

# Baccalaureate and Beyond (B&B:16/17): A First Look at the Employment and Educational Experiences of College Graduates, 1 Year Later

First Look



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**JUNE 2019**

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# Contents

	PAGE
Acknowledgments .....	iii
List of Tables .....	vii
Introduction .....	1
Selected Findings .....	3
Tables .....	5
References .....	21
Appendix A—Glossary .....	A-1
Appendix B—B&B:16/17 Technical Notes and Methodology .....	B-1
Appendix C—Standard Error Tables .....	C-1

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# List of Tables

TABLE	PAGE
1. DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017 .....	6
2. TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor’s degree completion among 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017 .....	8
3. UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor’s degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor’s degree, by federal loan status and demographic and enrollment characteristics: 2017.....	10
4. POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017 .....	12
5. POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ employment and enrollment status 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017 ...	14
6. POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017.....	16
7. PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017.....	18

TABLE	PAGE
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## Appendix B

B-1.	Numbers of sampled, eligible, and participating institutions and participation rates, by control and level of institution: 2015–16.....	B-3
B-2.	Numbers of sampled and eligible students and unweighted and weighted percentage of eligible students who were study members in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), by control and level of institution: 2016 .....	B-4
B-3.	Numbers of sampled and eligible students and response rates for the 2016–17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17), by control of institution: 2016–17 .....	B-5
B-4.	Weighted item response rates for all students, by institutional control: 2016–17 .....	B-8

## Appendix C

C-1.	Standard errors for table 1: DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017 .....	C-2
C-2.	Standard errors for table 2: TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor’s degree completion among 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017.....	C-4
C-3.	Standard errors for table 3: UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor’s degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor’s degree, by federal loan status and demographic and enrollment characteristics: 2017.....	C-6
C-4.	Standard errors for table 4: POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017 .....	C-8

TABLE	PAGE
C-5. Standard errors for table 5: POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ employment and enrollment status 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017.....	C-10
C-6. Standard errors for table 6: POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017 .....	C-12
C-7. Standard errors for table 7: PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017.....	C-14

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# Introduction

This report presents initial findings about the employment and educational experiences of bachelor's degree recipients 1 year after they completed their degrees. These findings are based on data from the first follow-up of the 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17), a nationally representative longitudinal study of students who completed the requirements for a bachelor's degree during the 2015–16 academic year. The study addresses questions related to bachelor's degree recipients' education and employment experiences. The first follow-up, which was conducted in 2017, one year after their graduation, explored both undergraduate education experiences and early postbaccalaureate employment and enrollment.

The Baccalaureate and Beyond (B&B) series of data collections allows researchers to address questions regarding bachelor's degree recipients' undergraduate experiences, including their participation in various financial aid programs, undergraduate debt, and repayment of that debt; entrance into and progress through postbaccalaureate education; and employment, particularly for graduates who became elementary or secondary teachers. B&B includes items specifically for teachers to help researchers better understand the teacher pipeline and experiences and outcomes of teachers. B&B:16/17 is unique from previous B&B studies in that prekindergarten teachers were also asked about their teaching experiences, and all respondents were asked to provide a complete employment history beginning with the date they completed their bachelor's degree requirements. This First Look focuses on a subset of topics that can be examined with the B&B:16/17 data: undergraduate time to degree and student loan borrowing, postbaccalaureate enrollment, employment outcomes, and steps toward a teaching career.

The purpose of this report is to illustrate the range of information available in B&B:16/17. The selected findings present examples of the estimates that can be obtained from the data and are not intended to emphasize any particular issue. Readers are cautioned not to make causal inferences about the data presented here. Many of the variables presented are related to one another, and complex interactions and relationships have not been explored.<sup>1</sup>

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<sup>1</sup> The Selected Findings are meant to report values, not make any comparisons across groups. Therefore, any perceived or implied comparisons between numbers in the Selected Findings have not been tested for statistical significance.

Among the approximately 122,030 students who were sampled for the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), about 26,500 students were eventually determined to be eligible for B&B:16/17. Eligible students were those who had enrolled at an institution that was eligible to participate in Title IV federal student aid programs and was located in one of the 50 states, the District of Columbia, or Puerto Rico; had completed requirements for a bachelor’s degree between July 1, 2015, and June 30, 2016; and were awarded a bachelor’s degree by the institution from which they were sampled no later than June 30, 2017. These students represent approximately 2.0 million students who completed the requirements for a bachelor’s degree between July 1, 2015, and June 30, 2016.

The first section of this report presents findings from the detailed tables that follow. Table 1 provides information on the demographic and undergraduate enrollment characteristics of all 2015–16 bachelor’s degree recipients and of the subset of first-time bachelor’s degree recipients. The remaining tables focus exclusively on first-time bachelor’s degree recipients. Tables 2 and 3 examine the undergraduate experiences of first-time 2015–16 bachelor’s degree recipients, focusing on time to degree and student loan borrowing, respectively. Table 4 describes graduates’ highest postbaccalaureate degree enrollment, and table 5 presents graduates’ employment and enrollment status. Table 6 examines the characteristics of graduates’ jobs 12 months after degree completion, and table 7 describes graduates’ preparation, if any, to become teachers.

Appendix A provides a glossary of variables used in this publication. Appendix B provides details about the methods and procedures used for B&B:16/17. It contains information on data sources, sample design, imputation, and weighting. Appendix C provides standard errors for all estimates.

# Selected Findings

## ***Demographic and undergraduate enrollment characteristics (table 1)***

- Among all 2015–16 bachelor’s degree recipients, 6 percent had received a previous bachelor’s degree. Among all 2015–16 first-time bachelor’s degree recipients, 42 percent had parents who had not earned a bachelor’s degree, 19 percent were married or had dependents, and 27 percent began their degree at a 2-year-or-less institution.

## ***Time to degree (table 2)***

- Forty-four percent of 2015–16 first-time bachelor’s degree recipients completed their degree 48 months or less after first enrolling in postsecondary education. One-half of those age 23 years or younger graduated in 45 months or less, compared with 162 months or less for those age 30 years or older.

## ***Undergraduate borrowing (table 3)***

- Among 2015–16 first-time bachelor’s degree recipients who completed their degrees at a private for-profit institution, 85 percent borrowed to pay for their undergraduate education, borrowing \$43,600 on average. The 69 percent of graduates from private nonprofit institutions and the 65 percent of graduates from public institutions who borrowed to pay for their undergraduate education borrowed, on average, \$32,500 and \$27,900, respectively.

## ***Postbaccalaureate enrollment (table 4)***

- Among 2015–16 first-time bachelor’s degree recipients, 77 percent had not enrolled in any additional education within 12 months of completing their bachelor’s degree; 12 percent had enrolled in a master’s program; 6 percent had enrolled in an undergraduate certificate, associate’s degree, or additional bachelor’s degree program; 4 percent had enrolled in a doctoral degree program; and 1 percent had enrolled in a post-bachelor’s or post-master’s certificate program.

## ***Postbaccalaureate employment and enrollment (table 5)***

- Among 2015–16 first-time bachelor’s degree recipients, 12 months after graduating, 67 percent were employed only, 12 percent were both employed and enrolled in additional education, 9 percent were out of the labor force, 6 percent were enrolled only, and 6 percent were unemployed.

## ***Postbaccalaureate income and benefits (table 6)***

- Twelve months after they graduated, male 2015–16 first-time bachelor’s degree recipients employed full time had a median annual income of \$41,600. For females, the median annual income was \$37,400.
- Of all 2015–16 first-time bachelor’s degree recipients employed full time 12 months after graduating, 47 percent had a salaried job and 75 percent had a job that offered benefits.

## ***PreK through 12th-grade teaching (table 7)***

- Fifty-nine percent of 2015–16 first-time bachelor’s degree recipients had not prepared for or considered teaching, while another 21 percent had not prepared but had considered teaching.<sup>2</sup> Seventeen percent of 2015–16 first-time bachelor’s degree recipients had taught as of 2017, while another 4 percent had prepared to teach but had not taught as of 2017.

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<sup>2</sup> Preparation for a career in teaching at the preK through 12th-grade level may include, but is not limited to, one or more of the following: taking courses to complete an education degree or certification program, taking a national or state-level certification exam, and completing a student teaching or teacher practicum assignment.

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# Tables

**Table 1. DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	All bachelor’s degree recipients in 2015–16	First-time bachelor’s degree recipients in 2015–16
<b>Total</b>	<b>100.0</b>	<b>100.0</b>
Sex		
Female	57.4	57.1
Male	42.6	42.9
Race/ethnicity <sup>1</sup>		
White	64.7	64.9
Black	10.1	10.0
Hispanic	12.8	12.8
Asian	8.3	8.2
Other or Two or more races	4.1	4.1
Age completed requirements for 2015–16 bachelor’s degree		
23 or younger	63.4	65.2
24–29	21.0	20.3
30 or older	15.5	14.5
Highest education attained by either parent		
High school diploma or less <sup>2</sup>	16.7	16.7
Some postsecondary education/subbaccalaureate credential <sup>3</sup>	25.3	25.2
Bachelor’s degree	28.8	28.8
Graduate or professional degree	29.2	29.3
Dependency status in 2015–16 academic year <sup>4</sup>		
Dependent	57.3	58.8
Independent	42.7	41.2
Ever received a Pell Grant		
Yes	50.8	50.7
No	49.2	49.3
Veteran status in 2015–16 academic year		
Veteran	4.0	3.9
Not a veteran	96.0	96.1
Family status in 2016 <sup>5</sup>		
Unmarried with no dependents	80.3	81.0
Unmarried with dependents	7.2	6.9
Married with no dependents	5.0	4.9
Married with dependents	7.5	7.2
Control and level of first institution attended		
2-year or less	27.6	27.4
Public 2-year	26.5	26.4
Other 2-year or less <sup>6</sup>	1.1	1.1
4-year	72.4	72.6
Public	45.1	44.9
Private nonprofit	23.8	24.2
Private for-profit	3.5	3.5

See notes at end of table.

**Table 1. DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	All bachelor’s degree recipients in 2015–16	First-time bachelor’s degree recipients in 2015–16
Control of institution where 2015–16 bachelor’s degree was completed		
Public	63.7	63.6
Private nonprofit	30.3	30.4
Private for-profit	6.0	6.0
Major for 2015–16 bachelor’s degree <sup>7</sup>		
STEM major <sup>8</sup>	21.8	22.2
Computer and information sciences	3.4	3.4
Engineering and engineering technology	6.2	6.3
Biological and physical sciences, science technology, mathematics, and agricultural sciences	12.1	12.4
General studies and other <sup>9</sup>	2.4	2.4
Social sciences	14.8	15.0
Humanities	9.9	10.2
Health care fields	11.5	10.3
Business	19.9	20.0
Education	4.6	4.6
Other applied <sup>10</sup>	15.0	15.1
Number of institutions attended before completing 2015–16 bachelor’s degree		
One	51.3	52.3
Two	30.0	29.8
Three or more	18.7	17.8
Earned a bachelor’s degree before the 2015–16 bachelor’s degree		
Yes	6.0	‡
No	94.0	100.0

‡ Reporting standards not met either because of sample cell size or because the standard error is greater than 50 percent of the estimate.

<sup>1</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>2</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent’s highest level of education.

<sup>3</sup> “Some postsecondary education” means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate’s degree, but neither parent earned a bachelor’s or advanced degree.

<sup>4</sup> Students classified as independent include those age 24 or over and those under 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other students under age 24 are considered dependent.

<sup>5</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

<sup>6</sup> Other 2-year or less includes private nonprofit 2-year, private for-profit 2-year, and all less-than-2-year institutions.

<sup>7</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>8</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>9</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>10</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor’s degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 2. TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor's degree completion among 2015–16 first-time bachelor's degree recipients, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Median (months)	Number of months from first enrollment to bachelor's degree completion				
		48 or less	49–60	61–72	73–120	More than 120
<b>Total</b>	<b>52</b>	<b>44.1</b>	<b>20.0</b>	<b>9.9</b>	<b>13.6</b>	<b>12.3</b>
<b>Sex</b>						
Female	52	46.2	18.9	8.9	13.1	12.9
Male	55	41.3	21.5	11.3	14.3	11.5
<b>Race/ethnicity<sup>1</sup></b>						
White	52	48.3	20.1	8.4	12.1	11.1
Black	64	29.8	16.6	13.7	18.4	21.5
Hispanic	58	30.5	22.8	13.1	19.5	14.1
Asian	48	50.5	20.4	11.7	11.0	6.4
Other or Two or more races	57	41.5	18.2	12.1	13.1	15.1
<b>Age completed requirements for 2015–16 bachelor's degree</b>						
23 or younger	45	65.0	27.6	6.3	1.0	0.1 !
24–29	81	4.6	6.9	24.2	55.2	9.1
30 or older	162	5.4	4.3	6.3	12.0	72.0
<b>Highest education attained by either parent</b>						
High school diploma or less <sup>2</sup>	64	27.7	19.7	12.1	18.9	21.7
Some postsecondary education/ subbaccalaureate credential <sup>3</sup>	57	33.9	19.5	11.7	17.2	17.7
Bachelor's degree	51	49.1	22.0	9.4	11.9	7.6
Graduate or professional degree	45	57.3	18.8	7.7	9.3	6.9
<b>Dependency status in 2015–16 academic year<sup>4</sup></b>						
Dependent	45	65.4	26.7	7.4	†	†
Independent	84	13.6	10.5	13.6	32.4	29.9
<b>Ever received a Pell Grant</b>						
Yes	64	29.1	19.0	12.8	20.8	18.3
No	45	59.5	21.1	7.0	6.2	6.2
<b>Veteran status in 2015–16 academic year</b>						
Veteran	107	14.0	10.7	8.0	22.0	45.3
Not a veteran	52	45.3	20.4	10.0	13.3	11.0
<b>Family status in 2016<sup>5</sup></b>						
Unmarried with no dependents	48	51.8	22.4	9.9	11.5	4.5
Unmarried with dependents	97	13.2	12.2	9.9	23.7	41.1
Married with no dependents	80	15.7	14.6	13.9	26.2	29.6
Married with dependents	147	7.1	4.9	8.2	19.2	60.6
<b>Control and level of first institution attended</b>						
2-year or less	69	24.6	17.6	14.8	22.9	20.1
Public 2-year	68	25.2	18.0	14.8	22.7	19.3
Other 2-year or less <sup>6</sup>	96	9.4	7.3	14.5	29.5	39.3
4-year	48	51.5	21.0	8.1	10.1	9.4
Public	52	46.4	24.2	9.5	10.8	9.2
Private nonprofit	45	65.1	15.7	5.3	7.6	6.4
Private for-profit	76	22.4	15.2	10.3	19.3	32.7

See notes at end of table.

