



# Building Latino STEM Leaders Through Mentorship

**The Society of Hispanic Professional Engineers (SHPE) and CMP (Latina owned national assessment and development firm) partnered to provide a comprehensive study focused on improving Latino career advancement and success through assessment driven mentoring program and study. This is a summary of findings and recommendations for development programs supporting Latino career progression.**

For more information visit [www.latinocareeradvancement.com](http://www.latinocareeradvancement.com).

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## Introduction

The Professional MentorSHPE program, developed through a partnership between SHPE and Career Management Partners (CMP), was created to address the underrepresentation of Latino professionals in STEM by combining structured peer mentoring with the Latino Career Assessment (LCA™) to support career growth, goal setting, and leadership development. Findings from the program show strong demand and clear value, with more than 400 members expressing interest and over 300 completing the experience, while participants reported benefits such as stronger peer connections, increased self-awareness, and progress toward personal and professional goals. Overall, the program established a strong foundation for advancing Latino STEM leaders and offers important insights for future enhancements that can strengthen participant outcomes and build a more inclusive leadership pipeline in STEM.

# Background and Motivation

The demand for professionals in Science, Technology, Engineering, and Mathematics (STEM) fields is growing at an unprecedented rate. The U.S. Bureau of Labor Statistics projects that over 3.5 million STEM jobs will be created by 2025, highlighting an urgent need for a skilled workforce to fill these roles [1]. Despite this demand, the representation of Hispanic professionals in these critical areas remains alarmingly low. Currently, Hispanic individuals occupy only about 8% of STEM jobs, while they constitute the largest ethnic minority group in the United States, accounting for approximately 18.9% of the total population as of the 2020 Census [2, 3].

Given the significant projected growth of the Hispanic population, which is expected to exceed 26% by 2060 [3], it is critical to address the barriers that hinder their participation in STEM fields. Educational disparities remain a significant obstacle; studies indicate that only 18% of Hispanic students complete degrees in STEM disciplines, as compared to 32% of their white counterparts [4]. Moreover, a lack of mentorship and professional networks exacerbates the challenges Hispanic professionals face, with approximately 70% citing insufficient mentorship as a barrier to career advancement [5]. Mentorship is crucial for professional success as it provides guidance, support, and advocacy, which are vital for navigating career pathways in competitive environments. Mentorship fosters skill development, builds confidence, and expands professional networks, all of which are essential for career advancement.

The underrepresentation of Hispanic individuals extends beyond entry-level positions; it is particularly notable in corporate leadership roles. In 2020, only 4.1% of Fortune 500 CEOs were Hispanic, even though Hispanics represent about 19% of the U.S. population [6]. This lack of diversity in leadership stifles innovation and promotes a homogeneous organizational culture that can limit creative problem-solving and hinder overall performance. Research shows that companies with diverse leadership teams are 19% more likely to achieve above-average profitability [5].

To tackle these challenges, organizations such as the Society of Hispanic Professional Engineers (SHPE) have made strides to enhance the representation and retention of Hispanic professionals in STEM. A pivotal report released in 2023 by SHPE and the Latino Donor Collaborative (LDC) underscores the dire need for initiatives that leverage the untapped wealth of Hispanic talent to meet future workforce demands [1]. The report highlights a 35% gap between Hispanic representation and the workforce needs in STEM sectors, advocating for targeted interventions such as mentorship programs and community engagement to bridge this gap [1].

One innovative approach introduced to support Hispanic professionals is the Latino Career Assessment (LCA™), an assessment and development tool that has shown promise in fostering professional growth by identifying strengths and areas for improvement in key indicators of Latino career success. Initial pilot studies revealed that

participants experienced an average improvement of 25% in key career navigation skills after utilizing the LCA™ [4]. Coupled with the Professional MentorSHPE program, which aims to connect Hispanic professionals with peer mentoring experiences for guidance, these resources are critical for enhancing skill development and career advancement in the STEM fields.

The urgency of addressing the barriers faced by Hispanic professionals in STEM cannot be overstated. With the Hispanic population poised to play an increasingly vital role in the future workforce, it is essential for companies and organizations to implement inclusive practices that not only attract but also retain this talent. The insights gained from successful mentorship initiatives and assessments like the LCA™ can serve as a roadmap for effective strategies that encourage diversity in leadership and foster a more inclusive corporate culture in the STEM industries.

