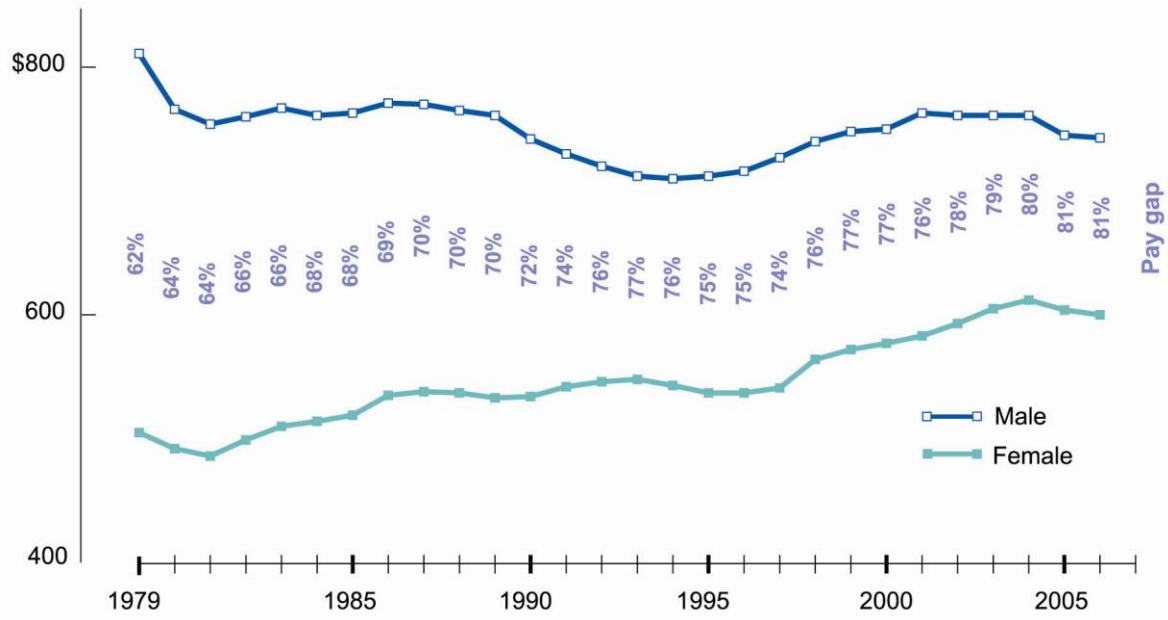


# Behind the Pay Gap



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## Median Usual Weekly Earnings of Full-Time Wage and Salary Workers (25 Years and Older), Annual Averages in 2006 Dollars

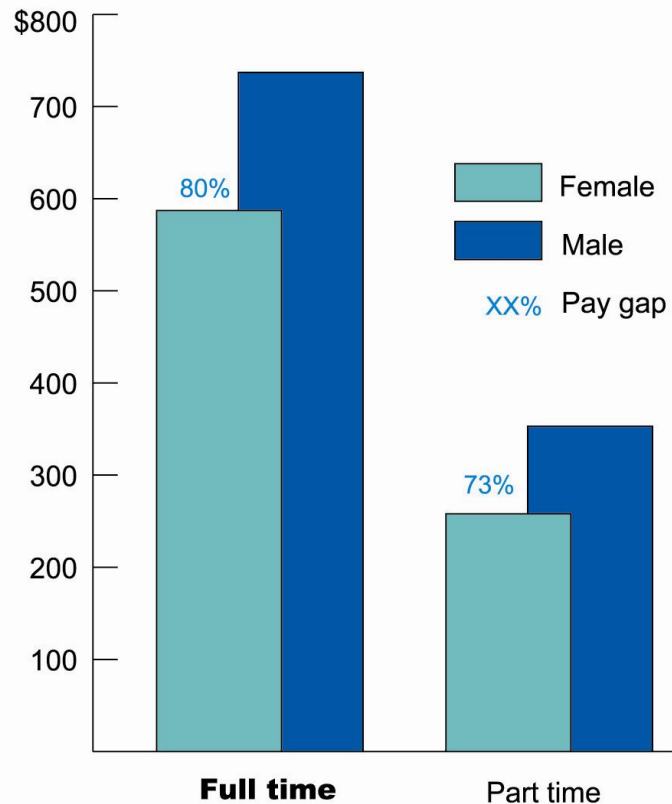


Source: AAUW analysis of U.S. Bureau of Labor Statistics data.

