

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
MAY 2016 NCES 2016-641

K–12 Teaching Experience Among 2007–08 College Graduates: 2012

INTRODUCTION

Who among bachelor's degree recipients enters K–12 teaching is of concern to policymakers and educators, particularly in terms of academic qualifications and whether teachers' ethnic and racial composition reflect that of their students (Villegas, Strom, and Lucas 2012). These Web Tables present estimates describing the postbaccalaureate teaching experiences of 2007–08 bachelor's degree recipients 4 years after graduation. The data are drawn from the second follow-up of the 2008 Baccalaureate and Beyond Longitudinal Study, conducted in 2012–13 (B&B:08/12). The study is a nationally representative, longitudinal sample survey of students who completed the requirements for a bachelor's degree during the 2007–08 academic year. The study collects detailed information on graduates' interest in K–12 teaching, as well as the steps they had taken to

prepare for teaching and work experience in the field.

The Web Tables show the proportion of 2007–08 college graduates who had taught or prepared for teaching or were considering teaching in 2012 and address the factors influencing graduates' decisions to teach, the types of schools in which they taught, subjects taught, and their satisfaction with teaching. In each table, the estimates are presented separately for groups of graduates who differed on such characteristics as sex, race and ethnicity, age, undergraduate major field of study, cumulative undergraduate grade point average, bachelor's degree institution level and control, highest degree attained, preparation or certification to teach, and teaching experiences. For graduates who taught after graduation but were not teaching in 2012, the last table (table 8) presents information on the reasons that graduates left teaching.

Teaching Experience

Table 1 shows the distribution of 2007–08 bachelor's degree recipients by whether they taught, prepared for, or were considering teaching in 2012.

Steps Toward Teaching

Among 2007–08 graduates who had prepared for or who were considering teaching in 2012 but had not taught, table 2 presents the percentage who had applied for a teaching position and, among those who had applied, the percentage who were offered a teaching position.

Perceived Factors Influencing Whether Graduates Taught

Tables 3A and 3B show the extent to which a variety of perceived factors, including the opportunity to work with kids, working conditions, and financial compensation, were reported by 2007–08 graduates as influencing their decisions to teach.

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Where and Whom Teachers Taught

Tables 4 and 5 present information concerning the current or most recent schools in which 2007–08 bachelor’s degree recipients taught, including sector and education level, the type of community in which the schools were located, and the percentage of students who were eligible for free or reduced-price lunch in those schools.

Subjects Taught

Tables 6A and 6B examine the subjects that 2007–08 graduates taught, presenting the percentage who taught in a variety of fields.

Teacher Job Satisfaction

Among 2007–08 bachelor’s degree recipients with teaching experience, table 7 shows the percentage who were satisfied with such aspects of their jobs as class size, student discipline and behavior, and support from parents.

Reasons for Leaving Teaching

Some 2007–08 graduates had taught since receiving their bachelor’s degrees but were not teaching in 2012. Table 8 presents the percentage of these graduates who reported that they weren’t teaching in 2012 for each of several possible reasons, including dissatisfaction with salary and benefits, having been laid off or involuntarily transferred, and returning to school.

RELATED NCES REPORTS

Baccalaureate and Beyond: A First Look at the Employment Experiences and Lives of College Graduates, 4 Years On (B&B:08/12) (NCES 2014-141).

<http://nces.ed.gov/pubs2014/2014141.pdf>

Early K–12 Teaching Experiences of 2007–08 Bachelor’s Degree Recipients (NCES 2013-154).

<http://nces.ed.gov/pubs2013/2013154.pdf>

Web Tables—Beginning K–12 Teacher Characteristics and Preparation by School Type, 2009 (2013-153).

<http://nces.ed.gov/pubs2013/2013153.pdf>

DATA

The estimates presented in these Web Tables were generated from the second follow-up of the 2008 Baccalaureate and Beyond Longitudinal Study, conducted in 2012–13 (B&B:08/12). B&B:08/12 respondents were first identified in the 2007–08 National Postsecondary Student Aid Study (NPSAS:08). NPSAS:08 is a nationally representative sample of about 128,000 undergraduate, graduate, and professional students in about 1,960 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 About 25,000 respondents were identified in NPSAS:08 as potential 2007–08 bachelor’s degree recipients, and, of these respondents, about 17,000 were eligible for the B&B survey. B&B:08/12 includes approximately 15,000 respondents and represents the approximately 1.6 million undergraduates who completed requirements for a bachelor’s degree in 2007–08.

Bachelor’s degree recipients in B&B:08/12 were interviewed three times: first in 2008, near the end of their last year as undergraduates, and again in 2009–10 and 2012–13, approximately 1 year and 4 years after they had graduated. The 2012–13 interview yielded information on graduates’ employment histories, teaching experiences, and any additional postsecondary enrollment after completing their bachelor’s degree in 2007–08.

For an overview of the survey methodology, see *2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation* (<http://nces.ed.gov/pubs2015/2015141.pdf>).

ANALYSIS

The estimates presented in these Web Tables were produced using PowerStats, a web-based software application that enables users to generate tables for most of the post-secondary surveys conducted by the National Center for Education Statistics (NCES). Samples drawn for such NCES studies as B&B are not simple random samples; therefore, simple random sample techniques for estimating sampling errors 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 involves approximating the estimator by replication of the sampled population. The procedure used is a bootstrap technique.

With PowerStats, users can replicate or expand upon the tables presented here. The output from PowerStats includes the table estimates (e.g., percentages or means), the design-adjusted standard errors, and the 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

VARIABLES USED

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 question wording for variables coming directly from an interview, how variables were constructed, and their sources. After selecting “*Postsecondary Education*” in the “*Go To*” box on the right, click on “*Codebooks*” and use the drop-down menus to select a codebook organized by subject or by variable name for the dataset desired. The program files that generated the statistics presented in these Web Tables can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016641>.

Label	Name
Age at bachelor's degree award	AGEATBA
Applied for a teaching position	B2TCHAPP
Bachelor's degree institution level and control	SECTOR9
Bachelor's degree major	MAJORS4Y
Certified to teach in 2012	B2CERT
Considered teaching in 2012	B2CNSD12
Cumulative undergraduate grade point average	GPA
Factor influencing decision to teach: Financial compensation	B2INFLFIN
Factor influencing decision to teach: Loan forgiveness or other financial incentives to teach	B2INFLLOAN
Factor influencing decision to teach: Opportunity to contribute to society	B2INFLCONT
Factor influencing decision to teach: Possibilities for career advancement	B2INFLADV
Factor influencing decision to teach: Prestige of occupation	B2INFLPRES
Factor influencing decision to teach: Teacher accountability for student achievement	B2INFLACCT
Factor influencing decision to teach: Working conditions	B2INFLWKCD
Factor influencing decision to teach: Working with kids	B2INFLKIDS
Highest degree attained	B2HIDEG
Highest education attained by either parent	PAREduc
Level of school at current or most recent teaching job as of 2012	B2LEV12
Location of school at current or most recent teaching job as of 2012	B2LOC12
Offered a teaching position	B2OFFER
Participated in a teacher induction or mentor program in first teaching job	B2IND01
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012	B2FRPL12
Percent who had taught since 2007–08 but were not teaching in 2012	B2TCHR12
Primary reason for not teaching: Dissatisfied with salary and benefits	B2LVSAL
Primary reason for not teaching: Dissatisfied with teaching career	B2LVCAR
Primary reason for not teaching: Dissatisfied with workplace conditions	B2LVCOND
Primary reason for not teaching: Laid off or involuntarily transferred	B2LVTRSF
Primary reason for not teaching: Other reason for leaving teaching job	B2LVOTH
Primary reason for not teaching: Personal/life reasons	B2LVPERS
Primary reason for not teaching: Return to school	B2LVSCHL

access the PowerStats website at
<http://nces.ed.gov/datalab/index.aspx>.

For more information, contact

NCES.Info@ed.gov
(800) 677-6987

For readers with disabilities, a Section
508-compliant version of these Web
Tables is available at
[http://nces.ed.gov/pubsearch/
pubsinfo.asp?pubid=2016641](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016641).

REFERENCES

Villegas, A.M., Strom, K., and Lucas, T.
(2012). Closing the Racial/Ethnic Gap
Between Students of Color and Their
Teachers: An Elusive Goal. *Equity and
Excellence in Education* 45(2): 283–301.

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.

VARIABLES USED—continued

Label	Name
Race/ethnicity	RACE
Sector of school at current or most recent teaching job as of 2012	B2PUPR12
Sex	GENDER
Subjects taught: Career and technical	B2VOC
Subjects taught: English	B2ENG
Subjects taught: English as a second language	B2ESL
Subjects taught: Fine arts	B2ART
Subjects taught: Foreign languages	B2FLN
Subjects taught: General elementary	B2ELED
Subjects taught: Health and physical education	B2HPE
Subjects taught: Math or computer science	B2MATH
Subjects taught: Natural sciences	B2SCI
Subjects taught: Other	B2OTH
Subjects taught: Social sciences	B2SOC
Subjects taught: Special education	B2SPECED
Taught as a regular K–12 teacher	B2TEACHEX
Teacher job satisfaction: Class size	B2CLSIZE
Teacher job satisfaction: Effectiveness as a teacher	B2TCHEFF
Teacher job satisfaction: Relationships with colleagues	B2SOCSUP
Teacher job satisfaction: Student discipline and behavior	B2STDISP
Teacher job satisfaction: Support from administrators	B2ADMSUP
Teacher job satisfaction: Support from parents	B2PNTSUP

National Center for Education Statistics

Table 1.

K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012

Individual and enrollment characteristics	Taught as a regular K–12 teacher ¹			Had not taught as a regular K–12 teacher ¹			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach ²	Only considered teaching	Did not consider teaching
Total	13.4	10.5	2.9	5.0	6.1	4.1	71.4
Sex							
Male	7.9	5.9	2.0	4.1	4.9	3.9	79.2
Female	17.4	13.9	3.5	5.7	7.1	4.3	65.5
Race/ethnicity ³							
White	14.6	11.7	2.9	4.9	6.0	3.8	70.8
Black	10.8	7.2	3.7	5.9	7.2	6.6	69.4
Hispanic	11.9	9.7	2.2	5.8	7.9	5.4	69.0
Asian	4.9	2.8 !	2.1 !	2.4 !	4.2	3.9 !	84.6
Other	6.6 !	‡	‡	‡	‡	‡	84.5
Two or more races	14.8	9.4	5.3 !	8.4 !	6.3	3.5 !	67.0
Age at bachelor's degree award							
23 or younger	14.4	11.2	3.2	4.8	6.3	3.5	71.0
24–29	11.8	9.7	2.0	5.8	6.9	5.2	70.4
30 or older	11.1	8.4	2.7	5.1	4.5	5.3	74.0
Highest education attained by either parent ⁴							
High school or less	13.6	11.3	2.3	5.7	6.3	4.5	70.0
Some postsecondary education	13.2	10.7	2.6	4.8	7.2	4.2	70.5
Bachelor's degree	12.3	9.5	2.8	5.2	6.1	4.3	72.2
Graduate or professional degree	14.4	10.7	3.6	4.6	5.2	3.7	72.2

See notes at end of table.

National Center for Education Statistics

Table 1.

K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012—Continued

Individual and enrollment characteristics	Taught as a regular K–12 teacher ¹			Had not taught as a regular K–12 teacher ¹			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach ²	Only considered teaching	Did not consider teaching
Bachelor's degree major ⁵							
STEM major⁶	7.4	4.6	2.8	2.3	4.9	3.7	81.6
Computer and information sciences	4.2 !	‡	‡	‡	‡	2.6 !	90.5
Engineering and engineering technology	1.8 !	‡	‡	2.8 !	2.4 !	4.1	89.0
Biological and physical sciences, science technology, mathematics, and agricultural sciences	13.3	9.2	4.1	2.7	8.0	3.8	72.2
Non-STEM major	14.5	11.6	2.9	5.5	6.4	4.2	69.4
General studies and other ⁷	15.6	12.3	3.3	7.8	12.4	5.8	58.5
Social sciences	10.0	6.7	3.3	6.7	6.9	3.8	72.6
Humanities	18.2	11.2	6.9	7.4	9.5	4.7	60.2
Health care fields	3.3	‡	‡	3.5	4.2	1.8 !	87.2
Business	2.3	1.3	1.0	3.0	4.1	5.2	85.4
Education	75.9	71.6	4.3	9.1	7.9	‡	‡
Other applied ⁸	7.1	4.5	2.6	5.4	5.9	5.7	75.9
Cumulative undergraduate grade point average							
Less than 2.50	6.8	4.4	2.4 !	5.2	6.3	5.8	75.9
2.50–2.99	8.9	6.1	2.8	5.9	5.9	5.0	74.3
3.00–3.49	14.1	11.5	2.7	5.3	6.9	3.9	69.8
3.50 or higher	16.4	13.2	3.2	4.2	5.5	3.6	70.3

See notes at end of table.

National Center for Education Statistics

Table 1.

K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012—Continued

Individual and enrollment characteristics	Taught as a regular K–12 teacher ¹			Had not taught as a regular K–12 teacher ¹			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach ²	Only considered teaching	Did not consider teaching
Bachelor's degree institution level and control							
Public	14.3	11.7	2.7	5.3	6.7	4.3	69.4
Non-doctorate-granting	16.6	13.8	2.8	6.6	7.7	4.1	65.0
Doctorate-granting	13.5	10.9	2.6	4.8	6.3	4.4	71.0
Private nonprofit	12.9	9.4	3.6	4.8	5.4	3.8	73.0
Non-doctorate-granting	14.6	11.1	3.5	5.9	5.6	4.7	69.1
Doctorate-granting	11.4	7.7	3.7	3.7	5.3	2.8	76.8
For-profit	3.2	‡	‡	3.0 !	3.6 !	4.3 !	86.0
Highest degree attained							
Bachelor's degree	11.3	8.3	3.0	4.6	5.8	4.5	73.7
Master's degree or postbaccalaureate certificate ⁹	23.7	21.0	2.7	7.0	8.0	2.9	58.4
Doctoral degree ¹⁰	1.9 !	‡	‡	‡	4.0 !	‡	90.2

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

‡ Reporting standards not met.

