Questions

1. In 2015, _____% of mechanical engineers were women.
2. In 2015, _____% of computer network architects were men.
3. In 2015, _____% of software developers were Hispanic.
4. In 2015, _____% of chemists and materials scientists were Black.
5. In 2015, _____% of electricians were women.
6. In 2015, _____% of nurses were men.
7. In 2015, _____% of physical therapists were Black or Hispanic, and _____% were women.
8. Physical therapists are expected to experience _____ % employment growth from 2014 to 2024, and the median annual pay is $_____.
9. Computer systems analysts are expected to experience _____ % employment growth from 2014 to 2024, and the median annual pay is $_____.
10. Statisticians are expected to experience _____ % employment growth from 2014 to 2024, and the median annual pay is $_____.
11. The number of healthcare practitioners and technical occupations is expected to increase by _____%, adding a total of 1.3 million jobs between 2014 and 2024, and the median annual pay is $_____.
12. In 2013, _____% of science, engineering, and health doctorate holders employed as full professors in universities and 4-year colleges were Hispanic or Black women.
13. In 2009, 7.7% of male high school graduates had taken AP/honors physics while _____% of female high school graduates had taken AP/honors physics.
14. In 2009, 54.4% of all Asian/Pacific Islander high school students had taken biology, chemistry, and physics while _____% of Hispanic students had taken biology, chemistry, and physics.
15. Of students who performed in the highest quartile of math achievement during their sophomore year of high school (2002) and went on to complete a bachelor's degree by 2012, there were differences based on socio-economic status (SES). The percentage completion for high-SES students was _____%; middle-SES_____%; low-SES _____%.
16. In 2015, women comprised _____% of the total U.S. labor force.
17. In 2014, women in the US who worked full-time year round earned $0.___cents for each dollar earned by men, and there are variances by race and ethnicity: Asian women: $0.___; Black women: $0.___; Hispanic women: $0.___
18. In 2014, median weekly earnings for women as registered nurses were $1,076, while for men median weekly earnings were $_____, or _____%.
19. In 2014, median weekly earnings of men employed in life, physical, and social science occupations were $1,247, while for women median weekly earnings were $_____, or _____%.
20. About _____% of scientists and engineers ages 75 and younger has a disability. Scientists and engineers with disabilities are more likely than those without disabilities to be unemployed or out of the labor force.

1. **8.3%** (http://www.bls.gov/cps/cpsaat11.htm)
2. **87.9%** (http://www.bls.gov/cps/cpsaat11.htm)
3. **5.4%** (http://www.bls.gov/cps/cpsaat11.htm)
4. **5.9%** (http://www.bls.gov/cps/cpsaat11.htm)
5. **1.6%** (http://www.bls.gov/cps/cpsaat11.htm)
6. **10.6%** (http://www.bls.gov/cps/cpsaat11.htm)
7. **9.2%, 72.1%** (http://www.bls.gov/cps/cpsaat11.htm)
8. **34%, $84,020**(http://www.bls.gov/ooh/fastest-growing.htm)
9. **21%, $85,800** (http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm)
10. **34%, $80,110** (http://www.bls.gov/ooh/math/statisticians.htm)
11. **16.4%, $61,710** (http://www.bls.gov/news.release/ecopro.t04.htm)
12. **1.6%** (http://www.nsf.gov/statistics/2015/nsf15311/tables/tab9-25.xlsx)
13. **3.7%** (http://nces.ed.gov/programs/digest/d11/tables/dt11_161.asp)
14. **22.7%** (http://nces.ed.gov/programs/digest/d11/tables/dt11_161.asp)
15. **74%, 53%, 41%** (http://nces.ed.gov/blogs/nces/post/educational-attainment-differences-by-students-socioeconomic-status)
16. **46.8%** (http://www.bls.gov/cps/cpsaat11.htm)
17. **$0.78, $0.90, $0.64, $0.54** (http://www.pay-equity.org/info-time.html)
18. **$1,190 or 10% more than women's earnings** (http://www.bls.gov/cps/cpsaat39.pdf)
19. **$1,062 or 85% of men's earnings (**http://www.bls.gov/cps/cpsaat39.pdf)
20. **10%** (http://www.nsf.gov/statistics/2015/nsf15311/digest/theme6.cfm#)

(Answers for STEM Startling Statements – intersectional identities)

Funded by a grant from the National Science Foundation, GSE/EXT: STEM Equity Pipeline Project, Grant No. HRD-1203121

Find instructions and updates at napequity.org/startlingstatements