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## ABSTRACT

Reports on an automated system used to examine progression to higher degrees and to analyze the employment and earnings of university graduates by discipline and degree level during the first and fifth years after graduation from the State University System (SUS) of Florida. The cohort examined was the 1990-91 graduating class, which consisted of 25,792 baccalaureate, 6,054 master's, and 747 doctoral level graduates. The databases used included SUS's own data, and state unemployment insurance and federal employment data. Analysis of the data showed that: (1) professional programs (business, education, engineering, and health) produced the greatest number of graduates at all degree levels; (2) at the bachelor's level, highest earnings after five years went to banking and finance majors; at the master's level the highest salaries were earned by accounting majors; and at the doctoral level chemistry majors ranked highest; (3) of graduates employed in Florida, professional program (education, health, and business) graduates dominated the list of disciplines; (4) differences between male and female salaries were striking, as were differences attributed to ethnicity. Appendix data tables include gains in earnings, 1991-96; mean earnings; and earnings by gender and race. (CH)

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# Great Expectations: A Longitudinal Analysis of Outcomes Following Graduation 

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## Great Expectations: A Longitudinal Analysis of Outcomes Following Graduation


#### Abstract

Accountability concerns in higher education have evolved into issues regarding performance based budgeting and return on investment. Recent interest has focused on outcomes and outputs. An important tangible outcome of higher education is the gainful employment of graduates. An automated system was utilized to examine the progression to higher degrees and analyze the employment and earnings of university graduates by discipline and degree level during the first and fifth years after graduation. The information and analysis will be of benefit to consumers (prospective students and parents), university administrators, and to industry.


# Great Expectations: A Longitudinal Analysis of Outcomes Following Graduation 

## Introduction

As accountability concerns in higher education have evolved into issues regarding performance based budgeting and return on investment in the past decade, interest has focused on outcomes and outputs of higher education. An important tangible outcome is the gainful employment of graduates. The state in which the study is conducted has been in the forefront of developing a system to track graduates using several large existing automated databases. This mechanism makes it possible to capture graduates employed in the state, how much they earn, and the types of industries in which they are employed, without resorting to expensive surveys with problems in response rates.

## Purpose

The purpose of the paper is to provide a sense of what happens to students in various disciplines once they graduate from the State University System of Florida (SUS). By examining the entire population of a graduating class of a large university system the study will provide some insight into the employment patterns of graduates. The findings may suggest research questions for other states as well as other countries.

## Data sources

The data sources were several large databases, including the SUS, the unemployment insurance database for the State, and federal employment databases. The federal employment
databases will provide data on graduates employed by the federal government and located in the State of Florida, such as the military, and the postal service. The tracking system utilized is longstanding and comprehensive, providing data from a wealth of sources.

## Methodology

Cohort and analyses. The graduating class of 1990-91 in the SUS was identified and linked with unemployment insurance wage reports through databases used, for the fourth quarter of the first year after graduation (1991) and the fifth year after graduation (1996). The graduating class of 1990-91 consisted of 25,792 baccalaureate level, 6,054 master's level and 747 doctoral level graduates, for a total of 32,593 . Five years later, 13,086 of the bachelor's graduates, 2,952 of the master's graduates, and 198 of the doctoral graduates were found employed in the state, for a total of $16,236(49 \%)$. These snapshot data for the first year and the fifth year following graduation portray the ability of graduates to find employment with the state immediately upon graduation, their earnings in their first year after graduation, and compare those findings to their employment and earnings in the fifth year after graduation. The data for the fifth year after graduation were examined by program using six digit CIP codes. The study also focused on high enrollment majors and high earnings disciplines for more in-depth analysis regarding earnings. Differences in earnings by degree level and differences by gender and ethnicity also were examined.

Databases utilized. The databases utilized were the SUS's own database, the State unemployment insurance database, and federal employment databases (for individuals working for the federal government). Most individuals working in the State would be captured by these
databases. However, individuals whose employers did not participate in unemployment insurance, or who were self-employed and did not participate in unemployment insurance would not be captured. This could affect some disciplines, such as art, more than others.

Degrees included. All baccalaureate, master's and doctoral graduates from the SUS in 1990-91 were included in the study. Excluded were the professional law degree and professional doctorates in medicine, dentistry and veterinary medicine. Also excluded were specialist degrees.

Controlling for degree level. In examining earnings by degree level, only students who remained at the original degree level five years later were included. This was accomplished by checking each student against the graduation data each year in the SUS's database. Therefore the findings are not contaminated by mixing in students who achieved a higher degree within the five years. For example, the earnings of baccalaureate graduates of 1990-91 includes only those graduates who did not subsequently earn a master's or doctoral degree in the intervening five years.

Controlling for low numbers of graduates. At the bachelor's and master's degree levels, only disciplines with 10 or more graduates and five or more found employed in Florida five years later were included in the study. At the doctoral level only disciplines with two or more graduates were included. Readers should exercise caution in interpreting results based on low numbers. The analysis of earnings by gender and ethnicity was limited to programs in which at least 10 individuals of each gender or ethnic group was found employed in Florida.

Geographic location. The study could only track graduates who remained within the State of Florida. This is a limitation particularly when it comes to doctoral degrees, where one
expects students to compete in a national market. Only $30 \%$ of the doctoral graduates were found employed in Florida after five years. Among baccalaureate level graduates who stayed at the same degree level, about half were found employed in Florida, and among master's graduates who remained at the same degree level, slightly over half were found employed in Florida five years after graduation..

Full-time vs. Part-time employment. The databases used did not provide information on whether students were employed full time or part-time during the fourth quarter of the first and fifth years. Earnings data are used on all earnings from all employers aggregated during a given quarter (e.g. if an individual held three jobs during the quarter, their earnings from each job would be aggregated.)

## Results

The data on employment and earnings for the fifth year after graduation were analyzed to reveal patterns by discipline and degree level. The analysis focused on the following questions:

- Which disciplines, by degree level, graduated the largest number of students?
- Which disciplines posted the highest gains in earnings within the five-year period?
- Graduates of which disciplines tend to remain in the state?
- Which disciplines, by degree level, had the highest average earnings?
- Which disciplines were high producers of graduates and yielded high earnings?
- Baccalaureate graduates in which disciplines went on to earn a master's degree within five
years of obtaining a baccalaureate?
- Which disciplines showed significant differences between earnings by degree level?
- What earnings differences are evident between males and females?
- What earnings differences are evident between ethnic groups?


## Disciplines with Highest Number of Graduates

In general, the professional programs (business, education, engineering, health) tend to dominate the listings of the largest producers of graduates at all degree levels.

## Baccalaureate Level, Highest Number of Graduates

The top ten programs producing the largest numbers of graduates in 1990-91 appear in Table 1 below. This table includes everyone found employed in 1996 regardless of their 1991 employment status.

Table 1: Highest Producers of Baccalaureate Graduates

| CIP Title | Number of Graduates | \% Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :---: | :---: | :---: |
| Elementary Ed | 1850 | $67 \%$ | $\$ 6,806$ |
| Banking \& Finance | 1441 | $49 \%$ | $\$ 10,112$ |
| Marketing Mgt | 1227 | $47 \%$ | $\$ 9,150$ |
| Accounting | 1098 | $55 \%$ | $\$ 9,576$ |
| Psychology, General | 1092 | $47 \%$ | $\$ 6,439$ |
| Business Adm \& Mgt | 1079 | $53 \%$ | $\$ 9,411$ |
| Communication, Gen | 875 | $48 \%$ | $\$ 7,639$ |
| Political Science | 794 | $46 \%$ | $\$ 8,174$ |
| Criminal Justice | 766 | $56 \%$ | $\$ 8,025$ |
| Nursing | 669 | $59 \%$ | $\$ 10,276$ |

Among the top 20 producers of baccalaureate graduates, business and education are the most represented disciplines. Nursing was the only health program and biology the only science program in the top 20 . Other programs included were electrical engineering and computer science. The top 20 producers of graduates accounted for $75.6 \%$ of all baccalaureate graduates.

## Master's Level, Highest Number of Graduates

The top ten programs producing the largest numbers of master's graduates in 1990-91 appear in Table 2.

Table 2: Highest Producers of Master's Graduates

| CIP Title | Number of Graduates | \% Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :---: | :---: | :---: |
| Business, General | 440 | $49 \%$ | $\mathbf{\$ 1 4 , 5 0 4}$ |
| Business Adm \& Mgt | 377 | $43 \%$ | $\$ 14,004$ |
| Elementary Ed | 319 | $61 \%$ | $\mathbf{\$ 8 , 4 8 9}$ |
| Accounting | 266 | $61 \%$ | $\mathbf{\$ 1 4 , 2 8 4}$ |
| Stud Counseling | 266 | $71 \%$ | $\$ 8,238$ |
| Social Work | 231 | $50 \%$ | $\mathbf{\$ 8 , 1 6 1}$ |
| Education Admin | 179 | $70 \%$ | $\mathbf{\$ 1 0 , 3 3 7}$ |
| Public Admin | 176 | $59 \%$ | $\mathbf{\$ 1 1 , 5 0 5}$ |
| Library Science | 164 | $\mathbf{y y y}$ | $\mathbf{\$ 7 , 8 8 1}$ |
| Electrical Engin | 162 | $34 \%$ | $\mathbf{\$ 1 4 , 0 3 3}$ |

The most represented disciplines in the top 20 producers of master's graduates were business, education, health programs (nursing, speech pathology and public health), engineering, and computer science. The top 20 producers of graduates accounted for $78.2 \%$ of all master's graduates.

## Doctoral Level, Highest Number of Graduates

The top ten programs producing the largest numbers of doctoral graduates in 1990-91 appear in Table 3.

Table 3: Highest Producers of Doctoral Graduates

| CIP Title | Number of Graduates | \% Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :---: | :---: | :---: |
| Curriculum \& Instruction | 57 | $60 \%$ | $\$ 12,258$ |
| Psychology, General | 49 | $14 \%$ | $\$ 12,646$ |
| Chemistry, General | 44 | $18 \%$ | $\$ 12,193$ |
| Electrical Engineering | 35 | $14 \%$ | $\$ 15,202$ |
| Educational Admin | 31 | $55 \%$ | $\$ 22,714$ |
| Medical Sciences | 26 | $27 \%$ | $\$ 13,251$ |
| Business, General | 24 | $13 \%$ | $\$ 20,092$ |
| English | 22 | $23 \%$ | $\$ 9,245$ |
| Economics | 20 | $20 \%$ | $\$ 8,800$ |
| Higher Ed Admin | 14 | $50 \%$ | $\$ 8,126$ |

The disciplines most represented in the top 20 producers of doctoral programs were in education, business, sciences and mathematics. The top 20 programs accounted for $69 \%$ of all doctoral graduates.

## Gains in Earnings during Five-Year Period following Graduation

At each degree level, graduates of which disciplines experienced the highest increases in mean average earnings within the five-year period 1991-1996? The following tables report the top ten producers of graduates at the bachelor's, master's, and doctoral levels and their percentage increases comparing the fourth quarter earnings in 1991 to fourth quarter earnings in 1996.

Table 4: Top Ten Producers of Bachelor's Graduates, Comparison of Fourth Quarter Earnings 1991 and 1996

| CIP Title | Number of <br> Graduates | Found Emp in <br> FL, 1991 \& 1996 | Qtrly Avg <br> Earnings 1991 | Qrtly Avg <br> Earnings 1996 | \% Difference |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Elementary Ed | 1850 | 1253 | $\$ 4,958$ | $\$ 6,974$ | $41 \%$ |
| Banking \& Finance | 1441 | 570 | $\$ 4,808$ | $\$ 10,154$ | $111 \%$ |
| Marketing Mst | 1227 | 477 | $\$ 4,782$ | $\$ 9,463$ | $98 \%$ |
| Accounting | 1098 | 616 | $\$ 5,040$ | $\$ 10,083$ | $100 \%$ |
| Psychology, <br> General | 1092 | $\$ 64$ | $\$ 3,703$ | $\$ 6,584$ | $78 \%$ |
|  <br> Mgr | 1079 | 484 | $\$ 5,264$ | $\$ 9,553$ | $81 \%$ |
| Communication, <br> Gen | 875 | 349 | $\$ 7,761$ | $\$ 3,836$ | $103 \%$ |
| Political Science | 794 | 764 | $\$ 4,586$ | $\$ 8,057$ | $107 \%$ |
| Criminal Justice | 766 | $\$ 8,547$ | $\$ 10,657$ | $25 \%$ |  |
| Nursing | 669 | 361 |  |  |  |

Table 5: Top Ten Producers of Master's Graduates, Comparison of Fourth Quarter Earnings 1991 and 1996

| CIP Title | Number of <br> Graduates | Found Emp in <br> FL, 1991 \& 1996 | Qtrly Avg <br> Earnings 1991 | Qtrly Avg <br> Earnings 1996 | \% Difference |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Business, General | 440 | 179 | $\$ 9,128$ | $\$ 14,488$ | $59 \%$ |
|  <br> Hgt. | 377 | 129 | $\$ 8,458$ | $\$ 14,597$ | $73 \%$ |
| Elementary <br> Education | 319 | 184 | $\$ 7,035$ | $\$ 8,598$ | $22 \%$ |
| Student Counseling <br> \& Personnel <br> Services | 266 | 175 | $\$ 6,672$ | $\$ 8,550$ | $28 \%$ |
| Accounting | 266 | 144 | $\$ 8,405$ | $\$ 14,689$ | $75 \%$ |
| Social Work | 231 | 122 | $\$ 8,409$ | $\$ 10,416$ | $46 \%$ |
| Education <br> Administration | 179 | 93 | $\$ 8,807$ | $\$ 11,870$ | $35 \%$ |
| Public <br> Administration | 176 |  |  |  |  |


| Library Science | 164 | 81 | $\$ 6,647$ | $\$ 8,029$ | $21 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Electrical, <br>  <br> Communication <br> Eng | 162 | 45 | $\$ 10,251$ | $\$ 14,680$ | $43 \%$ |

## Table 6: Top Ten Producers of Doctoral Graduates, Comparison of Fourth Quarter Earnings 1991 and 1996

| CIP Title | Number of <br> Graduates | Found Empl in <br> FL, 1991 \& 1996 | Qtrly Avg <br> Earnings 1991 | Qtrly Avg <br> Earnings 1996 | \% Difference |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  <br> Instruction | 57 | 25 | $\$ 10,711$ | $\$ 12,687$ | $18 \%$ |
| Psychology, 1 | 49 | 4 | $\$ 9,374$ | $\$ 12,924$ | $38 \%$ |
| Chemistry | 44 | 4 | $\$ 8,545$ | $\$ 18,061$ | $111 \%$ |
| Electrical, <br>  <br> Comm Eng | 35 | $\$ 11,133$ | $\$ 14,925$ | $34 \%$ |  |
| Education <br> Administration | 31 | 16 | $\$ 12,409$ | $\$ 23,100$ | $86 \%$ |
| English | 22 | 5 | $\$ 8,588$ | $\$ 9,245$ | $8 \%$ |
| Higher Education <br> Administration | 14 | 6 | $\$ 9,031$ | $43 \%$ |  |
|  <br> Information <br> Science | 13 | 3 | $\$ 12,469$ | $\$ 13,407$ | $8 \%$ |
| Civil Engineering | 11 | 6 | $\$ 10,971$ | $\$ 11,106$ | $1 \%$ |
| Adult and <br> Continuing <br> Education | 10 | 6 |  |  |  |

The remainder of the analyses will focus on the earnings five years after graduation, as this is probably a more accurate picture of earnings by program than the earnings immediately after graduation.