**Table 2. TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor's degree completion among 2015–16 first-time bachelor's degree recipients, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Median (months)	Number of months from first enrollment to bachelor's degree completion				
		48 or less	49–60	61–72	73–120	More than 120
Control of institution where 2015–16 bachelor's degree was completed						
Public	56	39.3	24.2	11.7	14.8	10.1
Private nonprofit	45	59.9	13.3	6.5	9.4	10.9
Private for-profit	104	14.6	10.6	8.9	22.7	43.2
Major for 2015–16 bachelor's degree <sup>7</sup>						
STEM major <sup>8</sup>	47	51.6	21.5	8.9	10.2	7.8
Computer and information sciences	56	40.2	18.0	7.8	13.0	21.0
Engineering and engineering technology	52	43.4	27.6	11.2	11.9	6.0
Biological and physical sciences, science technology, mathematics, and agricultural sciences	45	59.0	19.3	8.0	8.6	5.1
General studies and other <sup>9</sup>	70	18.9	18.4	19.2	17.8	25.6
Social sciences	48	51.2	18.9	7.9	12.8	9.3
Humanities	46	52.5	18.6	9.4	13.6	6.0
Health care fields	64	30.6	17.6	10.1	17.2	24.5
Business	57	38.7	19.6	10.2	15.0	16.4
Education	56	37.9	22.5	11.2	15.6	12.8
Other applied <sup>10</sup>	52	42.7	21.8	11.6	13.9	10.0
Number of institutions attended before completing 2015–16 bachelor's degree						
One	45	59.8	21.6	7.0	7.1	4.5
Two	57	34.1	21.0	14.4	18.6	11.9
Three or more	92	14.7	13.8	11.2	24.6	35.8

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because of sample cell size or because the standard error is greater than 50 percent of the estimate.

<sup>1</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>2</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent's highest level of education.

<sup>3</sup> "Some postsecondary education" means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

<sup>4</sup> Students classified as independent include those age 24 or over and those under 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other students under age 24 are considered dependent.

<sup>5</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

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<sup>9</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>10</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor's degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. This table excludes the 6.0 percent of 2015–16 bachelor's degree recipients who had earned another bachelor's degree prior to 2015–16. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 3. UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor’s degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor’s degree, by federal loan status and demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Total loans		Federal loans		Nonfederal loans <sup>1</sup>	
	Percent who borrowed	Amount borrowed <sup>2</sup>	Percent who borrowed	Amount borrowed <sup>3</sup>	Percent who borrowed	Amount borrowed <sup>4</sup>
<b>Total</b>	<b>67.4</b>	<b>\$30,500</b>	<b>65.7</b>	<b>\$27,200</b>	<b>13.3</b>	<b>\$20,000</b>
Sex						
Female	70.3	31,000	68.6	27,900	13.5	19,500
Male	63.7	29,800	61.9	26,400	13.0	20,600
Race/ethnicity <sup>5</sup>						
White	66.8	30,500	65.2	26,400	14.8	21,100
Black	85.9	36,900	85.1	34,900	10.6	18,500
Hispanic	69.7	26,900	67.4	25,400	11.6	14,100
Asian	45.4	24,600	42.0	22,300	8.7	20,800
Other or Two or more races	70.4	30,300	69.2	28,300	10.8	16,500
Age completed requirements for 2015–16 bachelor’s degree						
23 or younger	62.4	27,400	60.5	23,100	14.5	21,700
24–29	73.4	33,100	71.7	30,900	12.5	17,200
30 or older	82.0	37,700	81.0	36,800	9.0	12,600
Highest education attained by either parent						
High school diploma or less <sup>6</sup>	71.5	33,000	70.3	30,900	10.6	17,700
Some postsecondary education/ subbaccalaureate credential <sup>7</sup>	79.0	32,000	77.3	29,000	14.6	19,200
Bachelor’s degree	65.9	28,900	64.1	25,100	14.8	19,600
Graduate or professional degree	56.7	28,800	54.8	24,900	12.1	22,200
Dependency status in 2015–16 academic year <sup>8</sup>						
Dependent	64.5	27,600	62.8	23,000	15.1	22,300
Independent	71.6	34,200	70.0	32,600	10.7	15,300
Ever received a Pell Grant						
Yes	83.9	32,300	83.3	30,100	12.4	16,200
No	50.5	27,400	47.7	22,100	14.2	23,300
Veteran status in 2015–16 academic year						
Veteran	64.0	28,200	63.5	27,000	7.0	13,000
Not a veteran	67.6	30,600	65.8	27,300	13.5	20,100
Family status in 2016 <sup>9</sup>						
Unmarried with no dependents	65.9	29,200	64.1	25,400	14.2	20,900
Unmarried with dependents	79.4	37,300	77.3	36,600	8.6	15,300
Married with no dependents	63.1	32,700	62.2	30,600	10.1	16,000
Married with dependents	76.8	35,300	75.8	34,200	9.9	11,800
Control and level of first institution attended						
2-year or less	71.7	30,900	70.1	28,500	12.6	17,600
Public 2-year	71.1	30,600	69.5	28,100	12.7	17,600
Other 2-year or less <sup>10</sup>	85.6	38,300	84.6	36,800	10.5	16,000 !
4-year	65.8	30,300	64.1	26,700	13.6	20,800
Public	64.1	28,600	62.3	25,800	12.0	18,700
Private nonprofit	66.4	31,200	64.7	26,000	16.4	23,900
Private for-profit	84.1	42,700	83.4	40,200	12.8	18,700
Control of institution where 2015–16 bachelor’s degree was completed						
Public	65.3	27,900	63.5	25,500	11.7	17,200
Private nonprofit	68.6	32,500	66.9	27,300	16.7	24,300
Private for-profit	84.7	43,600	84.0	41,100	13.0	18,200

See notes at end of table.

**Table 3. UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor's degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor's degree, by federal loan status and demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Total loans		Federal loans		Nonfederal loans <sup>1</sup>	
	Percent who borrowed	Amount borrowed <sup>2</sup>	Percent who borrowed	Amount borrowed <sup>3</sup>	Percent who borrowed	Amount borrowed <sup>4</sup>
Major for 2015–16 bachelor's degree <sup>11</sup>						
STEM major <sup>12</sup>	61.0	\$29,200	58.6	\$25,000	13.4	\$23,200
Computer and information sciences	67.4	33,200	65.6	30,000	15.6	16,900
Engineering and engineering technology	57.4	29,700	54.7	24,900	13.7	25,000
Biological and physical sciences, science technology, mathematics, and agricultural sciences	61.1	27,700	58.7	23,500	12.7	24,200
General studies and other <sup>13</sup>	78.4	30,300	77.3	29,200	10.3	‡
Social sciences	67.6	30,000	65.8	26,800	13.6	19,500
Humanities	64.7	28,800	63.1	26,200	11.7	17,500
Health care fields	76.5	32,700	75.4	29,200	15.5	19,600
Business	67.3	30,100	65.5	27,200	13.2	18,500
Education	72.9	31,300	71.3	29,100	12.5	16,800
Other applied <sup>14</sup>	69.2	32,400	68.0	28,800	13.2	21,400
Number of institutions attended before completing 2015–16 bachelor's degree						
One	63.3	29,900	61.4	26,100	13.2	21,800
Two	70.1	30,000	68.5	26,800	14.2	18,600
Three or more	75.3	32,900	73.8	30,800	12.1	16,800
Number of months from first enrollment to bachelor's degree completion						
48 or less	59.5	27,500	57.5	22,800	14.2	22,800
49–60	68.4	28,100	66.7	24,400	14.8	19,600
61–72	72.2	31,400	70.8	29,100	11.4	17,500
73–120	74.5	34,400	72.8	32,400	12.3	16,700
More than 120	82.7	37,000	82.0	35,700	10.1	13,100

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because of sample cell size or because the standard error is greater than 50 percent of the estimate.

<sup>1</sup> Nonfederal or private loans include loans borrowed from sources such as banks, states, or institutions.

<sup>2</sup> Amount borrowed is calculated among those who borrowed either federal or nonfederal loans and includes both their federal and nonfederal loan amounts.

<sup>3</sup> Amount borrowed is calculated among those who borrowed federal loans and includes only their federal loan amounts.

<sup>4</sup> Amount borrowed is calculated among those who borrowed nonfederal loans and includes only their nonfederal loan amounts.

<sup>5</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>6</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent's highest level of education.

<sup>7</sup> "Some postsecondary education" means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

<sup>8</sup> Students classified as independent include those age 24 or over and those under 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other students under age 24 are considered dependent.

<sup>9</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

<sup>10</sup> Other 2-year or less includes private nonprofit 2-year, private for-profit 2-year, and all less-than-2-year institutions.

<sup>11</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>12</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>13</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>14</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor's degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. This table excludes the 6.0 percent of 2015–16 bachelor's degree recipients who had earned another bachelor's degree prior to 2015–16.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 4. POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Highest degree program in which student enrolled within 12 months after bachelor’s degree completion					
	Not enrolled	Certificate, associate’s degree, or bachelor’s degree	Master’s degree	Post-bachelor’s or post-master’s certificate	Academic doctoral degree	Professional or other doctoral degree <sup>2</sup>
<b>Total</b>	<b>77.2</b>	<b>5.8</b>	<b>12.0</b>	<b>0.8</b>	<b>1.0</b>	<b>3.1</b>
Sex						
Female	75.4	6.4	13.3	0.9	0.8	3.2
Male	79.6	5.0	10.2	0.8	1.4	3.1
Race/ethnicity <sup>3</sup>						
White	77.9	5.2	11.7	0.8	1.0	3.4
Black	73.4	6.9	16.2	0.6 !	0.7 !	2.3
Hispanic	78.5	5.5	11.9	1.4	0.8 !	2.0
Asian	75.1	9.4	9.6	‡	1.6	4.0
Other or Two or more races	75.9	6.1	11.5	0.8 !	1.9 !	3.8
Age completed requirements for 2015–16 bachelor’s degree						
23 or younger	75.3	6.1	12.2	0.9	1.4	4.1
24–29	83.0	5.8	8.7	0.6 !	0.4 !	1.5
30 or older	77.5	4.5	15.8	0.8 !	0.2 !	1.2
Highest education attained by either parent						
High school diploma or less <sup>4</sup>	78.2	6.1	12.9	0.5 !	0.1 !	2.2
Some postsecondary education/ subbaccalaureate credential <sup>5</sup>	77.2	5.9	13.0	1.0	0.8	2.1
Bachelor’s degree	78.2	5.4	11.2	0.9	1.0	3.4
Graduate or professional degree	75.6	5.9	11.5	0.9	1.9	4.3
Ever received a Pell Grant						
Yes	78.0	5.8	12.3	0.8	0.6	2.6
No	76.4	5.8	11.7	0.9	1.5	3.7
Veteran status in 2015–16 academic year						
Veteran	75.2	4.9	16.2	1.5 !	0.5 !	1.6 !
Not a veteran	77.3	5.8	11.8	0.8	1.1	3.2
Control of institution where 2015–16 bachelor’s degree was completed						
Public	76.7	6.6	11.5	1.0	0.9	3.3
Private nonprofit	77.8	4.3	12.5	0.7	1.4	3.3
Private for-profit	79.4	4.8	14.6	0.2 !	0.5 !	0.6

See notes at end of table.



