
2.75–3.74	60.3	38.1	50.5	64.3	44.1	7.2
3.75 or higher	68.4	38.7	51.2	64.5	43.3	6.7
Bachelor's degree-granting institution						
Public 4-year	59.8	32.4	51.7	57.8	43.0	9.1
Private not-for-profit 4-year	55.6	46.0	46.4	67.5	39.4	7.1
Other	54.4	20.7	46.7	53.4	42.6	19.0
Time between college entry and bachelor's degree						
4 years or less	56.4	43.5	44.1	62.6	43.0	7.6
5–6 years	58.5	30.5	50.8	58.0	43.6	9.3
More than 6 years	60.5	35.5	56.5	62.1	37.7	9.7

See notes at end of table.

Table III.1. Percentage of 1992–93 bachelor's degree recipients who reported that various characteristics of their undergraduate education were very important to their lives now, by selected characteristics: 2003—Continued

Selected characteristics	Baccalaureate major	Liberal arts courses	Undergraduate professional courses	Quality of instruction	Internship and other work opportunities	Not very important for any listed item
Educational expectations at bachelor's completion						
Bachelor's degree	58.0	27.5	48.1	56.0	39.1	10.4
Master's degree	59.6	33.6	52.6	59.4	43.1	8.2
Doctoral/first-professional degree	56.8	45.9	45.4	66.9	40.7	8.3
Enrollment status in 2003						
Not currently enrolled	58.1	36.0	49.7	60.7	41.9	8.7
Currently enrolled	60.9	40.2	51.2	61.1	41.6	9.3
Ever enrolled in a graduate program						
Did not enroll	56.0	33.2	50.0	57.5	40.6	10.3
Enrolled	61.4	40.6	49.6	65.1	43.4	6.7
Highest degree attained as of 2003						
Bachelor's degree	56.6	34.5	50.6	58.6	41.3	9.5
Master's degree	64.7	39.8	49.5	65.5	44.0	7.0
Doctoral/first-professional degree	59.3	48.4	41.6	71.4	41.1	5.7
Field of advanced degree[2]						
Business and management	54.7	32.1	47.7	62.4	35.1	10.7
Education	66.1	43.0	54.7	65.3	50.0	5.3
Health	57.6	30.6	51.7	68.0	43.9	7.7
Arts and humanities	55.3	71.7	36.5	76.1	38.0	7.6
Social and behavioral sciences	71.6	55.8	44.6	62.9	41.7	3.3
Science/math/engineering	77.9	33.6	45.0	73.4	51.6	4.3
Other	64.2	47.8	44.0	66.6	41.7	6.1
Occupation[3]						
Business and management	53.5	34.0	52.4	57.0	36.3	10.6
Education	68.1	42.6	57.6	67.6	50.6	5.3
Health professions	68.6	27.7	62.8	66.6	52.2	5.2
Service industries	48.7	37.4	42.3	53.9	38.0	10.7
Research, other professional/ technical	58.9	45.2	41.9	62.7	42.6	7.7
Engineering/architecture/ computer science	66.2	25.9	50.6	61.9	44.0	4.8
Other	43.0	32.7	35.0	55.2	31.0	18.7

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.
[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.
[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.2. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was very important preparation for various areas of their lives now, by selected characteristics: 2003

Selected characteristics	Work and career	Further education	Establishing financial security	Not very important for any listed item
U.S. total (excluding Puerto Rico)	78.5	55.9	57.1	8.0
Total (50 states, D.C., and Puerto Rico)	78.5	55.9	57.2	8.1
Gender				
Male	79.3	54.1	57.9	8.0
Female	77.9	57.4	56.6	8.1
Race/ethnicity[1]				
White, non-Hispanic	79.0	54.5	57.4	7.8
Black, non-Hispanic	78.6	65.3	55.6	6.0
Hispanic	77.5	60.9	59.8	11.5
Asian/Pacific Islander	71.2	62.0	51.8	11.0
Parents' highest education				
High school diploma or less	78.8	53.5	57.7	7.8
Some postsecondary education	81.7	54.9	58.6	6.6
Bachelor's degree	77.8	54.8	55.9	8.5
Advanced degree	76.4	59.8	56.0	8.7
Age at bachelor's degree completion				
22 or younger	77.9	57.6	56.2	7.8
23–24	76.8	50.6	57.3	8.6
25–29	80.7	56.9	61.4	7.3
30 or older	81.6	58.7	56.7	8.6
Cumulative undergraduate GPA				
Less than 2.75	76.5	51.9	56.7	9.4
2.75–3.74	80.4	60.0	58.7	6.0
3.75 or higher	83.7	63.7	56.1	6.0
Bachelor's degree-granting institution				
Public 4-year	78.9	54.8	58.2	7.9
Private not-for-profit 4-year	77.9	58.6	55.4	8.3
Other	76.7	52.2	53.2	9.5
Time between college entry and bachelor's degree				
4 years or less	77.5	59.1	57.1	7.5
5–6 years	77.8	51.8	56.6	8.6
More than 6 years	81.5	58.2	58.2	7.5

See notes at end of table.

Table III.2. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was very important preparation for various areas of their lives now, by selected characteristics: 2003—Continued

Selected characteristics	Work and career	Further education	Establishing financial security	Not very important for any listed item
Educational expectations at bachelor's completion				
Bachelor's degree	79.1	39.2	57.2	10.1
Master's degree	79.8	54.1	59.4	7.6
Doctoral/first-professional degree	75.6	69.2	53.0	7.2
Enrollment status in 2003				
Not currently enrolled	78.6	54.2	57.4	8.3
Currently enrolled	77.2	74.6	54.7	5.1
Ever enrolled in a graduate program				
Did not enroll	77.5	43.2	57.4	10.7
Enrolled	79.9	73.2	56.8	4.6
Highest degree attained as of 2003				
Bachelor's degree	78.0	48.0	57.3	9.7
Master's degree	81.0	76.7	58.1	3.4
Doctoral/first-professional degree	76.3	85.8	52.2	3.7
Field of advanced degree[2]				
Business and management	82.0	73.6	62.2	2.1
Education	83.5	75.3	59.1	3.7
Health	74.9	83.8	46.7	4.9
Arts and humanities	79.7	77.0	35.6	2.8
Social and behavioral sciences	74.5	88.4	47.2	1.7
Science/math/engineering	86.1	84.5	67.8	2.3
Other	75.5	79.0	58.4	5.4
Occupation[3]				
Business and management	81.7	48.7	61.1	7.8
Education	84.8	68.9	57.5	4.3
Health professions	82.7	69.0	62.2	4.4
Service industries	69.5	45.2	53.3	11.9
Research, other professional/ technical	77.2	59.9	52.6	7.2
Engineering/architecture/ computer science	84.9	48.1	67.5	6.0
Other	55.9	52.7	40.6	19.1

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.
[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.
[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.3. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was worth the cost, time, and effort required, by selected characteristics: 2003

Selected characteristics	Financial cost	Amount of time	Amount of effort	Not worth cost, time or effort
U.S. total (excluding Puerto Rico)	90.4	93.2	95.7	2.8
Total (50 states, D.C., and Puerto Rico)	90.2	93.2	95.6	2.8
Gender				
Male	90.3	92.1	95.0	3.2
Female	90.2	94.1	96.1	2.5
Race/ethnicity[1]				
White, non-Hispanic	90.6	93.6	95.8	2.7
Black, non-Hispanic	87.9	91.3	94.5	3.0
Hispanic	88.5	91.8	94.8	3.4
Asian/Pacific Islander	90.1	88.5	93.1	3.4
Parents' highest education				
High school diploma or less	90.4	92.5	95.4	3.0
Some postsecondary education	89.7	93.5	95.7	2.6
Bachelor's degree	90.0	93.3	95.2	3.3
Advanced degree	91.0	94.2	96.3	2.0
Age at bachelor's degree completion				
22 or younger	89.5	94.5	96.1	2.5
23–24	90.5	91.8	95.4	2.9
25–29	89.7	90.4	94.6	3.8
30 or older	92.5	93.8	95.3	2.7
Cumulative undergraduate GPA				
Less than 2.75	89.0	92.1	94.8	3.1
2.75–3.74	91.9	94.4	96.6	2.5
3.75 or higher	93.0	95.8	97.0	1.8
Bachelor's degree-granting institution				
Public 4-year	92.6	93.0	95.7	2.5
Private not-for-profit 4-year	85.6	93.8	95.5	3.3
Other	87.6	92.5	95.1	2.9
Time between college entry and bachelor's degree				
4 years or less	88.7	94.8	96.0	2.5
5–6 years	91.0	92.3	95.7	2.6
More than 6 years	91.5	92.3	94.9	3.4
Educational expectations at bachelor's completion				
Bachelor's degree	88.2	90.0	94.4	3.9
Master's degree	90.9	93.7	95.7	2.5
Doctoral/first-professional degree	90.0	93.9	95.8	2.9

See notes at end of table.

Table III.3. Percentage of 1992–93 bachelor's degree recipients who reported that their undergraduate education was worth the cost, time, and effort required, by selected characteristics: 2003 —Continued

Selected characteristics	Financial cost	Amount of time	Amount of effort	Not worth cost, time or effort
Enrollment status in 2003				
Not currently enrolled	90.5	93.4	95.8	2.7
Currently enrolled	87.6	91.2	93.2	4.4
Ever enrolled in a graduate program				
Did not enroll	89.5	92.0	94.8	3.3
Enrolled	91.2	94.9	96.6	2.1
Highest degree attained as of 2003				
Bachelor's degree	89.8	92.5	95.0	3.1
Master's degree	91.3	94.9	97.0	2.1
Doctoral/first-professional degree	91.5	96.1	97.9	1.4
Field of advanced degree[2]				
Business and management	93.7	93.6	96.3	2.9
Education	89.7	95.6	96.5	2.5
Health	89.9	96.5	96.1	2.2
Arts and humanities	89.0	94.6	97.1	2.1
Social and behavioral sciences	88.2	95.9	99.4	0.6
Science/math/engineering	91.7	95.6	99.1	0.7
Other	93.7	95.2	97.6	1.2
Occupation[3]				
Business and management	91.1	93.5	95.5	3.0
Education	92.1	95.9	97.2	1.4
Health professions	93.0	93.6	95.8	2.6
Service industries	90.3	93.4	94.8	3.1
Research, other professional/ technical	87.2	92.0	96.0	3.0
Engineering/architecture/ computer science	92.3	92.5	95.3	1.7
Other	81.9	87.2	91.9	6.5

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.
[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.
[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.4. Percentage distribution of 1992–93 bachelor's degree recipients by the highest level of education they expect to complete as of 2003, by selected characteristics

Selected characteristics	Bachelor's degree/ post-baccalaureate certificate	Master's degree/ post-master's certificate	Professional degree	Doctoral degree
U.S. total (excluding Puerto Rico)	37.6	44.2	5.8	12.4
Total (50 states, D.C., and Puerto Rico)	37.5	44.3	5.8	12.4
Gender				
Male	38.0	42.6	6.9	12.5
Female	37.2	45.7	4.9	12.4
Race/ethnicity[1]				
White, non-Hispanic	39.2	44.4	5.3	11.1
Black, non-Hispanic	23.7	43.2	5.9	27.3
Hispanic	27.4	48.5	6.7	17.4
Asian/Pacific Islander	37.1	41.5	13.0	8.4
Parents' highest education				
High school diploma or less	44.2	41.8	4.0	10.0
Some postsecondary education	37.5	46.2	4.9	11.4
Bachelor's degree	37.7	44.7	5.7	12.0
Advanced degree	28.7	46.8	8.5	16.1
Age at bachelor's degree completion				
22 or younger	32.3	44.8	8.3	14.6
23–24	42.0	44.3	4.2	9.6
25–29	41.2	45.3	2.3	11.3
30 or older	44.0	41.6	3.1	11.3
Cumulative undergraduate GPA				
Less than 2.75	42.4	42.8	3.8	11.0
2.75–3.74	32.2	46.4	8.6	12.9
3.75 or higher	28.8	45.9	7.8	17.5
Bachelor's degree-granting institution				
Public 4-year	38.7	44.5	5.0	11.8
Private not-for-profit 4-year	35.1	43.5	7.3	14.1
Other	38.5	46.3	6.5	8.8
Time between college entry and bachelor's degree				
4 years or less	30.5	44.3	9.9	15.3
5–6 years	40.0	45.4	3.7	10.9
More than 6 years	43.6	42.4	3.3	10.7

See notes at end of table.

Table III.4. Percentage distribution of 1992–93 bachelor's degree recipients by the highest level of education they expect to complete as of 2003, by selected characteristics—Continued

Selected characteristics	Bachelor's degree/ post-baccalaureate certificate	Master's degree/ post-master's certificate	Professional degree	Doctoral degree
Educational expectations at bachelor's completion				
Bachelor's degree	67.9	26.0	3.3	2.8
Master's degree	38.6	51.9	2.2	7.3
Doctoral/first-professional degree	16.7	38.3	15.1	29.8
Enrollment status in 2003				
Not currently enrolled	40.4	43.6	5.6	10.5
Currently enrolled	6.4	51.4	7.9	34.3
Ever enrolled in a graduate program				
Did not enroll	60.8	35.4	1.3	2.6
Enrolled	6.1	56.3	11.9	25.8
Highest degree attained as of 2003				
Bachelor's degree	50.5	40.9	2.4	6.2
Master's degree	#	70.2	2.4	27.4
Doctoral/first-professional degree	#	#	59.1	40.9
Field of advanced degree[2]				
Business and management	#	77.2	0.8	22.0
Education	#	65.2	2.5	32.3
Health	#	37.4	45.7	16.9
Arts and humanities	#	47.9	5.8	46.4
Social and behavioral sciences	#	48.4	2.4	49.2
Science/math/engineering	#	53.9	2.0	44.1
Other	#	32.5	41.1	26.4
Occupation[3]				
Business and management	44.2	47.0	2.3	6.5
Education	14.3	59.3	2.3	24.1
Health professions	26.6	37.1	20.4	15.9
Service industries	58.9	35.3	1.5	4.3
Research, other professional/ technical	32.4	36.6	12.8	18.2
Engineering/architecture/ computer science	44.6	48.9	1.1	5.4
Other	57.0	30.1	4.8	8.1

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who completed a master's, doctoral, or first-professional degree.

[3]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding. At bachelor's completion, 15 percent of respondents expected their highest degree to be a bachelor's degree, 59 percent expected a master's, 20 percent expected a professional degree, and 6 percent expected a doctoral degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.5. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported being very satisfied with various characteristics of their graduate education, by selected characteristics: 2003

Selected characteristics	Faculty/ teaching	Courses offered	Course availability	Career preparation	Not very satisfied with any listed item
U.S. total (excluding Puerto Rico)	71.3	70.2	64.3	58.4	4.4
Total (50 states, D.C., and Puerto Rico)	71.2	70.3	64.2	58.5	4.4
Gender					
Male	70.1	70.6	62.7	60.4	5.0
Female	72.4	70.2	65.6	57.1	3.6
Race/ethnicity[1]					
White, non-Hispanic	71.5	69.9	63.7	56.2	4.8
Black, non-Hispanic	71.1	80.8	76.1	72.8	0.9
Hispanic	68.1	76.7	65.0	70.0	1.7
Asian/Pacific Islander	70.9	59.7	56.8	70.9	3.3
Parents' highest education					
High school diploma or less	67.6	67.6	68.4	55.2	4.1
Some postsecondary education	68.9	71.1	61.2	57.1	4.8
Bachelor's degree	72.6	67.4	64.0	62.0	4.4
Advanced degree	73.2	74.0	62.6	58.6	4.1
Age at bachelor's degree completion					
22 or younger	71.0	70.1	61.3	57.7	5.7
23–24	69.2	68.5	66.0	60.0	1.7
25–29	68.0	68.0	66.7	55.6	3.2
30 or older	77.8	76.7	75.2	61.1	2.6
Cumulative undergraduate GPA					
Less than 2.75	70.2	71.6	67.4	54.6	4.0
2.75–3.74	73.4	71.1	60.7	62.7	4.3
3.75 or higher	69.9	67.9	63.3	59.7	4.9
Bachelor's degree-granting institution					
Public 4-year	72.3	71.2	65.3	58.8	4.2
Private not-for-profit 4-year	70.9	70.3	62.5	57.7	4.7
Other	‡	‡	‡	‡	‡
Time between college entry and bachelor's degree					
4 years or less	70.8	69.6	60.7	58.7	5.7
5–6 years	68.1	69.6	64.3	58.5	3.6
More than 6 years	78.1	73.6	73.5	57.9	2.2

See notes at end of table.

Table III.5. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported being very satisfied with various characteristics of their graduate education, by selected characteristics: 2003—Continued

Selected characteristics	Faculty/ teaching	Courses offered	Course availability	Career preparation	Not very satisfied with any listed item
Educational expectations at bachelor's completion					
Bachelor's degree	77.2	71.4	65.2	50.4	11.1
Master's degree	68.7	69.9	66.8	57.1	3.1
Doctoral/first-professional degree	72.4	70.3	61.2	61.4	4.2
Enrollment status in 2003					
Not currently enrolled	70.9	70.2	64.0	57.9	4.4
Currently enrolled	74.8	71.5	66.4	64.7	4.4
Highest degree attained as of 2003					
Bachelor's degree	†	†	†	†	†
Master's degree	69.8	70.6	65.8	55.3	4.0
Doctoral/first-professional degree	75.4	69.5	59.6	67.6	5.5
Field of advanced degree					
Business and management	68.5	74.0	66.7	53.0	3.1
Education	69.4	68.0	67.0	59.2	5.2
Health	73.2	66.3	63.5	76.5	2.2
Arts and humanities	78.6	74.0	60.0	56.8	7.6
Social and behavioral sciences	61.5	65.0	57.4	54.8	7.8
Science/math/engineering	70.6	72.8	64.9	48.9	3.0
Other	75.2	70.0	62.1	58.7	5.0
Occupation[2]					
Business and management	67.4	71.6	66.7	52.4	3.4
Education	70.5	69.5	66.4	58.4	5.3
Health professions	70.9	68.8	64.5	78.9	2.5
Service industries	58.4	71.6	58.5	42.2	11.5
Research, other professional/ technical	77.7	69.2	57.6	60.0	5.5
Engineering/architecture/ computer science	70.6	81.0	65.2	34.1	1.4
Other	75.1	64.0	67.7	46.8	2.0

†Not applicable.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Graduates whose only graduate education took place before 1997 were not asked about their satisfaction with that education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.6. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that various characteristics of their graduate education were very important to their lives now, by selected characteristics: 2003

Selected characteristics	Course of study	Quality of instruction	Interaction with faculty	Internship and other work oppor-tunities	Social contacts	Not very important for any listed item
U.S. total (excluding Puerto Rico)	78.5	67.6	57.5	54.9	57.1	4.4
Total (50 states, D.C., and Puerto Rico)	78.5	67.7	57.6	54.9	57.1	4.4
Gender						
Male	76.9	67.2	57.3	51.4	54.3	4.5
Female	80.2	68.3	57.8	57.7	59.4	4.3
Race/ethnicity[1]						
White, non-Hispanic	78.2	65.6	55.7	53.9	55.6	5.0
Black, non-Hispanic	80.3	79.9	64.4	60.8	67.9	2.4
Hispanic	84.4	77.5	67.4	57.0	56.5	1.0
Asian/Pacific Islander	78.7	73.9	69.0	65.1	67.6	2.7
Parents' highest education						
High school diploma or less	78.9	66.1	56.0	47.6	58.5	4.3
Some postsecondary education	84.2	66.8	56.4	60.4	58.4	6.2
Bachelor's degree	75.3	69.4	61.8	58.2	59.5	4.3
Advanced degree	77.3	68.6	54.8	56.7	53.8	4.3
Age at bachelor's degree completion						
22 or younger	78.0	68.2	57.5	55.3	58.5	5.3
23–24	78.2	67.1	57.1	59.2	57.5	2.2
25–29	82.6	56.0	48.9	42.4	56.6	2.2
30 or older	79.2	73.3	65.1	54.2	50.4	4.5
Cumulative undergraduate GPA						
Less than 2.75	73.0	65.6	56.4	50.7	58.6	5.4
2.75–3.74	80.4	72.6	58.3	58.4	57.4	4.1
3.75 or higher	86.8	62.6	59.9	59.7	55.2	3.0
Bachelor's degree-granting institution						
Public 4-year	79.1	68.2	59.3	55.6	58.3	3.5
Private not-for-profit 4-year	77.2	68.4	56.0	53.0	54.8	5.8
Other	‡	‡	‡	‡	‡	‡
Time between college entry and bachelor's degree						
4 years or less	78.0	68.9	57.5	58.2	58.6	4.7
5–6 years	78.7	64.2	56.2	52.4	58.3	4.8
More than 6 years	79.5	70.5	60.2	49.9	51.1	3.0

See notes at end of table.