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## Average Weekly Earnings of 1999-2000 Bachelor's Degree Recipients Employed in 2001, by Gender and Employment Status



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

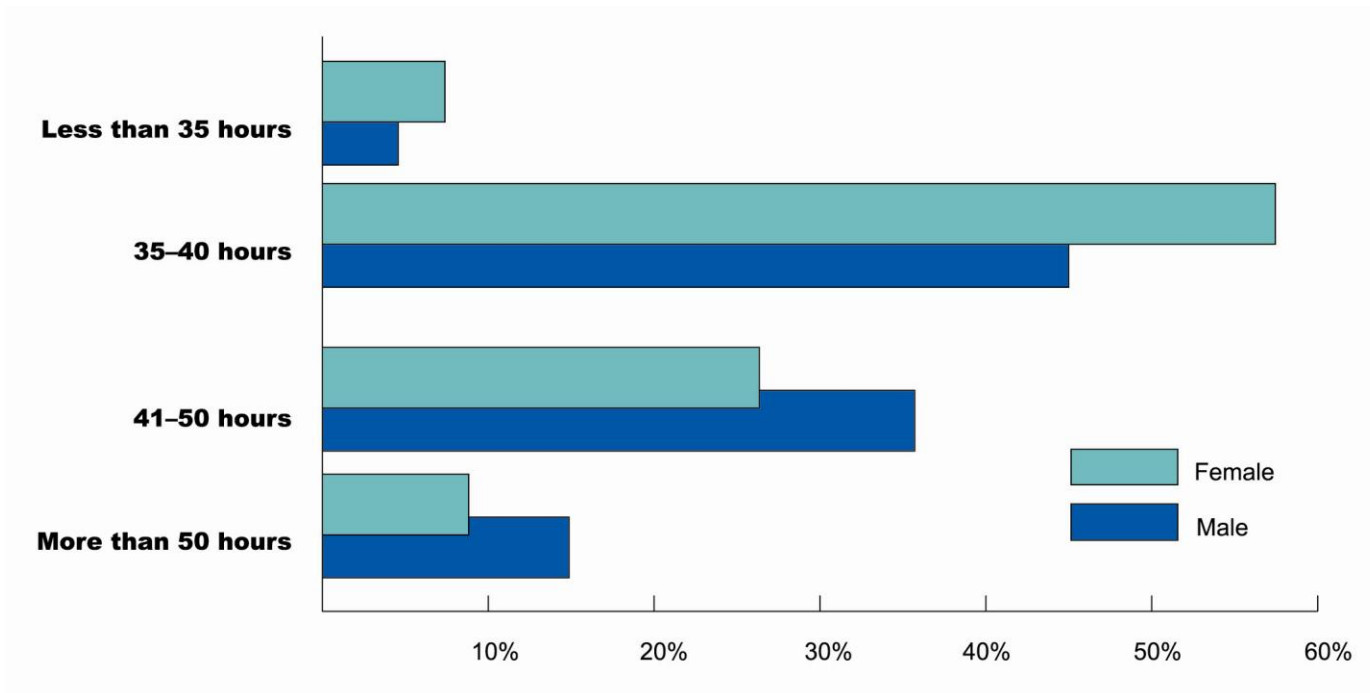
Notes: Excludes graduates older than 35 at bachelor's degree completion. Bold numbers indicate a significant gender difference ( $p < .05$ , 2-tailed t-test).

Source: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study.