**Table 4. POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Highest degree program in which student enrolled within 12 months after bachelor’s degree completion					
	Not enrolled	Certificate, associate’s degree, or bachelor’s degree	Master’s degree	Post-bachelor’s or post-master’s certificate	Academic doctoral degree	Professional or other doctoral degree <sup>2</sup>
Major for 2015–16 bachelor’s degree <sup>6</sup>						
STEM major <sup>7</sup>	72.7	6.7	11.2	0.9	2.9	5.7
Computer and information sciences	87.2	3.6	7.2	‡	‡	‡
Engineering and engineering technology	80.3	2.5	11.5	‡	2.5	2.5
Biological and physical sciences, science technology, mathematics, and agricultural sciences	64.8	9.6	12.1	1.1 !	3.6	8.7
General studies and other <sup>8</sup>	75.2	4.6 !	13.7	‡	‡	3.3 !
Social sciences	73.3	6.2	15.0	1.0	1.0	3.4
Humanities	78.3	5.1	12.5	1.7 !	0.4 !	2.0
Health care fields	76.4	5.1	13.1	0.4 !	0.8 !	4.2
Business	84.3	4.8	9.3	0.3 !	‡	1.2
Education	75.4	5.6	15.8	‡	‡	1.7
Other applied <sup>9</sup>	78.8	6.7	11.2	0.5 !	0.5	2.2
Family status 12 months after bachelor’s degree completion <sup>10</sup>						
Unmarried with no dependents	76.6	6.1	11.7	0.9	1.2	3.5
Unmarried with dependents	77.7	5.6	13.4	1.0 !	0.3 !	2.0 !
Married with no dependents	80.1	4.7	11.2	0.9 !	0.6 !	2.5
Married with dependents	78.8	4.3	15.0	‡	0.2 !	1.5

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because of sample cell size or because the standard error is greater than 50 percent of the estimate.

<sup>1</sup> Certificate, associate’s degree, or bachelor’s degree refers to certificates earned at the undergraduate level.

<sup>2</sup> Professional degree programs include medicine or osteopathic medicine (M.D. or D.O.), chiropractic (D.C. or D.C.M.), dentistry (D.D.S. or D.M.D.), optometry (O.D.), pharmacy (Pharm.D.), podiatry (Pod.D. or D.P.M.), veterinary medicine (D.V.M.), law (LL.B. or J.D.), and theology (M.Div., M.H.L., or B.D.). Other doctoral degrees include doctoral degrees other than academic or professional degrees.

<sup>3</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>4</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent’s highest level of education.

<sup>5</sup> “Some postsecondary education” means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate’s degree, but neither parent earned a bachelor’s or advanced degree.

<sup>6</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>7</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>8</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>9</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

<sup>10</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor’s degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. This table excludes the 6.0 percent of 2015–16 bachelor’s degree recipients who had earned another bachelor’s degree prior to 2015–16. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 5. POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ employment and enrollment status 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Employment and enrollment status 12 months after bachelor’s degree completion				
	Employed only	Both employed and enrolled	Enrolled only	Unemployed <sup>1</sup>	Out of the labor force <sup>2</sup>
<b>Total</b>	<b>67.5</b>	<b>12.3</b>	<b>6.1</b>	<b>5.6</b>	<b>8.6</b>
Sex					
Female	66.1	14.1	6.0	4.9	9.0
Male	69.3	10.0	6.1	6.4	8.2
Race/ethnicity <sup>3</sup>					
White	70.5	12.5	5.5	4.2	7.3
Black	60.4	13.6	7.0	9.0	10.0
Hispanic	63.4	11.1	6.1	8.2	11.2
Asian	57.6	11.0	8.3	8.0	15.0
Other or Two or more races	69.6	12.5	7.3	4.9	5.7
Age completed requirements for 2015–16 bachelor’s degree					
23 or younger	66.6	12.9	7.3	4.5	8.7
24–29	70.0	9.2	3.7	7.8	9.3
30 or older	67.6	13.8	3.8	7.3	7.5
Highest education attained by either parent					
High school diploma or less <sup>4</sup>	65.2	12.7	3.9	7.5	10.7
Some postsecondary education/ subbaccalaureate credential <sup>5</sup>	68.1	13.3	5.4	5.8	7.4
Bachelor’s degree	68.3	11.8	6.2	5.3	8.3
Graduate or professional degree	67.4	11.7	7.6	4.5	8.8
Ever received a Pell Grant					
Yes	66.6	13.0	4.7	7.1	8.6
No	68.3	11.6	7.5	4.0	8.6
Veteran status in 2015–16 academic year					
Veteran	67.5	13.2	5.9	6.0	7.5
Not a veteran	67.5	12.3	6.1	5.5	8.7
Control of institution where 2015–16 bachelor’s degree was completed					
Public	67.1	12.8	6.3	5.3	8.5
Private nonprofit	68.3	11.7	6.1	5.4	8.5
Private for-profit	66.8	10.6	3.4	8.8	10.4

See notes at end of table.

**Table 5. POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ employment and enrollment status 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Employment and enrollment status 12 months after bachelor’s degree completion				
	Employed only	Both employed and enrolled	Enrolled only	Unemployed <sup>1</sup>	Out of the labor force <sup>2</sup>
Major for 2015–16 bachelor’s degree <sup>6</sup>					
STEM major <sup>7</sup>	63.8	14.4	8.5	5.7	7.5
Computer and information sciences	77.4	6.8	1.8	7.7	6.4
Engineering and engineering technology	72.1	11.3	5.3	5.0	6.4
Biological and physical sciences, science technology, mathematics, and agricultural sciences	55.8	18.2	12.0	5.6	8.4
General studies and other <sup>8</sup>	63.8	12.7	8.4 !	6.2 !	8.9
Social sciences	61.7	14.0	8.0	6.0	10.3
Humanities	67.4	11.6	5.3	7.3	8.3
Health care fields	69.3	14.4	5.1	3.1	8.2
Business	75.9	8.0	3.1	4.6	8.5
Education	68.6	16.3	4.4	3.1	7.5
Other applied <sup>9</sup>	66.5	10.9	5.7	7.3	9.5
Family status 12 months after bachelor’s degree completion <sup>10</sup>					
Unmarried with no dependents	66.9	12.1	6.7	5.5	8.8
Unmarried with dependents	67.3	13.3	4.2	7.8	7.4
Married with no dependents	70.0	11.8	4.8	4.9	8.4
Married with dependents	70.1	13.5	2.5	5.5	8.5

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

<sup>1</sup> Graduates were defined as unemployed if they were not working but looking for work.

<sup>2</sup> Graduates were defined as out of the labor force if they were not working, not looking for work, and not enrolled.

<sup>3</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>4</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent’s highest level of education.

<sup>5</sup> “Some postsecondary education” means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate’s degree, but neither parent earned a bachelor’s or advanced degree.

<sup>6</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>7</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>8</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>9</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

<sup>10</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor’s degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. This table excludes the 6.0 percent of 2015–16 bachelor’s degree recipients who had earned another bachelor’s degree prior to 2015–16. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 6. POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017**

Demographic, enrollment, and employment characteristics	Annualized earned income from most recent full-time job 12 months after bachelor’s degree completion			Percent who had salaried job	Percent whose employer offered benefits
	25th percentile	Median	75th percentile		
<b>Total</b>	<b>\$30,000</b>	<b>\$39,900</b>	<b>\$52,000</b>	<b>46.7</b>	<b>74.6</b>
Sex					
Female	29,000	37,400	48,500	42.3	75.1
Male	31,200	41,600	57,500	52.2	73.9
Race/ethnicity <sup>1</sup>					
White	30,000	40,000	52,000	48.4	75.9
Black	29,000	36,000	49,000	40.7	70.0
Hispanic	30,000	38,000	48,800	41.8	75.3
Asian	31,200	41,600	62,400	50.4	71.8
Other or Two or more races	27,000	36,400	47,500	39.5	64.8
Age completed requirements for 2015–16 bachelor’s degree					
23 or younger	29,100	38,500	50,000	49.2	72.9
24–29	28,400	39,100	50,000	39.8	73.3
30 or older	33,700	45,000	62,000	45.5	82.5
Highest education attained by either parent					
High school diploma or less <sup>2</sup>	31,000	38,500	50,500	43.6	75.5
Some postsecondary education/ subbaccalaureate credential <sup>3</sup>	28,100	38,800	50,000	42.6	74.4
Bachelor’s degree	30,000	40,000	52,000	48.9	73.8
Graduate or professional degree	30,000	40,000	54,000	49.9	75.0
Ever received a Pell Grant					
Yes	29,000	37,400	49,900	41.4	74.8
No	30,800	40,500	55,000	52.0	74.4
Veteran status in 2015–16 academic year					
Veteran	36,000	45,000	60,000	53.8	81.5
Not a veteran	29,600	39,500	51,800	46.4	74.2
Control of institution where 2015–16 bachelor’s degree was completed					
Public	30,000	39,000	50,300	45.3	74.9
Private nonprofit	29,200	40,000	53,000	51.0	73.0
Private for-profit	31,500	42,500	58,000	39.8	79.4
Major for 2015–16 bachelor’s degree <sup>4</sup>					
STEM major <sup>5</sup>	31,200	45,200	63,000	55.0	76.2
Computer and information sciences	40,000	56,000	72,500	67.5	85.0
Engineering and engineering technology	50,000	60,000	68,000	72.0	84.9
Biological and physical sciences, science technology, mathematics, and agricultural sciences	26,000	33,800	44,400	37.3	66.1
General studies and other <sup>6</sup>	26,500	36,400	48,500	45.9	78.6
Social sciences	25,100	33,300	44,700	42.1	71.6
Humanities	25,700	32,700	40,500	39.7	60.5
Health care fields	39,500	48,600	58,900	23.3	83.2
Business	32,000	41,500	52,500	54.3	78.0
Education	29,100	35,000	40,500	68.6	73.0
Other applied <sup>7</sup>	27,000	34,000	42,500	40.8	69.7

See notes at end of table.

**Table 6. POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017—Continued**

Demographic, enrollment, and employment characteristics	Annualized earned income from most recent full-time job 12 months after bachelor’s degree completion			Percent who had salaried job	Percent whose employer offered benefits
	25th percentile	Median	75th percentile		
Family status 12 months after bachelor’s degree completion <sup>8</sup>					
Unmarried with no dependents	\$29,000	\$38,500	\$50,000	46.2	72.0
Unmarried with dependents	31,200	39,700	50,500	46.0	83.6
Married with no dependents	30,100	40,000	52,000	47.1	78.9
Married with dependents	35,000	46,000	63,600	50.9	83.6
Occupation of most recent job within 12 months of bachelor’s degree completion					
Business/management occupations	34,500	43,000	55,000	63.3	80.4
Life science occupations	29,900	35,500	45,700	51.2	73.6
Math, computer, and physical science occupations	41,500	55,000	67,000	69.8	85.4
Engineers	50,000	60,000	67,000	72.6	87.9
Nurses	45,800	52,900	63,600	12.3	87.0
Other health care occupations <sup>9</sup>	25,000	32,400	43,500	19.3	70.8
PreK–12 educators	30,000	36,000	41,300	79.2	77.2
Social services professionals	27,000	33,300	39,000	47.7	73.5
Sales occupations	24,900	35,000	44,000	35.5	63.5
Business support/administrative assistance	27,000	33,300	41,000	30.0	74.3
Other white-collar occupations <sup>10</sup>	25,400	32,000	42,000	49.0	65.4
Other occupations <sup>11</sup>	24,400	33,300	45,000	29.1	57.6

<sup>1</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>2</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent’s highest level of education.

<sup>3</sup> “Some postsecondary education” means that at least one parent attended a postsecondary institution and may have earned a credential up to an associate’s degree, but neither parent earned a bachelor’s or advanced degree.

<sup>4</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>5</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>6</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>7</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

<sup>8</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

<sup>9</sup> Includes nonnurse health care professionals and other health care occupations.

<sup>10</sup> Includes air transportation professionals, artists and designers, communication professionals, information professionals, legal professionals, postsecondary educators, other educators, and social scientists.

<sup>11</sup> Includes agriculture occupations; construction/mining occupations; fitters, tradesmen, and mechanics; food service occupations; military; personal care occupations; protective service occupations; sports occupations; and transportation support occupations.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor’s degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017. This table excludes the 6.0 percent of 2015–16 bachelor’s degree recipients who had earned another bachelor’s degree prior to 2015–16. This table also excludes the 43.3 percent of 2015–16 bachelor’s degree recipients who were not working or were not working 35 hours a week or more in a single job 12 months after bachelor’s degree completion. Employment characteristics are for the full-time job held 12 months after completion of a bachelor’s degree. They do not incorporate information about previously held full-time jobs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table 7. PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Steps toward a teaching career as of 2017 <sup>1</sup>			
	Did not prepare or consider teaching	Did not prepare, but considered teaching	Prepared, but did not teach	Taught
<b>Total</b>	<b>58.6</b>	<b>20.9</b>	<b>3.9</b>	<b>16.6</b>
Sex				
Female	52.7	21.5	4.1	21.7
Male	66.4	20.1	3.7	9.9
Race/ethnicity <sup>2</sup>				
White	59.1	21.2	3.9	15.8
Black	55.2	20.7	6.0	18.1
Hispanic	54.9	19.5	3.4	22.2
Asian	70.1	15.6	2.5	11.8
Other or Two or more races	47.2	31.3	4.1 !	17.4
Age completed requirements for 2015–16 bachelor’s degree				
23 or younger	58.4	20.8	3.9	16.8
24–29	59.5	20.3	3.8	16.4
30 or older	58.2	22.1	3.9	15.7
Highest education attained by either parent				
High school diploma or less <sup>3</sup>	58.7	18.7	4.3	18.2
Some postsecondary education/ subbaccalaureate credential <sup>4</sup>	56.1	23.0	3.8	17.0
Bachelor’s degree	60.1	21.3	3.9	14.7
Graduate or professional degree	59.1	20.0	3.7	17.2
Ever received a Pell Grant				
Yes	55.8	21.5	4.3	18.3
No	61.4	20.2	3.5	14.8
Veteran status in 2015–16 academic year				
Veteran	61.9	24.5	4.1	9.5
Not a veteran	58.5	20.8	3.9	16.9
Control of institution where 2015–16 bachelor’s degree was completed				
Public	58.6	20.6	4.0	16.8
Private nonprofit	57.3	21.9	3.8	16.9
Private for-profit	65.2	19.2	3.4	12.2

See notes at end of table.

