

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
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Occupational and Academic Majors in Postsecondary Education: 6-Year Education and Employment Outcomes, 2001 and 2009

These Web Tables compare the 6-year education and labor force outcomes for beginning undergraduates who initially enrolled in postsecondary education in 1995–96 and 2003–04 by whether they majored in an academic or occupational field of study. Occupational fields in postsecondary education include a range of majors, including business and marketing and health sciences, and account for a majority of undergraduate postsecondary students. About 63 percent of credential-seeking undergraduates in the 2003–04 academic year majored in an occupational field (Levesque et al. 2008). In contrast, about 24 percent of credential-seeking undergraduates had declared an academic major, including humanities and social sciences. The data come from two iterations of the Beginning Postsecondary Students

Longitudinal Study (BPS:96/01 and BPS:04/09). The first followed first-time undergraduates who began postsecondary education in 1995–96 until June 2001, and the second followed first-time undergraduates who began postsecondary education in 2003–04 until June 2009.

The first two tables present the 6-year education and labor market outcomes for 2003–04 beginning postsecondary students in occupational and academic majors.

- Table 1 shows the number of beginning postsecondary students and the percentage distribution of their persistence and highest credential attained 6 years after their first enrollment, by initial degree or certificate program and field of study.

- Table 2 presents the labor force status for beginning postsecondary students who were not enrolled 6 years after entering postsecondary education, overall and separately for students who initially majored in occupational and academic fields, by highest credential attained.

The next two tables compare 6-year education outcomes of 1995–96 and 2003–04 beginning postsecondary students in occupational and academic majors.

- Table 3 shows the number and percentage distribution of beginning postsecondary students by initial degree or certificate program type and field of study.

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- Table 4 presents the percentage of beginning postsecondary students who persisted or attained after 6 years and whether they attained any credential by initial program type and field of study.

The final three tables compare 6-year employment outcomes of 1995–96 and 2003–04 beginning undergraduates in occupational versus academic fields who were not enrolled after 6 years. Estimates are presented for all, female, and male beginning undergraduates separately.

- Table 5 shows the percentage who were employed by highest credential attained in occupational versus academic fields.
- Table 6 shows the percentage of those employed who were employed full time by highest credential attained in occupational versus academic fields.
- Table 7 shows the percentage of those employed who considered their current job to be the start of a career by highest credential attained in occupational versus academic fields.

RELATED NCES REPORTS

Students Entering and Leaving Postsecondary Occupational Education: 1995–2001 (NCES 2007-041). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007041>

Changes in Postsecondary Awards Below the Bachelor's Degree: 1997 to 2007 (NCES 2010-167). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010167>

Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials from 1997 to 2006 (NCES 2008-001). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008001>

Career and Technical Education in the United States: 1990–2005 (NCES 2008-035). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008035>

Trends in Undergraduate Career Education (NCES 2005-012). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005012>

DATA

The estimates in these tables are derived from data collected through the Beginning Postsecondary Students Longitudinal Studies in 1996–2001 (BPS:96/01) and in 2004–2009 (BPS:04/09). Each study follows a cohort of first-time beginning students in postsecondary education, collecting data from student interviews, institutional records, federal financial aid applications, and federal student loan and Pell Grant records. The data cover

a variety of topics, including student demographic and enrollment characteristics, school and work experiences, and persistence, transfer, and degree attainment.

BPS study members are selected from the students included in the National Postsecondary Student Aid Study (NPSAS), a nationally representative sample of undergraduate, graduate, and first-professional students conducted by NCES every 4 years. The NPSAS sample includes students who attend postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico that are eligible to participate in federal Title IV student aid programs.¹ In every other NPSAS administration, a sample of first-time beginning students is selected for follow-up in later years.

The BPS:96/01 cohort was selected from the National Postsecondary Student Aid Study of 1996 (NPSAS:96) and interviewed in 1998 and 2001. The BPS:96/01 study is the second follow-up of this cohort and was conducted in the sixth academic year since these students began postsecondary education. The BPS:96/01 cohort includes about 12,000 students and represents the approximately 3 million undergraduates who were first-time postsecondary students in 1995–96.

The students included in Beginning Postsecondary Students Longitudinal Study (BPS:04/09) were identified in the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). This BPS cohort was interviewed in 2006 (BPS:04/06) and 2009 (BPS:04/09). The BPS:04/09 dataset includes information for about 16,700 students and represents the approximately 4 million undergraduates who were first-time postsecondary students in 2003–04.

For more information on BPS:96/01 and on BPS:04/09 methodology, see the following reports:

- *Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001) Methodology Report*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002171>
- *2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Methodology Report* (NCES 2008-184).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184>
- *Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After 6 Years*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011151>

VARIABLES USED

All estimates presented in these Web Tables were produced using PowerStats, a web-based software application that allows users to generate tables for many of the postsecondary surveys conducted by the National Center for Education Statistics (NCES). The variables used in these Web Tables are listed below. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view detailed information on how these variables were constructed and their sources. Under *Detailed Information About PowerStats Variables, Beginning Postsecondary Students*, click *by subject* or *by variable name*. The program files that generated the statistics presented in these Web Tables can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012256>.

Label	Name
Beginning Postsecondary Students, BPS:04/09 Variables	
Cumulative persistence and attainment anywhere 2008–09	PROUT6
Date of last enrollment through 2009	ENDTLA6Y
Degree program 2003–04	UGDEG
First institution sector (level and control) 2003–04	FSECTOR
Gender	GENDER
Job 2009: Consider current job start of a career	JOB CAR09
Job 2009: Employment status	JOBSTB09
Job 2009: Hours worked weekly	JOBHRS09
Major when first enrolled in 2003–04	MAJ04A
Major when last enrolled any year through 2009	MAJ09D
Transferred to any 4-year or public 2-year institution as of 2009	TFINTY6Y
Beginning Postsecondary Students, BPS: 96/01 Variables	
Attainment or level of enrollment 2001	PRENRL2B
Current job beginning of career 2001	QECARRC
Current job: Hours per week 2001	QEHRSC
Currently employed 2001	QECUREMP
Date of last enrollment as of June 2001	ENDTLM2B
First degree program as of 1995–96	DGPGMY1
Gender	SBGENDER
Major during first year 1995–96	SEMAJ1Y1
Major when last enrolled 2001	SEMAJ2B

ABOUT POWERSTATS

PowerStats produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. It also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview.

With PowerStats, users can replicate or expand upon the tables presented in this report. The output from PowerStats includes the table estimates (e.g., percentages or means), standard errors,² and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (‡) instead of the estimate.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website <http://nces.ed.gov/datalab/index.aspx>. For more information on PowerStats, contact powerstats@ed.gov.

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For readers with disabilities, a Section 508-compliant version of these Web Tables is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012256>.