This paper presents a program developed in partnership between SHPE and Career Management Partners (CMP). CMP is a Latina-owned global firm specializing in career assessment-driven leadership and career development solutions.

This paper outlines the program's objectives, provides a detailed description of its framework, and assesses its impact on participants thus far. Additionally, we will explore the program's future direction and its potential to create lasting benefits for Hispanic professionals in STEM fields.

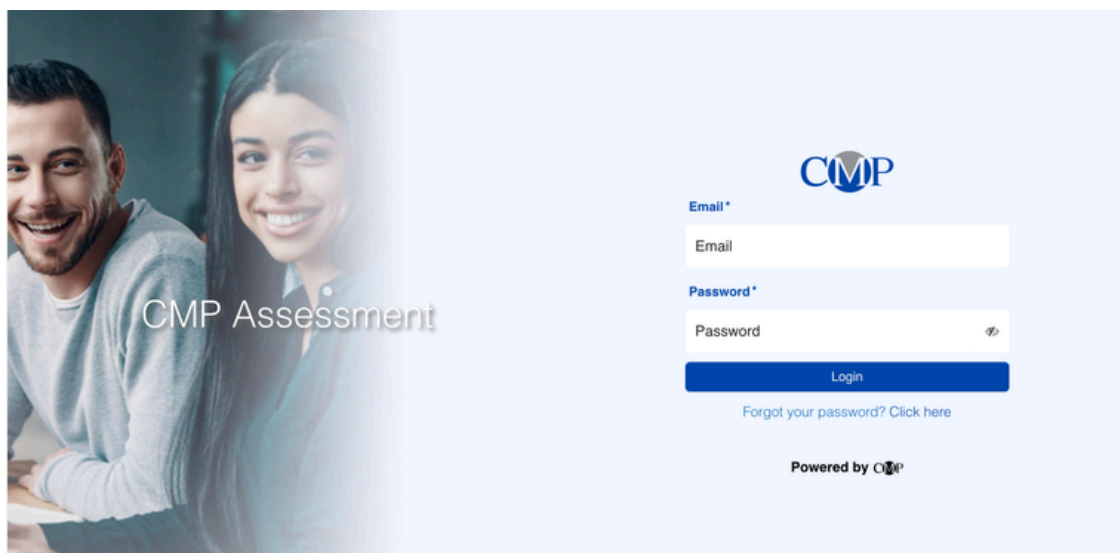


# Program Description

SHPE launched a virtual mentoring program in 2021. The most recent version, branded Professional MentorSHPE, was launched in 2023 with the goal of providing a more structured approach for our members working in STEM fields. We launched the first cohort of MentorSHPE participants in October 2023 and ended the program in April 2024. The second cohort launched in February 2024 and ended in August 2024.

In our general MentorSHPE program, the most common mentoring partnership exists between a professional member (SHPE alumni in the workforce) and an undergraduate or graduate student. Our professional members have not typically used the mentoring program for their own professional and personal development. This program was designed to help our professional members take advantage of the strong network and familia within the organization to advance their own development. In partnership with CMP, we designed a group mentoring track. Professional members were invited to participate in a six-month-long experience. The purpose of the group mentoring was to provide development tools, focused learning, networking opportunities, and accountability partners to participants who identified and worked on their individual professional goals.

The first step in participating was to complete the Latino Career Assessment (LCA™) with CMP through the platform shown in Figure 1. The LCA™ is an empirical tool and process dedicated to addressing the barriers that Latinos often experience as they navigate and build a career within corporate America.



Grounded in years of research and testing, the LCA™ is the first-ever validated assessment developed to provide Latino professionals with a personalized report on the 14 indicators of career success, as shown in Figure 2. Each participant received an LCA™ profile assessment and customized development plan to address any key gaps surfaced in their assessment, as shown in Figure 3. Each LCA™ Development Plan provides focused actions and examples grounded in common Latino cultural scripts.

The second program step was to participate in a Professional MentorSHPE Kickoff session hosted by SHPE and the CMP team. During this Kickoff event, the CMP team covered key concepts, including seven common Latino cultural scripts, the three phases of Latino career progression—Personal Victory, Interpersonal Investment, and Organization Navigation (PIO Progression Model), the structure of group mentoring, and the program schedule and logistics.

