

Conceptual Mentorship Model:

01

Create a database of representative mentors in the community



- Peer mentors
- Faculty mentors
- Professional mentors

02

Ensure mentor quality



Provide online mentoring training and Green Zone training should their be any non-military-affiliated participants

03

Actively market available mentorship



Women veterans are far less likely than their civilian peers to identify themselves and seek help. On-campus veteran organization are key to this step

04

Launch and monitor results



Students may request to be matched to a mentor, seek their own mentor, and request to change mentors. Administer pre-and-post mentor experience surveys.



Table 318.45. Number and percentage distribution of science, technology, engineering, and mathematics (STEM) degrees/certificates conferred by

Sex and year	Number of STEM degrees/certificates conferred to U.S. citizens, permanent residents, and										Percentage distribution of STEM degrees/certificates conferred to U.S. citizens								
	Total	White	Black	Hispanic	Asian/Pacific Islander			American Indian/Alaska	Two or more races	Non-resident	Total	White	Black	Hispanic	Asian/Pacific Islander			American Indian/Alaska	Two or more races
					Total	Asian	Pacific Islander								Total	Asian	Pacific Islander		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bachelor's degrees																			
Total																			
2009-10	253,650	172,853	18,101	17,730	32,185	---	---	1,626	---	11,155	100.0	71.3	7.5	7.3	13.3	---	---	0.7	---
2010-11	267,480	177,894	18,686	19,757	33,623	33,046	577	1,538	3,307	12,675	100.0	69.8	7.3	7.8	13.2	13.0	0.2	0.6	1.3
2011-12	286,788	187,978	20,208	22,313	35,626	34,932	694	1,526	4,399	14,738	100.0	69.1	7.4	8.2	13.1	12.8	0.3	0.6	1.6
2012-13	302,340	194,333	21,511	25,310	37,931	37,177	754	1,591	5,583	16,081	100.0	67.9	7.5	8.8	13.3	13.0	0.3	0.6	2.0
2013-14	318,612	201,578	21,595	28,655	39,372	38,607	765	1,492	8,219	17,701	100.0	67.0	7.2	9.5	13.1	12.8	0.3	0.5	2.7
2014-15	335,849	207,850	22,537	32,264	41,440	40,685	755	1,418	10,271	20,069	100.0	65.8	7.1	10.2	13.1	12.9	0.2	0.4	3.3
2015-16	354,794	214,144	23,046	36,025	44,741	44,039	702	1,351	12,020	23,467	100.0	64.6	7.0	10.9	13.5	13.3	0.2	0.4	3.6
2016-17	376,869	221,624	24,428	40,396	48,049	47,385	664	1,328	13,390	27,654	100.0	63.5	7.0	11.6	13.8	13.6	0.2	0.4	3.8
2017-18	395,235	226,192	25,295	44,047	51,929	51,216	713	1,394	14,682	31,696	100.0	62.2	7.0	12.1	14.3	14.1	0.2	0.4	4.0
2018-19	412,894	231,092	26,873	48,518	55,161	54,454	707	1,271	15,830	34,149	100.0	61.0	7.1	12.8	14.6	14.4	0.2	0.3	4.2
Males																			
2009-10	164,612	116,490	9,643	11,175	18,791	---	---	1,018	---	7,495	100.0	74.1	6.1	7.1	12.0	---	---	0.6	---
2010-11	173,493	119,417	10,040	12,511	20,047	19,688	359	965	1,999	8,514	100.0	72.4	6.1	7.6	12.2	11.9	0.2	0.6	1.2
2011-12	185,802	126,158	10,858	14,012	21,105	20,689	416	922	2,679	10,068	100.0	71.8	6.2	8.0	12.0	11.8	0.2	0.5	1.5
2012-13	196,343	130,099	12,047	15,997	23,001	22,504	497	985	3,399	10,815	100.0	70.1	6.5	8.6	12.4	12.1	0.3	0.5	1.8
2013-14	206,935	135,164	12,034	18,231	23,693	23,217	476	915	4,887	12,011	100.0	69.3	6.2	9.4	12.2	11.9	0.2	0.5	2.5
