The State of Girls and Women in STEM

K-12 Education

Girls' and young women's achievement in mathematics and science is on par with that of boys and young men.

An OVERWHELMING MAJORITY of YOUNG WOMEN earn credits in ADVANCED SCIENCE and MATHEMATICS COURSES but participate less in advanced physics and computer science courses.

For girls/young women of color and girls/young women from lower socioeconomic status, the impacts of the intersectional inequalities of gender, race, ethnicity, and class can hinder identification with and long-term participation in STEM.

Higher Education

The rates of science and engineering coursetaking for women shift at the undergraduate level and gender disparities begin to emerge.

Women earn a majority of bachelor's degrees in psychology, biological sciences, and social sciences, but they earn only 24% in Engineering, 21% in Computer Science, and 24% in Physics.

Women earn 58% of bachelor's degrees in all fields and 50% of bachelor's degrees in S&E.

Higher Education: Women remain underrepresented in the science and engineering workforce, with the greatest disparities occurring in engineering and computer sciences.

Women constitute 48% of the total workforce and 35% of the STEM workforce.

Women STEM professionals are concentrated in different fields that men, with relatively high shares of women in SOCIAL SCIENCES (65%), LIFE SCIENCES (48%), and relatively low shares of women in COMPUTER AND MATHEMATICAL SCIENCES (26%) and ENGINEERING (16%).

Latina, Black, and Indigenous women continue to be underrepresented in STEM, but are gradually increasing their share of STEM degrees.

Latina, Black, and Indigenous women: make up 17% of the total U.S. population, earn 14% of bachelor’s degrees in STEM fields.

Latina, Black, and Indigenous women represent less than 10% of the STEM workforce.
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References