## Found Employed in Florida

The top 10 programs, at all degree levels with the highest percentage of graduates
employed in Florida five years after graduation appear in Table 7.
Table 7: Highest Percentage of Graduates Employed in Florida

| Degree | CIP Title | Number of Graduates | \% Employed in FI |
| :--- | :--- | :---: | :---: |
| M | Urban Education | 14 | $93 \%$ |
| M | School Psychology | 11 | $82 \%$ |
| M | Educational Media | 21 | $81 \%$ |
| M | Art Education | 33 | $79 \%$ |
| B | Educ of Emotionally Handicapped | 46 | $78 \%$ |
| M | Trade \& Industrial Education | 31 | $77 \%$ |
| M | Urban \& Regional Planning | 41 | $73 \%$ |
| B | Surveying \& Mapping | 18 | $72 \%$ |
| B | Linguistics | 14 | $71 \%$ |
| M | Gerontology | 17 | $71 \%$ |
| M | Educ of Emotionally Handicapped | 21 | $71 \%$ |

Education programs dominate the list of disciplines with the highest percentage of graduates remaining in Florida. Most of the programs are at the master's degree level. In examining baccalaureate degrees with the highest percentages found employed in Florida, the professional programs dominate once again: education, health, and business. Interestingly, another professional discipline, engineering, had some of the lowest percentages found employed in Florida five years after graduation.

For the percent of graduates found employed in Florida among the top producers of bachelor's master's and doctoral degrees, refer to Tables 1, 2, and 3.

## Earnings

## All Degree Levels Combined

The top 10 disciplines with the highest mean average earnings, regardless of degree level,
five years after graduation are depicted in Table 8. This table only includes programs with 10 or more graduates and at least 5 found employed in Florida.

Table 8: Highest Average Earnings, All Degree Levels

| Degree | CIP Title | Number of Graduates | Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :--- | :---: | :---: | :---: |
| M | Building Construction | 21 | 8 | $\$ 25,353$ |
| M | Taxation Law | 60 | 7 | $\$ 25,244$ |
| D | Educational Admin | 31 | 17 | $\$ 22,714$ |
| M | Computer Engineering | 52 | 19 | $\$ 18,678$ |
| M | Banking \& Finance | 29 | 16 | $\$ 18,235$ |
| M | Engineering Management | 39 | 41 | $\$ 17,858$ |
| B | Pharmacy | 70 | 18 | $\$ 16,465$ |
| B | Physician Assistant | 28 | 30 | $\$ 14,934$ |
| M | Taxation | 50 | 22 | $\$ 14,911$ |
| B | Insurance \& Risk Management | 34 |  | $\$ 14,547$ |

The most represented disciplines in the top 20 average earnings were in business, engineering, and health. Most of the degrees were at the master's level. It should be noted that two of the three bachelor's programs in the top 10, pharmacy and physician assistant, have now moved to the graduate level in the SUS. The only doctoral program in the top 10 was educational administration. This was also the only education program in the top 20 . None of the sciences were featured in the top 20 (although the PhD in Medical Sciences was $21^{\text {st }}$ ). One should take into account that typically the best doctoral recipients in the sciences go on to post doctoral experiences at other institutions (usually out of state). Therefore in five years after graduation they are just starting out in their careers, and tend to be in other states. This may also hold true for graduates of engineering and mathematics.

How did the top producers of graduates fare in earnings, five years after graduation? Figure 1 provides the relevant data. All of the top 10 producers happened to be baccalaureate programs.

AVERAGE FOURTH QUARTER EARNINGS OF THE TOP TEN PRODUCERS OF GRADUATES BY LEVEL AND PROGRAM


Includes programs with 10 or more grads (bacheior and masters) and 2 or more for doctoral. All the programs in the top ten were at the Bachelor's level.

## Baccalaureate Level, Highest Average Earnings

The top 10 programs with the highest average earnings among baccalaureate level graduates, five years after graduation, are displayed in Table 9.

Table 9: Baccalaureate Level, Highest Average Fourth Quarter Earnings

| CIP Title | Number of Graduates | Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :---: | :---: | :---: |
| Pharmacy | 70 | 41 | $\$ 16,465$ |
| Physician Assistant | 28 | 18 | $\$ 14,934$ |
| Insurance \& Risk Management | 34 | 22 | $\$ 14,547$ |
| Mechanical Engineering | 234 | 81 | $\$ 13,478$ |
| Physical Therapy | 93 | 43 | $\$ 13,238$ |
| Industrial \& Systems Engineering | 84 | 27 | $\$ 12,767$ |
| Building Construction | 114 | 57 | $\$ 12,237$ |
| Electrical Engineering | 536 | 230 | $\$ 11,952$ |
| Information Sciences \& Systems | 69 | 40 | $\$ 11,538$ |
| Civil Engineering | 211 | 120 | $\$ 11,437$ |

In the top 20 list of average earnings, the most represented disciplines are in health, engineering, and engineering technology. Also represented are computer science and business, not surprisingly.

At the baccalaureate level, programs that are common to the list of top 20 producers of graduates and the top 20 average earnings are electrical, electronics and communications engineering; and computer and information sciences. Programs which were close were nursing (a top 20 producer, and the $23^{\text {rd }}$ highest in average earnings), mechanical engineering (a top 20 earner, and $24^{\text {th }}$ highest producer); civil engineering (a top 20 earner, and the $26^{\text {th }}$ highest producer); and banking and finance (the second highest producer, and the $29^{\text {th }}$ highest earner).

## Master's Degrees, Highest Average Earnings

The top 10 programs with the highest mean average earnings among master's level graduates, five years after graduation, are displayed in Table 10.

Table 10: Master's Level, Highest Average Earnings

| CIP Title | Number of Graduates | Employed in Florida | 1996 <br> Quarterly Avg |
| :--- | :---: | :---: | :---: |
| Building Construction | 21 | 8 | $\$ 25,353$ |
| Taxation Law | 60 | 7 | $\$ 25,244$ |
| Computer Engineering | 52 | 19 | $\$ 18,678$ |
| Banking \& Finance | 29 | 16 | $\$ 18,235$ |
| Engineering Management | 39 | 16 | $\$ 17,858$ |
| Taxation | 50 | 30 | $\$ 14,911$ |
| Business, General | 440 | 161 | $\$ 14,504$ |
| Accounting | 266 | 7 | $\$ 14,284$ |
| Mechanical Engineering | 46 | 7 | $\$ 14,216$ |
| Applied Mathematics | 14 |  | $\$ 14,177$ |

The disciplines most represented in the top 20 programs for average earnings were in engineering, business, and health programs (nursing and public health). An unexpected arts and sciences program in the top 10 was applied mathematics. The disciplines common to the lists of top 20 producers and top 20 earners at the master's level were a number of business programs (business, general; business administration, and accounting), and engineering programs (electrical engineering and civil engineering). Other programs appearing on both lists at the master's level were computer science, public administration and nursing. Public health was close--it was a top 20 producer, and the $22^{\text {nd }}$ highest earner.

## Doctoral Level, Highest Average Earnings

The top 10 programs with the highest mean average earnings, five years after graduation, among doctoral level graduates, are displayed in Table 11. This table only includes programs with 2 or more graduates in 1990-91. There were so few doctoral graduates found employed that the average earnings may or may not be representative for the field.

Table 11: Doctoral Level, Highest Average Fourth Quarter Earnings

| CIP Title | Number of Graduates | Employed in Florida | 1996 <br> Quarterly Avg * |
| :--- | :---: | :---: | :---: |
| Geography | 3 | 1 | $>\$ 23,000$ |
| Education Administration | 31 | 17 | $\$ 22,714$ |
| Business Administration and Mgt | 12 | 2 | $\$ 21,877$ |
| Political Science and Government | 9 | 3 | $\$ 21,223$ |
| Business, General | 24 | 1 | $\$ 20,092$ |
| Urban \& Regional Planning | 3 | 1 | $\$ 15,000-\$ 20,000$ |
| Reading Education | 4 | 1 | $\$ 15,000-\$ 20,000$ |
| Agricultural Engineering | 3 | 1 | $\$ 15,000-\$ 20,000$ |
| Trade \& Industrial Education | 2 | 5 | $\$ 15,000-\$ 20,000$ |
| Electrical, Electronics \& Comm Engin | 35 | $\$ 15,000-\$ 20,000$ |  |

* Due to $\mathrm{N}=1$ exact earnings are not displayed.

The program reporting the highest fourth quarter earnings was geography! However, this is based on only one person's earnings. The second highest earnings (based on 17 individuals) were those with doctorates in educational administration. Several other education doctorates (albeit with small numbers of individuals employed in Florida) emerge in the top 15 earners, beating out such disciplines as nursing, the sciences, and pharmacy. One may speculate that the doctorates in the education fields, specially educational administration, may be individuals with established careers in the field. Individuals in the sciences and engineering may be just starting out their professional careers five years after receiving the doctorate, having engaged in a few years of post doctoral work.

## Bachelor's Degree Graduates who Completed Higher Level Degrees

All the salary analyses in this study were performed using data for individuals who did not attain a higher level degree within the five year period. However, this portion of the study focuses on those who did complete a higher level degree within the five year period. The issue of interest here was to discover graduates of which baccalaureate programs completed a higher level degree (not necessarily in the same discipline) within the five years? Only 15 baccalaureate graduates had completed a doctorate within the five years. Therefore the analysis focused on those who had completed a master's degree. The disciplines in which at least $20 \%$ of the baccalaureate graduates had earned master's degrees, (and where there were five or more who had done so), appear in Table 12.

Table 12: Bachelor's Graduates who Completed Master's Degrees by Fifth Year

| CIP Title | Number of Bachelor's Graduates | Percent Earning Master's |
| :--- | :---: | :---: |
| Speech Pathology | 65 | $68 \%$ |
| Vocational Rehabilitation | 13 | $46 \%$ |


| Ed Mentally Handicapped | 92 | $40 \%$ |
| :--- | :---: | :---: |
| Physics | 51 | $29 \%$ |
| Social Work | 261 | $28 \%$ |
| Literature | 19 | $26 \%$ |
| Aerospace Engineering | 64 | $23 \%$ |
| Accounting | 1400 | $21 \%$ |
| Secondary Education | 25 | $20 \%$ |
| Geology | 40 | $20 \%$ |

Programs in which the master's rather than the bachelor's is recognized as the entry point into the profession are evident in this list, such as speech pathology and social work.

Increasingly, other professions such as education, and allied health programs are heading towards the master's as the first professional degree, and this trend emerges in the list. In Florida, individuals need 30 hours beyond a bachelor's degree to be eligible to sit for the CPA examination. This probably "accounts" for the high percentage of accounting graduates going on to complete a master's degree.

As expected, several of the high-earning (\$10,000 or more per quarter) baccalaureates tended to have lower percentages of graduates going on to earn a master's degree within the five years. These programs included engineering programs (although $23 \%$ of aerospace engineers did earn master's degrees), nursing, computer science, and business programs (e.g. real estate, insurance and risk). Some disciplines which do not have clear career paths at the baccalaureate level, in which one would expect to see high percentages of bachelor's graduates moving on to earn master's degrees, did not. Examples include art history, fine arts, philosophy and independent/interdisciplinary studies. In these disciplines, although bachelor's graduates were earning relatively low wages (below $\$ 6,000$ per quarter), less than $10 \%$ had completed a master's degree.

Table 13 displays the number and percentage of 1990-91 baccalaureate graduates from the highest producing programs who had earned a master's degree by 1996. Except for accounting, less than $20 \%$ of the bachelor's graduates from these high producing programs had earned a master's degree within five years.

Table 13: Top 10 Producers of Bachelor's Graduates and Percent of them who Earned Master's within Five Years

| Program | Number of Bachelor's Graduates | Number Earning Masters | Percentage Earning Master's |
| :--- | :---: | :---: | :---: |
| Elementary Education | 2078 | 226 | $11 \%$ |
| Finance | 1557 | 107 | $7 \%$ |
| Accounting | 1400 | 296 | $21 \%$ |
| Psychology | 1337 | 223 | $17 \%$ |
| Marketing | 1272 | 42 | $3 \%$ |
| Business Administration | 1150 | 70 | $6 \%$ |
| Communications | 930 | 59 | $5 \%$ |
| Political Science | 890 | 75 | $8 \%$ |
| Criminal Justice | 767 | $39 \%$ | $5 \%$ |
| English |  | $114 \%$ | $15 \%$ |

The analysis revealed patterns in the types of master's programs that baccalaureate graduates completed. For the most part, students tended to remain within the discipline of their baccalaureate degree for the master's degree as well. For example, students with engineering degrees tended to remain within the engineering discipline for their master's degree. However, graduates of some baccalaureate programs dispersed into a variety of disciplines for their master's degrees. Examples of such baccalaureate programs with large numbers of graduates include business administration (whose graduates earned master's degrees ranging from business administration to education programs); mass communication (whose graduates earned master's degrees ranging from communication to public administration); English (whose graduates earned
master's degrees ranging from English to library science); psychology (whose graduates earned master's ranging from counselor education to social work); and political science (whose graduates earned master's ranging from public administration to urban and regional planning).

The converse, i.e. the patterns of the types of baccalaureate programs that master's programs draw from, was also examined. The master's programs completed in five years within the SUS by the baccalaureate graduates of 1990-91, drew baccalaureate graduates from their own disciplines for the most part. However, some master's programs appeared to draw from a wide array of baccalaureate programs. Examples include urban and regional planning (which drew baccalaureate graduates from several social science programs including political science and economics); special education (which drew from baccalaureate graduates from programs ranging from education of the mentally handicapped to psychology); counselor education (which drew baccalaureate graduates from programs ranging from psychology to liberal arts and sciences); library science (which drew from baccalaureate graduates from programs such as elementary education and liberal arts and sciences); public administration (which drew from baccalaureate graduates ranging from communication to criminal justice and political science); business (general) and business administration (which drew from baccalaureate graduates of various business programs as well as programs such as engineering and psychology).

## Master's Graduates who Completed a Doctorate

Among the disciplines in which $20 \%$ or more of the master's graduates earned doctorates within the five years, the sciences were highly represented as expected, since the norm is to get a PhD rather than stopping at the master's level in these disciplines. Some high-earning disciplines had low rates of continuation to receive a doctorate: engineering programs, business
programs, tax law, applied mathematics and geology. Some low-paying (below \$7,000 per quarter) master's disciplines also had some of the lowest rates of continuation to complete a doctorate: fine art, gerontology, vocational rehabilitation, food science, and forest resources.

It may be that some students were continuing to work on higher level degrees but they would not surface in this study as having earned the higher degree; they would be reported as having remained at the original degree level.

## Differences in Earnings by Degree Level

Having examined the tendencies of graduates in various disciplines to earn higher level degrees, a related issue emerged. This is an issue that many students grapple with once they have completed a degree: "Is it economically worth my while to continue on and pursue a higher level degree in this discipline?" To examine this question, the quarterly average earnings of bachelor's master's and doctoral graduates within the same discipline, five years after graduation, were compared. Table 14 displays the programs which had the largest differences between the average quarterly earnings of one degree level and the next level in the same discipline. The entries on this table include only differences based on more than one individual's earnings, and reflect differences of at least $\$ 2,000$ in quarterly earnings, which generally amounted to at least a $30 \%$ increase.