REFERENCES

Levesque, K., Laird, J., Hensley, E., Choy, S.P., and Cataldi, E.F. (2008). *Career and Technical Education in the United States: 1990 to 2005* (NCES 2008-035). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

ENDNOTES

¹ Title IV institutions are those eligible to participate in the federal financial aid programs included in Title IV of the Higher Education Act. These programs include Pell Grants, federal student loans, work-study, and other federal aid.

² The BPS samples are not simple random samples; therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. PowerStats takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats approximates the estimator by replication of the sampled population, using a bootstrap technique.

National Center for Education Statistics

Table 1.

PERSISTENCE AND ATTAINMENT: Number of 2003–04 beginning postsecondary students and percentage distribution of their 6-year persistence and highest credential attained, by initial degree or certificate program and field of study: Spring 2009

Initial degree or certificate program and field of study	Number (in thousands)	Persisted or attained						
		Total	Highest credential attained			No degree, still enrolled	No degree, not enrolled	
			Total	Certificate	Associate's degree			Bachelor's degree
Total, all beginning students¹	3,746	64.5	49.5	9.4	9.3	30.7	15.0	35.5
Total, all beginning subbaccalaureate students	1,966	55.9	39.4	15.9	14.5	9.0	16.5	44.1
All occupational fields of study ²	1,258	55.8	40.7	16.4	15.4	8.9	15.1	44.2
Business and marketing	234	52.4	34.7	8.2	14.6	12.0	17.7	47.6
Health sciences	384	57.8	42.6	24.2	13.5	4.9	15.2	42.2
All academic fields of study ³	201	57.8	38.4	8.3 !	16.1	14.1	19.4	42.2
Undeclared field of study	507	55.3	36.6	17.4	11.8	7.4	18.7	44.7
Certificate	422	64.4	55.1	52.2	2.1	0.8 !	9.3	35.6
All occupational fields of study ²	302	60.5	52.7	50.3	1.8	0.7 !	7.8	39.5
Business and marketing	27	55.5	47.3	44.8	‡	0.1 !	8.2	44.5
Health sciences	130	63.3	55.0	53.2	1.5 !	‡	8.3	36.7
All academic fields of study ³	16	75.5	54.4	44.8	‡	‡	21.1 !	24.5 !
Undeclared field of study	103	74.0	62.1	59.1	2.6 !	‡	11.9	26.0
Associate's degree	1,545	53.6	35.1	5.9	17.9	11.3	18.4	46.4
All occupational fields of study ²	956	54.3	36.9	5.7	19.7	11.5	17.4	45.7
Business and marketing	207	52.0	33.1	3.3	16.2	13.6	18.9	48.0
Health sciences	254	55.0	36.3	9.5	19.6	7.3	18.7	45.0
All academic fields of study ³	184	56.3	37.0	‡	17.1	14.9	19.2	43.7
Undeclared field of study	404	50.6	30.1	6.9	14.1	9.1	20.5	49.4

See notes at end of table.

National Center for Education Statistics

Table 1.

PERSISTENCE AND ATTAINMENT: Number of 2003–04 beginning postsecondary students and percentage distribution of their 6-year persistence and highest credential attained, by initial degree or certificate program and field of study: Spring 2009—Continued

Initial degree or certificate program and field of study	Number (in thousands)	Persisted or attained						
		Total	Highest credential attained			No degree, still enrolled	No degree, not enrolled	
			Total	Certificate	Associate's degree			Bachelor's degree
Total, all beginning baccalaureate students	1,462	79.0	67.3	1.1	2.9	63.2	11.8	21.0
All occupational fields of study ²	804	77.5	64.4	1.3	3.4	59.7	13.1	22.5
Business and marketing	194	71.8	59.0	1.0 !	3.2	54.7	12.8	28.2
Health sciences	117	79.9	68.1	3.0	5.5	59.5	11.9	20.1
All academic fields of study ³	271	83.6	73.5	1.1 !	2.0	70.4	10.1	16.4
Undeclared field of study	387	79.0	68.8	0.9 !	2.4	65.5	10.3	21.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Students who were not initially enrolled in a degree program are included in the totals but not shown separately.

² Due to the limited number of cases in other occupational fields, only business and marketing and health sciences are shown separately. Other major fields of study that are included in the total but not shown separately include agriculture and natural resources; architecture and related services; visual and performing arts; communications, journalism, and related technologies; computer and information sciences; construction trades; education; engineering, engineering technologies, and related fields; family, consumer sciences and human sciences; legal professions and studies; mechanic and repair technologies and technicians; parks, recreation, and leisure and fitness studies; precision production; personal and culinary services; public administration and social service; homeland security, law enforcement and protective services; and transportation and materials moving.

³ Due to the limited number of cases, estimates for academic fields are not shown by major field of study. Academic fields include area, ethnic, cultural and group studies; biological and biomedical sciences; English language, literature, and letters; foreign languages and literature and linguistics; mathematics and statistics; multi and interdisciplinary studies; philosophy, theology, and religious studies; physical sciences; psychology; science technologies and technicians; social sciences and history; general studies and liberal arts and sciences; and humanities.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

National Center for Education Statistics

Table S1.

Standard errors for table 1: PERSISTENCE AND ATTAINMENT: Number of 2003–04 beginning postsecondary students and percentage distribution of their 6-year persistence and highest credential attained, by initial degree or certificate program and field of study: Spring 2009

Initial degree or certificate program and field of study	Number (in thousands)	Persisted or attained						
		Total	Highest credential attained			No degree, still enrolled	No degree, not enrolled	
			Total	Certificate	Associate's degree			Bachelor's degree
Total, all beginning students	34.8	0.65	0.68	0.38	0.37	0.56	0.55	0.65
Total, all beginning subbaccalaureate students	23.8	0.95	0.82	0.65	0.60	0.51	0.88	0.95
All occupational fields of study	26.0	1.20	1.03	0.79	0.78	0.71	0.96	1.20
Business and marketing	12.3	2.80	2.20	1.32	1.85	1.62	2.23	2.80
Health sciences	19.6	2.11	2.20	2.02	1.27	0.87	1.44	2.11
All academic fields of study	21.2	3.30	2.97	3.01	1.79	1.80	2.90	3.30
Undeclared field of study	20.3	1.69	1.64	1.60	1.09	0.68	1.49	1.69
Certificate	15.2	1.69	1.68	1.70	0.47	0.30	1.11	1.69
All occupational fields of study	13.4	1.85	1.96	1.98	0.46	0.31	1.14	1.85
Business and marketing	3.5	6.05	6.53	6.49	†	0.04	2.29	6.05
Health sciences	11.5	3.54	3.69	3.65	0.61	†	1.82	3.54
All academic fields of study	3.0	7.82	9.18	8.27	†	†	7.27	7.82
Undeclared field of study	8.1	2.82	3.32	3.45	1.05	†	2.68	2.82
Associate's degree	29.0	1.07	0.97	0.64	0.75	0.62	1.10	1.07
All occupational fields of study	24.9	1.43	1.21	0.63	0.97	0.88	1.22	1.43
Business and marketing	11.6	3.05	2.39	0.89	2.09	1.81	2.51	3.05
Health sciences	15.8	2.35	2.26	1.52	1.90	1.34	1.85	2.35
All academic fields of study	21.2	3.48	3.15	†	1.93	1.93	3.08	3.48
Undeclared field of study	18.6	1.80	1.57	1.15	1.32	0.85	1.67	1.80

