UTAH DATA RESEARCH CENTER

Gender Wage Gap for Women of Color in Utah

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Abstract

The gender wage gap has significant economic implications, as when talented and skilled women are not fully compensated for their contributions, it represents a loss of human capital. Eliminating the gender wage gap can lead to a more efficient labor market. This research uses 2011 to 2020 data from the Utah System of Higher Education (USHE) and the Department of Workforce Services (DWS) to investigate the wage gap faced by women of color (WOC) after leaving postsecondary education. The wage gap grows over time for all WOC. Results from statistical tests suggest the wage gap was statistically significant for all WOC at all ten years for those who worked. The wage gap is further decomposed by students' highest educational attainment, age, and Classification of Instructional Program (CIP) studied. With Blinder-Oaxaca decomposition, this research breaks down the wage differences into explained and unexplained portions. The unexplained portion of the wage gap increases over time for all WOC. Finally, this study highlights a higher percentage of WOC who experienced more job loss and income loss during the COVID-19 pandemic than white men, while they experienced lower year-over-year (YOY) wage growth during the pandemic. Overall, WOC face multiple layers of disadvantages and biases due to the intersection of gender and race (Blau & Kahn, 2017). Long-term consequences of the wage gap may include diminished lifetime earnings, wealth accumulation, and retirement savings. Understanding these economic ramifications is crucial for policymakers, employers, and other stakeholders in developing strategies to mitigate the wage gap's adverse effects and foster more equitable economic outcomes.

Keywords

gender wage gap, women of color, Utah System of Higher Education, state of Utah, Department of Workforce Services

1 | Introduction

The gender wage gap refers to the wage disparity between men and women. Historically, women have been paid less than men for performing the same or similar work, perpetuating social and economic inequalities. Despite substantial progress made toward gender equality in recent decades, significant wage disparities persist.

The Utah Data Research Center (UDRC) first examined the gender wage gap in a study published in 2021 (Tao & Scott, 2021). The current study serves as a follow-up to the 2021 research on the gender wage gap in Utah by focusing on the experiences of women of color (WOC) in the state. Utah has historically ranked as one of the lowest states in pay equality between men and women. A study by the National Women's Law Center (NWLC) found Utah ranks 49 for women's pay equality, tied with Louisiana and higher than Wyoming, using the 2021 American Community Survey data (National Women's Law Center, 2023). According to NWLC, all Utah women on average make 60 cents for every dollar Utah men make, including part-time and part-year workers. Utah women who are full-time, year-round workers make 73 cents for every dollar Utah men make. The 2021 UDRC study found differences in pay begin immediately when new graduates enter the workforce. Women still made less than men after decomposing human capital and demographic considerations such as educational attainment, field of study, experience proxies, and age. The 2021 study compared graduates' wages at one year and five years after graduation and found the wage gap grew significantly worse from the first year of graduation to the fifth year. Each level of educational attainment showed a statistically significant difference in how wages change over time between genders. Consistent with a 2022 article by the Utah Department of Workforce Services (DWS) (Kervin, 2022), the most significant pay difference was found for those with a bachelor's degree or higher. The 2021 study further found over 70% of the wage gap among graduates could not be explained by education, experience, or age.

Within the broader context of gender disparities, WOC face unique and compounded challenges and marginalization (Blau & Kahn, 2017). Although analyzing the gender wage gap for WOC may be constrained by limited data and an inability to measure systemic biases directly, it remains crucial for identifying distinct patterns and disparities. This knowledge can still inform targeted interventions and policies that strive to address the specific needs and challenges faced by different groups of WOC. While direct proxies for all systemic biases may not exist, a more nuanced understanding of the barriers contributing to their lower earnings can help shed light on potential solutions.

The current study contributes to the existing literature on the intersectional gender wage gap for WOC by providing additional information on students who enrolled at a postsecondary institution but have yet to receive an award. Education is an essential factor in determining an individual's earning potential. By including students who enrolled in postsecondary education but did not have an opportunity to complete a degree or certificate, this study aims to widen the lens to include those who may struggle with institutional and structural support to achieve their educational goals. In addition, the current study analyzes students' wages from one to ten years after leaving postsecondary education to provide context on how the wage gap changes over time for WOC. Furthermore, this study investigates the impact of the COVID-19 pandemic on the wage and employment outcomes of students in Utah. WOC may experience pre-existing economic vulnerabilities, including lower wages, occupational segregation, and limited access to benefits and protections. The pandemic exacerbated these vulnerabilities, leading to job losses, reduced work hours, and increased economic insecurity. WOC are often overrepresented in sectors heavily impacted by the pandemic, such as service, hospitality, and health care (Bureau of Labor Statistics, 2020). Understanding how the pandemic affected their wages could help identify how specific industries and occupations perpetuated economic inequalities during the pandemic. The current study aims to build a more equitable and resilient post-pandemic society by studying the pandemic's effect on WOC's income.

With students' demographic, graduation, and enrollment data from the Utah System of Higher Education (USHE) and quarterly wage data from DWS, this study aims to fulfill the following objectives.

- Objective 1 is to analyze the employment pattern and wage gap faced by WOC compared to white men from one to ten years after leaving postsecondary education.
- Objective 2 is to perform statistical tests to determine whether the wage gaps for WOC are statistically significant over time. Interactions between race and gender, race and the highest educational attainment, and race and students' areas of study are also studied.
- Objective 3 is to decompose the wage gap by the highest educational attainment, by age at the time of leaving postsecondary education, and by the area of study. The goal is to highlight the wage gap when holding these factors constant.

• Objective 4 is to decompose the wage gap further using the Blinder-Oaxaca method, which breaks the wage gap down into explained and unexplained portions.

• Objective 5 is to analyze the impact of the COVID-19 pandemic by studying the year-over-year wage growth for WOC and the percentage of WOC who experienced a job or income loss during the COVID-19 pandemic.

1.1 | Literature Review

UDRC's 2021 research on the gender wage gap offers a historical and comprehensive literature review (Tao & Scott, 2021). Literature from various disciplines was explored, including a historical perspective and a social science approach. Literature from social science further defined and discussed occupational segregation, vertical segregation, horizontal segregation, legislative challenges, temporal flexibility, social norms, salary negotiation, caretaking, and educational segregation (Blau & DeVaro, 2007; Goldin, 1990, 2014; Humphries, 2009; Rogier, 2004). In this literature review for the current study, the focus is placed on the experiences of WOC and the impact of the COVID-19 pandemic.

The gender wage gap is a well-documented phenomenon in which women earn less than men for the same work. However, the wage gap is not uniform across all groups of women. Women of color, in particular, experience a more significant wage gap than white women. A prior study (Altonji & Blank, 1999) found the wage gap between white men and WOC was more significant than between white men and white women. The authors suggest this is due to discrimination against WOC in the labor market. Similarly, another study (Bertrand & Mullainathan, 2004), found that resumes with "white-sounding" names received more callbacks than those with "black-sounding" names, indicating that racial discrimination is a factor in hiring practices.

More recently, a study by Blau and Kahn found that the gender wage gap is more prominent for women of color than for white women and has not improved significantly over time (Blau & Kahn, 2017). The authors suggest this is due to a combination of factors, including occupational segregation, discrimination, and differences in human capital.

Another study (Tomaskovic-Devey, et al., 2006) found the wage gap between white men and women of color is more significant in male-dominated occupations, suggesting occupational segregation is a critical factor in the wage gap. The authors suggest policies to increase diversity in male-dominated fields could help reduce the wage gap for women of color.

A policy brief from the Institute for Women's Policy Research (IWPR) found that Latina and Black women were likelier than other WOC to work in service occupations (Hegewisch & Mefferd, 2021). The authors suggest policies to reduce occupational segregation and increase access to education and training could help reduce the wage gap for women of color.

Occupational segregation may have played a role in the wage gap during the COVID-19 pandemic. During the pandemic, some of the industries affected most severely were service occupations. These sectors employ a higher percentage of women, especially African American women, Hispanic women, and Native American women (Bureau of Labor Statistics, 2020), resulting in a disproportionate number of WOC being displaced from their jobs during the pandemic. A study found that workers most likely to be affected by unemployment due to COVID-19 are less educated, have lower economic resources, and have lower levels of liquid assets. They are the most vulnerable of the U.S. population to being laid off without income (Mongey, Pilossoph, & Weinberg, 2021). In contrast, many jobs that allow for remote work accommodations are often white-collar, professional jobs that include health benefits, paid sick leave, and decent wages. Considering that racial minorities are underrepresented in professional occupations (Bureau of Labor Statistics, 2020), they may be experiencing the adverse economic consequences of COVID-19 at an increased intensity compared to white, upper, and middle-class Americans. Finally, a report from USHE found a significant reduction in enrollment of students who identified as Hispanic, Native American/Alaskan Native, and Pacific Islander, while the withdrawal rates of Pacific Islander, Black, Native American, Hispanic, and multiracial/ethnic students were above average compared to white and Asian American students (Barrus, Campbell, & Stanger, 2022). This pattern could create long-term effects on the earning powers of minority students, and future research on the wage outcomes of pandemic-era students is recommended.

2 | Methods

2.1 | Data

Data from USHE and DWS are joined to create one record for each student, so the dataset contains one row for each student. From USHE data, students' last reported race, last reported gender, age at graduation, the highest award level, Classification of Instructional Program (CIP) family studied, and graduation date of the highest award are obtained.

For students with some college education but who have yet to graduate, the age at the time of the last enrollment record is obtained. From DWS data, students' wages each quarter are obtained to calculate the number of quarters worked before graduation and the wages received each quarter after graduation. In addition, quarterly wages from 2018 to 2021 are obtained to establish and examine the impact of COVID-19 on income.

In the race category, the subgroups are Asian, Black, white, Hispanic, Native American, Multiracial, Pacific Islander, U.S. nonresident, and unknown race/ethnicity. A U.S. nonresident indicates a student who is not a citizen or national of the United States, is here on a visa or temporary basis, and does not have the right to remain indefinitely (NCES, 2023).

Students' age values at completion of the highest attainment or last enrollment record are grouped following the pattern used by the United States Bureau of Labor Statistics (US BLS). The age groups are under 16, 16-24, 25-34, 35-44, 45-54, 55-64, and 65 and older.

Graduates from degree-granting institutions are combined with certificate-seeking students from technical colleges who receive an award. Graduation data are obtained from USHE 2011-2020 graduation data. Graduation dates for each student are based on the graduation date of the highest award received. To approximate availability to participate in the workforce, students who reenrolled at a USHE institution after receiving their highest award were excluded from this study. For example, a student who received a bachelor's degree and subsequently reenrolled would be excluded as the individual may be pursuing a graduate degree and unavailable for workforce participation in the quarters after the bachelor's degree completion. For students with some college but never graduated, age at the time of the last USHE enrollment record is obtained and grouped following the same pattern.

Integrated Postsecondary Education Data System (IPEDS) codes are transformed to educational attainment levels. IPEDS 1 represents a USHE certificate requiring less than one year. IPEDS 2 is coded as USHE certificates requiring one to two years to complete, IPEDS 3 is coded as associate degrees. IPEDS 4, 5, and 6 are coded as bachelor's degrees. IPEDS 7 and above are coded as graduate degrees. Please see Appendix Supplementary Information A for further classification from technical certificates. For each student, the highest attainment level is considered. This study also includes first-time enrolled students who appear in the USHE students' data without appearing in the USHE graduation data. The educational attainment level for these students was coded as some college. By including students with some college education but no degree, this study aligns with the measures of education and training used by the US BLS.

Records from DWS are matched with students in this study. Wage records are collected from the Unemployment Insurance (UI) program, a division of DWS. The vast majority of employers across the state of Utah are required to report employee wages quarterly.

The following conversion aligns the academic calendar year with quarterly wage reports. Wage reports are required to be reported to DWS quarterly by January 31, April 30, July 31, and October 31. Students' highest award date from a degree-granting institution or certificate issue date from a technical college or last enrolled semester is truncated to the quarter of the award or enrollment. The first quarter after a student's highest attainment completion is coded as the first quarter the student is available for workforce participation. For example, if a student graduates in May, the first available quarter after graduation would be the third quarter or the quarter beginning on July 1. For those with some college education, the quarter after the most recent USHE enrollment is coded as the first quarter available for workforce participation. More specifically, if a student's last USHE enrollment record is the spring semester, the first available quarter would be the third quarter or July 1. If a student's last USHE enrollment record is the summer semester, the first available quarter would be the fourth quarter or October 1. Lastly, if a student's last USHE enrollment record is the fall semester, the first available quarter would be the first quarter of the following year or January 1 of the year after the last enrollment. The exit date is used as the last enrollment for technical college students.

If no employer reported any wages for a student in a given quarter, that student is coded as having zero wage that quarter or held no employment that quarter. If a student has wages from multiple employers in any given quarter, these wages are summed to compute the student's quarterly wages. Because the number of hours worked for each individual is not available in wage records, a 40-hour workweek status for the students is not available. To overcome this limitation, this study defines a student as strongly attached to the workforce (SATTW) for a given quarter if the individual received UI wages no less than wages for individuals working 40 hours a week, earning at least the federal minimum wage of $7.25 per hour for a quarter, or $3,770 per quarter. The number of quarters an individual is strongly attached to the workforce is summed for each student before graduation or the last enrollment quarter to approximate work experience before leaving postsecondary education. Students' wages from the four quarters immediately

following graduation or last enrollment are coded as the first year's wages after graduation. The wages from the next four quarters are coded as the wages of the second year after graduation, and so on. A student is coded as SATTW for the year if and only if the student is SATTW all four quarters of that year following graduation or last enrollment.

Finally, quarterly wages from 2018 to 2021 for each two-digit North American Industry Classification System (NAICS) sector code were summed to identify industries impacted the most by the COVID-19 pandemic (U.S. Bureau of Labor Statistics, 2016). Combined with students' CIP studied, the wages for each NAICS sector provide the context for a deeper understanding of the job loss and income loss suffered during the pandemic.

2.2 | Data Preparation and Exploration

For data quality, USHE data were limited from 2011 to 2020. As this study aims to examine the impact of the COVID-19 pandemic, the last year of graduation was limited to 2020 so a wage baseline could be established before the pandemic. This filter also allows students who may have enrolled in 2020 without graduating to be classified as having some college education.

Age data were unavailable for less than 0.1% or 2,153 students. Upon further examination, the students without age data attended technical colleges and did not graduate. This study included these students except for the wage gap breakdown by age group.

CIP data were unavailable for less than 0.1% or 432 students. This group of students did not receive a certificate or degree. It is possible that they never declared a major at the time of enrollment. This study included these students, except for the wage gap breakdown by the CIP family.

Students in the nonresident subgroup of the race category were excluded. Citizenship or permanent resident status does not equate to race. Furthermore, these students may face additional and unique challenges in obtaining employment. A future qualitative study is recommended for this group of students.

The final sample size for this study includes 305,308 students. Women comprised 50.3% of the sample or 153,501 students, and men comprised 49.7% of the sample, or 151,807 students. Table 1 further decomposes the students by demographic data. The first column indicates the race category. The second and third columns show the number of women and men of that race, respectively. The fourth column indicates the percentage of women that comprised that race category. The fifth column indicates the percentage of the students from that race that made up the entire sample of this study.

The initial inspection of the demographic backgrounds of these students from Table 1 reveals a similar proportion as the general USHE graduation data. In the USHE 2020 Data Book (Utah System of Higher Education, 2020), the top demographic groups were white (79.9%), followed by Hispanic (11.2%). While women made up 50.2% of the sample, Native American women had the highest representation (54.4%) compared to Native American men (45.6%), followed by Hispanic women (52.9%) and Asian women (52.8%). Black women (40.0%) and Pacific Islander women (44.8%) had the lowest representation compared to men of the same race. This observation could be a possible indication of inequality within the race groups in women's access to postsecondary education.

In the current study, the earnings ratio is defined as the difference between men's annual median income and women's median yearly income, where women's wages are represented as a percentage of men's wages. More specifically, women's median income was used as the nominator, while the median income of men was used as the dominator. The wage gap can be calculated by subtracting this fraction from one. For example, a wage gap of 20.0% means women make 80 cents per one-dollar men make in wages.

Table 1: Demographic background of the students in this study. N = 305,308

Race	women (N)	men (N)	women (%)	race (%)
Asian	3,767	3,361	52.8%	2.3%
Black	2,200	3,295	40.0%	1.8%
Hispanic	18,020	16,057	52.9%	11.2%
Native American	2,055	1,720	54.4%	1.2%
Multiracial	3,967	3,795	51.1%	2.5%
Pacific Islander	1,451	1,785	44.8%	1.1%
White	122,041	121,794	50.1%	79.9%
Total	153,501	151,807		

2.3 | Limitations

The current study has a few data limitations. First, USHE data only include Utah's public technical colleges and degree-granting institutions. Data from private postsecondary institutions such as Brigham Young University and Westminster College are unavailable for this study. Graduation and enrollment data are limited to the 2011 – 2020 cohort years. Education obtained before 2011 is not considered in this study.

Furthermore, data were only available for individuals obtaining education in Utah. If a student enrolled at a USHE institution then transferred to another state to complete their degree, they would be classified as having "some college" education in this study and likely to have low or zero wages. Recent graduates since 2020 may not be included in the current study as this study aims to investigate the impact of the COVID-19 pandemic on wages. WOC who were enrolled or received a degree during the COVID-19 pandemic may face unique challenges in obtaining employment and remaining SATTW.

Second, graduation and enrollment data follow timelines that are specific to the institutions and do not correspond to quarterly wage data reporting schedules applicable to employers. The misalignment of these two calendars offers an inherently imperfect calculation of the first quarter when students are available to be SATTW. The academic calendars are approximated to the closest calendar quarter beginning date, as described in section 2.1.

Third, workforce participation and wage data outside of Utah are not available. If a student enters the workforce outside of Utah after completing a degree, the employment and wage of the student are not captured. Wage data from UI records do not capture all income by graduates. State and federal law provides exemptions for income required to be reported. For example, income from self-employment, federal agencies, some non-profit employment, and agriculture may not be subject to UI wage reporting requirements. In addition, UI wage records provide no detail on hours worked. Seasonal workers may also be excluded from the consideration of attachment to the workforce due to not having met the wage criteria for all four quarters. The SATTW status of workforce participation is an approximation described in section 2.1. In certain high-earning occupations, workers may be classified as SATTW in this study even when workforce participation is less than 40 hours a week. In addition, hourly pay would paint a more accurate picture of the monetary reward difference between men and women workers for the same unit of labor. The existence of a wage gap could potentially be attributed to disparities in hours worked rather than solely hourly pay; however, this study lacks the necessary measures to account for hours worked.

In addition, though CIP families and top NAICS sector codes are examined, the matching between CIP codes and NAICS sectors is inexact. For example, students studying healthcare-related CIPs may gain employment with the Department of Health in the government sector. Another example is an auto mechanic graduate employed at a retail chain establishment with an auto service center. The NAICS code for the retail establishment would be retail, though the auto mechanic student may be employed as a mechanic repairperson.

Finally, several crucial data elements are missing from this study. Students who never enrolled at a postsecondary educational institution may experience a more significant wage gap than those with some college. This population group is, however, out of the scope of the current study. Including those without some college education may magnify the wage gap as education and the wage gap tend to show an inverse relationship. Furthermore, the students' parenthood status was not available at the time of this study. Yet, parenthood status is an important variable that could potentially explain parts of the wage gap. Other important factors, such as disability status, coming from a low-income family, and parental educational attainment, may all contribute to the income disparity WOC face. As this study aims to disaggregate by race and ethnicity, the sample sizes for several groups of WOC became insufficient to report the findings in a few instances. While quantitative research for these groups of WOC may be challenging to conduct due to insufficient sample sizes, qualitative research may serve these groups by amplifying their voices and experiences.

3 | Results

3.1 | Employment status and wage gap over time

Before comparing the employment and attachment to the workforce of WOC and white men, Table 2 illustrates the number and percentage of white men and women who worked and who were SATTW. The rate of those who worked and those who were SATTW are calculated based on the number of white men (N = 121,794) and white women (N = 122,041) in this study, respectively.

Though the trends for both genders decreased over time, white men consistently had a higher percentage of those who worked and those who were SATTW than white women (Table 2). This observation suggests that white men had more employment opportunities than white women. For each group of WOC, similar calculations are

performed. The numbers of those who worked are shown in Table 3. The percentages of women who worked are calculated based on the number of WOC in each subgroup (Table 1).

To study WOC who were SATTW, Table 4 shows the numbers and percentages of those who were SATTW. The percentages of women who were SATTW are calculated based on the number of WOC in each subgroup (Table 1). For Black women, multiracial women, Native American women, and Pacific Islander women, the results were not reported ten years after leaving postsecondary education due to insufficient sample size. For the remainder of this study, aggregated data where the sample size is insufficient are not reported or illustrated.

Comparing WOC who worked (Table 3) to white men who worked, WOC had lower percentages worked than white men for all ten years, except for Pacific Islander women andv multiracial women at two and three years after leaving postsecondary education. Comparing WOC who were SATTW (Table 4) to white men who were SATTW, all WOC had lower percentages of those who were SATTW than white men for all ten years. For Black women, multiracial women, Native American women, and Pacific Islander women, the number of WOC SATTW did not meet the reporting requirement of 10 students, suggesting a possible lack of employment opportunities faced by these groups of WOC.

Next, the median income of WOC is compared to the median income of white men for the ten years after leaving postsecondary education. For each year, the median income is the middle point of annual wages for those who worked, excluding those who did not have wages that year. Table 5 shows the wage gap between WOC and white men over time, in terms of dollar amount and as a wage gap percentage. Please see the appendix for the wage gap between WOC and white women (Appendix Table A1 and Appendix Table A2) and the wage gap between WOC and men of color (Appendix Table A3 and Appendix Table A4). To visualize how the gap changes for each group of WOC, Figure 1 demonstrates the trends of the gap over time.

Native American women who worked experienced the highest wage gap overall, from 50.4% one year after leaving postsecondary education to 61.7% nine years after (Table 5). In other words, one year after leaving postsecondary education, working Native American women earned about 50 cents per dollar white men earned. Nine years after leaving postsecondary education, working Native American women earned about 38 cents per dollar white men earned. These results are consistent with the findings from the NWLC, which found that Native American women in Utah, including part-time and part-year workers, make 51 cents for every dollar white, non-Hispanic men earn (National Women's Law Center, 2023). Asian American women experienced the lowest wage gap from 16.5% one year after leaving postsecondary education to 26.5% ten years after. Asian women who saw the lowest wage gap earned less than three quarters for every dollar white men earned.

Table 2: The number and percentage of white men and women who worked after leaving postsecondary education.

	White Men		White Women		White Men		White Women	
	# worked	% worked	# worked	% worked	# SATTW	% SATTW	# SATTW	% SATTW
year 1	92,203	75.7%	91,474	75.0%	49,402	40.6%	38,376	31.4%
year 2	83,832	79.8%	84,109	81.0%	51,669	49.2%	40,402	38.9%
year 3	69,189	79.9%	66,876	78.7%	42,061	48.6%	32,568	38.3%
year 4	55,172	77.5%	51,225	73.7%	35,429	49.8%	26,350	37.9%
year 5	44,133	77.2%	39,494	70.9%	28,690	50.2%	20,363	36.6%
year 6	34,582	78.3%	29,938	69.6%	22,275	50.4%	15,307	35.6%
year 7	26,078	81.2%	22,076	71.3%	16,466	51.3%	10,958	35.4%
year 8	18,570	90.6%	15,343	77.9%	11,000	53.6%	6,921	35.2%
year 9	11,764	97.0%	9,383	96.0%	6,250	61.7%	3,781	38.7%
year 10	5,766	80.9%	4,523	80.9%	1,897	26.6%	1,081	19.9%

Table 3: The number and percentage of WOC who worked after leaving postsecondary education.

	Asian		Black		Hispanic	
	# worked	**% worked**	**# worked**	**% worked**	**# worked**	**% worked**
year 1	2,449	65.0%	1,354	61.5%	13,343	74.0%
year 2	2,260	70.8%	1,159	60.6%	12,393	83.1%
year 3	1,768	67.9%	888	57.4%	9,562	82.3%
year 4	1,371	64.5%	639	50.9%	6,954	77.0%
year 5	1,039	62.1%	462	46.6%	5,134	74.7%
year 6	776	59.4%	344	46.1%	3675	72.2%
year 7	592	65.2%	242	46.2%	2606	75.2%
year 8	405	67.8%	150	45.6%	1682	83.9%
year 9	249	83.3%	82	53.9%	883	93.2%
year 10	115	86.5%	30	55.1%	387	93.8%

	Multiracial		Native American		Pacific Islander	
	# worked	**% worked**	**# worked**	**% worked**	**# worked**	**% worked**
year 1	2,887	72.8%	1,100	53.5%	1,070	73.7%
year 2	2,624	82.2%	1,024	55.7%	957	75.5%
year 3	1,929	81.6%	836	52.7%	820	76.9%
year 4	1,293	74.4%	690	52.0%	672	77.6%
year 5	901	75.6%	538	49.4%	520	76.6%
year 6	569	73.8%	437	50.3%	378	70.1%
year 7	339	68.9%	328	52.4%	288	73.7%
year 8	206	77.2%	234	64.6%	211	85.4%
year 9	95	76.0%	--	--	--	--
year 10	35	75.4%	--	--	--	--

Note: "--" denotes insufficient sample size.

Table 4: The number and percentage of WOC who were SATTW after leaving postsecondary education.

	Asian		Black		Hispanic	
	# SATTW	**% SATTW**	**# SATTW**	**% SATTW**	**# SATTW**	**% SATTW**
year 1	1,115	33.2%	481	14.6%	5,682	35.4%
year 2	1,191	41.7%	499	17.0%	6,176	45.4%
year 3	956	41.5%	386	15.9%	4,626	43.1%
year 4	781	42.0%	313	15.7%	3,499	42.0%
year 5	611	41.5%	224	14.1%	2,597	40.6%
year 6	466	42.3%	180	15.3%	1,860	39.3%
year 7	322	42.8%	104	12.4%	1,298	40.3%
year 8	202	41.1%	61	12.1%	731	38.9%
year 9	108	43.7%	26	10.3%	352	41.0%
year 10	28	21.1%	--	--	104	25.2%
	Multiracial		**Native American**		**Pacific Islander**	
	# SATTW	**% SATTW**	**# SATTW**	**% SATTW**	**# SATTW**	**% SATTW**
year 1	1,102	29.0%	316	18.4%	294	16.5%
year 2	1,150	37.7%	362	22.9%	360	22.4%
year 3	828	35.9%	326	23.8%	332	23.8%
year 4	597	35.2%	275	23.9%	271	23.5%
year 5	405	34.5%	251	27.0%	224	24.7%
year 6	248	32.8%	198	27.0%	164	23.3%
year 7	132	29.5%	150	28.1%	108	21.3%
year 8	79	32.1%	87	27.7%	87	28.5%
year 9	34	30.1%	--	--	--	--
year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Table 5: The dollar amount and wage gap between WOC and white men after leaving postsecondary education for those who worked.

	Asian		Black		Hispanic	
	Gap (dollars)	Gap (Percent)	Gap (dollars)	Gap (Percent)	Gap (dollars)	Gap (Percent)
year 1	$4,655	16.5%	$11,362	40.2%	$8,135	28.8%
year 2	$6,748	19.0%	$14,459	40.7%	$11,535	32.5%
year 3	$6,980	18.3%	$16,419	43.0%	$13,871	36.3%
year 4	$8,020	18.6%	$18,066	42.0%	$17,290	40.2%
year 5	$8,746	18.7%	$20,870	44.7%	$19,413	41.6%
year 6	$9,959	20.0%	$19,736	39.6%	$21,632	43.4%
year 7	$13,606	25.9%	$24,480	46.5%	$23,810	45.3%
year 8	$13,761	25.3%	$27,429	50.4%	$26,113	48.0%
year 9	$15,161	28.1%	$27,207	50.5%	$28,432	52.8%
year 10	$12,009	26.5%	$25,590	56.5%	$22,045	48.7%

	Multiracial		Native American		Pacific Islander	
	Gap (dollars)	Gap (Percent)	Gap (dollars)	Gap (Percent)	Gap (dollars)	Gap (Percent)
year 1	$9,749	34.5%	$14,228	50.4%	$13,667	48.4%
year 2	$12,963	36.5%	$18,240	51.4%	$16,799	47.3%
year 3	$15,356	40.2%	$19,151	50.1%	$18,993	49.7%
year 4	$17,421	40.5%	$23,240	54.0%	$23,039	53.5%
year 5	$20,727	44.4%	$24,319	52.1%	$24,022	51.5%
year 6	$22,035	44.2%	$27,511	55.2%	$27,100	54.4%
year 7	$28,169	53.6%	$28,571	54.3%	$30,167	57.4%
year 8	$29,981	55.1%	$33,602	61.8%	$31,320	57.6%
year 9	$28,276	52.5%	$33,247	61.7%	$30,203	56.1%
year 10	$28,553	63.1%	--	--	--	--

Note: "--" denotes insufficient sample size.

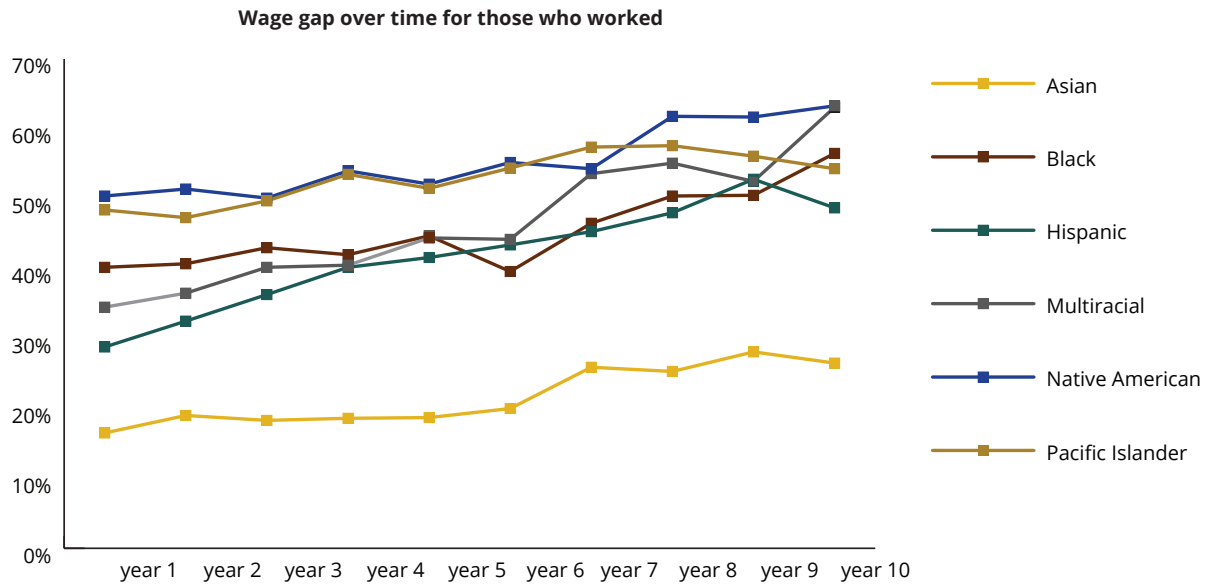

Figure 1: The change in the wage gap experienced by various groups of WOC compared to white men over the ten years after leaving postsecondary education.

Finally, the median income of WOC who were SATTW is compared to that of white men who were SATTW for ten years after leaving postsecondary education. For each year, the median income is the middle point of annual wages for those who were SATTW. Table 6 shows the wage gap between WOC who were SATTW and white men over time, in terms of dollar amount and as a percentage of the wage gap.

Figure 2 illustrates the changes in the wage gap over time for WOC who were SATTW after leaving postsecondary education. Native American women again saw the highest wage gap, from 30.6% one year after leaving postsecondary education to 54.1% nine years after. The findings for Native American women in Utah are consistent with the conclusions of the NWLC, which found Native American women working full-time year-round make 53 cents for every dollar white, non-Hispanic men make (National Women's Law Center, 2023). Even when SATTW Native American women earned less than half of what white men earned nine years after leaving postsecondary education. The sample size of Native American women who were SATTW ten years after leaving postsecondary education was insufficient, further highlighting the difficulty in employment opportunities faced by Native American women. Asian women experienced the lowest wage gap for those who were SATTW. For Asian women, the wage gap was the lowest one year after leaving postsecondary education (10.3%) and the highest ten years after (35.5%). The observation that the wage gaps experienced by WOC appear smaller for those SATTW than those who work may be explained by fewer average hours WOC work compared to men (Utah Department of Workforce Services, 2023).

Furthermore, the wage gap changes in Figure 2 are clustered closer than in Figure 1. This observation suggests by narrowing the sample to WOC SATTW, the variances in the wage gap from those who worked are minimized and highlights the universal experience of the wage gap by WOC regardless of the workforce attachment status.

Table 6: The dollar amount and gap between wages of WOC and white men after leaving postsecondary education for those who were SATTW.

	Asian		**Black**		**Hispanic**	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$4,613	10.3%	$12,011	26.9%	$12,465	27.9%
year 2	$5,654	11.6%	$14,144	29.0%	$14,360	29.5%
year 3	$6,652	12.6%	$16,466	31.1%	$17,447	32.9%
year 4	$7,606	13.3%	$21,013	36.8%	$20,628	36.1%
year 5	$10,299	16.8%	$20,750	33.9%	$23,221	37.9%
year 6	$12,674	19.4%	$23,131	35.4%	$25,484	39.0%
year 7	$13,251	19.0%	$29,515	42.3%	$28,332	40.6%
year 8	$20,233	27.0%	$27,328	36.5%	$30,953	41.3%
year 9	$23,431	29.6%	$29,755	37.6%	$32,127	40.6%
year 10	$29,831	35.5%	--	--	$38,290	45.5%

	Multiracial		**Native American**		**Pacific Islander**	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$10,031	22.5%	$13,666	30.6%	$12,654	28.4%
year 2	$11,260	23.1%	$16,445	33.8%	$15,068	30.9%
year 3	$12,042	22.7%	$19,409	36.6%	$18,896	35.7%
year 4	$16,290	28.5%	$21,982	38.5%	$21,733	38.1%
year 5	$17,661	28.8%	$25,938	42.4%	$22,992	37.6%
year 6	$20,429	31.3%	$30,172	46.2%	$24,458	37.5%
year 7	$22,521	32.2%	$33,645	48.2%	$30,543	43.7%
year 8	$27,726	37.0%	$32,866	43.9%	$36,221	48.3%
year 9	$21,976	27.8%	$42,762	54.1%	$41,463	52.4%
year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

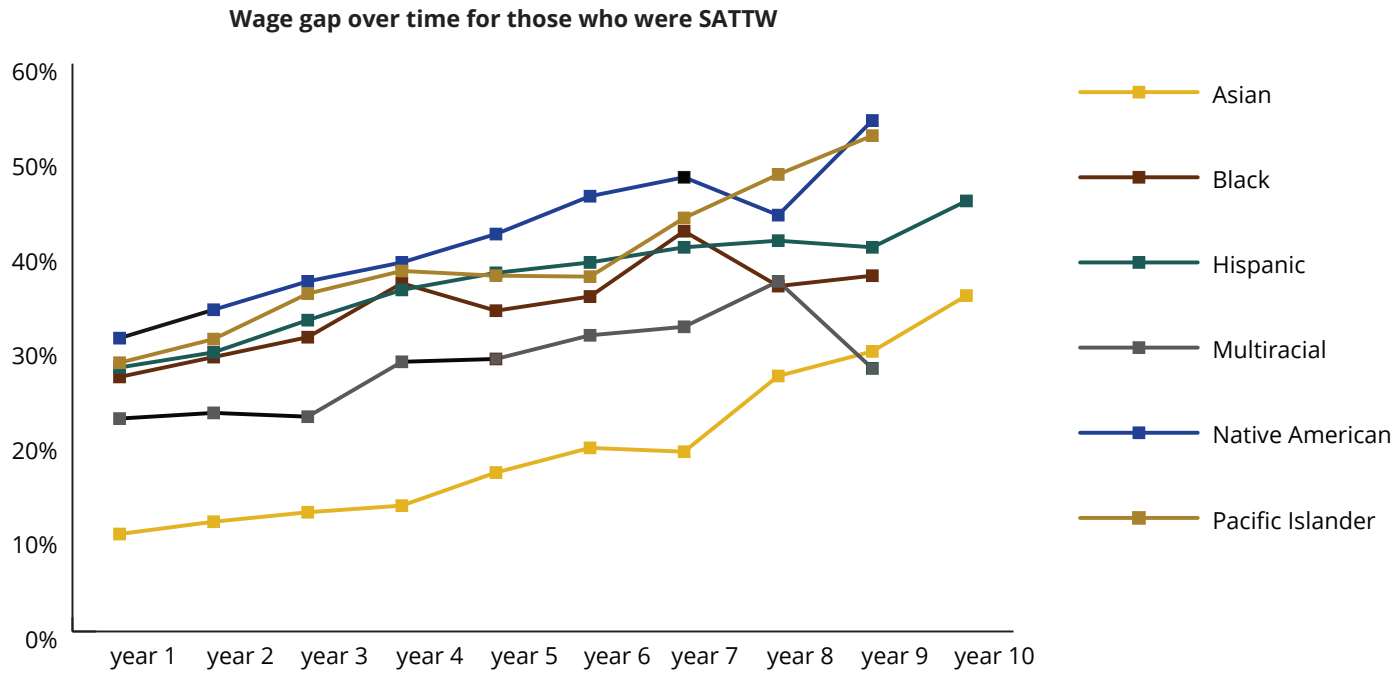

Figure 2: The change in the wage gap experienced by various groups of WOC who were SATTW compared to white men over the ten years after leaving postsecondary education.

3.2 | Statistical tests of the wage gap

To study the statistical significance of wage outcomes, Levene's test and t-tests are performed to evaluate the wages of WOC and white men. For the tests performed in this section, white men are the control group. Levene's test is first applied to evaluate whether the wage variances differ for WOC and white men. This study uses Levene's test to check the assumption of equal variances or homoscedasticity before proceeding with the appropriate t-test. A p-value greater than 0.05 of Levene's test shows that the variances are equal and there is no difference in variances of both groups. When wage variances are the same for WOC and white men, a student's t-test is then applied to examine statistically significant differences in the wage outcome; otherwise, a Welch's t-test is performed. A t-test is generally used to test the hypothesis that the averages in two different groups are the same. A student's t-test assumes equal variances in the outcomes of the two groups, while a Welch's t-test does not.

Tables 5 and 6 employed the median as the standard when presenting aggregated income data. The median is commonly used to report income because it gives a representative value less affected by extreme outliers. However, when conducting statistical tests in this section, the mean is used as Levene's test and t-tests both rely on certain assumptions, such as the assumption of normality and homogeneity of variances. The mean is also more sensitive to changes in the data, making it suitable for detecting differences between groups. While there may be slight differences between the mean and the median, the results obtained from both measures are fairly consistent with negligible magnitude. Therefore, this section uses the mean for Levene's tests and t-tests.

Two-way ANOVA analyses were completed to study three interaction terms. A two-way ANOVA is a statistical method used to analyze the effects of two categorical independent variables on a continuous dependent variable. For this study, the categorical independent variables are gender, race, highest educational attainment, and area of study. The continuous dependent variable is the wage outcome.

In a two-way ANOVA, the data is divided into groups based on the combinations of the levels of the two independent variables. The goal is to determine whether there are significant differences in the means of the dependent variable across these groups and whether the two independent variables have a combined effect greater than the sum of their individual effects.

3.2.1 | Levene's tests and t-tests of the wage gap

For each known race--Asian, Black, Hispanic, multiracial, Native American, and Pacific Islander--Levene's test and t-tests are performed for those who worked and those who were SATTW. For each subgroup, the tests are performed for ten years after leaving postsecondary education. With multiple t-tests performed for each subgroup, the Bonferroni correction was applied to the p-value for rejecting the null hypothesis.

For WOC who worked, most of the Levene's tests had p-values less than 0.005. The exceptions were multiracial women's wages ten years after leaving

postsecondary education, Asian women's wages four years after leaving postsecondary education, and Black women's wages ten years after leaving postsecondary education. These p-values indicate that the variances are unequal in most WOC's wages and white men's wages. For multiracial women, Asian women, and Black women who worked ten, four, and ten years after leaving postsecondary education, respectively, the variances in their wages and white men's wages are assumed equal.

Following Levene's tests, a Welch's t-test was applied for most WOC most years. In the cases of multiracial women, Asian women, and Black women who worked at ten, four, and ten years after leaving postsecondary education, respectively, a student's t-test was applied. For most of the t-tests, the p-values were less than 0.005 with the Bonferroni correction. The original alpha 0.05 was divided by 10 to account for ten t-tests performed on each subgroup of WOC. This observation indicates that the differences between WOC's wages and white men's wages are statistically significant for most WOC for all ten years studied in this research. In other words, the majority of the wage gaps shown in Table 5 are statistically significant. The exceptions of t-test p-value greater than 0.005 were observed for Asian women at four years and ten years, Black women at ten years, and multiracial women at ten years after leaving postsecondary education. For these three subgroups at those years, the wage gap between WOC's wages and white men's wages are not statistically significant.

For WOC who were SATTW, the statistical tests show various results. For Asian women, the Levene's tests p-values were greater than 0.05 from three years to ten years after leaving postsecondary education. These p-values suggest that the variances in Asian women's wages and white men's wages are equal. When the appropriate t-tests were applied, the p-values for Asian women SATTW were greater than 0.005 at four years, eight years, nine years, and ten years after leaving postsecondary education. These tests indicate that the wage gaps in Table 5 for Asian women are statistically significant, except for years four, eight, nine, and ten.