¹ Includes graduates who worked as regular, itinerant, support, long-term substitute, or other teachers since receiving the 2007–08 bachelor's degree.

² Includes graduates who had a K–12 teaching certification or who reported formal preparations for teaching such as taking courses to complete an education degree or taking a certification exam.

³ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

⁴ The 1.1 percent of respondents who reported that they did not know their parents' highest level of education were excluded from this distribution.

⁵ Graduates with multiple majors were classified by the first major field of study reported.

⁶ Includes science, technology, engineering, and mathematics.

⁷ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

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

⁹ Includes post-master's certificates.

¹⁰ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: Detail may not sum to totals because of rounding. Estimates include graduates who earned bachelor's degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbf25 and bmnbf00.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S1.

Standard errors for table 1: K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012

Individual and enrollment characteristics	Taught as a regular K–12 teacher			Had not taught as a regular K–12 teacher			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Total	0.36	0.33	0.21	0.29	0.33	0.24	0.52
Sex							
Male	0.48	0.48	0.23	0.45	0.47	0.41	0.82
Female	0.55	0.49	0.32	0.40	0.45	0.32	0.78
Race/ethnicity							
White	0.43	0.40	0.23	0.35	0.39	0.28	0.62
Black	1.34	1.09	0.83	1.00	1.14	1.07	2.03
Hispanic	1.20	1.11	0.65	1.04	1.21	1.14	1.92
Asian	1.16	0.97	0.69	0.84	1.04	1.29	2.06
Other	2.47	†	†	†	†	†	4.17
Two or more races	2.58	2.16	1.70	2.55	1.59	1.44	3.65
Age at bachelor's degree award							
23 or younger	0.47	0.42	0.27	0.36	0.38	0.32	0.65
24–29	0.91	0.81	0.44	0.67	0.76	0.75	1.22
30 or older	0.87	0.81	0.55	0.74	0.80	0.80	1.46
Highest education attained by either parent							
High school or less	0.94	0.91	0.40	0.63	0.75	0.58	1.33
Some postsecondary education	0.77	0.68	0.38	0.64	0.69	0.56	1.21
Bachelor's degree	0.75	0.67	0.43	0.60	0.58	0.45	1.10
Graduate or professional degree	0.88	0.71	0.45	0.50	0.56	0.44	1.05

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012—Continued

Individual and enrollment characteristics	Taught as a regular K–12 teacher			Had not taught as a regular K–12 teacher			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Bachelor's degree major							
STEM major	0.82	0.64	0.51	0.50	0.67	0.56	1.16
Computer and information sciences	1.58	†	†	†	†	1.06	2.20
Engineering and engineering technology	0.70	†	†	1.13	0.78	1.14	1.79
Biological and physical sciences, science technology, mathematics, and agricultural sciences	1.55	1.29	0.88	0.56	1.23	0.73	2.00
Non-STEM major	0.40	0.37	0.22	0.32	0.36	0.28	0.59
General studies and other	2.40	2.36	0.97	1.85	2.44	1.71	3.27
Social sciences	1.05	0.84	0.59	0.79	0.73	0.64	1.28
Humanities	1.45	1.11	1.01	0.91	1.00	0.83	1.90
Health care fields	0.74	†	†	0.95	0.90	0.67	1.51
Business	0.45	0.35	0.29	0.51	0.64	0.76	1.11
Education	1.65	1.66	0.75	1.07	1.13	†	†
Other applied	0.77	0.67	0.47	0.68	0.66	0.64	1.30
Cumulative undergraduate grade point average							
Less than 2.50	1.33	1.01	0.84	1.15	1.38	1.17	2.07
2.50–2.99	0.75	0.62	0.41	0.63	0.62	0.59	1.19
3.00–3.49	0.60	0.54	0.36	0.47	0.52	0.41	0.81
3.50 or higher	0.67	0.67	0.32	0.46	0.50	0.44	1.05

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: K–12 TEACHING: Percentage distribution of bachelor's degree recipients' experience or interest in K–12 teaching since receiving the 2007–08 bachelor's degree, by selected individual and enrollment characteristics: 2012—Continued

Individual and enrollment characteristics	Taught as a regular K–12 teacher			Had not taught as a regular K–12 teacher			
	Total	Certified	Not certified	Taught only as a teacher's aide, short-term substitute, or student teacher	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Bachelor's degree institution level and control							
Public	0.52	0.45	0.26	0.39	0.45	0.33	0.70
Non-doctorate-granting	1.13	1.02	0.47	0.72	0.95	0.64	1.75
Doctorate-granting	0.61	0.54	0.32	0.45	0.53	0.40	0.87
Private nonprofit	0.69	0.59	0.41	0.48	0.49	0.40	0.96
Non-doctorate-granting	1.02	0.94	0.56	0.81	0.81	0.65	1.41
Doctorate-granting	0.93	0.74	0.58	0.50	0.65	0.54	1.31
For-profit	0.94	†	†	1.17	1.21	1.30	2.35
Highest degree attained							
Bachelor's degree	0.41	0.36	0.24	0.32	0.38	0.29	0.58
Master's degree or postbaccalaureate certificate	1.18	1.18	0.37	0.70	0.75	0.49	1.36
Doctoral degree	0.88	†	†	†	1.21	†	2.02

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 2.

STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had not taught but had prepared for or considered teaching, percentage who applied for a K–12 teaching position and were offered a teaching position, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Percent who applied for a teaching position	Of those who applied, percent who were offered a teaching position
Total	13.8	14.1
Sex		
Male	13.0	‡
Female	14.3	17.9
Race/ethnicity ¹		
White	13.1	15.4 !
Black	15.2	‡
Hispanic	16.2	‡
Asian	‡	‡
Other	‡	‡
Two or more races	30.1 !	‡
Age at bachelor’s degree award		
23 or younger	14.3	15.3 !
24–29	11.7	‡
30 or older	14.9	‡
Highest education attained by either parent ²		
High school or less	16.8	26.1 !
Some postsecondary education	10.4	16.4 !
Bachelor’s degree	13.5	‡
Graduate or professional degree	14.3	‡
Bachelor’s degree major ³		
STEM major⁴	12.3	‡
Computer and information sciences	‡	‡
Engineering and engineering technology	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	12.5 !	‡
Non-STEM major	14.0	16.0
General studies and other ⁵	13.4 !	‡
Social sciences	10.1	‡
Humanities	20.8	17.5 !
Health care fields	‡	‡
Business	6.2 !	‡
Education	34.9	14.5 !
Other applied ⁶	14.9	‡
Cumulative undergraduate grade point average		
Less than 2.50	15.9 !	‡
2.50–2.99	11.9	‡
3.00–3.49	13.6	10.3 !
3.50 or higher	14.8	23.8 !

See notes at end of table.

National Center for Education Statistics

Table 2.

STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had not taught but had prepared for or considered teaching, percentage who applied for a K–12 teaching position and were offered a teaching position, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who applied for a teaching position	Of those who applied, percent who were offered a teaching position
Bachelor’s degree institution level and control		
Public	13.9	15.5
Non-doctorate-granting	9.0 !	‡
Doctorate-granting	15.8	16.9 !
Private nonprofit	13.2	‡
Non-doctorate-granting	15.7	‡
Doctorate-granting	10.0	‡
For-profit	18.0 !	‡
Highest degree attained		
Bachelor’s degree	12.8	10.0 !
Master’s degree or postbaccalaureate certificate ⁷	18.7	25.2 !
Doctoral degree ⁸	‡	‡
Certified to teach in 2012		
Yes	58.3	27.7 !
No	11.0	9.6 !
Considered teaching in 2012		
Yes	8.9	‡
No	‡	‡

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

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master’s certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: Estimates include the 10.3 percent of graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico who had not taught as regular, itinerant, support, substitute, student, or other teachers or as teacher’s aides since receiving the 2007–08 bachelor’s degree, but who had prepared for or were considering teaching in 2012. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve code: bmnbf8.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S2.

Standard errors for table 2: STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had not taught but had prepared for or considered teaching, percentage who applied for a K–12 teaching position and were offered a teaching position, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Percent who applied for a teaching position	Of those who applied, percent who were offered a teaching position
Total	1.33	3.49
Sex		
Male	2.42	†
Female	1.66	4.59
Race/ethnicity		
White	1.52	4.84
Black	4.09	†
Hispanic	4.03	†
Asian	†	†
Other	†	†
Two or more races	10.11	†
Age at bachelor’s degree award		
23 or younger	1.74	4.77
24–29	2.77	†
30 or older	3.40	†
Highest education attained by either parent		
High school or less	2.93	10.34
Some postsecondary education	2.25	7.44
Bachelor’s degree	2.55	†
Graduate or professional degree	2.49	†
Bachelor’s degree major		
STEM major	3.53	†
Computer and information sciences	†	†
Engineering and engineering technology	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	4.78	†
Non-STEM major	1.44	4.00
General studies and other	6.19	†
Social sciences	2.89	†
Humanities	3.19	7.59
Health care fields	†	†
Business	2.22	†
Education	6.81	7.05
Other applied	3.22	†
Cumulative undergraduate grade point average		
Less than 2.50	5.45	†
2.50–2.99	2.47	†
3.00–3.49	2.32	4.45
3.50 or higher	2.68	8.49

See notes at end of table.

National Center for Education Statistics

Table S2.

Standard errors for table 2: STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had not taught but had prepared for or considered teaching, percentage who applied for a K–12 teaching position and were offered a teaching position, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who applied for a teaching position	Of those who applied, percent who were offered a teaching position
Bachelor’s degree institution level and control		
Public	1.76	4.52
Non-doctorate-granting	2.83	†
Doctorate-granting	2.05	5.54
Private nonprofit	2.36	†
Non-doctorate-granting	3.48	†
Doctorate-granting	2.61	†
For-profit	7.30	†
Highest degree attained		
Bachelor’s degree	1.47	3.29
Master’s degree or postbaccalaureate certificate	3.54	10.15
Doctoral degree	†	†
Certified to teach in 2012		
Yes	8.21	10.34
No	1.22	3.19
Considered teaching in 2012		
Yes	1.74	†
No	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 3A.

POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Total	91.4	89.5	49.8	42.7	35.6	35.2	34.5	24.4
Sex								
Male	91.0	87.5	50.7	43.9	37.8	32.9	40.1	25.5
Female	91.5	90.1	49.4	42.3	34.8	36.0	32.6	24.0
Race/ethnicity ¹								
White	91.6	89.5	47.5	41.9	35.9	31.0	31.8	22.1
Black	89.6	88.0	54.9	45.7	37.6	60.9	51.7	32.0
Hispanic	89.9	91.5	66.8	49.3	35.2	52.1	49.5	40.9
Asian	90.9	77.6	61.2	40.7	33.8 !	24.4 !	34.3 !	31.0 !
Other	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	93.8	94.6	43.5	37.9	22.5 !	50.0	27.8 !	21.4 !
Age at bachelor’s degree award								
23 or younger	90.8	89.8	46.3	42.5	31.9	32.5	29.3	22.0
24–29	92.2	90.2	57.1	44.9	45.8	35.6	44.9	27.0
30 or older	93.6	86.4	58.7	40.6	41.7	49.1	48.9	33.8
Highest education attained by either parent ²								
High school or less	91.8	91.3	62.0	49.7	45.2	44.7	44.8	34.1
Some postsecondary education	92.5	92.9	51.5	40.7	38.5	37.8	35.4	25.3
Bachelor’s degree	88.8	88.8	50.7	46.4	35.5	28.9	34.7	22.8
Graduate or professional degree	92.1	86.7	39.5	37.0	27.3	30.9	26.3	18.4

See notes at end of table.

National Center for Education Statistics

Table 3A.

POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree major ³								
STEM major⁴	89.5	83.6	53.7	40.9	28.8	38.7	27.7	23.8
Computer and information sciences	‡	‡	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	92.9	82.5	49.6	42.0	30.8	35.7	29.7	21.6
Non-STEM major	91.6	90.1	49.4	42.9	36.2	34.8	35.2	24.4
General studies and other ⁵	91.9	93.4	65.6	44.4	40.3	38.5	37.2	26.8
Social sciences	88.4	83.8	49.3	45.8	29.8	47.4	35.8	30.9
Humanities	90.2	81.9	42.2	33.8	27.1	34.3	29.8	23.1
Health care fields	90.7	83.4	54.9	45.5 !	49.7	43.7 !	47.9	29.3 !
Business	83.7	80.0	56.6	40.2	30.2	38.7	38.8	32.4
Education	93.3	94.5	48.5	45.4	41.2	31.3	35.0	22.3
Other applied ⁶	92.7	94.2	56.6	41.9	32.2	33.4	40.1	24.3
Cumulative undergraduate grade point average								
Less than 2.50	91.2	78.9	53.4	47.0	31.1	46.5	35.4	43.9
2.50–2.99	86.7	90.6	54.6	42.9	43.7	43.7	45.5	31.6
3.00–3.49	92.3	91.2	54.6	44.5	34.7	39.3	36.3	23.9
3.50 or higher	92.1	88.4	43.8	40.8	34.1	28.2	29.5	21.1

See notes at end of table.