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: PERSISTENCE AND ATTAINMENT: Number of 2003–04 beginning postsecondary students and percentage distribution of their 6-year persistence and highest credential attained, by initial degree or certificate program and field of study: Spring 2009
—Continued

Initial degree or certificate program and field of study	Number (in thousands)	Persisted or attained						
		Highest credential attained					No degree, still enrolled	No degree, not enrolled
		Total	Total	Certificate	Associate's degree	Bachelor's degree		
Total, all beginning baccalaureate students	13.9	0.81	1.02	0.17	0.32	1.09	0.59	0.81
All occupational fields of study	16.1	1.01	1.28	0.23	0.45	1.32	0.81	1.01
Business and marketing	9.9	2.43	2.51	0.51	0.87	2.51	1.70	2.43
Health sciences	6.4	2.71	2.76	0.78	1.11	2.67	1.61	2.71
All academic fields of study	9.7	1.51	1.92	0.47	0.47	2.00	1.05	1.51
Undeclared field of study	13.7	1.46	1.65	0.31	0.52	1.72	0.90	1.46

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

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Table 2.

LABOR FORCE STATUS: Number of 2003–04 beginning postsecondary students who were not enrolled after 6 years and percentage distribution of their labor force status, by field of study when last enrolled and highest credential attained: Spring 2009

Field of study and highest credential attained	Number (in thousands)	Labor force status			Of those employed, percent in job related to major
		In labor force		Not in labor force ²	
		Employed	Unemployed ¹		
All fields of study					
All levels					
Completers	1,259	84.5	12.0	3.5	68.9
Noncompleters	1,398	75.1	15.1	9.8	39.0
Certificate					
Completers	287	76.7	17.1	6.2	67.9
Noncompleters	155	61.9	25.1	13.0	54.4
Associate's degree					
Completers	218	84.4	11.3	4.4	65.9
Noncompleters	756	76.4	14.2	9.4	37.3
Bachelor's degree					
Completers	754	87.5	10.3	2.2	69.6
Noncompleters	319	79.1	12.8	8.2	40.4
Occupational fields of study³					
All levels					
Completers	889	86.0	11.0	3.0	74.5
Noncompleters	685	77.4	13.8	8.8	42.3
Certificate					
Completers	207	77.7	16.6	5.8	68.5
Noncompleters	74	63.5	25.9	10.6	58.5
Associate's degree					
Completers	168	85.9	9.7	4.4	71.1
Noncompleters	392	78.1	12.5	9.4	39.8
Bachelor's degree					
Completers	515	89.4	9.3	1.4	76.2
Noncompleters	171	82.3	10.2	7.5	44.7

See notes at end of table.

National Center for Education Statistics

Table 2.

LABOR FORCE STATUS: Number of 2003–04 beginning postsecondary students who were not enrolled after 6 years and percentage distribution of their labor force status, by field of study when last enrolled and highest credential attained: Spring 2009—Continued

Field of study and highest credential attained	Number (in thousands)	Labor force status			Of those employed, percent in job related to major
		In labor force		Not in labor force ²	
		Employed	Unemployed ¹		
Academic fields of study⁴					
All levels					
Completers	282	82.0	13.5	4.5	52.8
Noncompleters	225	76.1	14.8	9.1	29.4
Certificate					
Completers	16	66.6	19.1 !	14.3	‡
Noncompleters	30	56.0	28.6	15.4 !	‡
Associate's degree					
Completers	29	78.6	18.4	‡	36.6
Noncompleters	111	78.6	14.5	7.0	29.3
Bachelor's degree					
Completers	238	83.4	12.5	4.0	54.2
Noncompleters	74	79.0	10.6	10.3	30.3

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Not employed and looking for work.

² Not employed and not looking for work.

³ Occupational fields include agriculture and natural resources; architecture and related services; business and marketing; visual and performing arts; communications, journalism, and related technologies; computer and information sciences; construction trades; education; engineering, engineering technologies, and related fields; family, consumer sciences and human sciences; health sciences; legal professions and studies; mechanic and repair technologies and technicians; parks, recreation, and leisure and fitness studies; precision production; personal and culinary services; public administration and social service; homeland security, law enforcement and protective services; and transportation and materials moving.

⁴ Academic fields include area, ethnic, cultural and group studies; biological and biomedical sciences; English language, literature, and letters; foreign languages and literature and linguistics; mathematics and statistics; multi and interdisciplinary studies; philosophy, theology, and religious studies; physical sciences; psychology; science technologies and technicians; social sciences and history; general studies and liberal arts and sciences; and humanities.

NOTE: "Completers" include all students who earned a given credential, regardless of their initial credential goal. "Noncompleters" includes all students who were initially seeking a given credential but left school without earning any credential. For noncompleters, the number of students at each degree level will not equal the numbers for "All levels" because this estimate includes students who did not initially enroll in a degree program. Estimates for "All fields of study" also include students whose major was undeclared. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

National Center for Education Statistics

Table S2.

Standard errors for table 2: LABOR FORCE STATUS: Number of 2003–04 beginning postsecondary students who were not enrolled after 6 years and percentage distribution of their labor force status, by field of study when last enrolled and highest credential attained: Spring 2009

Field of study and highest credential attained	Number (in thousands)	Labor force status			Of those employed, percent in job related to major
		In labor force		Not in labor force	
		Employed	Unemployed		
All fields of study					
All levels					
Completers	22.3	0.70	0.62	0.30	0.97
Noncompleters	30.7	1.05	0.85	0.66	2.72
Certificate					
Completers	17.1	1.85	1.70	0.87	5.21
Noncompleters	9.2	3.00	2.74	1.95	9.12
Associate's degree					
Completers	11.9	1.94	1.68	0.97	4.19
Noncompleters	22.4	1.43	1.12	0.92	4.00
Bachelor's degree					
Completers	12.2	0.71	0.66	0.27	1.03
Noncompleters	12.8	1.53	1.20	1.01	3.66
Occupational fields of study					
All levels					
Completers	18.7	0.84	0.71	0.38	1.05
Noncompleters	22.9	1.42	1.20	0.90	3.13
Certificate					
Completers	13.9	2.35	1.95	1.22	5.29
Noncompleters	6.7	4.54	4.34	2.07	10.35
Associate's degree					
Completers	10.5	2.15	1.75	1.16	4.56
Noncompleters	18.9	1.81	1.38	1.31	4.58
Bachelor's degree					
Completers	9.9	0.86	0.77	0.28	1.24
Noncompleters	9.6	2.14	1.74	1.44	4.33

See notes at end of table.