After the kickoff event, participants were assigned to small group mentoring circles and encouraged to meet at least once a month during the six-month program. Groups were provided with a Connection Plan to walk them through suggested tasks and interactions on a weekly basis. Additional program elements included:

- Private Professional MentorSHPE LinkedIn group for participants to facilitate networking opportunities and provide enhanced content for real-time support and motivation.
- Periodic surveys were used to check in with participants, measure individual and group participation, and surface barriers and successes. The SHPE program administrator used the survey data collected to follow up with specific participants and provide feedback for use in planning the Midpoint and Closing group sessions.
- Midpoint group sessions were conducted to reinforce key concepts, gauge progress, celebrate successes, address common barriers, and maintain momentum.
- Closing group sessions were conducted to support key learnings and post-session sustainability of the skills developed in the program. Participants were also offered the opportunity to retake the LCA™ to assess their progress and receive a refreshed Development Plan. The results from this retake were also used to identify areas of strength and development focus across the cohort group.

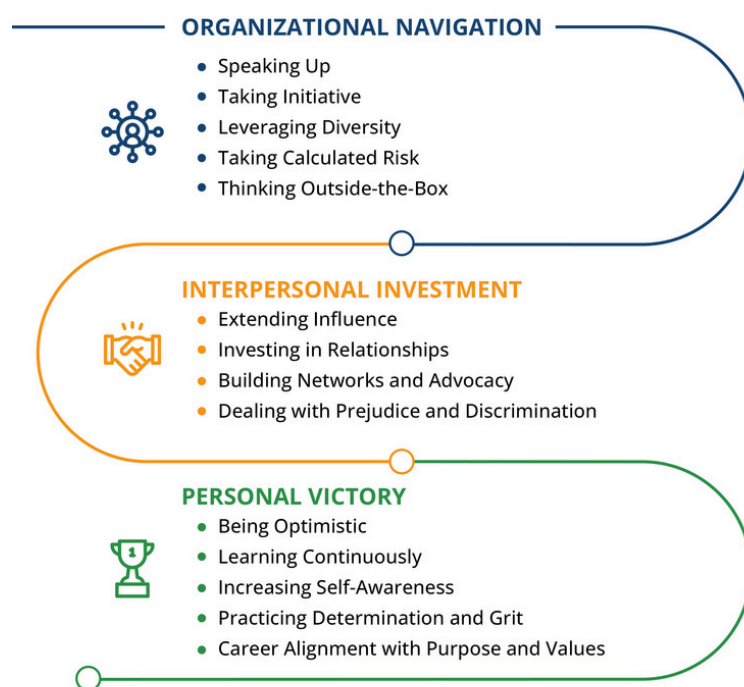


Figure 2 Fourteen Predictors of Latino Career Success in the PIO Career Progression Model