National Center for Education Statistics

Table 3A.

POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree institution level and control								
Public	92.0	90.7	52.6	44.8	38.4	34.6	36.0	24.7
Non-doctorate-granting	91.9	91.8	55.9	49.8	43.3	43.4	43.1	29.7
Doctorate-granting	92.0	90.2	51.1	42.5	36.1	30.6	32.8	22.4
Private nonprofit	89.9	87.5	43.0	38.6	28.9	35.3	30.9	23.2
Non-doctorate-granting	92.0	87.7	42.3	42.2	31.9	37.1	31.5	27.1
Doctorate-granting	87.4	87.3	43.9	34.2	25.1	33.0	30.1	18.3
For-profit	‡	‡	‡	‡	‡	‡	‡	‡
Highest degree attained								
Bachelor’s degree	90.5	87.8	48.3	42.2	34.7	33.4	33.2	25.5
Master’s degree or postbaccalaureate certificate ⁷	93.3	92.8	52.5	44.2	37.6	39.0	37.4	22.5
Doctoral degree ⁸	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 3A.

POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Certified to teach in 2012								
Yes	94.3	94.2	49.0	45.8	38.6	33.9	35.8	23.9
No	86.8	82.2	51.0	37.8	30.8	37.2	32.4	25.2
Sector of school at current or most recent teaching job as of 2012 ⁹								
Public	92.0	90.8	49.8	42.4	36.1	34.9	35.0	24.5
Private	89.2	87.5	55.1	53.4	42.9	31.6	33.4	23.6
Level of school at current or most recent teaching job as of 2012 ¹⁰								
Elementary	91.1	89.2	48.6	43.5	37.7	34.5	35.8	24.1
Secondary	93.0	90.6	51.2	40.7	34.0	33.1	32.1	25.9
Combined	88.9	90.2	54.1	43.0	33.1	36.4	31.4	21.0
Location of school at current or most recent teaching job as of 2012 ¹¹								
Urban	90.5	87.1	51.0	41.3	36.7	42.2	35.9	29.3
Suburban or town	91.4	89.8	50.5	45.6	32.8	30.8	33.0	20.5
Rural	92.7	93.9	47.8	38.2	41.5	29.5	33.3	24.2
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012 ¹²								
0–24	93.8	92.7	51.3	45.6	36.8	26.3	31.5	23.1
25–49	88.4	89.1	44.5	46.9	38.7	36.5	30.7	25.5
50–74	92.9	92.6	48.6	37.5	34.5	33.6	39.5	23.1
75–100	94.8	91.8	57.5	37.5	32.6	42.4	39.5	26.3

See notes at end of table.

National Center for Education Statistics

Table 3A.

POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor's degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

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

± Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents' highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master's certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

⁹ Estimates exclude graduates whose current or most recent teaching positions were in foreign, charter, or hospital schools, or as itinerant teachers.

¹⁰ Elementary schools are defined as those with a lowest grade offered of pre-kindergarten, kindergarten, or grades 1–6, and a highest grade offered of K–8. Secondary schools are defined as those with a lowest and highest grade offered of 7 through 12. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp.

¹¹ School location is defined in accordance with the National Center for Education Statistics' urban-centric locale codes. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information on how school locations are classified, see http://nces.ed.gov/ccd/rural_locales.asp#defs.

¹² The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program in 2011–12, a student had to be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student had to be from a household with an income between 130 percent and 185 percent of the poverty threshold. Estimates exclude graduates whose current or most recent teaching positions were in foreign or private schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/coe/indicator_clb.asp.

NOTE: Respondents were asked whether a teaching-related factor had a positive, negative, or no influence on their decision to teach. Estimates include graduates who earned bachelor's degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico, and who had taught as regular, itinerant, support, long-term substitute, or other K–12 teachers since receiving the 2007–08 bachelor's degree. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbfdf, bmnbf7, bmnbf7a, bmnbf38, bmnbfef8, bmnbf56, bmnbf3a, and bmnbf6a.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S3A.

Standard errors for table 3A: POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Total	0.90	1.03	1.61	1.63	1.63	1.65	1.53	1.36
Sex								
Male	1.87	2.29	3.60	3.37	3.49	3.33	3.55	2.90
Female	0.99	1.17	1.88	1.95	1.83	1.86	1.59	1.55
Race/ethnicity								
White	0.99	1.19	1.88	1.78	1.84	1.86	1.67	1.42
Black	3.92	4.52	7.07	6.30	6.50	6.35	6.54	6.11
Hispanic	3.46	2.31	5.17	6.54	5.45	5.57	5.85	5.23
Asian	6.22	8.22	12.05	11.95	11.00	10.69	10.32	10.91
Other	†	†	†	†	†	†	†	†
Two or more races	5.74	3.77	10.55	10.06	8.03	10.89	9.62	8.49
Age at bachelor’s degree award								
23 or younger	1.15	1.22	1.83	1.67	1.86	2.06	1.77	1.64
24–29	1.94	2.12	3.66	4.42	4.40	4.29	4.03	3.65
30 or older	2.25	3.00	4.54	5.26	4.38	4.16	4.28	5.17
Highest education attained by either parent								
High school or less	1.81	1.88	3.49	4.08	3.72	3.81	3.51	3.37
Some postsecondary education	1.60	1.33	3.32	3.13	3.16	3.19	3.31	2.86
Bachelor’s degree	2.05	2.06	3.52	3.03	3.29	3.14	3.29	2.92
Graduate or professional degree	1.73	2.29	2.87	2.85	2.76	2.88	3.01	2.19

See notes at end of table.

National Center for Education Statistics

Table S3A.

Standard errors for table 3A: POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree major								
STEM major	3.00	4.37	5.64	6.22	4.93	5.79	5.34	4.50
Computer and information sciences	†	†	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	2.09	5.21	6.06	6.87	5.71	5.89	6.04	4.74
Non-STEM major	0.93	1.03	1.68	1.75	1.65	1.61	1.59	1.43
General studies and other	4.28	3.79	7.93	9.11	8.75	8.57	8.33	7.86
Social sciences	3.39	4.20	5.65	5.28	5.48	5.12	5.62	4.79
Humanities	2.31	3.49	4.62	4.45	4.36	4.42	3.99	3.35
Health care fields	6.11	8.43	12.32	13.79	12.31	13.77	12.09	13.33
Business	8.32	6.97	9.89	10.86	8.57	9.82	9.02	9.57
Education	1.09	0.91	2.29	2.32	2.23	2.00	2.11	1.93
Other applied	2.96	2.02	5.87	5.61	5.11	5.60	4.96	5.16
Cumulative undergraduate grade point average								
Less than 2.50	5.67	8.90	8.79	10.54	8.47	10.07	8.72	10.29
2.50–2.99	3.27	2.43	4.97	4.57	4.93	3.82	4.70	4.25
3.00–3.49	1.29	1.47	2.56	2.47	2.59	2.76	3.09	2.30
3.50 or higher	1.35	1.68	2.24	2.20	2.36	2.25	2.12	1.98

See notes at end of table.

National Center for Education Statistics

Table S3A.

Standard errors for table 3A: POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree institution level and control								
Public	1.08	1.28	2.02	2.10	1.96	1.91	1.87	1.64
Non-doctorate-granting	1.70	1.82	3.45	3.89	3.47	3.57	3.14	3.12
Doctorate-granting	1.38	1.71	2.37	2.35	2.56	2.35	2.41	1.94
Private nonprofit	1.69	1.65	2.86	2.63	2.62	3.26	2.45	2.45
Non-doctorate-granting	1.77	2.40	3.89	3.76	3.73	3.88	3.28	3.81
Doctorate-granting	3.34	2.74	4.16	3.70	3.60	4.83	3.79	3.23
For-profit	†	†	†	†	†	†	†	†
Highest degree attained								
Bachelor’s degree	1.15	1.39	2.11	1.96	1.96	1.77	1.84	1.85
Master’s degree or postbaccalaureate certificate	1.37	1.32	2.61	2.92	2.77	3.27	2.75	2.31
Doctoral degree	†	†	†	†	†	†	†	†

See notes at end of table.

National Center for Education Statistics

Table S3A.

Standard errors for table 3A: POSITIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as positive influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Certified to teach in 2012								
Yes	0.93	0.93	2.07	2.09	2.00	2.14	1.92	1.82
No	1.70	2.10	2.65	3.02	2.76	2.59	2.75	2.47
Sector of school at current or most recent teaching job as of 2012								
Public	0.98	1.08	2.01	2.24	1.82	1.88	1.90	1.66
Private	2.81	3.28	4.97	5.50	5.07	4.84	5.12	4.51
Level of school at current or most recent teaching job as of 2012								
Elementary	1.25	1.60	2.28	2.29	2.28	2.21	2.17	2.03
Secondary	1.61	1.72	3.36	3.19	2.95	3.11	2.93	2.97
Combined	3.00	2.40	5.10	4.42	4.62	4.83	4.96	4.28
Location of school at current or most recent teaching job as of 2012								
Urban	1.60	1.97	2.94	3.07	3.15	3.57	2.99	2.90
Suburban or town	1.42	1.58	2.78	2.59	2.58	2.35	2.42	1.99
Rural	1.87	1.40	4.22	3.73	4.04	3.17	3.53	2.99
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012								
0–24	2.09	2.23	3.79	4.34	4.35	3.76	3.42	3.77
25–49	2.03	2.06	3.71	3.69	3.02	3.46	3.13	2.81
50–74	1.96	2.02	4.42	4.11	4.00	3.71	4.01	3.51
75–100	1.62	2.23	4.04	4.47	3.93	4.23	4.38	3.72

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 3B.

NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Total	0.8 !	3.5	20.8	9.8	30.1	6.8	18.1	31.0
Sex								
Male	‡	2.3 !	20.4	7.8	25.8	4.3 !	17.7	28.4
Female	1.0 !	3.9	21.0	10.4	31.6	7.7	18.3	31.8
Race/ethnicity ¹								
White	0.9 !	3.4	21.3	10.2	28.9	7.9	18.7	32.9
Black	#	‡	25.3	‡	37.4	‡	17.8	21.8
Hispanic	‡	‡	13.2	7.7 !	27.9	2.7 !	11.3 !	20.1
Asian	#	‡	‡	‡	27.2 !	‡	‡	24.4 !
Other	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	#	‡	28.2 !	‡	55.4	‡	24.0 !	37.3
Age at bachelor’s degree award								
23 or younger	1.0 !	4.4	22.2	11.6	32.9	6.8	19.0	33.9
24–29	‡	1.8 !	18.3	6.8	22.8	6.0 !	17.1	27.0
30 or older	#	‡	16.7	3.7 !	25.0	8.2	15.2	20.7
Highest education attained by either parent ²								
High school or less	‡	‡	11.0	2.7 !	21.0	5.8 !	10.9	21.8
Some postsecondary education	‡	2.2 !	19.1	8.2	30.8	4.6	17.0	28.5
Bachelor’s degree	‡	4.0 !	21.4	9.3	28.8	9.0	17.3	32.6
Graduate or professional degree	‡	5.7	28.3	16.3	36.9	7.7	25.0	38.2

See notes at end of table.

National Center for Education Statistics

Table 3B.

NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree major ³								
STEM major⁴	‡	7.2 !	21.9	13.2 !	39.9	5.9 !	32.3	35.2
Computer and information sciences	‡	‡	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	‡	8.9 !	22.4	14.3 !	36.2	7.3 !	28.8	34.9
Non-STEM major	0.8 !	3.1	20.7	9.4	29.1	6.9	16.7	30.6
General studies and other ⁵	#	#	‡	‡	21.6 !	‡	19.7 !	20.5 !
Social sciences	‡	5.9 !	22.4	15.3	40.7	7.2 !	28.9	35.5
Humanities	‡	7.6	25.1	16.4	37.1	7.4 !	22.8	37.7
Health care fields	#	‡	25.0 !	‡	24.8 !	‡	‡	34.8 !
Business	#	‡	16.0 !	‡	37.1	‡	28.1 !	35.4
Education	‡	0.7 !	21.2	6.5	24.5	7.1	11.6	28.4
Other applied ⁶	#	‡	14.2	7.2 !	24.4	6.7 !	10.9 !	23.0
Cumulative undergraduate grade point average								
Less than 2.50	#	‡	‡	‡	20.3 !	#	‡	28.5 !
2.50–2.99	#	‡	17.1	5.6 !	22.7	4.5 !	15.3	20.9
3.00–3.49	1.5 !	2.6 !	20.3	8.6	29.2	7.3	16.4	30.6
3.50 or higher	‡	5.4	22.9	12.6	33.9	7.8	20.7	34.7

See notes at end of table.

National Center for Education Statistics

Table 3B.

NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree institution level and control								
Public	1.0 !	2.7 !	20.6	8.2	27.2	6.5	16.6	28.1
Non-doctorate-granting	‡	‡	13.7	5.0	20.8	3.7	12.0	24.1
Doctorate-granting	1.4 !	3.8 !	23.7	9.6	30.2	7.8	18.7	29.9
Private nonprofit	‡	4.7	21.2	13.2	36.1	7.7	21.8	37.3
Non-doctorate-granting	#	5.4	24.0	10.9	33.8	6.1 !	16.7	33.4
Doctorate-granting	‡	3.9 !	17.8	15.9	38.9	9.6	28.0	42.1
For-profit	‡	‡	‡	‡	‡	‡	‡	‡
Highest degree attained								
Bachelor’s degree	1.1 !	3.9	20.7	10.1	30.5	7.1	18.5	30.6
Master’s degree or postbaccalaureate certificate ⁷	‡	2.6 !	20.9	9.0	29.0	6.5	16.9	31.5
Doctoral degree ⁸	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 3B.

NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Certified to teach in 2012								
Yes	‡	1.4 !	22.3	7.9	28.4	7.1	15.6	30.0
No	1.9 !	6.7	18.5	12.8	32.8	6.4	22.1	32.5
Sector of school at current or most recent teaching job as of 2012 ⁹								
Public	0.8 !	3.4	23.1	10.0	28.9	7.0	17.2	28.0
Private	‡	2.5 !	11.0	10.1	29.6	5.9 !	21.1	39.8
Level of school at current or most recent teaching job as of 2012 ¹⁰								
Elementary	‡	4.2	21.9	11.5	30.0	6.8	17.0	28.8
Secondary	#	2.8 !	21.3	9.0	28.8	8.7	18.1	30.6
Combined	‡	‡	14.9	7.3	29.7	2.9 !	22.7	35.2
Location of school at current or most recent teaching job as of 2012 ¹¹								
Urban	‡	5.3	23.8	9.6	32.5	4.4	22.0	24.1
Suburban or town	‡	3.2 !	20.2	11.5	29.9	7.8	16.7	35.0
Rural	‡	0.8 !	17.3	8.0	24.5	8.7	14.8	29.7
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012 ¹²								
0–24	1.9	3.8	22.9	9.0	23.8	9.4	17.9	25.1
25–49	0.3	3.0	22.8	9.5	25.8	6.5	15.9	32.7
50–74	0.6	3.0	25.2	12.0	33.9	4.8	13.3	24.9
75–100	0.6	2.7	22.3	9.4	33.1	7.8	21.2	26.2

See notes at end of table.

National Center for Education Statistics

Table 3B.

NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor's degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Rounds to zero.

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

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents' highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master's certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

⁹ Estimates exclude graduates whose current or most recent teaching positions were in foreign, charter, or hospital schools, or as itinerant teachers.

¹⁰ Elementary schools are defined as those with a lowest grade offered of pre-kindergarten, kindergarten, or grades 1–6, and a highest grade offered of K–8. Secondary schools are defined as those with a lowest and highest grade offered of 7 through 12. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp.

¹¹ School location is defined in accordance with the National Center for Education Statistics' urban-centric locale codes. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information on how school locations are classified, see http://nces.ed.gov/ccd/rural_locales.asp#defs.

¹² The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program in 2011–12, a student had to be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student had to be from a household with an income between 130 percent and 185 percent of the poverty threshold.

Estimates exclude graduates whose current or most recent teaching positions were in foreign or private schools or as itinerant teachers. For more information, see

https://nces.ed.gov/programs/coe/indicator_clb.asp.

NOTE: Respondents were asked whether a teaching-related factor had a positive, negative, or no influence on their decision to teach. Estimates include graduates who earned bachelor's degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico, and who had taught as regular, itinerant, support, long-term substitute, or other K-12 teachers since receiving the 2007-08 bachelor's degree. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbbfdd, bmnbbfa7, bmnbbfd7a, bmnbbfn38, bmnbbffef8, bmnbbff56, bmnbbff3a, and bmnbbff6a.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S3B.

Standard errors for table 3B: **NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012**

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Total	0.31	0.68	1.29	1.06	1.53	0.79	1.38	1.52
Sex								
Male	†	0.87	2.48	1.72	3.10	1.40	2.50	3.33
Female	0.41	0.84	1.62	1.30	1.65	1.06	1.66	1.78
Race/ethnicity								
White	0.39	0.80	1.46	1.20	1.68	0.98	1.59	1.79
Black	†	†	6.32	†	6.57	†	5.11	5.15
Hispanic	†	†	3.87	2.78	5.24	1.33	3.55	4.48
Asian	†	†	†	†	11.93	†	†	11.90
Other	†	†	†	†	†	†	†	†
Two or more races	†	†	9.27	†	11.00	†	11.14	10.52
Age at bachelor’s degree award								
23 or younger	0.45	0.91	1.56	1.43	1.93	1.01	1.70	1.93
24–29	†	0.77	2.95	1.68	3.44	1.94	3.17	3.74
30 or older	†	†	3.23	1.59	3.60	2.22	3.35	3.57
Highest education attained by either parent								
High school or less	†	†	2.19	0.98	2.72	1.87	2.26	3.23
Some postsecondary education	†	0.82	2.46	1.74	2.77	1.17	2.37	2.82
Bachelor’s degree	†	1.39	2.87	2.13	3.32	2.00	2.96	3.02
Graduate or professional degree	†	1.62	2.86	2.33	2.70	1.36	2.83	3.15

See notes at end of table.

National Center for Education Statistics

Table S3B.

Standard errors for table 3B: **NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued**

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree major								
STEM major	†	3.39	4.52	4.26	5.47	2.51	5.75	5.73
Computer and information sciences	†	†	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	†	4.19	4.72	5.04	6.04	3.05	6.04	6.39
Non-STEM major	0.33	0.68	1.38	1.07	1.53	0.82	1.40	1.55
General studies and other	†	†	†	†	9.24	†	9.17	7.15
Social sciences	†	2.94	4.75	3.88	5.86	2.93	5.32	4.39
Humanities	†	1.99	3.98	3.15	3.97	2.72	4.17	4.72
Health care fields	†	†	10.10	†	9.99	†	†	11.72
Business	†	†	7.93	†	8.83	†	8.47	8.90
Education	†	0.35	1.83	1.04	1.91	0.93	1.38	1.92
Other applied	†	†	4.12	2.93	5.21	2.45	3.86	5.21
Cumulative undergraduate grade point average								
Less than 2.50	†	†	†	†	9.83	†	†	12.68
2.50–2.99	†	†	3.26	2.23	3.73	1.97	2.98	3.45
3.00–3.49	0.73	0.95	2.06	1.61	2.45	1.35	2.15	2.73
3.50 or higher	†	1.28	1.90	1.73	2.16	1.22	2.17	2.01

See notes at end of table.

National Center for Education Statistics

Table S3B.

Standard errors for table 3B: **NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued**

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Bachelor’s degree institution level and control								
Public	0.46	0.81	1.58	1.16	1.82	0.89	1.55	1.68
Non-doctorate-granting	†	†	2.26	1.49	2.63	1.06	2.23	3.42
Doctorate-granting	0.67	1.18	1.97	1.49	2.29	1.27	2.09	1.97
Private nonprofit	†	1.14	2.35	1.90	2.70	1.62	2.77	2.87
Non-doctorate-granting	†	1.50	3.42	2.23	3.81	2.06	3.01	3.81
Doctorate-granting	†	1.80	3.22	3.17	4.20	2.51	4.41	4.25
For-profit	†	†	†	†	†	†	†	†
Highest degree attained								
Bachelor’s degree	0.46	0.89	1.64	1.27	1.80	1.03	1.71	1.83
Master’s degree or postbaccalaureate certificate	†	0.89	2.16	1.44	2.65	1.24	2.22	2.66
Doctoral degree	†	†	†	†	†	†	†	†

See notes at end of table.

National Center for Education Statistics

Table S3B.

Standard errors for table 3B: **NEGATIVE FACTORS INFLUENCING DECISION TO TEACH: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who reported various financial or career-related factors as negative influences on their decision to teach, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued**

Individual, enrollment, and teaching-related characteristics	Opportunity to contribute to society	Working with kids	Teacher accountability for student achievement	Prestige of occupation	Working conditions	Loan forgiveness or other financial incentives to teach	Possibilities for career advancement	Financial compensation
Certified to teach in 2012								
Yes	†	0.57	1.59	1.06	1.91	0.96	1.58	1.80
No	0.76	1.30	2.07	2.07	2.47	1.35	2.31	2.43
Sector of school at current or most recent teaching job as of 2012								
Public	0.39	0.82	1.73	1.27	1.80	0.90	1.61	1.78
Private	†	1.18	2.85	2.89	4.44	2.51	4.13	5.22
Level of school at current or most recent teaching job as of 2012								
Elementary	†	1.10	1.98	1.72	2.17	1.07	2.00	1.98
Secondary	†	1.00	2.81	1.84	2.81	1.98	2.66	2.94
Combined	†	†	3.17	1.98	4.73	1.26	4.94	5.12
Location of school at current or most recent teaching job as of 2012								
Urban	†	1.53	2.56	1.94	3.00	1.11	2.78	2.75
Suburban or town	†	1.03	2.17	1.87	2.64	1.20	2.14	2.69
Rural	†	0.38	2.49	1.68	2.78	2.34	2.70	3.02
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012								
0–24	1.65	1.98	3.50	2.60	3.37	3.13	3.60	3.55
25–49	0.26	1.24	2.96	1.88	2.68	1.43	2.27	3.22
50–74	0.41	1.70	3.65	3.12	4.15	1.63	3.26	3.40
75–100	0.60	1.27	3.09	2.04	4.12	1.77	3.69	3.88

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 4.

WHERE TEACHERS TAUGHT: Percentage distribution of graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree by the sector and level of the schools in which they currently or most recently taught, and selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Sector ¹		Level ²		
	Public	Private	Elementary	Secondary	Combined
Total	85.2	14.8	55.9	30.4	13.7
Sex					
Male	85.2	14.8	44.9	36.5	18.6
Female	85.2	14.8	59.5	28.4	12.0
Race/ethnicity ³					
White	84.8	15.2	55.9	29.7	14.4
Black	87.1	12.9 !	54.1	28.6	17.3
Hispanic	89.6	10.4 !	55.4	35.1	9.4 !
Asian	64.4	35.6 !	‡	50.6	‡
Other	‡	‡	‡	‡	‡
Two or more races	‡	‡	71.1	‡	‡
Age at bachelor’s degree award					
23 or younger	83.6	16.4	56.0	29.5	14.5
24–29	87.4	12.6	51.4	33.2	15.5
30 or older	90.9	9.1	61.6	31.5	6.8 !
Highest education attained by either parent ⁴					
High school or less	85.1	14.9	53.6	33.7	12.8
Some postsecondary education	87.1	12.9	52.2	33.3	14.5
Bachelor’s degree	83.1	16.9	57.2	29.4	13.4
Graduate or professional degree	85.0	15.0	59.4	26.4	14.1
Bachelor’s degree major ⁵					
STEM major⁶	72.0	28.0	39.8	44.2	16.0 !
Computer and information sciences	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	69.9	30.1	35.0	49.2	15.8
Non-STEM major	86.5	13.5	57.5	29.1	13.4
General studies and other ⁷	79.1	20.9 !	43.1	21.3 !	35.6
Social sciences	84.1	15.9	57.8	21.0	21.2
Humanities	82.8	17.2	60.2	28.9	10.9 !
Health care fields	‡	‡	55.6	‡	‡
Business	‡	‡	‡	52.5	‡
Education	88.7	11.3	60.5	28.9	10.5
Other applied ⁸	85.4	14.6	50.3	33.6	16.1
Cumulative undergraduate grade point average					
Less than 2.50	‡	‡	46.3	34.7 !	19.0 !
2.50–2.99	82.6	17.4	50.9	32.5	16.6
3.00–3.49	85.9	14.1	57.4	27.5	15.1
3.50 or higher	85.9	14.1	56.9	32.0	11.2

See notes at end of table.

National Center for Education Statistics

Table 4.

WHERE TEACHERS TAUGHT: Percentage distribution of graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree by the sector and level of the schools in which they currently or most recently taught, and selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Sector ¹		Level ²		
	Public	Private	Elementary	Secondary	Combined
Bachelor’s degree institution level and control					
Public	88.3	11.7	58.2	29.4	12.5
Non-doctorate-granting	85.8	14.2	61.8	29.6	8.6
Doctorate-granting	89.4	10.6	56.5	29.3	14.3
Private nonprofit	78.1	21.9	51.5	31.9	16.6
Non-doctorate-granting	82.2	17.8	50.2	35.9	13.8
Doctorate-granting	72.9	27.1	53.1	26.8	20.1
For-profit	‡	‡	‡	‡	‡
Highest degree attained					
Bachelor’s degree	83.5	16.5	56.2	30.5	13.3
Master’s degree or postbaccalaureate certificate ⁹	88.8	11.2	55.3	30.5	14.2
Doctoral degree ¹⁰	‡	‡	‡	‡	‡
Certified to teach in 2012					
Yes	88.8	11.2	56.6	31.8	11.6
No	78.6	21.4	54.8	28.0	17.2

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

‡ Reporting standards not met.

¹ Estimates exclude the 4.3 percent of graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree whose current or most recent teaching job was in a charter or hospital school.

² Elementary schools are defined as those with a lowest grade offered of pre-kindergarten, kindergarten, or grades 1–6, and a highest grade offered of K–8. Secondary schools are defined as those with a lowest and highest grade offered of 7 through 12. For more information, see https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp.

³ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

⁴ The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

⁵ Graduates with multiple majors were classified by the first major field of study reported.

⁶ Includes science, technology, engineering, and mathematics.

⁷ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

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

⁹ Includes post-master’s certificates.

¹⁰ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree. Estimates exclude graduates whose current or most recent teaching positions were as teacher’s aides, short-term substitutes, student teachers, or itinerant teachers or in foreign schools. Detail may not sum to totals because of rounding. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbfge4, bmnbf902, and bafbf98.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S4.