Table III.6. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that various characteristics of their graduate education were very important to their lives now, by selected characteristics: 2003—Continued

Selected characteristics	Course of study	Quality of instruction	Interaction with faculty	Internship and other work oppor-tunities	Social contacts	Not very important for any listed item
Educational expectations at bachelor's completion						
Bachelor's degree	76.9	72.6	71.6	56.9	59.9	4.7
Master's degree	76.3	64.8	53.8	50.0	56.0	4.9
Doctoral/first-professional degree	82.2	70.4	60.9	61.0	58.4	3.5
Enrollment status in 2003						
Not currently enrolled	78.3	67.8	56.9	54.3	57.0	4.5
Currently enrolled	84.0	65.2	72.3	67.1	59.5	2.7
Highest degree attained as of 2003						
Bachelor's degree	†	†	†	†	†	†
Master's degree	76.9	65.5	54.4	49.6	55.9	4.7
Doctoral/first-professional degree	82.9	73.4	66.2	69.1	60.3	3.6
Field of advanced degree						
Business and management	70.3	63.9	49.3	40.0	61.8	4.0
Education	77.4	65.8	55.4	54.8	54.8	6.1
Health	85.3	80.3	70.2	73.1	59.6	1.4
Arts and humanities	82.9	71.4	58.6	55.0	50.4	5.8
Social and behavioral sciences	83.3	56.8	65.4	67.4	69.4	1.5
Science/math/engineering	82.7	63.9	65.3	54.8	50.5	5.7
Other	80.7	69.6	55.6	57.9	55.3	4.3
Occupation[2]						
Business and management	74.7	58.5	45.4	39.6	55.5	4.6
Education	77.3	65.9	60.0	55.5	55.8	5.0
Health professions	88.6	81.7	70.7	72.4	57.4	0.2
Service industries	68.8	48.7	42.6	47.8	56.2	6.5
Research, other professional/ technical	79.7	70.7	59.2	63.9	62.5	6.8
Engineering/architecture/ computer science	68.6	65.5	53.3	42.4	54.8	5.4
Other	81.2	81.0	63.4	30.2	56.4	0.7

†Not applicable.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Graduates whose only graduate education took place before 1997 were not asked about the relationship of that education to their lives in 2003.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.7. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that their graduate education was very important preparation for various areas of their lives now, by selected characteristics: 2003

Selected characteristics	Work and career	Establishing financial security	Establishing place in community	Taking on new challenges	Making informed choices	Not important preparation
U.S. total (excluding Puerto Rico)	88.9	70.4	48.4	76.7	60.4	1.8
Total (50 states, D.C., and Puerto Rico)	89.0	70.5	48.4	76.8	60.4	1.8
Gender						
Male	87.2	72.7	47.6	73.7	57.2	2.6
Female	90.4	68.4	49.3	79.4	63.0	1.2
Race/ethnicity[1]						
White, non-Hispanic	88.4	70.4	46.6	76.3	59.4	2.2
Black, non-Hispanic	88.5	60.1	47.5	71.5	66.7	0.5
Hispanic	96.5	75.5	63.8	82.4	58.3	#
Asian/Pacific Islander	94.0	83.2	65.0	81.5	74.1	#
Parents' highest education						
High school diploma or less	86.9	67.0	48.2	76.1	60.7	1.8
Some postsecondary education	88.2	74.3	43.8	72.5	53.4	3.1
Bachelor's degree	92.4	73.1	50.7	77.8	63.4	1.2
Advanced degree	86.5	68.0	48.9	78.2	60.3	2.0
Age at bachelor's degree completion						
22 or younger	89.3	73.3	50.7	75.4	59.8	1.8
23–24	88.5	69.2	41.2	73.5	55.6	1.8
25–29	88.2	70.8	43.2	79.5	57.0	0.5
30 or older	87.7	56.6	52.3	88.6	73.9	2.9
Cumulative undergraduate GPA						
Less than 2.75	88.4	68.1	48.4	77.5	63.5	1.7
2.75–3.74	89.9	75.0	49.0	74.3	57.1	2.0
3.75 or higher	88.1	70.0	47.8	80.3	60.6	1.7
Bachelor's degree-granting institution						
Public 4-year	89.9	72.7	48.5	77.5	61.8	1.5
Private not-for-profit 4-year	86.8	67.0	49.1	75.2	59.5	2.5
Other	‡	‡	‡	‡	‡	‡
Time between college entry and bachelor's degree						
4 years or less	87.9	74.3	50.3	76.5	61.1	2.0
5–6 years	91.0	69.0	45.9	72.7	55.9	1.5
More than 6 years	88.0	62.0	47.5	84.9	66.0	2.0

See notes at end of table.

Table III.7. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that their graduate education was very important preparation for various areas of their lives now, by selected characteristics: 2003—Continued

Selected characteristics	Work and career	Establishing financial security	Establishing place in community	Taking on new challenges	Making informed choices	Not important preparation
Educational expectations at bachelor's completion						
Bachelor's degree	92.8	53.0	52.0	83.3	57.6	2.5
Master's degree	86.6	71.1	42.2	75.7	58.4	1.8
Doctoral/first-professional degree	90.2	72.9	55.6	77.1	62.6	1.7
Enrollment status in 2003						
Not currently enrolled	88.9	70.4	48.4	76.7	60.3	1.8
Currently enrolled	‡	‡	‡	‡	‡	‡
Highest degree attained as of 2003						
Bachelor's degree	†	†	†	†	†	†
Master's degree	87.7	67.4	44.7	76.7	60.0	1.6
Doctoral/first-professional degree	92.3	78.6	58.3	76.9	61.3	2.4
Field of advanced degree						
Business and management	81.7	67.5	33.0	76.3	60.9	3.2
Education	90.5	70.8	50.5	72.4	57.9	0.9
Health	96.3	82.4	63.7	79.9	59.3	#
Arts and humanities	83.4	44.5	56.0	81.4	64.9	1.9
Social and behavioral sciences	92.4	72.8	65.7	80.1	70.2	#
Science/math/engineering	92.8	73.2	40.7	76.4	52.1	2.1
Other	89.5	72.3	50.1	78.5	63.2	2.9
Occupation[2]						
Business and management	84.2	70.3	30.2	76.1	57.2	2.7
Education	92.0	69.5	51.2	73.7	57.8	1.5
Health professions	94.2	83.7	62.6	80.8	61.5	0.2
Service industries	68.4	55.6	33.0	81.8	65.3	6.0
Research, other professional/ technical	91.1	69.2	55.8	80.7	65.8	2.3
Engineering/architecture/ computer science	86.0	57.9	39.1	67.1	52.5	1.0
Other	74.3	54.5	61.1	77.9	78.0	1.4

†Not applicable.

#Rounds to zero.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Graduates whose only graduate education took place before 1997 were not asked about the relationship of that education to their lives in 2003.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table III.8. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that their graduate education was worth the cost, time, and effort required, by selected characteristics: 2003

Selected characteristics	Financial cost	Amount of time	Amount of effort
U.S. total (excluding Puerto Rico)	89.5	94.0	95.8
Total (50 states, D.C., and Puerto Rico)	89.6	94.1	95.8
Gender			
Male	90.2	92.5	95.1
Female	88.9	95.3	96.3
Race/ethnicity[1]			
White, non-Hispanic	89.6	93.7	95.4
Black, non-Hispanic	88.9	100.0	99.2
Hispanic	89.9	92.4	96.3
Asian/Pacific Islander	88.6	98.4	99.3
Parents' highest education			
High school diploma or less	92.4	94.6	97.0
Some postsecondary education	87.8	95.3	95.6
Bachelor's degree	89.8	93.2	94.5
Advanced degree	89.4	93.6	96.1
Age at bachelor's degree completion			
22 or younger	88.2	93.0	96.2
23–24	89.7	95.6	94.6
25–29	94.9	96.3	97.4
30 or older	93.6	95.7	94.7
Cumulative undergraduate GPA			
Less than 2.75	90.5	93.9	95.5
2.75–3.74	88.8	95.2	96.3
3.75 or higher	89.4	92.4	95.5
Bachelor's degree-granting institution			
Public 4-year	91.4	94.8	95.4
Private not-for-profit 4-year	86.9	92.7	96.5
Other	‡	‡	‡
Time between college entry and bachelor's degree			
4 years or less	88.0	93.0	96.5
5–6 years	89.4	94.3	94.1
More than 6 years	94.4	96.6	96.6

See notes at end of table.

Table III.8. Among 1992–93 bachelor's degree recipients with advanced degrees, percentage who reported that their graduate education was worth the cost, time, and effort required, by selected characteristics: 2003—Continued

Selected characteristics	Financial cost	Amount of time	Amount of effort
Educational expectations at bachelor's completion			
Bachelor's degree	90.7	94.9	96.0
Master's degree	92.2	93.6	95.2
Doctoral/first-professional degree	86.7	94.3	96.9
Enrollment status in 2003			
Not currently enrolled	89.2	94.4	96.0
Currently enrolled	96.8	87.0	92.3
Highest degree attained as of 2003			
Bachelor's degree	†	†	†
Master's degree	91.3	94.4	96.2
Doctoral/first-professional degree	84.7	93.2	94.7
Field of advanced degree			
Business and management	91.3	92.6	95.8
Education	90.9	94.4	94.8
Health	82.8	95.2	96.5
Arts and humanities	93.6	96.3	98.2
Social and behavioral sciences	87.1	89.5	97.4
Science/math/engineering	95.4	92.2	94.4
Other	86.0	95.7	95.7
Occupation[2]			
Business and management	90.4	92.1	95.7
Education	91.9	93.9	96.1
Health professions	84.8	96.2	97.2
Service industries	89.6	95.5	97.4
Research, other professional/ technical	87.5	94.4	94.7
Engineering/architecture/ computer science	92.7	92.4	95.1
Other	93.4	97.2	91.5

†Not applicable.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Graduates whose only graduate education took place before 1997 were not asked whether that education was worth the time, cost, and effort required.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Section IV: Family Status

Table IV.1

- Graduates whose parents had higher levels of education were more likely than those whose parents had lower levels of education to be single and never married in 2003. While 17 percent of graduates whose parents had no education beyond high school were single in 2003, 24 percent of those whose parents had advanced degrees were single then.
- Among 1992–93 bachelor's degree recipients, those who graduated at age 30 or older were less likely than their younger counterparts to be single and never married when interviewed in 2003 (7 vs. 19–23 percent), and they were more likely than their younger peers to be widowed (2 vs. 0.02–0.3 percent). Those who graduated at age 30 or older were more likely, and those who graduated at age 22 or younger were less likely, than others to be divorced in 2003.
- In 2003, 1992–93 college graduates with higher grade point averages (GPAs) were more likely than those with lower GPAs to be married and were less likely to be single and never married.
- The 1992–93 college graduates who were employed in education were less likely than those in other fields to be single and never married in 2003 (15 vs. 20–24 percent).
- Graduates who had children younger than age 18 were less likely than their counterparts without children to be single and never married (2 vs. 39 percent), cohabiting (2 vs. 7 percent), divorced (5 vs. 7 percent), or widowed (0.2 vs. 0.7 percent), and they were more likely to be married (90 vs. 45 percent).

Table IV.2

- Among 1992–93 graduates in 2003, Asians were less likely than Whites, Blacks, or Hispanics to have children under age 18: about one-third (31 percent) of Asian graduates had children, compared with 52–56 percent of graduates in the other three racial/ethnic groups.
- Among 1992–93 graduates in 2003, those whose parents had some postsecondary education (but not a bachelor's degree) were more likely than other graduates to have children younger than age 18 (56 vs. 49–51 percent).
- Graduates who completed a bachelor's degree at age 30 or older were less likely than their younger peers to have dependents under age 18 in 2003, while those who graduated at ages 25–29 were more likely than others to have dependents of this age.

- College graduates who had majored in humanities as undergraduates were generally less likely than those who had other undergraduate majors (except social and behavioral sciences) to have children 10 years later (40 vs. 48–51 percent).
- The higher their undergraduate GPA, the less likely 1992–93 college graduates were to have dependents in 2003. For example, while 54 percent of graduates with a GPA below 2.75 had children, 46 percent of those with a GPA of 3.75 or higher did so.
- Among 1992–93 bachelor's degree recipients, those who graduated from public institutions were more likely than those who graduated from private not-for-profit institutions to have children in 2003 (54 vs. 46 percent). While the former group of graduates also appeared to be more likely than graduates of other institutions to have children, the difference was not statistically significant.
- Among 1992–93 college graduates, those who were self-employed or worked for local or state government were more likely than employees in for-profit or in not-for-profit companies to have children (55–56 percent vs. 49 and 45 percent, respectively).

Table IV.3

- Among 1992–93 bachelor's degree recipients in 2003, two-fifths (39 percent) had dependents age 4 or younger; one-fourth (26 percent) had dependents ages 5–17; and one-tenth (10 percent) had dependents age 18 or older. Asian graduates were less likely than their White, Hispanic, or Black counterparts to have dependents ages 5–17 (13 vs. 25, 35, and 39 percent, respectively). White graduates were also less likely than Black or Hispanic graduates to have dependents in this age group.
- Graduates of public 4-year institutions were more likely than graduates of private not-for-profit or other institutions to have dependents ages 0–4 when interviewed in 2003, 10 years after completing a bachelor's degree (43 vs. 33 and 25 percent, respectively).
- The higher the degree that graduates had obtained by 2003, the less likely they were to have dependents ages 5–17. Twenty-nine percent of those holding no more than a bachelor's degree had dependents in this age group, while 20 percent of master's degree holders and 12 percent of doctoral or first-professional degree holders had children this age.
- Graduates who worked part time at one job in 2003 and those who were out of the labor force were more likely than other graduates to have young dependents (age 4 or younger). Graduates who worked full time at one job or who had multiple jobs were generally more likely than other graduates to have adult dependents (age 18 or older; 11 and 13 percent, respectively, vs. 6–8 percent).
- Among 1992–93 bachelor's degree recipients in 2003, those who were single and had never been married were relatively unlikely (2 percent) to have dependents age 4 or younger. Separated, divorced, or widowed graduates were more likely to have children in this age group (19 percent), and married or cohabiting graduates were even more likely to do so (51 percent). Single, never married graduates were also less likely than others to have dependents ages 5–17 (3 vs. 32–34 percent). Separated, divorced, or widowed graduates were more likely than others to have adult dependents (26 vs. 9–11 percent).

Table IV.4

- In 2003, 10 years after college graduation, 44 percent of graduates with children under 18 had children age 4 or younger in daycare, and 22 percent had children ages 5–17 in before- or after-school care. Eleven percent of graduates with dependents under 18 had a child ages 5–17 enrolled in private school.
- Black graduates with children under 18 were more likely than their White or Hispanic counterparts to have children ages 5–17 in before- or after-school care (44 vs. 20 and 17 percent, respectively). Black and Hispanic parents were also more likely than White parents to have children of this age in private school (15 and 18 percent, respectively, vs. 10 percent).
- Among 1992–93 bachelor's degree recipients with children under 18 in 2003, those whose parents had more education were less likely than their counterparts whose parents had less education to have children ages 5–17 in private school. While 12 percent of parents whose own parents had no more than a high school education had a child ages 5–17 in private school, 7 percent of those whose parents had advanced degrees did.
- Among graduates who were parents 10 years after bachelor's degree completion, those graduates who achieved higher GPAs in college were less likely than those with lower GPAs to have children age 4 or younger in daycare or to have children ages 5–17 in before- or after-school care.
- Among graduates with dependents under age 18, those who were employed by a local or state government were less likely than those in the for-profit or not-for-profit sectors to have children age 4 or younger in daycare.

Table IV.5

- Among 1992–93 college graduates who had children under age 18 in 2003, 49 percent reported that they had taken leave from work at some point since 1997 for childrearing; of those who had taken leave, they averaged 7 months off. About two-fifths (40 percent) had taken paid leave, averaging 2.5 months.
- In 2003, 1992–93 college graduates who had been out of the labor force or worked part time at any time since 1997 were asked whether a variety of factors, including childrearing and family care, were reasons for their lower level of labor force participation. Overall, 79 percent of those who had been out of the labor force indicated that raising a family was one reason for not working, and 64 percent of those who had worked part time reported the same.
- While 27 percent of men had taken leave and 24 percent had taken paid leave for childrearing, two-thirds (67 percent) of women had taken leave and about half (54 percent) had taken paid leave. Men had taken shorter periods of leave than women as well.
- Parents who worked part time or were out of the labor force in 2003 were generally more likely than others to have taken leave for childrearing at some point since 1997. About three-fourths (73 percent) of part-time employees had taken leave, as had 62 percent of those who were out of the labor force in 2003. Part-time workers were also more likely than others to have taken paid leave from work.

- Among parents who had taken leave, those who were employed full time at one job in 2003 had taken shorter periods of leave than others. Those who were out of the labor force in 2003 had taken the longest leave, an average of 19 months (compared with 11 months or less for other groups).
- Parents who were self-employed or worked in the for-profit sector were less likely than those in not-for-profit organizations, local or state government, or federal government to have taken leave from work for childrearing, and the self-employed were less likely than all other employed parents to have taken paid leave. Federal government employees were more likely than for-profit or not-for-profit employees to have taken paid leave (59 vs. 38 and 42 percent, respectively).