**Table 7. PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Steps toward a teaching career as of 2017 <sup>1</sup>			Taught
	Did not prepare or consider teaching	Did not prepare, but considered teaching	Prepared, but did not teach	
Major for 2015–16 bachelor’s degree <sup>5</sup>				
STEM major <sup>6</sup>	67.9	19.7	3.1	9.2
Computer and information sciences	72.5	20.5	2.6	4.4
Engineering and engineering technology	71.1	19.5	2.2 !	7.1
Biological and physical sciences, science technology, mathematics, and agricultural sciences	65.0	19.7	3.8	11.6
General studies and other <sup>7</sup>	47.5	17.5	7.0 !	28.1
Social sciences	51.4	24.5	4.0	20.1
Humanities	47.1	22.6	6.7	23.6
Health care fields	69.6	17.9	3.2	9.4
Business	67.4	23.2	2.7	6.8
Education	3.9	3.0	5.6	87.5
Other applied <sup>8</sup>	59.1	22.9	4.3	13.7
Family status 12 months after bachelor’s degree completion <sup>9</sup>				
Unmarried with no dependents	59.4	20.5	3.9	16.2
Unmarried with dependents	55.5	21.1	4.1	19.2
Married with no dependents	55.3	22.5	3.8	18.3
Married with dependents	57.4	22.6	3.6	16.4

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

<sup>1</sup> Unlike most outcomes that are measured within 12 months after bachelor’s degree completion, steps toward a teaching career are measured as of the time of the interview, which was fielded beginning in July 2017.

<sup>2</sup> Black includes African American; Hispanic includes Latino; and Other or Two or more races includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who identify as more than one race. Race categories exclude persons of Hispanic origin unless specified.

<sup>3</sup> High school diploma or less includes the 0.2 percent of graduates who did not know either parent’s highest level of education.

<sup>4</sup> “Some postsecondary education” means that at least one parent attended postsecondary education and may have earned a credential up to an associate’s degree, but neither parent earned a bachelor’s or advanced degree.

<sup>5</sup> Respondents with multiple majors were classified by the first major field of study reported.

<sup>6</sup> STEM majors include those in the fields of science, technology, engineering, and mathematics.

<sup>7</sup> General studies and other includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

<sup>8</sup> Other applied includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

<sup>9</sup> Unmarried includes respondents who were widowed, divorced, separated, or never married. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered a dependent.

NOTE: Estimates pertain to individuals who completed the requirements for a bachelor’s degree in 2015–16 and were awarded their degree by a Title IV eligible postsecondary institution in the 50 states, the District of Columbia, or Puerto Rico no later than June 30, 2017.

Preparation for a career in teaching at the preK through 12th-grade level includes, but is not limited to, taking courses to complete an education degree or certification program, taking a national or state-level certification exam, and completing a student teaching or teacher practicum assignment. This table excludes the 6.0 percent of 2015–16 bachelor’s degree recipients who had earned another bachelor’s degree prior to 2015–16. Estimates in this table are not directly comparable to those of previous administrations of the Baccalaureate and Beyond Longitudinal Study (B&B) because B&B:16/17 included preK teachers in its definition of teachers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

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# Appendix A—Glossary

This glossary includes descriptions of the variables used in the tables of this report. All of the variables are found in the 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17) database, and statistics in this report were generated by PowerStats, a web-based software application available to the public at <https://nces.ed.gov/datalab>. The variables are listed in the glossary index below by general topic area and then in the order in which they appear in the tables. The glossary that follows is organized alphabetically by variable label. The name of each variable appears to the right of the variable label.

## Glossary Index

	VARIABLE
<b>Respondent characteristics</b>	
Sex.....	GENDER
Race/ethnicity .....	RACE
Age completed requirements for 2015–16 bachelor’s degree.....	B1AGEATBA
Highest education attained by either parent.....	PAREduc
Dependency status in 2015–16 academic year.....	DEPEND
Ever received a Pell Grant.....	PELLCUM
Veteran status in 2015–16 academic year .....	VETERAN
Family status in 2016.....	DEPEND5B
Family status 12 months after bachelor’s degree completion.....	B1MARCHB
<b>Undergraduate enrollment characteristics</b>	
Control and level of first institution attended.....	B1SECT
Control of institution where 2015–16 bachelor’s degree was completed .....	CONTROL
Major for 2015–16 bachelor’s degree.....	B1MAJORS4Y
Number of institutions attended before completing 2015–16 bachelor’s degree .....	B1NUMINST
Earned a bachelor’s degree before the 2015–16 bachelor’s degree.....	DEGPRBA
Number of months from first enrollment to bachelor’s degree completion.....	B1PSE_BA
Total loans .....	BORAMT1
Federal loans.....	FEDCUM1
Nonfederal loans.....	NFEDCUM1
<b>Postbaccalaureate enrollment and employment status and characteristics</b>	
Highest degree program in which student enrolled within 12 months of bachelor’s degree completion.....	B1HIDEg
Employment and enrollment status 12 months after bachelor’s degree completion .....	B1LFP12M
Average hours worked per week at most recent job within 12 months of bachelor’s degree completion.....	B1HRS12RCNT
Annualized earned income from most recent job 12 months after bachelor’s degree completion.....	B1YRSAL12RCNT
Percent who had salaried job .....	B1SALEMPRCNT
Percent whose employer offered benefits .....	B1BENANYRCNT
Occupation of most recent job within 12 months of bachelor’s degree completion....	B1OCC33RCNT
Steps toward a teaching career as of 2017 .....	B1PIPLN

**Age completed requirements for 2015–16 bachelor’s degree** **B1AGEATBA**

Respondent’s age (in years) when he or she completed 2015–16 bachelor’s degree requirements. This variable is measured to the tenths place, so the categories in this report were coded as follows: “23 or younger” includes those 23.9 years of age or younger; “24–29” includes those between 24.0 and 29.9 years of age; and those “30 or older” includes those 30.0 years of age or older.

**Annualized earned income from most recent job 12 months after bachelor’s degree completion** **B1YRSAL12RCNT**

Annualized pay at the respondent’s most recent job within 12 months after completion of a bachelor’s degree in the 2015–16 academic year. Respondents reported their pay per year, month, or hour. Annualized pay rates were calculated for respondents who reported at a rate other than yearly.

**Average hours worked per week at most recent job within 12 months of bachelor’s degree completion** **B1HRS12RCNT**

Average number of hours worked per week at the respondent’s most recent job within 12 months after completion of a bachelor’s degree in the 2015–16 academic year. A job is considered full time if the respondent worked 35 hours per week or more. Table 6 is restricted to respondents who worked full time in a single job 12 months after completion of their 2015–16 bachelor’s degree.

**Control and level of first institution attended** **B1SECT**

Indicates the level and control of the first postsecondary institution the respondent attended. Level refers to the highest degree or award offered by the institution in any program. Control refers to the source of revenue and control of operations (public, private nonprofit, or private for-profit).

**Control of institution where 2015–16 bachelor’s degree was completed** **CONTROL**

Indicates the control of the institution at which the respondent completed a 2015–16 bachelor’s degree. Control refers to the source of revenue and control of operations of an institution (public, private nonprofit, and private for-profit). This variable is based on the Integrated Postsecondary Education Data Systems 2014–15 Institutional Characteristics Header, 2014–15 Institutional Characteristics, 2013–14 Completions, and 2013–14 12-month Enrollment files.

**Dependency status in 2015–16 academic year** **DEPEND**

Indicates respondent’s dependency status during the 2015–16 academic year. Students were considered financially independent of their parents for federal financial aid purposes during the 2015–16 academic year if they were age 24 or older on December 31, 2015, or if they were under age 24 and met any of the following criteria: were married; had legal dependents; were veterans of the U.S. armed forces or on active duty; were orphans or wards of the court; were homeless or at risk of becoming homeless; or were enrolled in a graduate degree program (beyond the bachelor’s degree) during the 2015–16 academic year.

**Earned a bachelor’s degree before the 2015–16 bachelor’s degree** **DEGPRBA**

Indicates whether the respondent completed a bachelor’s degree since high school but before completion of a bachelor’s degree in the 2015–16 academic year. This variable is used to restrict estimates to first-time bachelor’s degree recipients in tables 1–7.

## VARIABLE

**Employment and enrollment status 12 months after bachelor's degree completion** **B1LFP12M**

Indicates the respondent's level of labor force participation and enrollment 12 months after completing a bachelor's degree in the 2015–16 academic year. Enrollment includes attending a college, university, or trade school for an additional degree or certificate.

Employed only	Employed (part time or full time) but not enrolled at any institution.
Employed and enrolled	Employed (part time or full time) and enrolled (part time or full time) at any institution.
Enrolled only	Enrolled (part time or full time) at any institution but not employed.
Unemployed	Not employed, not enrolled, but looking for work.
Not in the labor force	Not employed, not enrolled, and not looking for work.

**Ever received a Pell Grant****PELLCUM**

Indicates whether the respondent ever received Pell Grant funds between the 1993–94 and 2015–16 academic award years. Based on the National Student Loan Data System, which began recording annual Pell amounts starting with the 1993–94 award year, and student records. Pell Grants are only awarded to undergraduates.

**Family status 12 months after bachelor's degree completion****B1MARCHB**

Indicates the respondent's family status 12 months after completion of the 2015–16 bachelor's degree, taking into account the respondent's marital status and whether he or she has dependent children or any others for whom he or she is the caretaker or has financial responsibility. Widowed, divorced, separated, or never married respondents are classified as unmarried.

**Family status in 2016****DEPEND5B**

Indicates respondent's family status, including marital status and any dependents, during the 2015–16 academic year. All dependents are, by definition, “unmarried without dependents.” Unmarried includes respondents who were widowed, divorced, separated, or never married.

**Federal loans****FEDCUM1**

Respondent's cumulative federal loan amount borrowed for undergraduate education through June 30, 2016. Excludes Parent PLUS loans, which are only available to parents of dependent undergraduates.

**Highest degree program in which student enrolled within 12 months of bachelor's degree completion****B1HIDEG**

Indicates the highest postbaccalaureate degree or certificate program in which a respondent was enrolled within 12 months after completion of a bachelor's degree in the 2015–16 academic year.

**Highest education attained by either parent****PAREduc**

Indicates the highest level of education achieved by a parent, stepparent, or guardian of the respondent as of the 2015–16 academic year. If a student had more than two parents, stepparents, or guardians, this variable only takes into account a maximum of two parents reported on by the student.

VARIABLE

**Major for 2015–16 bachelor's degree****B1MAJORS4Y**

Indicates the respondent's major or field of study for the 2015–16 bachelor's degree.

STEM major	Includes computer and information sciences; engineering and engineering technology; and biological and physical sciences, science technology, mathematics, and agricultural sciences.
Computer and information sciences	Includes computer and information sciences.
Engineering and engineering technology	Includes engineering and engineering technology.
Biological and physical sciences, science technology, mathematics, and agricultural sciences	Includes biological and physical sciences, science technology, mathematics, and agricultural sciences.
General studies and other	Includes liberal arts and sciences, general studies and humanities, multi/interdisciplinary studies, other, basic skills, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.
Social sciences	Includes family and consumer sciences, human sciences, social sciences, and psychology.
Humanities	Includes area, ethnic, cultural, gender, and group studies; English language and literature/letters; foreign languages, literatures, and linguistics; visual and performing arts; philosophy and religious studies; and history.
Health care fields	Includes allied health, premedical and predentistry programs, mental and social health services, public health, veterinary medicine, and nursing.
Business	Includes business services and business, management, marketing, and related support services.
Education	Includes educational administration, curriculum and instruction, student counseling, teaching support, and special education.
Other applied	Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

**Nonfederal loans****NFEDCUM1**

Respondent's cumulative nonfederal/private loan amount borrowed for undergraduate education through June 30, 2016.

**Number of institutions attended before completing 2015–16 bachelor's degree****B1NUMINST**

Number of institutions the respondent attended before completing a bachelor's degree in the 2015–16 academic year, including enrollment in a certificate or diploma program from a vocational or trade school, an associate's or bachelor's degree program, or any classes for credit at these levels.

## VARIABLE

**Number of months from first enrollment to bachelor's degree completion** **B1PSE\_BA**

Number of months between the respondent's first postsecondary education enrollment and completion of a bachelor's degree in the 2015–16 academic year.

**Occupation of most recent job within 12 months of bachelor's degree completion****B1OCC33RCNT**

Indicates the respondent's most recent occupation within 12 months of completing a bachelor's degree in the 2015–16 academic year. This variable is based on the 2013 Occupational Information Network Standard Occupational Classification (O\*NET-SOC) codes, grouped into 33 categories.

Business/management occupations	Includes business managers and nonmanagement business occupations.
Life science occupations	Includes life scientists.
Math, computer, and physical science occupations	Includes computer and information systems occupations, math-related occupations, and physical scientists.
Engineers	Includes engineers and engineering technicians.
Nurses	Includes nurses.
Other health care occupations	Includes health care occupations other than nursing.
PreK–12 educators	Includes prekindergarten through 12th-grade educators.
Social services professionals	Includes social service professionals.
Sales occupations	Includes sales occupations.
Business support/administrative assistance	Includes nonsecretarial business and legal support and secretaries and administrative assistants.
Other white-collar occupations	Includes air transportation professionals, artists and designers, communication professionals, information professionals, legal professionals, other educators, postsecondary educators, and social scientists.
Other occupations	Includes agriculture occupations; construction and mining occupations; fitters, tradesmen, and mechanics; food service occupations; military; personal care professionals; protective service occupations; sports occupations; and transportation support occupations.