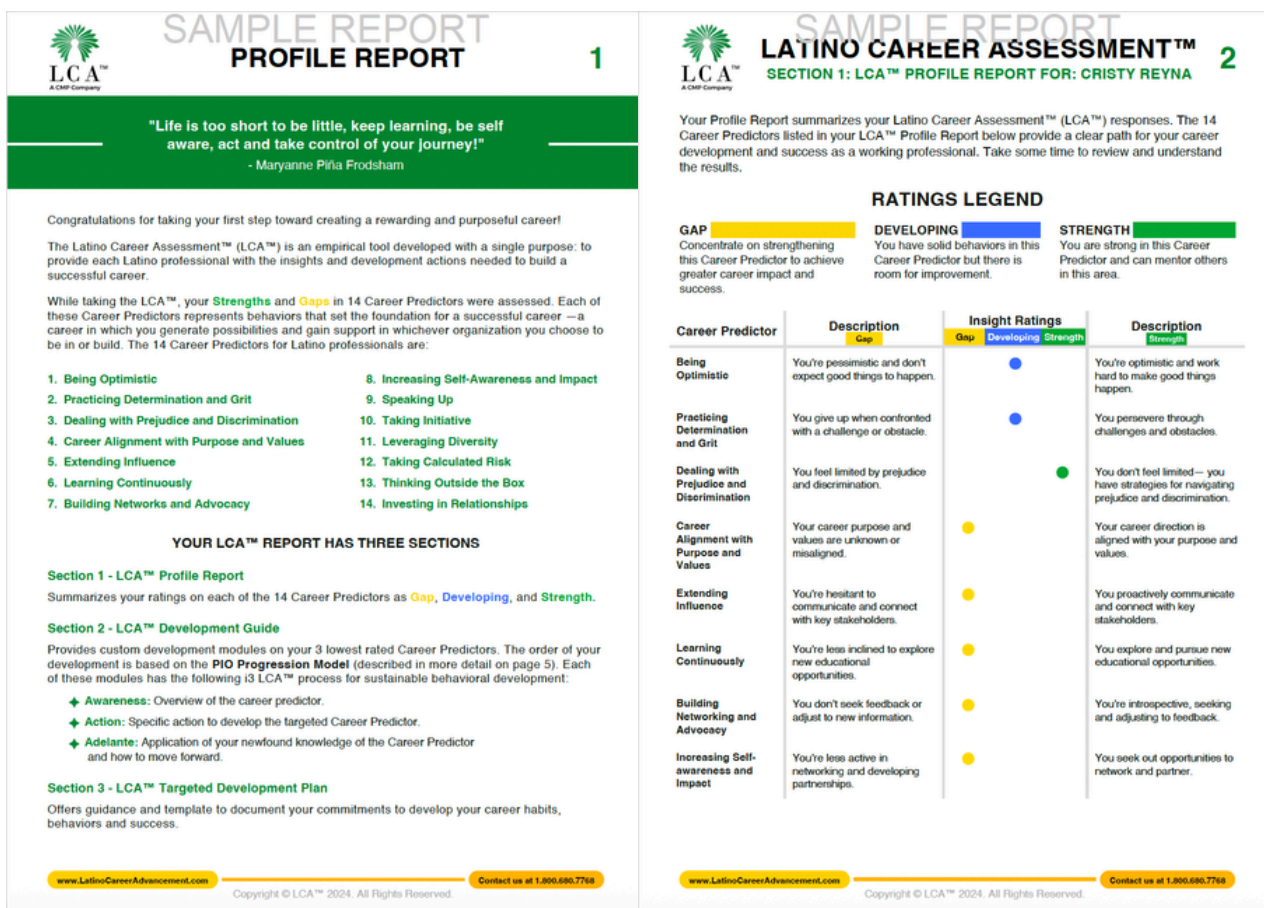


Figure 3 LCA Assessment

This MentorSHPE program utilized an online platform, Chronus, to support matching and relationship management. The platform allows multiple mentoring experiences to be managed using common profile elements as well as tailored aspects unique to a type of mentoring. It provides a space for the participants to track the progress of their group mentoring connection and can be used through the computer browser function and/or via an app on the user's phone.

Once participants signed up for the Professional MentorSHPE track on the platform and were assigned to groups, there were five elements to help drive their mentoring connection:

1. **Connection Plan**—This 6-month communication plan laid out the schedule with goals and tasks for each week. Participants were encouraged to make the Connection Plan work for them and given instructions on how to modify and edit the plan. The plan had pre-populated tasks for the participants regarding the goals, meetings, and surveys. For some tasks, email notifications were sent to the participants to remind them of the timeline. Some tasks also sent multiple reminders if the task was uncompleted.
2. **Messaging Portal**—Chronus' messaging portal allowed participants to communicate in a thread viewed by all group members. This single continuous thread is convenient for tracking conversations rather than exchanging multiple emails or other messages.