For Black women who were SATTW, p-values for both Levene's tests and t-tests at year 4 and years 8 to 10 were greater than 0.005 with the Bonferroni correction, indicating the variances in Black women's wages for those years and white men's wages are assumed to be equal and the wage gap in those years was not statistically significant for Black women. In addition, the p-value for Levene's test five and seven years after leaving postsecondary education was greater than 0.05 for Black women, though the following p-value for the t-test was less than 0.005. These results suggest the variances in Black women's wages and white men's wages at five and seven years after leaving postsecondary education are assumed to be equal, and the wage gaps are statistically significant. These tests indicate that the wage gaps in Table 6 for Black women are statistically significant, except in year four and years seven to nine.

For Hispanic women who were SATTW, p-values for Levene's tests at the ten years after leaving postsecondary education were greater than 0.05, indicating the variances in Hispanic women's wages and white men's wages are equal at ten years after leaving postsecondary education. Most of the following t-test had a p-value less than 0.005 and indicated the wage gap is statistically significant except for year ten. These tests suggest that the wage gaps in Table 6 for Hispanic women are statistically significant for years one to nine. The tenth-year wage gap between Hispanic women and white men is not statistically significant.

For multiracial women who were SATTW, p-values for Levene's tests and t-tests at year four and years seven through nine after leaving postsecondary education were greater than 0.05 and 0.005, respectively. This result indicates the variances in multiracial women's wages and white men's wages are equal at these periods, and that wage gaps from those years were not statistically significant. These tests suggest that wage gaps in Table 6 for multiracial women are statistically significant for years one through three and years five and six. The tenth year after leaving education saw an insufficient sample size of multiracial women.

For Native American women who were SATTW, p-values for Levene's tests and t-tests at years four, eight and nine after leaving postsecondary education were greater than 0.05, indicating the variances in Native American women's wages and white men's wages are equal for those years, and that the wage gaps from those years were not statistically significant. In addition, the p-values for Levene's tests at year six and year seven were greater than 0.05. The p-values for t-tests were less than 0.005 at years five and six. These results indicate that the wage gaps in Table 6 for Native American women are statistically significant for years one through three and years five and six. The tenth year after leaving education saw an insufficient sample size of Native American women.

For Pacific Islander women who were SATTW, p-values for Levene's tests and t-tests at years four, eight, and nine after leaving postsecondary education were greater than 0.05, indicating the variances in Pacific Islander women's wages and white men's wages are equal, and that the wage gaps from those years were not statistically significant. In addition, the p-values for Levene's

tests at year seven were greater than 0.05. The p-values for t-test were less than 0.005 for years one through three and years five and six. These results indicate that the wage gaps in Table 6 for Pacific Islander women are statistically significant for those years. The tenth year after leaving education saw an insufficient sample size of Pacific Islander women.

Overall, applying Levene's tests and t-tests for all groups of WOC for all ten years where sample sizes allow, the majority of the wage gaps were statistically significant for all WOC at most of the ten years for those who worked. Though for WOC SATTW, the results were not statistically significant for a few years for most groups, the wage gaps experienced by Hispanic women were statistically significant for the first nine years. The results for five years after leaving postsecondary education were statistically significant for the wage gap experienced by all WOC SATTW. Please see Appendix Tables B1-B6 for t-test statistics and p-values.

3.2.2 | Two-way ANOVA analyses of the interaction terms

Separate two-way ANOVA analyses are typically performed to examine the interaction between two variables. For this study, ANOVA analyses are conducted to study the interaction of race and gender, the interaction of race and the highest educational attainment, and the interaction of race and area of study. The three ANOVA analyses are completed for each of the ten years for those who worked and those who were SATTW. Please see Appendix Tables B7-B12 for ANOVA summary tables.

3.2.2.1 | Two-way ANOVA analyses of the interaction of race and gender

A total of 20 two-way ANOVA analyses were conducted, examining the effects of race and gender for each of the ten years following postsecondary education and for the two categories of workforce attachment: WOC who worked and WOC who were SATTW.

For WOC who worked, the p-values obtained from ANOVA analysis on race, gender, and the interaction term are statistically significant ($p<0.05$) for all ten years. These results signal that race significantly affects the yearly wages of WOC, gender significantly affects the annual wages of WOC, and the interaction of being both a woman and a minority significantly affects yearly wages of WOC.

For WOC SATTW, the p-values obtained from ANOVA analysis on race, gender, and the interaction term are statistically significant ($p<0.05$) for ten years, with the exception of the interaction term at ten years after leaving postsecondary education. These results signal that race significantly affects the yearly wages of WOC who were SATTW for all ten years, gender significantly affects the annual wages of WOC who were SATTW for all ten years, and the interaction of being both a woman and a minority significantly affects the yearly wages of WOC who were SATTW for the first nine years.

3.2.2.2 | Two-way ANOVA analyses of the interaction of race and the highest educational attainment

A total of 20 two-way ANOVA analyses were conducted, examining the effects of race and the highest educational attainment for each of the ten years following postsecondary education and for the two categories of workforce attachment: WOC who worked and WOC who were SATTW.

For WOC who worked, the p-values obtained from ANOVA analysis on race and the highest educational attainment are statistically significant ($p<0.05$) for all ten years. The interaction terms are statistically significant ($p<0.05$) for most years, with the exception of four, nine, and ten years after leaving postsecondary education. These results signal race significantly affects the yearly wages of WOC for all ten years, the highest educational attainment significantly affects the yearly wages of WOC for all ten years, and the interaction of race and the highest educational attainment significantly affects the yearly wages of WOC for years one and three and years five to eight after leaving postsecondary education.

For WOC SATTW, the p-values obtained from ANOVA analysis on race and the highest educational attainment are statistically significant ($p<0.05$) for all ten years. The p-values for the interaction terms are statistically significant ($p<0.05$) for the first three years and years five and six after leaving postsecondary education. Though the effects of the highest educational attainment and race are statistically significant in the fourth, seventh, eighth, ninth, and tenth years after leaving postsecondary education, their interaction terms are no longer statistically significant. For those years, the main effect of race and the main effect for the highest educational attainment both have significant individual effects on the wages of WOC, but the combined effect of race and the highest educational attainment is not significant.

3.3 | Wage gap breakdowns

The third objective of this study is to break down the wage gaps for USHE graduates and those with some college education. The breakdowns in this section investigate the roles of level of educational attainment, age at the time of graduation or last enrollment, and program of study. The breakdowns allow for control of the highest educational attainment, age group, and area of study. The wage gaps experienced by WOC who worked are reported first, followed by the wage gap experienced by women SATTW.

3.3.1 | Wage gap breakdown by the highest educational attainment

The levels of educational attainment examined in this study include some college, certificates requiring less than one year, certificates requiring one to two years, associate degree, bachelor's degree, and graduate degree. For each individual, the highest educational attainment is obtained. Those who appeared in USHE enrollment data without appearing in USHE graduation data are considered individuals with some college education. Please see the Appendix for the wage gap between WOC and white women (Appendix Table C1 to Appendix Table C12) and WOC and men of the same race (Appendix Table C13 to Appendix Table C24).

Table 7 shows the number of students from each attainment category of men and women. The first column indicates the highest educational attainment category. The second and third columns show the number of women and men in that attainment category, respectively. The fourth column shows the percentage of women that made up that attainment category. The fifth column shows the percentage of the students from that attainment category who made up the sample of this study.

Those with some college (36.3%) comprised our sample's largest group of students, followed by those with a bachelor's degree (34.0%). Those with certificates requiring one to two years (3.7%) and requiring one year or less (4.8%) made up the smallest portions. The educational attainment with the highest percentage of women was an associate degree (60.9%). In comparison, the educational attainment with the lowest percentage of women was a certificate requiring less than one year (44.8%).

3.3.1.1 | Wage gap breakdown by the highest educational attainment, those who worked

Figure 3 visualizes the wage gap experienced by WOC with some college education who worked ten years after leaving postsecondary education. WOC's wages are compared to white men with some college education. The wage gaps for this graph can be found in Appendix Table C25.

Native American women with some college consistently met a wage gap of 40.0% or higher after the sixth year of leaving postsecondary education. The first year after leaving postsecondary education, Native American women faced a wage gap of 38.0%, growing to 58.4% ten years after leaving

Table 7: Men and women grouped by the highest educational attainment. N= 319,839

Highest Attainment	women (N)	men (N)	women (%)	attainment (%)
Some College	55,606	60,600	47.9%	36.3%
Certificate requiring less than one year	6,939	8,554	44.8%	4.8%
Certificate requiring one to two years	6,096	5,673	51.8%	3.7%
Associate degree	21,835	14,019	60.9%	11.2%
Bachelor's degree	55,525	53,147	51.1%	34.0%
Graduate degree	14,440	17,405	45.3%	10.0%

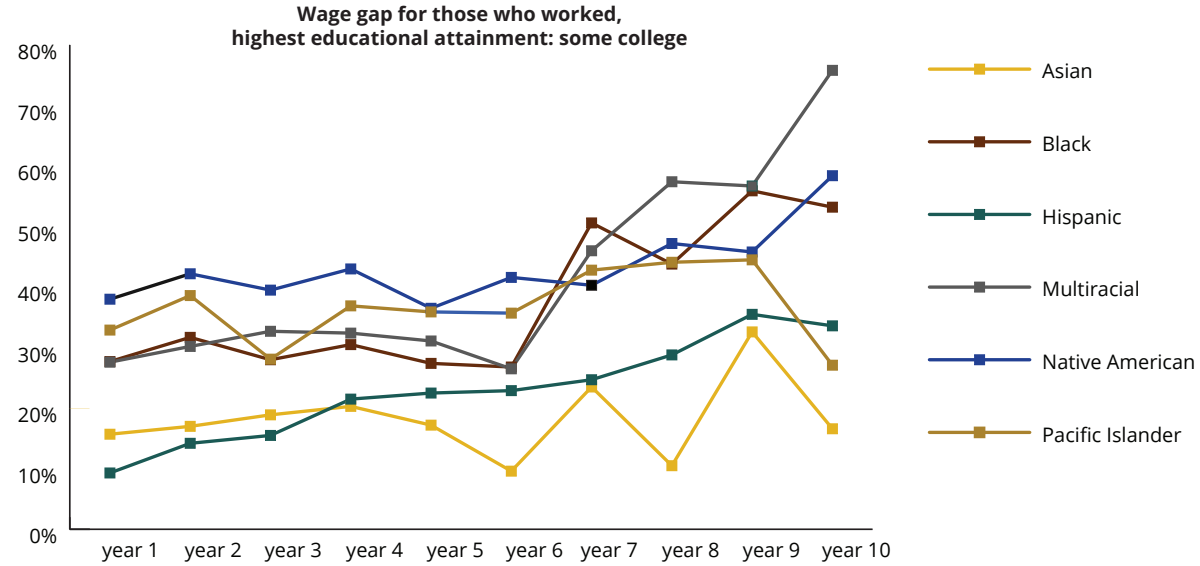

Figure 3: The change in the wage gap experienced by WOC with some college education who worked compared to white men over the ten years after leaving postsecondary education.

postsecondary education. Multiracial women saw the sharpest increase compared to other WOC who worked. The first year after leaving postsecondary education, Multiracial women faced a wage gap of 27.6%, growing to 75.8% ten years after leaving postsecondary education.

Next, the changes in the wage gap for WOC whose highest educational attainment is a certificate requiring less than one year are examined. For multiple groups of WOC, the sample size became too small to report the findings after year seven. The wage gaps for this graph can be found in Appendix Table C26.

The wage gap overall appears to decline over time in Figure 4. For Asian women who worked, the wage gap in the first year after graduation was 42.7%, and it decreased to 23.3% eight years after graduation.

For Black women who worked, the wage gap in the first year after graduation was 61.7%, which decreased to 43.5% seven years after graduation. For Hispanic women who worked, the wage gap in the first year after graduation was 49.0%, which decreased to 27.9% ten years after graduation. For multiracial women who worked, the wage gap in the first year after graduation was 54.7%, which decreased to 27.7% seven years after graduation. For Native American women who worked, the wage gap in the first year after graduation was 59.4%, which decreased to 42.0% eight years after graduation. Pacific Islander women who worked were the only group who experienced an increase over time. The wage gap for Pacific Islander women who worked one year after graduation was 42.2%, growing to 57.9% seven years after graduation.

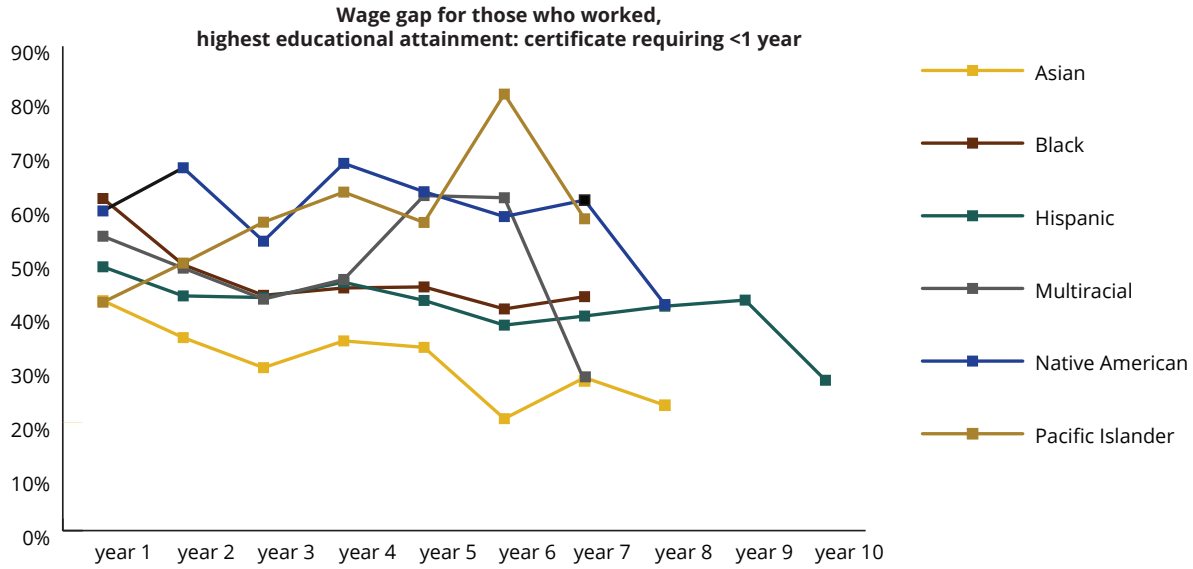

Figure 4: The change in the wage gap experienced by WOC with a certificate requiring less than one year who worked compared to white men over ten years after leaving postsecondary education.

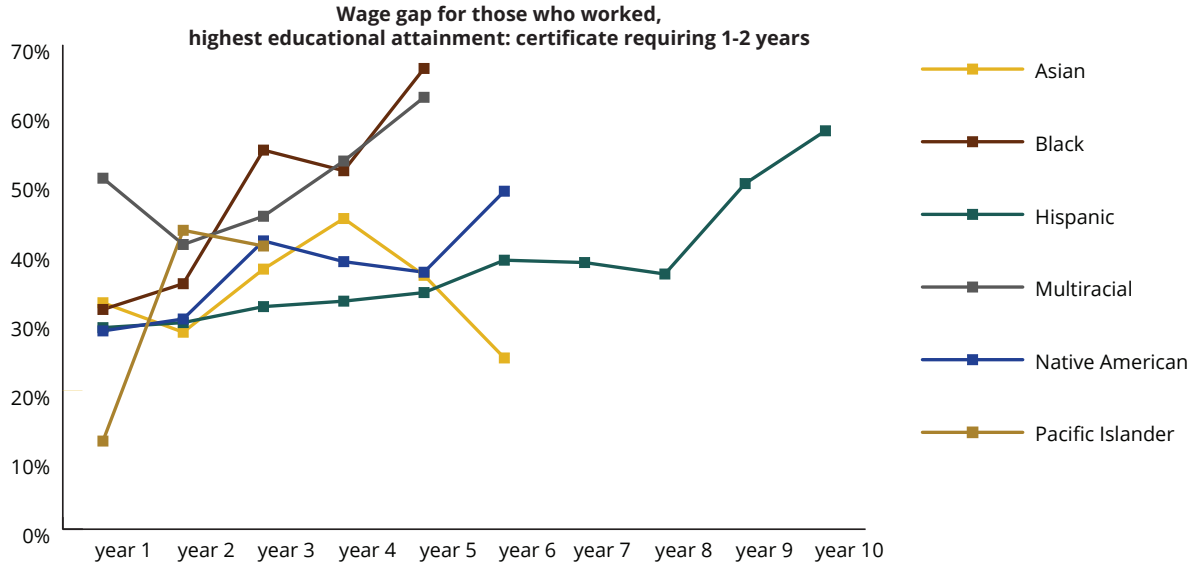

Figure 5: The change in the wage gap experienced by WOC with a certificate requiring one to two years who worked compared to white men over the ten years after leaving postsecondary education.

Figure 5 shows the changes in the wage gap for WOC whose highest educational attainment is a certificate requiring one to two years to complete. The wage gaps for this graph can be found in Appendix Table C27.

The sample sizes for WOC with a certificate requiring one to two years who worked are even smaller than WOC with certificates requiring one year or less. Most of these WOC saw an increase in the wage gap except for Asian women who worked. For Asian women who worked and held a certificate requiring one to two years as their highest educational attainment, the wage gap one year after graduation was 32.7%, and it declined to 24.8% six years after graduation. Black women with the same educational attainment saw a wage gap of 31.8% one year after graduation, sharply increasing to 66.6% five years after graduation. For Pacific Islander women, the wage gap was 12.7% one year after graduation, growing to 40.9% three years after graduation.

Though sample sizes in general increased for WOC whose highest educational attainment is an associate degree, the ninth and tenth year after graduation still had insufficient sample sizes for some groups of WOC. Figure 6 demonstrates the changes in the wage gap for WOC whose highest educational attainment is an associate degree. The wage gaps for this graph can be found in Appendix Table C28.

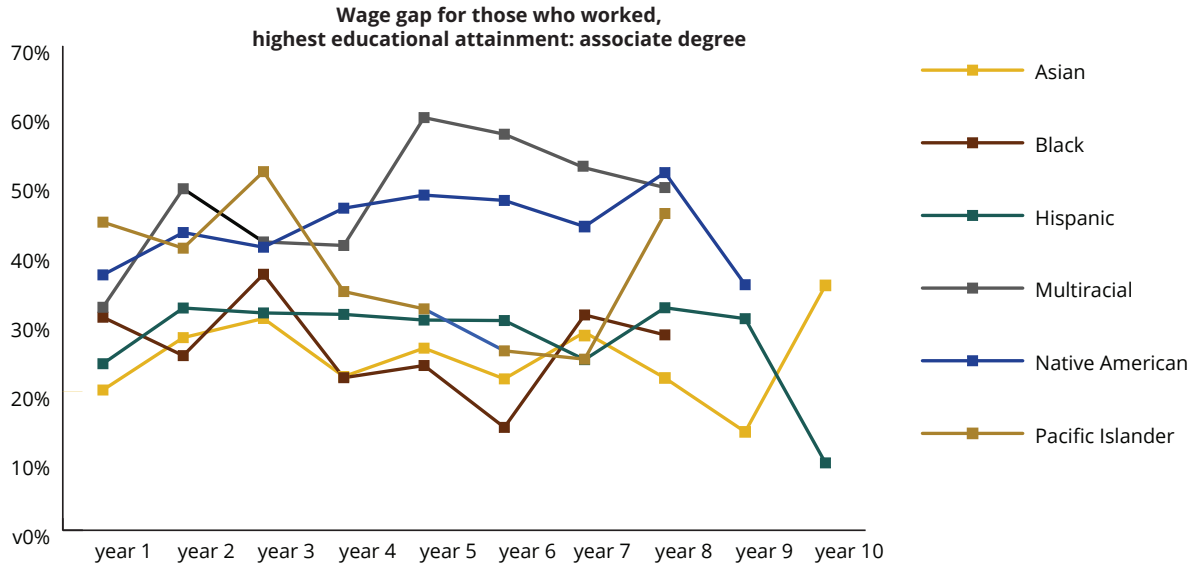

Figure 6: The change in the wage gap experienced by WOC with an associate degree who worked compared to white men over the ten years after graduation.

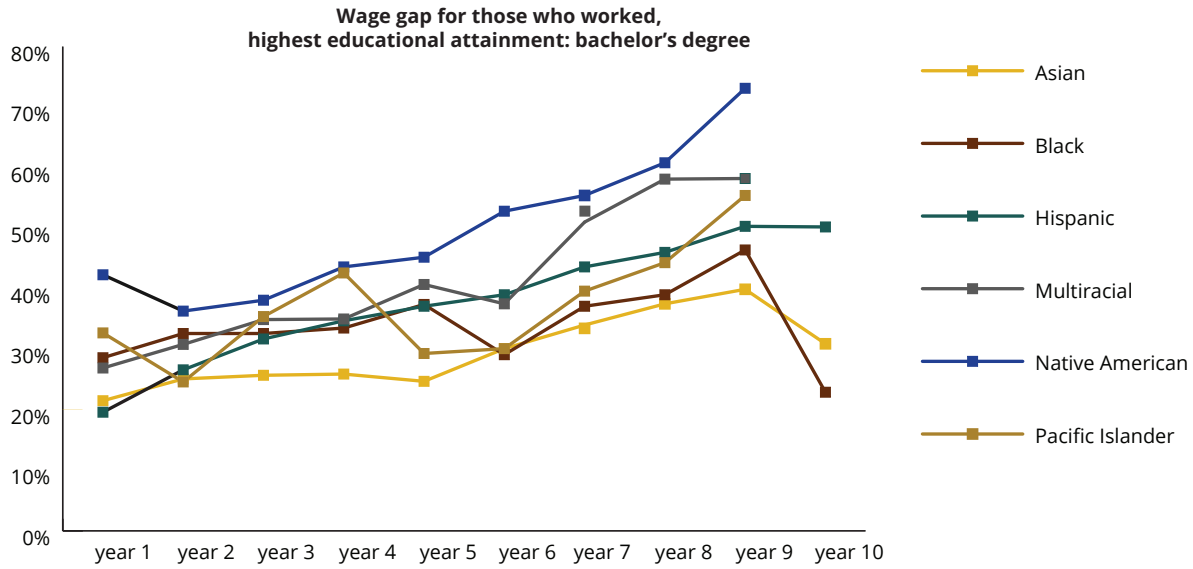

Figure 7: The change in the wage gap experienced by WOC with a bachelor's degree who worked compared to white men over the ten years after graduation.

The wage gap appears consistent for Black (around 30.0%), Pacific Islander (approximately 36.0%), and Native American (about 45.0%) women with associate degrees and worked. The wage gap increased for Asian women (from 20.3% at year one to 35.4% at year ten) and multiracial women (from 32.2% at year one to 49.5% at year ten), while it decreased for Hispanic women (from 24.1% at year one to 9.7% at year ten).

In addition, figure 7 shows the change in the gender wage gap experienced by WOC whose highest educational attainment is a bachelor's degree. The wage gaps for this graph can be found in Appendix Table C29.

The wage gap gradually appears to trend up for most groups. Native American women who worked saw the highest wage gap, starting at 42.3% one year after graduation, and the wage gap grew to 73.1% nine years after graduation. Multiracial women began with a wage gap of 26.9% one year after graduation, which rose to 58.2% nine years after graduation. For Hispanic women, the wage gap was 19.6% one year after graduation, increasing to 50.2% ten years after graduation.

Finally, figure 8 shows the change in the gender wage gap experienced by WOC whose highest educational attainment is a graduate degree. The wage gaps for this graph can be found in Appendix Table C30.

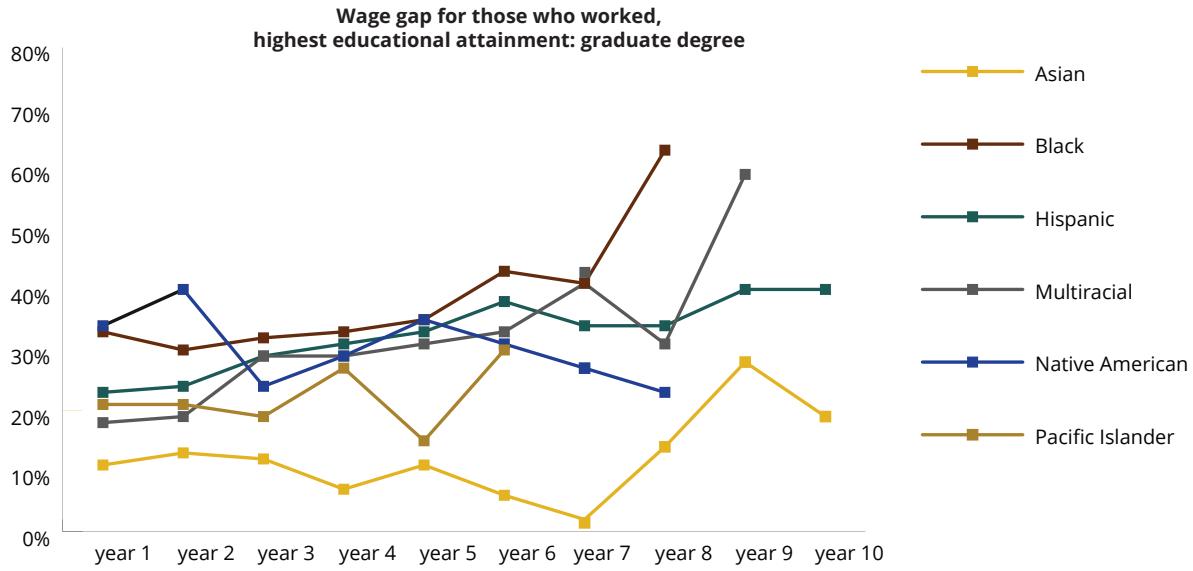

Figure 8: The change in the wage gap experienced by WOC with a graduate degree who worked compared to white men over the ten years after graduation.

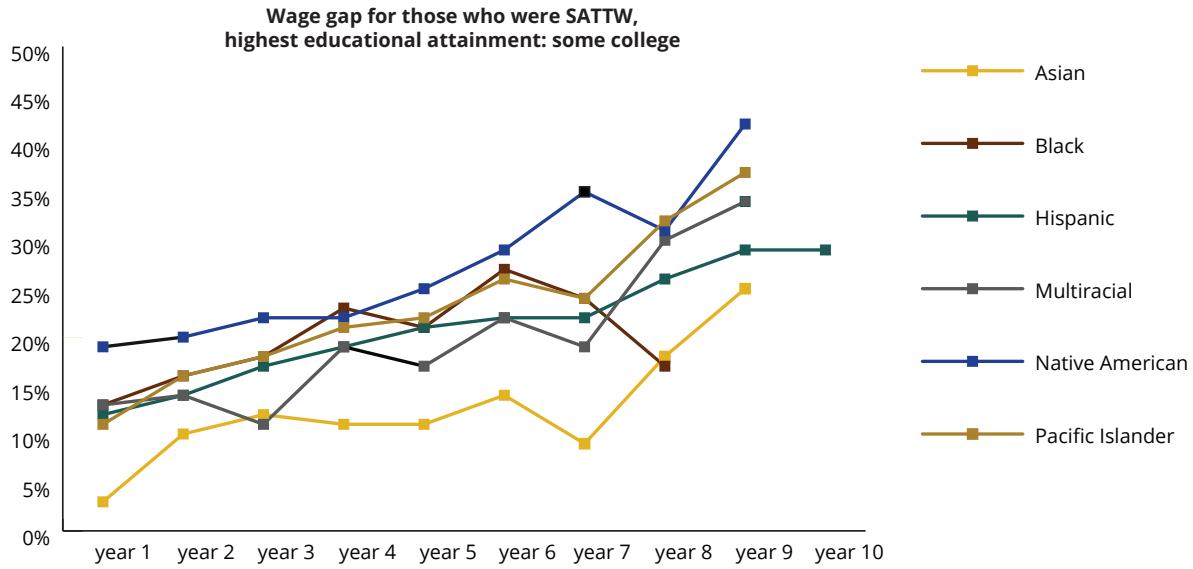

Figure 9: The change in the wage gap experienced by WOC with some college education who were SATTW compared to white men over the ten years after leaving postsecondary education.

The majority of WOC with a graduate degree saw an increase in the wage gap over time, except for Native American women. This observation is the first instance in which Native American women experience a decrease in the wage gap over time, beginning at 34.0% one year after graduation and decreasing to 22.8% eight years after graduation. The wage gap increased sharply for multiracial women (18.3% in year one to 59.5% in year nine) and Black women (32.8% in year one to 62.9% in year eight).

3.3.1.2 | Wage gap breakdown by the highest educational attainment, those who were SATTW

In this section, the gender wage gaps experienced by WOC who were SATTW are demonstrated in the following graphs. By applying the filter of SATTW, the following comparisons approximate the gender wage gap for those who worked a similar number of hours each quarter.

Figure 9 visualizes the wage gap experienced by WOC with some college education who were SATTW over the ten years following leaving postsecondary education. The wage gaps for this graph can be found in Appendix Table C31.

All WOC saw an increase over time in the wage gap. The wage gap increased most noticeably for Pacific Islander women (from 10.7% in year one to 36.5% in year nine) and Native American women (from 18.7% in year one to 42.0% in year nine).

Next, the changes in the wage gap for WOC whose highest educational attainment is a certificate requiring less than one year are examined. The wage gaps for Figure 10 can be found in Appendix Table C32.

Figure 11 shows the changes in the wage gap for WOC whose highest educational attainment is a certificate requiring one to two years to complete, compared to white men with the same educational attainment and who were SATTW. The wage gaps for this graph can be found in Appendix Table C33.

WOC with certificates requiring less than one year and certificates requiring one to two years saw little changes in the wage gap over time (Figure 10 and Figure 11). For those with certificates requiring less than one year and were SATTW, the wage gap remained close to 40.0% for most races for those with sufficient sample sizes. For those with certificates requiring one to two years and were SATTW, the wage gap remained close to 30.0% for most races for those with sufficient sample sizes.

Though sample sizes in general increased for WOC whose highest educational attainment is an associate degree, many groups of WOC had insufficient sample sizes in later years to report the results, especially for Black women, multiracial women, and Pacific Islander women. Figure 12 demonstrates the changes in the wage gap for WOC whose highest educational attainment is an associate degree. The wage gaps for this graph can be found in Appendix Table C34.

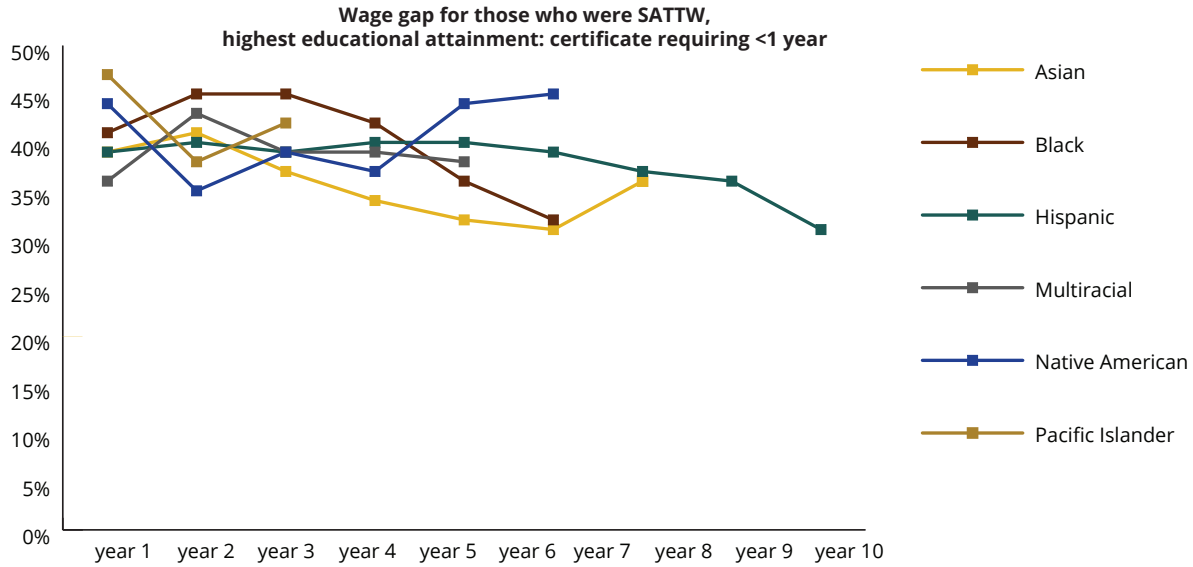

Figure 10: The change in the wage gap experienced by WOC with a certificate requiring less than one year who were SATTW compared to white men over the ten years after leaving postsecondary education.

WOC with an associate degree had various experiences with the wage gap depending on their race. Native American women experienced the highest wage gap, starting at 27.2% one year after graduation and ending at 37.8% eight years after graduation. Asian women (from 5.2% at one year after graduation to 16.1% at nine years after graduation), Black women (from 18.5% at one year after graduation to 23.1% at six years after graduation), and multiracial women (from 18.3% at one year after graduation to 31.3% at six years after graduation) also experience increases in the wage gap. Hispanic women and Pacific Islander women saw a slight decrease in the wage gap, from 17.9% one year after graduation to 11.5% ten years after graduation and 23.9% at one year after graduation to 18.8% six years after graduation, respectively.

In addition, Figure 13 shows the change in the gender wage gap experienced by WOC whose highest educational attainment is a bachelor's degree. The wage gaps for this graph can be found in Appendix Table C35.

Figure 13 shows the differences in wage gap over time experienced by WOC of different demographic backgrounds are even smaller than WOC with other educational attainments. This pattern suggests women whose highest educational attainment is a bachelor's degree share a collective experience of the wage gap. Multiracial and Native American women are the only groups experiencing a decline in the wage gap over time, from 20.3% one year after graduation to 17.8% nine years after graduation and 23.4% one year after graduation to 23.0% nine years after graduation, respectively.

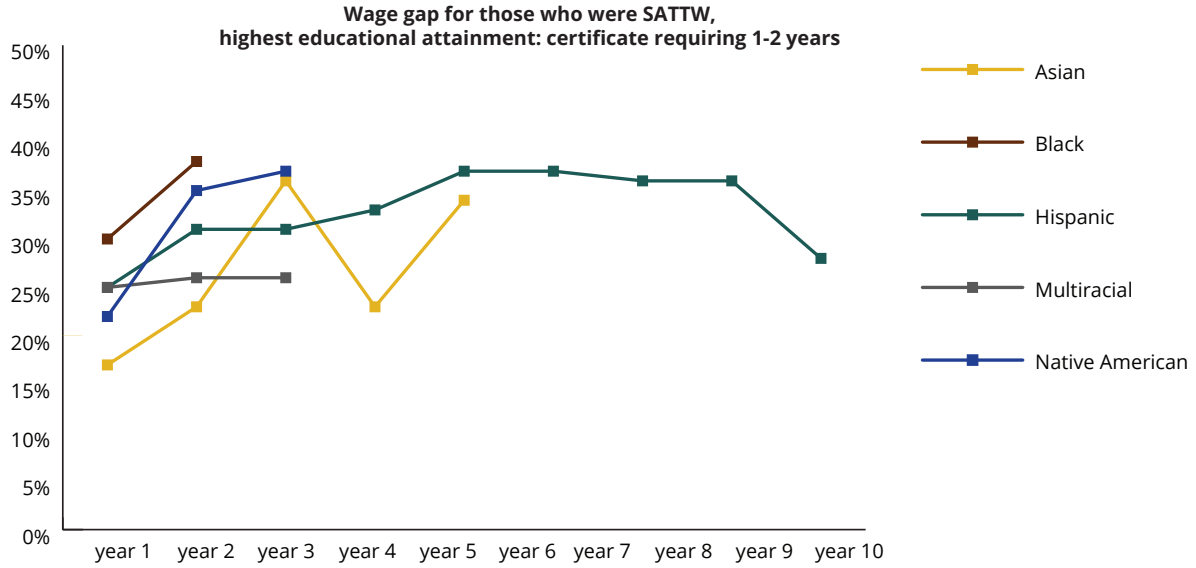

Figure 11: The change in the wage gap experienced by WOC with a certificate requiring one to two years who were SATTW compared to white men over the ten years after leaving postsecondary education.

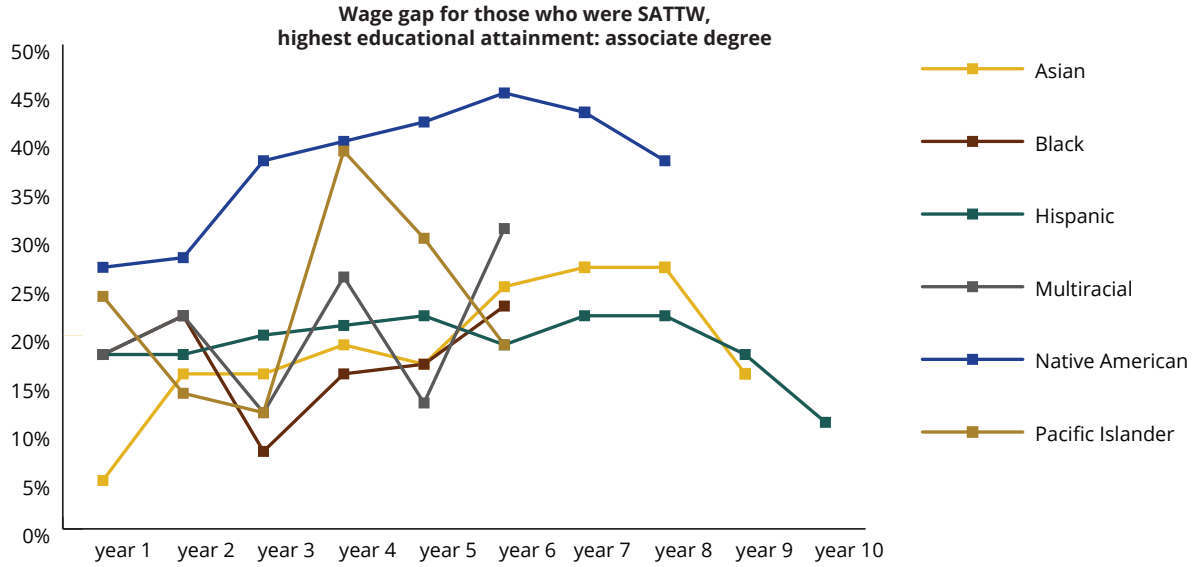

Figure 12: The change in the wage gap experienced by WOC with an associate degree who were SATTW compared to white men over the ten years after graduation.

The wage gap increased most noticeably for Black women (23.8% at year one to 44.0% at year nine) and Hispanic women (22.8% at year one to 42.8% at year ten).

Finally, Figure 14 shows the change in the gender wage gap experienced by WOC whose highest educational attainment is a graduate degree. The wage gaps for this graph can be found in Appendix Table C36.

The wage gap trends for all WOC with graduate degrees are clearly increasing over time in Figure 14. Hispanic women who were SATTW started with a wage gap of 18.5% one year after graduation, which grew to 39.2% ten years after graduation. For Black women, the wage gap started at 24.1% one year after graduation and increased to 35.1% seven years after graduation. Asian women experienced the lowest wage gap, starting at 10.8% one year after graduation and ending at 20.7% nine years after graduation.

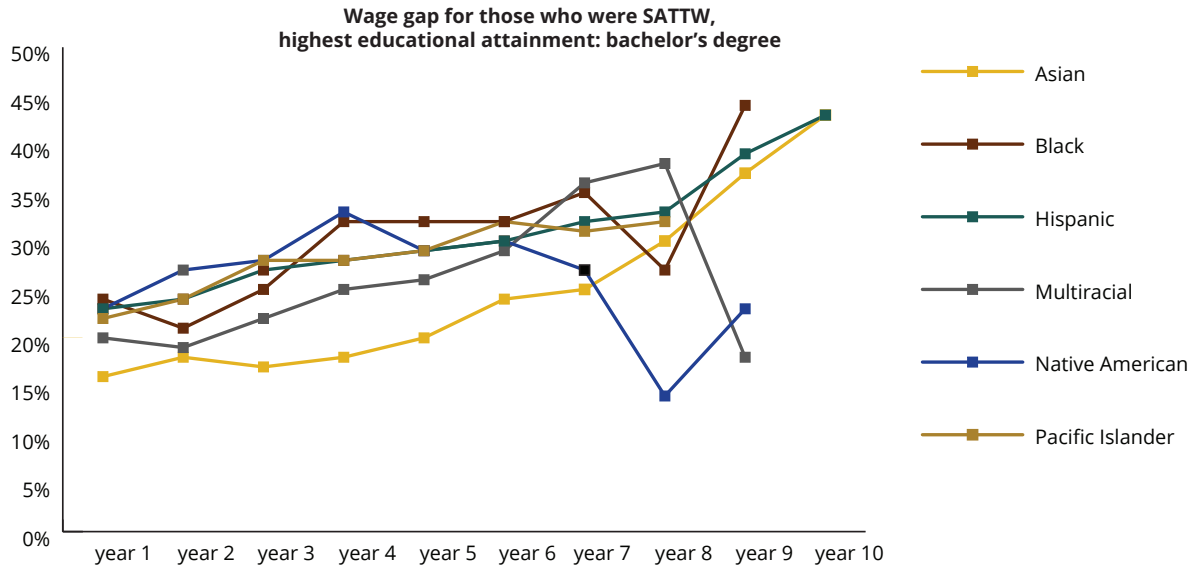

Figure 13: The change in the wage gap experienced by WOC with a bachelor's degree who worked compared to white men over the ten years after graduation.