Table IV.6

- About 73 percent of college graduates with children were saving money for their children's education in 2003. The most commonly used savings vehicle was a traditional savings account (50 percent), followed by money market accounts, state-sponsored savings plans, and Roth IRAs (ranging from 21–24 percent each). Less commonly used were certificates of deposit (12 percent) and tuition prepayment plans (7 percent). About three in ten (31 percent) graduates had their children's education savings in some other form.
- As their age at bachelor's degree completion increased, the percentage of graduates with savings for their children's education decreased, from 75 percent of those 22 or younger to 66 percent of those 30 or older when they completed a bachelor's degree.
- Parents who graduated from private not-for-profit institutions were less likely than others to be saving for their children's education (69 percent). Graduates of public 4-year institutions (74 percent) and graduates of other institutions (90 percent) were more likely to have such savings.
- Graduates working in business and management were more likely than average to have any savings for their children's education. Eighty percent of graduates working in a business-related job were saving for their children's education, compared with 73 percent of all employed graduates.
- About three-fourths (74 percent) of married graduates who were parents were saving money for their children's education, compared with 60–61 percent of parents who were separated, divorced, widowed, or never married.

Table IV.7

- Both Asian and Black college graduates were less likely than either Hispanic or White graduates to own a home in 2003. About one-half (53 percent) of Asian graduates owned a home, compared with 77 percent of White and 74 percent of Hispanic graduates. The home ownership rate among Black degree holders was 59 percent.
- About 77 percent of those who earned a bachelor's degree at public 4-year institutions owned a home, a rate that exceeded the 70 percent of those who graduated from private not-for-

profit institutions. No difference was detected between the percentages of graduates of public universities and of graduates of other types of institutions (69 percent) who owned homes, however.

- The home ownership rate declined as educational attainment increased. A higher proportion of college graduates with no further degree owned a home than those had obtained doctoral or first-professional degrees (76 vs. 59 percent).
- Graduates who were unemployed (47 percent) were less likely than others to own a home, while those who were out of the labor force (83 percent) were more likely than others to do so. In between these two groups were graduates who had multiple jobs (69 percent), those who worked full time at a single job (75 percent), and those who worked part time at a single job (75 percent).
- Graduates who were unemployed in 2003 were more likely to neither own nor rent a home than those working full time or part time at a single job (12 vs. 3 percent). The unemployed were also more likely to neither own nor rent than graduates who were out of the labor force (3 percent).
- A majority of married or cohabiting graduates owned a home (86 percent), a larger proportion than among those who were separated, divorced, or widowed (58 percent) or single (39 percent). Single graduates were more likely than others to neither own nor rent.

Table IV.8

- Ten years after completing a bachelor's degree, 35 percent of graduates lived in the South, 23 percent each in the Northeast and Midwest, 18 percent in the West, and 1 percent in outlying areas or other countries.
- The four regions of the United States had varying proportions of graduates from different racial/ethnic backgrounds. For example, about one-half of Asian/Pacific Islander graduates lived in the West, and about one-half of Black graduates lived in the South. Black, Hispanic, and White graduates were all concentrated more heavily in the South in 2003 than in any of the other three regions.
- In 2003, most graduates lived in the state where their bachelor's degree institution was located (61 percent) and lived in the same state as their "home" state (for traditional students, typically the state in which they attended high school) as well (67 percent). Both types of interstate mobility increased as the educational attainment of graduates' parents increased (that is, the percentages living in the same state decreased).
- In 2003, those who majored in education while working for a bachelor's degree were more likely than average to be living in the state where that institution was located (71 vs. 61 percent). Graduates who majored in education were more likely than average to live in their home state (75 vs. 67 percent), while those who majored in humanities (55 percent) were less likely than average to do so.
- About 65 percent of graduates of public 4-year institutions lived in the state of their bachelor's degree institution, compared with 53 percent of graduates of private not-for-profit insti-

tutions. Sixty-nine percent of graduates from public 4-year institutions and 64 percent of graduates from private not-for-profit 4-year institutions lived in their home state as well.

- Graduates who had attained no degree beyond a bachelor's by 2003 were more likely than those who had attained a doctoral or first-professional degree to live in the same state as their bachelor's degree institution and the same state as their home state. About 64 percent of those with a bachelor's degree lived in the same state as their bachelor's degree institution 10 years later, compared with 38 percent of those who had earned a doctoral or first-professional degree.
- Graduates who were single were less likely that others to live in the same state as their bachelor's institution 10 years after completing the degree, followed by married or cohabiting graduates and then separated, divorced, or widowed graduates.
- Parents with one or more dependents under age 18 were more likely than graduates with no dependents to be living in the same state as their bachelor's degree institution or their home state.

Table IV.1. Percentage distribution of 1992–93 bachelor's degree recipients' marital status, by selected characteristics: 2003

Selected characteristics	Single, never married	Cohabiting, not married	Married	Separated	Divorced	Widowed
U.S. total (excluding Puerto Rico)	20.1	4.3	68.2	1.2	5.9	0.4
Total (50 states, D.C., and Puerto Rico)	20.0	4.3	68.1	1.2	5.9	0.4
Gender						
Male	22.2	4.3	67.5	1.1	4.9	0.1
Female	18.2	4.3	68.7	1.3	6.8	0.7
Race/ethnicity[1]						
White, non-Hispanic	18.2	4.4	70.4	1.0	5.7	0.4
Black, non-Hispanic	32.6	2.8	51.9	3.5	8.9	0.3
Hispanic	18.6	5.3	64.9	1.3	8.7	1.1
Asian/Pacific Islander	37.3	4.7	54.4	1.2	2.4	#
Parents' highest education						
High school diploma or less	17.0	4.6	69.3	1.7	6.7	0.7
Some postsecondary education	19.4	4.4	68.6	1.0	6.5	0.2
Bachelor's degree	20.1	4.2	68.6	1.0	6.0	0.2
Advanced degree	24.4	3.8	65.9	1.0	4.8	0.1
Age at bachelor's degree completion						
22 or younger	22.8	4.8	68.2	1.0	3.2	#
23–24	23.0	3.8	66.9	1.1	5.1	0.1
25–29	19.1	3.9	69.2	1.8	5.7	0.3
30 or older	7.2	3.9	68.9	1.5	16.3	2.3
Baccalaureate degree major						
Business and management	20.6	3.3	68.8	0.7	6.5	0.1
Education	13.2	2.4	75.7	1.6	6.0	1.0
Engineering	18.7	1.8	76.1	0.2	3.0	0.3
Health	14.7	4.2	71.3	2.1	6.9	0.8
Public affairs/social services	14.8	9.1	62.0	2.7	10.0	1.5
Humanities	27.2	5.7	58.5	1.2	6.9	0.5
Social and behavioral sciences	21.5	5.4	65.5	2.0	5.2	0.3
Natural sciences and mathematics	24.0	4.1	67.6	0.2	4.1	#
Other	20.0	5.9	66.4	1.2	6.2	0.3
Cumulative undergraduate GPA						
Less than 2.75	21.7	4.4	66.5	1.4	5.8	0.3
2.75–3.74	18.7	4.0	70.4	0.7	5.9	0.4
3.75 or higher	13.9	4.2	73.6	1.0	6.3	1.0
Bachelor's degree-granting institution						
Public 4-year	18.6	4.4	69.6	1.3	5.8	0.4
Private not-for-profit 4-year	22.6	4.2	65.4	0.9	6.5	0.5
Other	25.0	4.4	63.8	2.3	3.9	0.7

See notes at end of table.

Table IV.1. Percentage distribution of 1992–93 bachelor's degree recipients' marital status, by selected characteristics: 2003—Continued

Selected characteristics	Single, never married	Cohabiting, not married	Married	Separated	Divorced	Widowed
Highest degree attained as of 2003						
Bachelor's degree	19.3	4.2	68.7	1.2	6.3	0.4
Master's degree	20.1	4.8	68.0	1.0	5.6	0.5
Doctoral/first-professional degree	29.5	4.6	60.7	2.2	3.0	#
Labor force participation						
Employed, total	20.9	4.6	66.8	1.1	6.1	0.4
Full time, one job	21.6	4.7	66.5	1.2	5.7	0.4
Part time, one job	12.1	3.1	77.9	1.4	5.1	0.5
Multiple jobs	23.4	5.5	60.2	0.8	10.0	0.1
Unemployed	31.0	4.8	53.6	2.4	7.0	1.2
Out of the labor force	6.6	1.2	86.8	1.3	3.5	0.7
Type of employer[2]						
Self-employed	18.7	6.8	67.3	1.4	5.8	#
For-profit	21.8	4.8	66.9	1.2	5.0	0.2
Not-for-profit	21.6	4.6	66.3	0.6	6.1	0.8
Local/state government	16.6	3.2	70.1	1.9	7.8	0.4
Federal government	22.2	3.8	63.8	0.7	8.9	0.7
Military	21.3	2.2	67.6	0.9	8.1	#
Occupation[2]						
Business and management	19.5	4.2	69.2	1.2	5.8	0.1
Education	15.4	2.8	72.9	1.3	6.9	0.7
Health professions	21.2	3.5	65.9	1.8	6.9	0.8
Service industries	20.0	7.0	65.9	1.0	6.1	#
Research, other professional/ technical	24.3	6.0	61.0	1.6	6.7	0.4
Engineering/architecture/ computer science	21.5	3.8	71.0	0.4	3.0	0.2
Other	24.0	3.6	65.0	1.0	5.5	0.8
Number of dependents under age 18						
None	38.9	7.1	45.2	1.0	7.2	0.7
One or more	2.0	1.7	90.1	1.4	4.7	0.2

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.2. Percentage distribution of 1992–93 bachelor's degree recipients' number of dependents younger than age 18, by selected characteristics: 2003

Selected characteristics	None	Has dependents younger than age 18			
		Total	One	Two	Three or more
U.S. total (excluding Puerto Rico)	49.0	51.0	20.6	21.6	8.8
Total (50 states, D.C., and Puerto Rico)	48.9	51.1	20.7	21.6	8.8
Gender					
Male	48.8	51.2	20.8	21.2	9.2
Female	49.0	51.0	20.6	21.9	8.5
Race/ethnicity[1]					
White, non-Hispanic	48.4	51.6	20.7	22.1	8.8
Black, non-Hispanic	44.7	55.3	22.8	23.5	9.1
Hispanic	43.6	56.5	23.3	19.1	14.1
Asian/Pacific Islander	68.6	31.4	15.2	14.4	1.9
Parents' highest education					
High school diploma or less	49.4	50.6	17.6	23.9	9.2
Some postsecondary education	43.8	56.2	23.1	24.0	9.1
Bachelor's degree	49.5	50.5	22.0	20.3	8.2
Advanced degree	50.9	49.1	21.9	18.4	8.9
Age at bachelor's degree completion					
22 or younger	51.1	48.9	22.1	20.3	6.6
23–24	44.0	56.0	20.5	24.7	10.8
25–29	36.2	63.8	18.2	29.7	15.9
30 or older	60.4	39.6	18.4	14.2	7.0
Baccalaureate degree major					
Business and management	47.3	52.7	21.7	22.7	8.3
Education	39.1	60.9	22.1	26.9	11.9
Engineering	44.5	55.5	21.0	25.4	9.1
Health	43.4	56.6	20.0	26.2	10.4
Public affairs/social services	43.1	56.9	29.5	20.4	7.1
Humanities	60.2	39.8	19.2	12.8	7.8
Social and behavioral sciences	54.3	45.7	19.2	18.3	8.2
Natural sciences and mathematics	52.3	47.7	20.1	18.7	8.9
Other	50.5	49.5	18.9	23.1	7.5
Cumulative undergraduate GPA					
Less than 2.75	46.3	53.7	20.9	23.2	9.6
2.75–3.74	50.2	49.8	20.4	20.8	8.6
3.75 or higher	53.8	46.2	20.6	18.3	7.3
Bachelor's degree-granting institution					
Public 4-year	45.8	54.2	21.4	24.0	8.9
Private not-for-profit 4-year	54.4	45.7	19.9	17.4	8.4
Other	59.3	40.7	14.2	15.1	11.4

See notes at end of table.

Table IV.2. Percentage distribution of 1992–93 bachelor's degree recipients' number of dependents younger than age 18, by selected characteristics: 2003—Continued

Selected characteristics	None	Has dependents under age 18			
		Total	One	Two	Three or more
Highest degree attained as of 2003					
Bachelor's degree	47.1	52.9	20.4	23.1	9.5
Master's degree	52.2	47.8	22.0	19.2	6.6
Doctoral/first-professional degree	61.5	38.5	20.2	10.8	7.5
Labor force participation					
Employed, total	50.9	49.1	20.8	20.6	7.7
Full time, one job	52.0	48.0	20.9	19.8	7.4
Part time, one job	36.0	64.0	24.1	29.3	10.6
Multiple jobs	55.7	44.3	17.4	19.1	7.8
Unemployed	59.6	40.4	15.1	16.0	9.3
Out of the labor force	24.9	75.1	21.6	34.2	19.3
Type of employer[2]					
Self-employed	44.7	55.3	20.4	23.8	11.1
For-profit	50.9	49.1	21.2	21.0	7.0
Not-for-profit	54.5	45.5	19.4	18.2	7.9
Local/state government	44.4	55.6	21.7	23.2	10.8
Federal government	54.5	45.5	23.2	14.8	7.6
Military	39.6	60.4	23.1	33.0	4.3
Occupation[2]					
Business and management	48.4	51.6	21.8	22.6	7.2
Education	43.5	56.6	21.4	24.6	10.6
Health professions	49.1	50.9	22.0	19.6	9.3
Service industries	48.7	51.3	21.8	20.7	8.7
Research, other professional/ technical	58.5	41.5	17.6	16.7	7.3
Engineering/architecture/ computer science	48.4	51.6	21.7	21.8	8.1
Other	50.1	49.9	20.3	23.1	6.5
Marital status					
Single, never married	95.0	5.0	2.8	1.3	0.9
Married or cohabiting	35.3	64.7	25.4	27.9	11.4
Separated/divorced/widowed	57.4	42.6	22.6	15.3	4.7

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.3. Percentage of 1992–93 bachelor's degree recipients with dependents of various ages, and of those, average number of dependents, by selected characteristics: 2003

Selected characteristics	Dependents age 4 or younger		Dependents ages 5–17		Dependents age 18 or older	
	Percent with any	Average number	Percent with any	Average number	Percent with any	Average number
U.S. total (excluding Puerto Rico)	39.1	1.4	26.2	1.6	10.4	1.4
Total (50 states, D.C., and Puerto Rico)	39.1	1.4	26.3	1.6	10.5	1.4
Gender						
Male	39.5	1.4	25.3	1.6	8.9	1.4
Female	38.7	1.4	27.1	1.5	11.9	1.4
Race/ethnicity[1]						
White, non-Hispanic	40.2	1.4	25.5	1.6	9.2	1.4
Black, non-Hispanic	32.9	1.3	39.3	1.6	15.6	1.4
Hispanic	40.2	1.4	34.6	1.7	20.4	1.3
Asian/Pacific Islander	26.0	1.3	13.5	1.4	13.7	1.6
Parents' highest education						
High school diploma or less	35.4	1.4	31.6	1.6	14.6	1.5
Some postsecondary education	41.0	1.4	29.3	1.5	11.4	1.4
Bachelor's degree	41.5	1.4	22.3	1.5	8.1	1.4
Advanced degree	41.0	1.4	20.8	1.6	6.7	1.4
Age at bachelor's degree completion						
22 or younger	44.9	1.4	16.9	1.4	5.3	1.3
23–24	46.9	1.4	27.1	1.5	6.0	1.3
25–29	39.2	1.3	48.0	1.7	11.6	1.4
30 or older	7.1	1.2	38.1	1.7	34.1	1.5
Baccalaureate degree major						
Business and management	38.6	1.3	29.2	1.5	13.5	1.3
Education	46.5	1.4	32.6	1.6	11.5	1.5
Engineering	45.0	1.4	25.8	1.6	6.9	1.4
Health	42.0	1.4	30.9	1.6	13.8	1.7
Public affairs/social services	35.1	1.3	35.6	1.4	11.1	1.4
Humanities	30.8	1.4	19.4	1.6	8.3	1.4
Social and behavioral sciences	37.3	1.4	20.6	1.7	9.7	1.3
Natural sciences and mathematics	37.9	1.4	24.1	1.5	9.7	1.3
Other	38.5	1.5	23.8	1.5	7.9	1.6
Cumulative undergraduate GPA						
Less than 2.75	42.5	1.4	26.9	1.6	8.7	1.4
2.75–3.74	37.8	1.4	25.5	1.6	11.7	1.4
3.75 or higher	30.0	1.4	26.7	1.6	16.6	1.5
Bachelor's degree-granting institution						
Public 4-year	42.6	1.4	27.0	1.5	10.1	1.4
Private not-for-profit 4-year	33.3	1.4	24.6	1.6	11.1	1.4
Other	24.8	1.4	28.3	1.9	12.3	‡

See notes at end of table.

Table IV.3. Percentage of 1992–93 bachelor's degree recipients with dependents of various ages, and of those, average number of dependents, by selected characteristics: 2003—Continued

Selected characteristics	Dependents age 4 or younger		Dependents ages 5–17		Dependents age 18 or older	
	Percent with any	Average number	Percent with any	Average number	Percent with any	Average number
Highest degree attained as of 2003						
Bachelor's degree	39.6	1.4	29.1	1.5	10.4	1.5
Master's degree	38.5	1.4	19.9	1.6	11.7	1.3
Doctoral/first-professional degree	34.1	1.4	11.6	1.8	7.1	1.2
Labor force participation						
Employed, total	36.5	1.4	25.6	1.6	11.1	1.4
Full time, one job	35.5	1.4	25.0	1.6	11.1	1.3
Part time, one job	54.8	1.4	27.6	1.5	8.3	1.6
Multiple jobs	29.2	1.4	28.2	1.6	13.4	1.7
Unemployed	31.6	1.3	22.4	1.7	7.3	‡
Out of the labor force	67.5	1.5	34.6	1.5	6.2	1.8
Type of employer[2]						
Self-employed	44.9	1.5	27.1	1.6	7.5	1.6
For-profit	38.5	1.4	23.0	1.5	9.9	1.4
Not-for-profit	36.4	1.4	22.0	1.5	13.1	1.4
Local/state government	39.7	1.4	31.1	1.6	11.7	1.3
Federal government	31.9	1.3	23.6	2.1	10.3	‡
Military	39.9	1.2	44.9	‡	14.2	‡
Occupation[2]						
Business and management	39.8	1.4	24.9	1.6	10.6	1.4
Education	41.6	1.4	30.2	1.6	11.2	1.4
Health professions	39.9	1.4	24.8	1.5	11.8	1.5
Service industries	41.4	1.4	24.5	1.6	11.0	1.3
Research, other professional/ technical	31.6	1.4	20.1	1.6	10.1	1.5
Engineering/architecture/ computer science	39.9	1.3	25.7	1.6	7.4	1.5
Other	36.8	1.3	30.3	1.4	12.3	1.5
Marital status						
Single, never married	2.5	1.3	3.4	1.5	11.2	1.1
Married or cohabiting	51.3	1.4	31.9	1.6	8.7	1.5
Separated/divorced/widowed	18.7	1.2	33.5	1.4	25.7	1.3
Number of dependents under age 18						
None	†	†	†	†	11.5	1.4
One or more	75.1	1.4	50.5	1.6	9.6	1.4

†Not applicable.