Standard errors for table 4: WHERE TEACHERS TAUGHT: Percentage distribution of graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree by the sector and level of the schools in which they currently or most recently taught, and selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Sector		Level		
	Public	Private	Elementary	Secondary	Combined
Total	1.15	1.15	1.69	1.59	1.14
Sex					
Male	2.59	2.59	4.06	3.31	3.05
Female	1.36	1.36	1.74	1.76	1.23
Race/ethnicity					
White	1.40	1.40	1.82	1.68	1.40
Black	5.36	5.36	6.77	6.54	4.68
Hispanic	3.44	3.44	7.51	6.67	3.08
Asian	15.79	15.79	†	13.69	†
Other	†	†	†	†	†
Two or more races	†	†	9.13	†	†
Age at bachelor’s degree award					
23 or younger	1.56	1.56	1.98	1.88	1.33
24–29	2.92	2.92	4.12	3.93	3.71
30 or older	2.70	2.70	4.30	4.06	2.41
Highest education attained by either parent					
High school or less	3.19	3.19	4.08	3.87	2.52
Some postsecondary education	2.51	2.51	3.34	3.04	2.30
Bachelor’s degree	2.73	2.73	3.31	3.27	2.60
Graduate or professional degree	2.39	2.39	3.00	2.59	2.06
Bachelor’s degree major					
STEM major	5.73	5.73	6.38	6.21	4.81
Computer and information sciences	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	6.46	6.46	6.86	6.82	4.63
Non-STEM major	1.10	1.10	1.73	1.66	1.17
General studies and other	8.94	8.94	9.02	7.10	9.30
Social sciences	4.03	4.03	6.21	5.16	4.68
Humanities	3.67	3.67	4.58	4.39	3.28
Health care fields	†	†	13.72	†	†
Business	†	†	†	10.41	†
Education	1.49	1.49	2.43	2.20	1.53
Other applied	4.33	4.33	7.10	6.08	4.73
Cumulative undergraduate grade point average					
Less than 2.50	†	†	11.33	11.13	9.46
2.50–2.99	4.26	4.26	4.70	4.41	3.86
3.00–3.49	2.01	2.01	2.96	2.57	2.07
3.50 or higher	1.78	1.78	2.52	2.46	1.55

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: WHERE TEACHERS TAUGHT: Percentage distribution of graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree by the sector and level of the schools in which they currently or most recently taught, and selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Sector		Level		
	Public	Private	Elementary	Secondary	Combined
Bachelor’s degree institution level and control					
Public	1.28	1.28	1.97	1.81	1.44
Non-doctorate-granting	2.43	2.43	3.33	3.24	1.94
Doctorate-granting	1.56	1.56	2.41	2.22	1.92
Private nonprofit	2.34	2.34	2.88	2.77	2.21
Non-doctorate-granting	3.20	3.20	3.60	3.33	2.81
Doctorate-granting	3.83	3.83	4.48	4.31	3.41
For-profit	†	†	†	†	†
Highest degree attained					
Bachelor’s degree	1.55	1.55	2.27	2.08	1.43
Master’s degree or postbaccalaureate certificate	1.79	1.79	2.98	2.70	2.20
Doctoral degree	†	†	†	†	†
Certified to teach in 2012					
Yes	1.25	1.25	1.98	1.85	1.36
No	2.55	2.55	2.77	2.64	2.09

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 5.

SCHOOL LOCATION AND STUDENTS TAUGHT: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage distribution of school location and percentage of students who received free or reduced-price lunch in the schools in which they currently or most recently taught, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	School location ¹			Percent free or reduced-price lunch recipients ²			
	Urban	Suburban or town	Rural	0–24	25–49	50–74	75–100
Total	33.5	45.5	21.1	23.2	32.0	23.1	21.8
Sex							
Male	36.5	45.2	18.3	26.3	35.2	18.8	19.7
Female	32.5	45.6	22.0	22.1	30.9	24.5	22.4
Race/ethnicity ³							
White	28.6	48.0	23.3	27.0	33.8	22.7	16.6
Black	60.0	26.4	13.7 !	‡	18.7 !	‡	60.4
Hispanic	54.9	31.5	13.6	8.7 !	24.4	26.3	40.6
Asian	‡	56.5	‡	‡	‡	‡	‡
Other	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	53.0	‡	#	38.0 !	39.4 !	22.6 !
Age at bachelor’s degree award							
23 or younger	32.0	46.2	21.8	25.6	31.2	21.6	21.6
24–29	35.3	45.8	18.9	19.7	37.3	25.9	17.1
30 or older	39.0	41.1	19.9	15.6	29.3	27.2	28.0
Highest education attained by either parent ⁴							
High school or less	31.5	47.6	20.9	22.0	27.8	27.4	22.8
Some postsecondary education	32.7	44.0	23.3	20.4	38.9	16.7	24.0
Bachelor’s degree	32.4	47.1	20.5	26.2	35.0	19.1	19.7
Graduate or professional degree	35.8	44.7	19.5	24.3	26.6	28.5	20.6
Bachelor’s degree major ⁵							
STEM major⁶	34.5	48.5	17.0	17.5 !	41.6	18.7 !	22.2
Computer and information sciences	‡	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	31.0	51.2	17.8	22.4 !	35.5	22.6 !	19.4 !
Non-STEM major	33.4	45.2	21.4	23.6	31.2	23.5	21.7
General studies and other ⁷	55.1	37.7	7.1 !	28.3 !	22.3 !	29.0 !	20.4 !
Social sciences	52.7	36.9	10.4 !	28.5	26.4	13.1 !	31.9
Humanities	27.9	52.4	19.7	25.9	27.8	19.0	27.2
Health care fields	49.4	‡	‡	‡	‡	‡	‡
Business	45.6	42.7	11.7 !	‡	50.1	26.6 !	‡
Education	26.9	46.0	27.1	22.3	34.2	25.0	18.4
Other applied ⁸	38.2	43.9	17.9	28.5	22.9	21.4	27.2 !
Cumulative undergraduate grade point average							
Less than 2.50	42.5	‡	‡	‡	‡	‡	‡
2.50–2.99	41.2	35.8	23.0	11.1 !	36.2	22.8	29.9
3.00–3.49	32.3	48.1	19.6	27.0	28.6	21.4	22.9
3.50 or higher	31.5	47.0	21.5	24.4	33.8	23.7	18.1

See notes at end of table.

National Center for Education Statistics

Table 5.

SCHOOL LOCATION AND STUDENTS TAUGHT: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage distribution of school location and percentage of students who received free or reduced-price lunch in the schools in which they currently or most recently taught, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	School location ¹			Percent free or reduced-price lunch recipients ²			
	Urban	Suburban or town	Rural	0–24	25–49	50–74	75–100
Bachelor’s degree institution level and control							
Public	32.0	44.7	23.3	21.7	28.6	26.9	22.9
Non-doctorate-granting	32.6	44.1	23.2	16.3	32.7	23.4	27.6
Doctorate-granting	31.6	45.0	23.4	24.0	26.8	28.3	20.8
Private nonprofit	36.3	46.9	16.8	26.2	40.6	13.7	19.5
Non-doctorate-granting	30.0	49.1	20.9	31.0	43.8	13.3	11.9
Doctorate-granting	44.1	44.1	11.8	19.3	36.0	14.2 !	30.5
For-profit	‡	‡	‡	‡	‡	‡	‡
Highest degree attained							
Bachelor’s degree	31.8	46.5	21.7	24.5	33.0	22.8	19.7
Master’s degree or postbaccalaureate certificate ⁹	36.5	43.3	20.2	20.5	30.4	23.8	25.4
Doctoral degree ¹⁰	‡	‡	‡	‡	‡	‡	‡
Certified to teach in 2012							
Yes	34.2	43.9	21.9	24.4	32.4	22.6	20.5
No	32.3	48.2	19.6	20.4	31.0	24.2	24.4

Rounds to zero.

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

‡ Reporting standards not met.

¹ School location is defined in accordance with the National Center for Education Statistics’s urban-centric locale codes. For more information on how school locations are classified, see http://nces.ed.gov/ccd/rural_locales.asp#defs.

² The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program in 2011–12, a student had to be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student had to be from a household with an income between 130 percent and 185 percent of the poverty threshold. Estimates exclude graduates whose current or most recent teaching position was in a private school. For more information, see https://nces.ed.gov/programs/coe/indicator_clb.asp.

³ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

⁴ The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

⁵ Graduates with multiple majors were classified by the first major field of study reported.

⁶ Includes science, technology, engineering, and mathematics.

⁷ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

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

⁹ Includes post-master’s certificates.

¹⁰ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree. Estimates exclude graduates whose current or most recent teaching positions were as teacher’s aides, short-term substitutes, student teachers, or itinerant teachers or in foreign schools. Detail may not sum to totals because of rounding. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbfga0d and bmnbfghc2.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S5.

Standard errors for table 5: SCHOOL LOCATION AND STUDENTS TAUGHT: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage distribution of school location and percentage of students who received free or reduced-price lunch in the schools in which they currently or most recently taught, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	School location			Percent free or reduced-price lunch recipients			
	Urban	Suburban or town	Rural	0–24	25–49	50–74	75–100
Total	1.70	1.81	1.30	1.69	1.68	1.78	1.45
Sex							
Male	3.43	3.60	2.92	3.91	4.21	3.20	3.52
Female	1.99	2.17	1.57	1.82	2.08	2.06	1.70
Race/ethnicity							
White	1.78	2.00	1.54	1.98	1.93	2.10	1.51
Black	6.85	5.96	5.19	†	6.92	†	7.69
Hispanic	5.40	5.56	3.75	3.81	5.93	5.06	6.86
Asian	†	12.75	†	†	†	†	†
Other	†	†	†	†	†	†	†
Two or more races	†	10.93	†	†	12.84	13.49	10.23
Age at bachelor’s degree award							
23 or younger	1.92	2.04	1.71	2.02	2.01	2.15	1.92
24–29	4.20	4.30	3.51	3.95	4.56	4.36	3.61
30 or older	5.18	4.90	3.45	3.56	4.56	5.09	4.69
Highest education attained by either parent							
High school or less	3.62	3.59	2.99	3.06	3.85	4.11	3.30
Some postsecondary education	2.97	3.23	2.37	3.25	3.69	2.80	3.43
Bachelor’s degree	3.33	3.65	2.56	3.97	3.70	2.91	2.82
Graduate or professional degree	3.21	3.42	2.52	2.68	3.30	3.86	2.84
Bachelor’s degree major							
STEM major	5.35	5.77	3.95	6.60	7.83	6.00	6.31
Computer and information sciences	†	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	5.76	6.17	4.25	8.07	8.60	7.33	6.55
Non-STEM major	1.79	1.89	1.38	1.72	1.74	1.80	1.51
General studies and other	10.19	9.36	3.46	10.04	9.65	9.76	8.19
Social sciences	6.35	6.24	3.58	7.06	6.38	5.40	6.96
Humanities	3.78	4.87	3.92	5.44	5.39	4.87	4.46
Health care fields	13.53	†	†	†	†	†	†
Business	10.30	10.84	5.09	†	13.28	11.51	†
Education	2.11	2.39	1.70	2.25	2.39	2.37	1.91
Other applied	7.24	7.79	4.69	7.45	6.60	5.54	8.52
Cumulative undergraduate grade point average							
Less than 2.50	10.75	†	†	†	†	†	†
2.50–2.99	4.41	4.75	3.96	3.88	5.88	4.76	5.15
3.00–3.49	2.79	2.74	2.19	2.84	2.62	2.83	2.55
3.50 or higher	2.23	2.29	1.77	2.39	2.41	2.43	1.97

See notes at end of table.

National Center for Education Statistics

Table S5.

Standard errors for table 5: SCHOOL LOCATION AND STUDENTS TAUGHT: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage distribution of school location and percentage of students who received free or reduced-price lunch in the schools in which they currently or most recently taught, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	School location			Percent free or reduced-price lunch recipients			
	Urban	Suburban or town	Rural	0–24	25–49	50–74	75–100
Bachelor’s degree institution level and control							
Public	2.00	2.29	1.65	1.94	1.98	2.18	1.85
Non-doctorate-granting	3.12	3.12	2.51	2.89	3.93	3.61	3.73
Doctorate-granting	2.46	2.92	2.19	2.42	2.41	2.70	2.22
Private nonprofit	3.34	3.15	2.18	3.11	3.29	2.60	2.56
Non-doctorate-granting	4.23	4.05	3.28	4.14	4.85	3.16	2.70
Doctorate-granting	4.72	4.51	2.54	4.78	4.81	4.34	4.55
For-profit	†	†	†	†	†	†	†
Highest degree attained							
Bachelor’s degree	2.08	2.23	1.61	2.19	2.13	2.31	1.72
Master’s degree or postbaccalaureate certificate	2.92	3.01	2.10	2.61	2.82	2.83	2.73
Doctoral degree	†	†	†	†	†	†	†
Certified to teach in 2012							
Yes	2.11	2.13	1.80	2.03	2.17	2.01	1.79
No	2.95	2.91	2.20	3.16	3.11	3.48	3.08

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 6A.

SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	General elementary	Career and technical	English	English as a second language	Fine arts	Foreign languages
Total	29.0	4.0	17.8	7.5	10.2	4.2
Sex						
Male	12.3	5.6	15.1	6.3	9.4	3.9
Female	35.3	3.4	18.9	8.0	10.5	4.3
Race/ethnicity ¹						
White	29.5	3.9	18.3	6.7	10.3	4.2
Black	25.0	4.9 !	13.9	7.3 !	12.7	‡
Hispanic	26.5	4.9 !	18.1	10.6 !	5.7 !	9.0 !
Asian	17.9 !	‡	13.6 !	20.7 !	‡	‡
Other	‡	‡	‡	‡	‡	‡
Two or more races	40.5	‡	21.8 !	11.1 !	19.1 !	‡
Age at bachelor’s degree award						
23 or younger	29.3	3.7	18.5	8.5	11.4	4.8
24–29	31.2	3.8 !	13.2	5.3	8.1	1.1 !
30 or older	24.4	6.0	20.8	5.8 !	6.8	4.9 !
Highest education attained by either parent ²						
High school or less	25.9	6.4	18.1	6.1	7.7	3.8 !
Some postsecondary education	32.2	3.9	16.1	7.3	8.5	2.1 !
Bachelor’s degree	30.2	2.6 !	16.1	5.6	10.8	3.9
Graduate or professional degree	27.5	3.7	20.5	10.5	13.0	5.7
Bachelor’s degree major ³						
STEM major⁴	6.8 !	6.0 !	6.1 !	6.4 !	5.6 !	‡
Computer and information sciences	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	#	#
Biological and physical sciences, science technology, mathematics, and agricultural sciences	‡	‡	7.4 !	7.3 !	7.2 !	‡
Non-STEM major	31.0	3.8	18.9	7.6	10.6	4.4
General studies and other ⁵	28.2	‡	20.1	‡	‡	#
Social sciences	24.9	‡	14.0	9.2	5.1 !	2.8 !
Humanities	14.6	2.5 !	23.8	11.6	21.0	9.5
Health care fields	9.8 !	‡	‡	‡	‡	#
Business	13.5 !	8.6 !	7.5 !	‡	‡	‡
Education	48.4	3.5	23.0	7.5	11.6	4.5
Other applied ⁶	19.3	7.0 !	13.8	4.6 !	7.8 !	‡
Cumulative undergraduate grade point average						
Less than 2.50	15.6 !	‡	7.5 !	‡	12.8 !	‡
2.50–2.99	25.6	4.4 !	12.0	5.5	5.9	1.5 !
3.00–3.49	32.7	4.9	19.3	8.4	10.0	4.6
3.50 or higher	28.3	3.2	20.0	7.4	11.9	5.1

See notes at end of table.

National Center for Education Statistics

Table 6A.

SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	General elementary	Career and technical	English	English as a second language	Fine arts	Foreign languages
Bachelor’s degree institution level and control						
Public	30.8	4.7	18.3	7.2	8.9	3.8
Non-doctorate-granting	30.6	5.6	20.3	8.5	9.7	3.6 !
Doctorate-granting	31.0	4.3	17.4	6.5	8.6	4.0
Private nonprofit	26.0	2.3 !	17.0	8.7	13.0	5.0
Non-doctorate-granting	25.4	1.8 !	13.9	7.7	13.5	4.0 !
Doctorate-granting	26.9	‡	21.2	10.1	12.4	6.3
For-profit	‡	‡	‡	#	‡	‡
Highest degree attained						
Bachelor’s degree	27.9	4.7	16.2	8.1	11.6	3.7
Master’s degree or postbaccalaureate certificate ⁷	31.7	2.6	21.6	6.6	7.4	5.1
Doctoral degree ⁸	‡	‡	‡	‡	‡	‡
Certified to teach in 2012						
Yes	37.2	4.8	23.0	6.7	11.2	5.1
No	20.8	3.2	12.8	8.3	9.2	3.2

Rounds to zero.

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

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master’s certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: The teaching fields are not mutually exclusive and graduates could report more than one teaching subject. Estimates are not shown for miscellaneous subjects, which were taught by 3.6 percent of graduates and include driver education; humanities and liberal studies; library and information science; military science and ROTC; philosophy; and religious studies, theology, and divinity. Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree. Estimates exclude graduates whose current or most recent teaching positions were as teacher’s aides, short-term substitutes, student teachers, or itinerant teachers or were in foreign schools. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve code: bgabga89.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S6A.

Standard errors for Table 6A: SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	General elementary	Career and technical	English	English as a second language	Fine arts	Foreign languages
Total	1.31	0.61	1.01	0.76	0.94	0.49
Sex						
Male	1.77	1.41	2.11	1.46	1.53	1.02
Female	1.61	0.57	1.21	0.90	1.12	0.58
Race/ethnicity						
White	1.58	0.68	1.16	0.89	1.10	0.54
Black	4.18	2.14	3.64	3.14	3.56	†
Hispanic	3.56	2.08	3.10	3.23	1.97	2.87
Asian	6.81	†	6.38	6.71	†	†
Other	†	†	†	†	†	†
Two or more races	8.69	†	6.77	4.75	6.85	†
Age at bachelor’s degree award						
23 or younger	1.70	0.75	1.38	1.01	1.22	0.65
24–29	3.01	1.21	2.06	1.35	2.02	0.51
30 or older	3.20	1.56	3.72	1.95	1.78	1.70
Highest education attained by either parent						
High school or less	2.60	1.44	2.32	1.70	1.84	1.21
Some postsecondary education	2.72	1.06	1.97	1.53	1.41	0.72
Bachelor’s degree	2.66	0.91	2.06	1.13	1.68	0.94
Graduate or professional degree	2.54	0.99	1.99	1.69	1.93	1.08
Bachelor’s degree major						
STEM major	2.32	2.50	2.14	2.54	2.52	†
Computer and information sciences	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	†	†	2.71	3.11	3.38	†
Non-STEM major	1.41	0.57	1.07	0.79	0.99	0.53
General studies and other	6.09	†	5.65	†	†	†
Social sciences	3.42	†	2.82	1.83	1.82	1.02
Humanities	2.92	1.17	2.97	2.38	3.27	2.05
Health care fields	4.65	†	†	†	†	†
Business	4.32	3.84	3.41	†	†	†
Education	2.38	0.91	1.94	1.27	1.48	0.79
Other applied	3.59	2.39	3.04	1.74	2.43	†
Cumulative undergraduate grade point average						
Less than 2.50	5.95	†	3.50	†	5.64	†
2.50–2.99	2.65	1.33	2.35	1.57	1.49	0.73
3.00–3.49	2.28	1.07	1.60	1.22	1.51	0.99
3.50 or higher	1.96	0.80	1.72	1.19	1.38	0.80

See notes at end of table.

National Center for Education Statistics

Table S6A.

Standard errors for Table 6A: SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	General elementary	Career and technical	English	English as a second language	Fine arts	Foreign languages
Bachelor’s degree institution level and control						
Public	1.66	0.87	1.24	0.94	1.07	0.56
Non-doctorate-granting	2.65	1.25	2.60	1.87	1.86	1.24
Doctorate-granting	2.23	1.11	1.45	1.03	1.26	0.57
Private nonprofit	2.40	0.72	1.82	1.36	1.87	1.04
Non-doctorate-granting	3.23	0.64	2.34	1.84	2.55	1.38
Doctorate-granting	3.49	†	3.10	2.19	2.62	1.57
For-profit	†	†	†	†	†	†
Highest degree attained						
Bachelor’s degree	1.67	0.90	1.26	1.01	1.20	0.53
Master’s degree or postbaccalaureate certificate	2.39	0.65	2.21	1.11	1.29	1.11
Doctoral degree	†	†	†	†	†	†
Certified to teach in 2012						
Yes	2.07	0.99	1.72	1.17	1.25	0.80
No	1.41	0.71	1.22	1.03	1.26	0.63

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 6B.

SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Health and physical education	Math or computer science	Natural sciences	Social sciences	Special education	Other ¹
Total	8.0	17.8	13.2	15.2	11.3	10.3
Sex						
Male	10.4	21.3	13.7	16.9	8.3	10.3
Female	7.1	16.5	13.0	14.6	12.5	10.3
Race/ethnicity ²						
White	7.6	16.9	13.1	15.0	11.7	10.5
Black	7.4 !	25.1	14.1	17.2	12.8	8.3 !
Hispanic	11.5 !	21.3	13.8	16.7	9.2	7.1 !
Asian	‡	12.6 !	‡	‡	‡	20.0 !
Other	‡	‡	‡	‡	‡	‡
Two or more races	‡	19.3 !	16.4 !	21.7 !	‡	‡
Age at bachelor’s degree award						
23 or younger	8.6	18.5	13.8	14.7	10.7	10.0
24–29	7.2	15.2	10.3	16.8	14.3	10.3
30 or older	6.0 !	18.2	14.2	15.7	10.5	11.6
Highest education attained by either parent ³						
High school or less	10.7	18.4	12.4	17.7	10.9	12.9
Some postsecondary education	7.8	18.3	13.3	16.1	12.4	10.5
Bachelor’s degree	6.3	16.1	10.1	11.5	9.1	7.5
Graduate or professional degree	7.8	18.9	16.0	15.7	12.8	10.7
Bachelor’s degree major ⁴						
STEM major⁵	6.0 !	44.0	31.8	11.5	4.7 !	13.1
Computer and information sciences	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	7.0 !	51.6	34.6	12.6 !	5.7 !	13.1
Non-STEM major	8.2	15.4	11.4	15.6	12.0	10.0
General studies and other ⁶	‡	16.9	18.3 !	14.4 !	‡	14.4 !
Social sciences	9.0	11.1	9.6	14.5	11.8	6.7
Humanities	5.9 !	11.8	9.7	16.8	7.9	6.3
Health care fields	‡	‡	‡	‡	17.1 !	20.4 !
Business	‡	12.7 !	‡	‡	‡	6.4 !
Education	8.7	20.0	13.6	19.8	15.7	11.9
Other applied ⁷	12.1	12.8	11.8	10.9	11.6	11.3
Cumulative undergraduate grade point average						
Less than 2.50	28.6 !	13.4 !	24.6 !	26.9 !	16.1 !	11.4 !
2.50–2.99	9.1	16.2	12.9	14.4	8.7	10.7
3.00–3.49	7.3	18.0	13.3	14.7	12.8	8.7
3.50 or higher	6.1	18.8	12.0	14.8	10.6	11.4

See notes at end of table.

National Center for Education Statistics

Table 6B.

SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Health and physical education	Math or computer science	Natural sciences	Social sciences	Special education	Other ¹
Bachelor’s degree institution level and control						
Public	8.6	19.1	13.8	17.4	11.2	10.2
Non-doctorate-granting	10.6	19.0	13.4	15.8	14.6	13.2
Doctorate-granting	7.7	19.1	14.0	18.2	9.6	8.8
Private nonprofit	7.1	15.1	12.4	11.2	11.7	10.1
Non-doctorate-granting	6.4	15.3	8.7	10.2	10.6	8.7
Doctorate-granting	8.0	14.9	17.3	12.4	13.3	12.0
For-profit	‡	19.4 !	‡	‡	‡	‡
Highest degree attained						
Bachelor’s degree	8.8	17.1	12.7	14.6	10.0	10.7
Master’s degree or postbaccalaureate certificate ⁸	6.5	19.4	14.2	16.8	14.2	9.5
Doctoral degree ⁹	‡	‡	‡	‡	‡	‡
Certified to teach in 2012						
Yes	10.0	22.6	15.4	20.1	15.4	11.8
No	6.1	13.1	11.0	10.5	7.4	8.8

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

‡ Reporting standards not met.

¹ Includes graduates who taught other unspecified elementary or secondary subjects.

² Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

³ The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

⁴ Graduates with multiple majors were classified by the first major field of study reported.

⁵ Includes science, technology, engineering, and mathematics.

⁶ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

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

⁸ Includes post-master’s certificates.

⁹ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

NOTE: The teaching fields are not mutually exclusive and graduates could report more than one teaching subject. Estimates are not shown for miscellaneous subjects, which were taught by 3.6 percent of graduates and include driver education; humanities and liberal studies; library and information science; military science and ROTC; philosophy; and religious studies, theology, and divinity. Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree. Estimates exclude graduates whose current or most recent teaching positions were as teacher’s aides, short-term substitutes, student teachers, or itinerant teachers or were in foreign schools. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve code: bgabga89.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S6B.

Standard errors for Table 6B: SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Health and physical education	Math or computer science	Natural sciences	Social sciences	Special education	Other
Total	0.73	1.01	0.81	0.99	0.85	0.88
Sex						
Male	1.76	2.45	1.75	2.15	1.56	1.65
Female	0.82	1.17	0.95	1.17	1.01	1.00
Race/ethnicity						
White	0.81	1.05	0.98	1.18	1.07	1.01
Black	2.98	4.32	3.07	4.04	3.40	2.78
Hispanic	4.01	4.23	3.19	4.34	2.27	2.27
Asian	†	5.66	†	†	†	8.64
Other	†	†	†	†	†	†
Two or more races	†	7.07	6.31	6.82	†	†
Age at bachelor’s degree award						
23 or younger	0.94	1.23	1.02	1.25	0.95	1.13
24–29	1.50	2.37	2.04	2.30	2.22	2.12
30 or older	2.02	2.82	2.59	2.80	2.39	2.52
Highest education attained by either parent						
High school or less	2.20	2.52	2.01	2.58	1.69	2.17
Some postsecondary education	1.51	2.24	1.99	2.31	1.79	1.63
Bachelor’s degree	1.23	1.88	1.70	1.97	1.63	1.56
Graduate or professional degree	1.38	1.96	1.89	1.92	1.39	1.95
Bachelor’s degree major						
STEM major	2.39	4.73	4.36	3.18	1.79	3.54
Computer and information sciences	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	2.97	5.46	4.94	4.02	2.38	3.84
Non-STEM major	0.76	0.99	0.79	1.07	0.89	0.92
General studies and other	†	4.57	5.58	6.01	†	5.51
Social sciences	2.67	2.08	2.38	2.94	2.32	1.67
Humanities	1.94	2.44	2.34	2.49	1.48	1.53
Health care fields	†	†	†	†	6.75	8.04
Business	†	4.25	†	†	†	2.83
Education	1.11	1.57	1.32	1.77	1.42	1.52
Other applied	2.97	3.04	2.77	2.78	3.17	2.93
Cumulative undergraduate grade point average						
Less than 2.50	8.70	4.79	7.97	8.20	6.73	4.39
2.50–2.99	1.70	2.13	2.06	2.35	2.10	2.31
3.00–3.49	1.23	1.83	1.51	1.60	1.41	1.32
3.50 or higher	0.90	1.46	1.30	1.57	1.18	1.47

See notes at end of table.