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## Hours Worked Per Week of 1999-2000 Bachelor's Degree Recipients Employed in 2001, by Gender

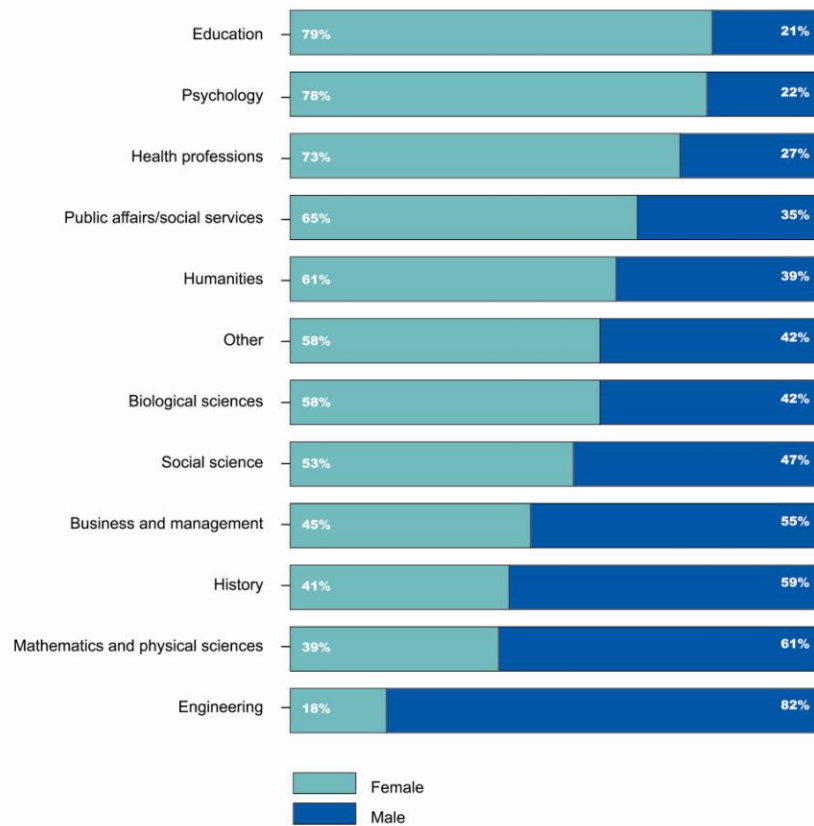


\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

Notes: Excludes graduates older than 35 at bachelor's degree completion. Bold numbers indicate a significant gender difference ( $p < .05$ , 2-tailed t-test).

Source: U.S. Department of Education, National Center for Education Statistics, 2000-2001 Baccalaureate and Beyond Longitudinal Study.

## Gender Composition of Undergraduate Majors of 1999-2000 Bachelor's Degree Recipients Employed Full-Time\* in 2001



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

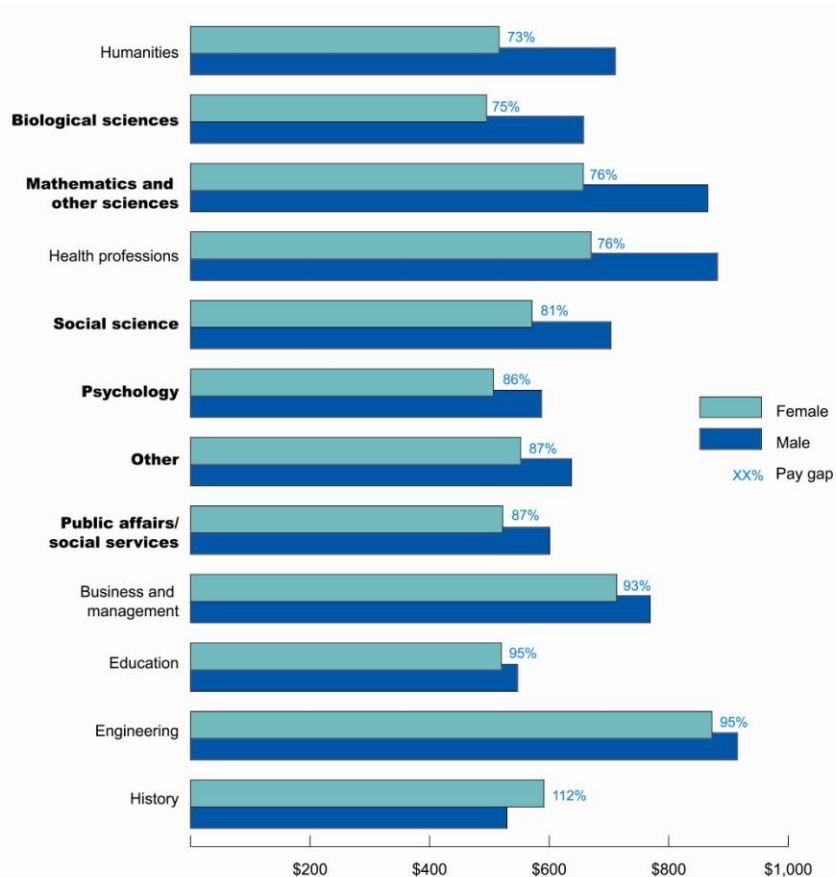
Notes: Excludes graduates older than 35 at bachelor's degree completion.