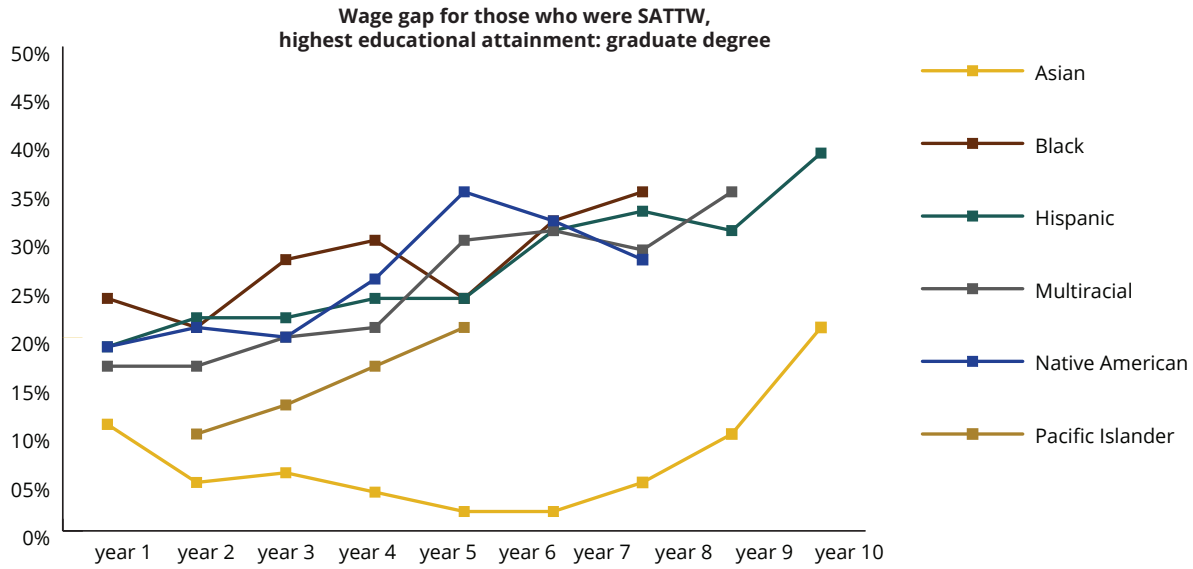

Figure 14: The change in the wage gap experienced by WOC with a graduate degree who worked compared to white men over the ten years after graduation.

3.3.2 | Wage gap breakdown by age group

The graduates from academic institutions and technical colleges are decomposed by age at the time of graduation. For students with some college education, age at the time of the last enrollment is used. Age values are then grouped following the same pattern used by the US BLS. The age groups are: under 16, 16-24, 25-34, 35-44, 45-54, 55-64, and 65 and older. The wage gap over time for those who worked is examined first, followed by the wage gap for those who were SATTW. Removing the 2,153 students whose age data are unavailable, the following breakdowns study the remaining 317,686 students. Table 8 details the distribution of these students in each age group. The first column indicates the age group category. The second and third columns show the number of women and men in that age group. The fourth column indicates the percentage of women in that age group category. The fifth column indicates the percentage of the students from that age group comprising the 317,686 students from this section of the study. The data showed insufficient sample sizes for those under 16 and those 65 or older. Those two age groups are excluded from the reporting in the following sections. Please see the Appendix for the wage gap by age group between WOC and white women (Appendix Table D1 to Appendix Table D10) and WOC and men of the same race (Appendix Table D11 to Appendix Table D20).

Grouping WOC by the age when they left postsecondary school, age 16-24 made up 56.2% of the sample, and the proportions of age groups decreased as the age increased.

3.3.2.1 | Wage gap breakdown by age group for those who worked

In this section, the gender wage gaps experienced by WOC who worked are demonstrated in the following graphs. Figure 15 illustrates the wage gap experienced by WOC who left postsecondary education between ages 16 and 24. WOC's wages are compared with the wages of white men in the same age group. For Asian women, a negative gap was observed six years after leaving postsecondary education. The axis is formatted

Figure 8: The numbers and percentages of students in each age group at the time of leaving postsecondary education, regardless of employment status.

Age Group	women (N)	men (N)	women (%)	Age group (%)
under 16	--	18	--	0.00%
16-24	99,724	78,949	55.8%	56.2%
25-34	37,834	60,664	38.4%	31.0%
35-44	13,618	12,672	51.8%	8.3%
45-54	6,394	3,937	61.9%	3.3%
55-64	1,977	1,371	59.1%	1.1%
65+	215	303	41.5%	0.2%

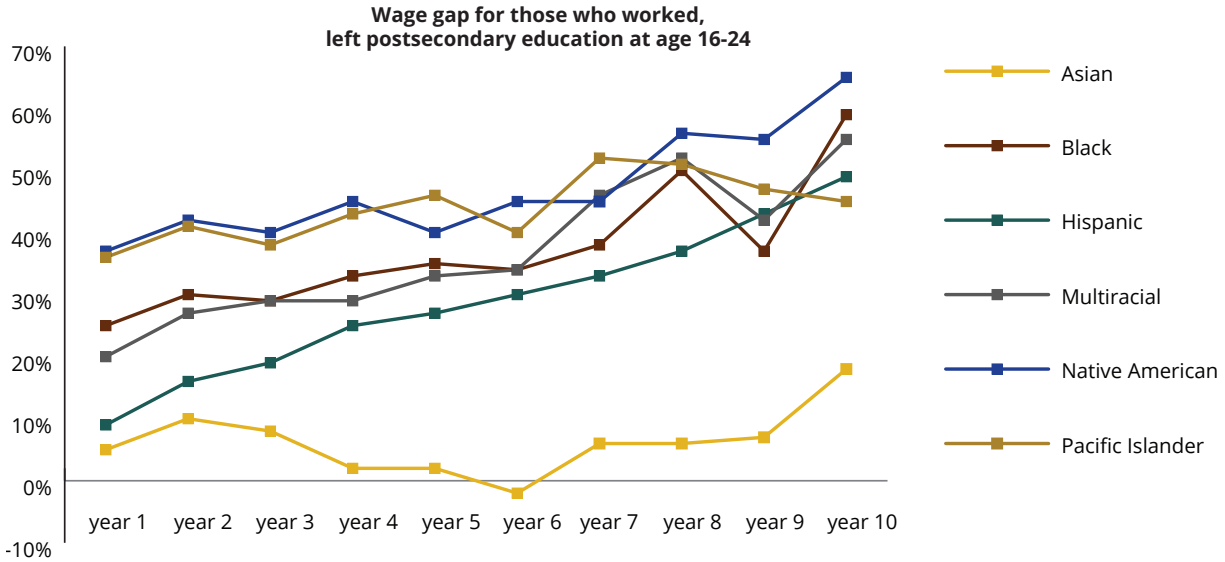

Figure 15: The change in the wage gap experienced by WOC who worked compared to white men over the ten years after graduation for those who left postsecondary education between age 16 and 24.

to reflect this negative gap, and a 0% baseline is provided for visual reference. A negative wage gap indicates Asian women aged 16-24 had a higher median income as a group six years after leaving postsecondary education, compared to white men in the same age group, in the same frame after postsecondary education. The wage gaps for this graph can be found in Appendix Table D21.

All WOC saw an increase in the wage gap over time (Figure 15). Native American women experienced the highest wage gap, from 36.5% one year after leaving postsecondary education to 65.0% ten years after. Asian women experienced the lowest wage gap overall, from 4.8% one year after leaving postsecondary education to 17.6% ten years later.

Next, the changes in the wage gap for WOC who left postsecondary education between ages 25 and 34 are examined. The wage gaps for this graph can be found in Appendix Table D22.

All groups experienced an increase in the wage gap (Figure 16). Black women saw the sharpest increase in the wage gap, starting at 38.6% one year after leaving postsecondary education and ending at 65.1% nine years after postsecondary education. Asian women in this age group experienced the lowest wage gap, starting at 14.7% one year after leaving postsecondary education and ending at 32.1% ten years after.

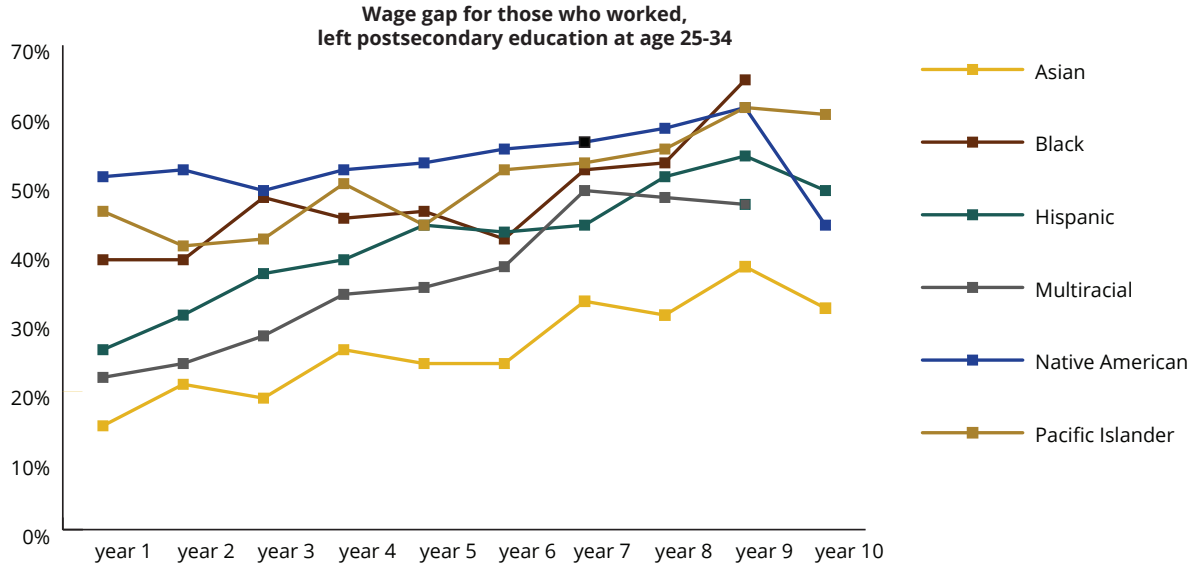

Figure 16: : The change in the wage gap experienced by WOC who worked compared to white men over the ten years after graduation, for those who left postsecondary education between ages 25 and 34.

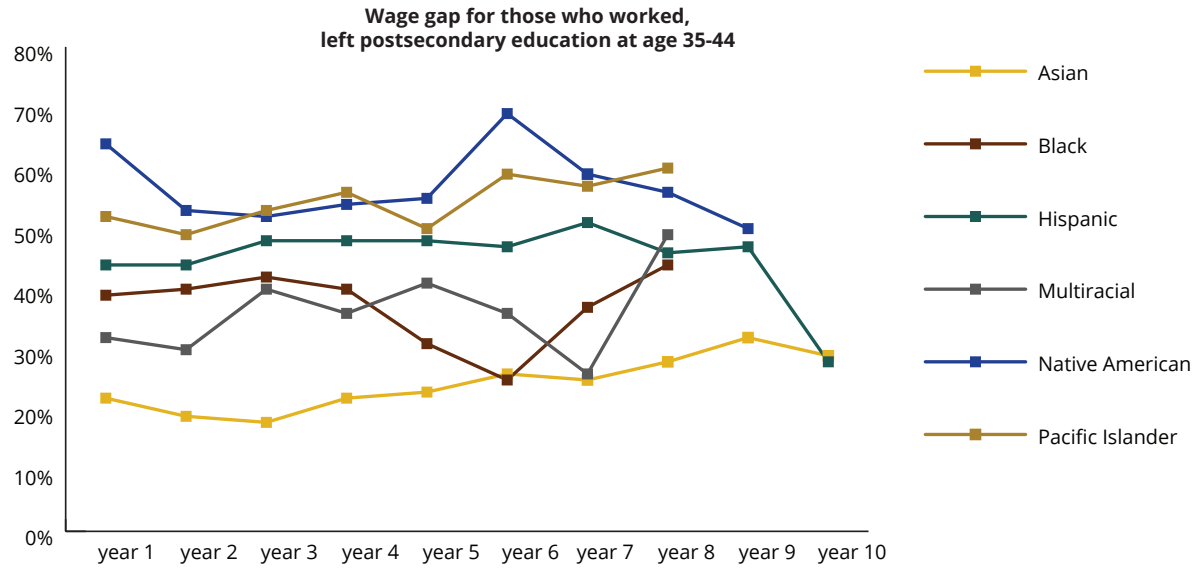

Figure 17: The change in the wage gap experienced by WOC who worked compared to white men over the ten years after graduation, for those who left postsecondary education between age 35 and 44.

Figure 17 shows the changes in the wage gap for WOC who left postsecondary education between the age of 35 and 44. The wage gaps for this graph can be found in Appendix Table D23.

WOC who worked and left postsecondary education between ages 35 and 44 saw little changes in the wage gap over time. Multiracial women experienced the sharpest increase in the wage gap, starting at 31.5% one year after leaving postsecondary education and ending at 48.7% eight years after leaving postsecondary education. Asian, Black, and Pacific Islander women experienced an increase in the wage gap of less than 10.0% over the years, for which the sample sizes are sufficient to report. The wage gap decreased for Hispanic women (from 44.4% at year one to 27.7% at year ten) and Native American women (from 64.4% at year one to 50.0% at year nine).

In addition, the sample sizes continue to decrease for WOC who left postsecondary education between the age of 45 and 54. As seen in Figure 18, many groups of WOC had insufficient sample size to illustrate the wage data ten years after leaving postsecondary education. The wage gaps for this graph can be found in Appendix Table D24.

The decline in the wage gap over time continues for WOC who worked and left postsecondary education between ages 45 and 54. Hispanic women saw the most significant decrease in the wage gap, from 42.2% one year after leaving postsecondary education to 16.4% ten years after. Multiracial women were the only group from this age group to experience an increase in the wage gap, starting at 20.8% one year after leaving postsecondary education and ending at 34.0% eight years after leaving postsecondary education.

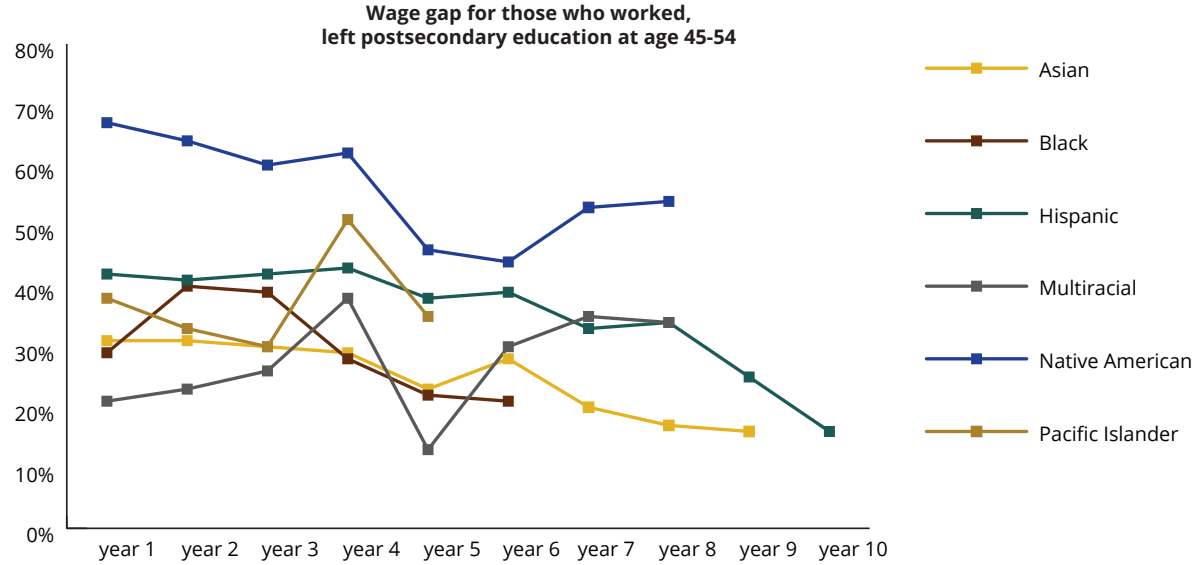

Figure 18: The change in the wage gap experienced by WOC who worked compared to white men over the ten years after graduation for those who left postsecondary education between ages 45 and 54.

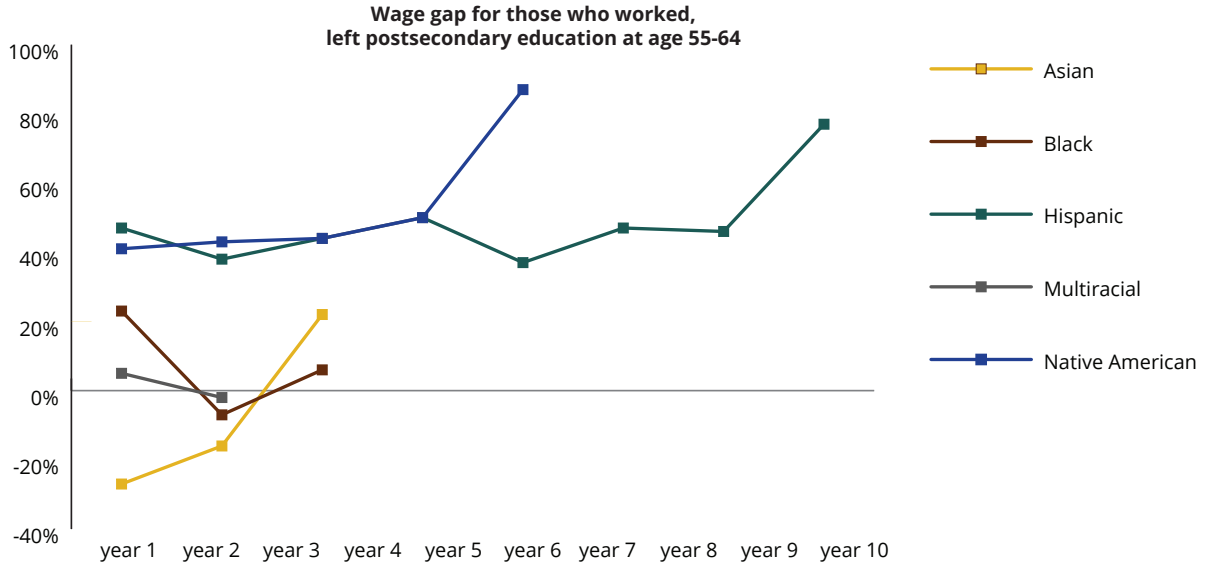

Figure 19: The change in the wage gap experienced by WOC who worked compared to white men over the ten years after graduation, for those who left postsecondary education between age 55 and 64.

Finally, data became sparse when examining the wage gap for WOC who left postsecondary education between ages 55 and 64. No aggregated data can be reported for Pacific Islander women due to insufficient sample size for all ten years after leaving postsecondary. The wage gap appeared negative at one point for some WOC, indicating those who leave postsecondary education later in life may earn a median wage higher than the median wage of white men of the same age group. However, the wage gap for these women increased and eventually became positive, indicating they were earning less than white men after a few years of leaving postsecondary education. The wage gaps for this graph can be found in Appendix Table D25.

WOC who worked and left postsecondary education between ages 55 and 64 did not see a decline in the wage gap over time (Figure 19). Native American women again experienced the sharpest increase in the wage gap, starting at 41.1% one year after leaving postsecondary education and ending at 86.9% five years after leaving postsecondary education. Hispanic women also experienced a higher wage gap than the other groups of WOC, starting at 46.8% one year after leaving postsecondary education and ending at 77.3% eight years after leaving postsecondary education.

3.3.2.2 | Wage gap breakdown by age group for those who were SATTW

In this section, the gender wage gaps experienced by WOC who were SATTW are shown in the following graphs. Figure 20 illustrates the wage gap experienced by WOC who left postsecondary education between 16 and 24. WOC's wages are compared with the wages of white men in the same age group. The wage gaps for this graph can be found in Appendix Table D26

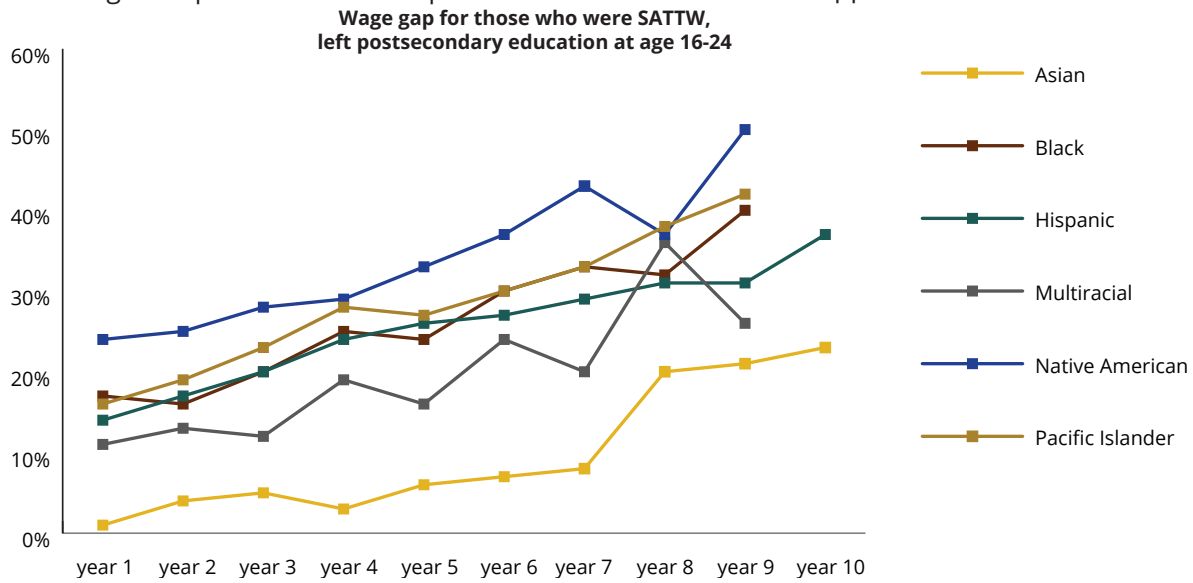

Figure 20: The change in the wage gap experienced by WOC who were SATTW compared to white men over the ten years after graduation for those who left postsecondary education between ages 16 and 24.

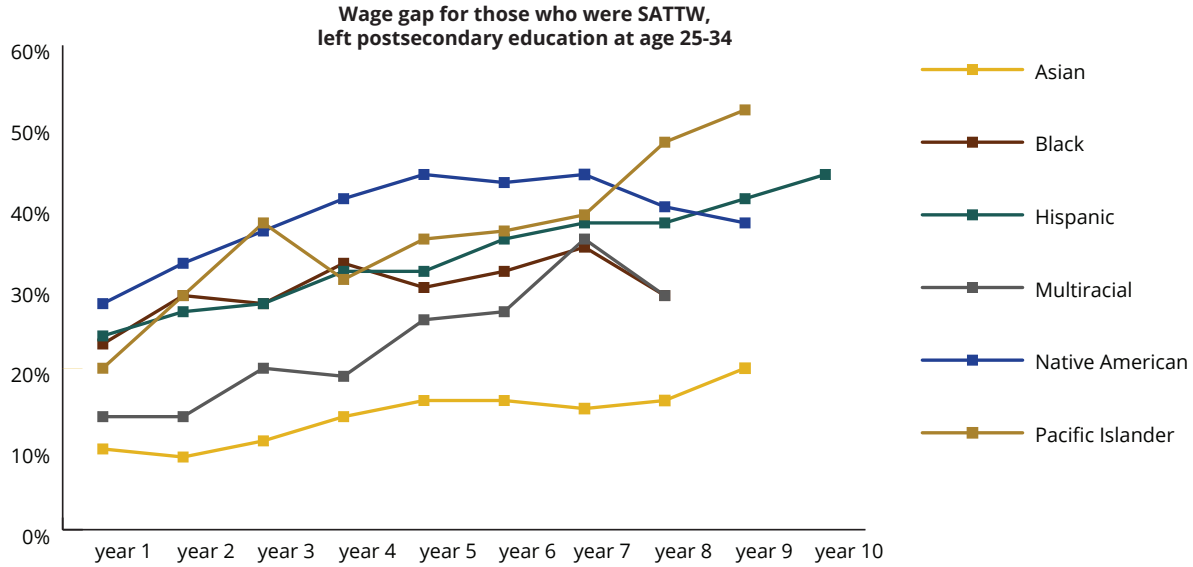

Figure 21: The change in the wage gap experienced by WOC who were SATTW compared to white men over the ten years after graduation, for those who left postsecondary education between ages 25 and 34.

For WOC who left postsecondary education between ages 16 and 24 and were SATTW, all experienced an increase in the wage gap (Figure 20), similar to the experiences of WOC who worked (Figure 15). Asian women saw the lowest wage gap, starting at 0.8% one year after leaving postsecondary education and ending at 22.5% ten years later. Native American women experienced the highest wage gap, starting at 24.2% one year after leaving postsecondary education and ending at 50.3% nine years later.

Next, Figure 21 illustrates the wage gap experienced by WOC who were SATTW compared to white men who left postsecondary education between ages 25 and 34. The wage gaps for this graph can be found in Appendix Table D27.

WOC SATTW experienced an increase in the wage gap (Figure 21). Asian women had the lowest wage gap consistently, starting at 10.5% one year after leaving postsecondary education and ending at 19.9% nine years after. Pacific Islander women experienced the highest wage gap, starting at 20.0% one year after leaving postsecondary education and ending at 51.6% nine years after.

Additionally, Figure 22 shows the wage gap for WOC SATTW who left postsecondary education between ages 35 and 44. Only Hispanic women had sufficient sample size to report the wage gap for all ten years after leaving postsecondary education. The wage gaps for this graph can be found in Appendix Table D28.

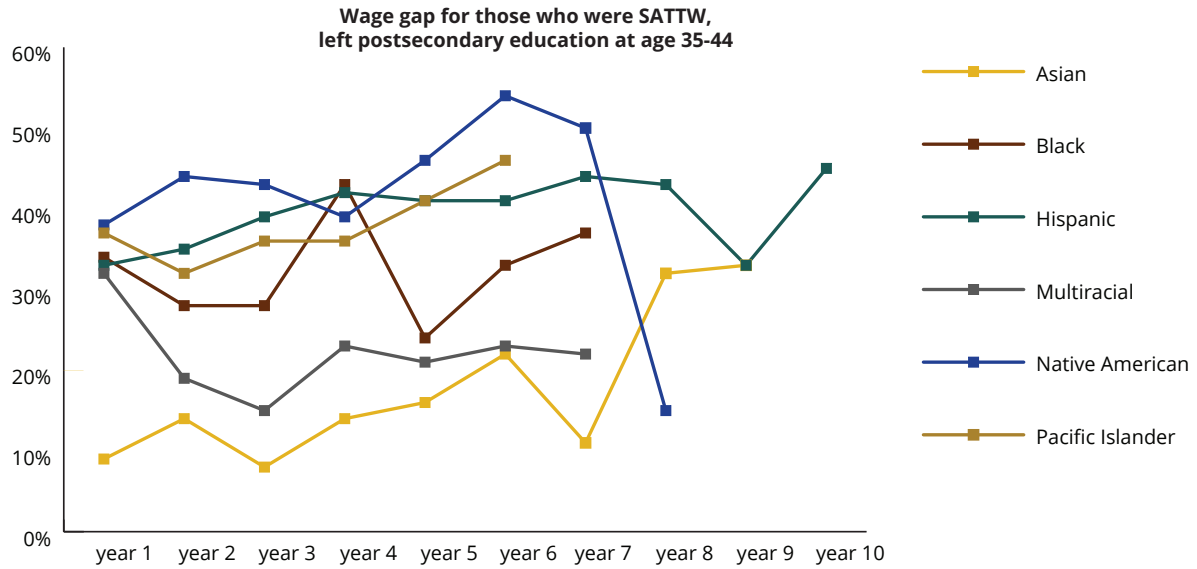

Figure 22: The change in the wage gap experienced by WOC who were SATTW compared to white men over the ten years after graduation for those who left postsecondary education between age 35 and 44.

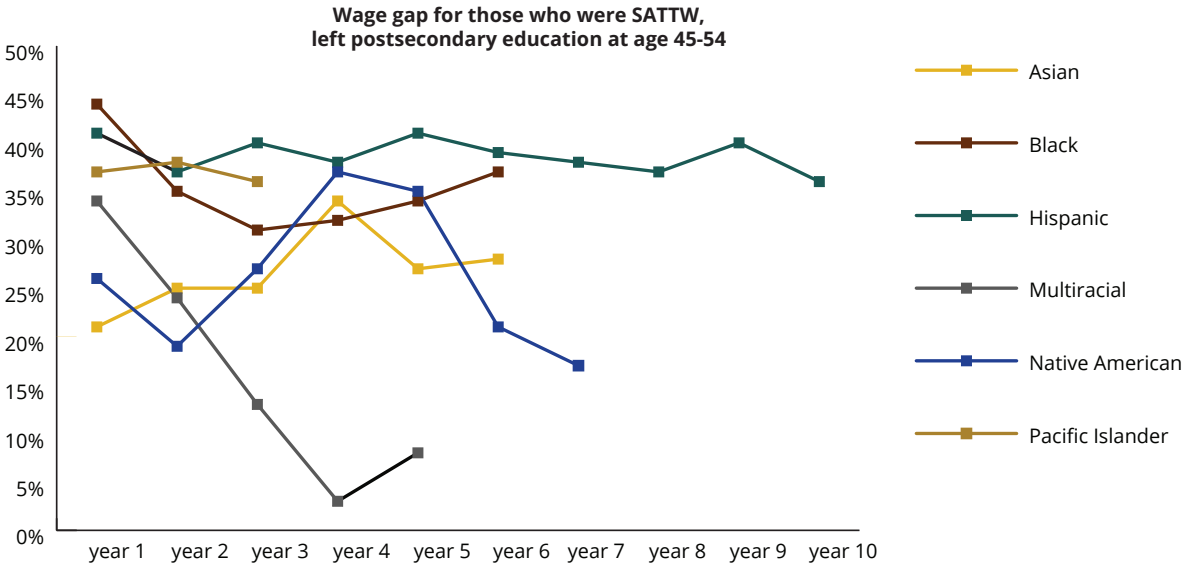

Figure 23: The change in the wage gap experienced by WOC who were SATTW compared to white men who left postsecondary education between age 45 and 54.

As the age at the time of leaving postsecondary education increases, some groups of WOC who were SATTW begin to experience a decline in the wage gap (Figure 22). Native American women had the most noticeable reduction in the wage gap, starting at 38.4% one year after leaving postsecondary education and ending at 15.4% eight years after leaving postsecondary education. Multiracial women who were SATTW also experienced a decline in the wage gap, starting at 31.7% one year after leaving postsecondary education and ending at 21.9% seven years after leaving postsecondary education. Asian women who were SATTW in this age group saw the sharpest increase in the wage gap, starting at 8.8% one year after leaving postsecondary education and ending at 33.3% nine years after leaving postsecondary education.

Consistent with the previous figures, sample sizes continue to decrease as the age at the time of leaving postsecondary education increases. Figure 23 shows the wage gap for those who left postsecondary education between ages 45 and 54. Only Hispanic women had sufficient sample size to report all ten years after leaving postsecondary education. The wage gaps for this graph can be found in Appendix Table D29.

Similar to WOC who worked (Figure 18), WOC SATTW continued to experience the decline in the wage gap over time (Figure 23). Multiracial women who were SATTW experienced the sharpest drop in the wage gap, starting at 34.3% one year after leaving postsecondary education and ending at 7.6% five years after leaving postsecondary education. Asian women who were SATTW were the only group to experience an increase in the wage gap, starting at 21.0% one year after leaving postsecondary education and ending at 27.8% six years after leaving postsecondary education.

Finally, when studying WOC who left postsecondary education between the ages 55 and 64 and were SATTW, sample sizes are insufficient for Asian, multiracial, Native American, and Pacific Islander women. For Black women, the only data point is from two years after leaving postsecondary education with a wage gap of 27.1%, and Black women also had insufficient sample sizes at other times after postsecondary education. Table 9 shows the details of the wage gap over seven years after leaving postsecondary education experienced by Hispanic women. Results are not reported for years seven to ten due to insufficient sample sizes for both groups.

Table 9: The change in the wage gap experienced by Hispanic women who were SATTW compared to white men over the six years after graduation, for those who left postsecondary education between age 55 and 64.

	Hispanic
Year 1	32.8%
Year 2	40.2%
Year 3	30.4%
Year 4	33.1%
Year 5	24.7%
Year 6	39.2%

The wage gap for Hispanic women who were SATTW started at 32.8% one year after leaving postsecondary education and increased to 39.2% six years after.

3.3.3 | Wage gap breakdown by Classification of Instructional Program family

The final breakdown studies the wage gap experienced by WOC by the area of study. To emphasize the experiences of WOC, the top CIPs studied by each group of WOC are obtained, and breakdowns are completed based on the top five CIPs studied by the specific group of WOC. For each race, the five most frequently studied CIPs by women are obtained. The resulting CIPs are not universally the same for each group of women. For example, homeland security, law enforcement, firefighting, and related protective services were one of the top CIPs studied by Hispanic women, Pacific Islander women, and Native American women, but it was not among the top five most frequently studied CIPs for other groups of WOC. Another example compares CIPs studied by WOC and white men. Psychology was one of the top five CIPs studied by all groups of WOC. When investigating the aggregated data of all students in the study, psychology was not among the top five CIPs studied by all students in this research. This observation is explained by psychology not being one of the top five CIPs studied by white students. Wages of WOC are compared to white men who studied the same CIPs.

Furthermore, CIP family 43, or "homeland security, law enforcement, firefighting, and related protective services," were not among the top five CIPs studied by white students. Still, it was one of the top five CIPs studied by Hispanic women, Pacific Islander women, and Native American women. To provide perspectives of WOC, the following sections examine the top five CIPs studied by each group of WOC. The wage gap findings for women of unspecified race are not reported in this section.

The most studied CIPs by WOC are seen in Table 10. For each race, the 10 most studied CIPs are compiled resulting in 13 unique CIPs. For each group of WOC, these 13 CIPs account for at least 85.0% of the students. The percentage of WOC from each race are shown as a percentage in Table 10. Similar tables for white students and men of minority race can be found in Appendix Table E1 and E2.

To focus on the area of study, CIP 24, or general studies, is not included next when calculating the top five CIPs for students. Students may declare general studies before declaring a major; therefore, CIP 24 does not provide insightful information when decomposing by area of study for students.

In addition, please see the Appendix for the wage gap by CIP between WOC and white women (Appendix Table E3 to Appendix Table E8) and WOC and men of the same race (Appendix Table E9 to Appendix Table E14).

Table 10: The most studied CIPs by WOC.

CIP	Asian	Black	Hispanic	Native American	Multi-racial	Pacific Islander
communication, journalism, and related programs	3.3%	3.0%	3.0%	0.9%	4.1%	2.3%
computer and information sciences and support services	2.8%	1.4%	1.4%	0.9%	2.5%	1.4%
education	3.3%	4.2%	5.2%	3.7%	5.1%	4.3%
liberal arts and sciences, general studies and humanities	17.7%	19.9%	24.6%	43.0%	23.0%	33.4%
biological and biomedical sciences	3.6%	2.3%	2.2%	2.1%	3.0%	1.4%
psychology	4.0%	5.5%	6.2%	3.0%	6.1%	4.4%
homeland security, law enforcement, firefighting and related protective services	1.1%	4.0%	3.9%	3.1%	2.6%	5.6%
public administration and social service professions	1.6%	3.8%	3.1%	2.1%	2.9%	3.0%
social sciences	3.5%	4.2%	3.0%	1.6%	3.7%	3.0%
transportation and materials moving	0.3%	0.9%	0.3%	1.9%	0.4%	0.4%
visual and performing arts	4.2%	4.1%	3.8%	2.4%	5.7%	3.0%
health professions and related programs	25.5%	26.6%	21.9%	18.3%	18.3%	16.7%
business, management, marketing, and related support services	13.8%	7.4%	8.7%	6.1%	8.0%	10.1%

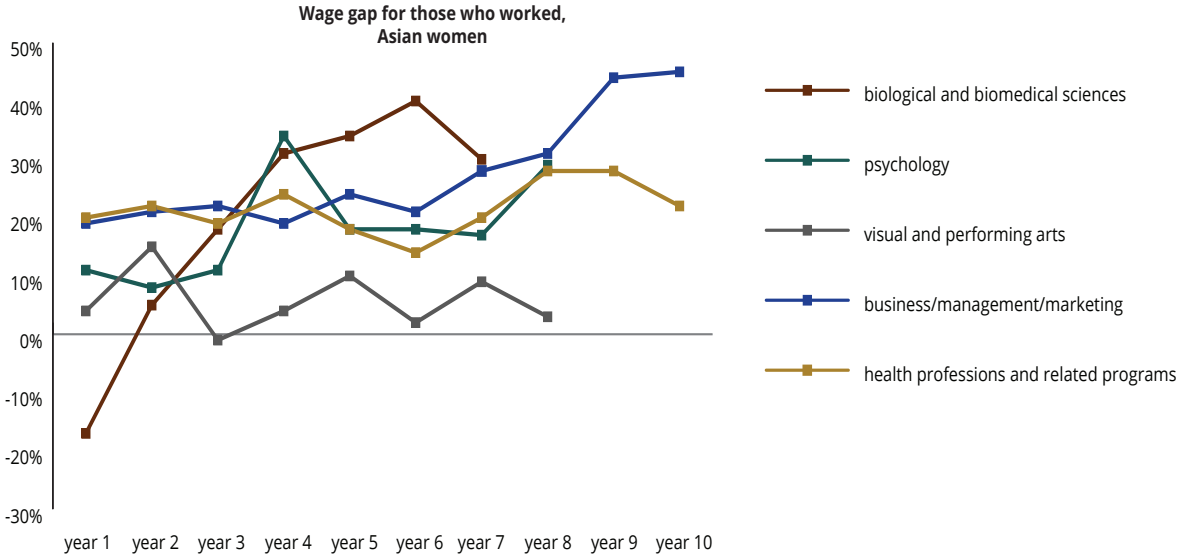

Figure 24: The change in the wage gap experienced by Asian women who worked compared to white men over ten years after leaving postsecondary education. Top five CIPs studied by Asian women.

3.3.3.1 | Wage gap breakdown by area of study for Asian women

The top five CIPs studied by Asian women are health professions and related programs (51), business/management/marketing (52), visual and performing arts (50), psychology (42), and biological and biomedical sciences (26). Figure 24 shows the wage gap for those who worked for these CIPs. Those who studied biological and biomedical sciences had a negative wage gap one year after leaving postsecondary education compared to white men and those who studied visual and performing arts three years after postsecondary education. A baseline at 0% wage gap is provided for visual reference. Please see Appendix Table E15 for the percentage of Asian women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between Asian women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

Figure 25 illustrates the wage gap for Asian women who were SATTW for each of the same CIPs. Asian women who studied three of the CIPs experienced a negative wage gap at various points in time after leaving postsecondary education. A baseline at 0% wage gap is provided for visual reference.

Health professions and related programs were the most popular CIP family for Asian women. Though for those who worked, the wage gap stayed close to 20.0% over time, the wage gap for those who were SATTW grew from 7.8% one year after graduation to 33.0% nine years later. Asian women who studied business/management/marketing, the second most popular CIP family among Asian women, experienced an increase for those who worked (from 18.7% one year after graduation to 44.8% ten years after graduation) and those who were SATTW (from 9.8% at one year after graduation to 30.3% at nine years after graduation). A similar trend is observed for Asian women who studied psychology. An increase is experienced by those who worked (from 11.2% one year after graduation to 29.2% eight years after graduation) and those who were SATTW (from 7.6% one year after graduation to 24.2% seven years after graduation). Asian women who studied visual and performing arts appeared to experience a consistently low wage gap for those who worked (from 4.3% one year after graduation to 3.1% eight years after graduation) and those who were SATTW (from 6.3% one year after graduation to -10.3% at seven years after graduation). For Asian women who studied biological and biomedical sciences, though they began with negative wage gaps, -16.9% for those who worked and -4.6% for those SATTW, the wage gap eventually grew to 30.4% at seven years after graduation for those who worked, and 17.6% at six years after graduation for those SATTW. While Asian women who studied biological and biomedical sciences began their careers with higher wages than white men, they faced the wage gap a few years after employment.

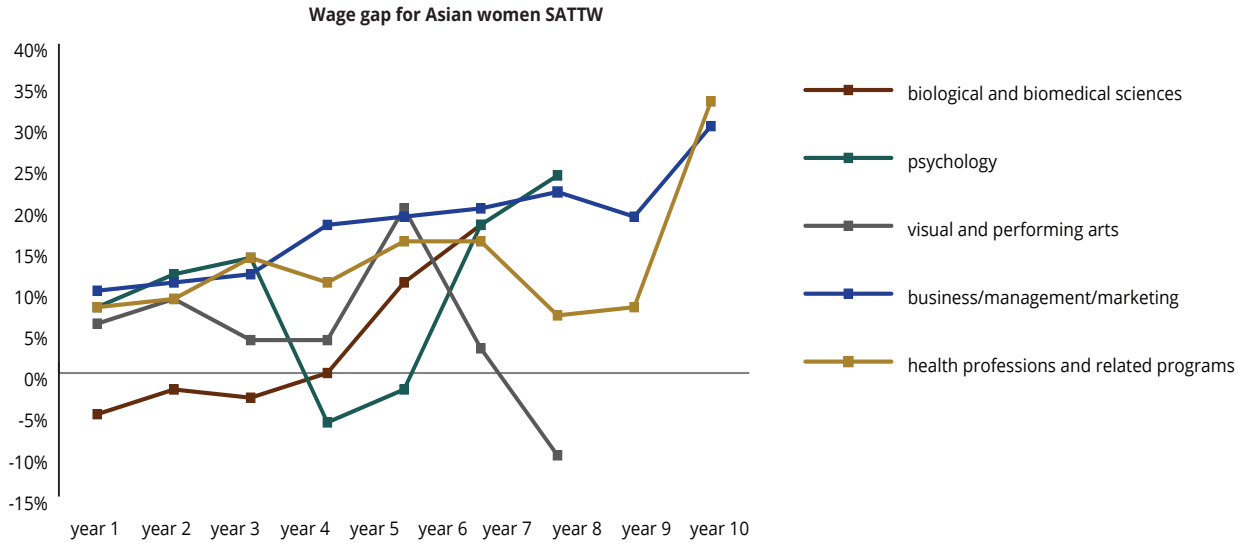

Figure 25: The change in the wage gap experienced by Asian women SATTW compared to white men over nine years after leaving postsecondary education. Top five CIPs studied by Asian women.