National Center for Education Statistics

Table S6B.

Standard errors for Table 6B: SUBJECTS TAUGHT: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who taught general elementary or secondary teaching subjects in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Health and physical education	Math or computer science	Natural sciences	Social sciences	Special education	Other
Bachelor’s degree institution level and control						
Public	0.88	1.37	1.11	1.30	1.03	1.06
Non-doctorate-granting	1.91	2.36	1.71	1.96	2.19	2.43
Doctorate-granting	1.07	1.64	1.55	1.73	1.17	1.02
Private nonprofit	1.29	1.67	1.45	1.41	1.51	1.56
Non-doctorate-granting	1.49	2.35	2.00	1.98	1.86	1.75
Doctorate-granting	2.31	2.41	2.42	2.25	2.55	2.81
For-profit	†	8.76	†	†	†	†
Highest degree attained						
Bachelor’s degree	0.89	1.27	1.00	1.24	0.94	1.04
Master’s degree or postbaccalaureate certificate	1.28	2.04	1.68	1.85	1.65	1.44
Doctoral degree	†	†	†	†	†	†
Certified to teach in 2012						
Yes	1.13	1.61	1.47	1.64	1.41	1.43
No	1.06	1.39	1.17	1.28	1.02	1.11

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 7.

TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Total	69.2	90.2	93.8	66.9	72.8	60.9
Sex						
Male	69.7	87.6	93.7	60.7	78.8	56.3
Female	69.0	91.1	93.8	69.0	70.7	62.4
Race/ethnicity ¹						
White	68.5	89.9	95.0	67.4	73.3	62.3
Black	78.2	91.6	85.7	67.5	70.4	48.9
Hispanic	67.2	95.5	93.0	63.5	69.7	57.4
Asian	77.5	82.1	80.1	59.8	63.7	50.6
Other	‡	‡	‡	‡	‡	‡
Two or more races	68.7	85.8	95.7	62.2	80.1	67.4
Age at bachelor’s degree award						
23 or younger	68.8	89.6	93.7	68.1	72.6	61.4
24–29	72.6	89.9	93.1	65.6	69.2	58.8
30 or older	66.6	93.9	95.2	62.1	78.4	60.8
Highest education attained by either parent ²						
High school or less	66.6	95.4	92.7	65.3	72.8	64.1
Some postsecondary education	72.8	90.5	95.7	70.8	74.7	64.0
Bachelor’s degree	72.1	89.2	94.3	68.8	76.3	62.5
Graduate or professional degree	66.5	87.2	92.6	63.6	68.3	55.6

See notes at end of table.

National Center for Education Statistics

Table 7.

TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Bachelor’s degree major ³						
STEM major⁴	76.8	79.4	93.0	65.2	76.6	61.2
Computer and information sciences	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	76.1	76.0	92.8	63.1	78.6	58.1
Non-STEM major	68.4	91.3	93.8	67.0	72.4	60.9
General studies and other ⁵	62.7	82.7	93.4	64.1	52.8	58.1
Social sciences	76.2	88.1	90.7	68.8	75.3	57.5
Humanities	62.6	85.7	89.9	61.4	69.0	60.2
Health care fields	83.6	97.0	100.0	91.2	86.8	75.1
Business	54.3	86.8	88.0	54.5	65.2	50.7
Education	69.9	95.0	96.9	69.5	73.8	62.1
Other applied ⁶	66.4	89.7	89.6	63.2	75.5	63.0
Cumulative undergraduate grade point average						
Less than 2.50	69.7	87.1	84.2	61.2	73.6	62.3
2.50–2.99	82.9	93.0	95.2	72.2	83.2	61.9
3.00–3.49	65.5	89.6	93.6	65.7	66.9	59.7
3.50 or higher	67.9	90.1	94.2	66.6	74.3	61.5

See notes at end of table.

National Center for Education Statistics

Table 7.

TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Bachelor’s degree institution level and control						
Public	67.7	90.5	93.7	66.9	73.4	58.0
Non-doctorate-granting	67.2	94.4	93.5	67.5	73.1	58.1
Doctorate-granting	67.9	88.8	93.7	66.6	73.6	57.9
Private nonprofit	72.9	90.0	94.5	68.1	71.7	67.3
Non-doctorate-granting	76.5	88.1	95.6	70.4	75.2	68.0
Doctorate-granting	68.5	92.3	93.1	65.3	67.3	66.5
For-profit	‡	‡	‡	‡	‡	‡
Highest degree attained						
Bachelor’s degree	70.7	90.4	93.1	66.8	73.8	62.9
Master’s degree or postbaccalaureate certificate ⁷	66.3	90.3	95.7	67.6	71.1	57.5
Doctoral degree ⁸	‡	‡	‡	‡	‡	‡
Participated in a teacher induction or mentor program in first teaching job ⁹						
Yes	66.6	91.4	95.8	68.1	73.3	63.7
No	72.0	88.5	90.0	68.0	71.0	59.5

See notes at end of table.

National Center for Education Statistics

Table 7.

TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Certified to teach in 2012						
Yes	65.2	92.0	96.4	70.0	75.4	61.5
No	75.4	87.4	89.6	62.0	68.6	59.9
Sector of school at current or most recent teaching job as of 2012 ¹⁰						
Public	66.5	90.6	96.1	66.2	74.3	58.8
Private	82.4	94.7	91.8	79.1	69.8	71.6
Level of school at current or most recent teaching job as of 2012 ¹¹						
Elementary	69.2	91.2	95.3	69.5	74.7	61.5
Secondary	64.4	91.1	94.2	61.8	70.1	60.2
Combined	79.6	89.2	95.0	70.9	70.8	65.2
Location of school at current or most recent teaching job as of 2012 ¹²						
Urban	68.2	86.9	91.3	61.8	68.2	58.0
Suburban or town	67.6	93.0	96.0	69.3	73.6	63.6
Rural	74.2	92.7	98.3	72.1	78.3	63.1

See notes at end of table.

National Center for Education Statistics

Table 7.

TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012 ¹³						
0–24	63.6	92.6	96.9	72.7	80.3	71.3
25–49	71.7	92.7	96.0	71.0	76.3	67.4
50–74	63.7	90.2	96.1	56.2	72.9	45.1
75–100	64.4	87.1	95.7	61.9	67.0	46.3

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master’s certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other doctoral degrees.

⁹ Includes graduates who taught as regular, itinerant, support, long-term substitute, or other teachers in their first teaching job since receiving the 2007–08 bachelor’s degree.

¹⁰ Estimates exclude graduates whose current or most recent teaching positions were in foreign, charter, or hospital schools or as itinerant teachers.

¹¹ Elementary schools are defined as those with a lowest grade offered of pre-kindergarten, kindergarten, or grades 1–6, and a highest grade offered of K–8. Secondary schools are defined as those with a lowest and highest grade offered of 7 through 12. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp.

¹² School location is defined in accordance with the National Center for Education Statistics’ urban-centric locale codes. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information on how school locations are classified, see http://nces.ed.gov/ccd/rural_locales.asp#defs.

¹³ The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program in 2011–12, a student had to be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student had to be from a household with an income between 130 percent and 185 percent of the poverty threshold. Estimates exclude graduates whose current or most recent teaching positions were in foreign or private schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/coe/indicator_clb.asp.

NOTE: Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree. Estimates exclude graduates whose current or most recent teaching positions were as teacher’s aides, short-term substitutes, or student teachers. Detail may not sum to totals because of rounding. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve code: bmnbf53.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Total	1.58	1.00	0.74	1.40	1.57	1.65
Sex						
Male	3.27	2.31	1.84	3.71	2.99	3.26
Female	1.77	1.14	0.77	1.82	1.82	1.92
Race/ethnicity						
White	1.73	1.08	0.79	1.63	1.87	2.01
Black	5.05	3.30	5.13	5.66	5.82	6.40
Hispanic	6.07	2.04	2.30	5.96	5.98	4.96
Asian	9.17	8.65	9.61	12.41	12.69	10.96
Other	†	†	†	†	†	†
Two or more races	10.33	9.30	3.80	11.19	7.86	9.49
Age at bachelor’s degree award						
23 or younger	1.88	1.19	0.85	1.71	1.69	2.02
24–29	3.47	2.57	2.17	3.74	3.84	3.74
30 or older	4.44	2.12	2.28	4.33	3.58	4.23
Highest education attained by either parent						
High school or less	3.59	1.39	1.70	3.55	3.05	3.50
Some postsecondary education	3.04	1.95	1.26	2.91	2.63	3.68
Bachelor’s degree	2.99	2.22	1.75	2.69	2.82	3.22
Graduate or professional degree	2.55	2.00	1.45	2.87	2.69	2.90

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Bachelor’s degree major						
STEM major	4.52	4.86	3.11	5.70	4.84	5.74
Computer and information sciences	†	†	†	†	†	†
Engineering and engineering technology	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	5.16	5.83	3.47	6.28	5.36	6.09
Non-STEM major	1.74	1.00	0.80	1.45	1.67	1.72
General studies and other	8.23	7.49	4.01	7.94	10.82	9.08
Social sciences	4.25	3.59	3.40	4.95	4.04	4.97
Humanities	4.36	2.84	2.35	4.36	4.64	4.60
Health care fields	6.89	3.06	†	6.34	6.33	9.15
Business	9.65	6.83	6.48	10.04	9.52	10.75
Education	2.10	0.95	0.70	1.79	2.00	2.17
Other applied	5.47	3.66	3.47	6.10	5.09	6.38
Cumulative undergraduate grade point average						
Less than 2.50	8.15	8.50	9.06	11.34	8.44	12.01
2.50–2.99	3.16	2.40	1.86	3.42	3.05	4.75
3.00–3.49	2.81	1.63	1.29	2.58	2.73	2.63
3.50 or higher	2.09	1.45	0.97	1.81	2.05	2.20

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Bachelor’s degree institution level and control						
Public	2.16	1.25	0.90	1.82	1.93	2.11
Non-doctorate-granting	3.88	1.76	1.70	3.09	3.36	3.51
Doctorate-granting	2.42	1.72	1.10	2.25	2.41	2.59
Private nonprofit	2.38	1.46	1.36	2.41	2.42	2.34
Non-doctorate-granting	2.88	2.04	1.52	3.36	2.92	3.29
Doctorate-granting	3.94	2.27	2.31	3.28	3.72	3.45
For-profit	†	†	†	†	†	†
Highest degree attained						
Bachelor’s degree	1.80	1.21	1.00	1.77	2.04	2.07
Master’s degree or postbaccalaureate certificate	2.84	1.64	1.03	2.84	2.65	2.98
Doctoral degree	†	†	†	†	†	†
Participated in a teacher induction or mentor program in first teaching job						
Yes	2.60	1.36	0.95	1.97	2.21	2.59
No	2.32	1.94	1.67	2.68	2.40	2.85

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: TEACHER JOB SATISFACTION: Among graduates who taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were satisfied with various aspects of teaching in their current or most recent teaching job, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Class size	Effectiveness as a teacher	Relationships with colleagues	Student discipline and behavior	Support from administrators	Support from parents
Certified to teach in 2012						
Yes	1.95	1.12	0.68	1.85	2.04	2.23
No	2.27	1.90	1.57	2.44	2.58	2.75
Sector of school at current or most recent teaching job as of 2012						
Public	1.95	1.09	0.76	1.63	1.81	2.08
Private	3.43	1.67	2.51	4.04	4.73	4.41
Level of school at current or most recent teaching job as of 2012						
Elementary	2.16	1.43	0.97	2.06	2.26	2.42
Secondary	3.16	1.64	1.53	2.87	2.95	3.16
Combined	3.59	3.40	2.29	4.79	5.19	5.01
Location of school at current or most recent teaching job as of 2012						
Urban	2.86	2.24	1.77	2.82	3.08	3.07
Suburban or town	2.54	1.25	0.94	2.46	2.42	2.72
Rural	2.96	1.72	0.72	3.27	2.90	3.52
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012						
0–24	4.02	2.11	1.53	3.50	3.16	4.31
25–49	3.17	1.74	1.31	2.77	3.15	3.18
50–74	4.78	2.91	1.44	3.98	3.93	3.98
75–100	3.74	2.54	1.50	3.98	4.11	4.23

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table 8.

WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Total	47.3	23.3	21.2	18.4	11.6	24.2	17.2	32.1
Sex								
Male	57.4	29.9	21.2	11.5 !	12.4	12.9	14.8	34.7
Female	43.5	20.4	21.2	21.5	11.2	29.2	18.2	31.0
Race/ethnicity ¹								
White	45.7	22.4	18.7	18.2	12.5	25.2	13.2	34.2
Black	53.9	35.4	31.4	‡	9.8 !	19.9 !	28.5 !	21.8 !
Hispanic	43.3	24.0 !	16.1 !	20.1 !	16.7 !	‡	27.4 !	37.8
Asian	79.0	‡	60.5	36.0 !	‡	‡	‡	‡
Other	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	51.1	‡	‡	‡	‡	‡	‡	‡
Age at bachelor’s degree award								
23 or younger	48.9	20.5	23.8	19.7	9.9	24.1	19.6	34.6
24–29	46.2	29.7	16.9 !	18.7	11.4	34.1	5.4 !	23.8
30 or older	41.3	31.5	11.8 !	11.0 !	21.5 !	11.3 !	18.3 !	28.4
Highest education attained by either parent ²								
High school or less	45.3	22.9	16.5 !	24.5	15.3	25.9	12.8 !	37.1
Some postsecondary education	43.3	29.8	16.3	17.9	12.6	24.9	24.0	31.6
Bachelor’s degree	51.1	21.2	19.9	16.5	10.2 !	22.2	12.2	36.4
Graduate or professional degree	49.5	21.6	28.1	17.0	10.1	24.6	18.7	25.9

See notes at end of table.