Table 14: Largest Differences in 1996 Fourth Quarter Earnings between Degree Levels

| CIP Title | Bachelor's Qrtly Avg | Master's Qrtly Avg | Doctoral Qrtly Avg |
| :--- | :---: | :---: | :---: |
| Architecture | $\$ 8,877$ | $\$ 12,483$ |  |
| Business, General | $\$ 8,092$ | $\$ 14,504$ | $\$ 20,092$ |
| Accounting | $\$ 9,576$ | $\$ 14,284$ |  |
| Finance | $\$ 10,112$ | $\$ 18,235$ |  |
| Business Administration | $\$ 9,411$ | $\$ 14,004$ | $\$ 21,877$ |


| Education Administration |  | $\$ 10,337$ | $\$ 22,714$ |
| :--- | :---: | :---: | :---: |
| Special Education |  | $\$ 8,861$ | $\$ 14,839$ |
| Ed Emotionally Handicapped | $\$ 6,508$ | $\$ 8,669$ |  |
| Adult Education |  | $\$ 9,009$ | $\$ 11,106$ |
| Pre-Elementary Education | $\$ 5,845$ | $\$ 8,603$ | $\$ 13,462$ |
| Mathematics Education | $\$ 6,737$ | $\$ 8,787$ | $\$ 12,039$ |
| Science Education | $\$ 6,842$ | $\$ 9,233$ |  |
| Electrical Engineering | $\$ 11,952$ | $\$ 14,033$ |  |
| Building Construction | $\$ 12,237$ | $\$ 25,353$ |  |
| Speech Pathology/Audiology | $\$ 5,285$ | $\$ 10,203$ |  |
| Health Care Administration | $\$ 10,260$ | $\$ 13,343$ |  |
| Library Science |  | $\$ 7,881$ | $\$ 10,402$ |
| Mathematics | $\$ 7,461$ | $\$ 9,503$ | $\$ 12,334$ |
| Psychology | $\$ 6,439$ | $\$ 10,763$ |  |
| Social Work | $\$ 6,005$ | $\$ 8,161$ |  |
| Political Science |  | $\$ 9,715$ | $\$ 21,223$ |

In most programs there was an earnings advantage to obtaining a degree at the next higher level in the same discipline. However, a few programs displayed either an insignificant difference or a reversal in earnings between one degree level and the next higher degree level in the same discipline; i.e. there were some situations in which the baccalaureate level graduates had higher average earnings than the master's level graduates, or the master's level graduates had higher average earnings than the doctoral level graduates. These programs are listed in Table 15. Programs in which the earnings average was based only on one individual were eliminated. Note that many are based on small numbers. Therefore the pattern of earning more at each successive degree level holds true for the vast majority of those found employed in Florida. Also, some master's graduates may not be employed full time because they are working on their doctorates.

Table 15: Disciplines with Negative Differences Between Degree Levels

| CIP Title | Bachelor's <br> 1996 <br> Qrtly Avg | Found <br> Employed <br> in Florida | Master's <br> 1996 <br> Qrtly Avg | Found <br> Employed <br> in Florida | Doctoral <br> 1996 <br> Qrtly Avg | Found <br> Employed <br> in Florida |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Food Science | $\$ 6,231$ | 10 | $\$ 6,082$ | 7 |  |  |
| Forestry \& Conservation | $\$ 7,224$ | 11 | $\$ 6,773$ | 6 |  |  |
| Computer \& Info Science | $\$ 11,364$ | 204 | $\$ 13,519$ | 50 | $\$ 13,407$ | 3 |
| Student Counseling |  |  | $\$ 8,238$ | 190 | $\$ 7,886$ | 3 |
| Health Education | $\$ 8,780$ | 30 | $\$ 8,413$ | 8 |  |  |
| Vocational Education | $\$ 9,317$ | 28 | $\$ 9,285$ | 24 |  |  |
| Computer Engineering |  |  | $\$ 18,678$ | 19 | $\$ 13,223$ | 2 |
| Environmental Health Eng |  | $\$ 11,906$ | 17 | $\$ 11,222$ | 2 |  |
| Pharmacy | $\$ 16,465$ | 41 |  |  | $\$ 9,574$ | 3 |
| English | $\$ 6,783$ | 647 | $\$ 6,519$ | 37 |  |  |
| Linguistics | $\$ 7,658$ | 10 | $\$ 7,103$ | 7 |  |  |
| Biology | $\$ 8,554$ | 109 | $\$ 7,315$ | 13 |  |  |
| Public Administration |  | $\$ 11,505$ | 103 | $\$ 10,366$ | 1 |  |
| Economics | $\$ 9,391$ | 176 |  |  | $\$ 8,800$ | 4 |
| Fine Arts | $\$ 5,715$ | 123 | $\$ 5,556$ | 11 |  |  |

In the next several sections, analyses involving earnings by gender and ethnicity, median rather than mean averages were used because the smaller numbers in the various categories made them more vulnerable to influences of extremes in earnings if using the mean.

## Baccalaureate Graduates Employed in Florida, by Gender

Programs with 10 or more graduates of each sex found employed in Florida were selected for analysis. Examining the top 20 programs producing male and female graduates, one finds the following programs common to both (i.e. top 20 producers of male graduates and top 20 producers of female graduates): psychology, accounting, liberal arts, physical education, biology, political science, hospitality management, English, criminal justice, banking and finance,
business administration, mass communication and marketing.
Table 16 displays the ten disciplines which produced the largest number of female graduates found employed in Florida five years after graduation, and their median earnings, as well as the corresponding data for males.

Table 16: Ten Highest Bachelor's Producers of Female Graduates Found Employed in Florida, 1996 Fourth Quarter

| Program | Females found employed | Median earuings, females | Males found employed | Median earnings, males |
| :---: | :---: | :---: | :---: | :---: |
| Elementary Teacher Ed | 1177 | \$6,889 | 56 | \$7,427 |
| Nursing | 372 | \$10,133 | 21 | \$12,002 |
| Psychology | 788 | \$6,039 | 149 | \$6,462 |
| Accounting | 349 | \$8,671 | 259 | \$9,837 |
| Communication | 291 | \$6,978 | 127 | \$7,256 |
| Marketing Mgt | 283 | \$7,498 | 293 | \$8,500 |
| Business Adm \& Mgt | 263 | \$8,159 | 307 | \$8,960 |
| Banking \& Finance | 249 | \$8,137 | 453 | \$9,192 |
| English | 197 | \$6,800 | 91 | \$6,500 |
| Criminal Justice | 170 | \$6,594 | 259 | \$7,876 |

The top 20 programs producing female graduates found employed in Florida had a wide range of median earnings for the fourth quarter. Four of the top 20 programs had median earnings in the $\$ 5,000$ to $\$ 6,000$ range; eleven programs were in the $\$ 6,000$ to $\$ 7,000$ range, one was in the $\$ 7,000$ to $\$ 8,000$ range, and three were in the $\$ 8,000$ to $\$ 9,000$ range. Among these top 20 programs, the high was nursing, with a median quarterly earning of $\$ 10,133$, and the low was art, with median quarterly earnings of $\$ 5,453$. Seven programs reported median earnings of over $\$ 10,000$ for females, five of which were in health related fields.

Table 17 displays the ten disciplines which produced the largest number of male graduates found employed in Florida five years after graduation, and their median earnings, as well as the corresponding data for females.

Table 17: Ten Highest Bachelor's Producers of Male Graduates Found Employed in
Florida, 1996 Fourth Quarter

| Program | Males found employed | Median earnings, <br> males | Females found <br> employed | Median earnings, <br> females |
| :--- | :--- | :--- | :--- | :--- |
| Banking \& Finance | 453 | $\$ 9,192$ | 249 | $\$ 8,137$ |
| Business Admin \& Mgt | 307 | $\$ 8,960$ | 263 | $\$ 8,159$ |
| Marketing Mgt | 293 | $\$ 8,500$ | 283 | $\$ 7,498$ |
| Accounting | 259 | $\$ 9,837$ | 349 | $\$ 8,671$ |
| Criminal Justice | 259 | $\$ 7,876$ | 170 | $\$ 6,595$ |
| Political Science | 240 | $\$ 8,098$ | 129 | $\$ 6,399$ |
| Electrical Engineering | 203 | $\$ 11,638$ | 27 | $\$ 9,768$ |
| Psychology | 149 | $\$ 6,462$ | 366 | $\$ 6,038$ |
| Economics | 140 | $\$ 8,301$ | 36 | $\$ 7,317$ |
| Computer Science | 138 | $\$ 11,809$. | $\$ 6$ | $\$ 8,998$ |

The top 20 programs producing male graduates found employed in Florida had a wide range of median earnings for the fourth quarter. Four of the top 20 programs had median earnings in the $\$ 6,000$ to $\$ 7,000$ range; six programs were in the $\$ 7,000$ to $\$ 8,000$ range, four were in the $\$ 8,000$ to $\$ 9,000$ range, two were in the $\$ 9,000$ to $\$ 10,000$ range, and four were in the $\$ 11,000$ to $\$ 12,000$ range. Among these top 20 programs, the high was mechanical engineering, with a median quarterly earning of $\$ 11,885$, and the low was psychology, with median quarterly earnings of $\$ 6,462$. Fifteen programs reported median fourth quarter earnings of over $\$ 10,000$ for males; of these, 8 were in engineering programs, 2 were in health related
fields, and 2 were in computer science.

## Differences in Earnings by Gender

If there was parity in earnings of males and females, one would not expect to see significant differences in earnings of males and females graduating in the same year with the same degree in the same discipline, five years after graduation. Significant differences, however, is what the study found in a number of disciplines both at the bachelor's level and at the master's level. At the bachelor's level, the average fourth quarter earnings for baccalaureate degree programs (six digit CIP) with 10 or more graduates found employed for each of the two sexes were examined. From the total of 53
programs which met these criteria, men had average earnings that were at least $\$ 1,000$ higher than the earnings of women for the fourth quarter of 1996 (extrapolating, this would be $\$ 4,000$ higher in annual earnings) in 22 programs. Women, on the other hand, earned at least $\$ 1,000$ higher than men in

NUMBER OF PROGRAMS WHERE GRADUATES OF ONE GENDER'S FOURTH QUARTER AVERAGE EARNINGS WAS $\$ 1000$ OR GREATER THAN THE OTHER GENDER'S
 only one program (engineering technology).

Are women in high-paying jobs at the same rate as men? Again, clearly not. In comparing the median earnings in the top 10 bachelor's programs from which females were
found employed, with the top 10 bachelor's programs from which males were found employed (Tables 16 and 17), there is a marked difference, in favor of earnings in programs to which men gravitate.

At the master's level, similar to the findings for bachelor's graduates, a greater concentration of men than women was found in the high-earning programs. Of the top 10 producers of male master's graduates found employed in Florida, six of the 10 programs had median earnings of over $\$ 11,000$. Of the top 10 producers of female graduates found employed in Florida, six of the 10 programs had median earnings of less than $\$ 10,000$.

## Baccalaureate graduates Employed in Florida, by Ethnicity

The programs in which large numbers of graduates in the four races examined were found employed in Florida were elementary education, banking and finance, psychology, accounting, marketing, business administration, mass communication, political science, electrical engineering, computer and information science, English, nursing, and liberal arts. Programs that ranked as top producers of graduates found employed in at least three of the four race categories are displayed in Table 18.

Table 18: Programs with High Numbers of Graduates Found Employed, in 3 of 4 Races

| Program | Black | White | Hispanic | Asian |
| :--- | :--- | :--- | :--- | :--- |
| Criminal Justice | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| Economics | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| Biology | $\checkmark$ |  | $\checkmark$ | $\checkmark$ |
| Hospitality Mgt |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |

Baccalaureate programs in which high proportionate numbers of graduates in only one race category were found employed are displayed in Table 19. These are programs which were in the top 20 producers of graduates found employed for one ethnic group but not for the others.

Table 19: Programs with High Numbers of Graduates Found Employed in 1996 in Only One Race Category

| Black | White | Hispanic | Asian |
| :--- | :--- | :--- | :--- |
| Sociology | History | International Relations | Computer Engineering |
| Social Work | Art | Information Sci/Computer <br> Systems | Civil Engineering |
| Journalism | Radio, TV Broadcasting | International Business Mgt | Mechanical Engineering |
|  |  |  | Management Science |
|  |  |  | Zoology |

At the bachelor's level, there were 18 programs which included a minimum of 10 each of Blacks, Whites, and Hispanics found employed in Florida five years after graduation. There were too few Asians to be included in a comparison of earnings. When fourth quarter median salaries were compared between the three race groups, Hispanics showed the highest median earnings in 13 of the 18 programs, Whites had the highest median earnings in 4 programs, and Blacks had the highest median earnings in one program (nursing).

Blacks averaged lower median earnings than Whites in 13 of the 18 programs examined. In 9 of these programs, the difference was over $\$ 1,000$ for the quarter. In 16 of 18 programs Blacks had lower median earnings than Hispanics. In nine of these programs the difference was over $\$ 1,000$, including 5 in which the difference was over $\$ 2,000$ for the quarter. There were seven programs in which Blacks earned at least $\$ 1,000$ less than both Whites and Hispanics. In 15 of 18 programs Whites had a lower median earning than Hispanics. In four of these programs
the difference in median earnings was over $\$ 1,000$ for the fourth quarter. One possible reason for the relatively high median earnings of Hispanics is that the Hispanic population in Florida tends to be concentrated in urban areas which offer higher salaries than rural areas.

Table 20: 1996 Fourth Quarter Earnings by Program, by Race, Bachelor's Level

| Program | Blacks <br> Employed | Blacks Median | Whites Employed | Whites Median | Hispanics <br> Employed | Hispanics Median |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Economics | 16 | \$6,857 | 141 | \$8,275 | 17 | \$11,335 |
| Computer \& Info Sci | 12 | \$7,017 | 152 | \$11,204 | 29 | \$11,423 |
| Accounting | 16 | \$7,465 | 505 | \$8,922 | 67 | \$10,769 |
| Banking \& Finance | 30 | \$7,592 | 562 | \$8,736 | 90 | \$9,643 |
| Electrical Engin. | 17 | \$9,678 | 151 | \$11,546 | 35 | \$11,727 |
| Political Science | 26 | \$6,163 | 303 | \$7,521 | 36 | \$8,036 |
| Criminal Justice | 52 | \$6,329 | 337 | \$7,510 | 36 | \$8,081 |
| Marketing Mgt | 17 | \$8,010 | 500 | \$7,908 | 50 | \$9,709 |
| Psychology | 34 | \$5,389 | 413 | \$6,158 | 61 | \$6,911 |
| Sociology | 23 | \$5,203 | 110 | \$6,537 | 10 | \$6,196 |
| Elementary Ed | 49 | \$6,979 | 1037 | \$6,774 | 144 | \$7,947 |
| Physical Ed | 23 | \$7,071 | 177 | \$7,140 | 10 | \$8,023 |
| Business Admin | 38 | \$8,298 | 453 | \$8,510 | 63 | \$9,105 |
| Liberal Arts \& Sci | 12 | \$5,605 | 154 | \$6,704 | 18 | \$6,407 |
| Communication | 24 | \$7,321 | 346 | \$6,942 | 43 | \$7,925 |
| English | 11 | \$7,125 | 242 | \$6,686 | 34 | \$7,497 |
| Biology | 13 | \$6,904 | 67 | \$7,709 | 20 | \$6,914 |
| Nursing | 68 | \$11,482 | 288 | \$9,788 | 27 | \$10,418 |
| Total | 763 | \$7,083 | 9243 | \$7,424 | 1233 | \$8,405 |

## Master's Graduates Employed in Florida, by Ethnicity

There were 162 programs at the master's level that graduated 5,806 graduates who did not go on to earn a higher level degree in the next five years. The top programs producing
graduates that all four races had in common were Business, Accounting, Public Administration, Computer Information Science, Elementary Education, Student Counselor Education, Library Studies, and Electrical Engineering.