**Percent who had salaried job****B1SALEMPCNT**

Binary variable that indicates whether the respondent was a salaried employee at the most recent job within 12 months of completing a bachelor's degree in the 2015–16 academic year. A salaried employee receives the same salary regardless of the number of hours worked per week.

**Percent whose employer offered benefits****B1BENANYRCNT**

Binary variable that indicates whether the respondent's most recent job within 12 months after completing a bachelor's degree in the 2015–16 academic year offered any benefits, such as health care insurance, retirement plans, or paid vacation or holidays.

VARIABLE

**Race/ethnicity****RACE**

This variable indicates the respondent's race/ethnicity, with Hispanic or Latino origin as a separate category. All of the race categories exclude Hispanic origin unless specified.

White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Black or African American	A person having origins in any of the Black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin regardless of race.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Other or Two or more races	Includes American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, and persons who identify as more than one race.

**Sex****GENDER**

Respondent's reported sex.

**Steps toward a teaching career as of 2017****B1PIPLN**

Indicates the steps taken by the respondent to become a prekindergarten (preK) through 12th-grade teacher. Preparation for a career in teaching at the preK through 12th-grade level includes but is not limited to one or more of the following: taking courses to complete an education degree or certification program, taking a national or state-level certification exam, and completing a student teaching or teacher practicum assignment. A respondent has prepared to teach if they have participated in any of these formal preparations; they must not have completed all formal preparations to be considered among those who have prepared for a teaching career.

Didn't prepare or consider teaching	Has not taught, is not certified, has not prepared, and has not considered teaching at the preK–12th grade level.
Didn't prepare but considered teaching	Has not taught, is not certified, has not prepared, but has considered teaching at the preK–12th grade level.
Prepared but did not teach	Has not taught, but has prepared and may or may not be certified to teach at the preK–12th grade level.
Taught	Has taught at the preK–12th grade level.

**Total loans****BORAMT1**

Respondent's cumulative amount borrowed in student loans, including federal and nonfederal loans, for undergraduate education through June 30, 2016. Excludes Parent PLUS loans, which are only available to parents of dependent undergraduates.

**Veteran status in 2015–16 academic year****VETERAN**

Indicates respondent's veteran status during the 2015–16 academic year.



# Appendix B—B&B:16/17 Technical Notes and Methodology

## Overview

The Baccalaureate and Beyond Longitudinal Study (B&B) is one of several National Center for Education Statistics (NCES)-sponsored studies developed to address the need for nationally representative data on key postsecondary education issues such as postsecondary access, enrollment, curricula, and attainment.

B&B is a follow-up to the National Postsecondary Student Aid Study (NPSAS) and focuses exclusively on students who completed requirements for their baccalaureate degrees during the NPSAS academic year. B&B follows these students, first identified in NPSAS, to monitor their progress over a period of up to 10 years. B&B, therefore, focuses on issues relevant to bachelor's degree recipients, such as workforce participation, enrollment and persistence in additional education, and income and educational debt repayment.

The 2016 Baccalaureate and Beyond (B&B:16) cohort is the first cohort of bachelor's degree recipients to be tracked by NCES since 2008. The 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17) wave of data collection is the first B&B follow-up of this cohort, which was first identified as part of the 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

As with previous B&B studies, B&B:16/17 includes a multimode student interview component that collects information on students' education and employment since graduation.

## Data Sources for B&B:16/17

Data for the B&B:16/17 cohort were obtained from the following sources:

**Interview:** Data collected directly from sampled bachelor's degree recipients via web and telephone.

**Student records:** Institution-provided information from student financial aid records and other institutional sources.

**Integrated Postsecondary Education Data System (IPEDS):** U.S. Department of Education database of descriptive information about individual postsecondary institutions.

**Central Processing System (CPS):** U.S. Department of Education database of federal financial aid applications.

**National Student Loan Data System (NSLDS):** U.S. Department of Education database of federal Title IV loans and Pell Grants.

**National Student Clearinghouse (NSC):** A central repository for postsecondary enrollment, degree, and certificate records provided by participating postsecondary institutions.

**Veterans Benefits Administration:** Administrative records that include all veterans and identify dates of active service, recipients of most categories of federal veterans' education benefits, and the amounts of federal veterans' education benefits. These data were used to identify veterans for the oversampling of veterans in NPSAS:16.

**SAT and ACT:** Scores on admissions tests administered by the College Board and ACT, respectively.

## Target Population and Sample Design

The target population for B&B:16/17 consisted of all students who completed their baccalaureate degree during the 2015–16 academic year at any Title IV eligible postsecondary institution in the United States that was eligible for inclusion in NPSAS:16.

The B&B:16/17 sample was identified in a multistage process that began with selection of the NPSAS:16 sample of institutions, followed by selection of students within institutions. In the third stage, students who met the criteria for inclusion in the B&B:16 cohort were identified.

### *Institution Sample for NPSAS:16*

NPSAS:16 statisticians constructed the NPSAS:16 institution sampling frame from the IPEDS 2014–15 Institutional Characteristics Header, 2014–15 Institutional Characteristics, 2013–14 Completions, and 2013–14 12-month Enrollment files. From this sampling frame, NPSAS statisticians selected 2,000 institutions for the national

sample. Table B-1 shows the number of institutions that were sampled, the number of eligible institutions, the number of eligible institutions that provided the enrollment lists needed to select the student sample, and the unweighted and weighted<sup>3</sup> percentages of institutions providing enrollment lists, by control and level of institution.

**Table B-1. Numbers of sampled, eligible, and participating institutions and participation rates, by control and level of institution: 2015–16**

Control and level of institution <sup>1</sup>	Sampled institutions	Eligible institutions	Institutions providing lists		
			Number	Unweighted percent	Weighted percent <sup>2</sup>
<b>All institutions</b>	<b>2,000</b>	<b>1,990</b>	<b>1,750</b>	<b>88.0</b>	<b>89.6</b>
Institution control					
Public	920	920	830	90.2	90.2
Private nonprofit	610	600	530	87.9	88.2
For-profit	480	470	400	83.7	88.1
Institution level					
Less-than-2-year	100	90	70	75.5	75.2
2-year	510	510	450	87.3	88.2
4-year non-doctorate-granting	730	730	630	86.8	89.9
4-year doctorate-granting	660	660	610	91.5	91.3
Institution control and level					
Public less-than-2-year	20	20	20	77.3	77.9
Public 2-year	380	380	330	88.0	88.5
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	70	70	70	92.9	95.3
Public 4-year, non-doctorate-granting, primarily baccalaureate	100	100	90	90.6	89.7
Public 4-year, doctorate-granting	350	350	330	92.6	92.0
Private nonprofit, less-than-4-year	20	20	20	94.4	94.2
Private nonprofit, 4-year, non-doctorate-granting	330	330	280	86.8	88.2
Private nonprofit, 4-year, doctorate-granting	270	270	240	89.2	88.2
For-profit less-than-2-year	70	70	50	74.3	74.3
For-profit 2-year	120	120	100	83.9	83.1
For-profit 4-year	280	280	240	85.5	92.2

<sup>1</sup> Institution control and level are based on the sampling frame, which was formed from the Integrated Postsecondary Education Data System 2014–15 Institutional Characteristics Header, 2014–15 Institutional Characteristics, 2013–14 Completions, and 2013–14 12-month Enrollment files.

<sup>2</sup> The base institution weight was used to produce the estimates in this column.

NOTE: Sample sizes are rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

### **Student Sample for NPSAS:16**

To be eligible for NPSAS:16, students had to be enrolled in a NPSAS-eligible institution in any term or course of instruction at any time from July 1, 2015, through June 30, 2016. Students also had to meet additional eligibility criteria detailed in the NPSAS:16 Data File Documentation (Wine, Siegel, and Stollberg 2018).

<sup>3</sup> The base institution weight for NPSAS:16 was used to calculate this weighted percentage.

Sample institutions provided lists of their eligible students. NPSAS staff then sampled eligible students by stratified systematic sampling with predetermined sampling rates that varied by student sampling stratum.

Table B-2 shows the number of students sampled, the number of eligible students, and the unweighted and weighted<sup>4</sup> percentages of eligible sampled students identified as study members, by control and level of institution. Sampled students are identified as “study members” if they were determined to be eligible for the study and had valid data from any data source<sup>5</sup> for a minimum number of key variables.

**Table B-2. Numbers of sampled and eligible students and unweighted and weighted percentage of eligible students who were study members in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), by control and level of institution: 2016**

Control and level of institution <sup>2</sup>	Sampled students	Eligible students <sup>3</sup>	Study members <sup>1</sup>	
			Unweighted percent	Weighted percent <sup>4</sup>
<b>All institutions</b>	<b>122,030</b>	<b>119,550</b>	<b>94.4</b>	<b>93.1</b>
Institution control				
Public	58,370	56,850	92.7	92.4
Private nonprofit	25,510	25,170	96.6	95.4
For-profit	38,150	37,530	95.4	92.8
Institution level				
Less-than-2-year	3,170	3,050	95.9	96.4
2-year	25,570	24,510	92.1	91.7
4-year non-doctorate-granting	43,500	42,730	95.1	94.2
4-year doctorate-granting	49,790	49,260	94.8	93.3
Institution control and level				
Public less-than-2-year	400	370	97.0	97.5
Public 2-year	18,210	17,350	90.4	91.3
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	5,850	5,610	92.1	91.8
Public 4-year, non-doctorate-granting, primarily baccalaureate	7,090	6,950	93.6	94.0
Public 4-year, doctorate-granting	26,830	26,570	94.2	93.2
Private nonprofit, less-than-4-year	990	960	96.7	99.0
Private nonprofit, 4-year, non-doctorate-granting	11,300	11,140	96.5	96.5
Private nonprofit, 4-year, doctorate-granting	14,080	13,910	96.6	94.7
For-profit less-than-2-year	2,610	2,520	96.3	96.4
For-profit 2-year	6,540	6,360	96.0	96.7
For-profit 4-year	28,140	27,810	95.1	90.9

<sup>1</sup> A study member is defined as any eligible sample member for whom data collection established that the sample member was eligible for the study and had valid data from any data source for a minimum of key variables.

<sup>2</sup> Institution control and level are based on the sampling frame, which was formed from the Integrated Postsecondary Education Data System 2014–15 Institutional Characteristics Header, 2014–15 Institutional Characteristics, 2013–14 Completions, and 2013–14 12-month Enrollment files.

<sup>3</sup> Sample member eligibility was determined during the student interview or from student records in the absence of a student interview.

<sup>4</sup> The base student weight was used to produce the estimates in this column.

NOTE: Sample sizes are rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

<sup>4</sup> The base student weight for NPSAS:16 was used to calculate this weighted percentage.

<sup>5</sup> A study member must have had valid data for at least one key variable from at least one source other than CPS.

### ***First Follow-Up (B&B:16/17)***

To be eligible for inclusion in the B&B:16 cohort, students<sup>6</sup> must have been part of the student universe at an institution included in the NPSAS:16 institution universe. The B&B:16/17 sample of baccalaureates was obtained from the NPSAS:16 student sample, which included students of both known and unknown degree-completion status. Staff used information obtained during the NPSAS:16 interview, information provided by institutions, and administrative data sources to determine the baccalaureate completion status of NPSAS:16 sample members.

The B&B:16/17 sample is composed of all of the NPSAS:16 study members who were student interview respondents and indicated they were eligible for B&B:16/17, a subsample of NPSAS:16 study members who were student interview nonrespondents and flagged by their NPSAS:16 institution as potentially eligible for B&B:16/17, and all of the NPSAS:16 non-study members who were flagged by their NPSAS institution as potentially eligible for B&B:16/17. As a result, 28,800 students were selected to be B&B:16/17 sample members. Table B-3 summarizes the B&B:16/17 sample with the number of students sampled, number eligible, number of respondents, and the corresponding unweighted and weighted<sup>7</sup> response rates, by control of institution. The design of the B&B:16/17 sample is described in detail in the B&B:16/17 Data File Documentation (Wine et al. forthcoming).

**Table B-3. Numbers of sampled and eligible students and response rates for the 2016–17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17), by control of institution: 2016–17**

Control of institution	Sampled students	Eligible students <sup>1</sup>	Respondents	Interview respondents <sup>2</sup>	
				Unweighted response rate	Weighted response rate <sup>3</sup>
<b>All institutions</b>	28,800	26,540	19,490	73.4	70.5
Control of institution					
Public	11,960	10,890	7,760	71.3	70.2
Private nonprofit	8,490	7,900	5,920	74.9	71.9
Private for-profit	8,340	7,750	5,820	75.1	67.6

<sup>1</sup> Sample member eligibility was determined during the interview or screener.

<sup>2</sup> An interview respondent is defined as an eligible sample member who either completed a full interview, completed an abbreviated interview, or completed at least the employment section.

<sup>3</sup> The base weight was used to produce the estimates in this column.

NOTE: Percentages are based on the unrounded count of eligible students. Sample sizes are rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

<sup>6</sup> Sample members are referred to as “students” here because they were students during the 2015–16 academic year, when sample selection occurred. Many of the sample members were not students at the time of the B&B:16/17 data collection.