National Center for Education Statistics

Table 8.

WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Bachelor’s degree major ³								
STEM major⁴	61.7	21.5 !	18.3 !	7.0 !	12.6 !	16.3 !	17.8 !	31.3
Computer and information sciences	‡	‡	‡	‡	‡	‡	‡	‡
Engineering and engineering technology	89.0	‡	‡	‡	‡	‡	‡	‡
Biological and physical sciences, science technology, mathematics, and agricultural sciences	54.1	23.2 !	19.5 !	9.8 !	‡	18.5 !	15.7 !	32.2
Non-STEM major	46.0	23.6	21.6	20.0	11.5	25.3	17.1	32.2
General studies and other ⁵	47.8	‡	‡	‡	‡	‡	‡	‡
Social sciences	62.9	30.4	28.8	24.0	8.8 !	24.1	14.8 !	40.6
Humanities	58.8	26.1	17.7	16.2	12.2 !	22.6	17.2	25.4
Health care fields	58.9	‡	‡	‡	‡	‡	‡	‡
Business	54.5	‡	‡	‡	‡	‡	‡	‡
Education	27.6	18.6	22.2	17.2	12.4	29.9	15.5	28.5
Other applied ⁶	61.1	23.3 !	23.0	31.8	10.0 !	19.2 !	23.2 !	42.2
Cumulative undergraduate grade point average								
Less than 2.50	61.3	‡	‡	‡	‡	‡	‡	‡
2.50–2.99	48.1	25.3	13.3 !	10.8	11.5 !	20.3	13.0 !	33.4
3.00–3.49	47.7	28.0	21.6	20.4	11.1	25.0	16.2	28.2
3.50 or higher	45.2	17.9	22.2	16.9	12.4	25.7	18.1	34.3

See notes at end of table.

National Center for Education Statistics

Table 8.

WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Bachelor’s degree institution level and control								
Public	43.2	29.4	21.1	21.2	13.2	22.9	14.4	28.7
Non-doctorate-granting	44.7	33.6	17.6	21.1	11.3 !	15.9	10.0 !	35.0
Doctorate-granting	42.5	27.5	22.6	21.3	14.0	26.0	16.3	25.9
Private nonprofit	55.4	14.5	20.7	14.7	8.5	26.8	21.8	37.6
Non-doctorate-granting	53.8	9.3 !	16.1	14.5	13.6 !	23.4	18.5	40.7
Doctorate-granting	57.5	20.6	26.2	14.9 !	‡	30.9	25.8	33.8
For-profit	61.3	‡	‡	‡	‡	‡	‡	‡
Highest degree attained								
Bachelor’s degree	51.3	24.8	21.2	17.7	11.1	26.2	14.9	32.5
Master’s degree or postbaccalaureate certificate ⁷	38.5	19.8	21.0	21.0	11.8	19.3	23.6	31.6
Doctoral degree ⁸	‡	‡	‡	‡	‡	‡	‡	‡
Participated in a teacher induction or mentor program in first teaching job								
Yes	30.0	22.7	24.7	21.7	10.0	27.1	18.9	26.2
No	54.5	25.2	19.9	17.4	12.1	19.8	15.3	36.6

See notes at end of table.

National Center for Education Statistics

Table 8.

WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Certified to teach in 2012								
Yes	23.9	20.8	24.9	17.2	11.0	24.5	16.3	27.1
No	70.2	24.8	19.1	19.1	11.9	24.0	17.7	34.9
Sector of school at current or most recent teaching job as of 2012 ⁹								
Public	32.8	22.8	20.4	14.7	11.1	23.7	18.4	29.0
Private	45.3	25.2	20.2	24.1	13.7 !	26.3	16.2 !	33.2
Level of school at current or most recent teaching job as of 2012 ¹⁰								
Elementary	36.8	25.5	20.3	13.7	13.0	19.2	16.4	30.4
Secondary	33.9	17.7	22.8	16.5	10.4 !	26.9	16.3	36.3
Combined	44.0	21.2	19.9	28.2	5.6 !	33.1	26.7	28.4
Location of school at current or most recent teaching job as of 2012 ¹¹								
Urban	39.4	22.8	28.0	20.9	8.1 !	21.6	22.2	28.3
Suburban or town	37.1	24.5	17.3	14.7	14.8	21.6	13.3	36.6
Rural	32.6	17.8	16.1 !	14.5 !	7.5 !	32.3	21.9	26.3

See notes at end of table.

National Center for Education Statistics

Table 8.

WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012 ¹²								
0–24	33.6	13.1	18.8	14.7	15.2	31.0	12.6	24.3
25–49	30.9	20.9	12.4	7.5	13.9	21.4	17.2	37.3
50–74	29.0	25.3	30.6	19.2	7.3	14.5	17.5	26.4
75–100	36.6	34.4	23.8	20.7	7.0	29.5	26.8	22.5

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

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes graduates having origins in more than one race. Race categories exclude Hispanic origin.

² The 1.1 percent of respondents who reported that they did not know their parents’ highest level of education were excluded from this distribution.

³ Graduates with multiple majors were classified by the first major field of study reported.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Other includes basic skills and citizenship activities; leisure and recreational activities; personal awareness and self-improvement; high school/secondary diplomas and certificate programs; and interpersonal and social skills.

⁶ Includes personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Includes post-master’s certificates.

⁸ Includes doctoral degrees for professional practice, research/scholarship, and other.

⁹ Estimates exclude graduates whose current or most recent teaching positions were in foreign, charter, or hospital schools, or as itinerant teachers.

¹⁰ Elementary schools are defined as those with a lowest grade offered of pre-kindergarten, kindergarten, or grades 1–6, and a highest grade offered of K–8. Secondary schools are defined as those with a lowest and highest grade offered of 7 through 12. Estimates exclude graduates whose current or most recent teaching positions were in foreign schools or as itinerant teachers. For more information, see https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp.

¹¹ School location is defined in accordance with the National Center for Education Statistics’ urban-centric locale codes. Estimates exclude respondents who taught in foreign schools or who taught as itinerant teachers. For more information on how school locations are classified, see http://nces.ed.gov/ccd/rural_locales.asp#defs.

¹² The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program in 2011–12, a student had to be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student had to be from a household with an income between 130 percent and 185 percent of the poverty threshold.

Estimates exclude respondents who taught in foreign and private schools or who taught as itinerant teachers. For more information, see https://nces.ed.gov/programs/coe/indicator_clb.asp.

NOTE: Respondents could selected more than one reason for leaving teaching. Estimates include graduates who earned bachelor’s degrees in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico and who had taught as regular, itinerant, support, long-term substitute, or other types of teacher since receiving the 2007–08 bachelor’s degree. To recreate the estimates above in PowerStats (<https://nces.ed.gov/datalab>), use the QuickRetrieve codes: bmnbfgh5f and bmnbfgh45.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

National Center for Education Statistics

Table S8.

Standard errors for table 8: WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Total	1.42	2.18	2.21	1.99	1.73	2.50	2.16	2.36
Sex								
Male	3.03	5.09	4.77	3.66	3.35	3.24	3.82	4.81
Female	1.65	2.50	2.39	2.37	2.14	3.13	2.39	2.75
Race/ethnicity								
White	1.55	2.36	2.46	2.30	2.10	3.06	2.24	3.11
Black	5.57	8.62	9.38	†	4.49	7.31	10.08	7.01
Hispanic	5.39	8.97	6.01	6.91	7.71	†	10.34	9.91
Asian	7.21	†	17.09	15.80	†	†	†	†
Other	†	†	†	†	†	†	†	†
Two or more races	10.43	†	†	†	†	†	†	†
Age at bachelor’s degree award								
23 or younger	1.66	2.44	2.52	2.32	2.05	2.96	2.66	3.06
24–29	3.71	7.13	5.57	5.58	3.14	6.54	2.58	6.04
30 or older	4.39	8.00	5.22	4.31	7.34	5.45	6.07	7.56
Highest education attained by either parent								
High school or less	3.23	5.11	4.96	6.30	4.22	6.38	4.67	6.51
Some postsecondary education	2.84	5.00	3.46	3.47	3.37	4.62	5.02	5.44
Bachelor’s degree	2.77	4.62	4.28	4.02	3.62	4.87	3.43	4.98
Graduate or professional degree	2.61	3.86	4.02	3.30	2.95	4.21	3.69	3.78

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Bachelor’s degree major								
STEM major	5.21	7.04	7.47	3.37	5.26	5.92	6.37	6.91
Computer and information sciences	†	†	†	†	†	†	†	†
Engineering and engineering technology	8.70	†	†	†	†	†	†	†
Biological and physical sciences, science technology, mathematics, and agricultural sciences	5.73	8.52	8.86	4.87	†	7.38	5.96	7.77
Non-STEM major	1.52	2.41	2.37	2.18	1.84	2.59	2.19	2.50
General studies and other	7.25	†	†	†	†	†	†	†
Social sciences	3.83	6.60	6.53	6.07	3.35	5.82	5.16	7.09
Humanities	3.98	5.61	4.71	3.98	4.43	5.81	4.46	4.76
Health care fields	10.75	†	†	†	†	†	†	†
Business	7.28	†	†	†	†	†	†	†
Education	1.90	3.40	4.19	3.23	2.86	4.34	2.98	4.47
Other applied	4.16	7.47	6.76	7.86	4.80	6.64	8.85	8.06
Cumulative undergraduate grade point average								
Less than 2.50	6.48	†	†	†	†	†	†	†
2.50–2.99	3.95	6.38	4.53	3.08	4.73	5.70	5.10	6.75
3.00–3.49	2.42	4.13	3.85	3.80	2.76	4.29	3.53	4.25
3.50 or higher	2.14	2.71	3.37	2.54	2.78	3.67	3.02	3.30

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Bachelor’s degree institution level and control								
Public	1.71	3.02	2.89	2.54	2.53	3.09	2.57	3.12
Non-doctorate-granting	3.32	5.80	4.33	4.08	4.07	3.69	4.21	5.20
Doctorate-granting	2.19	3.66	3.86	3.40	3.34	3.76	3.02	3.86
Private nonprofit	2.35	3.37	3.48	2.88	2.44	3.99	3.66	4.32
Non-doctorate-granting	3.06	3.93	4.65	4.10	4.17	5.19	4.70	5.53
Doctorate-granting	3.85	5.63	5.66	4.47	†	5.92	6.41	6.49
For-profit	14.27	†	†	†	†	†	†	†
Highest degree attained								
Bachelor’s degree	1.81	2.84	2.67	2.30	1.97	3.30	2.41	2.96
Master’s degree or postbaccalaureate certificate	2.36	3.79	4.34	3.94	3.41	3.86	4.64	4.47
Doctoral degree	†	†	†	†	†	†	†	†
Participated in a teacher induction or mentor program in first teaching job								
Yes	2.27	3.81	3.64	3.28	2.63	4.10	3.39	4.00
No	2.58	3.23	3.26	2.91	2.61	3.10	2.90	3.76

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: WHY TEACHERS LEAVE: Among graduates who had taught at the K–12 level since receiving the 2007–08 bachelor’s degree, percentage who were not teaching in 2012, and of those graduates, percentage who reported one or more reasons for not teaching in 2012, by selected individual, enrollment, and teaching-related characteristics: 2012—Continued

Individual, enrollment, and teaching-related characteristics	Percent who had taught since 2007–08 but were not teaching in 2012	Dissatisfied with salary and benefits	Dissatisfied with teaching career	Dissatisfied with workplace conditions	Laid off or involuntarily transferred	Personal/ life reasons	Return to school	Other reason for leaving teaching job
Certified to teach in 2012								
Yes	1.85	3.30	3.93	2.87	2.52	3.67	3.04	3.93
No	1.76	3.00	2.84	2.68	2.22	3.25	2.77	3.09
Sector of school at current or most recent teaching job as of 2012								
Public	2.06	3.07	2.78	2.12	2.39	3.21	2.84	3.08
Private	5.09	5.17	5.30	6.22	5.32	6.51	5.81	6.76
Level of school at current or most recent teaching job as of 2012								
Elementary	2.31	3.59	3.14	2.46	2.82	3.02	2.78	3.50
Secondary	3.24	3.59	4.62	4.04	3.21	5.44	4.82	5.35
Combined	4.71	5.69	5.18	6.88	2.03	7.84	7.97	7.40
Location of school at current or most recent teaching job as of 2012								
Urban	3.11	3.78	4.33	3.78	2.54	4.28	4.56	4.27
Suburban or town	2.83	3.99	3.20	2.94	3.40	3.88	3.07	4.26
Rural	3.84	5.08	5.14	4.91	2.60	7.39	6.02	5.63
Percent free/reduced-price lunch recipients at current or most recent teaching job as of 2012								
0–24	4.32	4.39	6.28	4.98	6.23	8.36	5.44	7.16
25–49	3.35	5.20	4.11	2.47	4.80	5.38	4.98	5.73
50–74	3.96	6.98	7.95	5.52	3.07	5.61	5.94	7.78
75–100	4.54	6.77	5.20	4.60	2.65	6.78	6.94	4.93

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).