There were so few minorities found employed per program that it would be misleading to rank the top wages with a minimum of ten employees. At the Master's level there were six programs with a minimum of five found employed and eleven programs with a minimum of three found employed in Florida for Blacks, Whites and Hispanics.

In the eleven programs with a minimum of three employed, Hispanics reported the highest fourth quarter median earnings in eight programs (72.7\%). The earnings for Blacks was the highest in three programs (27.3\%). See Table 21 below.

Table 21: Earnings by Program, by Race, Master's Level

| Programs | Blacks |  |  | Whites |  |  | Hispanics |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grads | Empl | Median | Grads | Empl | Median | Grads | Empl | Median |
| Student Counselor Education | 18 | 14 | \$8,244 | 236 | 166 | \$8,253 | 10 | 8 | \$10,443 |
| Business Administration | 39 | 13 | \$9,322 | 263 | 127 | \$11,270 | 35 | 18 | \$14,216 |
| Elementary Education | 18 | 12 | \$9,134 | 274 | 160 | \$8,211 | 26 | 21 | \$8,640 |
| Public Administration | 16 | 10 | \$8,988 | 141 | 88 | \$10,711 | 13 | 3 | \$12,551 |
| Social Work | 13 | 8 | \$11,089 | 200 | 101 | \$8,078 | 10 | 5 | \$9,821 |
| Public Health | 10 | 6 | \$11,004 | 47 | 22 | \$8,388 | 12 | 7 | \$15,223 |
| Library Studies | 8 | 6 | \$6,373 | 143 | 75 | \$7,885 | 9 | 6 | \$9,486 |
| Accounting | 7 | 4 | \$14,122 | 221 | 136 | \$12,879 | 19 | 16 | \$16,076 |
| General Business | 7 | 4 | \$6,347 | 398 | 200 | \$12,432 | 12 | 6 | \$12,601 |
| Reading Teacher Education | 4 | 4 | \$10,727 | 36 | 23 | \$9,467 | 4 | 3 | \$10,055 |
| Civil Engineering | 3 | 3 | \$12,923 | 34 | 12 | \$10,903 | 6 | 3 | \$14,542 |


| Grand Totals | 308 | 181 | $\$ 9,168$ | 4,725 | 2,422 | $\$ 9,480$ | 315 | 181 | $\$ 10,178$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

## Conclusion

The study focused on a number of facets of degrees and earnings by discipline, five years after graduation, including: the highest gains in earnings between the first and fifth years, the highest earnings, disciplines which combine high production of graduates and high earnings, disciplines with significant differences in earnings between one degree and the next higher level (and those with no or negative differences), and differences in earnings between males and females, and differences in earnings by ethnicity. Several of the professional programs tended to dominate the high earnings lists, although there were a few exceptions. Disciplines in which it was economically advantageous to obtain a higher level degree included professional degrees in which the master's level is considered the entry point (or disciplines heading in that direction), and some arts and science disciplines such as mathematics and political science. The difference in earnings between men and women was striking, considering that the comparisons were made between individuals who had graduated from the same year in the same discipline. As striking were the differences by ethnicity.

Although the study has focused on economic outcomes of college degrees, the researchers wish to recognize that other important outcomes, not addressed in this study, should be given their due. From a practical standpoint, such outcomes include better health, higher life expectancies, higher levels of civic engagement, low incidences of incarceration, and low rates of public dependence, as discussed in a recent study "Reaping the Benefits: Defining Public and Private Value of Going to College," conducted by the Institute of Higher Education Policy'.

[^0]Other, perhaps less pragmatic, benefits of contributing to the cultural and intellectual richness of society should also be recognized. History informs us that these benefits are no less important or enduring than the economic ones.

The findings should prove helpful to academic administrators in formulating academic program plans; policy makers and employers who may wish to examine continued salary differentials between men and women and between ethnic/race categories; high school and college counselors in providing advice regarding earnings expectations in various disciplines and the economic benefits of pursuing higher level degrees; and students and their parents.

## Appendices

35

Gains in Earnings. 1991 to 1996

|  |  |  | GRADS | COHORI | 1991 |  | 1996 |  | DIFE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 01.0103 | B | FOOD \& RESOURCE ECON | 65 | 28 | \$ | 4,139 | \$ | 9,666 | \$ | 5,527 |
| 01.0603 | B | ORNAMENTAL HORTICULTURE | 17 | 7 | \$ | 4,097 | \$ | 8,044 | \$ | 3,946 |
| 02.0201 | B | ANIMAL SCIENCES | 21 | 7 | \$ | 3,244 | \$ | 8,074 | \$ | 4,830 |
| 02.0301 | B | FOOD SCIENCE | 23 | 6 | \$ | 3,037 | \$ | 5,089 | \$ | 2,053 |
| 03.0501 | B | FORESTRY \& CONSERVATION | 20 | 10 | \$ | 3,820 | \$ | 7,070 | \$ | 3,251 |
| 04.0201 | B | ARCHITECTURE | 119 | 41 | \$ | 3,903 | \$ | 8,985 | \$ | 5,082 |
| 04.0501 | B | INTERIOR DESIGN | 127 | 40 | \$ | 3,534 | \$ | 6,693 | \$ | 3,159 |
| 04.0601 | B | LANDSCAPE ARCHITECTURE | 14 | 9 | \$ | 3,767 | \$ | 10,801 | \$ | 7,034 |
| 05.0102 | B | AMERICAN STUDIES | 14 | 5 | \$ | 3,843 | \$ | 10,679 | \$ | 6,836 |
| 06.0101 | B | BUSINESS GENERAL | 191 | 91 | \$ | 5,505 | \$ | 8,523 | \$ | 3,019 |
| 06.0201 | B | ACCOUNTING | 1098 | 616 | \$ | 5,040 | \$ | 10,083 | \$ | 5,043 |
| 06.0301 | B | FINANCE | 1441 | 570 | \$ | 4,808 | \$ | 10,154 | \$ | 5,346 |
| 06.0401 | B | BUSINESS ADMINISTRATION | 1079 | 484 | \$ | 5,264 | \$ | 9,553 | \$ | 4,288 |
| 06.0501 | B | BUSINESS ECONOMICS | 34 | 13 | \$ | 4,786 | \$ | 8,379 | \$ | 3,592 |
| 06.0701 | B | HOSPITALITY MANAGEMENT | 410 | 130 | \$ | 4,246 | \$ | 7,716 | \$ | 3,470 |
| 06.0801 | B | INSURANCE \& RISK | 34 | 18 | \$ | 6,720 | \$ | 16,242 | \$ | 9,522 |
| 06.0901 | B | INTERNATIONAL BUSI MGMT | 109 | 48 | \$ | 4,851 | \$ | 10,283 | \$ | 5,432 |
| 06.1303 | B | MGMT SCIENCE \& SYSTEMS | 123 | 55 | \$ | 5,608 | \$ | 10,288 | \$ | 4,680 |
| 06.1401 | B | MARKETING | 1227 | 477 | \$ | 4,782 | \$ | 9,463 | \$ | 4,681 |
| 06.1601 | B | HUMAN RESOURCES | 17 | 7 | \$ | 6,073 | \$ | 6,835 | \$ | 763 |
| 06.1701 | B | REAL ESTATE | 85 | 20 | \$ | 4,373 | \$ | 12,985 | \$ | 8,612 |
| 09.0101 | B | COMMUNICATIONS | 875 | 349 | \$ | 3,761 | \$ | 7,636 | \$ | 3,874 |
| 09.0201 | B | ADVERTISING | 171 | 60 | \$ | 3,428 | \$ | 8,653 | \$ | 5,225 |
| 09.0401 | B | JOURNALISM | 253 | 108 | \$ | 3,765 | \$ | 7,224 | \$ | 3,459 |
| 09.0501 | B | PUBLIC RELATIONS | 136 | 48 | \$ | 3,772 | \$ | 7,873 | \$ | 4,102 |
| 09.0701 | B | RADIOTV | 268 | 107 | \$ | 3,336 | \$ | 7,095 | \$ | 3,759 |
| 10.0104 | B | RADIO TECHNOLOGY |  | 4 | \$ | 3,476 | \$ | 3,535 | \$ | 59 |
| 11.0101 | B | COMPUTER INFO | 446 | 175 | \$ | 6,731 | \$ | 11,806 | \$ | 5,075 |
| 11.0301 | B | DATA PROCESSING |  | 4 | \$ | 3,220 | \$ | 7,293 | \$ | 4,073 |
| 11.0401 | B | INFORMATION SCIENCE | 69 | 30 | \$ | 6,267 | \$ | 11,718 | \$ | 5,451 |
| 13.1001 | B | SPECIAL EDUCATION | 137 | 93 | \$ | 5,127 | \$ | 6,840 | \$ | 1,713 |
| 13.1005 | B | ED EMOTIONALLY HANDICAP | 46 | 43 | \$ | 6,824 | \$ | 7,121 | \$ | 297 |
| 13.1006 | B | ED MENTALLY HANDICAP | 55 | 42 | \$ | 5,465 | \$ | 7,772 | \$ | 2,307. |
| 13.1011 | B | EMOTIONAL LEARNING DISAB | 102 | 74 | \$ | 6,996 | \$ | 7,430 | \$ | 434 |
| 13.1202 | B | ELEMENTARY EDUCATION | 1850 | 1253 | \$ | 4,958 | \$ | 6,974 | \$ | 2,015 |
| 13.1203 | B | JUNIOR HIGH ED |  | 4 | \$ | 2,163 | \$ | 5,126. | \$ | 2,963 |
| 13.1204 | B | PRE-ELEMENTARY EDUCATION | 126 | 44 | \$ | 3,262 | \$ | 5,888 | \$ | 2,626 |
| 13.1205 | B | SECONDARY EDUCATION | 20 | 11 | \$ | 4,469 | \$ | 6,421 | \$ | 1,952 |
| 13.1301 | B | AG ED |  | 4 | \$ | 4,176 | \$ | 7,574 | \$ | 3,398 |
| 13.1302 | B | ART EDUCATION | 34 | 20 | \$ | 6,105 | \$ | 7,873 | \$ | 1,768 |
| 13.1303 | B | BUSINESS EDUCATION | 48 | 28 | \$ | 4,390 | \$ | 6,359 | \$ | 1,969 |
| 13.1305 | B | ENGLISH EDUCATION | 164 | 94 | \$ | 4,720 | \$ | 7,414 | \$ | 2,694 |
| 13.1306 | B | FOREIGN LANGUAGE ED | 34 | 23 | \$ | 5,469 | \$ | 7,598 | \$ | 2,198 |
| 13.1307 | B | HEALTH EDUCATION | 73 | 26 | \$ | 4,158 | \$ | 8,918 | \$ | 4,760 |
| 13.1311 | B | MATH EDUCATION | 135 | 88 | \$ | 4,740 | \$ | 6,899 | \$ | 2,159 |
| 13.1312 | B | MUSIC EDUCATION | 53 | 32 | \$ | 4,681 | \$ | 6,651 | \$ | 1,970 |
| 13.1314 | B | PHYSICAL EDUCATION | 374 | 196 | \$ | 4,500 | \$ | 7,544 | \$ | 3,044 |
| 13.1316 | B | SCIENCE EDUCATION | 57 | 34 |  | 5,022 | \$ | 7,042 | \$ | 2,020 |
| 13.1318 | B | SOCIAL STUDIES EDUCATION | 123 | 78 | \$ | 4,716 | \$ | 6,969 | \$ | 2,253 |
| 13.1320 | B | VOCATIONAL EDUCATION | 60 | 30 | \$ | 6,821 | \$ | 9,087 | \$ | 2,266 |
| 13.1327 | B | SEC. SCIENCE \& MATH ED |  | 3 | \$ | 5,080 | \$ | 6,473 | \$ | 1,393 |
| 14.0101 | B | ENGINEERING GENERAL |  | 7 | \$ | 7,353 | \$ | 12,003 | \$ | 4,651 |