<sup>7</sup> The base weight for B&B:08/18 was used to calculate the weighted response rate.

## Weighting and Imputation

Weight variables were computed to ensure that estimates generated from the B&B:16/17 sample data represent the target population described in the Target Population and Sample Design section. The weights adjust for unequal probability of selection of institutions and students in the NPSAS:16 sample. The weights also adjust for multiplicity<sup>8</sup> at the student level and unknown student eligibility for NPSAS:16 as well as for subsampling of potential B&B:16/17-eligible students. Finally, the weights adjust for nonresponse and population coverage in B&B:16/17.

A single weight was created for use in analyzing B&B:16/17 data. All B&B:16/17 interview respondents have a weight (WTA000). Because NPSAS:16 non-study members were not given a chance to respond to the B&B:16/17 interview, this weight can serve as a cross-sectional weight and a panel weight.

Missing data were imputed for all variables used in this report and all variables included in the related PowerStats and QuickStats applications. The imputation procedure included a weighted sequential hot deck process (Cox 1980),<sup>9</sup> followed by a cyclic *n*-partition hot deck process (Marker, Judkins, and Winglee 2002).

Additional details regarding the creation and use of weights and imputation procedures are available in the B&B:16/17 Data File Documentation (Wine et al. forthcoming).

## Response Rates and Nonresponse Biases

As shown in table B-3, the B&B:16/17 weighted interview response rate was 70.5 percent overall and ranged from 67.6 percent for private for-profit institutions to 71.9 percent for private nonprofit institutions. Because the response rates are below 85 percent, a student-level nonresponse bias analysis was conducted overall and within each category of institution control, as required by NCES Statistical Standards (Seastrom 2014).

Bias due to interview nonresponse was estimated for characteristics known for most respondents and nonrespondents. These characteristics include institution- and

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<sup>8</sup> Students who attended more than one institution during the NPSAS year had multiple chances of selection. If it was determined from the student interview or the student loan files that a student had attended more than one institution, then the student's weight was adjusted to account for multiple chances of selection.

<sup>9</sup> The term *hot deck* refers to the fact that the set of potential donors comes from the same dataset. In contrast, *cold deck* refers to the fact that the donors come from an external dataset or source.

student-level variables available from CPS and NPSAS:16, as well as updated NSLDS information. Bias was estimated before and after nonresponse weight adjustment in order to examine the impact of the nonresponse adjustment. The bias was estimated for each category of the institution- or student-level variables as the weighted difference between the means (proportions) of the respondents and the means of the full sample. The analyses found little evidence of nonresponse bias and that most statistically significant differences between the respondent mean and the full sample mean were eliminated by the nonresponse adjustment. Prior to the nonresponse weight adjustment, the median percent relative bias across characteristics ranged from 5 to 6 percent, and median effect size from .06 to .07. After the nonresponse weight adjustment, the median percent relative bias across characteristics ranged from 1 to 4 percent, and median effect size from .01 to .06. For more information on the student interview nonresponse bias analysis, refer to the B&B:16/17 Data File Documentation (Wine et al. forthcoming).

Of the 26 variables used in this report, nonresponse bias analysis was conducted for nine items that had a weighted response rate below 85 percent, following procedures similar to the unit bias analysis. The lowest response rate for the sample overall was 75.6 percent for Family status 12 months after BA completion (B1MARCHB), which is shown in table B-4. Response rates for all items were similar for public and private institutions. The analyses found little evidence of bias. Before imputation, the median percent relative bias across characteristics for these items ranged from 2 to 18 percent, and median effect size from .02 to .20. Although bias after imputation is not directly measurable, differences in estimates before and after imputation generally indicate a reduction in bias after imputation, whereas no change suggests that bias was not reduced or was not present. Eight out of nine variables had a statistically significant difference or at least one category-level significant difference between pre- and postimputation means. For more information on the item-level nonresponse bias analysis, refer to the B&B:16/17 Data File Documentation (Wine et al. forthcoming).

**Table B-4. Weighted item response rates for all students, by institutional control: 2016–17**

Variable	Variable label	All students	Public institution	Private nonprofit institution	Private for-profit Institution
B1AGEATBA	Age completed requirements for bachelor's degree	99.97	100.00	99.91	100.00
B1BENANYRCNT	Most recent job, within 12 months after bachelor's degree completion: Offered benefits	90.00	89.96	90.25	89.18
B1HIDEG	Highest degree program enrollment within 12 months of bachelor's degree completion	85.78	85.90	88.11	71.83
B1HRS12RCNT	Most recent job, within 12 months after bachelor's degree completion: Hours in month 12	89.17	89.21	89.30	88.09
B1LFP12M	Employment and enrollment status 12 months after bachelor's degree completion	91.23	91.38	91.07	90.47
B1MAJORS4Y	Bachelor's degree major	99.57	99.53	99.63	99.66
B1MARCHB	Family status 12 months after bachelor's degree completion	75.61	75.72	75.93	72.88
B1NUMINST	Number of institutions attended	77.12	76.98	77.20	78.21
B1OCC33RCNT	Most recent job, within 12 months after bachelor's degree completion: Occupation	82.70	82.81	82.01	85.02
B1PIPLN	Teacher pipeline	78.78	78.92	78.53	78.50
B1PSE_BA	Number of months from first enrollment to degree completion	92.56	92.61	93.07	89.44
B1SALEMPRCNT	Most recent job, within 12 months after bachelor's degree completion: Salaried	89.97	90.00	90.09	88.96
B1SECT	First institution control and level	76.67	76.61	76.75	76.87
B1YRSAL12RCNT	Most recent job, within 12 months after bachelor's degree completion: Annualized salary in month 12	89.03	89.23	88.92	87.33
BORAMT1	Total amount in loans borrowed for bachelor's degree	80.56	80.37	80.21	84.44
CONTROL	Control of bachelor's degree institution	100.00	100.00	100.00	100.00
DEGPRBA	Prior degree: bachelor's degree	97.43	97.72	97.52	94.02
DEPEND	Dependency status in 2015–16 academic year	92.87	92.26	92.91	99.37
DEPEND5B	Family status in 2016	96.37	96.55	95.76	97.57
FEDCUM1	Total amount in federal loans borrowed for bachelor's degree	100.00	100.00	100.00	100.00
GENDER	Sex	100.00	100.00	100.00	100.00
NFEDCUM1	Total amount in nonfederal loans borrowed for bachelor's degree	80.56	80.37	80.21	84.44
PAREDUC	Highest education attained by either parent	77.23	77.12	75.89	85.11
PELLCUM	Cumulative amount of Pell Grant funds ever received	100.00	100.00	100.00	100.00
RACE	Race/ethnicity	97.61	97.92	96.77	98.60
VETERAN	Veteran status in 2015–16 year	100.00	100.00	100.00	100.00

NOTE: Weighted item response rates are calculated as the number of respondents for whom an in-scope response was obtained divided by the number of respondents who are eligible to respond to the item.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).



## Variance Estimation

To facilitate computation of standard errors for both linear and nonlinear statistics, a vector of bootstrap replicate weights was created. These weights are zero for units not selected in a particular bootstrap sample; weights for other units are inflated for the bootstrap subsampling. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming  $B$  sets of replicate weights, the variance of any estimate,  $\hat{\theta}$ , can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates:

$$Var(\hat{\theta}) = \frac{\sum_{b=1}^B (\hat{\theta}_b^* - \hat{\theta})^2}{B}$$

where  $\hat{\theta}_b^*$  is the estimate based on the  $b$ -th replicate weight (where  $b = 1$  to the number of replicates), and  $B$  is the total number of sets of replicate weights ( $B = 200$  for B&B:16/17). Once the replicate weights are provided, this estimate of the variance can be produced by most survey software packages, such as SUDAAN, WesVAR, or Stata.

B&B:16/17 statisticians produced the replicate weights using a methodology combining approaches developed by Flyer (1987) and Kott (1988). The B&B:16/17 application of the method incorporated the finite population correction factor at the first stage (NPSAS:16 institution sampling) only.

## Cautions for Analysts

### Sources of Error

The estimates in this report are subject to sampling and nonsampling errors. Sampling errors exist in all sample-based datasets, including B&B:16/17. Estimates calculated from one sample will differ from estimates calculated from other samples even if all the samples were selected using the same sample design and methods.

The standard error is a measure of the precision of the estimate accounting for sampling error. For this report, analysts calculated standard errors using bootstrap replication procedures in PowerStats. Tables C-1 through C-7 in appendix C provide the standard errors for the estimates presented in tables 1–7.

Nonsampling errors are due to a number of issues, including but not limited to nonresponse, coding and data entry errors, misspecification of composite variables, and inaccurate imputations. A study like B&B:16/17 includes multiple sources of data for some variables (CPS, institutional records, student interviews, NSC, etc.), and reporting differences can occur among data sources. To protect study members' confidentiality, data swapping and other forms of perturbation were implemented, which can also lead to inconsistencies.

### ***Comparing B&B:16/17 Estimates to Prior B&B Estimates***

Changes in the NPSAS sample over time should be considered when comparing B&B:16/17 results with those for prior cohorts of B&B. For details on these NPSAS sample changes, see Wine, Siegel, and Stollberg (2018).

B&B:16/17 differs from previous administrations of B&B in three ways. First, in B&B:16/17, prekindergarten teachers were asked teaching-related questions in the student interview, whereas in previous B&B studies such questions were only asked of kindergarten through 12th-grade teachers. As a result, data in teacher-related variables from B&B:16/17 pertain to a different set of teachers than data in such variables for previous cohorts. Therefore, analyses comparing estimates from these variables across time should be conducted with prekindergarten teachers excluded.

Second, B&B:16/17 collected a detailed full employment history, which included detailed information about every employer and every job at which respondents worked between earning their 2015–16 bachelor's degree and June 2017. This full employment history also includes detailed information on all teaching jobs between the 2015–16 bachelor's degree and June 2017. Previous B&B studies did not collect a detailed full employment history or detailed information about all past teaching jobs.

Lastly, the timeframe that the B&B:16/17 variables cover varies from previous B&B studies. Because the amount of time elapsed between when respondents completed the requirements for their 2015–16 bachelor's degrees and when they responded to the B&B interview varied across respondents, B&B:16/17 anchored most interview items to June 2017 (that is, most interview items asked respondents to only include information through June 2017). Although anchoring interview items to June 2017 eliminated the variation due to interview timing (interview data collection occurred between July 31, 2017, and June 30, 2018), there is still variation in when respondents completed the requirements for their bachelor's degree (they could have completed anytime between July 1, 2015, and June 30, 2016). Given the variation in how much time had elapsed between completion of the requirements for the 2015–16 bachelor's degree and June 2017, whenever possible, the set of derived variables created for

B&B:16/17 focused only on outcomes that occurred within the first 12 months after completion of the bachelor's degree. Derived variables from previous B&B cohorts have described outcomes between completion of the requirements for the bachelor's degree and either the date of the interview or a date anchored in the interview, but they have never previously been limited to the first 12 months after the bachelor's degree was completed. This means that many outcomes in B&B:16/17 were measured over a shorter time horizon than equivalent variables in previous studies.

## PowerStats

The estimates in this report were produced using PowerStats, a web-based software application that enables users to generate tables of estimates for most of the surveys conducted by NCES. PowerStats can use replicate weights produced with balanced repeated replication, jackknifing, or bootstrapping to generate the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. PowerStats also describes how each variable was created and includes question wording for variables based on specific survey items. With PowerStats, users can replicate or expand upon the tables presented in this report.

The output from PowerStats includes the table estimates (e.g., percentages or means), their design-adjusted standard errors, and their weighted sample sizes. If the number of valid cases is too small to produce a reliable estimate (i.e., fewer than 30 cases, unweighted), PowerStats produces a double dagger symbol (‡) instead of the estimate. To alert users to unstable estimates, PowerStats will flag an estimate with a single exclamation point (!) when the standard error is between 30 and 50 percent of the estimate and a double exclamation point (!! ) when the standard error is greater than 50 percent of the estimate.

In addition to producing percentages or means, PowerStats users can conduct linear or logistic regressions. Many options for output of regression results are available. For a description of these options, visit the PowerStats website at <https://nces.ed.gov/datalab/index.aspx>. For more information, contact [nces.info@ed.gov](mailto:nces.info@ed.gov).

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# Appendix C—Standard Error Tables

**Table C-1. Standard errors for table 1: DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	All bachelor’s degree recipients in 2015–16	First-time bachelor’s degree recipients in 2015–16
Total	†	†
Sex		
Female	0.02	0.14
Male	0.02	0.14
Race/ethnicity		
White	0.56	0.56
Black	0.29	0.31
Hispanic	0.41	0.40
Asian	0.25	0.26
Other or Two or more races	0.20	0.21
Age completed requirements for 2015–16 bachelor’s degree		
23 or younger	0.43	0.44
24–29	0.39	0.38
30 or older	0.37	0.38
Highest education attained by either parent		
High school diploma or less	0.39	0.40
Some postsecondary education/subbaccalaureate credential	0.47	0.48
Bachelor’s degree	0.41	0.41
Graduate or professional degree	0.46	0.47
Dependency status in 2015–16 academic year		
Dependent	0.50	0.52
Independent	0.50	0.52
Ever received a Pell Grant		
Yes	0.02	0.14
No	0.02	0.14
Veteran status in 2015–16 academic year		
Veteran	0.17	0.17
Not a veteran	0.17	0.17
Family status in 2016		
Unmarried with no dependents	0.41	0.43
Unmarried with dependents	0.25	0.26
Married with no dependents	0.23	0.23
Married with dependents	0.30	0.31
Control and level of first institution attended		
2-year or less	0.50	0.51
Public 2-year	0.51	0.51
Other 2-year or less	0.10	0.10
4-year	0.50	0.51
Public	0.52	0.53
Private nonprofit	0.37	0.39
Private for-profit	0.14	0.14

See notes at end of table.