National Center for Education Statistics

Table S2.

Standard errors for table 2: LABOR FORCE STATUS: Number of 2003–04 beginning postsecondary students who were not enrolled after 6 years and percentage distribution of their labor force status, by field of study when last enrolled and highest credential attained: Spring 2009—Continued

Field of study and highest credential attained	Number (in thousands)	Labor force status			Of those employed, percent in job related to major
		In labor force		Not in labor force	
		Employed	Unemployed		
Academic fields of study					
All levels					
Completers	10.0	1.17	1.13	0.61	2.00
Noncompleters	11.0	2.06	1.76	1.59	4.09
Certificate					
Completers	9.6	6.99	5.82	3.76	†
Noncompleters	3.7	6.29	5.99	6.64	†
Associate's degree					
Completers	3.4	5.20	5.14	†	7.45
Noncompleters	10.4	3.14	2.86	1.89	6.85
Bachelor's degree					
Completers	2.4	1.27	1.22	0.66	2.10
Noncompleters	5.5	2.89	1.94	2.54	5.19

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

National Center for Education Statistics

Table 3.

INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Total, all beginning students¹	3,326	100.0	3,746	100.0
Total, all beginning subbaccalaureate students	2,039	100.0	1,966	100.0
Occupational field of study ²	1,249	61.2	1,258	64.0
Agriculture and natural resources	‡	0.7	9	0.5
Business and marketing	276	13.6	234	11.9
Communications and arts	67	3.3	84	4.3
Computer and information sciences	43	2.1	93	4.7
Education	76	3.7	112	5.7
Engineering and architecture	105	5.2	73	3.7
Health sciences	291	14.3	384	19.5
Manufacturing, construction, repair, and transportation	144	7.0	83	4.2
Personal services	104	5.1	83	4.2
Public, legal, social, and protective services	127	6.2	103	5.3
Academic field of study ³	307	15.1	201	10.2
General studies and liberal arts and sciences	195	9.6	74	3.7
Humanities	‡	1.1	18	0.9
Natural sciences and mathematics	34	1.7	38	1.9
Psychology	30	1.4 !	38	2.0
Social sciences and history	‡	1.0 !	28	1.4
Multi and interdisciplinary studies	‡	0.3 !	‡	0.2 !
Undeclared field of study	483	23.7	‡	25.8
Certificate	607	100.0	422	100.0
Occupational field of study ²	507	83.4	302	71.7
Agriculture and natural resources	‡	‡	‡	0.1 !
Business and marketing	87	14.4	27	6.5
Communications and arts	‡	2.8 !	‡	1.6
Computer and information sciences	13	2.1	11	2.5 !
Education	‡	1.7 !	10	2.4
Engineering and architecture	27	4.4	10	2.3
Health sciences	108	17.8	130	30.7
Manufacturing, construction, repair, and transportation	112	18.5	49	11.5
Personal services	104	17.1	51	12.1
Public, legal, social, and protective services	25	4.2 !	8	1.9
Academic field of study ⁴	19	3.2 !	16	3.9
Undeclared field of study	81	13.4	103	24.4

See notes at end of table.

National Center for Education Statistics

Table 3.

INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04
—Continued

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Associate's degree	1432	100.0	1,545	100.0
Occupational field of study ²	742	51.8	956	61.9
Agriculture and natural resources	‡	0.8	9	0.6
Business and marketing	189	13.2	207	13.4
Communications and arts	50	3.5	77	5.0
Computer and information sciences	30	2.1	82	5.3
Education	66	4.6	102	6.6
Engineering and architecture	78	5.5	63	4.1
Health sciences	183	12.8	254	16.5
Manufacturing, construction, repair, and transportation	31	2.2	34	2.2
Personal services	‡	‡	32	2.0
Public, legal, social, and protective services	102	7.1	95	6.2
Academic field of study ³	288	20.1	184	11.9
General studies and liberal arts and sciences	182	12.7	67	4.4
Humanities	‡	1.3	16	1.0
Natural sciences and mathematics	31	2.2	35	2.3
Psychology	29	2.1 !	37	2.4
Social sciences and history	‡	1.4 !	25	1.6
Multi and interdisciplinary studies	‡	0.4 !	‡	0.3 !
Undeclared field of study	402	28.1	404	26.2

See notes at end of table.

National Center for Education Statistics

Table 3.

INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04
—Continued

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Total, all beginning baccalaureate students	1,267	100.0	1,462	100.0
Occupational field of study ²	591	46.6	804	55.0
Agriculture and natural resources	18	1.5	10	0.7
Business and marketing	138	10.9	194	13.3
Communications and arts	88	7.0	125	8.5
Computer and information sciences	27	2.1	48	3.3
Education	93	7.3	118	8.1
Engineering and architecture	101	8.0	114	7.8
Health sciences	86	6.8	117	8.0
Manufacturing, construction, repair, and transportation	‡	0.3 !	12	0.8
Personal services	‡	0.3	15	1.0
Public, legal, social, and protective services	32	2.5	51	3.5
Academic field of study ³	290	22.9	271	18.5
General studies and liberal arts and sciences	31	2.5	23	1.5
Humanities	48	3.8	39	2.7
Natural sciences and mathematics	106	8.4	99	6.8
Psychology	38	3.0	47	3.2
Social sciences and history	53	4.2	62	4.3
Multi and interdisciplinary studies	14	1.1	‡	‡
Undeclared field of study	386	30.4	387	26.5

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Students who were not initially enrolled in a degree program are included in the totals but not shown separately.

² Communications and arts include visual and performing arts and communications; journalism; and related technologies. Engineering and architecture includes engineering, engineering technologies, and related fields; and architecture and related services. Manufacturing, construction, repair and transportation includes construction trades; mechanic, repair technologies and technicians; precision production; and transportation and materials moving. Personal services include parks, recreation and leisure and fitness studies; and personal and culinary services. Public, legal, social, and protective services include family, consumer sciences and human sciences; legal professions and studies; public administration and social service; and homeland security, law enforcement, and protective services.

³ Humanities includes area, ethnic, cultural, gender, and groups studies; English language, literature, and letters; foreign languages and literature, and linguistics; and philosophy, theology, and religious studies. Natural sciences and mathematics includes biological and biomedical sciences; mathematics and statistics; physical sciences; and science technologies and technicians. In 1995–96, humanities include clinical pastoral care; in 2003–04 this major was included in public, legal, social, and protective services.

⁴ Due to the limited number of cases, estimates for certificates in academic fields by major field of study are not shown.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table S3.