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.4. Of 1992–93 bachelor's degree recipients with dependents younger than age 18, percentage with dependents in various childcare and educational arrangements, by selected characteristics: 2003

Selected characteristics	Age 4 or younger in day care/preschool	Ages 5–17 in before- or after-school care	Ages 5–17 in private school
U.S. total (excluding Puerto Rico)	44.3	21.9	10.5
Total (50 states, D.C., and Puerto Rico)	44.2	21.9	10.8
Gender			
Male	42.2	19.6	10.3
Female	45.8	23.7	11.1
Race/ethnicity[1]			
White, non-Hispanic	44.5	19.5	9.9
Black, non-Hispanic	47.4	43.7	14.5
Hispanic	43.4	17.3	18.0
Asian/Pacific Islander	36.1	38.2	12.4
Parents' highest education			
High school diploma or less	40.7	19.6	12.2
Some postsecondary education	43.8	25.5	12.8
Bachelor's degree	44.1	26.1	9.7
Advanced degree	48.2	17.2	7.3
Age at bachelor's degree completion			
22 or younger	52.5	23.0	7.0
23–24	47.9	22.5	9.7
25–29	37.6	25.1	17.4
30 or older	11.0	16.4	19.3
Baccalaureate degree major			
Business and management	43.5	20.0	11.5
Education	46.9	22.7	8.6
Engineering	44.9	22.4	11.1
Health	47.0	21.7	13.8
Public affairs/social services	36.7	26.7	12.9
Humanities	37.6	19.9	8.3
Social and behavioral sciences	47.5	21.1	10.0
Natural sciences and mathematics	40.8	25.3	11.6
Other	45.7	22.1	11.0
Cumulative undergraduate GPA			
Less than 2.75	46.2	23.8	11.1
2.75–3.74	44.5	21.4	9.3
3.75 or higher	33.2	11.9	11.8
Bachelor's degree-granting institution			
Public 4-year	46.3	22.8	10.1
Private not-for-profit 4-year	40.0	19.9	11.5
Other	32.5	21.5	19.5

See notes at end of table.

Table IV.4. Of 1992–93 bachelor's degree recipients with dependents younger than age 18, percentage with dependents in various childcare and educational arrangements, by selected characteristics: 2003—Continued

Selected characteristics	Age 4 or younger in daycare/preschool	Ages 5–17 in before- or after-school care	Ages 5–17 in private school
Highest degree attained as of 2003			
Bachelor's degree	44.2	22.9	11.5
Master's degree	45.7	17.0	8.2
Doctoral/first-professional degree	37.3	17.5	8.0
Labor force participation			
Employed, total	46.0	24.2	11.0
Full time, one job	46.2	25.9	11.0
Part time, one job	50.8	18.9	9.4
Multiple jobs	38.7	16.7	12.5
Unemployed	39.6	29.8	8.6
Out of the labor force	33.2	3.4	9.9
Type of employer[2]			
Self-employed	41.0	14.6	7.5
For-profit	44.6	24.0	10.4
Not-for-profit	46.2	22.0	12.3
Local/state government	37.0	25.9	9.7
Federal government	52.7	34.4	12.5
Military	39.1	‡	20.9
Occupation[2]			
Business and management	47.3	24.6	9.4
Education	46.3	20.4	9.6
Health professions	44.4	17.5	15.8
Service industries	43.6	19.8	11.0
Research, other professional/ technical	38.8	24.7	7.3
Engineering/architecture/ computer science	44.7	29.4	12.3
Other	37.4	22.4	14.3
Marital status			
Single, never married	39.2	38.8	19.0
Married or cohabiting	45.0	20.2	10.4
Separated/divorced/widowed	32.8	33.1	12.8

‡Reporting standards not met (too few cases).

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.5. Percentage of 1992–93 bachelor's degree recipients with dependents younger than age 18 who had taken leave from work for childrearing, by selected characteristics: 2003

Selected characteristics	Percent taking leave	Length of total leave in months	Percent taking paid leave	Length of paid leave in months	Of those ever out of labor force, percent did so for childrearing[1]	Of those ever worked part time, percent did so for childrearing[2]
U.S. total (excluding Puerto Rico)	47.8	6.8	39.2	2.5	78.9	64.6
Total (50 states, D.C., and Puerto Rico)	47.8	6.8	39.1	2.5	78.9	64.0
Gender						
Male	26.4	2.0	23.2	1.4	21.7	25.8
Female	66.4	8.4	53.7	3.0	85.8	73.1
Race/ethnicity[3]						
White, non-Hispanic	48.3	7.1	39.3	2.5	80.0	66.5
Black, non-Hispanic	40.2	5.3	35.5	2.9	71.1	44.3
Hispanic	47.3	4.9	40.1	2.3	83.2	51.9
Asian/Pacific Islander	48.0	5.7	38.4	2.0	‡	‡
Parents' highest education						
High school diploma or less	46.6	6.6	38.3	2.6	79.9	62.6
Some postsecondary education	49.7	6.6	39.5	2.5	77.3	72.5
Bachelor's degree	46.4	6.4	38.4	2.4	81.2	58.4
Advanced degree	48.9	7.5	40.1	2.6	77.5	65.1
Age at bachelor's degree completion						
22 or younger	59.2	7.2	48.7	2.6	81.8	63.9
23–24	49.2	6.0	41.7	2.4	80.4	62.2
25–29	39.3	5.7	30.4	2.0	77.7	71.0
30 or older	10.5	10.1	7.9	3.1	44.8	57.3
Baccalaureate degree major						
Business and management	37.9	5.1	32.6	2.5	77.1	67.8
Education	58.5	8.1	46.1	2.8	85.8	69.8
Engineering	35.4	3.4	30.2	1.6	‡	‡
Health	61.6	7.4	52.2	2.7	78.6	74.4
Public affairs/social services	48.7	5.0	42.3	2.5	‡	‡
Humanities	45.7	8.9	30.7	3.1	75.3	60.0
Social and behavioral sciences	52.5	8.1	43.4	2.5	83.4	60.9
Natural sciences and mathematics	46.1	4.7	39.2	2.1	64.9	53.9
Other	50.0	7.6	41.0	2.6	79.0	62.8
Cumulative undergraduate GPA						
Less than 2.75	45.7	6.4	37.1	2.4	78.5	60.9
2.75–3.74	53.8	7.2	44.6	2.6	81.2	69.9
3.75 or higher	43.6	7.2	37.1	2.8	73.8	66.2
Bachelor's degree-granting institution						
Public 4-year	49.9	6.8	41.4	2.5	80.0	64.4
Private not-for-profit 4-year	43.0	6.9	34.1	2.5	76.4	62.9
Other	40.5	4.8	30.5	‡	‡	‡

See notes at end of table.

Table IV.5. Percentage of 1992–93 bachelor's degree recipients with dependents younger than age 18 who had taken leave from work for childrearing, by selected characteristics: 2003—Continued

Selected characteristics	Percent taking leave	Length of total leave in months	Percent taking paid leave	Length of paid leave in months	Of those ever out of labor force, percent did so for childrearing[1]	Of those ever worked part time, percent did so for childrearing[2]
Highest degree attained as of 2003						
Bachelor's degree	47.2	7.0	38.6	2.5	83.4	67.3
Master's degree	53.5	6.1	44.1	2.3	73.4	60.6
Doctoral/first-professional degree	33.1	5.3	26.9	3.5	32.5	31.6
Labor force participation						
Employed, total	46.0	4.6	39.0	2.4	69.8	62.5
Full time, one job	42.0	3.7	37.0	2.3	63.7	53.8
Part time, one job	72.6	8.0	55.8	3.3	79.0	78.8
Multiple jobs	46.9	5.2	36.8	2.0	70.9	65.0
Unemployed	49.5	11.4	32.3	‡	92.3	45.8
Out of the labor force	61.2	18.6	41.6	3.0	90.5	73.0
Type of employer[4]						
Self-employed	39.7	8.1	23.4	3.1	83.9	66.9
For-profit	44.2	6.4	37.2	2.4	74.2	66.9
Not-for-profit	51.8	7.0	41.7	2.5	80.1	57.9
Local/state government	54.6	8.1	45.8	2.5	83.5	63.2
Federal government	61.1	4.3	58.4	3.0	‡	‡
Military	41.2	‡	41.2	‡	‡	‡
Occupation[4]						
Business and management	45.7	6.3	38.8	2.5	79.5	73.0
Education	56.8	8.6	44.0	2.6	86.7	67.6
Health professions	56.4	7.1	45.6	2.6	68.2	69.8
Service industries	38.9	6.4	32.1	2.5	89.0	59.3
Research, other professional/ technical	47.2	6.3	40.0	2.7	66.8	56.4
Engineering/architecture/ computer science	39.3	3.1	35.1	1.6	73.6	45.1
Other	42.6	7.1	30.3	2.7	79.5	51.2
Marital status						
Single, never married	34.5	‡	22.7	‡	‡	‡
Married or cohabiting	49.2	6.7	40.3	2.5	80.0	65.5
Separated/divorced/ widowed	32.1	6.7	27.0	2.6	52.2	48.0

‡Reporting standards not met (too few cases).

[1]Of those who had been out of the labor force at any time since 1997.

[2]Of those who had worked part time at any time since 1997.

[3]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[4]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Only includes leave taken since 1997.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.6. Percentage of 1992–93 bachelor's degree recipients with dependents younger than age 18 who are saving for their children's education, by selected characteristics: 2003

Selected characteristics	Any	Traditional savings account	Money market account	Certificate of deposit	State-sponsored savings plan	Roth IRA	Tuition prepayment plan	Other
U.S. total (excluding Puerto Rico)	72.8	50.3	24.4	11.9	22.1	21.3	7.0	30.6
Total (50 states, D.C., and Puerto Rico)	72.7	50.4	24.3	11.9	22.0	21.2	6.9	30.7
Gender								
Male	73.6	49.3	24.3	11.0	24.9	21.2	6.3	30.1
Female	72.0	51.3	24.3	12.7	19.5	21.3	7.4	31.1
Race/ethnicity[1]								
White, non-Hispanic	74.0	49.9	25.2	11.6	22.5	21.1	6.5	31.0
Black, non-Hispanic	66.6	59.5	16.5	10.3	14.7	20.7	10.1	30.6
Hispanic	67.0	50.1	18.8	16.3	13.1	22.1	12.7	25.4
Asian/Pacific Islander	70.8	43.9	23.5	13.3	35.7	29.6	3.3	28.5
Parents' highest education								
High school diploma or less	68.7	55.7	26.3	13.8	20.7	21.9	7.0	32.2
Some postsecondary education	70.8	48.1	23.2	14.1	19.1	22.5	9.5	28.8
Bachelor's degree	75.8	48.1	25.0	11.0	24.2	20.3	5.6	29.7
Advanced degree	76.6	47.2	22.7	8.1	23.3	19.9	6.3	33.0
Age at bachelor's degree completion								
22 or younger	75.3	48.5	23.1	11.1	26.6	20.9	5.2	30.9
23–24	74.1	53.5	25.1	12.2	19.0	24.0	8.7	27.9
25–29	67.8	54.8	24.2	15.0	20.7	20.5	7.7	32.6
30 or older	65.6	44.5	27.6	10.7	10.3	16.1	8.8	34.8
Baccalaureate degree major								
Business and management	74.5	48.3	24.6	12.8	25.3	20.0	7.2	35.7
Education	71.0	55.9	23.3	14.2	16.4	24.4	6.1	25.3
Engineering	74.1	47.4	24.1	6.3	29.0	20.7	6.0	38.4
Health	71.2	50.7	35.9	8.6	18.9	24.5	10.5	25.1
Public affairs/social services	70.2	52.6	21.6	14.0	15.5	21.2	21.1	24.9
Humanities	68.9	48.3	24.3	10.2	19.2	16.4	2.1	31.5
Social and behavioral sciences	77.9	50.1	21.4	10.2	20.7	23.2	6.7	27.3
Natural sciences and mathematics	64.7	47.7	22.0	14.1	25.3	18.4	4.8	33.2
Other	75.7	51.8	23.7	13.3	22.7	21.2	6.8	29.3
Cumulative undergraduate GPA								
Less than 2.75	73.5	53.6	23.2	11.6	20.5	21.8	7.5	29.6
2.75–3.74	71.3	44.9	27.7	12.8	22.4	21.0	5.8	32.2
3.75 or higher	71.1	50.1	21.7	11.4	31.0	19.6	7.3	30.6
Bachelor's degree-granting institution								
Public 4-year	73.6	51.6	22.9	12.7	21.4	22.0	7.4	29.8
Private not-for-profit 4-year	68.9	48.5	26.5	10.3	23.8	19.6	5.0	31.4
Other	89.8	39.8	36.0	8.7	18.6	17.3	12.9	44.4

See notes at end of table.

Table IV.6. Percentage of 1992–93 bachelor's degree recipients with dependents younger than age 18 who are saving for their children's education, by selected characteristics: 2003—Continued

Selected characteristics	Any	Traditional savings account	Money market account	Certificate of deposit	State-sponsored savings plan	Roth IRA	Tuition prepayment plan	Other
Highest degree attained as of 2003								
Bachelor's degree	73.0	51.2	24.5	13.0	20.4	21.2	6.8	32.2
Master's degree	73.3	49.5	25.5	8.6	25.9	22.7	6.6	25.3
Doctoral/first-professional degree	66.3	38.4	15.6	6.9	34.0	15.4	10.8	26.4
Labor force participation								
Employed, total	72.9	51.5	23.8	12.1	22.2	20.5	6.9	30.2
Full time, one job	72.1	51.2	22.8	12.4	22.7	20.2	6.8	29.6
Part time, one job	76.9	50.5	26.4	9.6	25.1	21.9	7.1	31.6
Multiple jobs	74.6	55.9	28.0	13.3	14.4	21.2	7.2	33.3
Unemployed	62.7	46.1	38.4	8.0	16.6	24.1	10.7	31.7
Out of the labor force	73.9	43.9	24.7	11.3	21.6	25.2	6.7	33.2
Type of employer[2]								
Self-employed	73.8	43.7	20.9	11.1	20.6	28.2	4.2	36.1
For-profit	76.3	48.3	26.4	11.1	26.2	19.7	7.0	33.7
Not-for-profit	66.8	47.2	20.8	11.9	20.2	17.8	7.0	28.3
Local/state government	67.7	60.3	17.6	14.0	15.9	21.5	7.7	24.8
Federal government	68.3	41.1	28.4	12.5	14.7	29.3	10.1	25.5
Military	77.0	57.8	20.6	5.4	7.2	37.2	10.4	23.0
Occupation[2]								
Business and management	79.8	45.5	26.2	11.6	26.1	20.7	7.0	35.5
Education	69.0	61.2	22.7	15.0	15.9	21.5	7.4	23.2
Health professions	66.1	43.6	23.2	7.9	28.1	20.9	9.7	27.9
Service industries	77.5	53.3	28.3	12.6	14.6	22.4	7.9	31.5
Research, other professional/ technical	67.8	48.1	22.3	10.6	21.0	17.6	5.7	31.3
Engineering/architecture/ computer science	74.6	50.2	21.2	10.6	31.2	23.8	5.5	32.1
Other	62.0	60.4	18.8	15.9	11.3	21.1	5.8	21.8
Marital status								
Single, never married	59.5	59.8	19.5	11.5	8.7	12.7	#	36.0
Married or cohabiting	73.8	49.5	24.8	12.0	22.8	21.6	6.5	30.6
Separated/divorced/widowed	61.1	63.4	15.9	11.3	11.5	18.1	15.9	30.6

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.7. Percentage distribution of 1992–93 bachelor's degree recipients' home ownership, by selected characteristics: 2003

Selected characteristics	Own	Rent	Neither
U.S. total (excluding Puerto Rico)	74.4	21.7	3.9
Total (50 states, D.C., and Puerto Rico)	74.4	21.6	3.9
Gender			
Male	74.4	21.6	4.0
Female	74.6	21.6	3.9
Race/ethnicity[1]			
White, non-Hispanic	76.9	19.7	3.4
Black, non-Hispanic	58.6	36.3	5.1
Hispanic	73.6	21.7	4.7
Asian/Pacific Islander	53.1	36.6	10.4
Parents' highest education			
High school diploma or less	76.8	18.9	4.3
Some postsecondary education	78.6	18.9	2.6
Bachelor's degree	73.8	22.1	4.1
Advanced degree	69.8	26.2	4.0
Age at bachelor's degree completion			
22 or younger	70.8	25.0	4.2
23–24	73.2	22.8	4.0
25–29	79.0	17.1	3.9
30 or older	84.5	12.5	3.1
Baccalaureate degree major			
Business and management	80.1	16.4	3.5
Education	78.4	18.2	3.5
Engineering	86.2	11.9	1.9
Health	82.7	15.4	2.0
Public affairs/social services	68.2	29.6	2.1
Humanities	57.6	35.1	7.3
Social and behavioral sciences	68.1	27.8	4.1
Natural sciences and mathematics	72.5	22.1	5.5
Other	74.1	22.3	3.7
Cumulative undergraduate GPA			
Less than 2.75	73.5	22.3	4.2
2.75–3.74	74.9	21.7	3.4
3.75 or higher	80.9	16.2	3.0
Bachelor's degree-granting institution			
Public 4-year	76.8	20.0	3.3
Private not-for-profit 4-year	70.1	24.7	5.2
Other	69.0	25.8	5.2

See notes at end of table.