|  |  |  | GRADS | COHORT |  | 1991 |  | 1996 |  | DIEE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14.0201 | B | AEROSPACE ENGINEERING | 49 | 10 | \$ | 3,727 | \$ | 9,677 | \$ | 5,951 |
| 14.0301 | B | AG ENGINEERING |  | 5 | \$ | 5,660 | \$ | 7,509 | \$ | 1,850 |
| 14.0701 | B | CHEMICAL ENGINEERING | 39 | 4 | \$ | 8,374 | \$ | 12,978 | \$ | 4,604 |
| 14.0801 | B | CIVIL ENGINEERING | 211 | 108 | \$ | 6,868 | \$ | 11,464 | \$ | 4,596 |
| 14.0901 | B | COMPUTER ENGINEERING | 82 | 27 | \$ | 6,459 | \$ | 11,414 | \$ | 4,955 |
| 14.1001 | B | ELECTRICAL ENGINEERING | 536 | 191 | \$ | 6,301 | \$ | 12,392 | \$ | 6,092 |
| 14.1401 | B | ENVIRON. HEALTH ENGINEER | 36 | 12 | \$ | 6,423 | \$ | 8,998 | \$ | 2,575 |
| 14.1701 | B | INDUSTRIAL ENGINEERING | 37 | 9 | \$ | 5,818 | \$ | 9,969 | \$ | 4,151 |
| 14.1901 | B | MECHANICAL ENGINEERING | 234 | 63 | \$ | 6,711 | \$ | 14,121 | \$ | 7,410 |
| 14.2001 | B | METALLURGICAL ENGINEERING | 47 | 12 | \$ | 5,009 | \$ | 9,281 | \$ | 4,272 |
| 14.2401 | B | OCEAN ENGINEERING | 15 | 7 | \$ | 4,698 | \$ | 8,470 | \$ | 3,772 |
| 14.2601 | B | SURVEYING | 18 | 11 | \$ | 6,128 | \$ | 10,037 | \$ | 3,909 |
| 14.2701 | B | SYSTEM ENGINEERING | 84 | 21 | \$ | 5,792 | \$ | 11,373 | \$ | 5,582 |
| 15.0101 | B | ARCHITECTURE STUDIES | 43 | 21 | \$ | 7,558 | \$ | 11,731 | \$ | 4,173 |
| 15.0103 | B | BUILDING CONSTRUCTION | 114 | 45 | \$ | 6,244 | \$ | 12,065 | \$ | 5,821 |
| 15.0202 | B | DESIGN TECHNOLOGY | 21 | 5 | \$ | 6,340 | \$ | 9,315 | \$ | 2,975 |
| 15.0301 | B | COMPUTER INFO TECH | 13 | 5 | \$ | 8,333 | \$ | 11,313 | \$ | 2,980 |
| 15.0303 | B | ELECTRICAL ENG TECH | 76 | 38 | \$ | 6,310 | \$ | 8,773 | \$ | 2,463 |
| 15.0603 | B | INDUSTRIAL TECH | 48 | 19 | \$ | 7,139 | \$ | 11,758 | \$ | 4,619 |
| 15.9901 | B | ENGINEERING TECH | 66 | 25 | \$ | 5,655 | \$ | 9,916 | \$ | 4,262 |
| 15.9902 | B | OPERATIONS TECH |  | 4 | \$ | 5,471 | \$ | 8,556 | \$ | 3,085 |
| 16.0501 | B | GERMAN |  | 3 | \$ | 1,417 | \$ | 8,256 | \$ | 6,839 |
| 16.0901 | B | FRENCH | 44 | 15 | \$ | 3,025 | \$ | 5,550 | \$ | 2,525 |
| 16.0905 | B | SPANISH | 52 | 27 | \$ | 4,416 | \$ | 6,707 | \$ | 2,291 |
| 17.0209 | B | RADIOGRAPH MED TECH | 12 | 5 | \$ | 5,893 | \$ | 7,363 | \$ | 1,470 |
| 17.0310 | B | MEDICAL LAB | 42 | 23 | \$ | 6,676 | \$ | 8,630 | \$ | 1,954 |
| 17.0407 |  | VOC REHAB |  | 3 | \$ | 3,630 | \$ | 7,717 | \$ | 4,087 |
| 17.0508 | B | PHYSICIAN ASSISTING | 28 | 16 | \$ | 10,396 | \$ | 14,269 | \$ | 3,873 |
| 17.0807 | B | OCCUPATIONAL THERAPY | 56 | 20 | \$ | 7,805 | \$ | 11,523 | \$ | 3,718 |
| 17.0813 | B | PHYSICAL THERAPY | 93 | 39 | \$ | 9,475 | \$ | 13,314 | \$ | 3,839 |
| 17.0818 | B | RESPIRATORY THERAPY | 14 | 4 | \$ | 8,154 | \$ | 9,163 | \$ | 1,009 |
| 17.9901 | B | ALLIED HEALTH SCIENCE |  | 6 | \$ | 2,753 | \$ | 7,298 | \$ | 4,545 |
| 18.0103 | B | SPEECH PATHIAUDIOLOGY | 21 | 14 | \$ | 3,663 | \$ | 8,201 | \$ | 4,538 |
| 18.0701 | B | HEALTH CARE ADMIN | 65 | 37 | \$ | 8,091 | \$ | 10,725 | \$ | 2,634 |
| 18.0703 | B | MEDICAL RECORDS ADMIN | 23 | 12 | \$ | 5,555 | \$ | 10,195 | \$ | 4,639 |
| 18.0704 | B | HEALTH SCIENCE | 16 | 10 | \$ | 4,886 | \$ | 9,290 | \$ | 4,403 |
| 18.1101 | B | NURSING | 669 | 361 | \$ | 8,547 | \$ | 10,657 | \$ | 2,110 |
| 18.1401 | B | PHARMACY | 70 | 39 | \$ | 12,755 | \$ | 16,470 | \$ | 3,716 |
| 19.0503 | B | DIETETICS/NUTRITION | 52 | 19 | \$ | 3,871 | \$ | 6,419 | \$ | 2,548 |
| 19.0701 | B | HOME \& FAMILY LIFE | 44 | 16 | \$ | 3,643 | \$ | 5,615 | \$ | 1,972 |
| 19.0705 | B | GERONTOLOGY |  | 4 | \$ | 2,990 | \$ | 5,511 | \$ | 2,521 |
| 19.0901 | B | TEXTILES \& CLOTHING | 112 | 36 | \$ | 3,990 | \$ | 6,718 | \$ | 2,728 |
| 22.0103 | B | LEGAL ASSISTING | 93 | 43 | \$ | 4,340 | \$ | 7,073 | \$ | 2,734 |
| 23.0101 | B | ENGLISH | 647 | 277 | \$ | 3,381 | \$ | 6,726 | \$ | 3,346 |
| 23.0201 | B | CLASSICS |  | 3 | \$ | 1,360 | \$ | 6,551 | \$ | 5,192 |
| 23.0601 | B | LINGUISTICS | 14 | 12 | \$ | 4,204 | \$ | 8,179 | \$ | 3,975 |
| 23.0801 | B | LITERATURE | 14 | 7 | \$ | 3,505 | \$ | 8,082 | \$ | 4,577 |
| 23.1001 | B | SPEECH | 182 | 76 | \$ | 3,437 | \$ | 8,343 | \$ | 4,906 |
| 24.0101 | B | LIBERAL ARTS | 379 | 165 | \$ | 4,249 | \$ | 6,995 | \$ | 2,746 |
| 24.0104 | B | NEW COLLGE AT USF | 108 | 13 | \$ | 3,371 | \$ | 7,411 | \$ | 4,039 |
| 24.0198 | B | HUMANITIES | 55 | 25 | \$ | 3,109 | \$ | 6,045 | \$ | 2,936 |
| 26.0101 | B | BIOLOGY | 310 | 72 | \$ | 3,886 | \$ | 7,668 | \$ | 3,782 |


| 26.0501 | B | MICROBIOLOGY |
| :--- | :--- | :--- |
| 26.0701 | B | ZOOLOGY |
| 27.0101 | B | MATHEMATICS |
| 27.0501 | B | STATISTICS |
| 30.0103 | B | INTERDIS NATURAL SCIENCE |
| 30.0401 | B | INTERDIS SOCIAL SCIENCES |
| 30.9901 | B | INDEPIINTERDISC STUDIES |
| 31.0301 | B | PARKS \& RECREATION |
| 38.0101 | B | PHILOSOPHY |
| 38.0201 | B | RELIGION |
| 40.0401 | B | METEOROLOGYI ATMOSPH. |
| 40.0501 | B | CHEMISTRY |
| 40.0601 | B | GEOLOGY |
| 40.0704 | B | ENVIRONMENTAL STUDIES |
| 40.0801 | B | PHYSICS |
| 42.0101 | B PSYCHOLOGY |  |
| 42.1601 | B | SOCIAL PSYCHOLOGY |
| 43.0104 | B | CRIMINAL JUSTICE |
| 44.0401 | B | PUBLIC ADMINISTRATION |
| 44.0701 | B | SOCIAL WORK |
| 45.0101 | B | SOCIAL SCIENCES |
| 45.0201 | B | ANTHROPOLOGY |
| 45.0601 | B | ECONOMICS |
| 45.0701 | B | GEOGRAPHY |
| 45.0801 | B | HISTORY |
| 45.0901 | B | INTERNATIONAL RELATIONS |
| 45.1001 | B | POLITICAL SCIENCE |
| 45.1101 | B | SOCIOLOGY |
| 50.0101 | B | VISUAL ARTS |
| 50.0402 | B | GRAPHIC DESIGN |
| 50.0501 | B | THEATRE |
| 50.0701 | B | FINE ARTS |
| 50.0703 | B | ART HISTORY |
| 50.0901 | B | MUSIC, GENERAL |
| 50.0903 | B | MUSIC PERFORMANCE |
| 4 |  |  |


| 11.0101 | D | COMPUTER INFO SCIENCE |
| :--- | :--- | :--- |
| 13.0301 | D | CURRICULUM \& INSTRUCTION |
| 13.0401 | D | ED ADMINISTRATION |
| 13.0406 | D | HIGHER ED ADMINISTRATION |
| 13.1101 | D | STUDENT COUNSELING |
| 13.1201 | D | ADULT EDUCATION |
| 14.0801 | D | CIVIL ENGINEERING |
| 14.1001 | D | ELECTRICAL ENGINEERING |
| 18.1101 | D | NURSING |
| 23.0101 | D | ENGLISH |
| 25.0401 | D | LIBRARY SCIENCE |
| 40.0501 | D | CHEMISTRY |
| 42.0101 | D | PSYCHOLOGY |
| 45.1001 | D | POLITICAL SCIENCE |
| 45.1101 | D | SOCIOLOGY |


| GRADS | COHORI | 1991 |  | 1996 |  | DIFE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 65 | 17 | \$ | 3,234 | \$ | 7,786 |  | 4,552 |
| 69 | 11 | \$ | 3,221 | \$ | 6,046 |  | 2,824 |
| 105 | 45 | \$ | 3,772 | \$ | 7,742 |  | 3,970 |
| 23 | 8 | \$ | 4,505 | \$ | 8,684 |  | 4,179 |
| 26 | 10 | \$ | 6,997 | \$ | 9,807 |  | 2,810 |
| 21 | 5 | \$ | 2,321 | \$ | 3,823 | + | 1,502 |
| 32 | 4 | \$ | 5,881 | \$ | 5,192 |  | (689) |
| 139 | 54 | \$ | 3,809 | \$ | 7,114 | \$ | 3,305 |
| 39 | 9 | \$ | 3,100 | \$ | 3,872 | \$ | 772 |
| 24 | 5 | \$ | 6,762 | \$ | 7,974 | \$ | 1,212 |
|  | 4 | \$ | 2,723 | \$ | 3,934 | \$ | 1,211* |
| 140 | 41 | \$ | 5,332 | \$ | 7,788 | \$ | 2,456 |
| 32 | 13 | \$ | 6,608 | \$ | 10,970 | \$ | 4,362 |
|  | 6 | \$ | 3,520 | \$ | 5,768 | \$ | 2,249 |
| 36 | 11 | \$ | 3,470 | \$ | 6,941 | \$ | 3,470 |
| 1092 | 464 | \$ | 3,703 | \$ | 6,584 | \$ | 2,882 |
| 19 | 8 | \$ | 3,213 | \$ | 5,956 | \$ | 2,744 |
| 766 | 365 | \$ | 4,586 | \$ | 8,057 | \$ | 3,471 |
| 58 | 37 | \$ | 5,516 | \$ | 8,713 | \$ | 3,198 |
| 187 | 108 | \$ | 4,135 | \$ | 6,378 | \$ | 2,242 |
| 228 | 100 | \$ | 4,148 | \$ | 7,420 | \$ | 3,272 |
| 90 | 24 | \$ | 2,997 | \$ | 5,119 | \$ | 2,122 |
| 406 | 133 | \$ | 4,271 | \$ | 9,732 | \$ | 5,461 |
| 74 | 21 | \$ | 4,102 | \$ | 8,352 | \$ | 4,250 |
| 302 | 106 | \$ | 3,331 | \$ | 6,620 | \$ | 3,288 |
| 202 | 54 | \$ | 3,037 | \$ | 6,884 | \$ | 3,847 |
| 794 | 274 | \$ | 3,836 | \$ | 7,931 | \$ | 4,095 |
| 279 | 117 | \$ | 3,865 | \$ | 7,146 | \$ | 3,282 |
| 30 | 14 | \$ | 3,255 | \$ | 5,499 | \$ | 2,244 |
| 30 | 9 | \$ | 3,323 | \$ | 4,878 | \$ | 1,555 |
| 95 | 25 | \$ | 3,018 | \$ | 6,362 | \$ | 3,344 |
| 275 | 96 | \$ | 3,366 | \$ | 5,941 | \$ | 2,575 |
| 31 | 6 | \$ | 3,465 | \$ | 4,594 | \$ | 1,129 |
| 30 | 10 | \$ | 5,358 | \$ | 9,794 | \$ | 4,436 |
| 55 | 9 | \$ | 2,647 | \$ | 6,094 | \$ | 3,447 |
| 13 | 3 | \$ | 12,469 | \$ | 13,407 | \$ | 938 |
| 57 | 25 | \$ | 10,711 | \$ | 12,687 | \$ | 1,976 |
| 31 | 16 | \$ | 12,409 | \$ | 23,100 | \$ | 10,691 |
| 14 | 6 | \$ | 6,331 | \$ | 9,031 | \$ | 2,699 |
| 6 | 3 | \$ | 7,592 | \$ | 7,886 | \$ | 294 |
| 10 | 6 | \$ | 10,971 | \$ | 11,106 | \$ | 135 |
| 11 | 3 | \$ | 6,683 | \$ | 11,044 | \$ | 4,361 |
| 35 | 4 | \$ | 11,133 | \$ | 14,925 | \$ | 3,792 |
| 6 | 3 | \$ | 12,090 | \$ | 13,330 | \$ | 1,240 |
| 22 | 5 | \$ | 8,588 | \$ | 9,245 | \$ | 658 |
| 7 | 3 | \$ | 8,338 | \$ | 10,402 | \$ | 2,064 |
| 44 | 4 | \$ | 8,545 | \$ | 18,061 | \$ | 9,517 |
| 49 | 4 | \$ | 9,374 | \$ | 12,924 | \$ | 3,550 |
| 9 | 3 | \$ | 9,329 | \$ | 21,223 | \$ | 11,894 |
| 9 | 3 | \$ | 12,799 | \$ | 10,855 | \$ | ' $(1,944)$ |