Standard errors for table 3: INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Total, all beginning students	188.9	†	34.8	†
Total, all beginning subbaccalaureate students	171.3	†	23.8	†
Occupational field of study	140.1	3.24	26.0	1.12
Agriculture and natural resources	†	0.18	2.1	0.11
Business and marketing	41.8	1.37	12.3	0.61
Communications and arts	8.5	0.42	8.4	0.42
Computer and information sciences	8.4	0.37	10.0	0.50
Education	12.3	0.48	9.0	0.45
Engineering and architecture	20.4	0.82	7.2	0.37
Health sciences	30.8	1.28	19.6	0.97
Manufacturing, construction, repair, and transportation	34.4	1.26	14.5	0.74
Personal services	20.4	0.86	12.1	0.62
Public, legal, social, and protective services	18.0	0.83	8.8	0.43
Academic field of study	44.5	1.78	21.2	1.01
General studies and liberal arts and sciences	30.5	1.26	18.0	0.89
Humanities	†	0.27	4.1	0.20
Natural sciences and mathematics	8.9	0.46	5.6	0.28
Psychology	10.2	0.46	5.6	0.28
Social sciences and history	†	0.46	4.0	0.21
Multi and interdisciplinary studies	†	0.11	†	0.10
Undeclared field of study	60.0	3.01	†	1.11
Certificate	93.6	†	15.2	†
Occupational field of study	90.1	3.55	13.4	1.94
Agriculture and natural resources	†	†	†	0.03
Business and marketing	23.7	2.12	3.5	0.84
Communications and arts	†	1.27	†	0.40
Computer and information sciences	4.8	0.60	3.4	0.80
Education	†	0.64	2.3	0.55
Engineering and architecture	7.8	1.05	2.7	0.65
Health sciences	16.0	2.67	11.5	2.50
Manufacturing, construction, repair, and transportation	31.8	2.98	9.4	2.14
Personal services	20.4	2.01	10.9	2.54
Public, legal, social, and protective services	9.8	1.65	1.7	0.42
Academic field of study	5.8	1.12	3.0	0.67
Undeclared field of study	19.3	3.25	8.1	1.71

See notes at end of table.

National Center for Education Statistics

Table S3.

Standard errors for table 3: INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04—Continued

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Associate's degree	118.9	†	29.0	†
Occupational field of study	89.0	3.68	24.9	1.26
Agriculture and natural resources	†	0.24	2.1	0.14
Business and marketing	29.1	1.45	11.6	0.71
Communications and arts	9.1	0.59	8.0	0.50
Computer and information sciences	7.1	0.50	9.2	0.60
Education	12.1	0.63	8.5	0.54
Engineering and architecture	20.1	1.22	6.6	0.43
Health sciences	25.5	1.39	15.8	0.98
Manufacturing, construction, repair, and transportation	6.8	0.42	7.9	0.51
Personal services	†	†	5.4	0.35
Public, legal, social, and protective services	13.5	0.92	8.7	0.54
Academic field of study	40.4	2.09	21.2	1.25
General studies and liberal arts and sciences	27.4	1.55	17.7	1.10
Humanities	†	0.36	4.0	0.26
Natural sciences and mathematics	8.7	0.60	5.6	0.36
Psychology	10.2	0.66	5.6	0.35
Social sciences and history	†	0.66	4.0	0.26
Multi and interdisciplinary studies	†	0.16	†	0.10
Undeclared field of study	51.1	3.59	18.6	1.28

See notes at end of table.

National Center for Education Statistics

Table S3.

Standard errors for table 3: INITIAL PROGRAM AND FIELD OF STUDY: Number and percentage distribution of beginning postsecondary students, by initial degree or certificate program and field of study: 1995–96 and 2003–04—Continued

Initial degree or certificate program and field of study	1995–96		2003–04	
	Number of beginning students (in thousands)	Percent of beginning students	Number of beginning students (in thousands)	Percent of beginning students
Total, all beginning baccalaureate students	70.5	†	13.9	†
Occupational field of study	43.7	1.62	16.1	0.95
Agriculture and natural resources	3.3	0.24	2.1	0.14
Business and marketing	11.6	0.62	9.9	0.66
Communications and arts	9.1	0.59	7.1	0.45
Computer and information sciences	4.6	0.36	4.9	0.33
Education	12.3	0.71	6.4	0.44
Engineering and architecture	8.7	0.63	9.0	0.61
Health sciences	10.0	0.60	6.4	0.44
Manufacturing, construction, repair, and transportation	†	0.11	2.8	0.19
Personal services	†	0.07	3.7	0.26
Public, legal, social, and protective services	4.7	0.34	4.5	0.31
Academic field of study	26.3	1.25	9.7	0.67
General studies and liberal arts and sciences	4.0	0.31	3.2	0.22
Humanities	9.6	0.69	4.5	0.30
Natural sciences and mathematics	11.5	0.60	5.2	0.35
Psychology	4.2	0.27	4.1	0.28
Social sciences and history	5.8	0.39	4.6	0.31
Multi and interdisciplinary studies	3.0	0.22	†	†
Undeclared field of study	19.4	1.63	13.7	0.88

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table 4.
ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Total, all beginning students¹	66.0	64.5	51.6	49.5
Total, all beginning subbaccalaureate students	56.7	55.9	42.5	39.4
Occupational field of study ²	56.6	55.8	45.8	40.7
Agriculture and natural resources	‡	67.8	‡	62.9
Business and marketing	54.1	52.4	42.4	34.7
Communications and arts	44.4	60.7	36.5	40.8
Computer and information sciences	49.3	48.4	39.9	30.9
Education	62.3	54.7	49.9	41.0
Engineering and architecture	62.5	60.3	45.5	44.2
Health sciences	58.3	57.8	46.5	42.6
Manufacturing, construction, repair, and transportation	50.5	59.7	45.4	52.4
Personal services	66.3	56.8	65.6	45.8
Public, legal, social, and protective services	58.8	51.6	41.0	37.3
Academic field of study ³	60.9	57.8	39.9	38.4
General studies and liberal arts and sciences	61.6	54.6	43.9	42.2
Humanities	‡	47.5	‡	35.7
Natural sciences and mathematics	57.5	66.6	31.6	44.7
Psychology	63.3	56.6	42.6 !	28.4
Social sciences and history	‡	69.4	‡	38.8
Multi and interdisciplinary studies	‡	‡	‡	‡
Undeclared field of study	54.4	55.3	36.4	36.6
Certificate	57.1	64.4	52.1	55.1
Occupational field of study	57.8	60.5	53.8	52.7
Agriculture and natural resources	‡	‡	‡	‡
Business and marketing	57.7	55.5	55.3	47.3
Communications and arts	‡	‡	‡	‡
Computer and information sciences	69.1	25.6 !	64.6	21.8 !
Education	‡	46.9	‡	41.5
Engineering and architecture	47.6	69.2	42.8 !	60.0
Health sciences	59.2	63.3	53.7	55.0
Manufacturing, construction, repair, and transportation	49.7	64.9	46.0	59.6
Personal services	66.4	60.5	65.8	53.2
Public, legal, social, and protective services	63.2	63.8	47.8	54.5
Academic field of study ⁴	62.0	75.5	40.6 !	54.4
Undeclared field of study	51.5	74.0	44.8	62.1

See notes at end of table.