2014-15	217,832	139,061	12,669	20,158	25,014	24,530	484	913	6,173	13,844	100.0	68.2	6.2	9.9	12.3	12.0	0.2	0.4	3.0
2015-16	228,705	142,174	12,756	22,551	27,048	26,599	449	832	7,258	16,086	100.0	66.9	6.0	10.6	12.7	12.5	0.2	0.4	3.4
2016-17	242,286	146,821	13,428	25,150	28,844	28,412	432	827	8,103	19,113	100.0	65.8	6.0	11.3	12.9	12.7	0.2	0.4	3.6
2017-18	252,738	149,211	13,889	27,213	30,969	30,523	446	847	8,779	21,830	100.0	64.6	6.0	11.8	13.4	13.2	0.2	0.4	3.8
2018-19	262,888	151,667	14,747	29,912	33,082	32,628	454	784	9,392	23,304	100.0	63.3	6.2	12.5	13.8	13.6	0.2	0.3	3.9
Females																			
2009-10	89,038	56,363	8,458	6,555	13,394	---	---	608	---	3,660	100.0	66.0	9.9	7.7	15.7	---	---	0.7	---
2010-11	93,987	58,477	8,646	7,246	13,576	13,358	218	573	1,308	4,161	100.0	65.1	9.6	8.1	15.1	14.9	0.2	0.6	1.5
2011-12	100,986	61,820	9,350	8,301	14,521	14,243	278	604	1,720	4,670	100.0	64.2	9.7	8.6	15.1	14.8	0.3	0.6	1.8
2012-13	105,997	64,234	9,464	9,313	14,930	14,673	257	606	2,184	5,266	100.0	63.8	9.4	9.2	14.8	14.6	0.3	0.6	2.2
2013-14	111,677	66,414	9,561	10,424	15,679	15,390	289	577	3,332	5,690	100.0	62.7	9.0	9.8	14.8	14.5	0.3	0.5	3.1
2014-15	118,017	68,789	9,868	12,106	16,426	16,155	271	505	4,098	6,225	100.0	61.5	8.8	10.8	14.7	14.5	0.2	0.5	3.7
2015-16	126,089	71,970	10,290	13,474	17,693	17,440	253	519	4,762	7,381	100.0	60.6	8.7	11.4	14.9	14.7	0.2	0.4	4.0
2016-17	134,583	74,803	11,000	15,246	19,205	18,973	232	501	5,287	8,541	100.0	59.3	8.7	12.1	15.2	15.1	0.2	0.4	4.2
2017-18	142,497	76,981	11,406	16,834	20,960	20,693	267	547	5,903	9,866	100.0	58.0	8.6	12.7	15.8	15.6	0.2	0.4	4.5
2018-19	150,006	79,425	12,126	18,606	22,079	21,826	253	487	6,438	10,845	100.0	57.1	8.7	13.4	15.9	15.7	0.2	0.3	4.6

Table 318.45. Number and percentage distribution of science, technology, engineering, and mathematics (STEM) degrees/certificates conferred by postsecondary institutions, by race/ethnicity, level of degree/certificate, and sex of student: 2009-10 through 2018-19. Adapted from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2020.

Question	I	NC	D
I am aware of challenges that I may face as a female pursuing a career in STEM	3	7	2
I am equipped to overcome challenges that I may face in pursuing a career in STEM	5	6	1
I am confident that I can make sound and appropriate career choices in the pursuit of my career goals	7	4	1
I am confident that I will be competitive when applying for jobs	5	6	1
I am confident that I will succeed in my career of choice	2	9	1
I feel confident in making contacts with peers and professionals who are studying and working in STEM	6	5	1
I am optimistic about having a successful career in STEM	4	6	2
I would consider applying for a job that I am very interested in, even if I think I am just short of having achieved the level of skill	4	7	1
I am enrolled in the right degree	3	8	1
I know what I want to do when I finish my current degree	3	7	2

This pre- and post-survey pulled from a mixed methods study by Reid et al. (2016) seeks to measure the impact a mentorship program has on female STEM student persistence.