

**Table 2. The employment and education status of science and engineering (S&E) graduates, by graduates' undergraduate GPA, race/ethnicity, and degree level**

Undergraduate GPA by Race/ethnicity and degree level	Unweighted sample size	Number of graduates	Continuing in S&E		In school, not studying S&E		Not in school	
			In school studying S&E *	Employed in S&E and not in school	Employed in S&E	Employed outside S&E or not employed	Employed outside S&E	Not employed
<b>Bachelor's, total.....</b>	7,199	742,415	12%	20%	1%	17%	45%	4%
White, non-Hispanic.....	4,587	560,382	12	20	1	17	47	4
3.75 and above.....	727	91,329	17	17	2	26	35	3
below 3.75.....	3,860	469,053	11	20	1	15	49	4
Asian, non-Hispanic.....	630	71,613	15	27	1	20	33	4
3.75 and above.....	102	10,752	24	23	4	26	21	2
below 3.75.....	528	60,861	13	28	1	19	36	4
Underrepresented minorities.....	1,982	110,421	12	17	2	16	47	6
3.75 and above.....	152	9,433	25	13	3	20	34	6
below 3.75.....	1,830	100,987	11	18	2	15	48	6
<b>Master's, total.....</b>	2,917	156,485	20	44	2	5	26	4
White, non-Hispanic.....	1,704	104,159	20	41	1	4	29	4
3.75 and above.....	408	24,841	29	38	2	2	26	3
below 3.75.....	1,296	79,318	18	42	1	5	30	4
Asian, non-Hispanic.....	640	35,494	19	57	2	5	14	3
3.75 and above.....	216	12,049	19	62	1	1	12	4
below 3.75.....	424	23,446	19	54	2	7	15	3
Underrepresented minorities.....	573	16,831	18	36	2	5	34	4
3.75 and above.....	80	2,723	31	34	0	8	26	1
below 3.75.....	493	14,108	15	37	2	5	36	5

\* Includes graduates who are employed, whether or not the employment is in S&E, as long as they are studying S&E in school. This definition is based on the assumption that the field being studied in school is a better indicator of future career plans than the current employment.

**NOTES:** The S&E degrees were earned in 1996-97 or 1997-98. Unlike table 1, this table includes graduates who were not employed, and those in school without being employed. Retention in S&E is measured through job codes rather than through graduates' own evaluations.

Percents may not add to 100 because of rounding.

**SOURCE:** National Science Foundation/Division of Science Resources Studies, National Survey of Recent College Graduates: 1999.