Table IV.7. Percentage distribution of 1992–93 bachelor's degree recipients' home ownership, by selected characteristics: 2003—Continued

Selected characteristics	Own	Rent	Neither
Highest degree attained as of 2003			
Bachelor's degree	76.2	20.1	3.7
Master's degree	72.4	23.1	4.6
Doctoral/first-professional degree	58.7	36.1	5.2
Labor force participation			
Employed, total	74.8	21.6	3.7
Full time, one job	75.5	21.2	3.3
Part time, one job	75.3	20.3	4.4
Multiple jobs	68.8	25.4	5.8
Unemployed	47.1	40.4	12.5
Out of the labor force	82.6	14.3	3.1
Type of employer[2]			
Self-employed	74.2	19.2	6.5
For-profit	75.0	22.0	2.9
Not-for-profit	70.7	23.7	5.6
Local/state government	75.6	21.3	3.1
Federal government	77.5	19.0	3.5
Military	58.9	32.6	8.5
Occupation[2]			
Business and management	79.6	18.1	2.4
Education	75.1	20.8	4.1
Health professions	74.7	20.8	4.6
Service industries	72.4	23.8	3.8
Research, other professional/ technical	67.1	27.3	5.5
Engineering/architecture/ computer science	81.2	16.4	2.4
Other	61.1	31.2	7.7
Marital status			
Single, never married	39.5	49.9	10.6
Married or cohabiting	86.0	12.1	1.9
Separated/divorced/widowed	57.5	37.1	5.4
Number of dependents under age 18			
None	60.3	33.6	6.1
One or more	87.7	10.3	2.0

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table IV.8. Percentage distribution of 1992–93 bachelor's degree recipients' region of current residence and percentage living in same state as bachelor's degree-granting institution and home state, by selected characteristics: 2003

	Region of current residence					Same state as	
Selected characteristics	Northeast	Midwest	South	West	Outlying areas/ other	Bachelor's institution	Home state
U.S. total (excluding Puerto Rico)	22.9	23.0	35.1	18.3	0.8	61.4	67.3
Total (50 states, D.C., and Puerto Rico)	22.7	23.0	34.9	18.2	1.2	61.4	67.3
Gender							
Male	21.9	23.6	35.3	18.1	1.1	59.3	66.1
Female	23.4	22.5	34.6	18.3	1.3	63.3	68.3
Race/ethnicity[1]							
White, non-Hispanic	22.6	25.4	34.6	16.9	0.6	61.4	67.2
Black, non-Hispanic	28.4	13.9	48.5	8.7	0.4	54.4	64.8
Hispanic	20.2	5.2	42.4	23.3	9.0	69.2	70.8
Asian/Pacific Islander	20.6	11.9	17.5	47.7	2.4	64.0	69.4
Parents' highest education							
High school diploma or less	22.5	26.8	34.8	14.6	1.3	70.1	74.6
Some postsecondary education	19.0	24.7	39.0	16.6	0.8	62.3	67.6
Bachelor's degree	21.8	18.8	37.3	21.2	1.0	58.7	65.8
Advanced degree	26.2	21.6	31.3	19.8	1.2	51.3	59.0
Age at bachelor's degree completion							
22 or younger	27.6	22.6	32.5	16.2	1.1	52.2	60.3
23–24	16.6	23.1	39.0	19.9	1.4	65.5	68.1
25–29	18.7	22.6	35.9	21.1	1.9	71.4	74.7
30 or older	20.6	24.3	35.1	19.5	0.5	76.3	82.0
Baccalaureate degree major							
Business and management	18.7	26.3	39.5	14.2	1.2	65.6	71.7
Education	22.5	26.7	36.5	13.3	1.1	64.7	72.6
Engineering	20.9	20.7	35.1	22.5	0.7	71.0	75.2
Health	21.8	21.5	40.7	15.5	0.7	62.7	66.8
Public affairs/social services	25.3	23.3	29.6	19.2	2.6	55.9	61.3
Humanities	29.1	14.3	30.9	24.1	1.7	54.5	60.0
Social and behavioral sciences	25.7	21.1	33.0	19.4	0.9	59.8	64.7
Natural sciences and mathematics	22.2	23.6	33.9	18.2	2.1	56.9	62.9
Other	23.0	23.8	30.3	22.3	0.6	59.5	65.5
Cumulative undergraduate GPA							
Less than 2.75	22.5	22.9	37.5	16.0	1.2	62.9	68.4
2.75–3.74	21.8	23.1	32.7	21.0	1.4	58.6	64.7
3.75 or higher	25.2	22.4	32.5	19.4	0.5	62.2	68.1
Bachelor's degree-granting institution							
Public 4-year	17.5	23.6	39.2	18.8	0.9	65.4	68.7
Private not-for-profit 4-year	35.2	21.0	26.9	15.2	1.8	53.4	64.1
Other	6.8	30.2	26.8	35.4	0.9	60.2	70.1

See notes at end of table.

Table IV.8. Percentage distribution of 1992–93 bachelor's degree recipients' region of current residence and percentage living in same state as bachelor's degree-granting institution and home state, by selected characteristics: 2003—Continued

	Region of current residence					Same state as	
Selected characteristics	Northeast	Midwest	South	West	Outlying areas/ other	Bachelor's institution	Home state
Highest degree attained as of 2003							
Bachelor's degree	21.4	23.6	35.6	18.3	1.1	64.1	69.5
Master's degree	26.0	21.5	33.0	18.1	1.4	58.7	64.6
Doctoral/first-professional degree	28.6	19.4	33.3	17.4	1.4	37.6	46.6
Labor force participation							
Employed, total	22.7	23.6	34.9	17.7	1.1	62.1	68.1
Full time, one job	22.3	23.6	35.2	18.0	1.0	61.7	67.5
Part time, one job	24.6	24.2	33.1	15.7	2.3	62.8	69.8
Multiple jobs	24.2	23.3	34.2	17.6	0.8	65.3	70.7
Unemployed	23.0	16.5	34.3	24.5	1.7	57.6	62.4
Out of the labor force	22.8	19.8	35.6	20.0	1.9	56.2	61.3
Type of employer[2]							
Self-employed	20.4	19.8	36.2	22.7	1.0	58.3	65.5
For-profit	23.0	24.5	34.0	17.2	1.2	58.9	65.4
Not-for-profit	26.2	21.2	34.6	16.9	1.2	58.3	65.2
Local/state government	17.7	24.1	34.4	23.2	0.7	71.2	75.3
Federal government	32.7	12.6	37.7	15.6	1.4	56.8	53.9
Military	5.4	7.5	62.9	20.1	4.1	31.3	41.9
Occupation[2]							
Business and management	22.9	25.7	33.7	16.7	0.9	61.3	69.2
Education	22.6	23.5	35.8	17.1	1.0	69.2	73.1
Health professions	22.5	20.4	39.5	16.9	0.7	56.2	61.5
Service industries	20.0	26.4	35.3	17.2	1.1	60.7	64.6
Research, other professional/ technical	26.2	18.7	34.0	19.8	1.3	56.9	63.2
Engineering/architecture/ computer science	21.6	24.6	30.8	22.3	0.7	61.5	68.2
Other	19.7	17.3	39.0	20.6	3.4	63.1	67.3
Marital status							
Single, never married	28.8	20.2	29.1	20.1	1.9	56.1	63.8
Married or cohabiting	21.5	23.8	36.0	17.8	0.9	61.7	67.5
Separated/divorced/widowed	18.7	22.3	40.2	17.0	1.9	73.5	74.3
Number of dependents under age 18							
None	26.1	21.0	30.6	21.0	1.3	58.6	64.4
One or more	19.6	24.8	39.0	15.5	1.1	64.1	69.9

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Section V: Civic Participation

Table V.1

- Ten years after graduation, Asian bachelor's degree recipients were less likely than Black or White bachelor's degree recipients to have volunteered in the past year (37 vs. 47 and 48 percent, respectively). While they appeared to have been less likely to volunteer than Hispanic graduates (45 percent) as well, the difference was not statistically significant.
- In 2003, 1992–93 college graduates who earned higher GPAs as undergraduates were more likely than their peers with lower GPAs to have participated in community service within the past year. Among volunteers, GPA was also directly related to education-related volunteer work. Fifty-two percent of students with a GPA of 3.75 or higher had volunteered in the past year, compared with 44 percent of those with a GPA below 2.75.
- As of 2003, 1992–93 bachelor's degree recipients who took more than 6 years to complete a bachelor's degree were more likely than those who took less time to have volunteered in the past year (53 vs. 45 percent). In addition, among those who had volunteered, those who took more than 6 years also were more likely than those completing in less time to have participated in community service activities related to education or religious institutions.
- Among graduates who reported doing community service, a greater proportion of those who were not enrolled in any postsecondary education in 2003 had volunteered for fundraising than those who were currently enrolled.
- Compared with bachelor's degree recipients, those 1992–93 graduates who held a master's, doctoral, or first-professional degree were more likely to report having volunteered for education-related activities in the past year.

Table V.2

- Among 1992–93 graduates who had volunteered in the past year, 8 percent had done so daily, 34 percent had done so weekly, and 29 percent had done so monthly. For 2 percent, the volunteer activity had been a one-time event.
- Overall, older graduates had volunteered more total hours in the past year than their younger peers. While 1992–93 college graduates who were age 22 or younger when they received a bachelor's degree had volunteered an average total of about 115 hours in the previous year, those who graduated at age 30 or older had volunteered about 234 hours.
- Among 1992–93 bachelor's degree recipients who had volunteered in the past year as of 2003, those who took 4 years or less to complete a bachelor's degree had volunteered an es-

timated 116 hours, while those who took more than 6 years to complete a bachelor's degree had volunteered 187 hours.

- College graduates who were enrolled in school in 2003 were less likely than those not enrolled to have volunteered on a weekly basis. For graduates who were not currently enrolled, 35 percent had volunteered weekly, compared with 28 percent of those who were currently enrolled.

Table V.3

- College graduates whose baccalaureate major was in the natural sciences or mathematics were less likely than others (except those in public affairs) to have voted in the 2002 elections (68 vs. 75–79 percent). However, those who majored in engineering were less likely than others (except those in public affairs) to have attended political events in the past year as of 2003 (9 vs. 13–22 percent).
- Among 1992–93 bachelor's degree recipients, those who had a GPA of 3.75 or higher were more likely than those with a GPA below 2.75 to have voted in the 2002 election (81 vs. 75 percent).
- Compared with graduates who took 4 years or less to complete a bachelor's degree, those who took more than 6 years to complete were more likely to have voted in 2002 (84 vs. 72 percent). Those who earned a bachelor's degree in 5–6 years were less likely than others to have attended a political event in the past year.
- Ten years after college completion, 1992–93 bachelor's degree recipients who were married or cohabiting were more likely than others to have voted in 2002 (78 vs. 71 percent).
- While graduates with children in 2003 were more likely to have voted in 2002 (78 vs. 74 percent), they were less likely to have attended political events in the past year (13 vs. 17 percent).

Table V.4

- About one-fourth (26 percent) of 1992–93 bachelor's degree recipients reported in 2003 that they had written an e-mail to a public official to express an opinion in the last 2 years. Smaller proportions had sent a letter (16 percent) or made a telephone call (12 percent). Women were slightly more likely than men to have written a letter (18 vs. 15 percent).
- As of 2003, White graduates were more likely than Asian and Hispanic graduates to have written a letter to a public official. Furthermore, 27 percent of White students had written an e-mail to a public official, compared with 18 percent of Asian graduates and 17 percent of Black graduates.
- Ten years later, older 1992–93 bachelor's degree recipients were more likely than their younger peers to have contacted a public official in the past 2 years, particularly by letter or e-mail. Twenty-six percent of college graduates in the oldest age group had written a letter in the past 2 years, compared with 14–15 percent of graduates who were younger.

- Among 1992–93 bachelor's degree recipients, those who majored in humanities were more likely than those who majored in other fields (with the exception of social and behavioral sciences) to have written an e-mail to a public official. About one-third (35 percent) of humanities majors had sent an e-mail to a public official, compared with 20–26 percent of other majors.
- The higher their undergraduate GPA, the more likely bachelor's degree holders were to have written a letter or e-mail to a public official in the past 2 years. For example, among graduates with a GPA of 3.75 or higher, 32 percent had written an e-mail and 24 percent had written a letter, compared with 23 and 14 percent, respectively, of graduates whose GPA was below 2.75.
- Ten years after completing college, graduates who worked in multiple jobs were more likely than those who were employed full time in one job or those who were out of the labor force to have contacted a public official by letter, e-mail, or telephone within the past 2 years.
- Generally, college graduates who were employed by for-profit companies were less likely than those who were self-employed, working for not-for-profit organizations, or employed by local and state governments to have contacted a public official via a phone call or a written letter. However, individuals in the for-profit sector were more likely than those employed by the military to have written an e-mail or made a phone call to a public official. One-fourth of those employed by for-profit organizations had written an e-mail to a public official, compared with 12 percent of those employed by the military. Graduates employed by the federal government were less likely than those who were self-employed or worked for a local or state government to have made a phone call to a public official.

Table V.1. Percentage of 1992–93 bachelor's degree recipients who participated in community service in the past year, and of those, percentage doing various types of service, by selected characteristics: 2003

Selected characteristics	Any	Percent of volunteers in various areas: Education-related	Other work with kids	Fundraising	Poverty/ neighbor-hood im-provement	Religious institution
U.S. total (excluding Puerto Rico)	47.0	31.6	29.9	38.7	26.5	44.3
Total (50 states, D.C., and Puerto Rico)	46.9	31.6	29.9	38.7	26.5	44.4
Gender						
Male	43.0	24.6	34.1	37.7	31.1	41.2
Female	50.1	36.5	26.9	39.4	23.2	46.7
Race/ethnicity[1]						
White, non-Hispanic	47.5	30.3	30.0	39.4	26.5	44.3
Black, non-Hispanic	46.7	44.3	37.0	40.1	32.0	53.0
Hispanic	45.3	34.8	24.7	32.2	26.0	33.1
Asian/Pacific Islander	36.9	31.2	24.3	27.6	20.4	51.5
Parents' highest education						
High school diploma or less	45.7	34.0	29.0	39.6	27.3	47.5
Some postsecondary education	47.3	32.7	36.4	42.0	25.3	46.4
Bachelor's degree	46.1	28.3	28.1	36.7	25.2	40.3
Advanced degree	48.6	30.4	27.5	37.2	29.2	43.8
Age at bachelor's degree completion						
22 or younger	46.0	29.4	27.1	38.6	26.1	41.3
23–24	41.7	29.9	33.8	36.4	28.5	43.0
25–29	51.0	32.8	35.4	41.1	24.8	48.6
30 or older	55.0	38.7	28.6	40.1	26.0	51.3
Baccalaureate degree major						
Business and management	48.2	23.3	30.5	39.7	26.3	45.7
Education	50.8	46.3	31.9	40.1	25.2	56.5
Engineering	35.4	20.6	28.0	32.2	33.9	42.5
Health	48.1	30.1	27.9	42.7	25.4	47.1
Public affairs/social services	45.0	32.0	43.9	38.3	48.2	38.5
Humanities	48.0	31.4	27.4	33.9	25.2	43.1
Social and behavioral sciences	47.6	32.5	27.4	41.6	26.7	34.3
Natural sciences and mathematics	42.3	35.6	27.4	35.6	24.3	45.7
Other	48.3	31.9	31.3	38.8	23.3	40.7
Cumulative undergraduate GPA						
Less than 2.75	44.2	28.6	32.3	39.7	27.2	42.7
2.75–3.74	50.6	35.4	26.9	37.6	26.4	44.6
3.75 or higher	51.9	36.0	27.4	37.4	25.6	52.0

See notes at end of table.

Table V.1. Percentage of 1992–93 bachelor's degree recipients who participated in community service in the past year, and of those, percentage doing various types of service, by selected characteristics: 2003—Continued

		Percent of volunteers in various areas				
Selected characteristics	Any	Education-related	Other work with kids	Fundraising	Poverty/ neighbor-hood im-provement	Religious institution
Time between college entry and bachelor's degree						
4 years or less	44.8	29.1	27.5	37.0	23.9	39.0
5–6 years	44.6	30.6	30.5	39.2	29.6	44.6
More than 6 years	53.4	36.0	31.9	40.1	25.8	50.4
Enrollment status in 2003						
Not currently enrolled	46.6	31.5	30.0	39.5	26.4	45.0
Currently enrolled	49.6	32.4	29.0	30.1	27.3	37.5
Highest degree attained as of 2003						
Bachelor's degree	46.2	28.9	30.5	40.1	27.4	45.0
Master's degree	49.6	37.6	30.1	36.1	25.5	43.6
Doctoral/first-professional degree	46.6	43.7	21.6	30.1	17.8	38.6
Labor force participation						
Employed, total	46.5	30.8	30.4	39.0	27.3	43.4
Full time, one job	45.5	29.2	30.4	38.8	27.4	42.8
Part time, one job	48.7	35.5	24.3	34.7	22.1	46.9
Multiple jobs	52.0	37.6	35.6	44.0	31.2	44.2
Unemployed	37.9	33.9	34.0	46.9	28.9	42.8
Out of the labor force	54.7	38.0	24.2	33.6	18.6	53.0
Type of employer[2]						
Self-employed	48.7	29.1	33.2	46.1	23.8	43.6
For-profit	41.8	22.7	27.7	38.9	27.4	39.8
Not-for-profit	51.2	30.7	27.3	36.3	28.3	45.3
Local/state government	52.8	36.7	27.1	35.6	23.8	43.6
Federal government	43.0	31.6	22.3	35.7	28.2	43.3
Military	52.9	16.7	40.6	32.2	22.1	38.1
Marital status						
Single, never married	44.9	29.2	23.2	35.4	26.4	27.2
Married or cohabiting	47.5	32.0	31.0	39.4	26.3	49.2
Separated/divorced/widowed	46.3	34.3	36.6	40.1	27.8	40.6
Number of dependents under age 18						
None	45.5	29.4	23.4	36.9	27.6	32.8
One or more	48.2	33.6	35.8	40.2	25.4	54.8

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Types of service are not mutually exclusive; volunteers could participate in multiple activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table V.2. Level of participation in community service for 1992–93 bachelor's degree recipients who volunteered in the past year, by selected characteristics: 2003

Selected characteristics	Percentage distribution by frequency of volunteer work					Average total volunteer hours in past year
	One-time event	Less than once a month	Monthly	Weekly	Daily	
U.S. total (excluding Puerto Rico)	1.8	27.3	29.0	34.1	7.7	147
Total (50 states, D.C., and Puerto Rico)	1.8	27.3	29.0	34.1	7.8	148
Gender						
Male	2.2	22.4	29.2	35.8	10.5	150
Female	1.6	30.9	28.8	32.9	5.9	146
Race/ethnicity[1]						
White, non-Hispanic	1.9	27.0	28.5	35.1	7.6	133
Black, non-Hispanic	0.6	24.8	36.8	28.3	9.5	156
Hispanic	1.9	34.3	25.6	28.3	10.0	376
Asian/Pacific Islander	1.8	31.2	29.2	30.3	7.5	164
Parents' highest education						
High school diploma or less	2.0	31.0	28.5	29.1	9.3	147
Some postsecondary education	1.4	27.0	26.9	36.4	8.3	140
Bachelor's degree	1.4	24.2	31.5	36.2	6.8	132
Advanced degree	1.8	24.7	29.4	36.6	7.5	139
Age at bachelor's degree completion						
22 or younger	1.1	22.9	29.8	37.8	8.5	115
23–24	2.0	26.5	29.2	33.6	8.8	149
25–29	3.3	32.3	28.4	26.7	9.2	146
30 or older	2.5	36.8	26.9	30.4	3.5	234
Baccalaureate degree major						
Business and management	1.7	26.6	28.6	32.3	10.8	160
Education	2.9	31.1	30.8	30.3	4.9	163
Engineering	1.3	25.2	28.4	37.6	7.5	117
Health	0.4	26.1	29.7	35.0	8.7	160
Public affairs/social services	2.0	21.7	30.6	39.7	6.1	153
Humanities	0.7	28.5	30.5	33.7	6.6	119
Social and behavioral sciences	2.4	25.8	30.4	35.8	5.6	149
Natural sciences and mathematics	1.8	32.5	23.3	35.0	7.5	139
Other	2.0	24.8	28.4	35.7	9.0	141
Cumulative undergraduate GPA						
Less than 2.75	1.7	25.3	29.3	34.5	9.1	153
2.75–3.74	1.7	27.6	29.3	34.3	7.2	136
3.75 or higher	2.8	33.0	27.5	33.2	3.5	157

See notes at end of table.