3.3.3.2 | Wage gap breakdown by area of study for Black women

The top five CIPs studied by Black women are health professions and related programs (51), business/management/marketing (52), psychology (42), social science (45), and education (13). Figure 26 shows the wage gap for those who worked for these CIPs. Please see Appendix Table E16 for the percentage of Black women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between Black women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

Figure 27 illustrates the wage gap for those who were SATTW for each of the same CIPs. The graph does not report findings for other groups with insufficient sample sizes.

Health professions and related programs were also the most popular CIP family for Black women. Unlike Asian women, an increase is experienced by Black women who worked (from 51.4% one year after graduation to 69.4% nine years after graduation) and those who were SATTW (from 33.8% at one year after graduation to 41.7% at eight years after graduation). Black women who studied business/management/

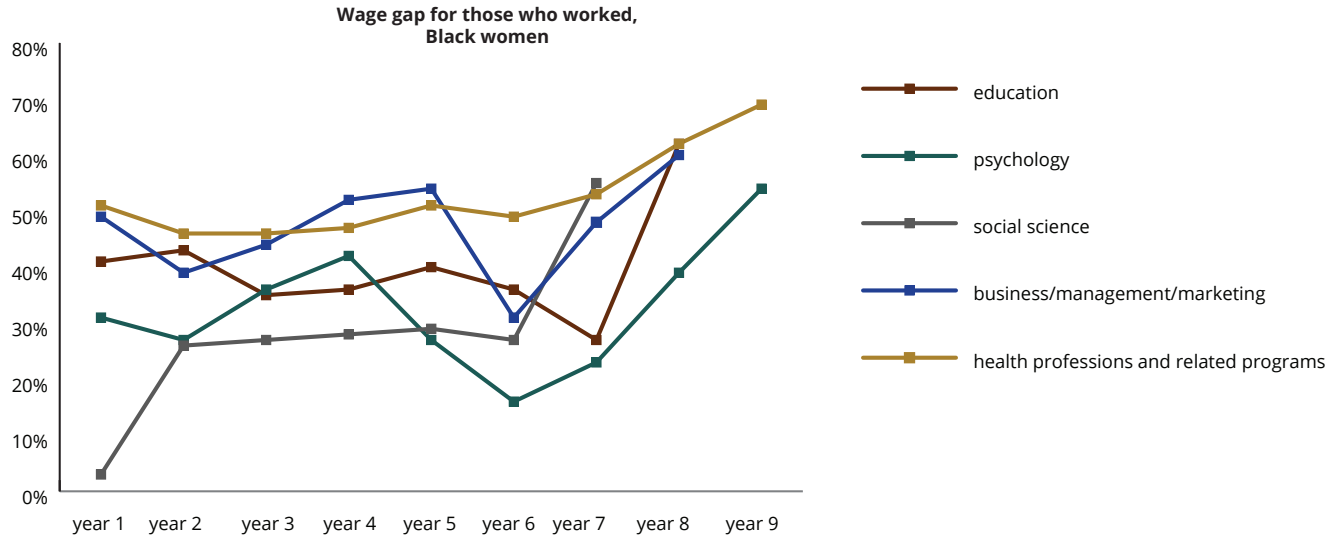

Figure 26: The change in the wage gap experienced by Black women who worked compared to white men over nine years after leaving postsecondary education. Top five CIPs studied by Black women.

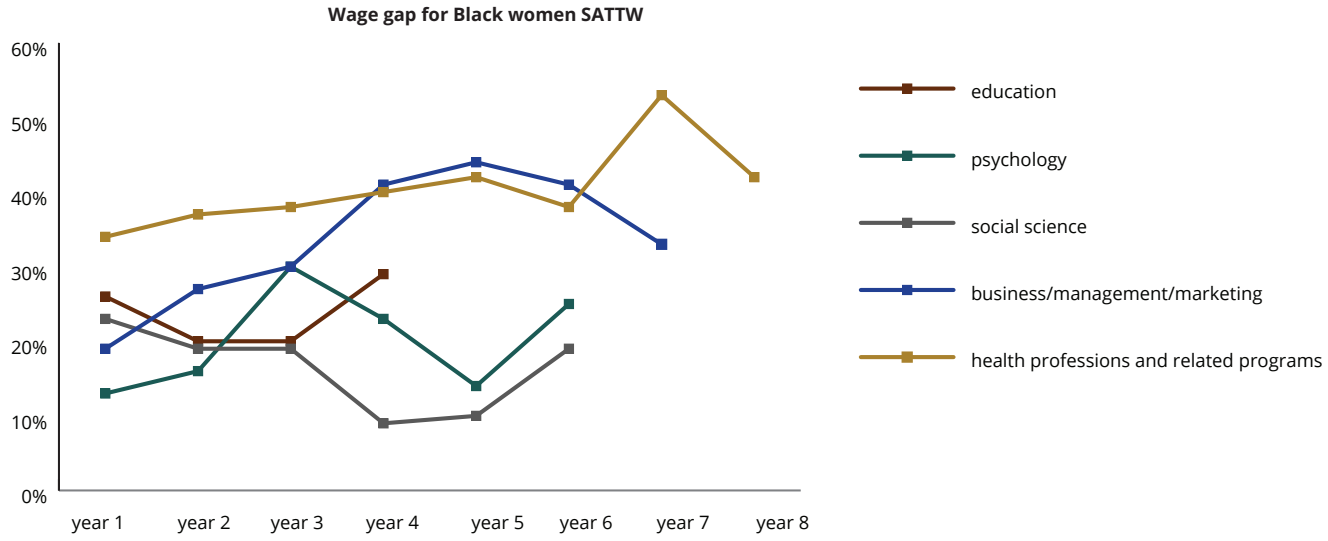

Figure 27: The change in the wage gap experienced by Black women SATTW compared to white men over eight years after leaving postsecondary education. Top five CIPs studied by Black women.

marketing, the second most popular CIP family among Black women, experienced an increase for those who worked (from 48.7% one year after graduation to 59.5% eight years after graduation) and those who were SATTW (from 19.0% at one year after graduation to 33.4% at seven years after graduation). A similar trend is observed for Black women who studied psychology. An increase is experienced by those who worked (from 31.5% one year after graduation to 53.5% nine years after graduation) and those who were SATTW (from 12.9% one year after graduation to 25.2% six years after graduation). While Black women who studied social science and worked experienced the sharpest increase in the wage gap (from 2.8% one year after graduation to 55.5% seven years after graduation), those who were SATTW were the only group of Black women who experienced a decline in the wage gap, starting at 23.0% at one year after graduation and ending at 18.5% at six years after graduation. Lastly, Black women who studied education experienced an increase in the wage gap over time for those who worked (from 41.1% at one year after graduation to 61.5% at eight years after graduation) and those who were SATTW (from 26.2% at one year after graduation to 28.5% at seven years after graduation).

3.3.3.3 | Wage gap breakdown by area of study for Hispanic women

The top five CIPs studied by Hispanic women are health professions and related programs (51), business/management/marketing (52), psychology (42), homeland security, law enforcement, firefighting, and related protective services (43), and education (13). Figure 28 shows the wage gap for those who worked for these CIPs. For those who studied CIP 43, the sample size was insufficient to report the finding ten years after leaving postsecondary education. Figure 28 shows the wage gap for those who were SATTW. for these CIPs. Please see Appendix Table E17 for the percentage of Hispanic women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between Asian women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

The most popular CIP family for Hispanic women was also health professions and related programs. Hispanic women saw an increase in the wage gap for those who worked (from 41.1% one year after graduation to 58.1% ten years after graduation) and those who were SATTW (from 36.9% at one year after graduation to 42.6% at ten years after graduation). Hispanic women who studied business/management/marketing, the second most popular CIP family among Hispanic women, also experienced an increase for those who worked (from 32.2% one year after graduation to 56.3% ten years after graduation) and those who were SATTW (from 26.1% at one year after graduation to 51.6% at ten years after graduation). Though Hispanic women who studied psychology experienced the lowest wage gap among Hispanic women, they consistently experienced an increasing wage gap. An increase in the wage gap is experienced by those who worked (from 9.8% at one year after graduation to 32.6% at ten years after graduation) and those who were SATTW (from 8.1% at one year after graduation to 32.3% at nine years after graduation). An increase in the wage gap is also

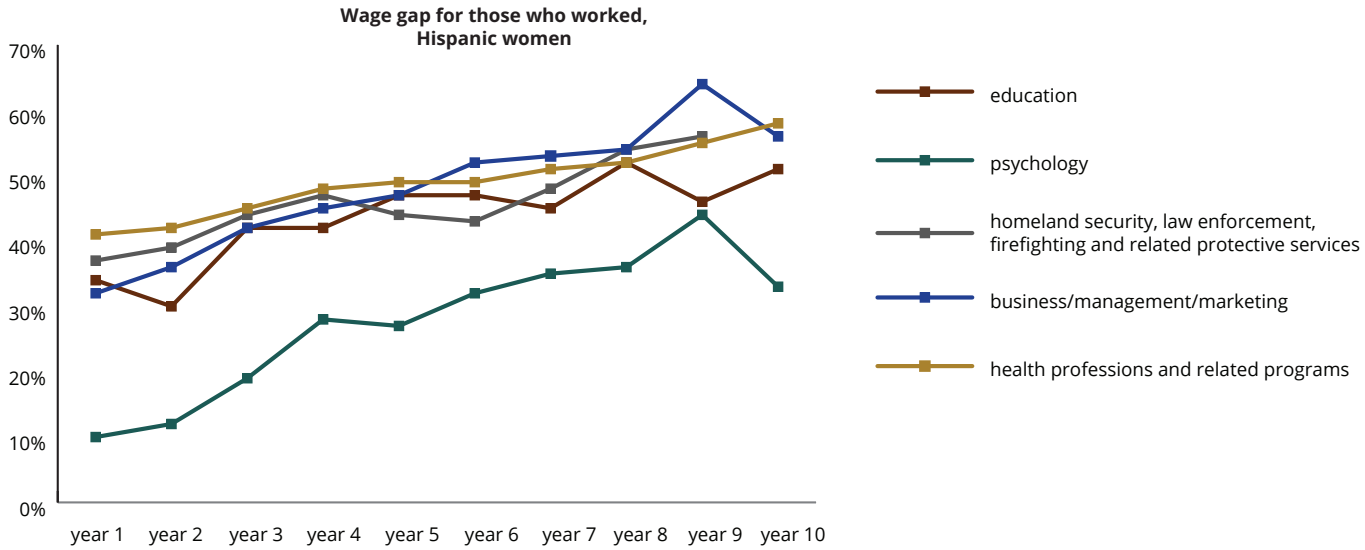

Figure 28: The change in the wage gap experienced by Hispanic women who worked compared to white men over ten years after leaving postsecondary education. Top five CIPs studied by Hispanic women.

experienced by Hispanic women who studied homeland security, law enforcement, firefighting, and related protective services. Those who worked saw an increase in the wage gap from 36.5% one year after graduation to 55.6% nine years after graduation). Those who were SATTW experienced a wage gap starting from 28.1% one year after graduation, and the wage gap grew to 36.7% eight years after graduation. Finally, Hispanic women who studied education experienced an increase in the wage gap over time for those who worked (from 34.2% one year after graduation to 50.9% ten years after graduation). The only group of Hispanic women who experienced a decline in the wage gap was those who studied education and were SATTW. This group experienced a wage gap of 19.5% one year after graduation, and the wage gap decreased to 12.9% nine years after graduation.

3.3.3.4 | Wage gap breakdown by area of study for multiracial women

The top five CIPs studied by multiracial women are health professions and related programs (51), business/management/marketing (52), psychology (42), visual and performing arts (50), and education (13). Figures 30 and 31 show the wage gap for those who worked and those who were SATTW, respectively. Please see Appendix Table E18 for the

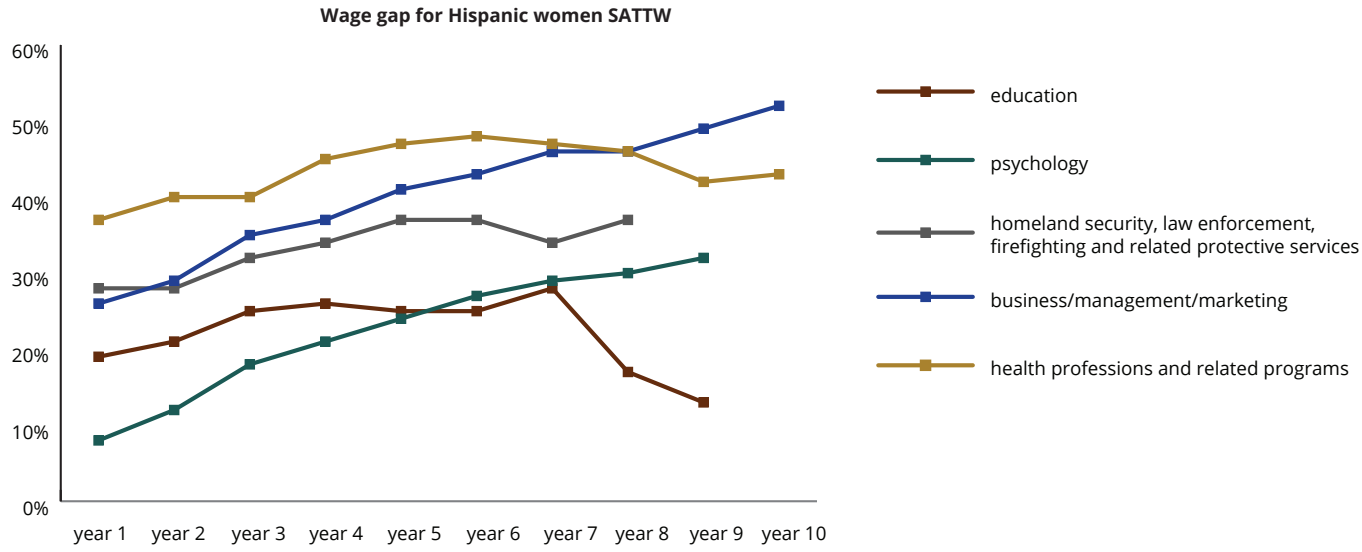

Figure 29: The change in the wage gap experienced by Hispanic women SATTW compared to white men over ten years after leaving postsecondary education. Top five CIPs studied by Hispanic women.

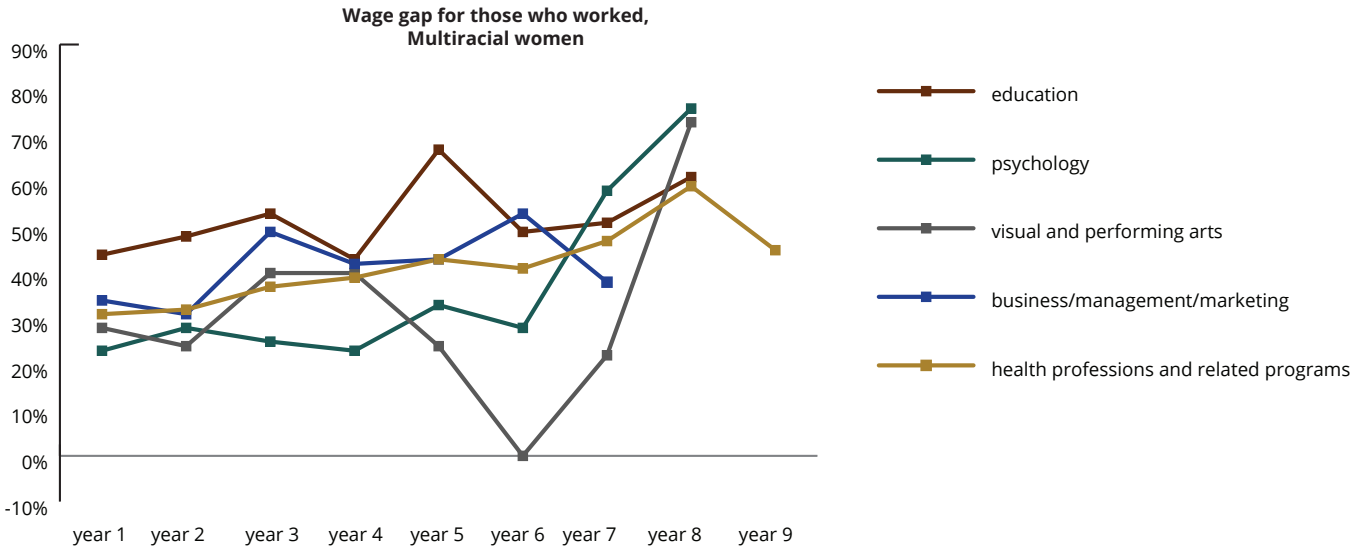

Figure 30: The change in the wage gap experienced by multiracial women who worked compared to white men over nine years after leaving postsecondary education. Top five CIPs studied by multiracial women.

percentage of multiracial women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between multiracial women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

Health professions and related programs were the most popular CIP family among multiracial women, who experienced an increase in the wage gap for those who worked (from 30.7% one year after graduation to 45.1% nine years after graduation) and those who were SATTW (from 22.2% at one year after graduation to 36.1% at seven years after graduation). Multiracial women who studied business/management/marketing, the second most popular CIP family among multiracial women, saw the smallest increase in the wage gap compared to other WOC who studied this CIP. Multiracial women with this CIP who worked saw the wage gap increase from 33.7% one year after graduation to 38.0% seven years after graduation, and those who were SATTW saw the wage gap slightly decrease from 16.8% one year after graduation to 16.6% at six years after graduation. Multiracial women who studied psychology experienced the sharpest wage gap among multiracial women. An increase in the wage gap is experienced by those who worked (from 23.1% one year after graduation to 76.5% eight years after graduation) and those who were SATTW (from 8.8% one year after graduation to 21.5% six years after graduation). For multiracial women who studied visual and performing arts, those who worked saw an increase in the wage gap from 27.7% one year after graduation to 72.5% eight years after graduation. Those who were SATTW experienced a wage gap starting from 6.1% one year after graduation, and the wage gap grew to 8.2% six years after graduation. Finally, multiracial women who studied education experienced an increase in the wage gap over time for those who worked (from 44.3% at one year after graduation to 61.3% eight years after graduation) and those who were SATTW (from 19.1% at one year after graduation to 23.1% at six years after graduation).

3.3.3.5 | Wage gap breakdown by area of study for Native American women

The top five CIPs studied by Native American women are health professions and related programs (51), business/management/marketing (52), education (13), psychology (42), law enforcement, firefighting, and related protective services (43). Figures 32 and 33 show the wage gap for those who worked and those SATTW, respectively. Please see Appendix Table E19 for the percentage of Native American women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between Asian women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

Native American women who studied health professions and related programs, the most popular CIP family among Native American women, experienced an increase for those who worked (from 46.9% one year after graduation to 59.5% nine years after graduation) and those who were SATTW (from 35.4% one year after graduation to 54.9% nine years after graduation). Native American women who studied business/management/marketing experienced an increasing wage gap consistently. An increase in the wage gap is experienced by those who worked (from 53.8% one year after graduation to 84.2% nine years after

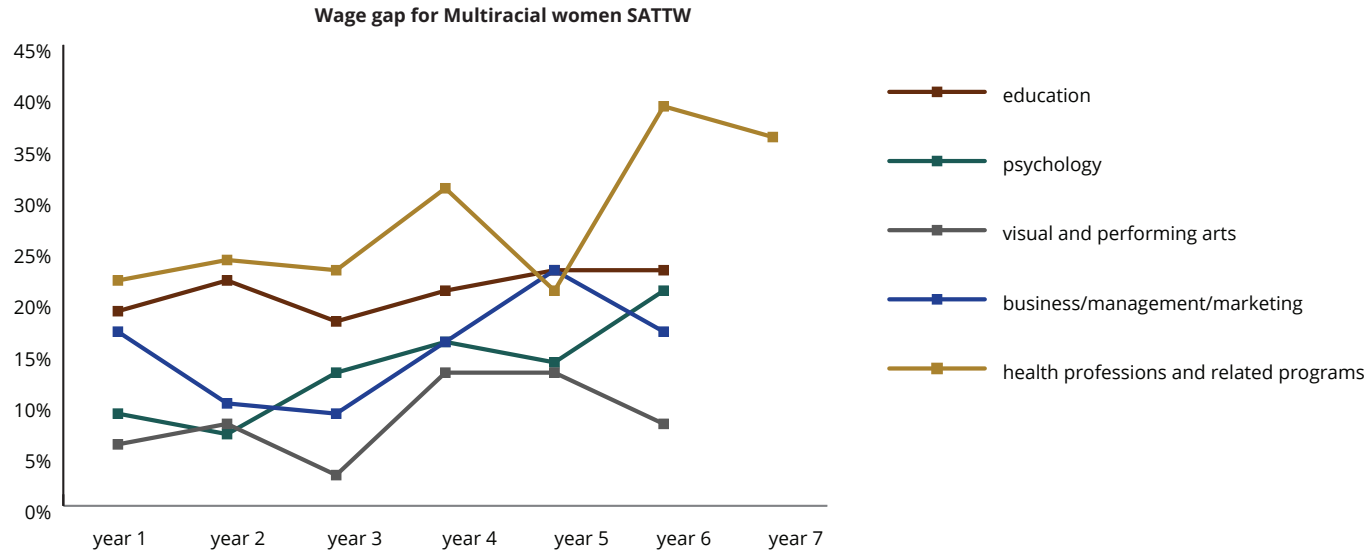

Figure 31: The change in the wage gap experienced by multiracial women SATTW compared to white men over seven years after leaving postsecondary education. Top five CIPs studied by multiracial women.

graduation) and those who were SATTW (from 26.6% one year after graduation to 59.7% six years after graduation). An increase in the wage gap is also experienced by Native American women who studied education. Those who worked saw a rise in the wage gap from 19.5% one year after graduation to 63.6% eight years after graduation. Those who were SATTW experienced a wage gap starting from 10.2% one year after graduation, and the wage gap grew to 23.4% six years after graduation. Native American women who studied homeland security, law enforcement, firefighting, and related protective services experienced an increase in the wage gap over time for those who worked from 52.3% one year after postsecondary education to 56.9% seven years after postsecondary education. Sample sizes were insufficient to report the results for Native American women who studied the same CIP family and were SATTW for all ten years after leaving postsecondary education. The lack of sample size could suggest a lack of opportunity to be SATTW with this educational background for Native American women. Finally, Native American women who studied psychology and worked experienced a slight decrease in the wage gap from 53.4% one year after leaving postsecondary education to 51.4% six years after. Sample sizes were insufficient to report the results for Native American women who studied psychology and were SATTW for nine years after leaving postsecondary education. One year after leaving postsecondary education, Native American women who studied psychology and were SATTW saw a wage gap of 23.4%.

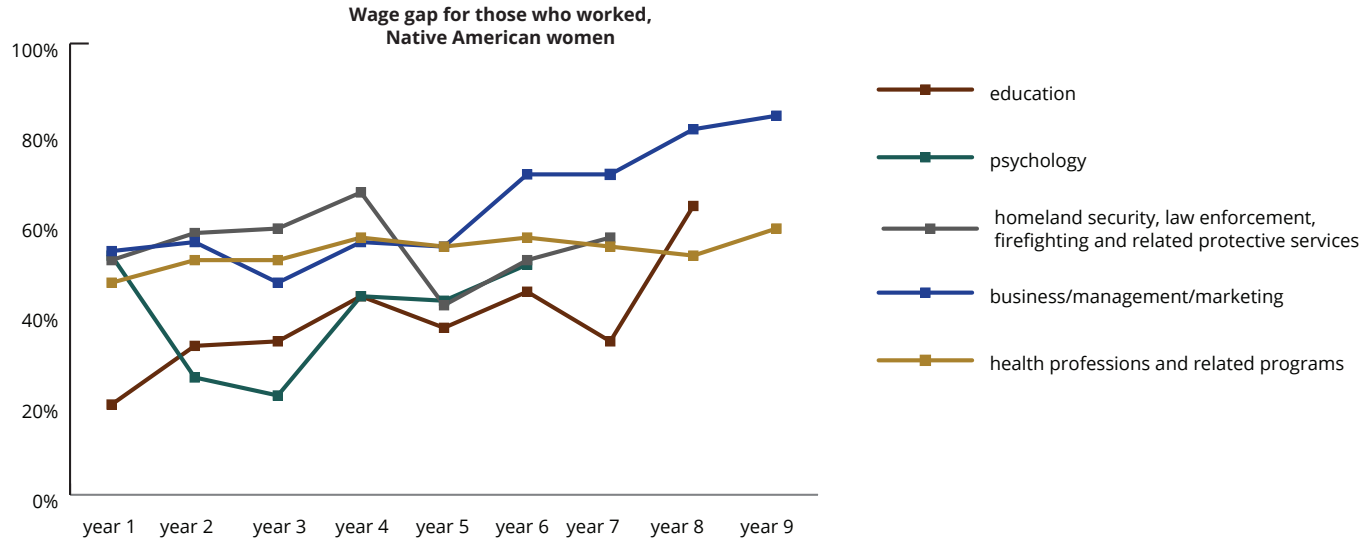

Figure 32: The change in the wage gap experienced by Native American women who worked compared to white men over nine years after leaving postsecondary education. Top five CIPs studied by Native American women.

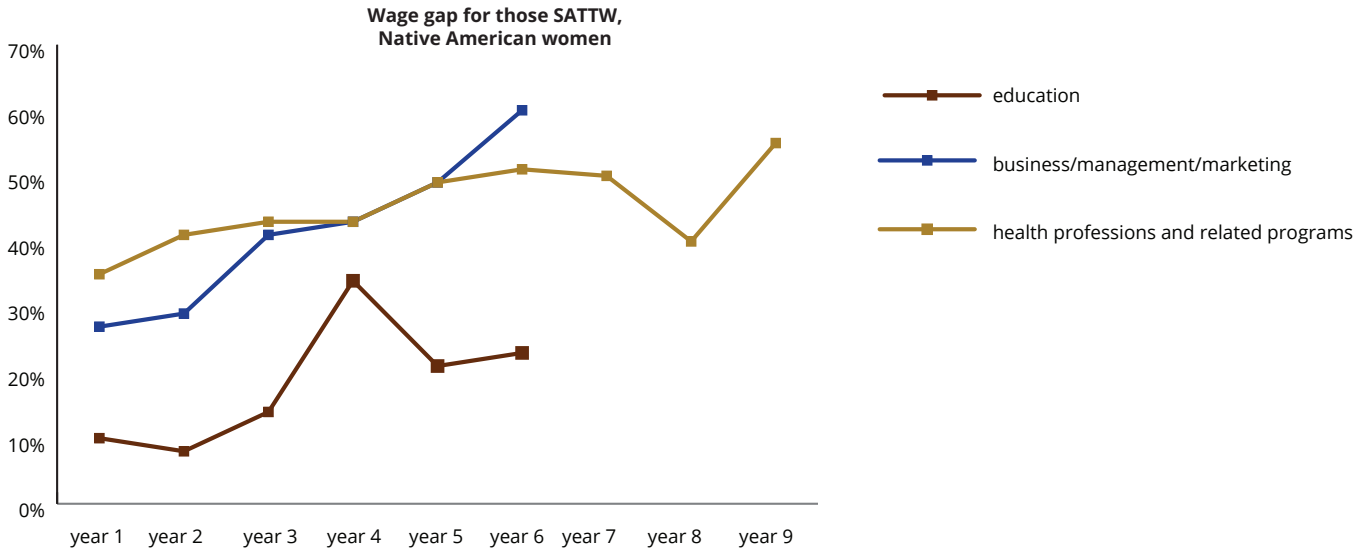

Figure 33: The change in the wage gap experienced by Native American women SATTW compared to white men over nine years after leaving postsecondary education. Top five CIPs studied by Native American women.

3.3.3.6 | Wage gap breakdown by area of study for Pacific Islander women

The top five CIPs studied by Pacific Islander women are health professions and related programs (51), business/management/marketing (52), law enforcement, firefighting and related protective services (43), psychology (42), and education (13). Figure 34 and Figure 35 show the wage gap for those who worked and those who were SATTW, respectively. Pacific Islander women who studied psychology see a negative wage gap eight years after leaving postsecondary school. Investigating further, the sample size for Pacific Islander women who studied psychology and worked eight years after leaving postsecondary school was close to the sample size cutoff. This observation suggests the existence of at least one outlier in this group whose wages may have skewed the data toward a superficially low wage gap. A baseline of 0% is provided as a visual reference. Please see Appendix Table E20 for the percentage of Pacific Islander women employed and SATTW, and the wage gap one year after leaving postsecondary education by CIP between Asian women and white men for those who worked and those who were SATTW, where sample sizes are sufficient to report.

Pacific Islander women who worked are the only group of WOC who studied health professions and related programs and saw a reduction in the wage gap, from 55.5% one year after leaving postsecondary education to 54.3% ten years after postsecondary education. Pacific Islander women who studied the same CIP and were SATTW experienced an increase in the wage gap from 42.3% one year after leaving postsecondary education to 57.9% eight years after postsecondary education. Pacific Islander women who studied business/management/marketing experienced an increasing wage gap consistently. An increase in the wage gap is experienced by those who worked (from 49.7% one year after graduation to 63.9% nine years after graduation) and those who were SATTW (from 29.3% one year after graduation to 41.7% six years after graduation). An increase in the wage gap is also experienced by Pacific Islander women who studied homeland security, law enforcement, firefighting, and related protective services. Those who worked saw an increase in the wage gap from 60.5% one year after graduation to 75.8% nine years after graduation. Those who were SATTW experienced a wage gap starting from 25.0% one year after graduation, and the wage gap grew to 26.0% six years after graduation. Pacific Islander women who worked and studied psychology experienced a sharp decline in the wage gap, from 34.5% one year after leaving postsecondary education to -7.5% eight years after leaving postsecondary education, earning 7.5% more than their white male counterparts. Finally, Pacific Islander women who studied education and worked started with a wage gap of 37.7% one year after postsecondary education and ended at 49.3% six years after leaving postsecondary education. Sample sizes were only sufficient to report the results for three years for Pacific Islander women who were SATTW and studied psychology and education. For Pacific Islander women who studied psychology and were SATTW, the wage gap grew from 13.7% two years after graduation to 20.8% four years after graduation. For Pacific Islander women who studied education and were SATTW, the wage gap grew from 11.4% two years after graduation to 26.8% four years after graduation.

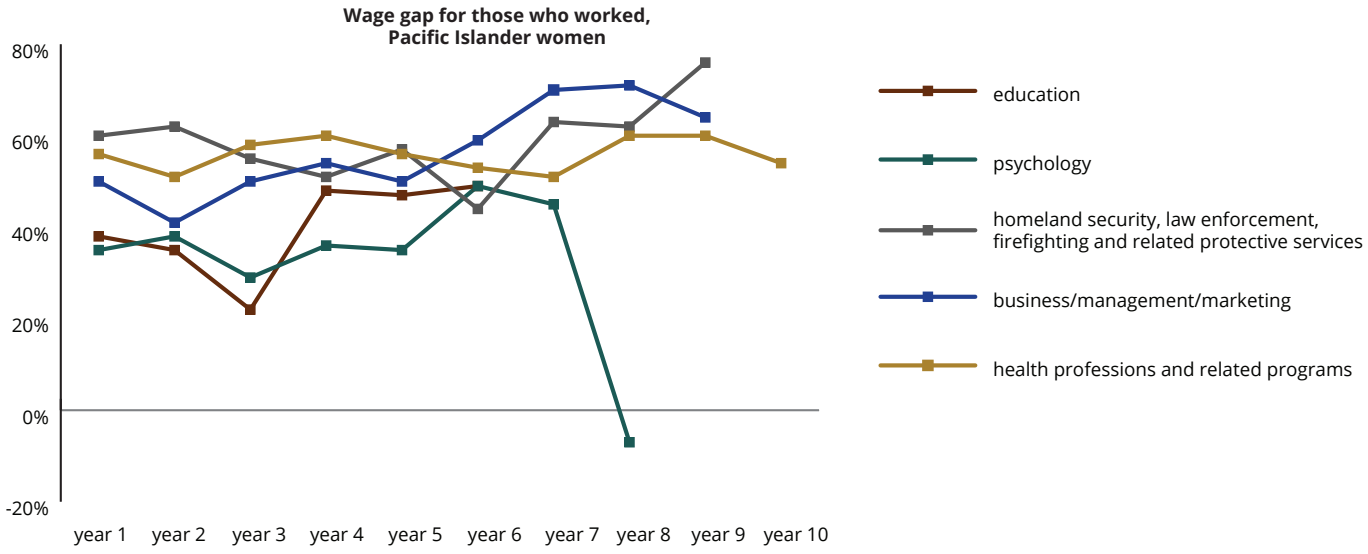

Figure 34: The change in the wage gap experienced by Pacific Islander women who worked compared to white men over ten years after leaving postsecondary education. Top five CIPs studied by Pacific Islander women.

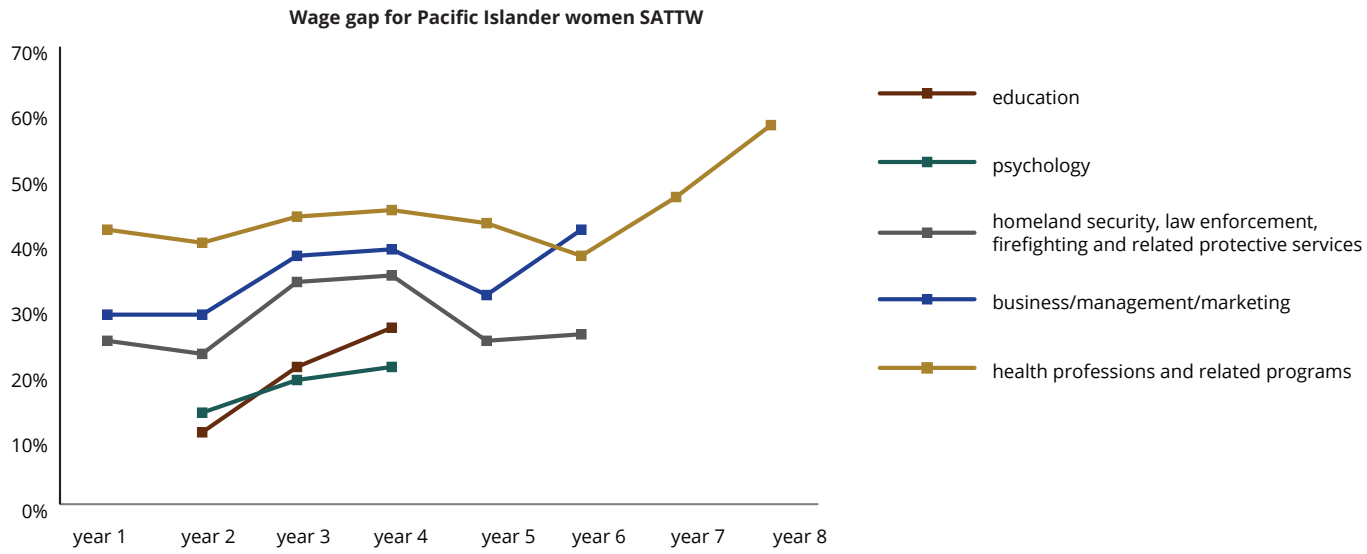

Figure 35: The change in the wage gap experienced by Pacific Islander women SATTW compared to white men over eight years after leaving postsecondary education. Top five CIPs studied by Pacific Islander women.

3.4 | Blinder-Oaxaca decomposition

Next, the mean wage difference between WOC and white men is further examined using the Blinder-Oaxaca decomposition, aiming to explain how much of the difference is due to group differences in the levels of explanatory variables and how much is due to differences in the magnitude of regression coefficients. The Blinder-Oaxaca decomposition uses separate regressions for men and women with wage as the dependent variable. In contrast, the independent variables include education, age at the time of leaving postsecondary education, and approximate work experience before leaving postsecondary education. The regression coefficients estimate how wages change with respect to one unit of change in the independent variables. The raw wage difference between men and women can then be decomposed into a portion that can be attributed to differences in the independent variables and an unexplained portion of the difference. Economists call the wage difference due to differences in independent variables "endowment," or differences in skills; conversely, the remaining wage difference is called "wage discrimination" in classical literature, representing the portion of difference that cannot be explained (Oaxaca, 1973; Blinder, 1973). When the wage outcomes of two groups of individuals with the same education and experience are observed to be different, one of the groups may have experienced unfair treatment, such as discrimination. The Blinder-Oaxaca method recognizes that societal biases and unfair treatment can lead to women being paid less, even when they possess similar qualifications and experiences as men. By analyzing the wage differences, the method, as used by economists, indicates if gender-based discrimination exists in the workplace. It examines whether women are undervalued or face bias in hiring, promotion, and salary decisions. This understanding is crucial in highlighting and addressing systemic issues that perpetuate gender inequality.

The basic model structure in this section for the Blinder-Oaxaca decomposition is as follows:

Wage gap ~ gender + age + age squared + prior work experience + SATTW quarters worked prior to leaving postsecondary education squared + some college + certificate requiring one year or less + certificate requiring one to two years + associate degree + bachelor's degree + graduate degree

As there is no evidence that wage growth is linear with the worker's age, a quadratic relationship is more appropriate when modeling wage as a function of age (Mincer, 1974). Similarly, prior work experience is defined as the number of quarters an individual was SATTW before leaving postsecondary education for each student to capture the diminishing marginal effect of experience on wages. The squared term helps to capture the curvature in the relationship between experience and wages, allowing the model to better reflect the diminishing marginal returns to experiences. As highlighted in the data limitation section, only wages reported to the Utah DWS are considered. Education is transformed into a categorical variable that indicates which of the six

educational attainments the student achieved. For each group of WOC, wage differences were studied ten years after leaving postsecondary education for those who worked and those who were SATTW. Please see Appendix for the Blinder-Oaxaca decomposition for WOC who worked compared to white women (Appendix Table F1 to Appendix Table F6) and WOC who worked compared to men of the same race (Appendix Table F7 to Appendix Table F12). In addition, please see Appendix for the Blinder-Oaxaca decomposition for WOC who were SATTW compared to white women (Appendix Table F13 to Appendix Table F18) and WOC who were SATTW compared to men of the same race (Appendix Table F19 to Appendix Table F24).

3.4.1 | Blinder-Oaxaca decomposition for those who worked

First, the wages of WOC who worked are compared to those of white men for the first ten years after leaving postsecondary education. Table 11 to Table 16 show the dollar amounts and the percentages of the explained and unexplained portion of the gap between groups of WOC who worked and white men, as well as the average difference between the wages of WOC and white men over ten years after leaving postsecondary education.

Figure 36 illustrates the change in the unexplained portion of the wage gap for WOC over the ten years after leaving postsecondary education.

Table 11: Blinder-Oaxaca Decomposition results for Asian women who worked.

	Unexplained ($)	Explained ($)	Unexplained %	Explained %	Gap ($)
year 1	$3,305	$1,728	65.7%	34.3%	$5,033
year 2	$5,254	$1,657	76.0%	24.0%	$6,912
year 3	$5,851	$1,339	81.4%	18.6%	$7,190
year 4	$8,010	$1,361	85.5%	14.5%	$9,370
year 5	$8,409	$1,303	86.6%	13.4%	$9,711
year 6	$8,863	$1,087	89.1%	10.9%	$9,950
year 7	$12,597	$1,643	88.5%	11.5%	$14,240
year 8	$15,507	$1,486	91.3%	8.7%	$16,993
year 9	$18,688	$1,262	93.7%	6.3%	$19,951
year 10	$17,260	$3,833	81.8%	18.2%	$21,093

Table 12: Blinder-Oaxaca Decomposition results for Black women who worked.

	Unexplained ($)	Explained ($)	Unexplained %	Explained %	Gap ($)
year 1	$5,967	$7,229	45.2%	54.8%	$13,197
year 2	$8,485	$7,661	52.6%	47.4%	$16,146
year 3	$9,667	$8,607	52.9%	47.1%	$18,274
year 4	$12,135	$10,016	54.8%	45.2%	$22,151
year 5	$13,089	$10,464	55.6%	44.4%	$23,552
year 6	$14,276	$11,185	56.1%	43.9%	$25,460
year 7	$20,013	$12,375	61.8%	38.2%	$32,387
year 8	$22,662	$11,877	65.6%	34.4%	$34,539
year 9	$24,128	$14,159	63.0%	37.0%	$38,287
year 10	$24,423	$14,975	62.0%	38.0%	$39,398

Table 13: Blinder-Oaxaca Decomposition results for Hispanic women who worked.