1990-91 BACHELOR DEGREE GRADUATES IN 1996
PROGRAMS WITH 3 OR MORE EMPLOYED IN BOTH 4TH QUARTER 1991 AND 1996
GRADS COHORI $1991 \quad 1996 \quad$ DIFE

| 02.0301 | M | FOOD SCIENCE |
| :---: | :---: | :---: |
| 03.0501 | M | FOREST RESOURCES |
| 04.0201 | M | ARCHITECTURE |
| 04.0301 | M | URBAN \& REGIONAL PLANNING |
| 04.0601 | M | LANDSCAPE ARCH |
| 05.0198 | M | HISPANIC STUDIES |
| 06.0101 | M | BUSINESS GENERAL |
| 06.0201 | M | ACCOUNTING |
| 06.0301 | M | FINANCE |
| 06.0401 | M | BUSINESS ADMINISTRATION |
| 06.0701 | M | HOSPITALITY |
| 06.1901 | M | TAXATION |
| 09.0101 | M | COMMUNICATIONS |
| 11.0101 | M | COMPUTER INFO SCIENCE |
| 13.0301 | M | CURRICULUM \& INSTRUCTION |
| 13.0401 | M | ED ADMINISTRATION |
| 13.0406 | M | HIGHER ED ADMIN |
| 13.0501 | M | ED MEDIA |
| 13.0601 | M | INSTRUCTIONAL SYSTEMS |
| 13.0801 | M | SCHOOL PSYCHOLOGY |
| 13.0803 | M | AGENCY DEVELOP COUNSEL |
| 13.1001 | M | SPECIAL ED |
| 13.1005 | M | ED EMOTIONAL HANDICAP |
| 13.1006 | M | ED OF MENTAL HANDICAP |
| 13.1009 | M | ED OF VISUAL HANDICAP |
| 13.1011 | M | EMOTIONAL / LEARNING DIS |
| 13.1013 | M | CLINICAL TEACHING |
| 13.1101 | M | STUDENT COUNSELING |
| 13.1102 | M | STUDENT PERSONNEL |
| 13.1201 | M | ADULT EDUCATION |
| 13.1202 | M | ELEMENTARY EDUCATION |
| 13.1204 | M | PRE-ELEMENTARY ED |
| 13.1205 | M | SECONDARY ED |
| 13.1207 | M | URBAN EDUCATION |
| 13.1301 | M | AG EDUCATION |
| 13.1302 | M | ART EDUCATION |
| 13.1305 | M | ENGLISH EDUCATION |
| 13.1306 | M | FOREIGN LANG. EDUCATION |
| 13.1307 | M | HEALTH ED |
| 13.1308 | M | HOME EC ED |
| 13.1311 | M | MATH ED |
| 13.1312 | M | MUSIC EDUCATION |
| 13.1314 | M | PHYSICAL EDUCATION |
| 13.1315 | M | READING EDUCATION |
| 13.1316 | M | SCIENCE EDUCATION |
| 13.1318 | M | SOCIAL STUDIES ED |
| 13.1320 | M | TRADENOC ED |
| 14.0101 | M | ENGINEERING |
| 14.0301 | M | AG ENGINEERNG |
| 14.0801 | M | CIVIL ENGINEERING |


| 23 | 6 | \$ | 6,730 | \$ | 6,305 | \$ | (426) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 20 | 4 | \$ | 7,521 | \$ | 6,400 | \$ | $(1,121)$ |
| 35 | 12 | \$ | 5,529 | \$ | 11,905 | \$ | 6,376 |
| 41 | 24 | \$ | 5,303 | \$ | 9,404 | \$ | 4,101 |
|  | 4 | \$ | 2,914 | \$ | 6,239 | \$ | 3,325 |
|  | 5 | \$ | 5,375 | \$ | 7,381 | \$ | 2,006 |
| 440 | 179 | \$ | 9,128 | \$ | 14,488 | \$ | 5,359 |
| 266 | 144 | \$ | 8,405 | \$ | 14,689 | \$ | 6,283 |
| 29 | 13 | \$ | 8,295 | \$ | 21,196 | \$ | 12,901 |
| 377 | 129 | \$ | 8,458 | \$ | 14,597 | \$ | 6,139 |
|  | 3 | \$ | 9,573 | \$ | 10,089 | \$ | 516 |
| 50 | 25 | \$ | 7,937 | \$ | 16,008 | \$ | 8,070 |
| 67 | 20 | \$ | 6,373 | \$ | 8,790 | \$ | 2,417 |
| 154 | 33 | \$ | 9,442 | \$ | 13,613 | \$ | 4,171 |
| 119 | 74 | \$ | 8,116 | \$ | 10,547 | \$ | 2,431 |
| 179 | 122 | \$ | 8,409 | \$ | 10,416 | \$ | 2,007 |
|  | 4 | \$ | 2,857 | \$ | 7,460 | \$ | 4,603 |
| 21 | 17 | \$ | 8,166 | \$ | 9,353 | \$ | 1,188 |
|  | 4 | \$ | 6,083 | \$ | 9,609 | \$ | 3,526 |
| 11 | 17 | \$ | 5,694 | \$ | 9,587 | \$ | 3,893 |
| 17 | 9 | \$ | 5,575 | \$ | 9,492 | \$ | 3,918 |
| 87 | 62 | \$ | 7,166 | \$ | 8,887 | \$ | 1,720 |
| 21 | 16 | \$ | 7,706 | \$ | 8,691 | \$ | 986 |
| 18 | 9 | \$ | 7,304 | \$ | 6,584 | \$ | (720) |
|  | 3 | \$ | 6,646 | \$ | 7,918 | \$ | 1,272 |
| 53 | 16 | \$ | 7,648 | \$ | 9,199 | \$ | 1,551 |
|  | 4 | \$ | 6,228 | \$ | 7,728 | \$ | 1,500 |
| 266 | 175 | \$ | 6,672 | \$ | 8,550 | \$ | 1,878 |
|  | 4 | \$ | 7,745 | \$ | 8,705 | \$ | 961 |
| 35 | 22 | \$ | 7,228 | \$ | 9,035 | \$ | 1,807 |
| 319 | 184 | \$ | 7,035 | \$ | 8,598 | \$ | 1,562 |
| 41 | 24 | \$ | 5,850 | \$ | 8,851 | \$ | 3,000 |
|  | 4 | \$ | 6,733 | \$ | 6,225 | \$ | (509) |
| 14 | 14 | \$ | 11,078 | \$ | 10,658 | \$ | (420) |
| 11 | 6 | \$ | 8,734 | \$ | 9,774 | \$ | 1,041 |
| 33 | 26 | \$ | 7,591 | \$ | 8,065 | \$ | 473 |
| 59 | 36 | \$ | 6,101 | \$ | 8,429 | \$ | 2,328 |
| 24 | 13 | \$ | 6,702 | \$ | 9,512 | \$ | 2,810 |
| 26 | 8 | \$ | 8,042 | \$ | 8,413 | \$ | 371 |
|  | 6 | \$ | 8,677 | \$ | 10,877 | \$ | 2,200 |
| 41 | 24 | \$ | 7,213 | \$ | 9,321 | \$ | 2,108 |
| 40 | 10 | \$ | 7,324 | \$ | 8,264 | \$ | 940 |
| 86 | 36 | \$ | 7,055 | \$ | 8,705 | \$ | 1,651 |
| 44 | 28 | \$ | 8,438 | \$ | 9,559 | \$ | 1,122 |
| 46 | 26 | \$ | 7,868 | \$ | 9,199 | \$ | 1,331 |
| 31 | 18 | \$ | 7,069 | \$ | 7,953 | \$ | 883 |
| 31 | 23 | \$ | 8,867 | \$ | 9,894 | \$ | 1,027 |
| 47 | 8 | \$ | 10,233 | \$ | 12,836 | \$ | 2,603 |
|  | 5 | \$ | 5,974 | \$ | 9,221 | \$ | 3,246 |
| 63 | 18 | \$ | 9,013 | \$ | 13,095 | \$ | '4,081 |

1990-91 BACHELOR DEGREE GRADUATES IN 1996
PROGRAMS WITH 3 OR MORE EMPLOYED IN BOTH 4TH QUARTER 1991 AND 1996

|  |  |  | GRADS | COHORI |  | 1991 |  | 996 |  | IFE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | COMPUTER ENGINEERING | 52 | 17 | \$ | 12,431 | S | 18,619 |  | 6,188 |
| 14.0901 | M | COMPCTRICAL ENGINEERING | 162 | 45 | \$ | 10,251 |  | 14,680 |  | 4,429 |
| 14.1001 | M | ELECTRICAL ENGNTL HEALTH ENG | 27 | 12 | \$ | 9,644 | \$ | 13,327 |  | 3,684 |
| 14.1401 | M | ENVRIONMNTL HEALTH ENG | 46 | 6 | \$ | 10,629 | \$ | 13,991 | \$ | 3,362 |
| 14.1901 | M | MECHANICAL ENGINEERING | 39 | 15 | \$ | 12,888 | \$ | 17,870 | \$ | 4,983 |
| 14.9901 | M | ENGINEERING MANAGEMENT | 21 | 5 | \$ | 15,723 | \$ | 34,003 | \$ | 18,280 |
| 15.0103 | M | BUILDING CONSTRUCTONI | 15 | 6 | \$ | 6,979 | \$ | 10,711 | \$ | 3,731 |
| 16.0905 | M | SPANISH | 57 | 27 | \$ | 5,684 | \$ | 7,566 | \$ | 1,882 |
| 17.0407 | M | VOC REHAB | 77 | 35 | \$ | 6,497 | \$ | 10,179 | \$ | 3,682 |
| 18.0103 | M | SPEECH PATH/AUDIOLOGY | 77 | 8 | \$ | 11,172 | \$ | 16,486 | \$ | 5,314 |
| 18.0701 | M | HEALTH CARE ADMIN | 24 | 22 | \$ | 6,612 | \$ | 9,967 | \$ | 3,355 |
| 18.0704 | M | HEALTH SCIENCE | 44 126 | 64 | \$ | 6,612 | \$ | 10,983 | \$ | 1,503 |
| 18.1101 | M | NURSING | 126 | 64 34 | \$ | 8,859 | \$ | 11,594 | \$ | 2,735 |
| 18.2201 | M | PUBLIC HEALTH | 74 | 34 | \$ | 5,189 | \$ | 8,191 | \$ | 3,002 |
| 19.0503 | M | DIETETICS |  | 10 | \$ | 5,189 | \$ | 7,707 | \$ | 2,226 |
| 19.0705 | M | GERONTOLOGY | 17 | 10 | \$ |  | \$ | 26,459 | \$ | 15,469 |
| 22.0104 | M | TAX LAW | 60 | 6 | \$ | 10,990 | \$ | 26,459 | \$ | +841 |
| 23.0101 | M | ENGLISH | 94 | 36 | \$ | 5,634 | \$ | 8,403 | \$ | 1,999 |
| 23.0601 | M | LINGUISTICS | 19 | 4 | \$ | 6,504 | \$ | 8,503 | \$ | 4,147 |
| 23.1001 | M | SPEECH | 22 | 8 | \$ | 6,171 | \$ | 8,029 | \$ | 1,381 |
| 25.0401 | M | LIBRARY SCIENCE | 164 | 81 | \$ | 6,647 | \$ | 7,486 | \$ | 2,014 |
| 26.0101 | M | BIOLOGY | 26 | 1 | \$ | 5,472 | \$ | 9,180 | \$ | 2,272 |
| 26.0701 | M | ZOOLOGY |  | 5 | \$ | 6,908 | \$ | 10,170 | \$ | 2,235 |
| 27.0101 | M | MATH | 37 | 11 | \$ | 7,935 | \$ | 14,177 | \$ | 7,024 |
| 27.0301 | M | APPLIED MATH | 14 | 7 | \$ | 7,153 | \$ | 14,177 7 | \$ | 1,338 |
| 30.0102 | M | MARINE SCIENCE |  | 3 | \$ | 5,846 | \$ | 7,184 | \$ | 1,775 |
| 40.0501 | M | CHEMISTRY |  | 3 | \$ | 7,694 | \$ | 9,469 | \$ | 1,775 |
| 40.0601 | M | GEOLOGY | 21 | 5 | \$ | 8,670 | \$ | 13,874 8,754 | \$ | 5,204 4,953 |
| 40.0801 | M | PHYSICS |  | 6 | \$ | 4,801 | \$ | 10,545 | \$ | 5,712 |
| 42.0101 | M | PSYCHOLOGY | 49 | 17 | \$ | 4,832 | \$ | 5,199 | \$ | 1,464 |
| 42.0601 | M | COUNSELING PSYCHOLOGY |  | 3 | \$ | 3,735 7,246 | \$ | 9,830 | \$ | 2,585 |
| 42.0901 | M | INDUSTRIAL PSYCHOLOGY | 14 | 6 | \$ | 6,246 | \$ | 6,405 | \$ | 243 |
| 43.0103 | M | CRIMINAL JUSTICE ADMIN |  | 4 93 | \$ | 6,163 | \$ | 11,870 | \$ | 3,063 |
| 44.0401 | M | PUBIC ADMINISTRATION | 176 | 93 | \$ | 8,807 5,866 | \$ | 1,870 | \$ | 2,704 |
| 44.0701 | M | SOCIAL WORK | 231 | 104 | \$ | 5,866 4,347 | \$ | 8,569 7,777 | \$ | 2,730 |
| 45.0101 | M | SOCIAL SCIENCES | 16 | 6 | \$ | 4,347 4,601 | \$ | 7,777 | \$ | 3,430 |
| 45.0201 | M | ANTHROPOLOGY | 21 | 5 | \$ | 4,601 | \$ | 9,852 | \$ | 1,251 |
| 45.0601 | M | ECONOMICS |  | 4 | \$ | 8,601. | \$ | 13,313 | \$ | 6,165 |
| 45.0701 | M | GEOGRAPHY |  | 5 | \$ | 7,148 | \$ |  | \$ | 1,811 |
| 45.0801 | M | HISTORY | 35 | 11 | \$ | 6,064 | \$ | 7,876 | \$ | 2,572 |
| 45.1001 | M | POLITICAL SCIENCE | 41 | 11 | \$ | 6,655 | \$ | 9,227 | \$ | 1,550 |
| 45.1101 | M | SOCIOLOGY |  | 3 | \$ | 4,807 | \$ | 6,256 | \$ | 1,450 |
| 50.0701 | M | FINE ART | 33 | 8 | \$ | 3,318 | \$ | 6,025 | \$ | 2,707 |
| 50.0903 | M | MUSIC PERFORMANCE | 35 | 8 | \$ | 7,120 | \$ | 7,188 | \$ | 68 |

## Highest Mean Average Earnings, All Degrees

A.I.R. STUDY 1990-91 UNIVERSITY GRADUATES 5 YEARS AFTER GRADUATION STUDENTS REMAINING AT SAME LEVEL ONLY (OUERY WITH PRGS W/10 OR MORE GRADUATES OF WHECH 5 OR MORE ARE EMPLOYED) DISPLAYED BY QUARTERLY EARNINGS


BUILDING CONSITRUCTION
TAXATION LAW
EDUCATION ADMINISTRATION, GENERAL

Univ.
Program

 INFORMATION SCIENCES \& SYSTEMS
PUBLIC ADMINNTRATION
NURSING, GENERAL
CIVIL ENGINEERING
OCCUPATIONAL THERAPY
ARCHITECTURAL DESIGN \& CONSTRUCTION TECH
COMPUTER \& INFORMATION SCIENCES, GENERAL
GEOLOGY
REAL ESTATE, GENERAL
AMERICAN STUDIES (USA)
AEROSPACE, AERONAUTICAL \& ASTRONAUTICAL ENG
PUBLIC HEALTH
LANDSCAPE ARCHITECTURE
PSYCHOLOGY, GENERAL
INDUSTRIAL TECHNOLOGY
URBAN EDUCATION
CURRICULUM \& INSTRUCTION
COMPUTER/INFORMATION SYSTEMS TECHNOLOGY
SPEECH, DEBATE, \& FORENSICS
MEDICAL RECORDS ADMINISTRATION
EDUCATION ADMINISTRATION, GENERAL
COMPUTER ENGINEERING
MANAGEMENT SCIENCE AND SYSTEMS
NURSING, GENERAL
HEALTH CARE ADMINISTRATION
SPEECH PATHOLOGY/AUDIOLOGY
SURVEYING \& MAPPING SCIENCES
CHEMICAL ENGINEERING
INTERDISCIPLINARY NATURAL SCIENCES
GEOLOGY
BANKING \& FINANCE
INTERNATIONAL BUSINESS MANAGEMENT
FOOD AND RESOURCE ECONOMICS
EDUCATIONAL MEDIA
INDUSTRIAL ENGINEERING
ENGINEERING TECHNOLOGY
POLITICAL SCIENCE AND GOVERNMENT