Table V.2. Level of participation in community service for 1992–93 bachelor's degree recipients who volunteered in the past year, by selected characteristics: 2003—Continued

Selected characteristics	Percentage distribution by frequency of volunteer work					Average total volunteer hours in past year
	One-time event	Less than once a month	Monthly	Weekly	Daily	
Time between college entry and bachelor's degree						
4 years or less	1.2	23.3	30.0	37.1	8.4	116
5–6 years	1.4	24.4	30.1	35.7	8.4	144
More than 6 years	3.0	36.0	26.5	28.1	6.4	187
Enrollment status in 2003						
Not currently enrolled	2.0	27.3	28.5	34.7	7.6	143
Currently enrolled	#	27.5	34.5	28.0	10.0	194
Highest degree attained as of 2003						
Bachelor's degree	2.2	27.8	29.0	32.9	8.2	148
Master's degree	0.8	27.9	28.1	36.6	6.5	154
Doctoral/first-professional degree	1.0	19.9	32.3	40.2	6.6	124
Labor force participation						
Employed, total	1.7	25.1	29.4	35.3	8.6	141
Full time, one job	1.6	24.3	28.7	35.9	9.6	135
Part time, one job	1.9	31.1	35.9	26.3	4.8	174
Multiple jobs	1.9	26.0	28.4	38.5	5.2	149
Unemployed	2.6	39.5	27.1	28.5	2.3	253
Out of the labor force	2.8	42.3	26.6	25.6	2.8	175
Type of employer[2]						
Self-employed	1.6	28.3	28.1	36.6	5.5	137
For-profit	1.5	21.9	29.0	36.3	11.4	118
Not-for-profit	2.0	31.5	30.2	32.5	3.8	194
Local/state government	2.6	32.3	26.4	33.2	5.6	152
Federal government	4.4	35.4	20.0	31.7	8.4	168
Military	#	30.8	31.6	29.5	8.2	193
Marital status						
Single, never married	1.0	23.2	25.4	39.5	10.9	139
Married or cohabiting	2.1	27.8	29.6	33.3	7.2	142
Separated/divorced/widowed	1.2	33.3	32.5	27.6	5.4	222
Number of dependents under age 18						
None	1.4	23.7	28.2	36.9	9.8	148
One or more	2.2	30.7	29.7	31.5	6.0	147

#Rounds to zero.

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table V.3. Percentage of 1992–93 bachelor's degree recipients who reported participating in various political activities, by selected characteristics: 2003

Selected characteristics	Registered to vote[1]	Voted in 2002 election[1]	Attended political meetings/rallies[2]
U.S. total (excluding Puerto Rico)	93.4	76.4	15.2
Total (50 states, D.C., and Puerto Rico)	93.1	76.1	15.1
Gender			
Male	92.6	76.0	16.2
Female	93.5	76.2	14.3
Race/ethnicity[3]			
White, non-Hispanic	94.2	77.0	15.2
Black, non-Hispanic	95.8	84.7	21.5
Hispanic	85.5	66.1	11.5
Asian/Pacific Islander	79.0	60.7	8.4
Parents' highest education			
High school diploma or less	92.3	76.0	14.1
Some postsecondary education	94.3	74.8	14.9
Bachelor's degree	92.8	77.4	15.2
Advanced degree	93.5	76.4	16.0
Age at bachelor's degree completion			
22 or younger	93.3	73.0	15.4
23–24	91.3	73.8	13.0
25–29	92.3	77.2	14.1
30 or older	95.9	89.2	18.7
Baccalaureate degree major			
Business and management	94.0	78.1	12.8
Education	93.7	78.0	13.4
Engineering	92.8	76.4	8.9
Health	95.7	76.4	13.6
Public affairs/social services	92.2	75.5	14.0
Humanities	91.6	76.2	19.0
Social and behavioral sciences	92.9	74.6	22.4
Natural sciences and mathematics	88.9	67.5	12.9
Other	94.5	78.6	16.3
Cumulative undergraduate GPA			
Less than 2.75	92.5	75.0	14.2
2.75–3.74	93.5	76.7	15.7
3.75 or higher	95.1	80.7	16.8

See notes at end of table.

Table V.3. Percentage of 1992–93 bachelor's degree recipients who reported participating in various political activities, by selected characteristics: 2003—Continued

Selected characteristics	Registered to vote[1]	Voted in 2002 election[1]	Attended political meetings/rallies[2]
Time between college entry and bachelor's degree			
4 years or less	93.6	72.2	16.3
5–6 years	91.5	74.1	12.9
More than 6 years	94.6	84.4	17.1
Enrollment status in 2003			
Not currently enrolled	93.0	75.9	14.9
Currently enrolled	94.0	78.8	17.3
Highest degree attained as of 2003			
Bachelor's degree	92.7	76.0	13.4
Master's degree	95.6	78.4	18.9
Doctoral/first-professional degree	89.8	69.5	24.1
Labor force participation			
Employed, total	93.2	76.5	15.2
Full time, one job	92.9	76.2	15.1
Part time, one job	94.8	79.1	11.8
Multiple jobs	93.9	76.5	18.7
Unemployed	89.5	64.9	17.2
Out of the labor force	93.6	77.4	13.5
Type of employer[4]			
Self-employed	90.9	71.7	18.4
For-profit	92.2	73.9	13.0
Not-for-profit	93.3	76.8	17.6
Local/state government	95.0	82.8	19.6
Federal government	95.7	81.8	15.5
Military	93.4	71.6	6.2
Marital status			
Single, never married	90.1	71.1	15.8
Married or cohabiting	94.2	78.0	14.8
Separated/divorced/widowed	90.0	71.3	16.5
Number of dependents under age 18			
None	92.1	73.6	17.1
One or more	94.1	78.5	13.3

[1]U.S. citizens and nationals only.

[2]In the past year.

[3]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[4]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table V.4. Percentage of 1992–93 bachelor's degree recipients who reported expressing an opinion to a public official in the last 2 years, by selected characteristics: 2003

Selected characteristics	Wrote letter	Wrote e-mail	Made phone call	No contact
U.S. total (excluding Puerto Rico)	16.3	25.9	12.1	63.6
Total (50 states, D.C., and Puerto Rico)	16.3	25.8	12.1	63.7
Gender				
Male	14.8	27.3	11.9	64.6
Female	17.5	24.5	12.3	63.0
Race/ethnicity[1]				
White, non-Hispanic	16.9	27.0	12.5	62.4
Black, non-Hispanic	13.1	16.7	11.3	71.7
Hispanic	12.6	23.4	10.1	68.1
Asian/Pacific Islander	12.1	17.8	8.1	74.1
Parents' highest education				
High school diploma or less	16.0	23.3	13.2	64.9
Some postsecondary education	15.8	27.7	12.1	62.7
Bachelor's degree	15.9	25.7	11.2	63.5
Advanced degree	17.9	28.6	11.5	62.4
Age at bachelor's degree completion				
22 or younger	14.0	24.0	10.2	66.6
23–24	15.1	25.8	11.1	65.6
25–29	15.0	27.6	10.7	64.4
30 or older	26.3	30.1	21.3	50.8
Baccalaureate degree major				
Business and management	11.8	21.0	10.5	70.3
Education	18.7	25.7	11.8	61.0
Engineering	10.0	22.3	8.2	69.5
Health	22.0	24.9	12.6	60.1
Public affairs/social services	17.5	20.4	17.7	64.3
Humanities	21.2	35.3	13.4	53.6
Social and behavioral sciences	17.6	29.7	16.3	60.9
Natural sciences and mathematics	15.8	26.3	8.1	65.5
Other	16.4	25.7	13.3	63.5
Cumulative undergraduate GPA				
Less than 2.75	13.6	23.2	11.2	67.2
2.75–3.74	18.1	28.9	13.2	60.7
3.75 or higher	24.3	31.7	13.8	53.9

See notes at end of table.

Table V.4. Percentage of 1992–93 bachelor's degree recipients who reported expressing an opinion to a public official in the last 2 years, by selected characteristics: 2003—Continued

Selected characteristics	Wrote letter	Wrote e-mail	Made phone call	No contact
Time between college entry and bachelor's degree				
4 years or less	13.8	22.8	9.9	68.1
5–6 years	15.9	25.8	11.6	64.3
More than 6 years	20.5	30.0	15.7	56.8
Enrollment status in 2003				
Not currently enrolled	16.0	25.3	12.1	64.0
Currently enrolled	19.1	31.4	12.7	59.9
Highest degree attained as of 2003				
Bachelor's degree	15.4	24.5	11.7	65.1
Master's degree	19.4	30.3	13.9	58.8
Doctoral/first-professional degree	17.1	27.4	12.1	63.0
Labor force participation				
Employed, total	16.5	25.9	12.3	63.4
Full time, one job	15.9	25.6	11.8	64.1
Part time, one job	16.2	22.6	13.2	63.9
Multiple jobs	21.6	30.7	15.4	58.1
Unemployed	14.5	29.8	13.0	62.8
Out of the labor force	14.7	23.3	10.0	66.7
Type of employer[2]				
Self-employed	16.9	28.3	20.6	58.7
For-profit	12.8	24.5	9.3	66.7
Not-for-profit	21.1	28.0	14.3	60.9
Local/state government	21.3	28.8	16.1	59.9
Federal government	16.2	24.4	9.2	65.5
Military	10.7	12.0	2.4	82.7
Marital status				
Single, never married	14.5	25.3	9.3	67.5
Married or cohabiting	16.4	25.8	12.5	63.3
Separated/divorced/widowed	19.8	26.9	16.2	57.5
Number of dependents under age 18				
None	17.2	28.2	12.1	61.3
One or more	15.4	23.5	12.2	66.0

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

[2]Only includes respondents who have worked at any time since 1997. Applies to current or most recent job.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

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Appendix A—Glossary

This glossary describes the variables used in this report. The items were taken directly from the NCES B&B:93/03 Data Analysis System (DAS), a web-based NCES analysis tool that generates tables from the B&B:93/03 data. (See appendix B for a description of the DAS.) In the index below, the variables are organized by general topic and, within topic, listed in the order they appear in the report. The glossary is in alphabetical order by variable name (displayed in capital letters to the right of the label below).

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Graduate education was very important preparation for:
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  Taking on new challenges.....B3GRPRD
  Making informed choices..... B3GRPRE
  None B3GRPRF
Graduate education worth cost, time, and/or effort:
  Financial cost B3GRWRA
  Amount of time B3GRWRB
  Amount of effort B3GRWRC

DAS variable name

Educational expectations at bachelor's completion **ANYHILVL**

Response to the question "What is the highest level of education you ever expect to complete?" This question was asked when respondents were first surveyed in 1993.

Bachelor's degree
Master's degree
Doctoral/first-professional degree

Time between college entry and bachelor's degree **B2BATIM2**

The number of months between the date the respondent first entered college and the date he or she received the bachelor's degree, shown in years.

4 years or less
5–6 years
More than 6 years

Race/ethnicity **B2ETHNIC**

Indicates the race and ethnicity of the respondent. Created by combining two items respondents reported, their race (American Indian/Alaska Native, Asian/Pacific Islander, Black, White, and Other) and whether or not they were of Hispanic origin. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown. The resulting categories are as follows.

White, non-Hispanic
Black, non-Hispanic
Hispanic
Asian/Pacific Islander

Enrolled in associate's degree program since 1993 **B3ATTAA**

Indicates whether the respondent ever enrolled in an associate's degree program after attaining the bachelor's degree in 1992–93. (yes/no)

Enrolled in bachelor's degree program since 1993 **B3ATTBA**

Indicates whether the respondent ever enrolled in another bachelor's degree program after completing the bachelor's degree in 1992–93. (yes/no)

Enrolled in diploma/certificate program since 1993 **B3ATTCT**

Indicates whether the respondent has enrolled in a technical diploma or certificate program since 1992–93. (yes/no)

DAS variable name

Ever completed graduate program **B3ATTEN**

Indicates the respondent's current attainment status and enrollment status at the graduate level (including postbaccalaureate certificates and master's, doctoral, and first-professional degrees). The resulting categories are as follows.

Completed graduate program	Completed program, currently enrolled Completed program, not currently enrolled
Did not complete graduate program	No graduate attainment, currently enrolled No graduate attainment, not currently enrolled

Enrolled in any undergraduate program since 1993 **B3ATTUG**

Indicates whether the respondent enrolled in, since earning the 1992–93 bachelor's degree, any of the following types of undergraduate degree or certificate programs: diploma or certificate, an associate's degree, or a bachelor's degree program. (yes/no)

Job is part of career **B3CAREER**

Response to the question "Do you consider your current job to be part of a career you are pursuing in your occupation or industry?" (yes/no)

Child in before/afterschool care **B3CH1CAR**

For respondents with children ages 5–17, response to the question "Do any of your dependent children, ages 5–17, attend before-school or after-school care?" (yes/no)

Dependents age 4 or younger in day care/preschool **B3CHCNUM**

For respondents with dependents ages 0–4, response to the question "How many of your dependent children under age 5 are in day care or preschool?"

Average hours worked per week **B3CHRTOT**

Indicates the respondent's reported hours worked per week by adding the hours reported for the primary job to the hours reported for the nonprimary job. This variable was only calculated for respondents who were working at the time of the interview in 2003. Those who were not working at the time of the interview were assigned a 0.

Took leave from work **B3CLEAV**
Average total leave, in months

The length of any leave the respondent took from work (in months) to care for a child or children. This variable is used both to determine those who took any leave (a value greater than 0) and, for those who did, the average length of the leave they took.

DAS variable name

Completed undergraduate program since 1993 **B3CMPUG**

Indicates whether the respondent completed, since earning the 1992–93 bachelor's degree, any of the following types of undergraduate degree or certificate programs: diploma or certificate, an associate's degree, or a bachelor's degree program. (yes/no)

Any volunteer work **B3COMSRV**

Response to the question "In the past year, have you participated in any community service or volunteer work? Court-ordered service not included." (yes/no)

Average salary of current/most recent job 2003 **B3CRSAL**

Current/most recent salary for all respondents, including teachers. Respondents who have not worked since 1997 are not included. The categories for this variable were created by converting dollar values to percentiles and then grouping the bottom 25 percent, the middle 50 percent, and the top 25 percent together. The ranges are as follows:

Low	Bottom 25 percent; below $34,934
Middle	Middle 50 percent; $34,934 to $68,000
High	Top 25 percent; above $68,000

Current job benefits:

Medical insurance	**B3CURBA**
Other health insurance	**B3CURBB**
Life insurance	**B3CURBC**
Retirement benefits	**B3CURBD**
Flexible spending account	**B3CURBF**
Child care facility/subsidy	**B3CURBH**

Response to the question "[Does/did] your employer provide you with any of the following benefits?" Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job. Self-employed respondents are excluded.

Current enrollment status **B3CURENR**

Identifies whether respondents were enrolled in a graduate (including master's, doctoral, first-professional, and postbaccalaureate certificate programs) or undergraduate (technical diploma or certificate, associate's, or bachelor's) degree program (or both) at the time of the interview in 2003.

Currently enrolled
Not currently enrolled

Flexible scheduling **B3CURFLX**

Response to the question "Some employers allow their employees flexibility in the hours they work, that is, they do not have to work a set schedule as long as a minimum number of hours are worked in a pay period. Would you say that in your [current/most recent] job, your schedule [is/was] very flexible, somewhat flexible, or not flexible?" Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job. Self-employed respondents are not included. ("Somewhat" or "Very" vs. "Not")

DAS variable name

Telecommuting allowed **B3CURTLC**

Response to the question "In your most recent job, did your employer allow you to telecommute?" Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job. Self-employed respondents are not included. (yes/no)

Type of employer **B3CURTYP**

Response to the question "How would you describe your current employer?" Refers to the current (2003) job or, for those not working in 2003 but who have worked at some time since 1997, the most recent job.

Self-employed
For-profit
Not-for-profit
Local/state government
Federal government
Military

Receiving unemployment compensation **B3CURUEM**

Response to the question "Are you currently receiving unemployment compensation?" This question was asked of people who were not working when interviewed in 2003. (yes/no)

Dependents:

Dependents age 4 or younger	**B3D3AG1**
Dependents ages 5–17	**B3D3AG2**
Dependents age 18 or older	**B3D3AG3**

In 2003, respondents were asked how many people in each of the three age categories the respondent and his or her spouse or partner supported financially, both within and outside the household. These derived variables were created by summing the number of dependents in each age group from within and outside the household. These variables determine whether respondents have any dependents in each age group (a value greater than 0) and, among those respondents, the number of dependents in each age group.

Saving for children's education **B3EDSAV**

For respondents who had dependents younger than age 18 either within or outside the household, this variable reflects the response to the question "Are you currently saving for [that child's/their] college education?" (yes/no)

DAS variable name

Savings methods:

Traditional savings account	**B3EDSVA**
Money market account	**B3EDSVB**
Certificate of deposit	**B3EDSVC**
State-sponsored savings plan	**B3ESSVD**
Roth IRA	**B3EDSVE**
Tuition prepayment plan	**B3EDSVF**
Other savings methods	**B3EDSVX**

Respondents who had dependents younger than age 18 and who indicated that they were currently saving for their children's education were asked to identify which of the listed methods they were using to do so ("What method[s] are you using to save for [that child's/their] college education?") Respondents could select multiple savings methods.

Wrote e-mail **B3EMAIL**

Response to the question "In the last two years, have you done any of the following to express your opinion to a public official?" The activities listed were writing a letter, writing an e-mail, and making a telephone call. This variable refers to writing an e-mail. (yes/no)

Tuition reimbursement from employer **B3EMBNFT**

Indicates whether the respondent ever received tuition reimbursement in the form of employee benefits to cover the costs of graduate school. (yes/no)

Enrolled for professional certification **B3ENRCT**

Indicates whether the respondent enrolled in a professional certification program after attaining the bachelor's degree in 1992–93. (yes/no)

Took personal enrichment classes **B3ENRICH**

Response to the question "In the last twelve months, have you participated in any classes for personal enrichment?" (yes/no)

Enrolled for occupational license **B3ENRLIC**

Indicates whether the respondent enrolled in an occupational license program after attaining the bachelor's degree in 1992–93. (yes/no)

Ever enrolled in a graduate program **B3ENRPG**

Indicates whether the respondent had enrolled in a graduate program (postbaccalaureate certificate or master's, doctoral, or first-professional degree program) after attaining a bachelor's degree in the 1992–93 school year.

Never enrolled
Enrolled

DAS variable name

Grants/scholarship/fellowships **B3GRANT**

Indicates whether the respondent ever received grants, scholarships, or a fellowship to cover the costs of graduate school. (yes/no)

Student loans **B3GRLOAN**

Indicates whether the respondent ever received loans to cover the costs of graduate school. (yes/no)

Graduate education very important preparation for:

Work and career	**B3GRPRA**
Establishing financial security	**B3GRPRB**
Establishing a place in community	**B3GRPRC**
Taking on new challenges	**B3GRPRD**
Making informed choices	**B3GRPRE**
None	**B3GRPRF**

Respondents who had any graduate education were asked "For which of the following aspects of your life now would you say your graduate education was very important preparation?" (yes/no for each item) B3GRPRF indicates respondents who did not say that their graduate education was very important preparation for any item listed.

