

Title: Dataset for “Outperforming Yet Undervalued: Undergraduate Women in STEM”

Abstract: Gender diversity is critically needed in many science fields, but women continue to encounter beliefs that they lack ability and talent. Undergraduate education is a critical time when peer influence may alter choice of majors and careers for women interested in science. Even in life science courses, where women outnumber men, peer-to-peer interactions could detract from women’s success and interest. We find that women are outperforming their male classmates in both physical and life science courses, but men continue to be perceived as equal or better students. This is problematic because it suggests that undergraduate women cannot escape gender-ability stereotypes even when they are more capable than men, and has important implications for the recognition of women’s achievements among their peers in undergraduate education.

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Location where data were collected: Large, mid-western U.S. university

Time period during which data were collected: Fall 2016 & Spring 2017

Description: The dataset consists of a single (.csv) data file containing anonymous student data for 2793 students. Variables are defined below and in the accompanying codebook. This data is reported in the manuscript: “Outperforming yet undervalued: Undergraduate women in STEM.”

There are 3 total files included in this database:

1. This README file which gives an overview of the data
2. The data file (.csv file)
3. The codebook, which describes each variable in the data file, coding values, and additional information on each measure.

Environmental or experimental conditions: None

Method(s): Data were collected from undergraduate student participants enrolled in participating courses in the life or physical sciences. Participants were invited to participate in a survey of their course experiences. Students were offered extra credit in some cases (at the instructors’ discretion). These students completed a 15-20 minute online survey, in which they indicated their impression of other students in the course. Students were allowed to opt-out of the study by indicating they did not want their data included. Course grade and university-wide GPA were obtained at the completion of each course from the university registrar for all students enrolled in the course, regardless of whether they participated in the online survey.

Software: SPSS v.25 was used to prepare and analyze the data.

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