Source: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study.

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## Average Weekly Earnings of 1999-2000 Bachelor's Degree Recipients Employed Full-Time\* in 2001, by Gender and Undergraduate Major

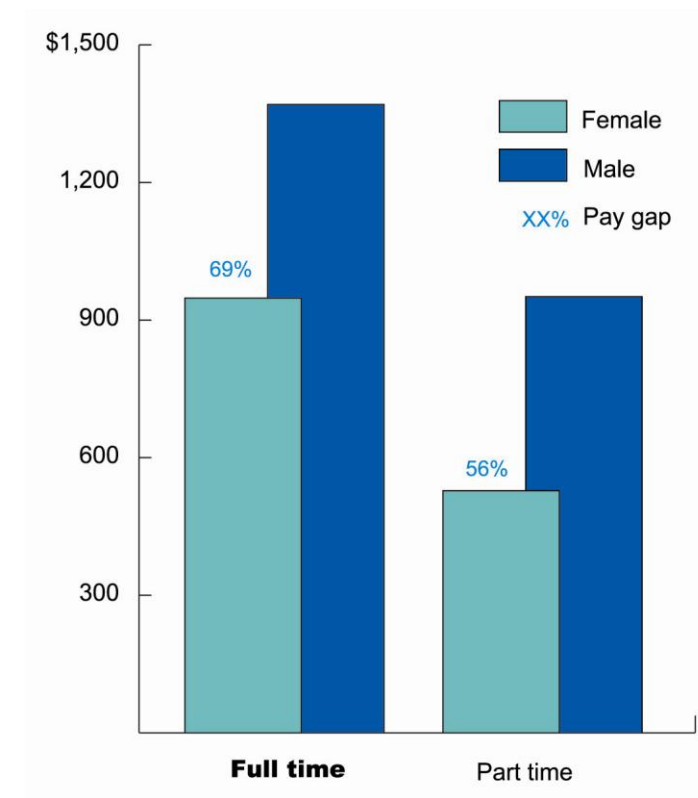


\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

Notes: Excludes graduates older than 35 at bachelor's degree completion. Bold numbers indicate a significant gender difference ( $p < .05$ , 2-tailed t-test).

Source: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study.