Aspects of graduate education that are very important now:

Course of study	**B3GRVLA**
Quality of instruction	**B3GRVLB**
Interaction with faculty	**B3GRVLC**
Internship/other work opportunities	**B3GRVLD**
Social contacts	**B3GRVLE**
None	**B3GRVLF**

Respondents who had any graduate education since 1997 were asked "Which of the following aspects of your graduate education would you consider to be very important to your life now?" (yes/no for each item) B3GRVLF indicates respondents who did not report that any item listed was very important to their lives now.

Graduate education worth cost, time, or/and effort:

Financial cost	**B3GRWRA**
Amount of time	**B3GRWRB**
Amount of effort	**B3GRWRC**

Respondents who had any graduate education since 1997 were asked to indicate whether their graduate education was worth the financial cost, amount of time, and amount of effort it took to complete. (yes/no for each item)

DAS variable name

Satisfied with graduate schools attended:

Faculty/teaching	**B3GSAFT**
Courses offered	**B3GSACO**
Course availability	**B3GSACA**
Career preparation	**B3GSACP**
None	**B3GSANO**

Respondents who had any graduate education since 1997 were asked whether they were "very satisfied" with these aspects of their graduate education. (yes/no for each item) B3GSANO indicates respondents who did not report that they were very satisfied with any item listed.

Highest degree attained as of 2003 **B3HDG03**

The highest degree the respondent had attained as of 2003.

Bachelor's (includes postbaccalaureate certificates)
Master's (includes post-master's certificates)
Doctoral/first-professional

Field of advanced degree **B3HDGMAJ**

For respondents who completed a master's, doctoral, or first-professional degree, this variable indicates the respondent's major field of study for the highest degree program that the respondent completed. If the highest degree program information was collected in 2003, the major code was recoded to match the major codes collected in 1997. The major field for the most recent degree program was used if there were two or more programs that qualified for the highest degree.

Business and management
Education
Health
Arts and humanities
Social and behavioral sciences
Science/mathematics/engineering
Other

Educational expectations in 2003 **B3HIGHE2**

Indicates the educational expectations as of the final interview in 2003. Response to the question "What is the highest level of education you ever expect to complete?" Respondents who indicated an expected level of education lower than their current level of education were recoded to their current level of education as the highest they expect to complete.

Bachelor's degree (includes postbaccalaureate certificates)
Master's degree (includes post-master's certificates)
Doctoral/first-professional degree

Assist in hiring/firing decisions **B3HIRE**

Response to the question "In your current/most recent job, do/did you participate in hiring and/or firing decisions?" (yes/no) Refers to the current (2003) job or, for those not working in 2003 but who have worked at some point since 1997, the most recent job.

DAS variable name

Home ownership **B3HOMOWN**

Response to the question "Do you own or rent your primary residence?"

Own
Rent
Neither own nor rent

Wrote letter **B3LETTR**

Response to the question "In the last two years, have you done any of the following to express your opinion to a public official?" The activities listed were writing a letter, writing an e-mail, and making a telephone call. This variable refers to writing a letter. (yes/no)

Labor force participation **B3LFP03**

The type of labor force participation at the time of the interview in 2003. This variable was used both to indicate labor force participation (all categories listed) and, when only employed respondents are included, their employment status (full-time, one job; part-time, one job; and multiple jobs).

Employed, total
  Full-time, one job
  Part-time, one job
  Multiple jobs
Unemployed
Out of the labor force

Marital status **B3MAR**

Respondents were asked "Are you currently: single, never married; married; cohabiting/living with a partner; separated; divorced; or widowed?" This report presents both the distribution across all of these categories, as well as other estimates using the following groups:

Single, never married	Single, never married
Married or cohabiting	Married; Cohabiting/living with a partner
Separated/divorced/widowed	Separated; Divorced; Widowed

Number of dependents younger than age 18 **B3NUMCH**

Indicates the total number of dependent children younger than age 18 the respondent had in 2003. Used to identify both the distribution of respondents who had none, one, two, or three or more, as well as the percentage who had any dependents (value greater than 0).

Occupation **B3OCCAT**

Indicates the occupational category that best describes the respondent's job in 2003. Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job. Respondents who did not work at any time since 1997 are excluded from this item.

DAS variable name

Occupation—continued **B3OCCAT**

Business and management	Business/financial support services, Financial services professionals, Executive manager, Mid-level manager, Supervisory, office, and other administrators, Business–other, Managers–other
Education	K–12 teachers, Instructors other than K–12, Education–other
Health professions	Medical practice professional, Medical licensed professional, Medical services, Medical–other
Service industries	Personal services, Cooks, chefs, bakers, cake decorators, Sales/purchasing, Customer service, Health/recreation services
Research, other professional/technical	Scientist, statistician professionals, Research assistant/lab technicians, Technical/professional workers, Computer and computer equipment operators, Computer–other, Professional/technical/sciences–other, Protective services, Legal professionals, Human services, Communication specialists, Performers/artists
Engineering/architecture/computer science	Engineers, architects, software/systems engineers, Computer systems/related professional/technical, Computer programmers
Other	Secretary/receptionist, Legal support, Cashiers, tellers, sales clerks, Clerks–data entry, Clerical–other, Farmers, foresters, farm laborers, Laborers (other than farm), Mechanics, repairers, service technicians, Craftsmen, Skilled operatives, Transport operatives (other than pilot), Military, Craftsmen/laborers–other, Law–other, Operatives–other

Detailed degree program **B3PGTYP**

Applies to respondents who had completed an advanced degree since 1997. This variable identifies the program type for the highest such degree the respondent attained since 1997. The most recent program was used if there were two or more degrees that qualified for the highest graduate degree. Categories used were as follows:

M.B.A.	Master of Business Administration
Master's in education	Master of Education (M.Ed.)
Other master's	Master of Science (M.S.), Master of Arts (M.A.), Master of Public Administration (M.P.A.), Master of Library Science (M.L.S.), Master of Public Health (M.P.H.), Master of Fine Arts (M.F.A.), Master of Applied Arts (M.A.A.), Master of Divinity (M.Div.), Master of Social Work (M.S.W.), Other unspecified master's, Post-master's certificate
Law	L.L.B., J.D.
Medicine	Medicine, osteopathic medicine

DAS variable name

Detailed degree program—continued **B3PGTYP**

Other first-professional	Ministry, dentistry, chiropractic, pharmacy, optometry, podiatry, veterinary medicine, Other unspecified professional
Ph.D.	Doctor of Philosophy
Other doctoral	Education (Ed.D.), Doctor of Science (D.Sc./S.C.D.), Doctor of Psychology (Psy.D.), Doctor of Business or Public Administration, Doctor of Fine Arts, Doctor of Theology, other unspecified doctorate

Took paid leave
Average paid leave, in months **B3PLEAV**

The length of paid leave the respondent took from work (in months) to care for a child or children. This variable is used both to determine those who took any paid leave (a value greater than 0) and, for those who did, the average length of the leave they took.

Attended political meetings/rallies **B3POLIT**

Response to the question "In the last 2 years, did you attend any political meetings, rallies, dinners, or similar types of events?" (yes/no)

No political contacts made **B3POLTW**

Response to the question "In the last two years, have you done any of the following to express your opinion to a public official?" The activities listed were writing a letter, writing an e-mail, and making a telephone call. This variable identifies respondents who did not report having made any of these types of political contacts. (yes/no)

Child attends private school **B3PRIVT**

Respondents with dependents ages 5–17 were asked "Does your child/Do any of your children attend a private elementary or secondary school?" (yes/no)

Research assistantship **B3RESAST**

Indicates whether the respondent ever received a research assistantship to cover the costs of graduate school. (yes/no)

Region of current residence **B3REGION**

Indicates region of respondent's current residence as of 2003. The resulting regions are as follows:

Northeast	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

DAS variable name

Region of current residence—continued **B3REGION**

Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
South	Alabama, Arizona, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia
West	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming
Outlying areas	Armed Forces Africa, Armed Forces Pacific, Marshall Islands, Puerto Rico, Virgin Islands

Out of labor force for childrearing **B3RSNOB**

Respondents who reported having been out of the labor force for any time since 1997 were asked whether a number of items were reasons that they had been out of the labor force. This variable indicates whether the respondent reported that one reason for being out of the labor force was to raise a family. (yes/no)

Worked part time for childrearing **B3RSNPC**

Respondents who had worked part time at any time since 1997 were asked whether a number of items were reasons they had done so. This variable indicates whether the respondent reported that one reason for working less than full time was for family responsibilities. (yes/no)

Set salary rates for others **B3SETSAL**

Response to the question "In your current/most recent job, do/did you participate in setting salary rates for other employees?" (yes/no) Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job.

Same state as bachelor's institution **B3STBA**

Indicates whether the respondent lived, in 2003, in the same state where the baccalaureate institution is located (yes/no).

Same state as home state **B3STHM**

Indicates whether respondents lived, in 2003, in the same state as the state they identified as their "home" state during the time that they were working on their 1992–93 bachelor's degree. (yes/no) (In the case of traditional students, this is typically the state in which they attended high school or in which their parents lived.)

DAS variable name

Supervise work of others **B3SUPRVS**

Response to the question "In your current/most recent job, do/did you supervise the work of others?" (yes/no) Refers to the current (2003) job or, for those not working in 2003 but who have worked since 1997, the most recent job.

Teaching assistantship **B3TEAAST**

Indicates whether the respondent ever received a teaching assistantship to cover the costs of graduate school. (yes/no)

Made phone call to public official **B3TELPN**

Response to the question "In the last two years, have you done any of the following to express your opinion to a public official?" The activities listed were writing a letter, writing an e-mail, and making a telephone call. This variable refers to making a telephone call. (yes/no)

Tuition waiver **B3TUIRED**

Indicates whether the respondent ever received a tuition waiver or reduction to cover the costs of graduate school. (yes/no)

Undergraduate education was very important preparation for:

Work and career	**B3UGPRA**
Further education	**B3UGPRB**
Financial security	**B3UGPRC**
None	**B3UGPRD**

Response to the question "For which of the following aspects of your life now would you say your undergraduate education was very important preparation?" (yes/no for each item) B3UGPRD indicates respondents who reported that their undergraduate education was very important to none of these areas.

Aspects of undergraduate education that are very important now:

Major	**B3UGVLA**
Liberal arts courses	**B3UGVLB**
Professional courses	**B3UGVLC**
Quality of instruction	**B3UGVLD**
Internship/other work opportunities	**B3UGVLE**
None	**B3UGVLF**

Response to the question "Which of the following aspects of your undergraduate education would you consider to be very important to your life now?" (yes/no for each item) B3UGVLF indicates respondents who reported that none of these aspects of their undergraduate education were very important to their lives now.

DAS variable name

Undergraduate education worth cost, time, and/or effort:

Financial cost	**B3UGWRA**
Amount of time	**B3UGWRB**
Amount of effort	**B3UGWRC**
None	**B3UGWRN**

Respondents were asked to indicate whether their undergraduate education was worth the financial cost, amount of time, and amount of effort it took to complete the bachelor's degree (yes/no for each item). B3UGWRN indicates respondents who reported that their undergraduate education was worth none of the investments listed.

Average total months unemployed **B3UTIMT**

The total number of months the respondent reported being unemployed since 1997 for respondents who reported they had been unemployed at least once since 1997.

Average volunteering hours in past year **B3VLAMT**

The total number of hours volunteered in the past year as of the 2003 interview. This variable was calculated based on the frequency of volunteer work and the average number of hours per volunteer episode, as reported by the respondent.

Frequency of volunteer work **B3VLFRQ**

Response to the question "How frequently did you volunteer last year?" This question was asked of those who reported as of 2003 that they had done any community service in the last year.

One-time event
Less than once a month
Monthly
Weekly
Daily

Type of volunteer work:

Education-related	**B3VLTPA**
Other work with kids	**B3VLTPB**
Fundraising	**B3VLTPC**
Homeless/other poverty-related	**B3VLTPD**
Service to religious institution	**B3VLTPE**

Respondents who had done community service in the past year as of 2003 were asked "What type of community service or volunteer work did you do? Donations (blood, food, clothing, money, etc.) not included." (yes/no for each item)

Voted in 2002 election **B3VTNEL**

Respondents who were U.S. citizens or U.S. nationals were asked in 2003 "Did you vote in the November 2002 election?" (yes/no)

DAS variable name

Registered to vote in 2003 **B3VTREG**

Respondents who were U.S. citizens or U.S. nationals were asked in 2003 "Are you registered to vote in U.S. elections?" (yes/no)

Participated in work-related classes **B3WRKCLS**

Respondents were asked in 2003 "In the last twelve months, have you participated in any work-related training or other professional development classes?" (yes/no)

Baccalaureate degree major **BAMAJOR**

Major field of study for the bachelor's degree. "Other" includes such fields as agriculture, communications, consumer and personal services, home economics, interdisciplinary studies, industrial arts, and general or basic studies.

Business and management
Education
Engineering
Health
Public affairs/social services
Humanities
Social and behavioral sciences
Natural science and mathematics
Other

Age at bachelor's degree completion **CCAGEBA**

Indicates the respondent's age when he or she received the 1992–93 bachelor's degree. The following categories are used:

22 or younger
23–24
25–29
30 or older

Puerto Rico indicator **COMPTO87**

This variable identifies whether the institution at which the respondent was sampled was located in Puerto Rico or not. (yes/no)

Gender **GENDER**

Student's gender.

Male
Female

DAS variable name

Cumulative undergraduate GPA **GPACUM**

Student's grade-point average (GPA) on a 4.0 scale. The following categories are used:

Less than 2.75
2.75–3.74
3.75 or higher

Prior attainment **HIOTHDEG**

The highest degree the respondent had completed before completing the 1992–93 bachelor's degree. This variable was used to restrict the sample used in the main analysis to those who did not hold a bachelor's degree before the degree completed in 1992–93.

Held a bachelor's degree	Bachelor's degree
Did not hold a bachelor's degree	No prior attainment Certificate or license Associate's degree

Parents' highest education **PEDUC**

The highest level of education of either parent.

High school diploma or less
Some postsecondary education
Bachelor's degree
Advanced degree

Bachelor's degree-granting institution **SECTOR_B**

Describes the type of institution from which respondents had received the 1992–93 bachelor's degree. This variable takes into account both institutional level (the institution's highest offering, length of program, and type of certificate, degree, or award), and control (the institution's source of revenue and control of operations).

Public 4-year	Public non-doctorate-granting 4-year, Public doctorate-granting 4-year
Private not-for-profit 4-year	Private not-for-profit non-doctorate-granting 4-year, Private not-for-profit doctorate-granting 4-year
Other	Private for-profit, unknown (a small percentage of respondents were selected from institutions that were not the bachelor's degree-granting institution)

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Appendix B—Technical Notes and Methodology

The 1993–2003 Baccalaureate and Beyond Longitudinal Study

The estimates and statistics reported in the tables and figures of this report are based on data from the first, second, and third follow-ups of the 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03). This study tracks the experiences of a cohort of college graduates who received a baccalaureate degree during the 1992–93 academic year and were first interviewed as part of the 1992–93 National Postsecondary Student Aid Study (NPSAS:93), conducted by the U.S. Department of Education's National Center for Education Statistics. NPSAS:93 was based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:93, information was obtained from more than 1,000 postsecondary institutions on about 53,000 undergraduates and over 13,000 graduate students. For B&B:93/03, those members of the NPSAS:93 sample who completed a bachelor's degree between July 1, 1992 and June 30, 1993 were identified and contacted for a 1-year follow-up interview in 1994. The second follow-up of the B&B cohort occurred 4 years after graduation in 1997. The final follow-up 10 years after graduation, in 2003, is the focus of this report. The estimates in this report are based on the results of surveys with approximately 9,000 bachelor's degree recipients, representing about 1.2 million bachelor's degree completers from 1992–93. For more information on the final 2003 data collected in the B&B series, consult the *1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Methodology Report* (Wine et al. 2005).

The NPSAS:93 sample, while representative and statistically accurate, was not a simple random sample. Instead, the survey sample was selected using a more complex three-step procedure with stratified samples and differential probabilities of selection at each level. Postsecondary institutions were initially selected within geographic strata. Once institutions were organized by zip code and state, they were further stratified by control (i.e., public, private not-for-profit, or private for-profit) and degree offering (less-than-2-year, 2- to 3-year, 4-year non-doctorate-granting, and 4-year doctorate-granting). For more information about the NPSAS:93 survey, refer to the *Methodology Report for the National Postsecondary Student Aid Study, 1992–93* (Loft et al. 1995).

The 1994 B&B survey was the first follow-up interview of NPSAS:93 participants who received their bachelor's degrees between July 1992 and June 1993. Of 12,500 NPSAS:93 respondents who were identified as potentially eligible for the first follow-up survey, about 1,500 were determined to be ineligible. A total of about 10,000 eligible individuals completed the 1994 interview. Data collection for the second follow-up interview of the B&B cohort took place between April and December 1997. A total of over 11,000 individuals in the B&B cohort were determined eligible for follow-up in 1997. For the second follow-up, over 10,000 individuals completed the interview, yielding a response rate of 90 percent. For more information on procedures for the first and second follow-ups, consult the respective methodology reports (Green et al. 1996 for the first follow-up and Green et al. 1999 for the second follow-up).

In spring 2003, the third and final follow-up of the 1992–93 cohort of bachelor's degree recipients was conducted. For the first time, students were offered the opportunity to conduct their own B&B interview via the Internet. A single, web-based interview was designed and programmed for use as a self-administered interview, a telephone interview, and an in-person interview. All respondents to the 1997 interview were included for participation in B&B:93/03. A subsample of about one-third of nonrespondents from 1997 was also included, for a final sample of about 10,400. Almost 9,000 individuals responded, yielding a weighted overall response rate of 74 percent, reflecting an institution response rate (in 1992) of 88 percent and a student response rate (in 2003) of 83 percent. For more details about these and other methodological procedures, consult the B&B:93/03 methodology report (Wine et al. 2005).

The B&B:93/03 data provide a current profile of the 1992–93 cohort of college graduates, including degree recipients who have been enrolled sporadically over time as well as those who went to college right after completing high school. The data set contains comprehensive data on graduate enrollment, attendance, attainment, and student demographic characteristics. It provides a unique opportunity to understand variations in labor force participation, career stability, and financial worth over the past 10 years. There are data limitations, however. This follow-up was the conclusion of a 10-year study, and some attrition from the study is to be anticipated, although bachelor's degree recipients are likely to be relatively easier to locate than other populations and considerable efforts were undertaken both to minimize the extent of this problem and to adjust for its effects in the data (see Wine et al. 2005). Second, the previous waves of data collection for B&B:93/03 collected detailed information about complete education and employment histories for periods of 1 and 3 years, respectively; the final follow-up collected information for a period of 6 years, from the second follow-up in 1997 to the third in 2003. To ease respondent burden, summary information about employment histories was collected rather than complete, detailed information about each job held in the interim. For information on steps taken to ensure data

quality by evaluating instrument usability, effectiveness of the instrument in different modes, and data collection design, consult the B&B:93/03 methodology report (Wine et al. 2005).

