This study examines the relationship between place and the career experiences of STEM college graduates in the U.S. over the 2000–2010 decade. Findings show that individual factors are most important in determining their labor market outcomes. After controlling for individual and college-level characteristics, geographic factors, mainly the college area’s STEM employment concentration and proximity to STEM clusters, are significantly related to STEM graduates’ job earnings, unemployment, and underemployment. Women and Blacks are considerably more disadvantaged when compared to their male and White counterparts; however, gender and racial disparities significantly decrease when the college location STEM concentration increases. Through a multi-scalar research design, this study bridges the scholarship in STEM education, labor market studies, and regional development; it also provides insights on how race, gender, and place interact in shaping STEM education outcomes. The findings have significant implications for policy and practices.

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