	Unexplained ($)	Explained ($)	Unexplained %	Explained %	Gap ($)
year 1	$4,557	$6,423	41.5%	58.5%	$10,980
year 2	$7,240	$7,177	50.2%	49.8%	$14,417
year 3	$9,173	$8,230	52.7%	47.3%	$17,403
year 4	$11,915	$9,791	54.9%	45.1%	$21,706
year 5	$13,909	$10,666	56.6%	43.4%	$24,575
year 6	$15,041	$11,872	55.9%	44.1%	$26,914
year 7	$17,127	$13,676	55.6%	44.4%	$30,803
year 8	$19,582	$14,367	57.7%	42.3%	$33,949
year 9	$22,255	$14,548	60.5%	39.5%	$36,804
year 10	$22,605	$11,360	66.6%	33.4%	$33,966

Table 14: Blinder-Oaxaca Decomposition results for Native American women who worked.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$7,908	$8,137	49.3%	50.7%	$16,045
year 2	$10,797	$9,285	53.8%	46.2%	$20,083
year 3	$11,194	$10,835	50.8%	49.2%	$22,030
year 4	$14,997	$12,266	55.0%	45.0%	$27,263
year 5	$15,656	$13,370	53.9%	46.1%	$29,025
year 6	$17,165	$15,503	52.5%	47.5%	$32,668
year 7	$18,046	$18,046	50.0%	50.0%	$36,092
year 8	$20,916	$18,281	53.4%	46.6%	$39,197
year 9	$23,958	$17,348	58.0%	42.0%	$41,306
year 10	$24,999	$18,014	58.1%	41.9%	$43,013

Table 15: Blinder-Oaxaca Decomposition results for multiracial women who worked.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$4,885	$6,350	43.5%	56.5%	$11,235
year 2	$7,486	$6,568	53.3%	46.7%	$14,054
year 3	$9,650	$6,740	58.9%	41.1%	$16,390
year 4	$12,728	$6,926	64.8%	35.2%	$19,655
year 5	$15,800	$7,243	68.6%	31.4%	$23,043
year 6	$18,441	$7,393	71.4%	28.6%	$25,833
year 7	$23,069	$7,967	74.3%	25.7%	$31,036
year 8	$29,054	$6,437	81.9%	18.1%	$35,491
year 9	$30,674	$4,929	86.2%	13.8%	$35,603
year 10	$36,196	$3,832	90.4%	9.6%	$40,028

Table 16: Blinder-Oaxaca Decomposition results for Pacific Islander women who worked.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$6,364	$9,680	39.7%	60.3%	$16,044
year 2	$8,772	$10,486	45.5%	54.5%	$19,257
year 3	$9,722	$12,221	44.3%	55.7%	$21,943
year 4	$12,629	$14,175	47.1%	52.9%	$26,804
year 5	$12,739	$15,952	44.4%	55.6%	$28,691
year 6	$14,841	$16,349	47.6%	52.4%	$31,190
year 7	$17,825	$19,096	48.3%	51.7%	$36,921
year 8	$18,101	$21,093	46.2%	53.8%	$39,195
year 9	$18,957	$21,011	47.4%	52.6%	$39,968
year 10	$23,592	$16,868	58.3%	41.7%	$40,460

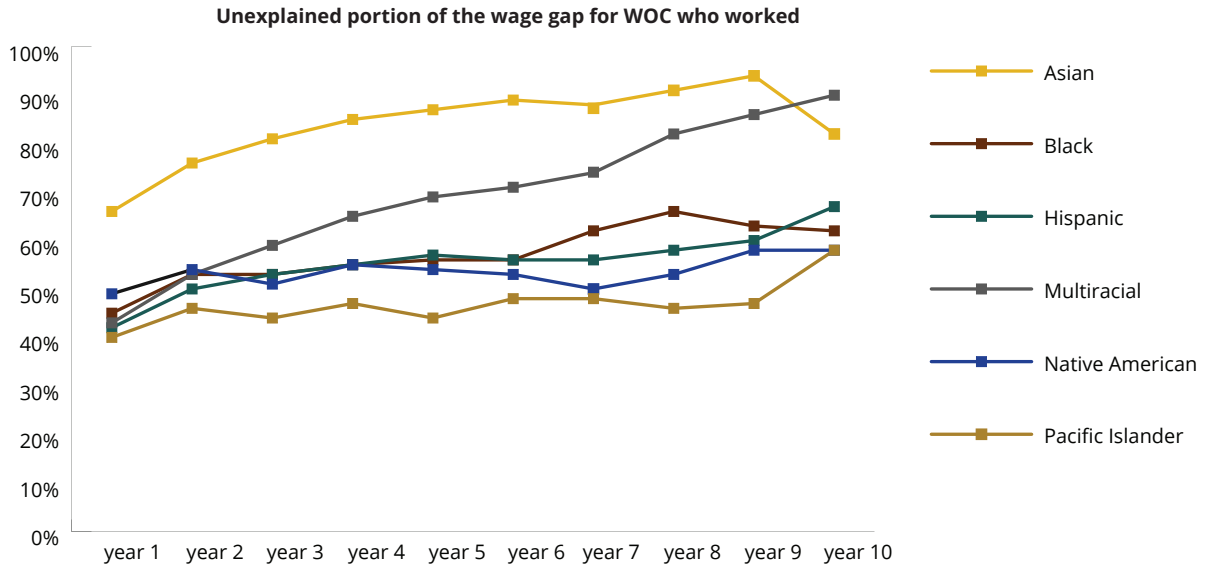

Figure 36: Unexplained portion of the wage gap for Blinder-Oaxaca Decomposition results for WOC who worked.

For all WOC who worked, the unexplained portion of the wage gap grew consistently over ten years after leaving postsecondary education (Tables 10-15). Asian women experienced the smallest wage gap of $21,093 at ten years, while Native American women experienced an enormous wage gap of $43,013 at ten years. Furthermore, Figure 36 demonstrates the change in the unexplained portion of the wage gap. Multiracial women experienced the highest unexplained portion of the wage gap at 90.4% ten years after leaving postsecondary education. Pacific Islander women experienced the lowest unexplained portion of the wage gap at 58.3% ten years after leaving postsecondary education

3.4.2 | Blinder-Oaxaca decomposition for those who were SATTW

To focus on WOC who were SATTW, wages of WOC who were SATTW are now compared to wages of white men for the first ten years after leaving postsecondary education. The purpose of studying those who were SATTW is to approximate those earning at least the minimum wage per hour, working 40 hours a week for all four quarters of the year. For each subgroup, the decompositions are performed for each of the ten years after leaving postsecondary education. Table 17 to Table 22 show the dollar amounts and the percentages of the explained and unexplained portion of the gap between groups of WOC who were SATTW and white men, as well as the average difference between the wages of WOC and white men over ten years after leaving postsecondary education. Consistent with section 3.2, the wage differences examined in this section investigate the average difference between wages of WOC and white men.

Figure 37 summarizes changes in the unexplained portion of the wage gap for WOC who were SATTW ten years after leaving postsecondary education.

Table 17: Blinder-Oaxaca Decomposition results for Asian women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained %	Explained %	Gap ($)
year 1	$5,084	-$400	108.5%	-8.5%	$4,684
year 2	$7,274	-$394	105.7%	-5.7%	$6,880
year 3	$8,042	-$710	109.7%	-9.7%	$7,333
year 4	$10,954	-$1,162	111.9%	-11.9%	$9,792
year 5	$10,723	-$1,682	118.6%	-18.6%	$9,041
year 6	$12,695	-$1,768	116.2%	-16.2%	$10,927
year 7	$16,975	-$1,479	109.5%	-9.5%	$15,496
year 8	$21,426	-$1,052	105.2%	-5.2%	$20,374
year 9	$23,914	$911	96.3%	3.7%	$24,825
year 10	$22,208	$4,108	84.4%	15.6%	$26,316

Table 18: Blinder-Oaxaca Decomposition results for Black women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained %	Explained %	Gap ($)
year 1	$9,102	$4,339	67.7%	32.3%	$13,441
year 2	$12,860	$4,751	73.0%	27.0%	$17,611
year 3	$13,862	$6,110	69.4%	30.6%	$19,973
year 4	$16,927	$7,610	69.0%	31.0%	$24,537
year 5	$15,068	$7,431	67.0%	33.0%	$22,499
year 6	$19,691	$7,098	73.5%	26.5%	$26,789
year 7	$28,341	$8,754	76.4%	23.6%	$37,095
year 8	$31,874	$7,924	80.1%	19.9%	$39,798
year 9	$30,244	$5,643	84.3%	15.7%	$35,887
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Table 19: Blinder-Oaxaca Decomposition results for Hispanic women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$7,850	$6,442	54.9%	45.1%	$14,292
year 2	$10,648	$6,603	61.7%	38.3%	$17,251
year 3	$13,435	$7,731	63.5%	36.5%	$21,166
year 4	$17,461	$8,846	66.4%	33.6%	$26,307
year 5	$18,593	$9,115	67.1%	32.9%	$27,708
year 6	$20,395	$9,755	67.6%	32.4%	$30,150
year 7	$24,415	$11,033	68.9%	31.1%	$35,448
year 8	$27,893	$10,365	72.9%	27.1%	$38,259
year 9	$29,903	$11,198	72.8%	27.2%	$41,102
year 10	$28,013	$10,291	73.1%	26.9%	$38,304

Table 20: Blinder-Oaxaca Decomposition results for Native American women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$10,488	$4,330	70.8%	29.2%	$14,818
year 2	$12,958	$4,878	72.7%	27.3%	$17,835
year 3	$14,534	$6,336	69.6%	30.4%	$20,870
year 4	$18,305	$7,002	72.3%	27.7%	$25,308
year 5	$18,629	$8,039	69.9%	30.1%	$26,668
year 6	$20,957	$9,789	68.2%	31.8%	$30,746
year 7	$21,576	$12,742	62.9%	37.1%	$34,318
year 8	$23,354	$10,457	69.1%	30.9%	$33,811
year 9	$27,538	$4,581	85.7%	14.3%	$32,119
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Table 21: Blinder-Oaxaca Decomposition results for multiracial women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$7,309	$4,435	62.2%	37.8%	$11,743
year 2	$9,618	$4,405	68.6%	31.4%	$14,022
year 3	$12,250	$4,179	74.6%	25.4%	$16,429
year 4	$16,525	$3,504	82.5%	17.5%	$20,029
year 5	$19,149	$3,408	84.9%	15.1%	$22,557
year 6	$23,580	$1,995	92.2%	7.8%	$25,574
year 7	$27,377	$931	96.7%	3.3%	$28,308
year 8	$38,061	-$1,737	104.8%	-4.8%	$36,323
year 9	$31,511	$1,870	94.4%	5.6%	$33,381
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Table 22: Blinder-Oaxaca Decomposition results for Pacific Islander women who were SATTW.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$8,819	$6,783	56.5%	43.5%	$15,602
year 2	$11,096	$7,121	60.9%	39.1%	$18,217
year 3	$13,955	$8,552	62.0%	38.0%	$22,507
year 4	$18,027	$10,420	63.4%	36.6%	$28,447
year 5	$17,863	$12,248	59.3%	40.7%	$30,111
year 6	$21,232	$11,739	64.4%	35.6%	$32,971
year 7	$25,599	$15,288	62.6%	37.4%	$40,887
year 8	$20,712	$16,535	55.6%	44.4%	$37,247
year 9	$32,660	$10,187	76.2%	23.8%	$42,847
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

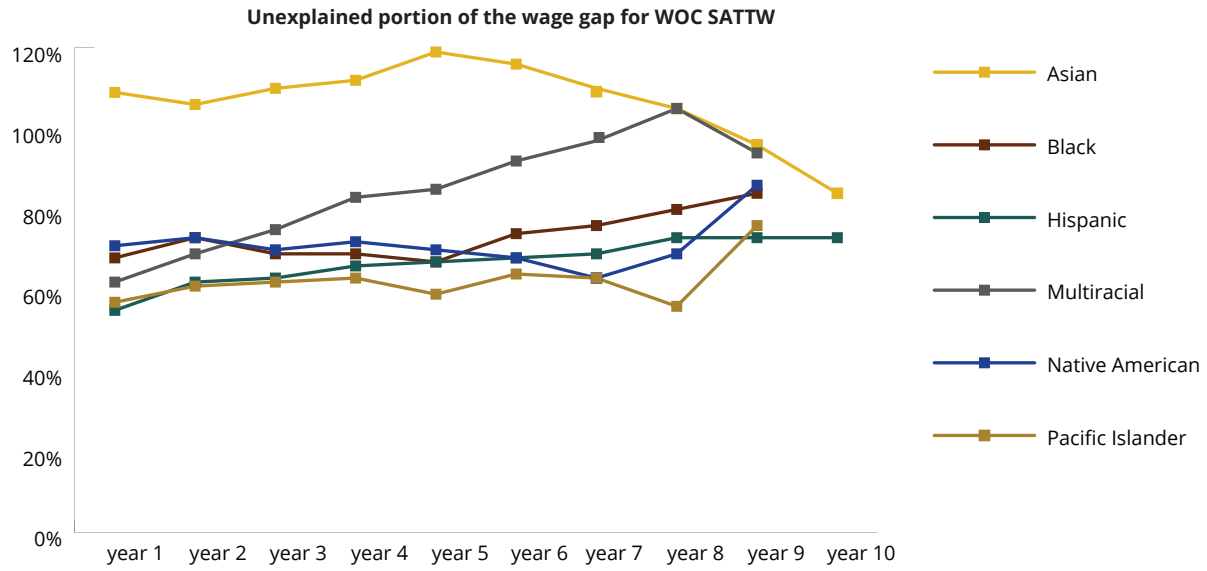

Figure 37: Changes in the unexplained portion of the wage gap from the Blinder-Oaxaca models for WOC who were SATTW over time.

When examining the Blinder-Oaxaca decomposition results for WOC who were SATTW, negative explained amounts were observed for Asian women and multiracial women. The Blinder-Oaxaca decomposition relies on observable characteristics to explain the differences in outcomes. If there are critical unobserved variables that differ between white men and these WOC that influence the wage outcomes, they may lead to a negative explained portion. The unexplained portion of the decomposition captures variables unaccounted for by the model terms and may include discrimination and any other latent factors other than prior experience or education.

Typically, a positive explained portion indicates that the differences in characteristics contribute to the wage gap. For example, if WOC, on average, have lower education levels than white men, these differences in characteristics would explain a portion of the wage gap. However, a negative explained portion may indicate that the observed differences in characteristics contribute to reducing the wage gap rather than widening it. In other words, the group with lower average wages has more favorable characteristics that would suggest higher wages. When the explained portion is negative, it may indicate that the examined characteristics, such as education and experiences, do not capture some unmeasured factors or biases, such as societal biases. Negative explained portions suggest WOC were actually better endowed than white men in terms of observed wage determinants, education, and prior work experiences. Additionally, it could suggest the presence of discrimination or other forms of unfair treatment that are not accounted for by education or prior experiences.

Figure 37 illustrates the changes in the unexplained portion of the wage gap for WOC SATTW. Asian women were the only group who experienced a decrease in the unexplained portion of the wage gap. However, the unexplained portion of the wage gap was over 100.0% for Asian women one year after graduation. This observation may be a consequence of the changes in the positivity of the explained portion of the wage difference. Hispanic women and Pacific Islander women experienced the lowest unexplained portion of the wage gap at 26.9% ten years after leaving postsecondary education and 23.8% nine years after, respectively.

3.5 | COVID-19 IMPACT ON WAGES OF WOC

The last objective of this research is to investigate the impact of COVID-19 on WOC's wages. Year-over-year (YOY) growth of wages is examined, and the percentages of students who experienced job loss and income reduction are analyzed. A baseline is first established for pre-pandemic level wage growth for YOY growth. The sample was narrowed down to students who had left postsecondary education no later than the second quarter of 2018, to ensure students were available for strong attachment to the workforce for a wage baseline in the second quarter of 2018. Furthermore, only students SATTW from the second quarter of 2019 to the first quarter of 2020 are studied in this section. The goal is to focus on students SATTW before the pandemic and examine their experiences.

This section of the research studies 74,882 students. Women comprised 42.3% of the sample, or 31,706 students, and men comprised 57.7%, or 43,176 students. Table 23 further decomposes the students by demographic data. The first column indicates the race category. The second and third

Table 23: Demographic makeup of students whose wage changes are examined in this section.

race	women (N)	men (N)	women (%)	race (%)
Asian	704	694	50.4%	2.0%
Black	287	468	38.0%	1.1%
Hispanic	3,437	3,859	47.1%	10.2%
Native American	317	294	51.9%	0.9%
Multiracial	567	705	44.6%	1.8%
Pacific Islander	268	458	36.9%	1.0%
White	24,790	34,833	41.6%	83.2%

columns indicate the number of women and men of that race, respectively. The fourth column shows the percentage of women who comprised that race category. The fifth column indicates the percentage of the students from that race that made up the entire sample of this section.

3.5.1 | COVID-19 Impact on YOY Wage Growth

As COVID-19 was declared a pandemic in March 2020, a baseline YOY wage growth is calculated using the second quarter of 2019 over the second quarter of 2018. Overall, the baseline YOY growth for the students studied in the section was 16.8%.

Baseline YOY growth=(2019 Q2 mean wage-2018 Q2 mean wage)/(2018 Q2 mean wage)

Once the baseline is established for each group, the calculation is repeated for each quarter between the second quarter of 2020 and the fourth quarter of 2021. Figure 38 shows the baseline YOY growth and the quarterly YOY growth after the second quarter of 2020 for women. The wage growth for white women is included to contrast the experience of WOC and white women. The first row of the data is the baseline growth. Please see Appendix Table G1 for data of the YOY growth for women.

For comparison, the YOY wage growth for men is also shown in Figure 38. The wage growth for white men is included to contrast the wage growth of WOC and white men. Please see Appendix Table G2 for data of the YOY growth for men.

Studying the baseline YOY wage growth established by looking at the second quarter of 2019, all WOC had lower YOY wage growth than white men except Pacific Islander women (Figure 38). Furthermore, when comparing YOY wage growth since the second quarter of 2020, approximating the impact of the COVID-19 pandemic, all WOC in all quarters experienced lower wage growth than white men, except Asian women in the third and fourth quarters of 2021.

3.5.2 | Job Loss during COVID-19

A job loss during COVID-19 is defined as having at least one quarter from the second quarter of 2020 to the fourth quarter of 2021 with zero wages. As the students in this section had demonstrated SATTW from the second quarter of 2018 to the first quarter of 2019, they are estimated to be SATTW, and having a zero-wage quarter would approximate the experience of losing a job. This narrow definition of a job loss would not capture individuals who may have experienced reduced hours or were unemployed for less than one quarter. Figure 38 shows the percentage of students who experienced a job loss during COVID-19.

Figure 39 demonstrates that 13.3% of white men experienced a job loss during the pandemic. All groups of WOC had a higher rate of job loss. 17.1% of Native American women experienced a job loss during the pandemic, the lowest among all WOC, compared to 18.0% of Native American men. Black women and white women experienced the highest percentage of job loss (22.5% and 23.0% respectively).

3.5.3 | Income Loss during COVID-19

An income loss during COVID-19 is defined as having at least one quarter from the second quarter of 2020 to the fourth quarter of 2021 with a negative YOY wage growth. A negative YOY wage growth would mean the student saw a decrease in their quarterly income compared to the previous year and would approximate the experience of suffering income loss. Figure 41 shows the percentage of students who experienced an income loss during COVID-19.

Figure 40 shows 84.7% of white men experienced an income loss during the pandemic, lower than all groups of WOC. All WOC experienced a higher income loss than men of the same race, except Native American women. 93.2% of Pacific Islander women experienced an income loss, the highest among all WOC.

Furthermore, quarterly wages summed by the two-digit NAICS codes identified the sectors with the highest wages. The five sectors with the most wages earned from the second quarter of 2019 to the first quarter of 2020 are professional, scientific, and technical services; health care and social assistance; educational services; administrative and support and waste management and remediation services; and construction. An article from the Utah DWS found that women account for approximately 66.0% of the employment in the health care and social assistance sector and 59.0% in the educational services industry (Kervin, 2022). Healthcare-related programs and education were among the most popular CIP studied by WOC (Section 3.3.3.1). The

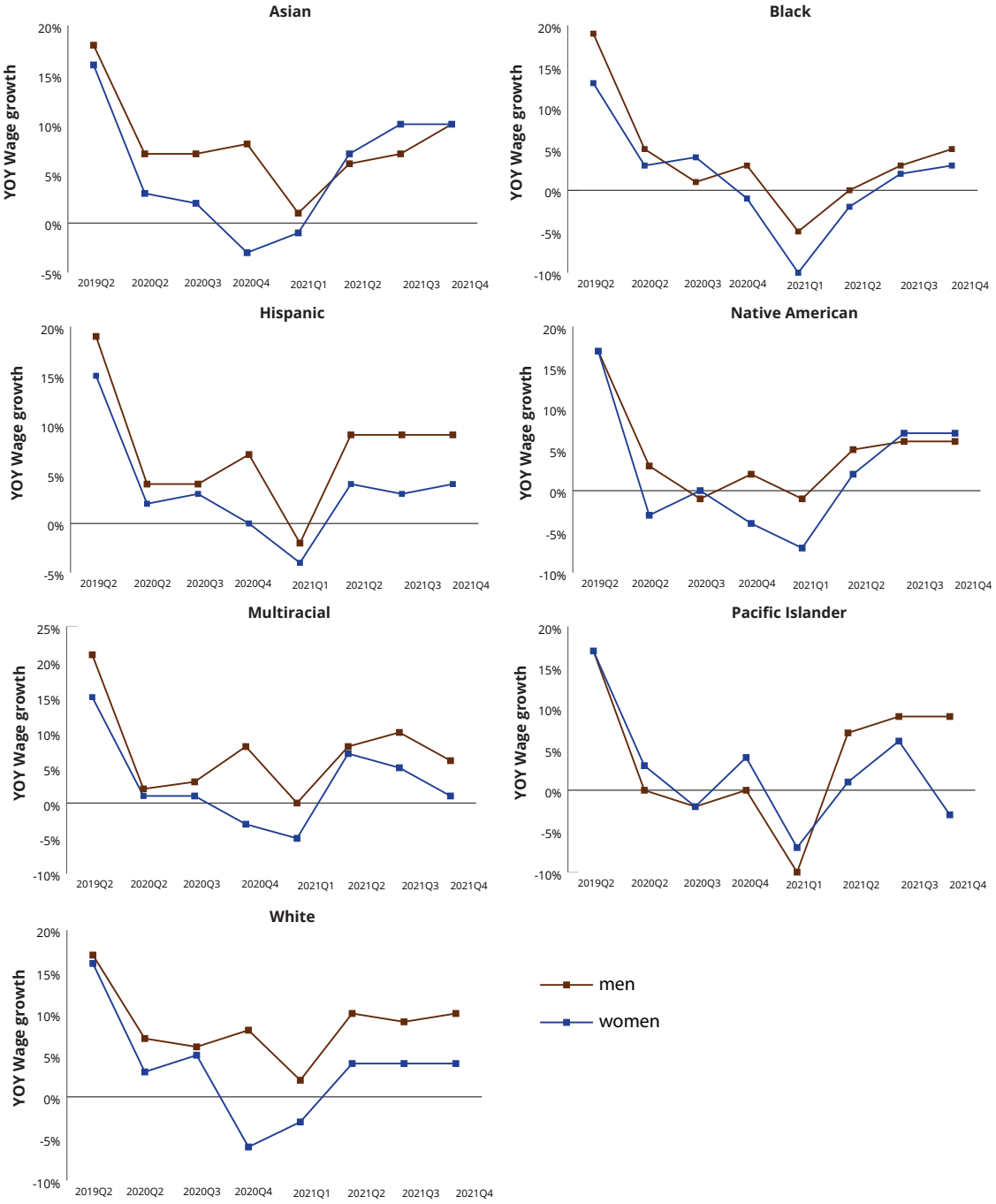

Figure 38: The YOY wage growth for women and men. 2019Q2 is the established baseline prior to COVID-19.

job loss and income loss suffered by WOC during the pandemic may be partly explained by these sectors being impacted the most during the COVID-19 pandemic.

In addition, the percentage of students who experienced a job loss and those who experienced an income loss are analyzed by the year they left postsecondary education. Students who left postsecondary education earlier suffer a lower percentage of job and income loss, as demonstrated in Table 24. This pattern suggests the longer an individual spends in the workforce, the less likely they are to suffer a job loss or income loss due to the pandemic.

4 | Discussion

Various factors, including societal norms, occupational segregation, and unequal access to employment opportunities, influence the gender wage gap. While most analyses of this study focus on WOC who worked and WOC who were SATTW, it is crucial to highlight how the lack of employment opportunities may perpetuate the gender wage gap. WOC often face bias based

on both their gender and race. They may encounter systemic barriers and stereotypes that compound the challenges they face in the workforce. Unfair treatment can occur during hiring, pay negotiations, and career advancement, making it harder for them to access quality employment opportunities and receive fair compensation. WOC often experience socioeconomic disadvantages due to systemic factors such as racial stereotypes, limited access to quality education and professional networks, and disproportionate representation in low-wage jobs (Pager & Shepherd, 2008; Purkiss, Perrewé, Gillespie, Mayes, & Ferris, 2006). These structural inequalities intersect with gender-based bias, creating a more substantial employment and wage gap for WOC. Stereotypes specific to WOC can also impact their employment opportunities (Shapiro, 2011; Steele & Aronson, 1995; Casad & Bryant, 2016; Block, Koch, Liberman, Merriweather, & Roberson, 2011). These stereotypes may perpetuate harmful biases that hinder their access to higher-paying positions or career advancement. Intersectional discrimination can result in a lack of representation and a limited support network for WOC, further affecting their career prospects and wages.

This study found Native American women experiencing the highest wage gap consistently. The NWLC estimates that Native American women working full-time year-round in Utah could stand to lose $1,226,200 throughout a 40-year career (National Women's Law Center, 2023). This estimate is troubling as findings from the wage gap breakdown by age group showed the most significant wage gap is experienced by those who leave postsecondary education between ages 16 and 24 (section 3.3.2). WOC often come from backgrounds where their families face economic challenges or financial instability (Bleiweis, Boesch, Gaines, & Cawthorne, 2020). They may need to contribute to household income at a young age to help meet basic needs or support their families financially. This economic necessity can push them to enter the workforce early. WOC may also need more supportive systems or resources that could enable them to pursue higher education or delay entry into the workforce. Factors such as limited access to mentors, career guidance, scholarships, or financial assistance can contribute to early work entry.

Pacific Islander women are another group that faced a wide gender wage gap. While Pacific Islander women SATTW start with a lower wage gap compared to all Pacific Islander women who worked, the difference eventually narrows, suggesting that status of the attachment to the workforce did not contribute to the long-term wage gap experienced by Pacific Islander women. Further, the NWLC estimates that Pacific Islander women working full-time year-round in Utah could stand to lose $1,169,200 over the course of a 40-year career (National Women's Law Center, 2023). The wage decomposition by the highest attainment show Pacific Islander women who had some college, completed certificates, and those who obtained an associate degree faced the highest wage gap compared to their WOC peers. Advocacy for Pacific Islander women to obtain a bachelor's degree or above may be beneficial to Pacific Islander women.

Moreover, multiple decompositions completed in this study found insufficient sample sizes for groups of WOC, particularly Pacific Islander women and Native American women who were SATTW. Though the sample for this research includes predominately white students (Table 1), having less than 10 WOC SATTW in the subgroups may suggest a lack of opportunity for these women. These women may face difficulties in obtaining and maintaining employment and may find meaningful attachment to the workforce through the aid of structural support.

Health professions and related programs are the most studied CIPs among WOC. However, for most groups of WOC, the wage gap grew over time for women who studied these CIPs (section 3.3.3). Opportunities for employment and promotion within the healthcare industry may create a more equitable environment for a large group of WOC to strengthen their earning power.

Furthermore, this study reveals a concerning trend, as the unexplained portion of the wage gap has grown over time for all WOC (section 3.4). This phenomenon highlights persistent and complex challenges that hinder the economic progress and equality of WOC in the workforce.

The Blinder-Oaxaca method provides valuable insights by differentiating between explained and unexplained components of the wage gap, allowing for a nuanced analysis of the underlying factors contributing to wage disparities. The unexplained portion of the wage difference hints at the existence of unaccounted factors not captured by education or prior work experience. While discrimination could be one of those factors not captured, other latent variables could also contribute to the unexplained portion of the wage difference. For example, parenthood data were not available for this study, and childcare may play a role in women's availability to participate in the workforce. The results of this study, indicating a consistent growth in the unexplained portion of the gender wage gap for WOC over time, could be alarming. The persistence of the unexplained portion of the wage gap for WOC suggests that possible structural and cultural barriers continue to hinder their economic progress. The intersectionality of gender and race creates

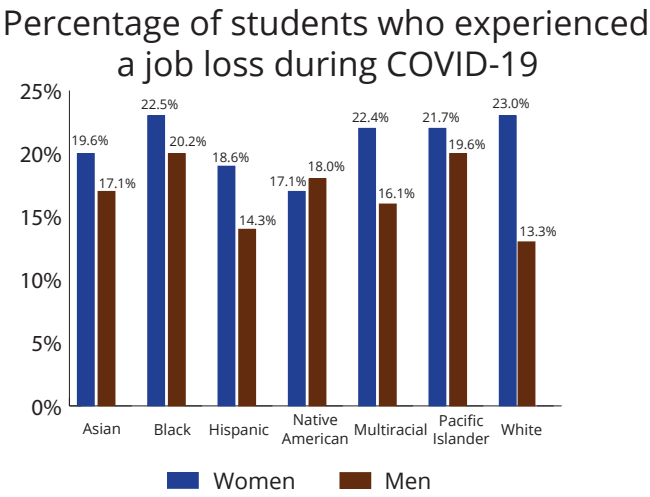

Figure 39: The percentage of students who experienced a job loss during COVID-19 by demographic background.

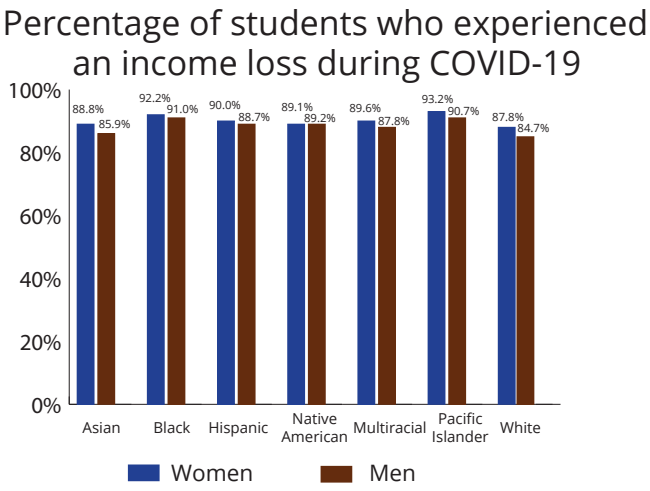

Figure 40: The percentage of students who experienced an income loss during COVID-19 by demographic background.

Table 24: Students whose wage changes are examined in this section by the year they left postsecondary education.

Left postsecondary education	% job loss	% Income loss
2011	4.3%	4.6%
2012	11.0%	11.5%
2013	12.3%	13.3%
2014	15.4%	16.2%
2015	17.2%	16.6%
2016	18.5%	18.1%
2017	21.3%	19.6%

unique challenges for WOC, leading to compounded discrimination and further widening the wage gap. The interplay of gender and racial bias can result in a double disadvantage, making it more difficult for WOC to overcome systemic barriers in the workplace. Biases can manifest in various forms, including lower starting salaries, limited access to high-paying occupations, and exclusion from networks facilitating career advancement. The lack of career mobility restricts the earning potential of WOC, resulting in the widening wage gap. The underrepresentation of WOC in leadership positions and influential roles within organizations exacerbates the unexplained portion of the wage gap. A lack of diverse representation diminishes role models and mentors who could provide guidance, support, and sponsorship necessary for career advancement.

Consequently, WOC face additional challenges in navigating career progression and negotiating salaries, leading to increased wage disparities. The persistence of the unexplained portion of the wage gap for WOC may underscore the inadequacy of existing policies and legal protections. Strengthening and implementing comprehensive procedures that address pay transparency, equitable recruitment practices, and targeted support for marginalized groups is crucial to combat the growing wage gap. As stated in section 2.1, students who returned to a USHE institution for additional education were excluded from this study.

The financial impact of COVID-19 has disproportionately affected WOC in terms of wage loss and job loss (section 3.5). WOC are often concentrated in low-wage, service-oriented industries, such as hospitality, retail, and restaurants, which were hit hardest by the pandemic. These sectors experienced widespread job losses and reduced hours, resulting in significant income losses for WOC (Vavra, 2020). The lack of diverse employment opportunities exacerbates their vulnerability during economic crises. WOC are more likely to be employed as essential workers, including healthcare workers, home care providers, and grocery store employees (Bureau of Labor Statistics, 2020). They faced increased exposure to the virus while continuing to work in high-risk environments, often without adequate protective measures (Bhattarai, 2020). Additionally, pre-existing health disparities within marginalized communities placed women of color at higher risk for severe illness, adding an extra layer of financial burden through medical expenses and potential loss of income due to illness or caregiving responsibilities. The closure of schools and childcare facilities due to the pandemic placed a heavier burden on women, particularly WOC, who disproportionately bear the responsibility of caregiving and may not have the privilege to work remotely.

The financial hardships experienced during the pandemic will likely exacerbate existing structural

inequality and widen the wealth gap for women of color. Reduced income, limited job opportunities, stalled career advancement, and increased debt can hinder their ability to accumulate wealth, make investments, or secure financial stability, impacting their long-term economic prospects. Extended periods of unemployment or underemployment can lead to hysteresis or skill depreciation, loss of seniority, and diminished opportunities for promotions, perpetuating the wage gap and further hindering long-term earning potential.

Efforts to mitigate the long-term implications of COVID-19 should include policies and interventions that address the root causes of these disparities, such as promoting equitable access to education and job opportunities, implementing paid family leave and affordable childcare options, enhancing healthcare accessibility, and strengthening support networks and resources for marginalized communities. Addressing these intersecting inequalities is essential to ensure equitable recovery and prevent further marginalization of WOC.

4.1 | Future Research

One crucial group of the general population, those who never enrolled in postsecondary education, was missing from this research. Education is an integral part of human capital, and those with lower educational attainment may experience a higher wage gap. By not including this group of the general population, the wage gaps reported in this research may only capture part of the picture of the experiences of WOC.

Parenthood status was not available for this study. Being a parent may impact the gender wage gap and workforce outcomes for mothers of color in Utah, considering the relatively high fertility rate in Utah. Women are more likely to be the caretaker in the family. Women's split roles at home and work may impact the number of hours they are likely to participate in the workforce. Future research could focus on the role of parenthood on wage outcomes should parenthood data become available.

Similarly, disability status and intergenerational poverty (IGP) status could provide valuable insight into the unique barriers faced by WOC. For example, previous UDRC research of individuals impacted by IGP found that being a woman and being Native American were factors that may increase the probability that an individual will experience IGP in the state of Utah (Martinez, 2019). Furthermore, individuals who experience IGP had significantly lower workforce attachment and lower average annual wages (Martinez, 2020). Including IGP status for WOC when studying the wage gap could contribute to a more comprehensive understanding of diversity within the workforce and highlight the importance of inclusive policies and practices.

Finally, this study highlights the lack of sample sizes in a few instances for WOC. Qualitative research could provide context for WOC who leave postsecondary education at an older age or complete specific types of educational attainment. Qualitative research could also shed light on the occupational dynamics and structural mechanisms contributing to wage disparities for nonresident women.

5 | Conclusion

Using USHE graduation and enrollment data from 2011 to 2020, this study analyzed the gender wage gap faced by WOC over time. One year after leaving postsecondary education, Asian women who worked faced the lowest wage gap of 16.5%, while Native American women who worked experienced the largest wage gap of 50.4%. For all groups of WOC, the wage gap grows over time, and all wage gaps between WOC who worked and white men who worked are statistically significant. Two-way ANOVA analysis also found the interaction between gender and race statistically significant.

This study further broke down the wage gap by the highest educational attainment, age group, and area of study. As the educational attainment of WOC increases, the wage gap generally decreases. WOC who leave postsecondary education at a younger age face a larger wage gap than those who leave postsecondary education at an older age. Healthcare programs are the most popular among WOC, but most WOC who studied healthcare-related programs experienced an increase in the wage gap over time.

Using the Blinder-Oaxaca method, this study found the majority of the wage gap cannot be explained by education or prior work experience for all WOC. Asian women experienced the largest portion of the unexplained wage gap, and Pacific Islander women experienced the smallest portion of the unexplained wage gap.

Finally, most WOC experienced lower wage growth than white men during the pandemic. All WOC experienced a higher rate of job loss than white men, and all WOC experienced a higher income loss than white men during the pandemic.

Examining the gender wage gap for women of color acknowledges their unique challenges and recognizes the need to address the compounded effects of gender and racial inequalities. Addressing the gender wage gap and ensuring all individuals are appropriately rewarded for their skills and qualifications may lead to better productivity and economic growth. This study provides empirical evidence to inform and empower policymakers, employers, and other stakeholders to take meaningful action in reducing wage disparities and build a more inclusive and equitable post-pandemic society.

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Data Partners

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Appendix Supplementary Information A

To transform Integrated Postsecondary Education Data System (IPEDS) codes to attainment levels, IPEDS 1, 1A, and 1B are coded as USHE certificates requiring less than one year. IPEDS 1 was effective until December 2019 and represented a postsecondary award, certificate, or diploma of less than one academic year (less than 900 contact or clock hours). IPEDS 2 is coded as a USHE certificate requiring one to two years to complete. IPEDS 3 is coded as associate degrees. IPEDS 4, 5, and 6 are coded as bachelor's degrees. IPEDS 7 and above are coded as graduate degrees. For technical certificates, the required hours to receive a certificate are converted to the level of attainment. For certificates with less than 300 required hours, the attainment level is coded as 1A. For certificates with 300 to 900 required hours, the attainment level is coded as 1B. For certificates with more than 900 required hours, the attainment level is coded as 2.

Appendix Table A1: The dollar amount and gap between wages of WOC and white women after leaving postsecondary education for those who worked.

	Asian		Black		Hispanic	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	-$3,603	-18.0%	$3,104	15.5%	-$123	-0.6%
year 2	-$4,837	-20.2%	$2,874	12.0%	-$50	-0.2%
year 3	-$6,074	-24.1%	$3,366	13.4%	$818	3.2%
year 4	-$7,304	-26.3%	$2,742	9.9%	$1,966	7.1%
year 5	-$8,787	-30.1%	$3,337	11.4%	$1,881	6.5%
year 6	-$9,805	-32.6%	-$29	-0.1%	$1,868	6.2%
year 7	-$7,865	-25.3%	$3,009	9.7%	$2,340	7.5%
year 8	-$9,896	-32.2%	$3,772	12.3%	$2,456	8.0%
year 9	-$8,834	-29.6%	$3,212	10.7%	$4,437	14.8%
year 10	-$8,823	-36.1%	$4,758	19.5%	$1,213	5.0%

	Multiracial		Native American		Pacific Islander	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$1,491	7.5%	$5,970	29.9%	$5,409	27.0%
year 2	$1,379	5.8%	$6,655	27.8%	$5,214	21.8%
year 3	$2,303	9.1%	$6,098	24.2%	$5,940	23.6%
year 4	$2,097	7.6%	$7,916	28.5%	$7,715	27.8%
year 5	$3,195	11.0%	$6,787	23.3%	$6,490	22.3%
year 6	$2,271	7.6%	$7,747	25.8%	$7,336	24.4%
year 7	$6,698	21.5%	$7,100	22.8%	$8,696	27.9%
year 8	$6,324	20.6%	$9,945	32.4%	$7,663	24.9%
year 9	$4,281	14.3%	$9,252	31.0%	$6,208	20.8%
year 10	$7,721	31.6%	$7,808	32.0%	$3,737	15.3%

Appendix Table A2: The dollar amount and gap between wages of WOC and white women after leaving postsecondary education for those who were SATTW.

	Asian		Black		Hispanic	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	-$3,865	-10.7%	$3,534	9.8%	$3,988	11.0%
year 2	-$4,890	-12.8%	$3,600	9.4%	$3,816	10.0%
year 3	-$6,165	-15.4%	$3,650	9.1%	$4,631	11.5%
year 4	-$7,214	-17.1%	$6,193	14.7%	$5,808	13.7%
year 5	-$6,515	-14.7%	$3,936	8.9%	$6,407	14.4%
year 6	-$6,019	-12.9%	$4,438	9.5%	$6,791	14.6%
year 7	-$7,521	-15.3%	$8,743	17.8%	$7,560	15.4%
year 8	-$3,166	-6.1%	$3,930	7.6%	$7,555	14.7%
year 9	-$872	-1.6%	$5,452	9.9%	$7,825	14.3%
year 10	$3,795	6.5%	--	--	$12,254	21.1%

	Multiracial		Native American		Pacific Islander	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$1,553	4.3%	$5,189	14.4%	$4,176	11.6%
year 2	$716	1.9%	$5,901	15.5%	$4,524	11.8%
year 3	-$775	-1.9%	$6,593	16.4%	$6,080	15.1%
year 4	$1,470	3.5%	$7,162	16.9%	$6,913	16.4%
year 5	$847	1.9%	$9,124	20.5%	$6,179	13.9%
year 6	$1,736	3.7%	$11,479	24.6%	$5,765	12.4%
year 7	$1,749	3.6%	$12,873	26.2%	$9,771	19.9%
year 8	$4,328	8.4%	$9,468	18.4%	$12,823	24.9%
year 9	-$2,327	-4.2%	$18,459	33.7%	$17,161	31.3%
year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table A3: The dollar amount and gap between wages of WOC and men of the same race after leaving postsecondary education for those who worked.

	Asian		Black		Hispanic	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$2,382	9.2%	$961	5.4%	$4,094	16.9%
year 2	$3,679	11.3%	$2,153	9.3%	$5,337	18.2%
year 3	$4,092	11.6%	$2,922	11.8%	$6,414	20.8%
year 4	$4,543	11.5%	$2,318	8.5%	$7,415	22.3%
year 5	$3,761	9.0%	$3,825	12.9%	$8,079	22.9%
year 6	$4,763	10.7%	$725	2.4%	$8,643	23.5%
year 7	$8,704	18.2%	$1,913	6.4%	$9,182	24.2%
year 8	$7,726	16.0%	$5,955	18.1%	$8,951	24.1%
year 9	$9,195	19.2%	$6,090	18.6%	$12,081	32.2%
year 10	$7,904	19.2%	$7,998	28.9%	$8,563	26.9%

	Multiracial		Native American		Pacific Islander	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$2,733	12.9%	$3,925	21.9%	$5,290	26.6%
year 2	$5,187	18.7%	$4,687	21.4%	$6,523	25.9%
year 3	$6,662	22.6%	$1,878	9.0%	$7,041	26.8%
year 4	$8,349	24.6%	$4,165	17.4%	$7,221	26.5%
year 5	$10,479	28.8%	$3,255	12.7%	$8,663	27.7%
year 6	$9,885	26.3%	$4,115	15.6%	$9,871	30.3%
year 7	$13,975	36.4%	$3,456	12.6%	$10,181	31.2%
year 8	$18,410	43.0%	$5,803	21.8%	$13,442	36.8%
year 9	$17,580	40.7%	$746	3.5%	$10,859	31.4%
year 10	$15,036	47.4%	$10,744	39.3%	$10,619	33.9%

Appendix Table A4: The dollar amount and gap between wages of WOC and men of the same race after leaving postsecondary education for those who were SATTW.