DISPLAYED bI QUARTERLY EARNINGS

CIP TITLE | $\#$ |
| :---: |
| Grads |





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 | MUSIC, GENERAL |
| :--- |
| SPANISH |
| EMOTIONAL DIS/LEARN DIS |
| RESPIRATORY THERAPY |
| STUDENT COUNSELING \& PERSONNEL SERVICES |
| BUSINESS ECONOMICS |
| POLITICAL SCIENCE AND GOVERNMENT |
| SOCIAL WORK, GENERAL |
| SOCIAL SCIENCES, GENERAL |
| HIGHER EDUCATION ADMINISTRATION |
| AGENCY, CORRECTIONAL \& DEVELOPMENTAL COUNSEL |
| BUSINESS, GENERAL |
| STATISTICS |
| CRIMINAL JUSTICE STUDIES |
| MUSIC EDUCATION |
| ORNAMENTAL HORTICULTURE |
| ENGLISH EDUCATION |
| EDUCATION OF THE MENTALLY HANDICAPPED |
| PUBLIC RELATIONS |
| ART EDUCATION |
| SOCIAL STUDIES EDUCATION |
| RADIOGRAPH MEDICAL TECHNOLOGY |
| CHEMISTTRY, GENERAL |
| LIBRARY SCIENCE |
| FOREIGN LANGUAGES EDUCATION |
| SCHOOL PSYCHOLOGY |
| LINGUISTICS (PHONETICS, SEMANTICS \& PHILOGY) |
| COMMMNICATIONS, GENERAL |
| EDUCATION OF THE MENTALLY HANDICAPPED |
| LITERATURE, ENGLISH |
| EMOTIONAL DIS/LEARN DIS |
| MATHEMATICS, GENERAL |
| SOCIAL STUDIES EDUCATION |
| PHYSICAL EDUCATION |
| BIOLOGY,GENERAL |
| ANIMAL SCIENCES, GENERAL |
| SOCIAL SCIENCES, GENERAL |


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CIP TITLE | $\#$ |
| :---: |
| Grads |

Univ.
Program
500901
160905
131011
170818
131101
060501
451001
440701
450101
130406
130803
060101
270501
430104
131312
010603
131305
131006
090501
131302
131318
170209
400501
250401
131306
130801
230601
090101
131006
230801
131011
270101
131318
131314
260101
020201
450101
DISPLAYED םY QUARTERLY EARNINGS




 SPANISH MUSIC EDUCATION
SPECIAL EDUCATION, GENERAL
MICROBIOLOGY
PARKS AND RECREATION MANAGEMENT
TEXTILES \& CLOTHING, GENERAL
ENGLISH,GENEJRAL
EDUC OF THE EMOTIONALLY HANDICAPPED
BUSINESS EDUCATION
PSYCHOLOGY, GENERAL
HISTORY
MUSIC PERFORMANCE
ANTHROPOLOGY
VISUAL \& PERFORMING ARTS, GENERAL

060701

Page 5
DISPLAYED DY QUARTERLY EARNINGS
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## Mean Earnings, Bachelors Graduates

53


DISPLAYED © Y QUARTERLY EARNINGS $^{\prime}$
BACHELOR DEGREE GRADUATES ONLY
$\stackrel{\#}{\text { Grads }}$
 EDUCATION OF THE MENTALLY HANDICAPPED
LITERATURE, ENGLSH
EMOTIONAL DIS/LEARN DIS
MATHEMATICS, GENERAL
SOCIAL STUDIES EDUCATION
PHYSICAL EDUCATION
ANIMAL SCENCES, GENERAL
SOCIAL SCIENCES, GENERAL
HOTEL/MOTEL MANAGEMENT
ART EDUCATION
FOREST RESOURCES \& CONSERVATION
ENGLISH EDUCATION
LEGAL ASSISTING
INTERNATIONAL RELATIONS
RADIO/TELEISIONGENERAL
PERSONNEL MANAGEMENT
RELIGINN
LIBERAL ARTS AND SCIENCES
DIETETICS/HUMAN NUTRITIONAL SERVICES
INTERIRR DESIGN
JOURNALISM MASS COMMUNUNICATIONS)
SCIENCE EDUCATION
ELEMENTARY EDUCATION
ENGLSH,GENERAL
SOCIOLOGY
MATHEMATICS EDUCATION
SPANISH
MUUSIC EDUCATION
SPECIAL EDUCATION, GENERAL
MICROBIOLOGY
PARKS AND RECREATION MANAGEMENT
TEXTILES \& CLOTHING, GENERAL
EDUC OF THE EMOTIONALLY HANDICAPPED
BUSINESS EDUCATIN
PSYCHOOLOGY, GENERAL
HISTORY

## Mean Earnings, Master's Graduates



DISPLAYED b, QUARTERLY EARNINGS
MASTERS DEGREE GRADUATES ONLY
CIP TITLE






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| $\begin{array}{l}\text { Univ. } \\ \text { Program }\end{array}$ | $\begin{array}{l}\text { Degree } \\ \text { Level }\end{array}$ | CIP TITLE |
| :--- | :--- | :--- |
| 030501 | M | FOREST RESOURCES \& CONSERVATION |
| 230101 | M | ENGLISH,GENERAL |
| 500903 | M | MUSIC PERFORMANCE |
| 450201 | M | ANTHROPOLOGY |
| 020301 | M | FOOD SCIENCE \& NUTRITION |
| 500701 | M | FINE ARTS, PAINT, DRAW, SCULPTURE |

Records printed: 72

## Mean Earnings, Doctoral Graduates







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\begin{gathered}
\# \\
\text { Grads }
\end{gathered}
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\begin{gathered}
\text { A.I.R. STUDY 1990-91 UNIVERSITY GRADUATES } 5 \text { YEARS AFTER GRADUATION } \\
\text { STUDENTS REMAINING AT SAME LEVEL ONLY } \\
\text { ONLY PROGRAMS WITH } 2 \text { OR MORE GRADS ARE DISPLAYED } \\
\text { DISPLAYED BY QUARTERLY EARNINGS } \\
\text { Phd DEGREE GRADUATES ONLY }
\end{gathered}
$$

$$
\begin{aligned}
& \text { Employed in } \\
& \text { Florida }
\end{aligned}
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 NINGS
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Grads



ONLY PROGRAMS WITH 2 Ok MORE GRADS ARE DISPLAYED

## Phd DEGREE GRADUATES ONL

CIP TITLE
$\begin{array}{ll}\text { D } & \text { PHYSICS, GENERAL } \\ \text { D } & \text { STUDENT COUNSELING \& PERSONNEL SERVICES } \\ \text { D } & \text { METALLURGICAL ENGINEERING } \\ \text { D } & \text { HORTICULTURE (FRUIT AND VEGETABLE CROPS) } \\ \text { D } & \text { ASTRONOMY } \\ \text { D } & \text { EDUC TESTING, EVALUATION, \& MEASUREMENT } \\ \text { D } & \text { BIOCHEMISTRY } \\ \text { D } & \text { MARRIAGE \& FAMILY LIVING } \\ \text { D } & \text { JNIOR COLLEGE TEACHING } \\ \text { D } & \text { MUSIC PERFORMANCE } \\ \text { D } & \text { ENGINEERING MECHANICS }\end{array}$ ENVIRONMENTAL HEALTH ENGINEERING
ADULT \& CONTINUING EDUCATION
COMMUNICATIONS, GENERAL
LIBRARY SCIENCE
PUBLIC ADMINISTRATION
OCEANOGRAPHY
GEOLOGY
PHARMACY
ENTOMOLOGY \& NEMATOLOGY ENTOMOLOGY \& NEMATOLOGY
BIOLOGY,GENERAL SPANISH SOCIAL FOUNDATIONS SOCIAL FOUNDATIONS ENGLISH,GENERAL HUMANITIES
ECONOMICS
ECONOMICS


INSTRUCTIONAL SYSTEMS
HIGHER EDUCATION ADMINISTRATION VOCATIONAL REHABILITATION FOREST RESOURCES \& CONSERVATION

# Earnings by Gender Bachelor's 

Minimum Ten Found Employed for Females and Males Difference
GRADUATES WHO STAYED AT THE BACHELOR'S LEVEL
GRADUATES WHO STAYED AT THE BACHELOR'S LEVEL 1996 FOURTH QUARTER MEDIAN EARNINGS
Sorted by Highest Number of Total Graduates
Minimum Ten Found Employed for Females and M

| $\therefore$ TIT | Total TotalGrads EMP 96 |  | FemalesGrads Empl \% Emp Median Mean |  |  |  |  | Grads Empl \% Emp Median Mean |  |  |  |  | Difference Median |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ADVERTISING | 171 | 76 | 108 | 46 | 0.43 | \$8,319 | \$8,766 | 63 | 30 | 0.48 | \$7,462 | \$9,220 | -\$857 |
| ENGLISH TEACHER ED | 164 | 97 | 131 | 78 | 0.60 | \$6,734 | \$6,995 | 33 | 19 | 0.58 | \$7,176 | \$7,815 | \$443 |
| CHEMISTRY | 140 | 59 | 60 | 24 | 0.40 | \$7,435 | \$7,044 | 80 | 35 | 0.44 | \$8,225 | \$8,464 | \$790 |
| PARKS \& RECREATION MGMT | 139 | 64 | 107 | 49 | 0.46 | \$6,379 | \$6,269 | 32 | 15 | 0.47 | \$7,167 | \$7,703 | \$788 |
| PUBLIC RELATIONS \& ORGANIZATIONAL C | 136 | 58 | 95 | 41 | 0.43 | \$7,130 | \$7,180 | 41 | 17 | 0.41 | \$8,982 | \$9,941 | \$1,852 |
| MATHEMATICS TEACHER ED | 135 | 91 | 97 | 67 | 0.69 | \$6,697 | \$6,626 | 38 | 24 | 0.63 | \$7,039 | \$7,048 | \$342 |
| MANAGEMENT SCIENCE AND SYSTEMS | 123 | 65 | 56 | 31 | 0.55 | \$9,058 | \$9,147 | 67 | 34 | 0.51 | \$11,936 | \$11,310 | \$2,878 |
| SOCIAL STUDIES EDUCATION | 123 | 76 | 61 | 33 | 0.54 | \$7,099 | \$6,748 | 62 | 43 | 0.69 | \$7,163 | \$7,792 | \$64 |
| ARCHITECTURE | 119 | 52 | 30 | 13 | 0.43 | \$7,045 | \$7,192 | 89 | 39 | 0.44 | \$9,240 | \$9,438 | \$2,195 |
| INTERNATIONAL BUSINESS MANAGEMENT | 109 | 50 | 52 | 24 | 0.46 | \$8,393 | \$9,518 | 57 | 26 | 0.46 | \$8,635 | \$10,605 | \$243 |
| MATHEMATICS, GENERAL | 105 | 50 | 57 | 27 | 0.47 | \$6,598 | \$7,439 | 48 | 23 | 0.48 | \$7,615 | \$7,487 | \$1,017 |
| DRAMATIC ARTS | 95 | 30 | 51 | 17 | 0.33 | \$5,129 | \$5,325 | 44 | 13 | 0.30 | \$7,285 | \$6,564 | \$2,156 |
| LEGAL ASSISTING | 93 | 45 | 68 | 32 | 0.47 | \$5,950 | \$6,511 | 25 | 13 | 0.52 | \$8,791 | \$8,714 | \$2,841 |
| ANTHROPOLOGY | 90 | 34 | 57 | 21 | 0.37 | \$4,343 | \$4,724 | 33 | 13 | 0.39 | \$6,348 | \$5,794 | \$2,005 |
| PHARMACY | 70 | 41 | 35 | 20 | 0.57 | \$16,181 | \$15,173 | 35 | 21 | 0.60 | \$16,778 | \$17,695 | \$597 |
| INFORMATION SCIENCES \& SYSTEMS | 69 | 40 | 35 | 22 | 0.63 | \$11,047 | \$10,633 | 34 | 18 | 0.53 | \$12,159 | \$12,645 | \$1,112 |
| ENGINEERING TECHNOLOGY | 66 | 35 | 18 | 10 | 0.56 | \$11,298 | \$10,377 | 48 | 25 | 0.52 | \$9,297 | \$9,601 | -\$2,001 |
| HEALTH CARE ADMINISTRATION | 65 | 35 | 50 | 24 | 0.48 | \$9,548 | \$10,166 | 15 | 11 | 0.73 | \$9,311 | \$10,464 | -\$237 |
| AG (FOOD AND RESOURCE) ECONOMICS | 65 | 34 | 24 | 12 | 0.50 | \$7,543 | \$7,960 | 41 | 22 | 0.54 | \$8,242 | \$11,216 | \$699 |
| TRADE \& INDUSTRIAL TEACHER ED | 60 | 28 | 17 | 10 | 0.59 | \$6,583 | \$6,575 | 43 | 18 | 0.42 | \$10.157 | \$10.841 | \$3,574 |
| PUBLIC ADMINISTRATION | 58 | 39 | 27 | 17 | 0.63 | \$6,762 | \$7,216 | 31 | 22 | 0.71 | \$7,821 | \$9,340 | \$0 |
| SCIENCE TEACHER ED | 57 | 35 | 31 | 19 | 0.61 | \$6,449 | \$6,424 | 26 | 16 | 0.62 | \$6,955 | \$7,338 | \$506 |
| MUSIC TEACHER ED | 53 | 32 | 32 | 16 | 0.50 | \$6,977 | \$6,210 | 21 | 16 | 0.76 | \$6,917 | \$7,091 | -\$60 |
|  | 23,109 | 11:502 | 12,975 | 6;645 | 0.51 | \$7,074 | \$\$7,492 | 10134 | 4857. | 0.48 | $\because \$ 8,477$ | \$8;522 | : \$1;403 |