National Center for Education Statistics

Table 4.

ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009—Continued

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Associate's degree	56.6	53.6	38.4	35.1
Occupational field of study ²	55.8	54.3	40.4	36.9
Agriculture and natural resources	‡	66.9	‡	63.2
Business and marketing	52.4	52.0	36.4	33.1
Communications and arts	45.5	61.4	35.8	41.7
Computer and information sciences	41.0	51.3	29.4 !	32.1
Education	60.6	55.5	47.5	41.0
Engineering and architecture	67.6	59.0	46.4	41.8
Health sciences	57.8	55.0	42.3	36.3
Manufacturing, construction, repair, and transportation	53.4 !	52.3	43.2	42.3
Personal services	‡	50.8	‡	33.7
Public, legal, social, and protective services	57.7	50.5	39.3	35.8
Academic field of study ³	60.9	56.3	39.9	37.0
General studies and liberal arts and sciences	62.4	52.0	45.4	40.0
Humanities	‡	45.9	‡	34.0 !
Natural sciences and mathematics	53.5	65.8	26.6 !	42.3
Psychology	63.2	55.9	42.4 !	28.3
Social sciences and history	‡	67.0	‡	38.7
Multi and interdisciplinary studies	‡	‡	‡	‡
Undeclared field of study	55.0	50.6	34.7	30.1

See notes at end of table.

National Center for Education Statistics

Table 4.

ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009—Continued

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Total, all beginning baccalaureate students	81.0	79.0	66.3	67.3
Occupational field of study ²	81.1	77.5	67.1	64.4
Agriculture and natural resources	64.8	83.6	53.9	76.9
Business and marketing	80.0	71.8	67.5	59.0
Communications and arts	77.6	83.4	65.2	69.7
Computer and information sciences	78.6	70.6	62.2	57.5
Education	82.7	80.0	67.5	67.1
Engineering and architecture	84.0	80.1	68.6	65.6
Health sciences	86.3	79.9	71.0	68.1
Manufacturing, construction, repair, and transportation	‡	80.0	‡	72.7
Personal services	‡	69.0	‡	59.3
Public, legal, social, and protective services	79.2	74.7	65.8	58.9
Academic field of study ³	81.1	83.6	67.3	73.5
General studies and liberal arts and sciences	72.6	80.3	58.9	67.4
Humanities	76.1	83.1	67.7	72.6
Natural sciences and mathematics	86.2	84.6	69.7	74.3
Psychology	84.1	84.6	67.6	74.2
Social sciences and history	78.2	82.8	68.4	74.7
Multi and interdisciplinary studies	82.6	‡	61.6	‡
Undeclared field of study	80.7	79.0	64.5	68.8

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Students who were not initially enrolled in a degree program are included in the totals but not shown separately.

² Communications and arts include visual and performing arts and communications; journalism; and related technologies. Engineering and architecture includes engineering, engineering technologies, and related fields; and architecture and related services. Manufacturing, construction, repair and transportation includes construction trades; mechanic, repair technologies and technicians; precision production; and transportation and materials moving. Personal services include parks, recreation and leisure and fitness studies; and personal and culinary services. Public, legal, social, and protective services include family, consumer sciences and human sciences; legal professions and studies; public administration and social service; and homeland security, law enforcement, and protective services.

³ Humanities includes area, ethnic, cultural, gender, and groups studies; English language, literature, and letters; foreign languages and literature, and linguistics; and philosophy, theology, and religious studies. Natural sciences and mathematics includes biological and biomedical sciences; mathematics and statistics; physical sciences; and science technologies and technicians. In 1995–96, humanities include clinical pastoral care; in 2003–04 this major was included in public, legal, social, and protective services.

⁴ Due to the limited number of cases, estimates for certificates in academic fields by major field of study are not shown.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table S4.

Standard errors for table 4: ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Total, all beginning students	1.30	0.65	1.37	0.68
Total, all beginning subbaccalaureate students	1.76	0.95	1.80	0.82
Occupational field of study	1.50	1.20	1.86	1.03
Agriculture and natural resources	†	12.73	†	12.68
Business and marketing	4.24	2.80	4.09	2.20
Communications and arts	9.77	4.07	9.91	4.18
Computer and information sciences	6.26	4.40	8.97	4.00
Education	8.76	3.68	8.16	3.52
Engineering and architecture	5.40	5.31	10.45	5.08
Health sciences	3.52	2.11	3.51	2.20
Manufacturing, construction, repair, and transportation	6.48	5.36	5.70	5.11
Personal services	5.58	4.33	5.37	4.59
Public, legal, social, and protective services	4.33	4.37	3.42	4.30
Academic field of study	2.09	3.30	2.62	2.97
General studies and liberal arts and sciences	3.14	6.38	3.26	6.88
Humanities	†	12.09	†	10.51
Natural sciences and mathematics	12.75	6.36	8.77	5.10
Psychology	17.94	7.25	17.29	6.03
Social sciences and history	†	6.22	†	6.51
Multi and interdisciplinary studies	†	†	†	†
Undeclared field of study	3.74	1.69	3.44	1.64
Certificate	2.44	1.69	2.57	1.68
Occupational field of study	2.18	1.85	2.60	1.96
Agriculture and natural resources	†	†	†	†
Business and marketing	7.99	6.05	8.67	6.53
Communications and arts	†	†	†	†
Computer and information sciences	12.50	9.92	16.02	9.09
Education	†	9.85	†	8.82
Engineering and architecture	13.56	13.45	12.94	14.68
Health sciences	4.58	3.54	5.25	3.69
Manufacturing, construction, repair, and transportation	4.81	7.29	4.97	7.43
Personal services	5.64	5.19	5.43	5.99
Public, legal, social, and protective services	12.91	10.47	12.03	10.22
Academic field of study	15.91	7.82	16.68	9.18
Undeclared field of study	12.73	2.82	12.66	3.32