	Asian		Black		Hispanic	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$2,838	6.6%	$3,913	10.7%	$4,439	12.1%
year 2	$3,925	8.4%	$5,643	14.0%	$5,406	13.6%
year 3	$5,683	10.9%	$3,787	9.4%	$6,556	15.6%
year 4	$6,337	11.4%	$7,251	16.7%	$7,645	17.3%
year 5	$9,034	15.1%	$3,641	8.3%	$8,988	19.1%
year 6	$9,953	15.9%	$6,391	13.2%	$9,513	19.3%
year 7	$9,695	14.6%	$9,154	18.5%	$10,541	20.2%
year 8	$17,752	24.5%	$3,363	6.6%	$9,493	17.7%
year 9	$13,215	19.2%	$222	0.4%	$11,085	19.1%
year 10	$35,041	39.2%	--	--	$13,552	22.8%

	Multiracial		Native American		Pacific Islander	
	Gap (dollars)	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**	**Gap (dollars)**	**Gap (Percent)**
year 1	$4,231	10.9%	$5,907	16.0%	$4,318	11.9%
year 2	$6,344	14.5%	$5,728	15.1%	$5,538	14.1%
year 3	$6,615	13.9%	$6,757	16.8%	$6,225	15.4%
year 4	$8,652	17.5%	$8,308	19.1%	$7,786	18.0%
year 5	$9,201	17.4%	$7,324	17.2%	$7,436	16.3%
year 6	$14,812	24.8%	$7,553	17.7%	$6,434	13.6%
year 7	$17,819	27.4%	$6,013	14.2%	$12,188	23.7%
year 8	$16,134	25.5%	$4,663	10.0%	$16,751	30.2%
year 9	$10,827	15.9%	$15,623	30.1%	$24,572	39.5%
year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table B1: T-test stats results for WOC who worked compared to white men.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander	White women
year 1	-9.802	-26.004	-59.366	-31.839	-32.334	-35.888	-75.764
year 2	-10.462	-26.031	-71.126	-31.814	-32.178	-34.209	-86.243
year 3	-8.789	-23.557	-70.582	-29.558	-32.357	-32.851	-78.768
year 4	-2.690	-18.517	-38.456	-22.060	-27.125	-28.565	-33.052
year 5	-7.867	-14.654	-60.812	-23.295	-28.371	-26.510	-44.302
year 6	-7.038	-15.722	-52.196	-20.041	-24.252	-23.032	-36.943
year 7	-8.108	-18.418	-44.427	-14.307	-22.638	-22.746	-46.826
year 8	-8.258	-12.728	-36.625	-14.192	-15.956	-15.043	-37.894
year 9	-6.567	-8.642	-27.070	-3.565	-12.542	-11.479	-28.368
year 10	-2.449	-2.227	-17.584	-2.066	-2.964	-12.374	-20.481

Appendix Table B2: T-test p-value results for Asian, Black, Hispanic, and multiracial women who worked compared to white men.

	Asian	Black	Hispanic	Multiracial
year 1	2.622E-22***	6.874E-123***	3.867E-310***	4.941E-195***
year 2	4.716E-25***	2.020E-118***	2.196E-251***	9.975E-191***
year 3	3.644E-18***	5.875E-95***	5.722E-286***	1.359E-159***
year 4	0.007	4.788E-64***	2.393E-337***	1.506E-98***
year 5	1.016E-14***	4.576E-39***	2.774E-304***	4.358E-92***
year 6	4.901E-12***	1.552E-40***	4.214E-294***	3.310E-65***
year 7	4.019E-15***	4.003E-45***	5.093E-267***	2.652E-34***
year 8	3.402E-15***	1.373E-23***	3.167E-238***	6.649E-29***
year 9	4.421E-10***	6.161E-12***	5.114E-129***	3.660E-04**
year 10	0.014	0.026	1.477E-57***	0.039

*Note: * p<0.005, ** p<0.001, *** p<0.0001, with the Bonferroni correction applied.*

Appendix Table B3: T-test p-value results for Native American, Pacific Islander, and white women who worked compared to white men.

	Native American	Pacific Islander	White women
year 1	2.511E-165***	1.258E-191***	5.714E-225***
year 2	1.864E-156***	9.347E-170***	3.761E-267***
year 3	1.010E-146***	5.658E-149***	4.778E-196***
year 4	1.963E-123***	1.627E-135***	3.300E-237***
year 5	9.644E-103***	9.764E-92***	3.509E-214***
year 6	2.031E-75***	2.419E-68***	1.107E-293***
year 7	7.764E-62***	2.067E-59***	5.093E-257***
year 8	1.248E-34***	1.192E-30***	1.618E-305***
year 9	1.923E-21***	5.678E-19***	2.358E-172***
year 10	3.059E-03*	2.553E-16***	4.620E-90***

*Note: * p<0.005, ** p<0.001, *** p<0.0001, with the Bonferroni correction applied.*

Appendix Table B4: T-test stats results for WOC SATTW compared to white men.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander	White women
year 1	-6.616	-14.932	-51.374	-23.287	-14.948	-21.652	-53.358
year 2	-6.627	-12.634	-55.174	-15.358	-11.836	-19.039	-52.904
year 3	-3.288	-12.541	-44.437	-13.365	-13.181	-18.823	-44.929
year 4	-1.099	-1.695	-20.373	-1.656	-1.349	-1.551	-15.788
year 5	-2.954	-4.064	-30.637	-9.629	-11.632	-10.982	-33.221
year 6	-3.320	-3.678	-25.223	-3.133	-3.280	-3.702	-10.646
year 7	-2.945	-2.672	-25.650	-1.749	-2.230	-2.697	-23.639
year 8	-1.958	-1.427	-16.442	-1.897	-1.026	-1.853	-12.308
year 9	-1.902	-0.485	-10.715	-0.175	-1.031	-1.271	-12.963
year 10	-1.212	--	-2.621	--	--	--	-9.381

Note: "--" denotes insufficient sample size.

Appendix Table B5: T-test p-value results for Asian, Black, Hispanic, and multiracial women who worked compared to white men.

	Asian	Black	Hispanic	Multiracial
year 1	5.510E-11***	5.051E-42***	3.502E-26***	1.582E-100***
year 2	5.942E-11***	3.429E-30***	1.242E-39***	5.623E-47***
year 3	1.010E-03*	2.918E-27***	2.760E-53***	4.377E-35***
year 4	0.272	0.090	3.217E-91***	0.098
year 5	3.144E-03*	4.842E-05***	3.303E-161***	1.127E-17***
year 6	9.023E-04**	2.360E-04**	9.092E-107***	1.737E-03*
year 7	3.242E-03*	0.008	6.091E-104***	0.080
year 8	0.050	0.154	4.392E-42***	0.058
year 9	0.057	0.627	6.389E-19***	0.861
year 10	0.226	--	0.009	--

Note: "--" denotes insufficient sample size. (p<0.005, ** p<0.001, *** p<0.0001, with the Bonferroni correction applied.)*

Appendix Table B6: T-test p-value results for Native American, Pacific Islander, and white women who worked compared to white men.

	Native American	Pacific Islander	White women
year 1	6.702E-39***	1.868E-64***	3.948E-27***
year 2	2.374E-25***	1.151E-48***	4.131E-45***
year 3	9.530E-27***	8.253E-42***	2.249E-31***
year 4	0.177	0.121	7.228E-56***
year 5	1.503E-18***	3.645E-16***	2.326E-236***
year 6	1.040E-03*	2.149E-04**	2.853E-26***
year 7	0.026	0.007	1.441E-120***
year 8	0.305	0.064	3.701E-34***
year 9	0.303	0.204	1.791E-37***
year 10	--	--	4.155E-20***

Note: "--" denotes insufficient sample size. (p<0.005, ** p<0.001, *** p<0.0001, with the Bonferroni correction applied.)*

Appendix Table B7: Two-way ANOVA summary tables for interaction between gender and race for those who worked.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	4.03E+12	4.03E+12	6.23E+03	0.00E+00
race	6	8.50E+11	1.42E+11	2.19E+02	2.66E-280
gender:race	6	2.04E+11	3.41E+10	5.27E+01	2.85E-65
Residual	226,964	1.47E+14	6.46E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	6.85E+12	6.85E+12	8.54E+03	0.00E+00
race	6	1.03E+12	1.72E+11	2.15E+02	1.08E-274
gender:race	6	3.45E+11	5.75E+10	7.17E+01	1.03E-89
Residual	207,591	1.66E+14	8.02E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	7.31E+12	7.31E+12	6.50E+03	0.00E+00
race	6	1.20E+12	1.99E+11	1.77E+02	7.15E-226
gender:race	6	3.39E+11	5.65E+10	5.03E+01	4.37E-62
Residual	167,303	1.88E+14	1.12E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	9.02E+12	9.02E+12	9.38E+02	3.03E-205
race	6	1.41E+12	2.34E+11	2.44E+01	5.17E-29
gender:race	6	6.61E+11	1.1E+11	1.15E+01	7.53E-13
Residual	129,699	1.25E+15	9.61E+09	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	8.93E+12	8.93E+12	6.79E+02	3.49E-149
race	6	1.66E+12	2.77E+11	2.11E+01	7.73E-25
gender:race	6	1.15E+12	1.91E+11	1.46E+01	1.08E-16
Residual	100,995	1.33E+15	1.31E+10	NaN	NaN

Appendix Table B7: Two-way ANOVA summary tables for interaction between gender and race for those who worked.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	9.06E+12	9.06E+12	2.02E+02	1.03E-45
race	6	3.52E+12	5.87E+11	1.31E+01	7.79E-15
gender:race	6	4.39E+12	7.32E+11	1.63E+01	7.92E-19
Residual	77,134	3.47E+15	4.49E+10	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	7.92E+12	7.92E+12	3.10E+03	0.00E+00
race	6	1.30E+12	2.17E+11	8.51E+01	1.49E-106
gender:race	6	3.69E+11	6.15E+10	2.41E+01	1.28E-28
Residual	57,139	1.46E+14	2.56E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	6.81E+12	6.81E+12	2.21E+03	0.00E+00
race	6	1.01E+12	1.68E+11	5.48E+01	1.21E-67
gender:race	6	3.09E+11	5.15E+10	1.67E+01	2.14E-19
Residual	39,785	1.22E+14	3.08E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	4.86E+12	4.86E+12	1.34E+03	7.76E-286
race	6	6.19E+11	1.03E+11	2.84E+01	4.60E-34
gender:race	6	1.92E+11	3.2E+10	8.83E+00	1.22E-09
Residual	24,425	8.86E+13	3.63E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	2.34E+12	2.34E+12	5.34E+02	1.37E-115
race	6	2.52E+11	4.19E+10	9.59E+00	1.53E-10
gender:race	6	6.83E+10	1.14E+10	2.60E+00	1.61E-02
Residual	11,726	5.13E+13	4.37E+09	NaN	NaN

Appendix Table B8: Two-way ANOVA summary tables for interaction between gender and race for those SATTW.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	2.15E+12	2.15E+12	3.04E+03	0.00E+00
race	6	5.96E+11	9.94E+10	1.41E+02	2.02E-178
gender:race	6	5.65E+10	9.41E+09	1.33E+01	3.70E-15
Residual	106,486	7.52E+13	7.06E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	3.40E+12	3.40E+12	4.31E+03	0.00E+00
race	6	7.63E+11	1.27E+11	1.61E+02	1.46E-204
gender:race	6	9.82E+10	1.64E+10	2.07E+01	2.09E-24
Residual	112,159	8.86E+13	7.90E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	4.17E+12	4.17E+12	3.17E+03	0.00E+00
race	6	8.93E+11	1.49E+11	1.13E+02	8.71E-143
gender:race	6	1.43E+11	2.38E+10	1.80E+01	4.82E-21
Residual	90,298	1.19E+14	1.32E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	5.04E+12	5.04E+12	5.61E+02	1.25E-123
race	6	1.13E+12	1.89E+11	2.11E+01	8.01E-25
gender:race	6	1.65E+11	2.75E+10	3.06E+00	5.33E-03
Residual	73,984	6.64E+14	8.98E+09	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	5.28E+12	5.28E+12	2.67E+02	7.23E-60
race	6	2.35E+12	3.91E+11	1.98E+01	3.28E-23
gender:race	6	2.31E+12	3.86E+11	1.95E+01	7.31E-23
Residual	58,283	1.15E+15	1.98E+10	NaN	NaN

Appendix Table B8: Two-way ANOVA summary tables for interaction between gender and race for those SATTW.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	5.39E+12	5.39E+12	7.01E+01	5.71E-17
race	6	7.71E+12	1.29E+12	1.67E+01	2.24E-19
gender:race	6	9.59E+12	1.60E+12	2.08E+01	1.78E-24
Residual	44,296	3.40E+15	7.69E+10	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	4.63E+12	4.63E+12	1.50E+03	2.415981e-321
race	6	9.54E+11	1.59E+11	5.16E+01	1.54E-63
gender:race	6	1.32E+11	2.20E+10	7.14E+00	1.28E-07
Residual	32,005	9.87E+13	3.08E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	3.52E+12	3.52E+12	8.67E+02	9.10E-187
race	6	7.10E+11	1.18E+11	2.91E+01	5.87E-35
gender:race	6	1.38E+11	2.29E+10	5.64E+00	7.27E-06
Residual	20,683	8.40E+13	4.06E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	2.63E+12	2.63E+12	5.40E+02	1.12E-116
race	6	4.10E+11	6.83E+10	1.40E+01	5.69E-16
gender:race	6	7.25E+10	1.21E+10	2.48E+00	2.13E-02
Residual	11,449	5.57E+13	4.87E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
gender	1	1.17E+12	1.17E+12	1.41E+02	7.94E-32
race	6	2.31E+11	3.85E+10	4.62E+00	1.10E-04
gender:race	6	3.38E+10	5.63E+09	6.76E-01	6.69E-01
Residual	3,347	2.79E+13	8.33E+09	NaN	NaN

Appendix Table B9: Two-way ANOVA summary tables for interaction between race and the highest educational attainment for those who worked.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.31E+12	3.85E+11	5.39E+02	0.00E+00
ipeds	5	1.22E+13	2.43E+12	3.40E+03	0.00E+00
race:ipeds	30	3.13E+11	1.04E+10	1.46E+01	7.02E-74
Residual	114,335	8.16E+13	7.14E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.47E+12	5.78E+11	6.31E+02	0.00E+00
ipeds	5	1.46E+13	2.92E+12	3.18E+03	0.00E+00
race:ipeds	30	2.94E+11	9.80E+09	1.07E+01	2.49E-50
Residual	104,180	9.55E+13	9.16E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.74E+12	6.24E+11	4.95E+02	0.00E+00
ipeds	5	1.56E+13	3.12E+12	2.47E+03	0.00E+00
race:ipeds	30	3.50E+11	1.17E+10	9.26E+00	7.15E-42
Residual	84,926	1.07E+14	1.26E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.34E+12	7.23E+11	7.12E+01	7.53E-89
ipeds	5	1.53E+13	3.06E+12	3.02E+02	1.571623e-320
race:ipeds	30	3.60E+11	1.20E+10	1.18E+00	2.27E-01
Residual	66,723	6.77E+14	1.02E+10	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.06E+12	6.77E+11	3.87E+02	0.00E+00
ipeds	5	1.34E+13	2.69E+12	1.54E+03	0.00E+00
race:ipeds	30	3.44E+11	1.15E+10	6.56E+00	2.33E-26
Residual	52,659	9.20E+13	1.75E+09	NaN	NaN

Appendix Table B9: Two-way ANOVA summary tables for interaction between race and the highest educational attainment for those who worked.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.57E+12	5.95E+11	2.96E+02	0.00E+00
ipeds	5	1.22E+13	2.45E+12	1.22E+03	0.00E+00
race:ipeds	30	3.32E+11	1.11E+10	5.49E+00	1.67E-20
Residual	40,693	8.19E+13	2.01E+09	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.43E+12	5.72E+11	1.93E+02	1.31E-242
ipeds	5	1.15E+13	2.30E+12	7.76E+02	0.00E+00
race:ipeds	30	3.02E+11	1.01E+10	3.39E+00	9.98E-10
Residual	30,406	9.00E+13	2.96E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.77E+12	4.61E+11	1.41E+02	1.53E-176
ipeds	5	9.08E+12	1.82E+12	5.57E+02	0.00E+00
race:ipeds	30	2.45E+11	8.16E+09	2.50E+00	1.01E-05
Residual	21,394	6.97E+13	3.26E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.75E+12	2.92E+11	6.57E+01	7.45E-81
ipeds	5	5.69E+12	1.14E+12	2.56E+02	1.91E-262
race:ipeds	30	1.77E+11	5.89E+09	1.33E+00	1.09E-01
Residual	13,285	5.90E+13	4.44E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	7.14E+11	1.19E+11	1.77E+01	1.74E-20
ipeds	5	1.84E+12	3.67E+11	5.48E+01	6.53E-56
race:ipeds	30	8.97E+10	2.99E+09	4.46E-01	9.96E-01
Residual	6,403	4.29E+13	6.71E+09	NaN	NaN

Appendix Table B10: Two-way ANOVA summary tables for interaction between race and the highest educational attainment for those SATTW.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.33E+12	2.22E+11	2.84E+02	0.00E+00
ipeds	5	6.34E+12	1.27E+12	1.62E+03	0.00E+00
race:ipeds	30	1.12E+11	3.75E+09	4.80E+00	8.08E-17
Residual	58,350	4.56E+13	7.81E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.96E+12	3.26E+11	3.63E+02	0.00E+00
ipeds	5	8.24E+12	1.65E+12	1.84E+03	0.00E+00
race:ipeds	30	1.36E+11	4.53E+09	5.05E+00	3.82E-18
Residual	61,365	5.51E+13	8.98E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.24E+12	3.73E+11	2.53E+02	1.472316e-320
ipeds	5	8.54E+12	1.71E+12	1.16E+03	0.00E+00
race:ipeds	30	1.19E+11	3.96E+09	2.69E+00	1.53E-06
Residual	49,473	7.28E+13	1.47E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.54E+12	4.23E+11	2.80E+01	1.22E-33
ipeds	5	9.37E+12	1.87E+12	1.24E+02	6.86E-131
race:ipeds	30	1.26E+11	4.19E+09	2.78E-01	1.00E+00
Residual	41,123	6.21E+14	1.51E+10	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.31E+12	3.86E+11	1.99E+02	3.26E-250
ipeds	5	9.02E+12	1.80E+12	9.30E+02	0.00E+00
race:ipeds	30	1.57E+11	5.23E+09	2.70E+00	1.48E-06
Residual	32,960	6.39E+13	1.94E+09	NaN	NaN

Appendix Table B10: Two-way ANOVA summary tables for interaction between race and the highest educational attainment for those SATTW.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.17E+12	3.61E+11	1.66E+02	9.68E-208
ipeds	5	8.18E+12	1.64E+12	7.52E+02	0.00E+00
race:ipeds	30	1.63E+11	5.45E+09	2.50E+00	9.91E-06
Residual	25,349	5.51E+13	2.17E+09	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.06E+12	3.43E+11	1.01E+02	7.13E-126
ipeds	5	8.01E+12	1.60E+12	4.72E+02	0.00E+00
race:ipeds	30	1.43E+11	4.75E+09	1.40E+00	7.15E-02
Residual	18,539	6.29E+13	3.39E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.45E+12	2.41E+11	6.23E+01	1.99E-76
ipeds	5	6.40E+12	1.28E+12	3.31E+02	0.00E+00
race:ipeds	30	1.24E+11	4.12E+09	1.06E+00	3.72E-01
Residual	12,207	4.73E+13	3.87E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	9.51E+11	1.59E+11	2.73E+01	2.31E-32
ipeds	5	3.84E+12	7.68E+11	1.32E+02	3.44E-134
race:ipeds	30	7.86E+10	2.62E+09	4.51E-01	9.96E-01
Residual	6,835	3.97E+13	5.81E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.01E+11	6.68E+10	5.48E+00	1.23E-05
ipeds	5	1.09E+12	2.18E+11	1.79E+01	2.22E-17
race:ipeds	30	4.94E+10	1.65E+09	1.35E-01	1.00E+00
Residual	2,025	2.47E+13	1.22E+10	NaN	NaN

Appendix Table B11: Two-way ANOVA summary tables for interaction between race and the area of study for those who worked.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.31E+12	3.85E+11	5.06E+02	0.00E+00
CIP	41	6.87E+12	1.68E+11	2.20E+02	0.00E+00
race:CIP	246	4.45E+11	1.81E+09	2.38E+00	1.67E-29
Residual	114,130	8.68E+13	7.60E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.47E+12	5.78E+11	5.91E+02	0.00E+00
CIP	41	8.15E+12	1.99E+11	2.03E+02	0.00E+00
race:CIP	246	5.37E+11	2.18E+09	2.23E+00	3.72E-25
Residual	103,977	1.02E+14	9.78E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.74E+12	6.24E+11	4.61E+02	0.00E+00
CIP	41	7.72E+12	1.88E+11	1.39E+02	0.00E+00
race:CIP	246	6.26E+11	2.54E+09	1.88E+00	2.50E-15
Residual	84,728	1.15E+14	1.35E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.34E+12	7.23E+11	7.04E+01	9.04E-88
CIP	40	8.83E+12	2.21E+11	2.15E+01	2.24E-153
race:CIP	240	7.56E+11	3.15E+09	3.07E-01	1.00E+00
Residual	66,529	6.83E+14	1.03E+10	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.06E+12	6.77E+11	3.62E+02	0.00E+00
CIP	40	7.14E+12	1.78E+11	9.55E+01	0.00E+00
race:CIP	240	6.37E+11	2.65E+09	1.42E+00	2.10E-05
Residual	52,473	9.81E+13	1.87E+09	NaN	NaN

Appendix Table B11: Two-way ANOVA summary tables for interaction between race and the area of study for those who worked.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.57E+12	5.95E+11	2.76E+02	0.00E+00
CIP	40	6.64E+12	1.66E+11	7.71E+01	0.00E+00
race:CIP	240	6.07E+11	2.53E+09	1.17E+00	3.39E-02
Residual	40,518	8.73E+13	2.15E+09	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	3.43E+12	5.72E+11	1.84E+02	1.03E-230
CIP	40	7.14E+12	1.79E+11	5.73E+01	0.00E+00
race:CIP	240	5.62E+11	2.34E+09	7.52E-01	9.98E-01
Residual	30,236	9.42E+13	3.11E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.77E+12	4.61E+11	1.35E+02	6.20E-168
CIP	40	5.82E+12	1.46E+11	4.25E+01	6.149388e-318
race:CIP	240	5.34E+11	2.23E+09	6.50E-01	1.00E+00
Residual	21,238	7.28E+13	3.43E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.75E+12	2.92E+11	6.37E+01	2.43E-78
CIP	39	4.27E+12	1.09E+11	2.39E+01	6.80E-164
race:CIP	234	4.73E+11	2.02E+09	4.41E-01	1.00E+00
Residual	13,148	6.02E+13	4.58E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	7.14E+11	1.19E+11	1.74E+01	4.47E-20
CIP	37	1.69E+12	4.57E+10	6.69E+00	3.28E-32
race:CIP	222	2.06E+11	9.28E+08	1.36E-01	1.00E+00
Residual	6,300	4.31E+13	6.83E+09	NaN	NaN

Appendix Table B12: Two-way ANOVA summary tables for interaction between race and the area of study educational attainment for WOC SATTW.

year1 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.33E+12	2.21E+11	2.64E+02	0.00E+00
CIP	40	3.12E+12	7.79E+10	9.31E+01	0.00E+00
race:CIP	240	2.24E+11	9.31E+08	1.11E+00	1.11E-01
Residual	58,158	4.87E+13	8.37E+08	NaN	NaN
year2 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.95E+12	3.26E+11	3.37E+02	0.00E+00
CIP	41	4.00E+12	9.75E+10	1.01E+02	0.00E+00
race:CIP	246	3.03E+11	1.23E+09	1.27E+00	2.58E-03
Residual	61,163	5.92E+13	9.67E+08	NaN	NaN
year3 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.24E+12	3.73E+11	2.40E+02	7.18E-304
CIP	39	4.71E+12	1.21E+11	7.78E+01	0.00E+00
race:CIP	234	3.60E+11	1.54E+09	9.93E-01	5.18E-01
Residual	49,274	7.64E+13	1.55E+09	NaN	NaN
year4 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.54E+12	4.23E+11	2.78E+01	2.78E-33
CIP	39	6.16E+12	1.58E+11	1.04E+01	6.59E-62
race:CIP	234	4.67E+11	2.00E+09	1.31E-01	1.00E+00
Residual	40,930	6.24E+14	1.52E+10	NaN	NaN
year5 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.31E+12	3.85E+11	1.87E+02	1.44E-235
CIP	40	5.21E+12	1.30E+11	6.33E+01	0.00E+00
race:CIP	240	4.36E+11	1.82E+09	8.84E-01	9.02E-01
Residual	32,780	6.74E+13	2.06E+09	NaN	NaN

Appendix Table B12: Two-way ANOVA summary tables for interaction between race and the area of study educational attainment for WOC SATTW.

year6 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.16E+12	3.61E+11	1.57E+02	4.90E-196
CIP	39	5.12E+12	1.31E+11	5.70E+01	0.00E+00
race:CIP	234	4.24E+11	1.81E+09	7.86E-01	9.93E-01
Residual	25,182	5.80E+13	2.30E+09	NaN	NaN
year7 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	2.06E+12	3.43E+11	9.62E+01	1.75E-119
CIP	40	5.10E+12	1.28E+11	3.58E+01	1.49E-263
race:CIP	240	4.95E+11	2.06E+09	5.79E-01	1.00E+00
Residual	18,392	6.56E+13	3.57E+09	NaN	NaN
year8 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	1.44E+12	2.41E+11	5.90E+01	2.94E-72
CIP	39	4.28E+12	1.10E+11	2.69E+01	8.54E-186
race:CIP	234	3.78E+11	1.61E+09	3.96E-01	1.00E+00
Residual	12,064	4.92E+13	4.08E+09	NaN	NaN
year9 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	9.51E+11	1.58E+11	2.66E+01	2.00E-31
CIP	37	3.21E+12	8.66E+10	1.45E+01	3.54E-86
race:CIP	222	3.55E+11	1.60E+09	2.68E-01	1.00E+00
Residual	6,725	4.01E+13	5.97E+09	NaN	NaN
year10 wage					
	df	**sum_sq**	**mean_sq**	**F**	**PR(>F)**
race	6	4.01E+11	6.68E+10	5.41E+00	1.46E-05
CIP	35	1.38E+12	3.94E+10	3.20E+00	1.22E-09
race:CIP	210	4.47E+11	2.13E+09	1.73E-01	1.00E+00
Residual	1,972	2.43E+13	1.23E+10	NaN	NaN

Appendix Table C1: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those with some college.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-17.5%	-0.8%	-26.4%	-1.0%	13.5%	6.5%
Year 2	-23.7%	-1.8%	-27.8%	-3.9%	13.8%	8.5%
Year 3	-18.4%	-5.2%	-23.4%	1.8%	11.7%	-5.0%
Year 4	-15.4%	-0.6%	-13.7%	2.2%	17.5%	8.7%
Year 5	-21.3%	-6.4%	-13.6%	-1.0%	6.9%	6.1%
Year 6	-31.1%	-6.2%	-11.8%	-6.6%	15.2%	6.8%
Year 7	-10.1%	28.9%	-8.3%	22.3%	14.0%	17.7%
Year 8	-33.5%	16.1%	-6.3%	36.4%	21.3%	16.7%
Year 9	-8.1%	29.1%	-3.5%	30.5%	12.9%	10.8%
Year 10	-43.0%	19.8%	-13.8%	58.5%	28.7%	-25.1%

Appendix Table C2: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those whose highest educational attainment was a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-19.1%	20.4%	-6.0%	5.8%	15.6%	-19.7%
Year 2	-33.1%	-5.0%	-17.0%	-6.3%	32.4%	-4.4%
Year 3	-32.2%	-6.7%	-7.5%	-8.0%	12.4%	19.1%
Year 4	-31.4%	-11.4%	-9.2%	-8.2%	35.6%	24.7%
Year 5	-31.6%	-9.2%	-14.2%	24.7%	26.1%	14.7%
Year 6	-51.6%	-12.6%	-18.3%	27.0%	20.3%	63.8%
Year 7	-42.4%	-12.5%	-19.6%	-43.7%	23.2%	16.3%
Year 8	-44.5%	--	-9.8%	--	-9.3%	--
Year 9	--	--	-17.8%	--	--	--
Year 10	--	--	10.4%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C3: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those whose highest educational attainment was a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-12.2%	-13.8%	-18.2%	17.8%	-19.0%	-45.5%
Year 2	-21.6%	-9.7%	-19.3%	-0.1%	-18.4%	3.4%
Year 3	-9.4%	20.8%	-18.9%	4.0%	-2.2%	--
Year 4	2.2%	14.5%	-19.0%	17.0%	-8.8%	--
Year 5	-17.5%	38.0%	-22.1%	30.3%	-16.6%	--
Year 6	-45.9%	--	-18.5%	--	0.8%	--
Year 7	--	--	-15.2%	--	--	--
Year 8	--	--	-43.3%	--	--	--
Year 9	--	--	5.6%	--	--	--
Year 10	--	--	11.6%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C4: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those whose highest educational attainment was an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-16.9%	-1.5%	-11.3%	0.6%	7.5%	18.7%
Year 2	-12.8%	-16.9%	-6.2%	20.8%	10.9%	7.4%
Year 3	-7.0%	2.9%	-5.7%	10.1%	8.9%	25.7%
Year 4	-19.7%	-19.9%	-5.8%	9.5%	17.8%	-0.8%
Year 5	-16.2%	-20.2%	-9.8%	36.3%	18.6%	-7.3%
Year 6	-27.9%	-39.4%	-14.1%	30.0%	14.3%	-21.3%
Year 7	-13.6%	-9.7%	-20.0%	24.2%	10.7%	-19.8%
Year 8	-31.0%	-20.6%	-14.0%	15.2%	18.8%	8.9%
Year 9	-38.0%	--	-11.7%	--	-3.8%	--
Year 10	-7.1%	--	-49.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C5: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those whose highest educational attainment was a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-3.5%	5.8%	-6.1%	3.6%	23.9%	11.3%
Year 2	-4.7%	5.7%	-2.6%	3.2%	10.9%	-5.5%
Year 3	-8.8%	1.4%	0.1%	4.7%	9.4%	5.4%
Year 4	-13.5%	-1.7%	-0.0%	0.5%	13.6%	12.1%
Year 5	-20.1%	0.1%	-0.3%	5.4%	12.5%	-12.8%
Year 6	-15.6%	-17.2%	-0.8%	-3.2%	22.0%	-15.5%
Year 7	-16.4%	-11.1%	0.5%	13.5%	21.3%	-6.6%
Year 8	-17.6%	-14.6%	-1.4%	21.2%	26.2%	-4.7%
Year 9	-12.8%	-0.7%	6.8%	21.6%	49.5%	16.4%
Year 10	-36.8%	-52.6%	1.5%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C6: The wage gap between wages of WOC who worked and white women after leaving postsecondary education for those whose highest educational attainment was a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-6.3%	19.6%	7.4%	2.2%	21.0%	5.8%
Year 2	-8.4%	12.8%	5.9%	-0.3%	25.8%	1.7%
Year 3	-14.3%	11.0%	7.4%	7.2%	1.6%	-5.6%
Year 4	-26.3%	9.2%	6.7%	4.1%	3.8%	1.0%
Year 5	-24.5%	9.4%	5.7%	3.3%	9.0%	-19.5%
Year 6	-33.6%	19.2%	11.6%	4.0%	2.2%	0.4%
Year 7	-44.9%	12.9%	3.1%	13.5%	-7.3%	--
Year 8	-34.8%	42.1%	-3.7%	-7.6%	-20.8%	--
Year 9	-8.5%	--	9.5%	38.5%	--	--
Year 10	-43.1%	--	-5.5%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C7: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those with some college education.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-12.1%	-0.2%	-1.8%	-0.7%	5.9%	-3.4%
Year 2	-7.3%	-0.1%	-2.4%	-2.7%	5.0%	-0.6%
Year 3	-7.3%	-0.4%	-1.8%	-8.5%	4.4%	-0.7%
Year 4	-10.8%	3.9%	-0.5%	0.0%	2.7%	2.2%
Year 5	-10.8%	1.7%	1.6%	-3.3%	7.2%	3.4%
Year 6	-8.5%	8.4%	2.2%	1.8%	10.6%	7.0%
Year 7	-15.7%	2.8%	0.8%	-2.8%	16.6%	2.9%
Year 8	-6.8%	-7.6%	2.9%	8.3%	10.3%	11.1%
Year 9	-3.0%	--	2.2%	9.8%	20.3%	12.7%
Year 10	--	--	-3.6%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C8: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those whose highest educational attainment was a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-3.8%	-0.0%	-3.6%	-8.4%	4.1%	10.5%
Year 2	-1.2%	5.9%	-1.8%	3.7%	-11.4%	-6.0%
Year 3	-2.4%	10.9%	0.6%	1.6%	1.5%	5.1%
Year 4	-7.5%	5.3%	3.4%	0.6%	-2.9%	--
Year 5	-8.8%	-3.1%	4.7%	0.4%	10.8%	--
Year 6	-10.2%	-9.0%	2.4%	--	11.4%	--
Year 7	-7.8%	--	-5.6%	--	--	--
Year 8	--	--	-2.7%	--	--	--
Year 9	--	--	-4.2%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C9: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those whose highest educational attainment was a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-17.5%	1.3%	-6.4%	-6.4%	-10.8%	--
Year 2	-15.1%	6.8%	-2.9%	-10.1%	2.3%	--
Year 3	-0.6%	--	-8.0%	-15.9%	1.8%	--
Year 4	-22.8%	--	-6.3%	--	--	--
Year 5	-6.9%	--	-2.0%	--	--	--
Year 6	--	--	-5.5%	--	--	--
Year 7	--	--	-8.5%	--	--	--
Year 8	--	--	-0.7%	--	--	--
Year 9	--	--	-2.4%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C10: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those whose highest educational attainment was an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-14.6%	1.5%	0.8%	1.2%	12.0%	8.0%
Year 2	-5.4%	1.6%	-2.9%	1.7%	9.1%	-8.3%
Year 3	-7.0%	-17.6%	-2.6%	-12.4%	20.5%	-12.7%
Year 4	-4.6%	-8.9%	-2.6%	4.1%	21.8%	20.9%
Year 5	-10.3%	-10.9%	-3.5%	-16.3%	23.2%	7.2%
Year 6	-1.0%	-3.5%	-9.5%	7.5%	25.9%	-9.3%
Year 7	-0.1%	--	-7.3%	--	22.0%	--
Year 8	0.1%	--	-7.0%	--	14.4%	--
Year 9	-10.8%	--	-7.9%	--	--	--
Year 10	--	--	-10.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C11: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those whose highest educational attainment was a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-5.7%	4.3%	3.1%	0.0%	3.9%	1.8%
Year 2	-7.0%	-2.9%	1.7%	-5.3%	5.3%	0.7%
Year 3	-11.3%	-0.8%	2.1%	-5.0%	3.9%	3.0%
Year 4	-12.4%	6.1%	1.4%	-2.6%	7.9%	1.4%
Year 5	-11.6%	4.9%	0.8%	-3.3%	1.3%	1.3%
Year 6	-8.3%	3.5%	0.5%	-1.1%	-0.1%	3.2%
Year 7	-10.2%	5.1%	0.1%	6.2%	-6.3%	-1.1%
Year 8	-3.8%	-8.3%	1.1%	7.9%	-26.9%	-1.0%
Year 9	5.5%	16.2%	8.1%	-23.0%	-15.1%	--
Year 10	13.4%	--	12.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C12: The wage gap between wages of WOC who were SATTW and white women after leaving postsecondary education for those whose highest educational attainment was a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-5.1%	10.6%	4.1%	2.8%	4.4%	-4.8%
Year 2	-13.5%	5.5%	7.2%	1.0%	5.6%	-6.5%
Year 3	-14.8%	11.6%	4.0%	1.4%	1.9%	-6.2%
Year 4	-21.2%	12.3%	4.1%	1.0%	6.1%	-4.9%
Year 5	-28.2%	1.1%	0.4%	8.3%	15.0%	-3.3%
Year 6	-30.1%	9.6%	8.0%	7.9%	9.9%	--
Year 7	-31.4%	10.2%	7.9%	1.3%	-0.1%	--
Year 8	-28.4%	--	2.7%	7.7%	--	--
Year 9	-12.9%	--	13.5%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C13: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with some college.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	11.3%	-1.5%	14.2%	13.1%	16.3%	23.2%
Year 2	8.1%	9.5%	16.2%	16.8%	17.4%	27.1%
Year 3	14.5%	9.7%	18.6%	21.7%	7.9%	23.4%
Year 4	11.7%	6.2%	20.9%	16.4%	19.1%	24.9%
Year 5	0.1%	4.9%	20.4%	18.3%	11.4%	25.3%
Year 6	-4.4%	4.8%	22.4%	8.6%	19.5%	25.9%
Year 7	15.0%	29.0%	21.5%	33.3%	12.5%	32.8%
Year 8	-21.0%	19.9%	22.7%	53.6%	7.6%	37.4%
Year 9	29.3%	40.9%	31.9%	50.2%	-3.7%	29.3%
Year 10	-26.6%	33.9%	21.0%	62.2%	38.3%	16.6%

Note: "--" denotes insufficient sample size.