# Earnings by Gender Master's 

GRADUATES WHO STAYED AT THE MASTER＇S LEVEL 1996 FOURTH QUARTER MEDIAN EARNINGS
Sorted by Highest Number of Total Graduates
Minimum Ten Found Employed for Females and Ma

| 198＇L\＄ | 8ャ9＇Z1\＄ | عャ8＇01\＄ |  | E80＇L | ャعセ＇乙 | 2てع＇6\＄ | 286＇8\＄ | Es＇0 | E8L＇L | Z८\＆＇ | $998{ }^{\prime} \mathrm{Z}$ | 908＇S | Slepol puers |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LLがレ\＄ | Lsで8\＄ | เعて＇6\＄ | $69^{\circ} 0$ | い | 91 | pS「＇01\＄ | 802＇01\＄ | 280 | EL | St | カて | $1 \varepsilon$ |  |
| ELE\＄ | 29ヵ＇6\＄ | ヤ81＇6\＄ | －L＇0 | 02 | $\angle 2$ | Lt6＇8\＄ | LSG＇6\＄ | 120 | OL | －1 | $0 \varepsilon$ | Lt |  |
| ZLE＇て\＄ | 60Z＇6\＄ | 2Sl＇8\＄ | $88^{\circ} 0$ | \＆ | ャع | 0¢ち6\＄ | ャZs＇01\＄ | と¢0 | 12 | $\varepsilon \varepsilon$ | 巾 | $\angle 9$ | （SSVW）NOILVOINNWWOO |
| てと6＇L\＄ | ZLS＇6\＄ | ＜89＇6\＄ | gs 0 | $1 \varepsilon$ | 95 | ゅ9て＇く\＄ | SSL＇L\＄ | Eャ0 | \＆ | $\bigcirc \varepsilon$ | 加 | 98 | ONIHOVOO 8 SNIHOVヨL O马 7 7 OISAHd |
| ヤャと＇し\＄－ | 291＇9\＄ | ع¢0＇9\＄ | 280 | L | $\stackrel{\square}{\square}$ | 699＇9\＄ | L6E＇$\angle \$$ | Eャ0 | 92 | 09 | $\angle \varepsilon$ | ャ6 | $7 \mathrm{Y} \exists \mathrm{NGO}$＇HSITSN3 |
| 868\＄ | 28S＇01\＄ | 8GL＇01\＄ | 890 | $\angle 2$ | Or | 209＇01\＄ | 098＇6\＄ | 290 | $6{ }^{6}$ | 62 | 92 | 615 | NOILכกบISNI 8 WกากวIชyกว |
| OEL＇L\＄ | 2ヶ9＇と1\＄ | とかん＇った\＄ | $98^{\circ} 0$ | $6 \varepsilon$ | 601 | ع80＇$¢ 1 \$$ | ع10＇ع1\＄ | ャで0 | 12 | St | OS | ¢St |  |
| $978 \$$ | $0 \varepsilon 6^{\prime} \angle \$$ | 2¢9＇8\＄ | とャ＞ | OL | $\varepsilon 乙$ | $9 \angle 88^{\circ} \angle \$$ | 98L＇L\＄ | SGO | $\angle L$ | $1+1$ | 48 | ャ91 | SヨIONIS A $8 \forall 4817$ |
| 6L2\＄ | 8ちでし1\＄ | ャع8＇01\＄ | E9\％ | 09 | 96 | \＄98＇L1\＄ | Scs＇01\＄ | ts＇0 | \＆ | 08 | عOL | 921 | NOIIVYISINIWOV ongand |
| 1ヵ8\＄ | LLO＇レ1\＄ | S91＇L1 | $29^{\circ} 0$ | $8 \varepsilon$ | LS | 120＇01\＄ | Sze＇01\＄ | 2LO | 88 | 2Z1 | 921 | 621 |  |
| 95S\＄ | ह6ع＇8\＄ | 69L＇8\＄ | $88^{\circ} 0$ | ¿2 | 96 | L01＇8\＄ | ع0て＇8\＄ | 150 | ャ6 | ¢81 | 91 | $1 \varepsilon 乙$ |  |
| と89＇し\＄ | OS＇91\＄ | カャ8＇ع㇒\＄ | $99^{\circ}$ | 28 | SZし | ＜ロع＇てし\＄ | 191＇21\＄ | $99^{\circ} 0$ | 62 | 101 | เ91 | 992 | ONIINกOJJ |
| 198\＄ | $88 \varepsilon ' \angle \$$ | ¢ $6^{\prime}$＇ 2 \＄ | $99^{\circ}$ | $0 \varepsilon$ | $9{ }^{\text {9 }}$ | 86と＇ 8 \＄ | S0ع＇8\＄ | ELO | 091 | 022 | 061 | 992 | In9／9NIT3SNกOJ |
| S0て＇t\＄ | て21＇91\＄ | ＜19＇とし\＄ | － 0 | $\angle 6$ | 612 | 268＇01\＄ | とレヤ＇6\＄ | でo | 99 | 8S1 | £91 | $\angle L \varepsilon$ | 7VY3N3O＇IOW ONV WO甘 SS3NISna |
| 676\＄ | 259＇s1\＄ | 008＇Zレ\＄ | $25^{\circ} 0$ | 6 61 | 692 | 8LE＇ZL\＄ | LS8＇1．\＄ | －to | S $L$ |  | カレて | Ott | 7VYヨN30＇SS3NISn8 |
| ие!pawic | Ueaw | ue！pan | $\begin{aligned} & \text { dü } \\ & \text { Bew } \end{aligned}$ | dw | spers | uеәり | ue！pa｜ | dư | ddw | speto | $96^{-} \mathrm{dh}$ | spers 12101 | 97111． |

## Earnings by Race Bachelor's

GRADUATES WHO STAYED AT THE BACHELOR'S LEVEL 1996 FOURTH QUARTER MEDIAN EARNINGS
Sorted by Highest Number of Total Graduates

|  | TotalGrads ${ }^{\text {EMP } 96}$ |  | Gráds |  | Blacks <br> Median | Mean | $\because$ "Whites |  |  |  | Grads | Hispanics |  | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\because \because \therefore \because$ TITLE |  |  | Grads |  |  |  | Empl | Median | Mean | Empl |  | Median |  |
| ELEMENTARY TEACHER ED | 1850 | 1233 |  | 70 |  | $\$ 6,979$ | \$6,821 | 1592 | 1037 | \$6,774 | \$6,640 | 177 | 144 | \$7,947 | \$7,995 |
| BANKING AND FINANCE | 1441 | 702 | 53 | 30 | \$7,592 | \$7,985 | 1159 | 562 | \$8,736 | \$10,049 | 174 | 90 | \$9,643 | \$11,780 |
| MARKETING MANAGEMENT | 1227 | 576 | 31 | 17 | \$8,010 | \$9,290 | 1060 | 500 | \$7,908 | \$9,051 | 97 | 50 | \$9,709 | \$10,504 |
| ACCOUNTING | 1098 | 608 | 40 | 16 | \$7,465 | \$7,454 | 898 | 505 | \$8,922 | \$9,481 | 102 | 67 | \$10,769 | \$10,899 |
| PSYCHOLOGY, GENERAL | 1092 | 515 | 65 | 34 | \$5,389 | \$6,196 | 884 | 413 | \$6,158 | \$6,366 | 122 | 61 | \$6,911 | \$7,195 |
| BUSINESS ADM AND MGT. GENERAL | 1079 | 570 | 97 | 38 | \$8,298 | \$8,358 | 847 | 453 | \$8,510 | \$9,445 | 93 | 63 | \$9,105 | \$10,174 |
| COMMUNICATION (MASS) | 875 | 418 | 43 | 24 | \$7,321 | \$8,353 | 737 | 346 | \$6,942 | \$7,566 | 85 | 43 | \$7,925 | \$7,741 |
| POLITICAL SCIENCE \& GOVERNMENT | 794 | 369 | 63 | 26 | \$6.163 | \$6,528 | 644 | 303 | \$7,521 | \$8,145 | 75 | 36 | \$8,036 | \$9,562 |
| CRIMINAL JUSTICE STUDIES | 766 | 429 | 93 | 52 | \$6,329 | \$6,582 | 602 | 337 | \$7,510 | \$8,114 | 62 | 36 | \$8,081 | \$9,599 |
| NURSING, GENERAL | 669 | 393 | 99 | 68 | \$11,482 | \$10,980 | 501 | 288 | \$9,788 | \$9,916 | 46 | 27 | \$10,418 | \$12,098 |
| ENGLISH, GENERAL | 647 | 288 | 27 | 11 | \$7,125 | \$6,649 | 556 | 242 | \$6,686 | \$6,780 | 52 | 34 | \$7,497 | \$6,869 |
| ELECTRICAL, ELECTRONICS ENG | 536 | 230 | 30 | 17 | \$9,678 | \$9,892 | 356 | 151 | \$11,546 | \$12,474 | 58 | 35 | \$11,727 | \$11,163 |
| COMPUTER \& INFORMATION SCIENCE: | 446 | 204 | 32 | 12 | \$7,017 | \$7,554 | 316 | 152 | \$11,204 | \$11,585 | 54 | 29 | \$11,423 | \$11,679 |
| HOTELMOTEL MANAGEMENT | 410 | 180 | 8 | 6 | \$7,184 | \$7,274 | 331 | 140 | \$7,020 | \$7,208 | 47 | 29 | \$7,604 | \$7,625 |
| ECONOMICS | 406 | 176 | 45 | 16 | \$6,857 | \$6,506 | 318 | 141 | \$8,275 | \$9,265 | 31 | 17 | \$11,335 | \$13,576 |
| LIBERAL ARTS \& SCIENCES | 379 | 187 | 18 | 12 | \$5,605 | \$5,539 | 322 | 154 | \$6,704 | \$6,969 | 29 | 18 | \$6,407 | \$6,929 |
| PHYSICAL ED TEACHING \& COACHING | 374 | 212 | 31 | 23 | \$7,071 | \$7,659 | 325 | 177 | \$7,140 | \$7,222 | 14 | 10 | \$8,023 | \$8,538 |
| BIOLOGY, GENERAL | 310 | 109 | 23 | 13 | \$6,904 | \$7,624 | 216 | 67 | \$7,709 | \$9,523 | 38 | 20 | \$6,914 | \$7,180 |
| HISTORY | 302 | 142 | 11 | 6 | \$5,679 | \$6,111 | 264 | 121 | \$6,250 | \$6,322 | 21 | 12 | \$7,479 | \$7,242 |
| SOCIOLOGY | 279 | 144 | 35 | 23 | \$5,203 | \$5,101 | 222 | 110 | \$6.537 | \$7,225 | 17 | 10 | \$6.196 | \$5,712 |
| ART, GENERAL | 275 | 123 | 8 | 3 | \$3,615 | \$3,993 | 241 | 105 | \$5,579 | \$5,752 | 20 | 11 | \$5,600 | \$6,579 |
| RADIO \& TV BROADCASTING | 268 | 132 | 16 | 9 | \$7,230 | \$6,746 | 236 | 113 | \$6,255 | \$7,154 | 15 | -9 | \$7,589 | \$6.494 |
| JOURNALISM | 253 | 124 | 28 | 11 | \$7,547 | \$7.065 | 211 | 109 | \$6,922 | \$6,762 | 9 | 3 | \$8,104 | \$7.001 |
| CIVIL ENGINEERING | 211 | 120 | 11 | 5 | \$9,257 | \$9,317 | 159 | 95 | \$10,923 | \$11,569 | 24 | 15 | \$11,712 | \$12,293 |
| INTERNATIONAL RELATIONS | 202 | 72 | 10 | 3 | \$7,667 | \$6,705 | 139 | 47 | \$7,010 | \$7,052 | 45 | 21 | \$7,834 | \$7,543 |
| SOCIAL WORK, GENERAL | 187 | 93 | 35 | 26 | \$5,631 | \$5,947 | 135 | 60 | \$6,423 | \$6,111 | 13 | - 7 | \$5,470 | \$5,306 |
| COMMUNICATION | 182 | 91 | 9 | 4 | \$6,835 | \$6,267 | 166 | 84 | \$7,276 | \$8,640 | 7 | 3 | \$8,105 | \$11,133 |
| ADVERTISING | 171 | 76 | 12 | 5 | \$5,862 | \$6,684 | 142 | 58 | \$8,231 | \$9,531 | 14 | 11 | \$6,981 | \$7,00 |
| ENGLISH TEACHER ED | 164 | 97 | -5 | 4 | \$8,126 | \$8,032 | 156 | 90 | \$6,820 | \$7,064 | 3 | 3 | \$9,992 | \$8,747 |
| CHEMISTRY | 140 | 59 | 11 | 4 | \$4,836 | \$4,861 | 97 | 35 | \$7,404 | \$7,912 | 21 | 15 | \$9,132 | \$8,059 |
| SPECIAL ED, GENERAL | 137 | 92 | 31 | 3 | \$8,351 | \$7,976 | 128 | 84 | \$6,673 | \$6,617 | 6 | 5 | \$6,332 | \$5,98 |

graduates who stayed at the bachelor's level 1996 FOURTH QUARTER MEDIAN EARNINGS
Sorted by Highest Number of Total Graduates
Minimum Three Found Employed for Blacks, Whites and

|  | Total Grads EMP 96 |  | Blacks |  |  |  | Whites |  |  |  | Hispanics |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TITLE $\%$ : |  |  | Grads | Empl | Median | Mean | Grads | Empl | Median | Mean | Grads | Empl | Median | Mean |
| ORGANIZATIONAL C | 136 | 58 | 11 | 5 | \$7,351 | \$8,011 | 115 | 49 | \$7,880 | \$8,269 | 8 | 4 | \$4.903 | \$4,536 |
| MATHEMATICS TEACHER ED | 135 | 91 | 5 | 3 | \$7,272 | \$7,533 | 113 | 75 | \$6,701 | \$6,603 | 12 | 11 | \$7,215 | \$7,484 |
| SYSTEMS | 123 | 65 | 6 | 4 | \$8,339 | \$8,001 | 102 | 51 | \$10,374 | \$10,621 | 7 | 6 | \$10,790 | \$9,878 |
| ARCHITECTURE | 119 | 52 | 8 | 5 | \$7,559 | \$8,966 | 91 | 40 | \$9,269 | \$9,170 | 15 | 6 | \$7,654 | \$7,171 |
| MATHEMATICS, GENERAL | 105 | 50 | 11 | 6 | \$6,455 | \$6,452 | 83 | 39 | \$7,238 | \$7,616 | 5 | 3 | \$7,950 | \$7,347 |
| ED OF SPECIFIC LEARNING DISABLED | 102 | 68 | 3 | 3 | \$8,321 | \$8.733 | 85 | 52 | \$7,245 | \$7,251 | 14 | 13 | \$7,645 | \$8,019 |
| PHYSICAL THERAPY | 93 | 43 | 9 | 4 | \$14,143 | \$13,216 | 71 | 33 | \$12,740 | \$12,528 | 9 | 5 | \$18,184 | \$16,054 |
| LEGAL ASSISTING | 93 | 45 | 9 | 6 | \$5,283 | \$5,967 | 76 | 33 | \$7,750 | \$7,518 | 6 | 5 | \$5,937 | \$5.294 |
| ELECTRONIC ENGINEERING TECH | 76 | 41 | 10 | 5 | \$10,048 | \$9,856 | 55 | 33 | \$8,346 | \$8.159 | 7 | 3 | \$10.111 | \$8.538 |
| PHARMACY | 70 | 41 | 12 | 8 | \$16,980 | \$16,448 | 46 | 26 | \$16,458 | \$16,248 | 4 | 3 | \$16,664 | \$18,176 |
| ECONOMICS | 65 | 34 | 17 | 10 | \$5,847 | \$7,136 | 39 | 21 | \$8,400 | \$11,100 | 6 | 3 | \$6,437 | \$12,602 |
| HEALTH CARE ADMINISTRATION | 65 | 35 | 15 | 8 | \$8,293 | \$8,493 | 41 | 20 | \$9,150 | \$8,864 | 9 | 7 | \$16.987 | \$16,266 |
| PUBLIC ADMINISTRATION | 58 | 39 | 17 | 11 | \$6,762 | \$7,405 | 33 | 21 | \$7,366 | \$9,187 | 8 | 7 | \$7.250 | \$7,682 |
| SPANISH | 52 | 29 | 5 | 4 | \$7,611 | \$7,373 | 28 | 13 | \$6,750 | \$6,495 | 18 | 12 | \$6,387 | \$6,618 |
| FRENCH | 44 | 23 | 5 | 3 | \$8,777 | \$7,663 | 29 | 16 | \$4.743 | \$4,680 | 8 | 3 | \$6,126 | \$6.180 |
| TECH | 43 | 25 | 5 | 4 | \$8.911 | \$8,618 | 21 | 12 | \$9,110 | \$12,214 | 17 | 9 | \$9,100 | \$11.575 |
| Grand Totals | 23,109 | 11,502 | 1437 | 763 | \$7,083 | \$7,697 | 18,734 | 9,243 | \$7,424 | \$8,276 | 2,100 | 1,233 | \$8,405 | \$9,253 |

# Earnings by Race Master's 

graduates who stayed at the master'S Level 1996 FOURTH QUARTER MEDIAN EARNINGS
Minimum Three Found Employed for Blacks, Whites and Hispanics

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## NOTICE

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[^0]:    ${ }^{1}$ Institute for Higher Education Policy. Reaping the Benefits: Defining the Public and Private Value of Going to College. Washington, DC: 1998.