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009—Continued

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Associate's degree	2.09	1.07	2.01	0.97
Occupational field of study	2.25	1.43	1.91	1.21
Agriculture and natural resources	†	13.12	†	12.94
Business and marketing	4.33	3.05	3.51	2.39
Communications and arts	10.68	4.19	10.57	4.73
Computer and information sciences	8.85	4.78	10.99	4.54
Education	8.98	3.75	8.44	3.69
Engineering and architecture	6.68	5.51	13.37	5.16
Health sciences	4.38	2.35	3.89	2.26
Manufacturing, construction, repair, and transportation	16.36	7.47	11.44	6.26
Personal services	†	8.42	†	6.68
Public, legal, social, and protective services	3.74	4.68	4.05	4.60
Academic field of study	2.46	3.48	3.03	3.15
General studies and liberal arts and sciences	2.97	7.05	3.90	7.64
Humanities	†	13.08	†	11.21
Natural sciences and mathematics	14.58	6.34	9.31	5.16
Psychology	17.96	7.66	17.30	6.41
Social sciences and history	†	6.96	†	7.06
Multi and interdisciplinary studies	†	†	†	†
Undeclared field of study	3.30	1.80	3.12	1.57

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: ATTAINMENT STATUS: Percentage distribution of 1995–96 and 2003–04 beginning postsecondary students' persistence and attainment status after 6 years, by initial degree or certificate program and field of study: Spring 2001 and 2009—Continued

Initial degree or certificate program and field of study	Persisted or attained		Attained any credential	
	2001	2009	2001	2009
Total, all beginning baccalaureate students	0.92	0.81	1.28	1.02
Occupational field of study	1.05	1.01	1.30	1.28
Agriculture and natural resources	6.83	5.09	8.65	5.70
Business and marketing	1.98	2.43	2.12	2.51
Communications and arts	2.13	2.11	3.49	2.46
Computer and information sciences	4.67	4.99	6.67	4.93
Education	2.13	2.11	2.93	2.72
Engineering and architecture	2.26	2.11	2.94	2.95
Health sciences	2.34	2.71	2.58	2.76
Manufacturing, construction, repair, and transportation	†	6.04	†	7.62
Personal services	†	9.45	†	9.62
Public, legal, social, and protective services	3.51	3.72	4.58	4.53
Academic field of study	1.25	1.51	1.91	1.92
General studies and liberal arts and sciences	4.65	5.92	5.94	6.68
Humanities	4.46	3.99	6.43	4.45
Natural sciences and mathematics	2.61	2.39	3.30	2.64
Psychology	3.24	2.87	5.11	3.84
Social sciences and history	2.84	2.94	3.27	3.68
Multi and interdisciplinary studies	5.95	†	7.89	†
Undeclared field of study	1.93	1.46	2.34	1.65

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table 5.
EMPLOYMENT RATES BY ATTAINMENT AND SEX: Among 1995–96 and 2003–04 beginning postsecondary students who were not enrolled 6 years later, percentage who were employed, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study ^{1,2}	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were not enrolled 6 years later	86.8	79.7	83.3	78.9	91.2	80.7
Attained subbaccalaureate credential	84.5	80.0	80.0	78.5	91.3	82.4
Occupational field of study	84.8	81.3	80.7	79.6	90.9	84.2
Academic field of study	78.6	74.3	67.2	73.7	‡	75.1
Attained certificate	85.3	76.7	80.3	75.0	94.0	79.9
Occupational field of study	84.5	77.7	79.6	75.6	93.4	81.4
Academic field of study	‡	66.6	‡	62.3	‡	‡
Attained associate's degree	83.3	84.4	79.3	83.8	88.0	85.1
Occupational field of study	85.2	85.9	83.0	85.0	87.5	87.1
Academic field of study	72.7	78.6	‡	80.6	‡	75.4
Attained bachelor's degree	92.8	87.5	93.0	88.5	92.4	86.1
Occupational field of study	93.4	89.4	94.4	90.3	92.1	88.3
Academic field of study	91.5	83.4	90.5	85.2	92.9	80.7
Did not attain a credential	83.7	75.2	77.8	73.5	90.5	77.2

‡ Reporting standards not met.

¹ Occupational fields include agriculture and natural resources; architecture and related services; business and marketing; visual and performing arts; communications, journalism, and related technologies; computer and information sciences; construction trades; education; engineering, engineering technologies, and related fields; family, consumer sciences and human sciences; health sciences; legal professions and studies; mechanic and repair technologies and technicians; parks, recreation, and leisure and fitness studies; precision production; personal and culinary services; public administration and social service; homeland security, law enforcement and protective services; and transportation and materials moving.

² Academic fields include area, ethnic, cultural and group studies; biological and biomedical sciences; English language, literature, and letters; foreign languages and literature and linguistics; mathematics and statistics; multi and interdisciplinary studies; philosophy, theology, and religious studies; physical sciences; psychology; science technologies and technicians; social sciences and history; general studies and liberal arts and sciences; and humanities.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Students who reported no degree program or an undeclared field of study in their last interview but subsequently earned a certificate or degree are included in the totals but are not shown separately by field of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table S5.

Standard errors for table 5: EMPLOYMENT RATES BY ATTAINMENT AND SEX: Among 1995–96 and 2003–04 beginning postsecondary students who were not enrolled 6 years later, percentage who were employed, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were not enrolled 6 years later	0.89	0.70	1.06	0.82	1.53	1.03
Attained subbaccalaureate credential	1.46	1.43	2.33	1.57	2.57	2.49
Occupational field of study	1.71	1.69	2.20	1.89	2.98	2.93
Academic field of study	9.04	4.15	15.73	5.81	†	6.42
Attained certificate	1.40	1.85	2.42	2.10	1.84	3.49
Occupational field of study	1.62	2.35	2.50	2.48	2.13	4.61
Academic field of study	†	6.99	†	8.98	†	†
Attained associate's degree	2.70	1.94	4.77	2.26	4.57	3.01
Occupational field of study	3.15	2.15	5.01	2.55	5.38	3.35
Academic field of study	11.16	5.20	†	7.30	†	8.56
Attained bachelor's degree	0.61	0.71	0.69	0.96	1.08	1.10
Occupational field of study	0.68	0.86	0.81	1.20	1.14	1.24
Academic field of study	1.12	1.27	1.20	1.56	2.20	2.26
Did not attain a credential	1.64	1.05	2.05	1.34	2.28	1.47

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table 6.

FULL-TIME EMPLOYMENT: Among 1995–96 and 2003–04 beginning postsecondary students who were employed and not enrolled 6 years later, percentage who were employed full time, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were employed and not enrolled 6 years later	88.7	82.1	84.3	80.2	94.0	84.5
Attained subbaccalaureate credential	86.0	82.8	78.4	77.6	95.9	90.7
Occupational field of study	86.9	83.2	79.7	78.5	96.5	90.2
Academic field of study	80.6	78.0	‡	67.8	‡	94.5
Attained certificate	83.1	82.6	75.5	76.3	94.7	93.3
Occupational field of study	84.6	81.5	77.0	74.7	96.2	93.1
Academic field of study	‡	88.0	‡	83.1	‡	‡
Attained associate's degree	90.6	83.1	84.1	79.5	97.4	88.0
Occupational field of study	90.8	85.0	85.1	83.2	97.0	87.4
Academic field of study	‡	73.3	‡	60.8	‡	94.0
Attained bachelor's degree	92.5	86.5	91.4	86.0	94.0	87.2
Occupational field of study	94.1	88.3	93.0	88.3	95.6	88.3
Academic field of study	89.3	82.6	88.3	81.2	90.7	84.9
Did not attain a credential	87.2	78.8	81.2	77.3	93.2	80.6

‡ Reporting standards not met.