Appendix Table C14: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	35.7%	35.0%	43.7%	41.2%	53.8%	39.4%
Year 2	28.3%	38.5%	35.6%	34.3%	54.9%	36.3%
Year 3	24.5%	31.9%	40.0%	28.1%	23.1%	53.7%
Year 4	19.1%	19.6%	39.0%	35.2%	42.0%	55.4%
Year 5	18.3%	32.7%	32.9%	44.9%	38.1%	52.5%
Year 6	5.1%	36.4%	31.0%	53.3%	28.8%	79.5%
Year 7	2.9%	-2.0%	36.6%	7.1%	28.9%	34.4%
Year 8	--	--	38.0%	--	-11.6%	--
Year 9	--	--	37.7%	--	--	--
Year 10	--	--	38.5%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C15: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	41.6%	22.0%	32.8%	42.5%	38.6%	25.7%
Year 2	26.2%	6.1%	30.7%	31.8%	29.8%	50.7%
Year 3	37.7%	24.7%	31.1%	29.0%	41.6%	--
Year 4	45.3%	4.7%	27.9%	44.7%	26.8%	--
Year 5	36.6%	54.5%	31.9%	--	24.0%	--
Year 6	25.3%	--	37.4%	--	42.8%	--
Year 7	43.7%	--	44.3%	--	--	--
Year 8	--	--	28.7%	--	--	--
Year 9	--	--	67.2%	--	--	--
Year 10	--	--	66.0%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C16: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	7.0%	21.8%	29.0%	4.3%	10.7%	34.9%
Year 2	18.1%	17.3%	26.7%	24.3%	29.8%	22.7%
Year 3	15.9%	21.6%	31.2%	19.3%	15.5%	28.7%
Year 4	4.5%	-0.9%	28.6%	35.3%	19.4%	8.7%
Year 5	16.1%	27.1%	20.7%	47.7%	28.5%	16.2%
Year 6	-6.1%	-18.7%	17.9%	50.9%	21.1%	21.0%
Year 7	-0.9%	13.3%	16.9%	37.8%	18.9%	13.0%
Year 8	-14.0%	--	11.7%	--	--	40.4%
Year 9	-30.8%	--	14.2%	--	--	52.7%
Year 10	-8.2%	--	-14.1%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C17: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	11.9%	9.5%	13.7%	14.0%	18.9%	20.2%
Year 2	15.5%	10.7%	17.6%	24.5%	19.4%	10.7%
Year 3	19.8%	16.5%	24.1%	26.3%	23.4%	30.2%
Year 4	22.3%	19.8%	24.1%	24.5%	26.1%	29.2%
Year 5	23.0%	13.7%	27.9%	31.8%	25.0%	22.6%
Year 6	20.7%	10.4%	26.0%	27.0%	32.8%	27.2%
Year 7	26.1%	20.9%	35.1%	34.5%	29.3%	30.4%
Year 8	36.4%	35.0%	37.7%	45.3%	49.0%	35.9%
Year 9	31.3%	21.8%	40.0%	46.9%	60.5%	50.0%
Year 10	15.9%	-4.0%	40.0%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C18: The wage gap between wages of WOC who worked and men of the same race after leaving postsecondary education for those with a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	9.3%	12.2%	17.3%	10.6%	14.9%	17.9%
Year 2	18.5%	8.4%	19.8%	11.2%	27.6%	14.2%
Year 3	13.8%	-13.5%	23.0%	24.2%	-10.2%	17.9%
Year 4	9.9%	0.1%	22.9%	20.9%	15.6%	31.7%
Year 5	23.4%	-10.9%	25.2%	20.2%	17.8%	-6.4%
Year 6	13.7%	20.6%	29.2%	32.2%	--	26.1%
Year 7	4.5%	15.1%	24.4%	47.1%	--	--
Year 8	11.1%	23.7%	18.9%	28.7%	--	--
Year 9	45.8%	--	28.1%	47.5%	--	--
Year 10	56.9%	--	37.6%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C19: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with some college.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-1.0%	7.2%	8.9%	7.5%	16.3%	3.0%
Year 2	7.2%	12.0%	10.8%	12.1%	13.3%	11.8%
Year 3	6.9%	6.9%	12.5%	8.4%	18.4%	14.1%
Year 4	5.2%	13.8%	13.4%	16.0%	16.9%	15.7%
Year 5	2.2%	7.5%	15.3%	12.0%	9.0%	19.2%
Year 6	5.6%	12.9%	15.7%	19.9%	11.1%	18.2%
Year 7	3.0%	3.7%	16.5%	19.5%	14.3%	9.8%
Year 8	9.4%	-4.1%	14.2%	25.4%	21.1%	29.9%
Year 9	19.9%	--	20.6%	29.9%	38.2%	31.0%
Year 10	--	--	23.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C20: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	31.4%	35.0%	27.9%	22.1%	47.0%	52.5%
Year 2	27.7%	34.9%	30.7%	31.2%	25.4%	34.9%
Year 3	17.6%	38.8%	31.4%	36.1%	23.8%	38.0%
Year 4	20.6%	27.9%	32.8%	32.3%	25.3%	--
Year 5	--	21.7%	32.3%	36.7%	40.6%	--
Year 6	--	34.2%	31.5%	--	--	--
Year 7	--	--	28.7%	--	--	--
Year 8	--	--	30.0%	--	--	--
Year 9	--	--	2.3%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C21: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	21.3%	22.8%	21.7%	11.5%	18.0%	--
Year 2	20.4%	34.4%	27.0%	24.0%	27.6%	--
Year 3	30.4%	--	23.9%	--	30.3%	--
Year 4	15.8%	--	26.7%	--	--	--
Year 5	33.5%	--	34.2%	--	--	--
Year 6	--	--	33.8%	--	--	--
Year 7	--	--	29.2%	--	--	--
Year 8	--	--	35.6%	--	--	--
Year 9	--	--	25.5%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C22: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	0.9%	10.0%	17.1%	-1.5%	34.4%	24.8%
Year 2	5.7%	12.5%	21.0%	12.9%	37.3%	16.1%
Year 3	5.0%	-13.5%	20.5%	13.7%	43.8%	-20.4%
Year 4	13.6%	-5.8%	17.1%	21.5%	38.2%	22.1%
Year 5	7.2%	18.4%	11.4%	1.0%	33.2%	1.2%
Year 6	19.5%	18.1%	12.1%	24.5%	--	-2.8%
Year 7	18.8%	--	20.5%	--	--	--
Year 8	12.4%	--	14.5%	--	--	--
Year 9	--	--	8.1%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C23: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	11.5%	15.0%	17.5%	19.9%	6.7%	14.8%
Year 2	15.9%	13.7%	20.2%	14.2%	10.3%	18.7%
Year 3	15.2%	14.9%	22.1%	18.9%	8.4%	21.8%
Year 4	16.4%	18.3%	22.3%	19.8%	13.8%	18.9%
Year 5	18.6%	21.3%	21.0%	21.5%	4.4%	22.5%
Year 6	22.8%	23.9%	22.4%	24.8%	4.5%	27.8%
Year 7	19.9%	20.9%	20.6%	32.1%	0.6%	32.4%
Year 8	29.9%	6.4%	26.3%	31.7%	-27.6%	19.2%
Year 9	26.3%	34.0%	27.2%	0.3%	-21.7%	--
Year 10	30.4%	--	29.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C24: The wage gap between wages of WOC who were SATTW and men of the same race after leaving postsecondary education for those with a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	20.9%	17.1%	19.7%	13.6%	9.9%	2.4%
Year 2	12.7%	8.0%	22.7%	12.7%	28.8%	3.9%
Year 3	11.7%	-0.6%	18.7%	15.3%	5.1%	4.3%
Year 4	17.2%	12.4%	21.9%	9.9%	5.6%	17.8%
Year 5	12.6%	-4.4%	16.5%	31.5%	--	12.1%
Year 6	7.7%	8.0%	22.1%	35.9%	--	--
Year 7	12.1%	--	24.3%	45.8%	--	--
Year 8	4.5%	--	29.3%	35.0%	--	--
Year 9	30.5%	--	39.6%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C25: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with some college.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	15.7%	27.7%	9.3%	27.6%	38.0%	32.9%
Year 2	17.0%	31.7%	14.2%	30.2%	42.2%	38.6%
Year 3	18.9%	28.0%	15.5%	32.7%	39.5%	28.1%
Year 4	20.3%	30.5%	21.5%	32.4%	43.0%	36.9%
Year 5	17.2%	27.4%	22.5%	31.1%	36.5%	35.9%
Year 6	9.6%	26.8%	22.9%	26.5%	41.6%	35.7%
Year 7	23.5%	50.6%	24.7%	46.0%	40.3%	42.8%
Year 8	10.5%	43.8%	28.8%	57.4%	47.2%	44.1%
Year 9	32.6%	55.9%	35.5%	56.7%	45.8%	44.5%
Year 10	16.6%	53.2%	33.6%	75.8%	58.4%	27.1%

Appendix Table C26: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	42.7%	61.7%	49.0%	54.7%	59.4%	42.4%
Year 2	35.9%	49.4%	43.6%	48.8%	67.4%	49.7%
Year 3	30.3%	43.7%	43.3%	43.0%	53.8%	57.3%
Year 4	35.2%	45.1%	46.1%	46.7%	68.2%	62.9%
Year 5	34.0%	45.3%	42.8%	62.3%	63.0%	57.3%
Year 6	20.8%	41.2%	38.2%	61.8%	58.3%	81.1%
Year 7	28.4%	43.5%	39.9%	27.7%	61.4%	57.9%
Year 8	23.3%	--	41.7%	--	42.0%	--
Year 9	--	--	42.8%	--	--	--
Year 10	--	--	27.9%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C27: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	32.7%	31.8%	29.1%	50.7%	28.7%	12.7%
Year 2	28.5%	35.5%	29.9%	41.2%	30.4%	43.2%
Year 3	37.6%	54.8%	32.2%	45.2%	41.7%	40.9%
Year 4	44.9%	51.8%	33.0%	53.2%	38.7%	--
Year 5	36.7%	66.6%	34.2%	62.4%	37.1%	--
Year 6	24.8%	--	38.9%	--	48.8%	--
Year 7	--	--	38.5%	--	--	--
Year 8	--	--	36.9%	--	--	--
Year 9	--	--	49.9%	--	--	--
Year 10	--	--	57.6%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C28: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	20.3%	30.8%	24.1%	32.2%	36.9%	44.5%
Year 2	27.8%	25.2%	32.1%	49.4%	43.0%	40.8%
Year 3	30.6%	37.0%	31.4%	41.7%	40.9%	51.8%
Year 4	22.2%	22.1%	31.2%	41.2%	46.5%	34.5%
Year 5	26.3%	23.8%	30.4%	59.6%	48.4%	32.0%
Year 6	21.9%	14.9%	30.3%	57.2%	47.7%	25.9%
Year 7	28.6%	31.1%	24.7%	52.4%	43.9%	24.7%
Year 8	22.0%	28.2%	32.2%	49.5%	51.7%	45.8%
Year 9	14.2%	--	30.6%	--	35.5%	--
Year 10	35.4%	--	9.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C29: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	21.5%	28.6%	19.6%	26.9%	42.3%	32.7%
Year 2	25.1%	32.6%	26.6%	30.8%	36.3%	24.6%
Year 3	25.7%	32.6%	31.7%	34.9%	38.1%	35.4%
Year 4	25.9%	33.5%	34.7%	35.0%	43.6%	42.6%
Year 5	24.7%	37.4%	37.1%	40.7%	45.2%	29.3%
Year 6	30.1%	29.1%	39.0%	37.5%	52.8%	30.1%
Year 7	34.0%	37.1%	43.6%	51.0%	55.4%	39.6%
Year 8	37.5%	39.0%	46.0%	58.1%	60.8%	44.3%
Year 9	39.9%	46.4%	50.3%	58.2%	73.1%	55.4%
Year 10	30.9%	22.9%	50.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C30: The wage gap between wages of WOC who worked and white men after leaving postsecondary education for those with a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	11.1%	32.8%	22.6%	18.3%	34.0%	21.2%
Year 2	12.5%	29.7%	24.1%	19.1%	40.1%	20.7%
Year 3	12.1%	31.6%	28.8%	28.7%	24.4%	18.8%
Year 4	7.1%	33.3%	31.4%	29.5%	29.2%	27.2%
Year 5	10.9%	35.2%	32.5%	30.8%	34.9%	14.5%
Year 6	6.2%	43.2%	37.9%	32.6%	31.3%	30.1%
Year 7	1.6%	40.8%	34.2%	41.3%	27.1%	--
Year 8	13.8%	62.9%	33.7%	31.2%	22.8%	--
Year 9	28.4%	--	40.3%	59.5%	--	--
Year 10	18.8%	--	40.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C31: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with some college.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	3.1%	13.5%	12.1%	13.0%	18.7%	10.7%
Year 2	10.1%	16.2%	14.2%	14.0%	20.4%	15.7%
Year 3	12.4%	18.0%	16.8%	11.4%	21.9%	17.7%
Year 4	10.8%	22.6%	19.0%	19.5%	21.6%	21.2%
Year 5	11.0%	21.1%	21.0%	17.0%	25.5%	22.4%
Year 6	13.7%	27.1%	22.1%	21.8%	28.8%	26.0%
Year 7	9.2%	23.7%	22.2%	19.3%	34.5%	23.8%
Year 8	18.0%	17.5%	25.5%	29.7%	31.2%	31.8%
Year 9	25.1%	--	28.9%	34.4%	42.0%	36.5%
Year 10	--	--	28.5%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C32: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with a certificate requiring one year or less.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	39.0%	41.2%	39.0%	36.3%	43.6%	47.4%
Year 2	40.6%	44.8%	40.3%	43.5%	34.6%	37.8%
Year 3	36.9%	45.1%	38.8%	39.4%	39.4%	41.6%
Year 4	33.7%	41.6%	40.5%	38.8%	36.6%	--
Year 5	32.0%	35.6%	40.4%	37.8%	44.2%	--
Year 6	31.2%	31.9%	39.1%	--	44.7%	--
Year 7	36.1%	--	37.4%	--	--	--
Year 8	--	--	36.5%	--	--	--
Year 9	--	--	31.5%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C33: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with a certificate requiring one to two years.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	16.8%	30.1%	24.7%	24.7%	21.5%	--
Year 2	22.8%	37.5%	31.0%	26.2%	34.5%	--
Year 3	35.8%	--	31.1%	26.0%	37.3%	--
Year 4	22.6%	--	32.9%	--	--	--
Year 5	34.4%	--	37.4%	--	--	--
Year 6	--	--	37.1%	--	--	--
Year 7	--	--	36.4%	--	--	--
Year 8	--	--	36.0%	--	--	--
Year 9	--	--	27.8%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C34: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with an associate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	5.2%	18.5%	17.9%	18.3%	27.2%	23.9%
Year 2	16.1%	21.6%	18.0%	21.7%	27.6%	13.7%
Year 3	16.3%	8.1%	19.7%	12.1%	37.9%	11.9%
Year 4	19.3%	16.0%	20.8%	26.0%	39.7%	39.0%
Year 5	17.1%	16.7%	22.2%	12.6%	42.2%	30.2%
Year 6	25.0%	23.1%	18.7%	31.3%	45.0%	18.8%
Year 7	26.9%	--	21.7%	--	43.1%	--
Year 8	27.4%	--	22.3%	--	37.8%	--
Year 9	16.1%	--	18.2%	--	--	--
Year 10	--	--	11.5%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C35: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with a bachelor's degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	15.8%	23.8%	22.8%	20.3%	23.4%	21.8%
Year 2	17.6%	20.8%	24.3%	18.9%	27.1%	23.6%
Year 3	17.2%	25.0%	27.1%	21.8%	28.4%	27.8%
Year 4	18.1%	31.6%	28.2%	25.3%	32.9%	28.2%
Year 5	20.3%	32.0%	29.1%	26.2%	29.5%	29.5%
Year 6	23.9%	32.2%	30.1%	29.0%	29.7%	32.0%
Year 7	24.6%	35.0%	31.7%	35.8%	27.3%	30.8%
Year 8	29.7%	26.6%	33.0%	37.6%	14.0%	31.6%
Year 9	36.8%	44.0%	38.6%	17.8%	23.0%	--
Year 10	43.2%	--	42.8%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table C36: The wage gap between wages of WOC who were SATTW and white men after leaving postsecondary education for those with a graduate degree.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	10.8%	24.1%	18.5%	17.5%	18.8%	11.0%
Year 2	4.6%	20.6%	22.0%	16.8%	20.7%	10.5%
Year 3	6.3%	27.8%	21.6%	19.5%	19.9%	13.3%
Year 4	3.9%	30.4%	23.9%	21.5%	25.6%	16.8%
Year 5	2.1%	24.5%	23.9%	30.0%	35.1%	21.1%
Year 6	2.4%	32.1%	31.0%	30.9%	32.4%	--
Year 7	5.0%	35.1%	33.4%	28.6%	27.6%	--
Year 8	9.5%	--	31.4%	35.0%	--	--
Year 9	20.7%	--	39.2%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D1: The wage gap between wages of women who worked and white women after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-14.9%	10.1%	-9.2%	3.4%	23.4%	22.9%
Year 2	-19.5%	7.4%	-11.5%	2.7%	23.1%	22.3%
Year 3	-24.1%	5.0%	-9.2%	4.0%	19.3%	16.6%
Year 4	-34.3%	8.6%	-2.7%	2.4%	24.7%	22.2%
Year 5	-38.8%	7.7%	-3.1%	5.0%	14.5%	23.2%
Year 6	-49.6%	3.5%	-2.1%	3.4%	19.1%	12.2%
Year 7	-40.8%	7.3%	-0.4%	19.2%	17.2%	28.2%
Year 8	-51.1%	20.0%	-1.1%	22.9%	29.3%	20.8%
Year 9	-54.4%	-4.9%	6.1%	3.3%	25.2%	13.0%
Year 10	-49.3%	25.4%	7.7%	19.2%	36.6%	0.0%

Appendix Table D2: The wage gap between wages of women who were SATTW and white women after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-10.0%	7.5%	4.4%	1.0%	16.0%	7.0%
Year 2	-10.2%	4.2%	4.9%	0.7%	14.2%	6.7%
Year 3	-12.3%	6.2%	5.9%	-3.4%	14.9%	9.0%
Year 4	-17.3%	9.6%	8.3%	2.0%	14.8%	13.7%
Year 5	-14.8%	8.0%	9.7%	-2.4%	17.9%	10.6%
Year 6	-14.6%	13.8%	9.8%	5.5%	21.7%	13.5%
Year 7	-17.8%	14.0%	9.6%	-2.0%	27.0%	14.2%
Year 8	-5.5%	9.4%	8.0%	15.3%	16.1%	18.3%
Year 9	-3.9%	20.1%	8.6%	2.7%	34.2%	23.7%
Year 10	-2.0%	--	17.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D3: The wage gap between wages of women who worked and white women after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-13.9%	18.0%	1.2%	-3.7%	34.0%	27.5%
Year 2	-12.1%	13.8%	2.1%	-8.1%	32.4%	16.2%
Year 3	-20.5%	22.9%	6.5%	-7.0%	24.4%	13.8%
Year 4	-14.6%	14.1%	5.2%	-2.8%	25.5%	23.0%
Year 5	-22.6%	12.3%	8.6%	-5.2%	23.9%	9.4%
Year 6	-26.2%	3.8%	5.5%	-3.5%	25.2%	20.4%
Year 7	-16.3%	16.7%	2.5%	10.9%	23.2%	19.3%
Year 8	-28.0%	14.1%	10.0%	3.7%	23.0%	17.3%
Year 9	-14.4%	35.9%	14.9%	2.2%	29.1%	28.8%
Year 10	-26.9%	--	5.4%	72.8%	-4.8%	24.7%

Note: "--" denotes insufficient sample size.

Appendix Table D4: The wage gap between wages of women who were SATTW and white women after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-6.5%	7.8%	9.5%	-1.8%	14.9%	4.8%
Year 2	-13.0%	11.8%	8.6%	-7.1%	17.2%	11.8%
Year 3	-15.6%	6.0%	5.7%	-4.4%	18.1%	18.9%
Year 4	-15.7%	10.7%	8.3%	-8.0%	21.3%	7.5%
Year 5	-16.8%	2.4%	5.8%	-3.4%	22.6%	10.3%
Year 6	-18.0%	4.6%	10.0%	-2.5%	20.3%	11.9%
Year 7	-21.5%	6.9%	10.9%	8.8%	19.8%	12.2%
Year 8	-23.9%	-5.7%	7.9%	-5.5%	11.4%	23.5%
Year 9	-18.2%	--	13.3%	--	8.9%	28.5%
Year 10	--	--	17.1%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D5: The wage gap between wages of women who worked and white women after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-16.3%	10.3%	16.9%	-1.5%	47.2%	28.4%
Year 2	-19.7%	12.1%	17.0%	-2.9%	30.2%	24.6%
Year 3	-18.4%	15.5%	24.5%	13.1%	30.8%	31.4%
Year 4	-12.4%	13.5%	24.1%	8.0%	33.8%	36.0%
Year 5	-11.4%	0.4%	24.6%	14.5%	35.2%	27.8%
Year 6	-8.0%	-9.4%	23.4%	7.1%	55.5%	40.7%
Year 7	-13.4%	5.3%	26.2%	-12.2%	37.6%	35.3%
Year 8	-4.6%	18.8%	20.9%	25.0%	36.0%	42.2%
Year 9	2.1%	--	24.3%	--	28.3%	--
Year 10	-0.4%	--	-2.1%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D6: The wage gap between wages of women who were SATTW and white women after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-20.5%	12.3%	11.9%	9.7%	18.6%	17.1%
Year 2	-14.5%	4.3%	14.4%	-7.0%	25.3%	10.3%
Year 3	-23.2%	4.1%	18.7%	-13.2%	23.3%	14.9%
Year 4	-16.4%	22.6%	21.7%	-4.4%	18.0%	14.0%
Year 5	-13.5%	-2.1%	20.8%	-7.0%	26.9%	19.8%
Year 6	-4.3%	10.9%	21.8%	-3.0%	38.3%	27.8%
Year 7	-19.1%	15.8%	24.9%	-4.5%	32.9%	--
Year 8	9.7%	--	23.8%	--	-12.5%	--
Year 9	14.8%	--	14.4%	--	--	--
Year 10	--	--	35.4%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D7: The wage gap between wages of women who worked and white women after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	10.2%	7.6%	25.0%	-2.7%	57.6%	19.5%
Year 2	10.0%	22.2%	23.1%	0.0%	52.6%	13.2%
Year 3	10.6%	22.4%	26.7%	6.1%	48.8%	11.3%
Year 4	6.7%	5.3%	25.2%	18.9%	50.3%	35.5%
Year 5	0.3%	-0.4%	19.9%	-13.0%	29.9%	15.6%
Year 6	6.2%	-2.7%	20.3%	8.5%	26.6%	--
Year 7	-1.6%	--	15.3%	17.0%	39.5%	--
Year 8	-8.9%	--	12.5%	12.9%	39.4%	--
Year 9	-3.7%	--	7.3%	--	2.8%	--
Year 10	--	--	-11.6%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D8: The wage gap between wages of women who were SATTW and white women after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	2.4%	30.7%	26.8%	18.8%	8.6%	22.1%
Year 2	8.7%	20.5%	23.8%	7.4%	1.8%	23.9%
Year 3	6.8%	13.9%	25.6%	-8.3%	9.4%	20.7%
Year 4	18.4%	15.9%	23.4%	--	22.1%	--
Year 5	11.6%	20.0%	27.6%	--	20.5%	--
Year 6	12.4%	24.0%	25.6%	--	3.8%	--
Year 7	22.1%	--	25.7%	--	0.2%	--
Year 8	-8.2%	--	26.8%	--	--	--
Year 9	21.9%	--	32.8%	--	--	--
Year 10	--	--	14.3%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D9: The wage gap between wages of women who worked and white women after leaving postsecondary education for those who left postsecondary education between 55 and 64.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-32.4%	19.6%	44.3%	0.7%	38.3%	--
Year 2	-20.2%	-11.2%	35.6%	-5.8%	41.4%	--
Year 3	18.5%	2.7%	42.0%	--	42.0%	--
Year 4	--	--	41.4%	--	42.0%	--
Year 5	--	--	23.5%	--	--	--
Year 6	--	--	37.5%	--	--	--
Year 7	--	--	33.5%	--	--	--
Year 8	--	--	74.2%	--	--	--
Year 9	--	--	--	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D10: The wage gap between wages of women who were SATTW and white women after leaving postsecondary education for those who left postsecondary education between 55 and 64.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	--	--	20.0%	--	--	--
Year 2	--	--	31.6%	--	--	--
Year 3	--	--	23.5%	--	--	--
Year 4	--	--	24.9%	--	--	--
Year 5	--	--	16.4%	--	--	--
Year 6	--	--	31.1%	--	--	--
Year 7	--	--	--	--	--	--
Year 8	--	--	--	--	--	--
Year 9	--	--	--	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D11: The wage gap between wages of women who worked and men of the same race after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	0.2%	-10.3%	11.8%	4.7%	8.2%	14.8%
Year 2	7.2%	-3.2%	13.9%	12.0%	11.4%	21.7%
Year 3	6.0%	2.3%	16.7%	16.0%	5.9%	22.4%
Year 4	1.8%	2.1%	19.6%	13.2%	13.8%	22.8%
Year 5	2.3%	6.4%	20.4%	20.9%	7.1%	28.2%
Year 6	-5.5%	4.6%	21.0%	15.9%	14.1%	22.8%
Year 7	-2.8%	4.3%	21.9%	27.6%	13.3%	34.9%
Year 8	0.2%	25.0%	23.3%	39.0%	11.3%	30.0%
Year 9	8.7%	13.1%	33.0%	27.2%	10.4%	29.1%
Year 10	13.1%	37.8%	31.9%	14.6%	48.4%	32.7%

Appendix Table D12: The wage gap between wages of women who were SATTW and men of the same race after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	5.7%	4.3%	6.6%	2.5%	14.3%	-1.9%
Year 2	8.3%	4.4%	9.0%	10.7%	8.5%	7.6%
Year 3	9.8%	6.2%	11.2%	8.5%	12.5%	9.2%
Year 4	4.1%	9.0%	13.3%	12.6%	7.5%	15.4%
Year 5	10.9%	0.5%	14.4%	10.0%	6.2%	12.4%
Year 6	15.8%	8.9%	14.6%	17.5%	11.5%	12.5%
Year 7	9.0%	11.1%	15.0%	15.4%	18.2%	12.1%
Year 8	29.4%	-1.1%	10.0%	31.8%	15.0%	28.6%
Year 9	27.0%	8.3%	11.6%	20.4%	38.2%	32.7%
Year 10	37.5%	--	18.8%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D13: The wage gap between wages of women who worked and men of the same race after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	5.7%	14.3%	17.5%	9.0%	15.8%	30.4%
Year 2	11.9%	15.0%	18.7%	11.2%	22.8%	19.7%
Year 3	10.9%	20.9%	24.4%	15.5%	17.9%	25.2%
Year 4	17.3%	20.4%	22.0%	23.2%	19.1%	32.9%
Year 5	17.0%	21.1%	26.9%	21.4%	20.9%	26.6%
Year 6	13.1%	10.4%	26.0%	28.6%	10.0%	37.7%
Year 7	29.2%	22.5%	26.9%	36.6%	0.4%	35.7%
Year 8	23.5%	35.7%	35.2%	31.3%	28.8%	38.2%
Year 9	29.0%	28.6%	39.0%	38.9%	-6.8%	44.7%
Year 10	16.1%	--	36.9%	80.7%	5.7%	33.8%

Note: "--" denotes insufficient sample size.

Appendix Table D14: The wage gap between wages of women who were SATTW and men of the same race after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	4.2%	13.4%	14.9%	8.0%	7.6%	4.3%
Year 2	5.2%	18.9%	17.3%	7.6%	15.3%	17.6%
Year 3	5.1%	9.1%	17.8%	14.1%	16.4%	23.4%
Year 4	12.9%	17.4%	19.3%	11.7%	21.8%	14.8%
Year 5	16.3%	12.4%	19.0%	25.4%	26.6%	20.4%
Year 6	9.3%	13.6%	23.7%	26.0%	20.9%	25.1%
Year 7	12.7%	16.0%	24.9%	37.2%	21.5%	22.8%
Year 8	10.2%	7.3%	26.2%	26.5%	14.5%	32.9%
Year 9	-2.3%	--	27.1%	--	36.7%	41.2%
Year 10	--	--	25.4%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D15: The wage gap between wages of women who worked and men of the same race after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	21.3%	7.8%	31.0%	26.1%	48.4%	41.5%
Year 2	17.8%	13.5%	29.6%	29.2%	32.1%	36.4%
Year 3	23.3%	12.1%	33.4%	36.9%	15.7%	36.2%
Year 4	29.4%	16.5%	30.0%	30.0%	27.1%	33.7%
Year 5	23.9%	10.0%	31.9%	31.5%	12.8%	27.0%
Year 6	21.5%	6.6%	34.7%	33.2%	39.6%	46.5%
Year 7	30.5%	-4.8%	36.3%	-15.0%	28.2%	23.9%
Year 8	28.7%	17.8%	19.5%	47.3%	27.8%	55.0%
Year 9	-5.0%	--	19.3%	--	21.6%	--
Year 10	--	--	2.8%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D16: The wage gap between wages of women who were SATTW and men of the same race after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	11.5%	9.7%	17.0%	29.4%	28.0%	23.5%
Year 2	14.1%	0.4%	22.4%	17.0%	22.1%	17.1%
Year 3	17.7%	0.4%	25.1%	12.4%	26.5%	20.8%
Year 4	20.8%	21.4%	27.3%	21.6%	17.9%	17.5%
Year 5	11.5%	10.6%	29.8%	15.6%	23.3%	20.6%
Year 6	19.3%	19.9%	29.4%	24.5%	35.3%	29.4%
Year 7	16.4%	4.6%	29.2%	--	-6.5%	--
Year 8	36.9%	--	33.5%	--	-48.6%	--
Year 9	--	--	9.0%	--	--	--
Year 10	--	--	34.2%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D17: The wage gap between wages of women who worked and men of the same race after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	34.5%	-22.3%	23.8%	7.1%	59.1%	47.8%
Year 2	33.1%	12.5%	22.0%	23.4%	41.9%	32.9%
Year 3	42.1%	10.4%	29.0%	32.0%	47.2%	17.0%
Year 4	40.2%	-2.3%	30.3%	54.0%	48.1%	44.3%
Year 5	51.6%	-6.6%	23.7%	1.5%	32.5%	7.1%
Year 6	16.0%	-15.1%	24.7%	--	24.0%	--
Year 7	23.6%	--	25.6%	--	2.2%	--
Year 8	--	--	15.6%	--	-8.9%	--
Year 9	--	--	-15.0%	--	--	--
Year 10	--	--	40.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D18: The wage gap between wages of women who were SATTW and men of the same race after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	28.3%	11.4%	17.7%	44.2%	5.6%	32.6%
Year 2	32.2%	13.7%	20.7%	33.2%	-8.0%	23.8%
Year 3	39.5%	7.0%	21.0%	13.0%	2.6%	25.7%
Year 4	45.5%	-4.9%	18.2%	--	18.7%	26.0%
Year 5	44.2%	20.2%	20.5%	--	10.9%	--
Year 6	--	8.9%	15.3%	--	--	--
Year 7	--	--	18.5%	--	--	--
Year 8	--	--	17.0%	--	--	--
Year 9	--	--	13.1%	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D19: The wage gap between wages of women who worked and men of the same race after leaving postsecondary education for those who left postsecondary education between 55 and 64.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	--	-4.5%	25.4%	--	14.7%	--
Year 2	--	-32.1%	18.5%	--	0.1%	--
Year 3	--	-15.8%	33.5%	--	25.1%	--
Year 4	--	-2.2%	36.3%	--	41.6%	--
Year 5	--	--	18.9%	--	--	--
Year 6	--	--	-2.9%	--	--	--
Year 7	--	--	-17.2%	--	--	--
Year 8	--	--	72.9%	--	--	--
Year 9	--	--	--	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D20: The wage gap between wages of women who were SATTW and men of the same race after leaving postsecondary education for those who left postsecondary education between 55 and 64.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	--	--	-2.4%	--	--	--
Year 2	--	--	12.4%	--	--	--
Year 3	--	--	5.6%	--	--	--
Year 4	--	--	-3.8%	--	--	--
Year 5	--	--	1.7%	--	--	--
Year 6	--	--	10.8%	--	--	--
Year 7	--	--	--	--	--	--
Year 8	--	--	--	--	--	--
Year 9	--	--	--	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D21: The wage gap between wages of women who worked and white men after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	4.8%	25.5%	9.5%	19.9%	36.5%	36.1%
Year 2	9.8%	30.1%	15.8%	26.5%	42.0%	41.4%
Year 3	7.8%	29.4%	18.8%	28.6%	40.0%	38.0%
Year 4	1.8%	33.2%	24.9%	28.6%	44.9%	43.1%
Year 5	2.4%	35.1%	27.5%	33.2%	39.8%	45.9%
Year 6	-1.8%	34.3%	30.5%	34.2%	44.9%	40.2%
Year 7	6.4%	38.4%	33.3%	46.3%	45.0%	52.3%
Year 8	5.7%	50.1%	36.9%	51.9%	55.9%	50.6%
Year 9	6.6%	36.5%	43.2%	41.5%	54.8%	47.4%
Year 10	17.6%	58.8%	49.1%	55.4%	65.0%	44.8%

Appendix Table D22: The wage gap between wages of women who worked and white men after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	14.7%	38.6%	26.1%	22.4%	50.6%	45.7%
Year 2	20.7%	39.0%	30.7%	23.5%	52.2%	40.7%
Year 3	19.0%	48.2%	37.2%	28.1%	49.2%	42.1%
Year 4	26.2%	44.7%	39.0%	33.8%	52.0%	50.4%
Year 5	24.2%	45.8%	43.5%	35.0%	53.0%	44.0%
Year 6	24.2%	42.2%	43.2%	37.8%	55.1%	52.2%
Year 7	32.9%	52.0%	43.8%	48.7%	55.7%	53.5%
Year 8	30.6%	53.4%	51.2%	47.7%	58.2%	55.1%
Year 9	37.8%	65.1%	53.8%	46.8%	61.5%	61.3%
Year 10	32.1%	--	49.4%	--	43.9%	59.7%

Note: "--" denotes insufficient sample size.

Appendix Table D23: The wage gap between wages of women who worked and white men after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	21.6%	39.5%	44.0%	31.5%	64.4%	51.7%
Year 2	18.7%	40.2%	43.6%	30.1%	52.6%	48.7%
Year 3	18.3%	41.7%	47.9%	40.0%	52.2%	52.7%
Year 4	22.3%	40.3%	47.5%	36.4%	54.2%	55.8%
Year 5	23.1%	31.2%	47.9%	40.9%	55.2%	50.1%
Year 6	25.5%	24.5%	47.2%	35.9%	69.3%	59.1%
Year 7	24.8%	37.2%	51.0%	25.6%	58.6%	57.1%
Year 8	28.4%	44.5%	45.9%	48.7%	56.2%	60.5%
Year 9	31.8%	--	47.2%	--	50.0%	--
Year 10	28.9%	--	27.7%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D24: The wage gap between wages of women who worked and white men after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	30.7%	28.7%	42.2%	20.8%	67.3%	37.9%
Year 2	31.0%	40.3%	41.1%	23.3%	63.7%	33.5%
Year 3	29.8%	39.1%	42.4%	26.3%	59.8%	30.4%
Year 4	28.7%	27.6%	42.9%	38.0%	62.0%	50.7%
Year 5	23.0%	22.4%	38.1%	12.7%	45.8%	34.8%
Year 6	28.0%	21.2%	38.9%	29.8%	43.7%	--
Year 7	20.2%	--	33.5%	34.8%	52.5%	--
Year 8	17.5%	--	33.7%	34.0%	54.1%	--
Year 9	16.2%	--	25.1%	--	--	--
Year 10	--	--	16.4%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D25: The wage gap between wages of women who worked and white men after leaving postsecondary education for those who left postsecondary education between 55 and 64.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	-26.5%	23.2%	46.8%	5.1%	41.1%	--
Year 2	-16.2%	-7.5%	37.8%	-2.2%	43.4%	--
Year 3	21.5%	6.3%	44.2%	--	44.1%	--
Year 4	--	--	49.5%	--	50.0%	--
Year 5	--	--	36.6%	--	86.9%	--
Year 6	--	--	47.4%	--	--	--
Year 7	--	--	46.1%	--	--	--
Year 8	--	--	77.3%	--	--	--
Year 9	--	--	--	--	--	--
Year 10	--	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D26: The wage gap between wages of women who were SATTW and white men after leaving postsecondary education for those who left postsecondary education between 16 and 24.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	0.8%	16.6%	13.8%	10.7%	24.2%	16.2%
Year 2	3.9%	16.4%	17.0%	13.4%	25.2%	18.6%
Year 3	4.9%	20.5%	20.3%	12.3%	27.8%	22.9%
Year 4	2.6%	25.0%	23.9%	18.7%	29.3%	28.4%
Year 5	5.8%	24.5%	25.9%	16.0%	32.6%	26.6%
Year 6	7.3%	30.3%	27.1%	23.6%	36.6%	30.0%
Year 7	7.7%	32.6%	29.2%	20.1%	42.8%	32.8%
Year 8	20.5%	31.7%	30.7%	36.2%	36.7%	38.4%
Year 9	21.5%	39.6%	30.9%	26.4%	50.3%	42.3%
Year 10	22.5%	--	37.1%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D27: The wage gap between wages of women who were SATTW and white men after leaving postsecondary education for those who left postsecondary education between 25 and 34.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	10.5%	22.5%	23.9%	14.4%	28.4%	20.0%
Year 2	9.2%	29.1%	26.5%	13.8%	33.4%	29.1%
Year 3	11.4%	27.9%	27.6%	19.9%	37.2%	37.8%
Year 4	13.8%	33.4%	31.6%	19.5%	41.4%	31.1%
Year 5	16.1%	29.9%	32.3%	25.7%	44.4%	35.6%
Year 6	16.1%	32.2%	36.0%	27.1%	43.3%	37.4%
Year 7	15.1%	34.9%	37.7%	36.2%	44.0%	38.6%
Year 8	16.4%	28.7%	37.9%	28.8%	40.2%	48.4%
Year 9	19.9%	--	41.3%	--	38.3%	51.6%
Year 10	--	--	43.9%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D28: The wage gap between wages of women who were SATTW and white men after leaving postsecondary education for those who left postsecondary education between 35 and 44.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	8.8%	33.7%	33.3%	31.7%	38.4%	37.3%
Year 2	13.6%	27.8%	35.4%	19.3%	43.6%	32.3%
Year 3	7.8%	28.2%	39.1%	15.3%	42.6%	36.3%
Year 4	13.8%	42.7%	42.1%	22.8%	39.3%	36.4%
Year 5	16.1%	24.5%	41.4%	20.8%	46.0%	40.7%
Year 6	21.9%	33.2%	41.4%	22.8%	53.8%	46.0%
Year 7	11.0%	37.1%	43.9%	21.9%	49.8%	--
Year 8	32.1%	--	42.7%	--	15.4%	--
Year 9	33.3%	--	33.0%	--	--	--
Year 10	--	--	44.8%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table D29: The wage gap between wages of women who were SATTW and white men after leaving postsecondary education for those who left postsecondary education between 45 and 54.

	Asian	Black	Hispanic	Multiracial	Native American	Pacific Islander
Year 1	21.0%	43.9%	40.8%	34.3%	26.0%	36.9%
Year 2	25.1%	34.8%	37.4%	24.0%	19.4%	37.5%
Year 3	24.8%	30.6%	40.0%	12.7%	26.9%	36.1%
Year 4	34.2%	32.2%	38.3%	3.1%	37.2%	--
Year 5	27.5%	34.4%	40.6%	7.6%	34.8%	--
Year 6	27.8%	37.4%	38.7%	--	20.7%	--
Year 7	--	--	38.1%	--	16.8%	--
Year 8	--	--	36.5%	--	--	--
Year 9	--	--	39.9%	--	--	--
Year 10	--	--	36.1%	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table E1: The most studied CIPs by white women and white men.

CIP	white women	white men
Communication, journalism, and related programs	3.2%	2.5%
Computer and information sciences and support services	1.2%	7.8%
Education	9.4%	2.7%
Engineering	0.9%	6.3%
Engineering technologies and engineering-related fields	0.3%	3.4%
Family and consumer sciences/human sciences	2.7%	0.5%
Liberal arts and sciences, general studies and humanities	22.0%	17.6%
Psychology	5.4%	2.4%
Homeland security, law enforcement, firefighting and related protective services	1.5%	3.0%
Public administration and social service professions	2.4%	0.8%
Social sciences	2.5%	3.4%
Transportation and materials moving	0.3%	2.9%
Visual and performing arts	5.5%	3.2%
Health professions and related programs	20.8%	6.0%
Business, management, marketing, and related support services	7.5%	17.2%

Appendix Table E2: The most studied CIPs by men of color.

CIP	Asian	Black	Hispanic	Native American	Multiracial	Pacific Islander
Communication, journalism, and related programs	2.2%	4.6%	2.3%	0.8%	2.9%	2.6%
Computer and information sciences and support services	12.2%	5.1%	6.6%	5.3%	8.1%	4.0%
Engineering	10.2%	3.0%	5.0%	2.6%	6.3%	3.4%
Engineering technologies and engineering-related fields	1.8%	2.1%	3.1%	5.1%	2.1%	2.6%
Liberal arts and sciences, general studies and humanities	15.4%	22.0%	21.8%	31.1%	20.2%	34.0%
Biological and biomedical sciences	3.3%	1.8%	2.3%	1.7%	2.7%	1.0%
Psychology	2.0%	2.5%	2.9%	1.3%	3.2%	2.3%
Homeland security, law enforcement, firefighting and related protective services	2.1%	4.6%	4.3%	3.7%	2.9%	6.4%
Social sciences	3.9%	6.0%	3.0%	1.5%	4.7%	3.8%
Construction trades	0.3%	1.1%	2.2%	4.2%	1.4%	3.1%
Mechanic and repair technologies/ technicians	2.6%	1.8%	5.0%	4.7%	1.8%	3.0%
Transportation and materials moving	2.2%	3.9%	2.5%	10.3%	2.3%	3.6%
Visual and performing arts	3.6%	2.8%	3.5%	2.3%	3.8%	1.8%
Health professions and related programs	9.2%	8.1%	6.7%	6.0%	7.1%	5.4%
Business, management, marketing, and related support services	17.3%	15.4%	14.5%	7.2%	15.5%	11.2%

Appendix Table E3: The wage gap between wages of Asian women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Natural resources and conservation	47.5%	--
Area, ethnic, cultural, gender, and group studies	21.2%	--
Communication, journalism, and related programs	1.1%	0.7%
Computer and information sciences and support services	-39.6%	-19.1%
Personal and culinary services	-60.0%	0.0%
Education	10.0%	-1.9%
Engineering	-33.9%	-0.6%
Family and consumer sciences/human sciences	-30.1%	-7.3%
Legal professions and studies	-25.5%	--
English language and literature/letters	55.5%	--
Liberal arts and sciences, general studies and humanities	-14.8%	-16.5%
Biological and biomedical sciences	-25.3%	-17.0%
Mathematics and statistics	-11.3%	--
Multi/interdisciplinary studies	-36.2%	-1.9%
Parks, recreation, leisure, and fitness studies	-29.3%	0.0%
Physical sciences	-54.8%	4.3%
Psychology	-8.1%	-0.1%
Homeland security, law enforcement, firefighting and related protective services	15.3%	-12.3%
Public administration and social service professions	-15.1%	-21.4%
Social sciences	-21.1%	-7.2%
Visual and performing arts	-18.5%	-1.6%
Health professions and related programs	-5.7%	-10.0%
Business, management, marketing, and related support services	-10.3%	-9.8%

Note: "--" denotes insufficient sample size.

Appendix Table E4: The wage gap between wages of Black women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Communication, journalism, and related programs	31.0%	-2.4%
Computer and information sciences and support services	29.4%	--
Personal and culinary services	-28.9%	--
Education	28.7%	19.5%
Engineering	-16.4%	--
Family and consumer sciences/human sciences	3.8%	--
English language and literature/letters	12.3%	--
Liberal arts and sciences, general studies and humanities	-4.7%	2.2%
Biological and biomedical sciences	28.4%	--
Multi/interdisciplinary studies	-39.3%	--
Parks, recreation, leisure, and fitness studies	-2.1%	--
Psychology	16.6%	5.6%
Homeland security, law enforcement, firefighting and related protective services	3.9%	10.1%
Public administration and social service professions	17.4%	5.1%
Social sciences	-16.3%	2.4%
Visual and performing arts	10.1%	5.0%
Health professions and related programs	35.8%	21.0%
Business, management, marketing, and related support services	30.4%	1.3%

Note: "--" denotes insufficient sample size.

Appendix Table E5: The wage gap between wages of Hispanic women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Agriculture, agriculture operations, and related sciences	-97.6%	-6.4%
Natural resources and conservation	-20.5%	--
Architecture and related services	-14.2%	10.9%
Area, ethnic, cultural, gender, and group studies	9.1%	-7.1%
Communication, journalism, and related programs	3.7%	-1.1%
Communications technologies/technicians and support services	24.9%	16.6%
Computer and information sciences and support services	5.2%	7.6%
Personal and culinary services	-9.0%	2.1%
Education	20.4%	12.2%
Engineering	27.0%	20.9%
Engineering technologies and engineering-related fields	25.6%	9.6%
Foreign languages, literatures, and linguistics	-16.8%	-18.6%
Family and consumer sciences/human sciences	-8.6%	-6.5%
Legal professions and studies	0.8%	18.5%
English language and literature/letters	-6.9%	-4.6%
Liberal arts and sciences, general studies and humanities	-21.5%	1.5%
Biological and biomedical sciences	7.6%	6.1%
Mathematics and statistics	3.7%	20.1%
Multi/interdisciplinary studies	-25.3%	5.8%
Parks, recreation, leisure, and fitness studies	-23.8%	-1.2%
Philosophy and religious studies	-55.0%	--
Physical sciences	-17.8%	11.6%
Psychology	-9.8%	0.5%
Homeland security, law enforcement, firefighting and related protective services	1.5%	9.5%
Public administration and social service professions	4.7%	7.2%
Social sciences	-5.4%	-0.1%
Construction trades	-3.6%	--
Mechanic and repair technologies/technicians	-33.9%	-3.2%
Precision production	55.8%	--
Transportation and materials moving	1.6%	--
Visual and performing arts	-10.9%	2.5%
Health professions and related programs	22.1%	24.7%
Business, management, marketing, and related support services	8.0%	10.0%
History	-33.5%	-8.3%

Note: "--" denotes insufficient sample size.