## Average Weekly Earnings of 1992-93 Bachelor's Degree Recipients Employed in 2003, by Gender and Employment Status



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

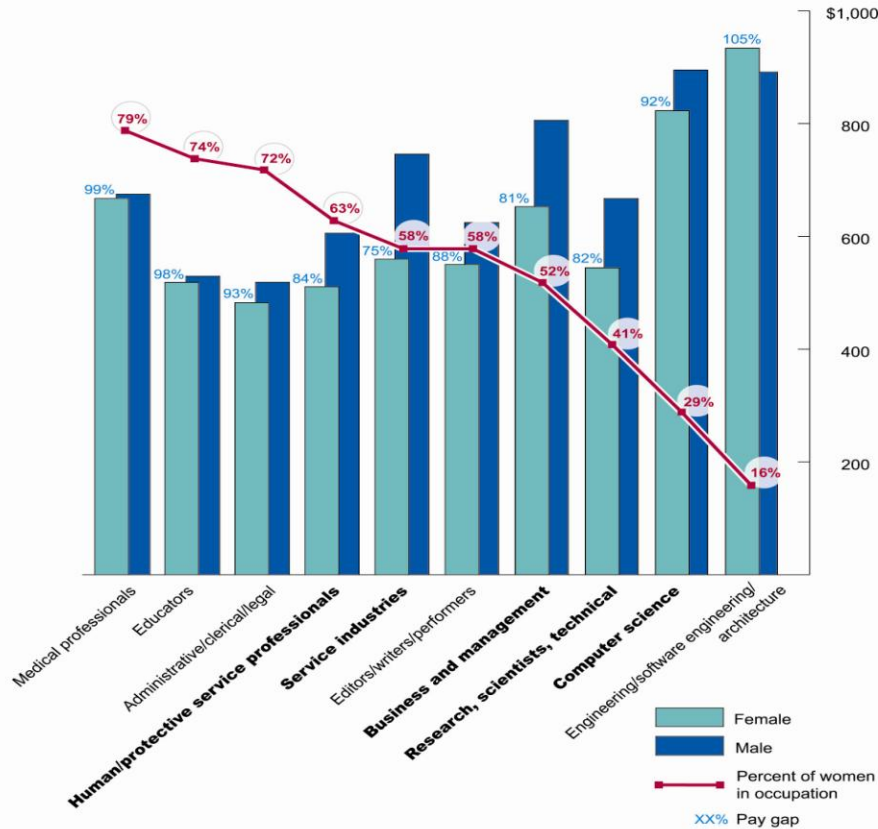
Notes: Excludes graduates older than 35 at bachelor's degree completion. Bold numbers indicate a significant gender difference ( $p < .05$ , 2-tailed t-test).

Source: U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study.

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## Average Weekly Earnings of 1999-2000 Bachelor's Degree Recipients Employed Full-Time\* in 2001, by Gender and Occupation



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

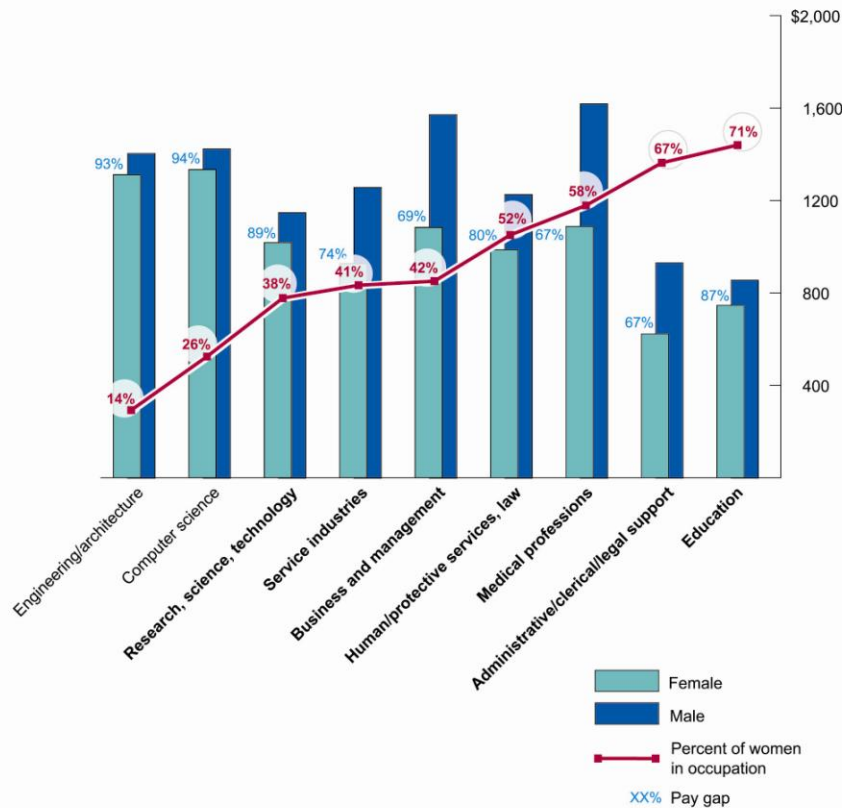
Notes: Excludes graduates older than 35 at bachelor's degree completion.

Source: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study.

