In spite of women's overall recent advances in academic and professional settings, substantial gender discrepancies still remain in many fields—particularly science, technology, engineering, and math (STEM). These disparities have drawn enough interest to produce a sizable social psychological literature investigating possible explanations. We investigated these myriad proposed explanations simultaneously using a survey administered to CU undergraduate students about their choice of academic major. Findings testing these factors against multiple outcome variables will be presented and discussed.