Appendix Table E6: The wage gap between wages of Native American women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Communication, journalism, and related programs	20.2%	--
Computer and information sciences and support services	51.9%	--
Personal and culinary services	38.9%	--
Education	2.7%	2.1%
Family and consumer sciences/human sciences	-10.8%	--
Liberal arts and sciences, general studies and humanities	17.4%	11.8%
Biological and biomedical sciences	19.8%	--
Multi/interdisciplinary studies	-19.7%	--
Parks, recreation, leisure, and fitness studies	-2.2%	--
Psychology	43.2%	17.1%
Homeland security, law enforcement, firefighting and related protective services	26.0%	--
Public administration and social service professions	10.4%	6.0%
Social sciences	49.4%	--
Transportation and materials moving	45.4%	--
Visual and performing arts	-3.0%	--
Health professions and related programs	29.8%	23.0%
Business, management, marketing, and related support services	37.3%	10.6%

Note: "--" denotes insufficient sample size.

Appendix Table E7: The wage gap between wages of multiracial women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Natural resources and conservation	-28.6%	--
Architecture and related services	-19.7%	--
Area, ethnic, cultural, gender, and group studies	-12.6%	--
Communication, journalism, and related programs	9.1%	8.9%
Computer and information sciences and support services	15.6%	-0.9%
Personal and culinary services	-0.8%	--
Education	32.6%	11.8%
Engineering	24.2%	12.7%
Foreign languages, literatures, and linguistics	-48.3%	-7.8%
Family and consumer sciences/human sciences	-4.6%	11.2%
Legal professions and studies	8.3%	--
English language and literature/letters	8.8%	-3.5%
Liberal arts and sciences, general studies and humanities	-1.0%	-1.5%
Biological and biomedical sciences	-14.4%	-11.2%
Mathematics and statistics	-2.7%	--
Multi/interdisciplinary studies	1.5%	-23.2%
Parks, recreation, leisure, and fitness studies	12.4%	6.2%
Physical sciences	11.7%	--
Psychology	6.4%	1.2%
Homeland security, law enforcement, firefighting and related protective services	16.3%	-5.1%
Public administration and social service professions	-19.3%	-9.6%
Social sciences	20.1%	3.7%
Visual and performing arts	10.5%	-1.8%
Health professions and related programs	8.4%	7.2%
Business, management, marketing, and related support services	10.1%	-1.3%
History	-28.1%	--

Note: "--" denotes insufficient sample size.

Appendix Table E8: The wage gap between wages of Pacific Islander women who worked and who were SATTW, and white women one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Communication, journalism, and related programs	4.0%	8.4%
Computer and information sciences and support services	49.0%	--
Education	24.6%	--
Family and consumer sciences/human sciences	12.3%	--
English language and literature/letters	38.1%	--
Liberal arts and sciences, general studies and humanities	17.4%	2.1%
Biological and biomedical sciences	3.5%	--
Parks, recreation, leisure, and fitness studies	20.0%	--
Psychology	20.3%	--
Homeland security, law enforcement, firefighting and related protective services	38.7%	5.5%
Public administration and social service professions	15.2%	-8.7%
Social sciences	35.7%	10.5%
Visual and performing arts	-8.8%	--
Health professions and related programs	41.2%	31.2%
Business, management, marketing, and related support services	31.8%	14.0%

Note: "--" denotes insufficient sample size.

Appendix Table E9: The wage gap between wages of Asian women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	$ Gap, SATTW
Natural resources and conservation	--	--
Area, ethnic, cultural, gender, and group studies	--	--
Communication, journalism, and related programs	15.6%	3.4%
Computer and information sciences and support services	-7.4%	2.8%
Personal and culinary services	-14.6%	--
Education	-1.8%	20.6%
Engineering	-11.3%	-22.1%
Family and consumer sciences/human sciences	--	--
Legal professions and studies	-2.3%	--
English language and literature/letters	67.1%	--
Liberal arts and sciences, general studies and humanities	7.4%	-4.4%
Biological and biomedical sciences	-19.4%	3.0%
Mathematics and statistics	-66.6%	--
Multi/interdisciplinary studies	-65.4%	--
Parks, recreation, leisure, and fitness studies	-23.7%	6.0%
Physical sciences	-6.0%	9.7%
Psychology	17.1%	0.1%
Homeland security, law enforcement, firefighting and related protective services	29.6%	-2.4%
Public administration and social service professions	3.1%	-22.6%
Social sciences	-2.5%	15.6%
Visual and performing arts	5.2%	3.2%
Health professions and related programs	7.8%	0.0%
Business, management, marketing, and related support services	-3.4%	3.3%

Note: "--" denotes insufficient sample size.

Appendix Table E10: The wage gap between wages of Black women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	% Gap, SATTW
Communication, journalism, and related programs	4.3%	-5.5%
Computer and information sciences and support services	21.5%	--
Personal and culinary services	-48.3%	--
Education	-27.6%	13.4%
Engineering	-60.4%	--
Family and consumer sciences/human sciences	22.4%	--
English language and literature/letters	1.5%	--
Liberal arts and sciences, general studies and humanities	-5.4%	9.4%
Biological and biomedical sciences	25.2%	--
Multi/interdisciplinary studies	-29.0%	--
Parks, recreation, leisure, and fitness studies	-65.8%	--
Psychology	15.7%	8.3%
Homeland security, law enforcement, firefighting and related protective services	-52.8%	16.2%
Public administration and social service professions	-2.6%	7.8%
Social sciences	-32.2%	13.4%
Visual and performing arts	10.4%	-3.8%
Health professions and related programs	-4.9%	17.8%
Business, management, marketing, and related support services	3.8%	2.6%

Note: "--" denotes insufficient sample size.

Appendix Table E11: The wage gap between wages of Hispanic women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	%Gap, SATTW
Agriculture, agriculture operations, and related sciences	9.8%	7.9%
Natural resources and conservation	0.8%	--
Architecture and related services	17.8%	1.9%
Area, ethnic, cultural, gender, and group studies	-19.0%	--
Communication, journalism, and related programs	15.5%	1.8%
Communications technologies/technicians and support services	25.7%	20.7%
Computer and information sciences and support services	5.3%	4.5%
Personal and culinary services	21.1%	8.6%
Education	12.5%	4.8%
Engineering	23.1%	-4.3%
Engineering technologies and engineering-related fields	35.4%	14.6%
Foreign languages, literatures, and linguistics	13.3%	-1.9%
Family and consumer sciences/human sciences	24.4%	--
Legal professions and studies	-17.5%	16.9%
English language and literature/letters	9.2%	-2.7%
Liberal arts and sciences, general studies and humanities	14.0%	10.4%
Biological and biomedical sciences	24.6%	8.8%
Mathematics and statistics	-34.8%	-23.5%
Multi/interdisciplinary studies	-6.6%	19.1%
Parks, recreation, leisure, and fitness studies	-14.2%	12.4%
Philosophy and religious studies	-58.9%	--
Physical sciences	-15.7%	-3.6%
Psychology	5.6%	-2.1%
Homeland security, law enforcement, firefighting and related protective services	12.8%	10.9%
Public administration and social service professions	9.4%	4.6%
Social sciences	16.7%	16.9%
Construction trades	38.8%	--
Mechanic and repair technologies/technicians	6.7%	4.7%
Precision production	71.5%	--
Transportation and materials moving	30.3%	--
Visual and performing arts	11.8%	5.2%
Health professions and related programs	11.6%	9.3%
Business, management, marketing, and related support services	7.4%	10.4%
History	-27.9%	-4.9%

Note: "--" denotes insufficient sample size.

Appendix Table E12: The wage gap between wages of Native American women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	%Gap, SATTW
Communication, journalism, and related programs	--	--
Computer and information sciences and support services	47.6%	--
Personal and culinary services	--	--
Education	-10.8%	--
Family and consumer sciences/human sciences	--	--
Liberal arts and sciences, general studies and humanities	13.2%	18.1%
Biological and biomedical sciences	-2.8%	--
Multi/interdisciplinary studies	-924.3%	--
Parks, recreation, leisure, and fitness studies	--	--
Psychology	17.3%	--
Homeland security, law enforcement, firefighting and related protective services	36.2%	--
Public administration and social service professions	--	--
Social sciences	25.1%	--
Transportation and materials moving	16.2%	--
Visual and performing arts	0.5%	--
Health professions and related programs	-1.1%	11.5%
Business, management, marketing, and related support services	10.9%	0.6%

Note: "--" denotes insufficient sample size.

Appendix Table E13: The wage gap between wages of multiracial women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	%Gap, SATTW
Natural resources and conservation	10.1%	--
Architecture and related services	21.4%	--
Area, ethnic, cultural, gender, and group studies	--	--
Communication, journalism, and related programs	2.0%	10.0%
Computer and information sciences and support services	13.5%	5.8%
Personal and culinary services	33.7%	--
Education	19.8%	5.1%
Engineering	14.7%	4.4%
Foreign languages, literatures, and linguistics	-111.6%	--
Family and consumer sciences/human sciences	6.8%	--
Legal professions and studies	--	--
English language and literature/letters	-47.2%	--
Liberal arts and sciences, general studies and humanities	7.2%	3.6%
Biological and biomedical sciences	-15.9%	-1.8%
Mathematics and statistics	-32.9%	--
Multi/interdisciplinary studies	17.2%	--
Parks, recreation, leisure, and fitness studies	18.4%	9.1%
Physical sciences	9.1%	--
Psychology	14.3%	11.0%
Homeland security, law enforcement, firefighting and related protective services	23.3%	7.5%
Public administration and social service professions	7.4%	2.8%
Social sciences	24.4%	24.7%
Visual and performing arts	27.7%	-8.0%
Health professions and related programs	10.5%	3.1%
Business, management, marketing, and related support services	2.9%	12.4%
History	12.2%	--

Note: "--" denotes insufficient sample size.

Appendix Table E14: The wage gap between wages of Pacific Islander women who worked and who were SATTW, and men of the same color one year after leaving postsecondary education by CIP family.

CIP Family	% Gap, worked	%Gap, SATTW
Communication, journalism, and related programs	0.9%	18.1%
Computer and information sciences and support services	48.7%	--
Education	8.1%	--
Family and consumer sciences/human sciences	--	--
English language and literature/letters	--	--
Liberal arts and sciences, general studies and humanities	21.2%	0.1%
Biological and biomedical sciences	36.5%	--
Parks, recreation, leisure, and fitness studies	22.3%	--
Psychology	27.2%	--
Homeland security, law enforcement, firefighting and related protective services	30.1%	15.0%
Public administration and social service professions	35.2%	--
Social sciences	24.7%	19.5%
Visual and performing arts	-88.2%	--
Health professions and related programs	24.4%	22.1%
Business, management, marketing, and related support services	11.4%	14.7%

Note: "--" denotes insufficient sample size.

Appendix Table E15: The percentage employed and percentage SATTW, the wage gap between wages of Asian women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Natural resources and conservation	78.6%	14.3%	59.9%	--
Area, ethnic, cultural, gender, and group studies	75.0%	10.0%	20.0%	--
Communication, journalism, and related programs	71.2%	34.4%	12.5%	10.0%
Computer and information sciences and support services	69.2%	41.1%	-3.3%	-1.9%
Personal and culinary services	61.9%	33.3%	-13.0%	11.6%
Education	74.2%	33.1%	25.7%	6.5%
Engineering	60.2%	37.8%	-5.6%	-3.9%
Family and consumer sciences/human sciences	62.0%	30.0%	3.0%	21.3%
Legal professions and studies	81.0%	42.9%	2.3%	--
English language and literature/letters	66.7%	16.7%	63.7%	--
Liberal arts and sciences, general studies and humanities	65.4%	21.7%	14.5%	-0.5%
Biological and biomedical sciences	66.9%	24.3%	-16.9%	-4.6%
Mathematics and statistics	56.3%	25.0%	-5.0%	--
Multi/interdisciplinary studies	64.8%	22.2%	10.0%	18.6%
Parks, recreation, leisure, and fitness studies	78.1%	35.9%	-9.1%	9.2%
Physical sciences	64.7%	33.3%	-20.7%	5.6%
Psychology	70.2%	29.8%	11.2%	7.6%
Homeland security, law enforcement, firefighting and related protective services	61.9%	28.6%	45.4%	10.9%
Public administration and social service professions	76.3%	49.2%	14.4%	-4.5%
Social sciences	56.1%	25.0%	-1.2%	15.3%
Visual and performing arts	66.0%	18.2%	4.3%	6.3%
Health professions and related programs	58.6%	30.2%	20.0%	7.8%
Business, management, marketing, and related support services	70.6%	38.5%	18.7%	9.8%

Note: "--" denotes insufficient sample size.

Appendix Table E16: The percentage employed and percentage SATTW, the wage gap between wages of Black women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Communication, journalism, and related programs	59.7%	20.9%	38.9%	7.1%
Computer and information sciences and support services	60.0%	23.3%	47.7%	--
Personal and culinary services	74.2%	29.0%	8.9%	--
Education	68.5%	26.1%	41.1%	26.2%
Engineering	45.8%	20.8%	8.2%	--
Family and consumer sciences/human sciences	67.4%	20.9%	28.3%	--
English language and literature/letters	71.4%	14.3%	28.4%	--
Liberal arts and sciences, general studies and humanities	69.6%	20.1%	22.0%	15.7%
Biological and biomedical sciences	68.6%	15.7%	33.2%	15.6%
Multi/interdisciplinary studies	50.0%	28.1%	8.0%	23.8%
Parks, recreation, leisure, and fitness studies	44.4%	18.5%	13.8%	3.4%
Psychology	66.9%	22.3%	31.5%	12.9%
Homeland security, law enforcement, firefighting and related protective services	58.6%	23.0%	38.1%	28.7%
Public administration and social service professions	73.5%	38.6%	38.6%	18.3%
Social sciences	65.2%	35.9%	2.8%	23.0%
Visual and performing arts	65.9%	12.1%	27.4%	12.4%
Health professions and related programs	50.3%	18.9%	51.4%	33.8%
Business, management, marketing, and related support services	68.5%	30.2%	48.7%	19.0%

Note: "--" denotes insufficient sample size.

Appendix Table E17: The percentage employed and percentage SATTW, the wage gap between wages of Hispanic women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Agriculture, agriculture operations, and related sciences	82.6%	57.8%	-4.1%	15.6%
Natural resources and conservation	83.3%	19.4%	8.0%	--
Architecture and related services	84.2%	47.4%	23.9%	15.0%
Area, ethnic, cultural, gender, and group studies	78.8%	30.8%	7.7%	-17.5%
Communication, journalism, and related programs	72.2%	31.7%	14.8%	8.3%
Communications technologies/technicians and support services	83.3%	25.0%	21.9%	8.8%

Note: "--" denotes insufficient sample size.

Appendix Table E17: The percentage employed and percentage SATTW, the wage gap between wages of Hispanic women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family (continued)

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Computer and information sciences and support services	72.6%	39.1%	29.9%	20.9%
Personal and culinary services	69.4%	21.7%	23.0%	13.4%
Education	75.2%	31.5%	34.2%	19.5%
Engineering	68.8%	29.9%	42.5%	18.2%
Engineering technologies and engineering-related fields	69.8%	28.3%	48.0%	30.4%
Foreign languages, literatures, and linguistics	69.5%	29.9%	16.6%	5.6%
Family and consumer sciences/human sciences	75.7%	31.3%	19.1%	21.9%
Legal professions and studies	79.4%	41.9%	22.8%	43.1%
English language and literature/letters	75.0%	29.7%	12.7%	5.7%
Liberal arts and sciences, general studies and humanities	76.2%	28.3%	9.5%	15.0%
Biological and biomedical sciences	73.1%	22.9%	13.8%	16.0%
Mathematics and statistics	79.2%	35.4%	9.2%	13.1%
Multi/interdisciplinary studies	66.0%	28.0%	17.2%	24.7%
Parks, recreation, leisure, and fitness studies	73.1%	32.3%	-4.5%	8.0%
Philosophy and religious studies	78.9%	31.6%	-26.5%	--
Physical sciences	65.2%	32.6%	8.1%	12.7%
Psychology	77.2%	32.5%	9.8%	8.1%
Homeland security, law enforcement, firefighting and related protective services	81.1%	36.0%	36.5%	28.1%
Public administration and social service professions	84.7%	44.2%	29.1%	20.1%
Social sciences	76.0%	38.1%	11.9%	20.9%
Construction trades	91.7%	66.7%	46.4%	--
Mechanic and repair technologies/technicians	79.6%	40.8%	9.1%	8.4%
Precision production	91.7%	25.0%	67.5%	--
Transportation and materials moving	35.3%	9.8%	16.2%	--
Visual and performing arts	70.5%	20.3%	10.4%	10.0%
Health professions and related programs	68.5%	29.8%	41.1%	36.9%
Business, management, marketing, and related support services	76.3%	42.1%	32.2%	26.1%
History	74.1%	35.2%	-4.3%	4.8%

Note: "--" denotes insufficient sample size.

Appendix Table E18: The percentage employed and percentage SATTW, the wage gap between wages of multiracial women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Natural resources and conservation	60.9%	17.4%	1.8%	--
Architecture and related services	84.6%	53.8%	20.3%	--
Area, ethnic, cultural, gender, and group studies	80.0%	30.0%	-14.3%	--
Communication, journalism, and related programs	73.6%	33.1%	19.6%	17.4%
Computer and information sciences and support services	77.8%	32.3%	37.5%	13.7%
Personal and culinary services	90.0%	16.7%	28.8%	--
Education	74.6%	23.9%	44.3%	19.1%
Engineering	72.5%	36.2%	40.2%	9.8%
Foreign languages, literatures, and linguistics	96.0%	48.0%	-5.8%	14.1%
Family and consumer sciences/human sciences	76.2%	25.4%	22.1%	34.8%
Legal professions and studies	85.7%	57.1%	28.6%	--
English language and literature/letters	73.1%	29.5%	25.5%	6.7%
Liberal arts and sciences, general studies and humanities	73.9%	23.4%	24.7%	12.5%
Biological and biomedical sciences	74.2%	30.0%	-6.7%	0.6%
Mathematics and statistics	87.5%	37.5%	3.1%	--
Multi/interdisciplinary studies	81.3%	25.0%	35.0%	1.6%
Parks, recreation, leisure, and fitness studies	72.0%	19.5%	26.1%	14.7%
Physical sciences	72.0%	16.0%	31.1%	--
Psychology	72.2%	24.5%	23.0%	8.8%
Homeland security, law enforcement, firefighting and related protective services	74.8%	26.2%	46.0%	16.6%
Public administration and social service professions	76.7%	48.3%	11.2%	5.6%
Social sciences	74.1%	25.2%	33.2%	24.0%
Visual and performing arts	72.2%	17.6%	27.7%	6.1%
Health professions and related programs	66.3%	30.8%	30.7%	22.2%
Business, management, marketing, and related support services	74.7%	34.5%	33.7%	16.8%
History	68.4%	36.8%	-0.1%	--

Note: "--" denotes insufficient sample size.

Appendix Table E19: The percentage employed and percentage SATTW, the wage gap between wages of Native American women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Communication, journalism, and related programs	61.1%	22.2%	29.4%	--
Computer and information sciences and support services	73.7%	26.3%	64.4%	--
Personal and culinary services	75.9%	10.3%	56.8%	--
Education	68.4%	34.2%	19.5%	10.2%
Family and consumer sciences/human sciences	59.1%	22.7%	17.4%	--
Liberal arts and sciences, general studies and humanities	44.7%	8.4%	38.5%	23.9%
Biological and biomedical sciences	55.8%	14.0%	25.2%	--
Multi/interdisciplinary studies	61.1%	16.7%	20.9%	--
Parks, recreation, leisure, and fitness studies	80.8%	23.1%	13.8%	--
Psychology	75.4%	21.3%	53.4%	23.4%
Homeland security, law enforcement, firefighting and related protective services	51.6%	6.3%	52.3%	--
Public administration and social service professions	72.1%	34.9%	33.3%	19.1%
Social sciences	71.9%	21.9%	57.7%	--
Transportation and materials moving	35.9%	10.3%	53.5%	--
Visual and performing arts	66.0%	18.0%	16.8%	--
Health professions and related programs	56.8%	21.9%	46.9%	35.4%
Business, management, marketing, and related support services	55.6%	23.0%	53.8%	26.6%

Note: "--" denotes insufficient sample size.

Appendix Table E20: The percentage employed and percentage SATTW, the wage gap between wages of Pacific Islander women who worked and who were SATTW, and white men one year after leaving postsecondary education by CIP family.

CIP Family	% WOC worked	% WOC SATTW	% Gap, worked	% Gap SATTW
Communication, journalism, and related programs	67.6%	35.3%	15.1%	16.9%
Computer and information sciences and support services	76.2%	14.3%	62.3%	--
Education	64.5%	16.1%	37.7%	--
Family and consumer sciences/human sciences	80.0%	26.7%	34.6%	--
English language and literature/letters	89.5%	21.1%	49.5%	--
Liberal arts and sciences, general studies and humanities	74.0%	16.5%	38.4%	15.5%
Biological and biomedical sciences	71.4%	19.0%	10.0%	--
Parks, recreation, leisure, and fitness studies	57.7%	11.5%	32.5%	--
Psychology	65.6%	14.1%	34.5%	--
Homeland security, law enforcement, firefighting and related protective services	71.6%	17.3%	60.5%	25.0%
Public administration and social service professions	86.0%	34.9%	36.9%	6.4%
Social sciences	79.5%	27.3%	46.3%	29.3%
Visual and performing arts	70.5%	22.7%	12.1%	--
Health professions and related programs	76.0%	22.7%	55.5%	42.3%
Business, management, marketing, and related support services	73.3%	27.4%	49.7%	29.3%

Note: "--" denotes insufficient sample size.

Appendix Table F1: Blinder-Oaxaca Decomposition results for Asian women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$2,367	$1,916	55.3%	44.7%	$4,283
year 2	$3,771	$2,041	64.9%	35.1%	$5,813
year 3	$5,527	$1,966	73.8%	26.2%	$7,492
year 4	$6,748	$1,879	78.2%	21.8%	$8,627
year 5	$8,052	$2,187	78.6%	21.4%	$10,239
year 6	$9,696	$2,571	79.0%	21.0%	$12,268
year 7	$9,238	$2,195	80.8%	19.2%	$11,434
year 8	$9,094	$2,234	80.3%	19.7%	$11,328
year 9	$7,331	$3,026	70.8%	29.2%	$10,357
year 10	$8,425	$649	92.8%	7.2%	$9,074

Appendix Table F2: Blinder-Oaxaca Decomposition results for Black women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$973	$2,909	25.1%	74.9%	$3,881
year 2	$468	$2,954	13.7%	86.3%	$3,422
year 3	$193	$3,398	5.4%	94.6%	$3,591
year 4	$380	$3,774	9.2%	90.8%	$4,154
year 5	-$109	$3,711	-3.0%	103.0%	$3,602
year 6	-$341	$3,584	-10.5%	110.5%	$3,243
year 7	$3,087	$3,627	46.0%	54.0%	$6,713
year 8	$3,022	$3,195	48.6%	51.4%	$6,218
year 9	$1,871	$6,107	23.5%	76.5%	$7,979
year 10	$2,815	$6,416	30.5%	69.5%	$9,231

Appendix Table F3: Blinder-Oaxaca Decomposition results for Hispanic women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	-$847	$2,511	-50.9%	150.9%	$1,664
year 2	-$1,176	$2,869	-69.5%	169.5%	$1,693
year 3	-$753	$3,474	-27.7%	127.7%	$2,721
year 4	-$430	$4,139	-11.6%	111.6%	$3,709
year 5	$151	$4,475	3.3%	96.7%	$4,626
year 6	-$146	$4,842	-3.1%	103.1%	$4,696
year 7	$122	$5,007	2.4%	97.6%	$5,130
year 8	$452	$5,175	8.0%	92.0%	$5,628
year 9	$1,244	$5,252	19.1%	80.9%	$6,496
year 10	-$539	$4,337	-14.2%	114.2%	$3,799

Appendix Table F4: Blinder-Oaxaca Decomposition results for Native American women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$3,153	$3,577	46.8%	53.2%	$6,729
year 2	$3,314	$4,045	45.0%	55.0%	$7,358
year 3	$2,522	$4,825	34.3%	65.7%	$7,348
year 4	$4,211	$5,055	45.4%	54.6%	$9,266
year 5	$3,886	$5,189	42.8%	57.2%	$9,075
year 6	$4,441	$6,009	42.5%	57.5%	$10,450
year 7	$4,276	$6,141	41.0%	59.0%	$10,418
year 8	$4,744	$6,132	43.6%	56.4%	$10,876
year 9	$5,169	$5,830	47.0%	53.0%	$10,998
year 10	$6,382	$6,464	49.7%	50.3%	$12,845

Appendix Table F5: Blinder-Oaxaca Decomposition results for multiracial women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	-$278	$2,198	-14.5%	114.5%	$1,920
year 2	-$960	$2,289	-72.2%	172.2%	$1,330
year 3	-$713	$2,421	-41.7%	141.7%	$1,708
year 4	-$796	$2,454	-48.0%	148.0%	$1,658
year 5	$457	$2,637	14.8%	85.2%	$3,093
year 6	$973	$2,642	26.9%	73.1%	$3,615
year 7	$2,985	$2,377	55.7%	44.3%	$5,363
year 8	$5,720	$1,450	79.8%	20.2%	$7,170
year 9	$4,066	$1,229	76.8%	23.2%	$5,295
year 10	$6,961	$2,899	70.6%	29.4%	$9,860

Appendix Table F6: Blinder-Oaxaca Decomposition results for Pacific Islander women who worked compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$1,652	$5,076	24.6%	75.4%	$6,728
year 2	$1,258	$5,275	19.3%	80.7%	$6,533
year 3	$1,162	$6,099	16.0%	84.0%	$7,261
year 4	$2,259	$6,548	25.7%	74.3%	$8,807
year 5	$1,324	$7,417	15.1%	84.9%	$8,741
year 6	$2,091	$6,882	23.3%	76.7%	$8,973
year 7	$3,687	$7,560	32.8%	67.2%	$11,247
year 8	$2,136	$8,737	19.6%	80.4%	$10,874
year 9	$114	$9,546	1.2%	98.8%	$9,660
year 10	$1,924	$8,369	18.7%	81.3%	$10,293

Appendix Table F7: Blinder-Oaxaca Decomposition results for Asian women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$3,681	-$399	112.2%	-12.2%	$3,282
year 2	$4,874	-$267	105.8%	-5.8%	$4,606
year 3	$5,787	-$451	108.5%	-8.5%	$5,336
year 4	$8,603	-$232	102.8%	-2.8%	$8,371
year 5	$9,342	-$780	109.1%	-9.1%	$8,562
year 6	$9,348	-$1,383	117.4%	-17.4%	$7,965
year 7	$11,342	-$808	107.7%	-7.7%	$10,534
year 8	$13,167	-$1,211	110.1%	-10.1%	$11,956
year 9	$13,394	-$3,639	137.3%	-37.3%	$9,755
year 10	$21,870	-$2,838	114.9%	-14.9%	$19,031

Appendix Table F8: Blinder-Oaxaca Decomposition results for Black women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$2,097	$138	93.8%	6.2%	$2,235
year 2	$3,601	$59	98.4%	1.6%	$3,660
year 3	$3,266	-$311	110.5%	-10.5%	$2,955
year 4	$4,967	-$670	115.6%	-15.6%	$4,297
year 5	$4,560	-$929	125.6%	-25.6%	$3,630
year 6	$6,563	-$1,777	137.1%	-37.1%	$4,785
year 7	$9,879	-$3,034	144.3%	-44.3%	$6,845
year 8	$10,788	-$3,331	144.7%	-44.7%	$7,458
year 9	$6,526	$911	87.7%	12.3%	$7,437
year 10	$8,868	-$324	103.8%	-3.8%	$8,544

Appendix Table F9: Blinder-Oaxaca Decomposition results for Hispanic women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$3,939	$996	79.8%	20.2%	$4,935
year 2	$5,596	$903	86.1%	13.9%	$6,499
year 3	$7,360	$588	92.6%	7.4%	$7,948
year 4	$8,525	$614	93.3%	6.7%	$9,139
year 5	$9,676	$474	95.3%	4.7%	$10,151
year 6	$10,478	$433	96.0%	4.0%	$10,911
year 7	$12,061	$126	99.0%	1.0%	$12,187
year 8	$13,737	-$395	103.0%	-3.0%	$13,342
year 9	$16,862	-$753	104.7%	-4.7%	$16,108
year 10	$15,731	-$1,084	107.4%	-7.4%	$14,647

Appendix Table F10: Blinder-Oaxaca Decomposition results for Native American women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$4,653	$1,060	81.5%	18.5%	$5,713
year 2	$5,403	$1,178	82.1%	17.9%	$6,582
year 3	$8,331	$2,227	78.9%	21.1%	$10,558
year 4	$34,792	$10,524	76.8%	23.2%	$45,316
year 5	$57,499	$16,735	77.5%	22.5%	$74,235
year 6	$97,032	$67,331	59.0%	41.0%	$164,363
year 7	$5,960	$677	89.8%	10.2%	$6,636
year 8	$5,233	-$868	119.9%	-19.9%	$4,365
year 9	$4,777	-$1,035	127.6%	-27.6%	$3,743
year 10	$12,167	$712	94.5%	5.5%	$12,879

Appendix Table F11: Blinder-Oaxaca Decomposition results for multiracial women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$2,934	$953	75.5%	24.5%	$3,888
year 2	$5,328	$1,030	83.8%	16.2%	$6,358
year 3	$7,411	$792	90.3%	9.7%	$8,203
year 4	$8,671	$1,174	88.1%	11.9%	$9,845
year 5	$11,779	$1,802	86.7%	13.3%	$13,580
year 6	$13,363	$2,811	82.6%	17.4%	$16,174
year 7	$16,701	$3,589	82.3%	17.7%	$20,290
year 8	$24,548	$2,998	89.1%	10.9%	$27,546
year 9	$30,944	-$336	101.1%	-1.1%	$30,608
year 10	$20,750	$691	96.8%	3.2%	$21,441

Appendix Table F12: Blinder-Oaxaca Decomposition results for Pacific Islander women who worked compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$4,507	$1,619	73.6%	26.4%	$6,126
year 2	$5,807	$1,557	78.9%	21.1%	$7,364
year 3	$6,873	$1,274	84.4%	15.6%	$8,148
year 4	$7,824	$905	89.6%	10.4%	$8,729
year 5	$7,916	$1,141	87.4%	12.6%	$9,057
year 6	$10,051	$638	94.0%	6.0%	$10,688
year 7	$13,586	$949	93.5%	6.5%	$14,536
year 8	$13,782	$2,393	85.2%	14.8%	$16,175
year 9	$15,458	$3,085	83.4%	16.6%	$18,543
year 10	$18,863	$677	96.5%	3.5%	$19,541

Appendix Table F13: Blinder-Oaxaca Decomposition results for Asian women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$5,084	-$400	108.5%	-8.5%	$4,684
year 2	$7,274	-$394	105.7%	-5.7%	$6,880
year 3	$8,042	-$710	109.7%	-9.7%	$7,333
year 4	$10,954	-$1,162	111.9%	-11.9%	$9,792
year 5	$10,723	-$1,682	118.6%	-18.6%	$9,041
year 6	$12,695	-$1,768	116.2%	-16.2%	$10,927
year 7	$16,975	-$1,479	109.5%	-9.5%	$15,496
year 8	$21,426	-$1,052	105.2%	-5.2%	$20,374
year 9	$23,914	$911	96.3%	3.7%	$24,825
year 10	$22,208	$4,108	84.4%	15.6%	$26,316

Appendix Table F14: Blinder-Oaxaca Decomposition results for Black women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$9,102	$4,339	67.7%	32.3%	$13,441
year 2	$12,860	$4,751	73.0%	27.0%	$17,611
year 3	$13,862	$6,110	69.4%	30.6%	$19,973
year 4	$16,927	$7,610	69.0%	31.0%	$24,537
year 5	$15,068	$7,431	67.0%	33.0%	$22,499
year 6	$19,691	$7,098	73.5%	26.5%	$26,789
year 7	$28,341	$8,754	76.4%	23.6%	$37,095
year 8	$31,874	$7,924	80.1%	19.9%	$39,798
year 9	$30,244	$5,643	84.3%	15.7%	$35,887
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F15: Blinder-Oaxaca Decomposition results for Hispanic women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$7,850	$6,442	54.9%	45.1%	$14,292
year 2	$10,648	$6,603	61.7%	38.3%	$17,251
year 3	$13,435	$7,731	63.5%	36.5%	$21,166
year 4	$17,461	$8,846	66.4%	33.6%	$26,307
year 5	$18,593	$9,115	67.1%	32.9%	$27,708
year 6	$20,395	$9,755	67.6%	32.4%	$30,150
year 7	$24,415	$11,033	68.9%	31.1%	$35,448
year 8	$27,893	$10,365	72.9%	27.1%	$38,259
year 9	$29,903	$11,198	72.8%	27.2%	$41,102
year 10	$28,013	$10,291	73.1%	26.9%	$38,304

Appendix Table F16: Blinder-Oaxaca Decomposition results for Native American women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$10,488	$4,330	70.8%	29.2%	$14,818
year 2	$12,958	$4,878	72.7%	27.3%	$17,835
year 3	$14,534	$6,336	69.6%	30.4%	$20,870
year 4	$18,305	$7,002	72.3%	27.7%	$25,308
year 5	$18,629	$8,039	69.9%	30.1%	$26,668
year 6	$20,957	$9,789	68.2%	31.8%	$30,746
year 7	$21,576	$12,742	62.9%	37.1%	$34,318
year 8	$23,354	$10,457	69.1%	30.9%	$33,811
year 9	$27,538	$4,581	85.7%	14.3%	$32,119
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F17: Blinder-Oaxaca Decomposition results for multiracial women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$7,309	$4,435	62.2%	37.8%	$11,743
year 2	$9,618	$4,405	68.6%	31.4%	$14,022
year 3	$12,250	$4,179	74.6%	25.4%	$16,429
year 4	$16,525	$3,504	82.5%	17.5%	$20,029
year 5	$19,149	$3,408	84.9%	15.1%	$22,557
year 6	$23,580	$1,995	92.2%	7.8%	$25,574
year 7	$27,377	$931	96.7%	3.3%	$28,308
year 8	$38,061	-$1,737	104.8%	-4.8%	$36,323
year 9	$31,511	$1,870	94.4%	5.6%	$33,381
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F18: Blinder-Oaxaca Decomposition results for Pacific Islander women who were SATTW compared to white women.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$8,819	$6,783	56.5%	43.5%	$15,602
year 2	$11,096	$7,121	60.9%	39.1%	$18,217
year 3	$13,955	$8,552	62.0%	38.0%	$22,507
year 4	$18,027	$10,420	63.4%	36.6%	$28,447
year 5	$17,863	$12,248	59.3%	40.7%	$30,111
year 6	$21,232	$11,739	64.4%	35.6%	$32,971
year 7	$25,599	$15,288	62.6%	37.4%	$40,887
year 8	$20,712	$16,535	55.6%	44.4%	$37,247
year 9	$32,660	$10,187	76.2%	23.8%	$42,847
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F19: Blinder-Oaxaca Decomposition results for Asian women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$17,096	$5,318	76.3%	23.7%	$22,414
year 2	$12,054	$5,302	69.5%	30.5%	$17,356
year 3	$13,878	$5,051	73.3%	26.7%	$18,929
year 4	$16,777	$5,222	76.3%	23.7%	$21,999
year 5	$17,462	$4,614	79.1%	20.9%	$22,076
year 6	$18,407	$4,094	81.8%	18.2%	$22,501
year 7	$20,386	$5,258	79.5%	20.5%	$25,644
year 8	$24,477	$2,667	90.2%	9.8%	$27,144
year 9	$24,774	$506	98.0%	2.0%	$25,280
year 10	$33,816	$143	99.6%	0.4%	$33,959

Appendix Table F20: Blinder-Oaxaca Decomposition results for Black women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$16,114	$6,411	71.5%	28.5%	$22,524
year 2	$12,462	$5,723	68.5%	31.5%	$18,185
year 3	$10,636	$5,335	66.6%	33.4%	$15,971
year 4	$12,236	$5,846	67.7%	32.3%	$18,081
year 5	$12,415	$6,000	67.4%	32.6%	$18,415
year 6	$13,267	$5,922	69.1%	30.9%	$19,189
year 7	$19,451	$3,926	83.2%	16.8%	$23,376
year 8	$20,414	$5,517	78.7%	21.3%	$25,931
year 9	$16,671	$8,555	66.1%	33.9%	$25,226
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F21: Blinder-Oaxaca Decomposition results for Hispanic women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$14,619	$4,469	76.6%	23.4%	$19,088
year 2	$12,762	$4,180	75.3%	24.7%	$16,942
year 3	$13,377	$3,888	77.5%	22.5%	$17,266
year 4	$14,290	$4,063	77.9%	22.1%	$18,353
year 5	$15,919	$4,307	78.7%	21.3%	$20,226
year 6	$16,530	$4,250	79.5%	20.5%	$20,780
year 7	$18,182	$4,806	79.1%	20.9%	$22,988
year 8	$21,725	$3,867	84.9%	15.1%	$25,592
year 9	$22,073	$4,061	84.5%	15.5%	$26,134
year 10	$18,706	$2,656	87.6%	12.4%	$21,362

Appendix Table F22: Blinder-Oaxaca Decomposition results for Native American women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$19,117	$6,477	74.7%	25.3%	$25,594
year 2	$15,370	$6,679	69.7%	30.3%	$22,050
year 3	$25,549	$9,816	72.2%	27.8%	$35,365
year 4	$85,208	$38,854	68.7%	31.3%	$124,062
year 5	$150,841	$59,994	71.5%	28.5%	$210,835
year 6	$275,243	$183,789	60.0%	40.0%	$459,032
year 7	$14,834	$8,149	64.5%	35.5%	$22,982
year 8	$9,972	$8,107	55.2%	44.8%	$18,079
year 9	$12,279	$8,265	59.8%	40.2%	$20,544
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F23: Blinder-Oaxaca Decomposition results for multiracial women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$16,106	$6,228	72.1%	27.9%	$22,333
year 2	$14,424	$5,947	70.8%	29.2%	$20,370
year 3	$15,190	$5,944	71.9%	28.1%	$21,134
year 4	$15,169	$7,252	67.7%	32.3%	$22,421
year 5	$18,860	$7,832	70.7%	29.3%	$26,692
year 6	$21,615	$7,699	73.7%	26.3%	$29,314
year 7	$23,243	$9,958	70.0%	30.0%	$33,201
year 8	$38,656	$6,752	85.1%	14.9%	$45,408
year 9	$41,249	$4,592	90.0%	10.0%	$45,841
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table F24: Blinder-Oaxaca Decomposition results for Pacific Islander women who were SATTW compared to men of the same race.

	Unexplained ($)	Explained ($)	Unexplained%	Explained %	Gap ($)
year 1	$17,878	$6,035	74.8%	25.2%	$23,912
year 2	$15,138	$6,317	70.6%	29.4%	$21,455
year 3	$15,229	$6,082	71.5%	28.5%	$21,312
year 4	$16,155	$5,565	74.4%	25.6%	$21,720
year 5	$15,656	$7,178	68.6%	31.4%	$22,833
year 6	$16,670	$5,966	73.6%	26.4%	$22,636
year 7	$19,632	$6,356	75.5%	24.5%	$25,988
year 8	$17,355	$9,767	64.0%	36.0%	$27,122
year 9	$17,734	$9,335	65.5%	34.5%	$27,069
year 10	--	--	--	--	--

Note: "--" denotes insufficient sample size.

Appendix Table G1: YOY wage growth for men. 2019Q2 is the established baseline prior to COVID-19.

	Asian	Black	Hispanic	Native American	Multiracial	Pacific Islander	White
2019Q2	15.8%	13.5%	15.1%	16.8%	15.1%	17.1%	16.5%
2020Q2	3.4%	3.3%	2.5%	-2.6%	1.1%	2.9%	2.5%
2020Q3	2.4%	3.6%	3.0%	-0.3%	1.1%	-2.3%	4.6%
2020Q4	-2.8%	-0.7%	0.3%	-3.7%	-3.3%	4.2%	-6.1%
2021Q1	-1.1%	-9.7%	-4.4%	-6.5%	-5.4%	-6.8%	-3.4%
2021Q2	6.9%	-2.0%	3.6%	2.5%	7.1%	0.9%	3.7%
2021Q3	10.3%	2.2%	2.8%	7.4%	4.6%	6.3%	3.7%
2021Q4	9.7%	3.5%	4.0%	6.8%	1.4%	-3.4%	4.1%

Appendix Table G2: YOY wage growth for men. 2019Q2 is the established baseline prior to COVID-19.

	Asian	Black	Hispanic	Native American	Multiracial	Pacific Islander	White
2019Q2	17.6%	19.0%	19.1%	17.1%	20.9%	17.4%	17.1%
2020Q2	6.9%	5.4%	4.4%	3.3%	1.8%	0.5%	7.3%
2020Q3	6.6%	1.0%	3.5%	-0.5%	2.6%	-1.8%	5.9%
2020Q4	8.1%	3.1%	6.5%	1.7%	8.3%	0.0%	7.7%
2021Q1	0.9%	-5.1%	-1.8%	-1.4%	-0.4%	-10.0%	2.1%
2021Q2	5.9%	0.5%	8.8%	4.9%	8.5%	7.5%	10.0%
2021Q3	6.7%	2.6%	8.6%	6.1%	9.8%	9.0%	9.4%
2021Q4	10.2%	5.4%	9.5%	6.5%	6.5%	8.9%	9.7%