Weighting

All estimates in this report are weighted to compensate for unequal probability of selection into the B&B sample and to adjust for nonresponse. Two weights were developed. Cross-sectional weights were constructed for analyzing respondents to B&B:93/03. In addition, a panel (longitudinal) weight was constructed for analyzing those students who responded to all four surveys: NPSAS:93 (computer-assisted telephone interview component) and the 1994, 1997, and 2003 B&B interviews. The weights for the B&B:93/03 respondents were constructed by applying a series of adjustments to the 1994 B&B base weight. Adjustments were made to account for subsampling of nonrespondents from 1997, for sample members not located, for refusals among those who were located, and for types of nonresponse other than refusals among those who were located and did not refuse. Construction of the panel weight to be used for analyzing those who responded to all four surveys consisted of an additional adjustment for nonresponse for the B&B:93/03 respondents who did not respond to all three of the previous surveys. The weight variable used in this report is WTC00. For more information on weighting, consult chapter 6, "Weighting and Variance Estimation," of the 2003 methodology report (Wine et al. 2005).

Quality of Estimates

Survey weights are computed with the goal of removing any bias that might result due to differential nonresponse and undercoverage. In order to measure the efficacy of bias-reducing adjustments, a series of analyses were conducted at the item and record levels. In the subsequent sections highlights of these analyses are summarized.

Unit Response Rates and Bias Analysis

For the approximately 10,400 sample students who were still eligible for B&B, the unweighted response rate was 86.3 percent, and the weighted response rate was 83.4 percent. For some items, the weighted response rate at the national level was also less than 85 percent. The effects of any potential bias due to nonresponse can influence overall data quality with greater proportions of missing information. Consequently, nonresponse bias analyses were conducted at the student and item levels when the corresponding weighted response rates were below 85 percent.

The bias in an estimated mean based on respondents, $\bar{y}_R$, is the difference between this estimate and the target parameter, μ, which is the mean that would result if a complete census of the target population was conducted and all units responded. This bias can be expressed as follows:

$$B(\bar{y}_R) = \bar{y}_R - \mu$$

However, for variables that are available from the frame and base year (NPSAS:93) respondents, μ can be estimated by $\hat{\mu}$ (the sample estimate of the population parameter) without sampling error, in which case the bias in $\bar{y}_R$ can then be estimated by:

$$\hat{B}(\bar{y}_R) = \bar{y}_R - \hat{\mu}$$

Moreover, an estimate of the population mean based on respondents and nonrespondents can be obtained by:

$$\hat{\mu} = (1 - \hat{\eta})\,\bar{y}_R + \hat{\eta}\,\bar{y}_{NR}$$

where $\hat{\eta}$ is the weighted unit nonresponse rate, based on weights prior to nonresponse adjustment. Consequently, the bias in $\bar{y}_R$ can then be estimated by:

$$\hat{B}(\bar{y}_R) = \hat{\eta}\,(\bar{y}_R - \bar{y}_{NR})$$

That is, the estimate of the nonresponse bias is the difference between the mean for respondents and nonrespondents multiplied by the weighted nonresponse rate, using the student base weight prior to nonresponse adjustment.

Student-Level Nonresponse Bias Analysis

A student respondent is defined as any sample member who is determined to be eligible for the study and has valid data for the selected set of analytical variables. As noted earlier, the unweighted student response rate was 86.3 percent, and the weighted response rate was 83.4 percent. A nonresponse bias analysis was conducted as a part of the nonresponse adjustment for the analysis weight. The nonresponse bias was estimated for the variables known for both respondents and nonrespondents within each institution type. These variables included the following:

- Age in the base year (NPSAS:93),
- Race/ethnicity,
- Gender,
- U.S. citizenship status,
- Attendance status in the base year,
- Institution control,

- Bureau of Economic Analysis Code (OBE) Region,
- Type of institution/enrollment category,
- B&B institution stratum,
- B&B student stratum,
- Whether applied for aid in the base year,
- Receipt of federal aid in the base year,
- Receipt of Pell Grant in the base year,
- Receipt of Stafford Loan in the base year,
- Receipt of state aid in the base year,
- Receipt of institution aid in the base year,
- Receipt of any aid in the base year,
- Prior respondent to either 1994 or 1997 interview,
- Income in the base year (parent income for dependent students and student income for independent students),
- Number of telephone numbers available during B&B:93/03 data collection,
- Number of times an answering machine was encountered during B&B:93/03, and
- Whether the student was located in a field cluster for B&B:93/03.

The steps for nonresponse bias analysis included estimating the nonresponse bias and testing (adjusting for multiple comparisons) to determine if the bias is significant at the 5 percent level. Second, nonresponse adjustment factors were computed using a subset of variables listed above. The nonresponse adjustments were designed to significantly reduce or eliminate nonresponse bias for variables included in the corresponding models. Third, after the weights were computed, any remaining bias was estimated for the variables listed above and statistical tests were performed to determine the significance of any remaining nonresponse bias.

The weighting adjustments reduced, and in some cases eliminated, bias for students. Prior to the nonresponse weighting adjustment, the response bias was statistically significantly different from zero for 21 percent of the variables; the mean of the absolute values of the biases was 0.40 and the median was 0.20. After the nonresponse weighting adjustment, none of the biases were significantly different from zero; the mean of the absolute values of the biases was 0.01 and median was 0.002.

Item-Level Bias Analysis

Item response rates (*RRI*) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained (I^x for item x) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit level respondents (I) minus the number of respondents with a valid skip item for item x (V^x).

$$RRI^x = \frac{I^x}{I - V^x}$$

As indicated above, nonresponse bias analysis was conducted for the variables with item response rates below 85 percent. This analysis was further restricted to items with at least 50 students who were either eligible to answer the item based on their response to the gate question, or who did not respond to the gate question for an item. This bias analysis compared the distributions of respondents and nonrespondents to the item for the variables age, race/ethnicity, gender, control of the base year institution, and OBE region of the base year institution. Overall, item nonresponse analysis was conducted for 117 items, but 106 of these had response rates below 85 percent because the respondent did not respond to the gate question. The nonresponse bias analysis indicated that some items do have statistically significant bias due to item nonresponse, but the magnitude of the bias is generally small. None of the 117 items were used in this publication. Response rates for items used in this report that had weighted item response rates below 90 percent are shown in table B1. For detailed information about the items analyzed for nonresponse bias, see the B&B:93/03 methodology report (Wine et al. 2005).

Table B1. Variables used in this report with weighted response rates below 90 percent

Variable name	Variable label	Item response rate
B3EDSVA	Respondents reported using a traditional savings account to save for their child's college education.	88.0
B3EDSVB	Respondents reported using a money market account to save for their child's college education.	88.0
B3EDSVC	Respondents reported using a certificate of deposit to save for their child's college education.	88.0
B3ESSVD	Respondents reported using a state-sponsored savings plan to save for their child's college education.	88.0
B3EDSVE	Respondents reported using a Roth IRA to save for their child's college education.	88.0
B3EDSVF	Respondents reported using a tuition prepayment plan to save for their child's college education.	88.0
B3EDSVX	Respondents reported using other savings methods to save for their child's college education.	88.0

NOTE: Weighted item response rates were calculated by dividing the total weighted number of valid responses by the total population for whom the question was applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Imputation

Selected variables from the 2003 interview had missing values imputed for nonresponse. The imputations were performed in three steps. In the first step, the interview variables were imputed using the procedures described in the next section. Then, using the interview variables, including the newly imputed variable values, derived variables (created by combining information from two or more interview variables) were constructed. In the final step, selected derived variables with remaining missing cases were imputed again, using the procedures described below. Table B2 lists the interview variables and table B3 lists the derived variables used in this report that were imputed, showing the percentage of cases imputed for each variable.

Table B2. B&B:93/03 interview variables used in this report that were imputed, with percentage of cases imputed

Variable label (variable name)	Percent imputed
Marital status (B3MAR)	1.24
Community service or volunteer past year (B3COMSRV)	0.99
Volunteer: education-related (B3VLTPA)	1.04
Volunteer: other work with kids (B3VLTPB)	1.04
Volunteer: fundraising (B3VLTPC)	1.04
Volunteer: help for homeless/community (B3VLTPD)	1.04
Volunteer: service to the church (B3VLTPE)	1.04
Volunteer: frequency (B3VLFRQ)	1.08
Registered to vote (B3VTREG)	1.68
Voted in the November 2002 National Election (B3VTNEL)	8.79
Political activities past 2 years (B3POLIT)	1.16
Make a telephone call (B3TELPN)	0.85
Undergraduate value: particular major(s) chosen (B3UGVLA)	0.02
Undergraduate value: professional courses taken (B3UGVLC)	0.02
Undergraduate value: quality of instruction (B3UGVLD)	0.02
Undergraduate value: internship and other work (B3UGVLE)	0.02
Undergraduate value: none of the above (B3UGVLF)	0.02
Undergraduate preparation: work and career (B3UGPRA)	0.02
Undergraduate preparation: further education (B3UGPRB)	0.02
Undergraduate preparation: financial security (B3UGPRC)	0.02
Undergraduate education worth cost (B3UGWRA)	0.37
Undergraduate education worth time (B3UGWRB)	0.21
Undergraduate education worth effort (B3UGWRC)	0.76

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table B3. B&B:93/03 derived variables used in this report that were imputed, with percentage of cases imputed

Variable label (variable name)	Percent imputed
Labor force in participation 2003 (B3LFP03)	0.75
Occupational category (collapsed) (B3OCCAT)	0.23
Total number of dependent children in 2003 (B3NUMCH)	2.99
Wrote letter or e-mail to public official 2003 (B3WROTE)	0.85
Highest degree attained (B3HDG03)	1.95
Had ever enrolled in a degree program after BA in 1993 (B3ENRPG)	6.53
Currently enrolling in a degree program (B3CURENR)	0.46
Current salary 2003, all respondents (B3CRSAL)	3.02

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Sequential hot deck imputation, a common procedure for managing item nonresponse, uses respondent data as donors to provide surrogate values for records with missing data. In sequential hot deck imputation, imputation classes are defined, generally consisting of a cross-classification of covariates, and then missing values are replaced sequentially from a single pass through the data within the imputation classes. A related procedure, weighted sequential hot deck imputation, takes into account the unequal probabilities of selection into the original sample by using the sampling weights to specify the expected number of times a particular respondent's answer will be used to replace a missing item. The expected selection frequencies are specified such that, over repeated applications of the algorithm, the expected value of the weighted distribution of the imputed values will equal in expectation, within imputation class, the weighted distribution of the reported answers.

Weighted sequential hot deck imputation was selected for B&B:93/03 in part because it has the advantage of controlling the number of times a respondent record can be used for imputation and gives each respondent record the chance to be selected for use as a hot deck donor. To implement the procedure, imputation classes and sorting variables relevant to each item being imputed were defined. If more than one sorting variable was used, a serpentine sort was performed in which the direction of the sort (ascending or descending) changed each time the value of the previous sorting variable changed. The serpentine sort minimized the change in student characteristics every time one of the sorting variables changed its value.

Imputation classes for the B&B:93/03 interview variables, and some of the derived variables, were developed using a Chi-Square Automatic Interaction Detector (CHAID) analysis where only respondent data were modeled (Kass 1980). The CHAID segmentation process first divided the data into groups based on categories of the most significant predictor of the item being imputed, and then split each of the groups into smaller subgroups based on the other

predictor variables. The CHAID process also merged categories for variables found not to be significantly different. This splitting and merging process continued until no additional statistically significant predictors were found. Imputation classes for B&B:93/03 were then defined from the final CHAID segments.

Imputation of Interview Variables

The B&B:93/03 computer-assisted telephone interviewing (CATI) variables were separated into two groups depending on the respondent base (or variable conditions). The first, unconditional group consisted of variables that applied to all respondents. The second, conditional group consisted of variables that applied to only a subset of respondents. Within the unconditional group, variables were sorted by percentage missing and then imputed in order, from lowest percentage missing to highest. Within the conditional group, the variables were first sorted by conditionality and percentage missing, then imputed in the appropriate sequence. Since all CATI variables had less than 10 percent missing, a constant set of predictor variables was used in a CHAID analysis to determine imputation classes for each imputation variable. The analysis used the following set of predictor variables: age, gender, race/ethnicity, U.S. citizenship, dependency status, prior respondent, receipt of federal aid, and institutional region, institutional type, and institutional level. Some of these predictor variables were missing for a small percentage of cases and were imputed first with a weighted sequential hot deck imputation.

Imputation of Derived Variables

Selected derived variables for B&B:93/03 were imputed sequentially in four batches, using a specific order determined by the variable conditions resulting from the longitudinal nature of this study. Imputing sequentially allowed these derived variables (or further derived variables resulting from them) to be used as class variables for imputing variables in subsequent batches. The process helped to ensure consistency across derived variables.

Most of the derived variables had several constraints defined by different combinations of data collected in prior rounds of the study. Therefore, a procedure for finding appropriate donor cases was developed before the imputation was performed. The procedure involved defining mutually exclusive groups or classes of respondents that met the constraints. The groups were used as the imputation classes for the weighted sequential hot deck imputation procedure. For the derived variables that did not have any constraints, a CHAID analysis was performed. The predictor variables included any prior imputed variables, including interview variables.

Evaluation of Imputations

Comparing distributions within imputation classes before and after imputation is a key measure for determining whether or not the weighted sequential hot deck imputation procedure produced acceptable results. The distribution of a variable before missing cases are imputed is compared to the distribution of the variable after missing cases are imputed. The more similar the distributions, the more successful the imputation process. For evaluation of the B&B:93/03 imputation results, distributions were considered to be similar when absolute differences were less than 5 percent. For categorical variables, absolute differences were calculated by subtracting the before-imputation weighted percentage from the after-imputation weighted percentage for each category and summing the absolute values of the differences. For continuous variables, absolute differences were calculated by comparing the before and after imputation means. If absolute differences greater than 5 percent were found, then the unweighted distributions were examined to see if the large differences were due to small sample sizes. No absolute differences greater than 5 percent were found for any comparison.

Data Analysis System

The estimates presented in this report were produced using the B&B:93/03 Data Analysis System Online (DAS) which includes data from the NPSAS:93 base year and the 1994, 1997, and 2003 B&B interviews. The web-based DAS application makes it possible for users to specify and generate their own tables. With the DAS, users can replicate or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates proper standard errors[1] and weighted sample sizes for these estimates. For example, table B4 contains standard errors that correspond to estimates in table 1 of the report. Table B5 provides distributions of demographic and educational variables frequently used in this report. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), the DAS prints the message "low-n" instead of the estimate. All standard errors for estimates presented in this report can be viewed at http://nces.ed.gov/das/library/reports.asp. In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the stratified sampling method used in the survey.

[1] The B&B sample is not a simple random sample, and therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples.

The DAS can be accessed electronically at http://nces.ed.gov/das/. For more information about the B&B:93/03 Data Analysis System, contact:

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Table B4. Standard errors for table 1: Percentage of 1992–93 bachelor's degree recipients who enrolled in an advanced degree program, by demographic and educational characteristics: 2003

	All graduates			
Selected characteristics	Total ever enrolled	Completed	Currently enrolled	Left without completing
U.S. total (excluding Puerto Rico)	0.81	0.67	0.39	0.44
Total (50 states, D.C., and Puerto Rico)	0.79	0.65	0.39	0.44
Gender				
Male	0.97	0.93	0.51	0.56
Female	1.20	1.02	0.53	0.60
Parents' highest education				
High school diploma or less	1.44	1.05	0.63	0.69
Some postsecondary education	1.73	1.53	0.98	1.10
Bachelor's degree	1.40	1.31	0.88	0.81
Advanced degree	1.33	1.52	0.60	0.80
Baccalaureate degree major				
Business and management	1.57	1.49	0.51	0.92
Education	1.66	1.76	0.73	1.18
Engineering	2.59	2.65	1.36	1.23
Health	2.61	1.99	1.86	1.37
Public affairs/social services	4.45	3.07	2.01	1.98
Humanities	2.44	1.93	0.91	1.33
Social and behavioral sciences	2.34	1.60	1.35	1.17
Natural sciences and mathematics	2.39	2.08	0.98	1.52
Other	1.61	1.35	0.73	1.06
Cumulative undergraduate GPA				
Less than 2.75	0.90	0.85	0.46	0.52
2.75–3.74	1.28	1.03	0.78	0.69
3.75 or higher	2.36	2.27	0.98	1.36
Educational expectations at bachelor's completion				
Bachelor's degree	1.29	1.09	0.87	0.57
Master's degree	0.92	0.90	0.56	0.51
Doctoral/first-professional degree	1.72	1.38	0.73	0.93

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table B5. Percentage distribution of 1992–93 bachelor's degree recipients by selected demographic and educational characteristics: 2003

Characteristic	Total
Total	100.0
Gender	
Male	45.3
Female	54.7
Race/ethnicity[1]	
White, non-Hispanic	83.5
Black, non-Hispanic	6.1
Hispanic	5.1
Asian/Pacific Islander	4.9
Parents' highest education	
High school diploma or less	31.2
Some postsecondary education	18.8
Bachelor's degree	24.4
Advanced degree	25.7
Age at bachelor's degree completion	
22 or younger	47.9
23–24	25.4
25–29	11.7
30 or older	15.0
Baccalaureate degree major	
Business and management	22.4
Education	12.8
Engineering	6.5
Health	6.6
Public affairs/social services	3.3
Humanities	10.6
Social and behavioral sciences	13.3
Natural sciences and mathematics	10.2
Other	14.3
Bachelor's degree-granting institution	
Public 4-year	65.3
Private not-for-profit 4-year	31.6
Other	3.2

[1]Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves with another race not shown.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Statistical Procedures

Two types of statistical procedures were used in this report: testing differences between means (or proportions) and testing linear trends. Each procedure is described below.

Differences Between Means

The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error,[2] or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \tag{1}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \tag{2}$$

where *r* is the correlation between the two estimates.[3] This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$t = \frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\ se_{sub}^2}} \tag{3}$$

where *p* is the proportion of the total group contained in the subgroup.[4] The estimates, standard errors, and correlations can all be obtained from the DAS.

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[2] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

[3] U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician, no. 2*, 1993.

[4] Ibid.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or percentages but also to the number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large *t* statistic.

A second hazard in reporting statistical tests is the possibility that one can report a "false positive" or Type I error. In the case of a *t* statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there is no difference in the underlying population. Statistical tests are designed to control this type of error, denoted by alpha. The alpha level of .05 selected for findings in this report indicates that a difference of a certain magnitude or larger would be produced no more than one time out of twenty when there was no actual difference in the quantities in the underlying population. When we test hypotheses that show *t* values at the .05 level or smaller, we treat this finding as rejecting the null hypothesis that there is no difference between the two quantities. Failing to detect a difference, however, does not necessarily imply the values are the same or equivalent.

Linear Trends

While many descriptive comparisons in this report were tested using Student's *t* statistic, some comparisons across categories of an ordered variable involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to one of these variables, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the standard errors, the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding *F* statistics, which were then compared with published values of *F* for a significance level of .05.[5] Significant values of both the overall *F* and the *F* associated with the linear contrast term were required as evidence of a linear relationship between the two variables. Means and standard errors were calculated by the DAS. Unweighted sample sizes were provided by NCES through a restricted use data license agreement.

[5] More information about ANOVA and significance testing using the *F* statistic can be found in any standard textbook on statistical methods in the social and behavioral sciences.