**Table C-1. Standard errors for table 1: DEMOGRAPHIC AND UNDERGRADUATE ENROLLMENT CHARACTERISTICS: Percentage distribution of all 2015–16 bachelor’s degree recipients and 2015–16 first-time bachelor’s degree recipients, by demographic and enrollment characteristics: 2017—Continued**

<b>Demographic and enrollment characteristics</b>	<b>All bachelor’s degree recipients in 2015–16</b>	<b>First-time bachelor’s degree recipients in 2015–16</b>
Control of institution where 2015–16 bachelor’s degree was completed		
Public	0.02	0.13
Private nonprofit	0.02	0.12
Private for-profit	#	0.04
Major for 2015–16 bachelor’s degree		
STEM major	0.23	0.26
Computer and information sciences	0.05	0.07
Engineering and engineering technology	0.05	0.08
Biological and physical sciences, science technology, mathematics, and agricultural sciences	0.22	0.25
General studies and other	0.18	0.18
Social sciences	0.23	0.25
Humanities	0.22	0.23
Health care fields	0.08	0.15
Business	0.10	0.15
Education	0.04	0.06
Other applied	0.30	0.33
Number of institutions attended before completing 2015–16 bachelor’s degree		
One	0.46	0.48
Two	0.45	0.45
Three or more	0.39	0.38
Earned a bachelor’s degree before the 2015-16 bachelor’s degree		
Yes	0.27	†
No	0.27	†

† Not applicable.

# Rounds to zero. Standard error of quantile, as estimated by the Woodruff method, is zero. Use caution in hypothesis testing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-2. Standard errors for table 2: TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor's degree completion among 2015–16 first-time bachelor's degree recipients, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Median (months)	Number of months from first enrollment to bachelor's degree completion				
		48 or less	49–60	61–72	73–120	More than 120
<b>Total</b>	<b>#</b>	<b>0.48</b>	<b>0.42</b>	<b>0.33</b>	<b>0.37</b>	<b>0.33</b>
<b>Sex</b>						
Female	#	0.63	0.61	0.41	0.48	0.44
Male	1	0.82	0.65	0.55	0.61	0.49
<b>Race/ethnicity</b>						
White	1	0.63	0.52	0.38	0.44	0.39
Black	1	1.64	1.14	1.10	1.38	1.35
Hispanic	1	1.37	1.36	1.10	1.21	1.08
Asian	2	2.07	1.64	1.25	1.41	1.11
Other or Two or more races	1	2.78	1.75	2.04	2.01	1.89
<b>Age completed requirements for 2015–16 bachelor's degree</b>						
23 or younger	#	0.60	0.57	0.38	0.15	0.03
24–29	#	0.57	0.65	1.02	1.29	0.75
30 or older	2	0.58	0.49	0.84	0.83	1.34
<b>Highest education attained by either parent</b>						
High school diploma or less	1	1.26	1.14	0.99	1.26	1.16
Some postsecondary education/ subbaccalaureate credential	1	0.90	0.86	0.67	0.69	0.79
Bachelor's degree	1	0.89	0.82	0.56	0.66	0.57
Graduate or professional degree	#	1.02	0.84	0.61	0.64	0.47
<b>Dependency status in 2015–16 academic year</b>						
Dependent	#	0.65	0.61	0.42	†	†
Independent	2	0.57	0.51	0.58	0.77	0.78
<b>Ever received a Pell Grant</b>						
Yes	#	0.60	0.55	0.47	0.61	0.59
No	#	0.78	0.64	0.44	0.45	0.32
<b>Veteran status in 2015–16 academic year</b>						
Veteran	5	1.51	1.31	1.38	1.83	2.12
Not a veteran	#	0.49	0.44	0.34	0.37	0.33
<b>Family status in 2016</b>						
Unmarried with no dependents	1	0.59	0.50	0.39	0.40	0.26
Unmarried with dependents	4	1.55	1.38	1.41	1.61	1.91
Married with no dependents	3	1.84	1.73	1.90	2.00	2.11
Married with dependents	5	1.09	0.69	1.17	1.55	1.85
<b>Control and level of first institution attended</b>						
2-year or less	1	0.85	0.86	0.75	0.94	0.79
Public 2-year	2	0.90	0.89	0.76	0.97	0.81
Other 2-year or less	11	2.25	2.12	4.01	5.06	4.60
4-year	1	0.63	0.51	0.37	0.39	0.36
Public	#	0.88	0.72	0.57	0.54	0.45
Private nonprofit	#	0.83	0.76	0.44	0.58	0.51
Private for-profit	4	2.07	1.52	1.06	1.62	2.21

See notes at end of table.



**Table C-2. Standard errors for table 2: TIME TO DEGREE: Median and percentage distribution of number of months from first enrollment to bachelor's degree completion among 2015–16 first-time bachelor's degree recipients, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Median (months)	Number of months from first enrollment to bachelor's degree completion				
		48 or less	49–60	61–72	73–120	More than 120
Control of institution where 2015–16 bachelor's degree was completed						
Public	1	0.66	0.59	0.48	0.53	0.44
Private nonprofit	#	0.75	0.56	0.41	0.52	0.53
Private for-profit	4	1.02	0.56	0.40	0.69	1.48
Major for 2015–16 bachelor's degree						
STEM major	1	1.15	0.93	0.70	0.69	0.51
Computer and information sciences	2	2.63	2.20	1.11	1.44	1.84
Engineering and engineering technology	1	2.01	1.88	1.19	1.31	1.00
Biological and physical sciences, science technology, mathematics, and agricultural sciences	#	1.57	1.28	1.01	0.90	0.62
General studies and other	3	3.06	3.10	3.27	3.35	3.62
Social sciences	2	1.40	1.06	0.77	1.08	0.80
Humanities	2	1.71	1.34	1.23	1.20	0.93
Health care fields	2	1.34	1.15	0.96	1.16	1.38
Business	1	1.25	1.23	0.86	1.06	0.88
Education	2	1.80	1.52	1.35	1.61	1.18
Other applied	1	1.32	1.17	0.90	0.90	0.67
Number of institutions attended before completing 2015–16 bachelor's degree						
One	#	0.71	0.60	0.41	0.41	0.26
Two	#	0.82	0.87	0.73	0.82	0.63
Three or more	2	0.94	0.83	0.79	1.06	1.24

† Not applicable.

# Rounds to zero. Standard error of quantile, as estimated by the Woodruff method, is zero. Use caution in hypothesis testing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-3. Standard errors for table 3: UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor’s degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor’s degree, by federal loan status and demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Total loans		Federal loans		Nonfederal loans	
	Percent who borrowed	Amount borrowed	Percent who borrowed	Amount borrowed	Percent who borrowed	Amount borrowed
<b>Total</b>	<b>0.21</b>	<b>\$150</b>	<b>0.14</b>	<b>\$60</b>	<b>0.31</b>	<b>\$650</b>
Sex						
Female	0.49	270	0.48	180	0.45	900
Male	0.67	380	0.64	260	0.54	1,060
Race/ethnicity						
White	0.45	240	0.41	160	0.45	770
Black	1.16	780	1.20	610	1.08	3,420
Hispanic	1.24	600	1.29	520	0.82	1,100
Asian	1.95	1,030	1.97	780	1.06	3,310
Other or Two or more races	2.09	1,100	2.10	990	1.48	2,310
Age completed requirements for 2015–16 bachelor’s degree						
23 or younger	0.46	270	0.44	160	0.43	780
24–29	1.08	470	1.13	390	0.74	1,240
30 or older	0.95	540	0.99	500	0.76	1,120
Highest education attained by either parent						
High school diploma or less	1.06	560	1.04	470	0.81	1,980
Some postsecondary education/ subbaccalaureate credential	0.80	410	0.81	320	0.74	1,160
Bachelor’s degree	0.75	430	0.75	320	0.60	1,040
Graduate or professional degree	0.82	470	0.82	300	0.59	1,400
Dependency status in 2015–16 academic year						
Dependent	0.51	280	0.51	160	0.47	850
Independent	0.68	260	0.71	230	0.52	820
Ever received a Pell Grant						
Yes	0.46	180	0.47	130	0.47	800
No	0.56	400	0.50	200	0.50	970
Veteran status in 2015–16 academic year						
Veteran	2.09	1,060	2.13	890	1.19	2,870
Not a veteran	0.24	170	0.17	70	0.33	660
Family status in 2016						
Unmarried with no dependents	0.33	220	0.29	140	0.37	710
Unmarried with dependents	1.69	800	1.85	770	1.16	3,000
Married with no dependents	2.68	1,090	2.66	930	1.37	2,140
Married with dependents	1.62	830	1.64	760	1.07	1,440
Control and level of first institution attended						
2-year or less	0.87	370	0.91	310	0.73	990
Public 2-year	0.88	370	0.93	320	0.76	1,010
Other 2-year or less	3.50	1,940	3.65	1,820	2.76	5,260
4-year	0.41	230	0.38	130	0.38	760
Public	0.61	340	0.58	230	0.50	1,130
Private nonprofit	0.74	430	0.77	250	0.64	1,120
Private for-profit	1.54	840	1.54	890	1.76	1,880
Control of institution where 2015–16 bachelor’s degree was completed						
Public	0.31	200	0.21	80	0.44	940
Private nonprofit	0.27	310	0.18	80	0.55	940
Private for-profit	0.36	340	0.31	90	1.17	1,060

See notes at end of table.

**Table C-3. Standard errors for table 3: UNDERGRADUATE BORROWING: Among 2015–16 first-time bachelor’s degree recipients, percentage who borrowed to finance their undergraduate education and, among borrowers, average cumulative amount borrowed for the bachelor’s degree, by federal loan status and demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Total loans		Federal loans		Nonfederal loans	
	Percent who borrowed	Amount borrowed	Percent who borrowed	Amount borrowed	Percent who borrowed	Amount borrowed
Major for 2015–16 bachelor’s degree						
STEM major	1.01	\$550	0.94	\$390	0.71	\$1,580
Computer and information sciences	2.25	1,220	2.41	950	1.75	2,270
Engineering and engineering technology	1.94	1,120	1.97	840	1.31	2,270
Biological and physical sciences, science technology, mathematics, and agricultural sciences	1.37	780	1.25	510	0.95	2,250
General studies and other	3.35	1,630	3.34	1,610	2.22	†
Social sciences	1.32	620	1.31	470	0.98	1,610
Humanities	1.60	670	1.65	570	0.95	1,870
Health care fields	1.35	670	1.34	520	1.00	1,500
Business	1.04	530	1.02	390	0.84	1,510
Education	1.64	720	1.61	620	1.12	1,390
Other applied	1.12	610	1.11	410	0.88	2,120
Number of institutions attended before completing 2015–16 bachelor’s degree						
One	0.56	290	0.57	180	0.45	910
Two	0.85	410	0.88	320	0.67	1,130
Three or more	1.22	470	1.23	390	0.87	1,200
Number of months from first enrollment to bachelor’s degree completion						
48 or less	0.70	380	0.67	210	0.62	930
49–60	1.06	500	1.10	320	0.75	1,470
61–72	1.58	820	1.60	690	1.12	2,830
73–120	1.44	670	1.51	540	0.93	1,710
More than 120	1.09	630	1.16	560	0.84	970

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-4. Standard errors for table 4: POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Highest degree program in which student enrolled within 12 months after bachelor’s degree completion					
	Not enrolled	Certificate, associate’s degree, or bachelor’s degree	Master’s degree	Post-bachelor’s or post-master’s certificate	Academic doctoral degree	Professional or other doctoral degree
<b>Total</b>	<b>0.41</b>	<b>0.23</b>	<b>0.33</b>	<b>0.11</b>	<b>0.10</b>	<b>0.19</b>
Sex						
Female	0.62	0.36	0.49	0.16	0.10	0.30
Male	0.68	0.35	0.46	0.16	0.18	0.26
Race/ethnicity						
White	0.53	0.28	0.40	0.15	0.12	0.25
Black	1.44	0.91	1.11	0.24	0.24	0.49
Hispanic	1.17	0.70	0.89	0.33	0.25	0.37
Asian	1.46	1.09	0.99	†	0.39	0.74
Other or Two or more races	2.23	1.31	1.52	0.37	0.78	1.12
Age completed requirements for 2015–16 bachelor’s degree						
23 or younger	0.61	0.30	0.42	0.14	0.14	0.29
24–29	0.96	0.60	0.72	0.18	0.18	0.33
30 or older	1.04	0.59	0.92	0.28	0.10	0.35
Highest education attained by either parent						
High school diploma or less	1.01	0.67	0.84	0.17	0.04	0.46
Some postsecondary education/ subbaccalaureate credential	0.87	0.52	0.70	0.24	0.19	0.30
Bachelor’s degree	0.78	0.48	0.55	0.21	0.18	0.38
Graduate or professional degree	0.97	0.47	0.68	0.17	0.26	0.39
Ever received a Pell Grant						
Yes	0.63	0.32	0.48	0.15	0.10	0.25
No	0.65	0.35	0.46	0.15	0.18	0.32
Veteran status in 2015–16 academic year						
Veteran	1.74	0.68	1.46	0.67	0.22	0.55
Not a veteran	0.43	0.24	0.33	0.11	0.10	0.20
Control of institution where 2015–16 bachelor’s degree was completed						
Public	0.55	0.34	0.42	0.16	0.13	0.27
Private nonprofit	0.71	0.33	0.56	0.14	0.17	0.29
Private for-profit	1.02	0.51	0.91	0.06	0.18	0.14

See notes at end of table.