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## Average Weekly Earnings of 1992-93 Bachelor's Degree Recipients Employed Full-Time\* in 2003, by Gender and Occupation



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

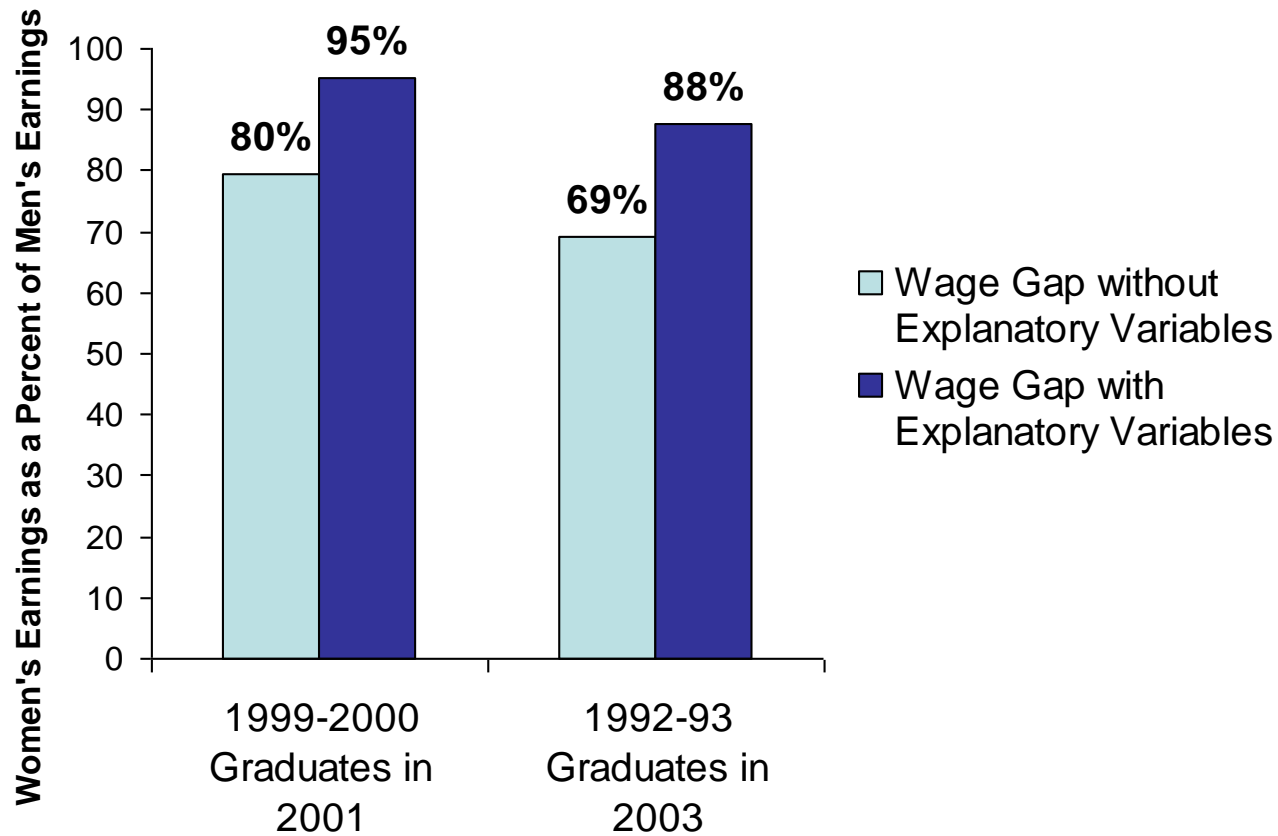
Notes: Excludes graduates older than 35 at bachelor's degree completion.

Source: U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study.

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## How much of the wage gap can be explained by choices?



\* Includes respondents with multiple jobs regardless of hours worked; for these respondents, earnings are for the primary job.

Notes: Excludes graduates older than 35 at bachelor's degree completion.

Source: U.S. Department of Education, National Center for Education Statistics, 2003 Baccalaureate and Beyond Longitudinal Study.

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AAUW members are working to increase opportunities for girls in science, technology, engineering, and math (STEM) through the National Girls Collaborative Project.



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