¹ Occupational fields include agriculture and natural resources; architecture and related services; business and marketing; visual and performing arts; communications, journalism, and related technologies; computer and information sciences; construction trades; education; engineering, engineering technologies, and related fields; family, consumer sciences and human sciences; health sciences; legal professions and studies; mechanic and repair technologies and technicians; parks, recreation, and leisure and fitness studies; precision production; personal and culinary services; public administration and social service; homeland security, law enforcement and protective services; and transportation and materials moving.

² Academic fields include area, ethnic, cultural and group studies; biological and biomedical sciences; English language, literature, and letters; foreign languages and literature and linguistics; mathematics and statistics; multi and interdisciplinary studies; philosophy, theology, and religious studies; physical sciences; psychology; science technologies and technicians; social sciences and history; general studies and liberal arts and sciences; and humanities.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Students who reported no degree program or an undeclared field of study in their last interview but subsequently earned a certificate or degree are included in the totals but are not shown separately by field of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table S6.

Standard errors for table 6: FULL-TIME EMPLOYMENT: Among 1995–96 and 2003–04 beginning postsecondary students who were employed and not enrolled 6 years later, percentage who were employed full time, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were employed and not enrolled 6 years later	0.79	0.66	1.32	0.82	0.52	1.03
Attained subbaccalaureate credential	1.89	1.27	2.60	1.87	1.43	1.72
Occupational field of study	1.89	1.53	2.67	2.28	1.37	2.19
Academic field of study	6.56	5.27	†	7.27	†	3.37
Attained certificate	2.05	1.86	2.43	2.56	2.16	2.15
Occupational field of study	1.70	2.46	2.53	3.27	2.01	2.89
Academic field of study	†	6.27	†	9.31	†	†
Attained associate's degree	3.75	2.17	5.61	3.19	1.79	2.70
Occupational field of study	4.26	2.31	6.66	3.49	1.95	3.35
Academic field of study	†	6.68	†	9.02	†	4.89
Attained bachelor's degree	0.70	0.75	0.71	1.00	1.19	1.15
Occupational field of study	0.87	0.87	1.11	1.04	1.28	1.30
Academic field of study	1.17	1.41	2.17	1.95	2.25	2.23
Did not attain a credential	1.30	1.13	2.18	1.37	1.27	1.87

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table 7.

CURRENT JOB AND CAREER: Among 1995–96 and 2003–04 beginning postsecondary students who were not enrolled and were employed 6 years later, percentage who considered their current job to be the start of a career, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were employed and not enrolled 6 years later	67.3	53.5	66.5	52.7	68.4	54.6
Attained subbaccalaureate credential	73.1	56.6	72.8	56.4	73.5	56.8
Occupational field of study	74.2	57.2	75.3	58.6	72.6	55.1
Academic field of study	65.2	52.8	‡	48.1	‡	60.4
Attained certificate	68.3	58.5	67.7	56.6	69.2	61.8
Occupational field of study	69.6	58.3	69.6	58.2	69.5	58.6
Academic field of study	‡	70.7	‡	66.9	‡	‡
Attained associate's degree	80.4	54.2	81.6	56.2	79.2	51.7
Occupational field of study	81.7	56.0	85.7	59.1	77.1	51.8
Academic field of study	‡	44.3	‡	39.4	‡	52.5
Attained bachelor's degree	75.4	65.7	74.5	66.0	76.8	65.3
Occupational field of study	80.1	68.9	80.3	69.0	79.9	68.8
Academic field of study	66.1	58.4	63.1	59.8	70.3	56.2
Did not attain a credential	57.5	44.3	54.9	41.8	60.2	47.2

‡ Reporting standards not met.

¹ Occupational fields include agriculture and natural resources; architecture and related services; business and marketing; visual and performing arts; communications, journalism, and related technologies; computer and information sciences; construction trades; education; engineering, engineering technologies, and related fields; family, consumer sciences and human sciences; health sciences; legal professions and studies; mechanic and repair technologies and technicians; parks, recreation, and leisure and fitness studies; precision production; personal and culinary services; public administration and social service; homeland security, law enforcement and protective services; and transportation and materials moving.

² Academic fields include area, ethnic, cultural and group studies; biological and biomedical sciences; English language, literature, and letters; foreign languages and literature and linguistics; mathematics and statistics; multi and interdisciplinary studies; philosophy, theology, and religious studies; physical sciences; psychology; science technologies and technicians; social sciences and history; general studies and liberal arts and sciences; and humanities.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Students who reported no degree program or an undeclared field of study in their last interview but subsequently earned a certificate or degree are included in the totals but are not shown separately by field of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).

National Center for Education Statistics

Table S7.

Standard errors for table 7: CURRENT JOB AND CAREER: Among 1995–96 and 2003–04 beginning postsecondary students who were not enrolled and were employed 6 years later, percentage who considered their current job to be the start of a career, by highest credential attained, field of study when last enrolled, and sex: Spring 2001 and 2009

Highest credential attained and field of study	Total		Female		Male	
	2001	2009	2001	2009	2001	2009
Total, all beginning students who were employed and not enrolled 6 years later	0.99	0.90	1.65	1.22	2.18	1.38
Attained subbaccalaureate credential	2.57	1.83	3.77	2.35	4.19	3.38
Occupational field of study	3.10	2.22	4.33	2.60	5.10	4.29
Academic field of study	9.83	6.43	†	7.68	†	9.45
Attained certificate	3.78	3.65	5.20	3.13	4.70	7.57
Occupational field of study	3.91	4.59	5.17	3.54	6.05	9.85
Academic field of study	†	9.89	†	11.78	†	†
Attained associate's degree	3.92	3.48	4.74	3.75	6.28	5.61
Occupational field of study	4.43	3.83	4.94	4.29	6.78	6.05
Academic field of study	†	7.47	†	8.30	†	12.44
Attained bachelor's degree	1.18	1.07	1.37	1.30	2.08	1.70
Occupational field of study	1.21	1.44	1.68	1.71	1.96	2.11
Academic field of study	2.34	1.88	2.98	2.32	3.63	3.10
Did not attain a credential	1.65	1.35	2.83	1.91	3.10	1.95

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995/96 and 2003/04 Beginning Postsecondary Students Longitudinal Studies, Second Follow-ups (BPS:96/01 and BPS:04/09).