**Table C-4. Standard errors for table 4: POSTBACCALAUREATE ENROLLMENT: Percentage distribution of highest degree program in which 2015–16 first-time bachelor’s degree recipients enrolled within 12 months after bachelor’s degree completion, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Highest degree program in which student enrolled within 12 months after bachelor’s degree completion					
	Not enrolled	Certificate, associate’s degree, or bachelor’s degree	Master’s degree	Post-bachelor’s or post-master’s certificate	Academic doctoral degree	Professional or other doctoral degree
Major for 2015–16 bachelor’s degree						
STEM major	0.94	0.55	0.69	0.23	0.35	0.57
Computer and information sciences	1.41	0.79	1.15	†	†	†
Engineering and engineering technology	1.50	0.52	1.18	†	0.48	0.62
Biological and physical sciences, science technology, mathematics, and agricultural sciences	1.45	0.91	0.96	0.33	0.53	0.96
General studies and other	3.33	1.70	2.88	†	†	1.30
Social sciences	1.23	0.60	1.12	0.31	0.28	0.45
Humanities	1.49	0.71	1.19	0.53	0.16	0.48
Health care fields	1.26	0.59	1.01	0.18	0.29	0.78
Business	0.98	0.64	0.78	0.14	†	0.28
Education	1.67	1.14	1.42	†	†	0.41
Other applied	1.04	0.70	0.83	0.20	0.16	0.39
Family status 12 months after bachelor’s degree completion						
Unmarried with no dependents	0.54	0.28	0.39	0.13	0.12	0.22
Unmarried with dependents	1.54	0.98	1.18	0.45	0.15	0.64
Married with no dependents	1.63	0.85	1.28	0.45	0.21	0.61
Married with dependents	1.48	0.84	1.35	†	0.09	0.40

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-5. Standard errors for table 5: POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT:  
Percentage distribution of 2015–16 first-time bachelor's degree recipients' employment and  
enrollment status 12 months after bachelor's degree completion, by demographic and enrollment  
characteristics: 2017**

Demographic and enrollment characteristics	Employment and enrollment status 12 months after bachelor's degree completion				
	Employed only	Both employed and enrolled	Enrolled only	Unemployed	Out of the labor force
<b>Total</b>	<b>0.52</b>	<b>0.31</b>	<b>0.25</b>	<b>0.24</b>	<b>0.30</b>
Sex					
Female	0.72	0.47	0.35	0.30	0.38
Male	0.75	0.45	0.39	0.41	0.46
Race/ethnicity					
White	0.57	0.39	0.29	0.25	0.34
Black	1.69	0.95	0.96	0.85	1.05
Hispanic	1.68	0.94	0.72	0.78	1.02
Asian	2.22	1.17	1.04	1.21	1.60
Other or Two or more races	2.64	1.61	1.30	1.02	1.02
Age completed requirements for 2015–16 bachelor's degree					
23 or younger	0.61	0.42	0.35	0.27	0.39
24–29	1.15	0.77	0.48	0.62	0.77
30 or older	1.24	0.93	0.47	0.71	0.66
Highest education attained by either parent					
High school diploma or less	1.27	0.87	0.51	0.72	0.85
Some postsecondary education/ subbaccalaureate credential	0.94	0.74	0.55	0.51	0.54
Bachelor's degree	0.95	0.62	0.38	0.48	0.55
Graduate or professional degree	0.95	0.56	0.58	0.44	0.61
Ever received a Pell Grant					
Yes	0.78	0.49	0.32	0.35	0.44
No	0.73	0.44	0.41	0.32	0.42
Veteran status in 2015–16 academic year					
Veteran	1.85	1.32	0.84	0.85	1.02
Not a veteran	0.53	0.31	0.26	0.24	0.31
Control of institution where 2015–16 bachelor's degree was completed					
Public	0.67	0.42	0.36	0.30	0.43
Private nonprofit	0.82	0.50	0.36	0.43	0.39
Private for-profit	0.82	0.76	0.44	0.67	0.69

See notes at end of table.

**Table C-5. Standard errors for table 5: POSTBACCALAUREATE EMPLOYMENT AND ENROLLMENT: Percentage distribution of 2015–16 first-time bachelor's degree recipients' employment and enrollment status 12 months after bachelor's degree completion, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Employment and enrollment status 12 months after bachelor's degree completion				
	Employed only	Both employed and enrolled	Enrolled only	Unemployed	Out of the labor force
Major for 2015–16 bachelor's degree					
STEM major	0.98	0.74	0.60	0.54	0.63
Computer and information sciences	1.98	1.23	0.51	1.27	1.18
Engineering and engineering technology	1.92	1.22	1.04	0.86	1.02
Biological and physical sciences, science technology, mathematics, and agricultural sciences	1.42	1.19	0.98	0.79	0.86
General studies and other	3.59	2.12	2.75	2.20	2.31
Social sciences	1.37	0.99	0.70	0.61	0.85
Humanities	1.64	1.05	0.79	0.93	0.82
Health care fields	1.51	1.13	0.59	0.48	0.83
Business	1.14	0.76	0.48	0.58	0.78
Education	1.88	1.63	0.92	0.52	0.97
Other applied	1.19	0.74	0.66	0.73	0.84
Family status 12 months after bachelor's degree completion					
Unmarried with no dependents	0.57	0.40	0.33	0.26	0.33
Unmarried with dependents	1.96	1.22	0.84	1.03	0.96
Married with no dependents	1.75	1.23	0.88	0.68	0.87
Married with dependents	1.67	1.28	0.51	0.77	1.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-6. Standard errors for table 6: POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017**

Demographic, enrollment, and employment characteristics	Annualized earned income from most recent full-time job 12 months after bachelor’s degree completion			Percent who had salaried job	Percent whose employer offered benefits
	25th percentile	Median	75th percentile		
<b>Total</b>	<b>\$340</b>	<b>\$320</b>	<b>\$390</b>	<b>0.75</b>	<b>0.69</b>
Sex					
Female	510	390	570	0.90	0.85
Male	250	420	1,030	1.18	1.02
Race/ethnicity					
White	300	100	550	0.91	0.73
Black	970	820	1,430	2.35	2.10
Hispanic	960	620	1,140	1.91	1.77
Asian	1,260	1,880	2,440	3.32	2.68
Other or Two or more races	1,240	1,280	1,820	3.98	3.92
Age completed requirements for 2015–16 bachelor’s degree					
23 or younger	480	520	300	0.90	0.81
24–29	1,020	680	1,000	1.61	1.60
30 or older	740	920	1,550	1.72	1.47
Highest education attained by either parent					
High school diploma or less	540	700	1,130	1.75	1.49
Some postsecondary education/ subbaccalaureate credential	960	680	990	1.52	1.30
Bachelor’s degree	510	480	920	1.36	1.31
Graduate or professional degree	520	480	1,030	1.33	1.06
Ever received a Pell Grant					
Yes	580	470	540	1.10	0.97
No	510	560	650	1.07	0.92
Veteran status in 2015–16 academic year					
Veteran	440	930	1,870	2.77	2.04
Not a veteran	380	400	710	0.78	0.70
Control of institution where 2015–16 bachelor’s degree was completed					
Public	460	530	880	1.04	0.96
Private nonprofit	540	250	1,130	1.03	0.94
Private for-profit	400	870	1,160	1.67	1.58
Major for 2015–16 bachelor’s degree					
STEM major	550	1,050	890	1.32	1.31
Computer and information sciences	1,560	2,250	2,960	2.13	2.28
Engineering and engineering technology	2,240	920	1,010	2.21	1.79
Biological and physical sciences, science technology, mathematics, and agricultural sciences	870	680	850	2.02	2.03
General studies and other	2,540	1,910	2,950	5.73	4.44
Social sciences	880	750	1,250	2.11	1.64
Humanities	820	1,200	800	2.81	2.47
Health care fields	870	810	1,070	1.49	1.44
Business	740	810	1,340	1.97	1.56
Education	790	490	650	2.36	2.23
Other applied	460	730	820	1.77	1.80

See notes at end of table.



**Table C-6. Standard errors for table 6: POSTBACCALAUREATE INCOME AND BENEFITS: Annualized earned income, salaried job status, and employer benefits of 2015–16 first-time bachelor’s degree recipients who had a full-time job 12 months after bachelor’s degree completion, by demographic, enrollment, and employment characteristics: 2017—Continued**

Demographic, enrollment, and employment characteristics	Annualized earned income from most recent full-time job 12 months after bachelor’s degree completion			Percent who had salaried job	Percent whose employer offered benefits
	25th percentile	Median	75th percentile		
Family status 12 months after bachelor’s degree completion					
Unmarried with no dependents	\$490	\$520	\$720	0.90	0.82
Unmarried with dependents	690	1,040	1,260	2.79	1.61
Married with no dependents	770	980	1,180	2.26	1.71
Married with dependents	610	1,180	2,190	2.48	1.56
Occupation of most recent job within 12 months of bachelor’s degree completion					
Business/management occupations	750	710	1,360	1.89	1.48
Life science occupations	1,460	1,540	2,120	4.77	3.64
Math, computer, and physical science occupations	990	1,400	1,300	2.10	1.87
Engineers	1,540	1,020	760	2.63	2.07
Nurses	800	880	1,710	1.78	1.62
Other health care occupations	670	920	1,040	2.30	2.24
PreK–12 educators	1,070	550	820	2.16	2.09
Social services professionals	560	840	810	2.89	2.89
Sales occupations	940	1,750	1,420	2.58	2.93
Business support/administrative assistance	470	680	820	1.94	1.96
Other white-collar occupations	630	830	830	2.22	1.90
Other occupations	660	840	1,530	1.89	2.18

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).

**Table C-7. Standard errors for table 7: PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor's degree recipients' steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017**

Demographic and enrollment characteristics	Steps toward a teaching career as of 2017			
	Did not prepare or consider teaching	Did not prepare, but considered teaching	Prepared, but did not teach	Taught
<b>Total</b>	<b>0.48</b>	<b>0.44</b>	<b>0.19</b>	<b>0.31</b>
Sex				
Female	0.70	0.61	0.27	0.48
Male	0.76	0.69	0.31	0.43
Race/ethnicity				
White	0.64	0.51	0.24	0.44
Black	1.54	1.34	0.77	1.25
Hispanic	1.43	1.13	0.51	1.18
Asian	1.82	1.54	0.57	1.20
Other or Two or more races	2.53	2.47	1.25	1.82
Age completed requirements for 2015–16 bachelor's degree				
23 or younger	0.61	0.59	0.26	0.42
24–29	1.24	1.07	0.47	0.88
30 or older	1.20	1.11	0.47	0.93
Highest education attained by either parent				
High school diploma or less	1.29	1.04	0.52	1.06
Some postsecondary education/ subbaccalaureate credential	0.96	0.97	0.40	0.78
Bachelor's degree	0.97	0.93	0.36	0.70
Graduate or professional degree	0.82	0.75	0.41	0.69
Ever received a Pell Grant				
Yes	0.72	0.64	0.28	0.47
No	0.71	0.69	0.28	0.46
Veteran status in 2015–16 academic year				
Veteran	2.02	1.71	0.88	1.19
Not a veteran	0.51	0.46	0.20	0.32
Control of institution where 2015–16 bachelor's degree was completed				
Public	0.71	0.57	0.25	0.43
Private nonprofit	0.82	0.71	0.31	0.57
Private for-profit	1.17	0.66	0.28	1.16

See notes at end of table.

**Table C-7. Standard errors for table 7: PREKINDERGARTEN THROUGH 12TH-GRADE TEACHING: Percentage distribution of 2015–16 first-time bachelor’s degree recipients’ steps toward a teaching career in preK through 12th grade, by demographic and enrollment characteristics: 2017—Continued**

Demographic and enrollment characteristics	Steps toward a teaching career as of 2017			
	Did not prepare or consider teaching	Did not prepare, but considered teaching	Prepared, but did not teach	Taught
Major for 2015–16 bachelor’s degree				
STEM major	1.01	0.89	0.37	0.66
Computer and information sciences	1.86	1.68	0.69	0.85
Engineering and engineering technology	1.80	1.60	0.68	1.10
Biological and physical sciences, science technology, mathematics, and agricultural sciences	1.48	1.27	0.54	0.95
General studies and other	4.25	2.69	2.16	3.60
Social sciences	1.42	1.24	0.46	1.16
Humanities	1.68	1.52	0.81	1.45
Health care fields	1.32	1.11	0.59	0.86
Business	1.50	1.38	0.41	0.74
Education	0.85	0.79	1.02	1.50
Other applied	1.38	1.14	0.56	0.92
Family status 12 months after bachelor’s degree completion				
Unmarried with no dependents	0.55	0.48	0.23	0.38
Unmarried with dependents	2.11	1.53	0.74	1.82
Married with no dependents	1.65	1.52	0.68	1.28
Married with dependents	1.85	1.57	0.58	1.26

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2016/17 Baccalaureate and Beyond Longitudinal Study (B&B:16/17).