3. Meeting Tracker—Participants were encouraged to link their calendars to their profile in the Chronus portal. If participants took that step, they could book meetings and see when their group members were also available. If they booked the meeting through the Chronus portal, it sent calendar invites with the link for the meeting to their personal or work calendars they connected to Chronus. This saved considerable time in scheduling meetings. Participants could log past meetings in these elements if they chose to meet outside of the Chronus portal (e.g., phone, Teams, Zoom). This was another valuable tool for tracking the connection activity for evaluation purposes.
4. Goal Tracker—In the design of this mentoring track, participants were encouraged to use their LCA™ results to build at least three personal and professional goals they wanted to work on during the program. Training was also provided to show participants how to use the goal-tracking tool in the mentoring platform to keep track of their goal progress. This element allowed the participants to personalize the goals and list specific tasks under each goal. Group members could also comment on each goal and task to encourage, support, challenge, or provide resources. This communication element supported connections between meetings and priorities for further discussion at the group's next meeting.
5. Administrator Announcements—We implemented regular announcements and reminders to drive individual and group participation. The announcements were in both written and short video clip format. The content of the announcements focused on tips and tricks to use the mentoring platform to its fullest capabilities, lessons learned from survey input from participants, resources from the CMP team regarding articles and content for group discussions, and general encouragement for groups, as well as reminders to reach out to the administrators with any ideas or questions.

The Chronus platform allowed tracking connections from various perspectives. Reports could be tailored to view engagement from the perspectives of messaging, meetings, and goal progress. Reports on surveys, including submission content and missing submissions, were also available. A formative evaluation was used to improve program elements and the Chronus portal to make it more user-friendly and effective. Communicating these improvements with the participants led to more connections using the portal for better tracking metrics. This communication was vital because participants were sometimes reluctant to accept another app in their lives unquestioningly. Communicating the rationale and the importance of the data increased the user's willingness to utilize the platform.

## Recruitment and Participant Selection

All 3,300 SHPE professional members were invited to participate in this program. We used a variety of methods to promote sign-up. Personal emails were sent to each member, as well as our weekly SHPE Nation email, as shown in Figure 4. In our initial interest email for the first cohort, we received 420 responses from members saying they wanted to participate.



## SPRING 2024 PROFESSIONAL MENTORSHPE GROUPS

Great opportunity for professional members! Join our Professional MentorSHPE Peer Groups, start with the Latino Career Assessment™, and collaborate in small groups to achieve your personal goals. Enjoy flexible meetings over six months, culminating in a re-assessment to see your growth. Enhance your career with SHPE's unique peer mentoring experience!

[Apply by January 22 >](#)

*Figure 4 Example of Program Promotion*

In our initial invitation emails, we provided as much detail as possible. Knowing the audience of professionals, we knew that providing information on the program content and the time commitment on their part would be vital to their decision to participate. This sample schedule was sent to the first cohort in the invitation email:

### Timeline Plan

- October 4th: Sign-up deadline
- October 6th: LCA™ assessment codes sent to participants from SHPE
- October 13th: LCA™ assessment completion deadline date
- October 16th: Virtual Professional MentorSHPE Group Kickoff Meeting & LCA Results Introduction
- October 17th: Group Professional MentorSHPE Virtual Groups Released
- January 17th: Año Nuevo Virtual Professional MentorSHPE Groups Check-In and Networking
- April 6th: LCA™ assessment codes sent for retake to assess changes
- April 17th: Professional MentorSHPE Group Circles Close & Closing Event

## Group Matching Criteria and Process

During the initial sign-up process for the program, participants were asked to complete a group preference form. This form asked participants what type of group they would like to be placed in. Participants could choose to be placed in a mixed or same career level group. Due to the wide range of career levels of our participants, they were given the options shown in Table 1 if they chose to be placed in a similar career-level group. If a participant chose a mixed career level group, they could have team members from a variety of options.

Table 1 Career Levels

Years of Professional Experience
0-2 Years
3-5 Years
6-10 Years
11-15 Years
16+ Years

Participants were also asked if they would like to be placed in a SHPEtina group for those who wanted to engage in a female-only mentoring group. In our program design for these groups, we worked with a committee of members who plan SHPEtina programming for our National Convention. They helped edit the connection plan and survey questions for these groups to focus content on issues and topics related to being a Latina in a STEM field.

The other matching criteria used were placing people in similar time zones for ease of scheduling group meetings. We also ensured that participants were not grouped with co-workers from the same company or organization. Due to the nature of discussing potentially challenging work situations, we did not want company dynamics to hinder the group discussions.

After the initial month of the group assignments, the first survey was used to gauge group activity and initial compatibility. The survey asked participants if they would like to be regrouped. Some of the compatibility issues were scheduling challenges and not being able to meet with the rest of the group. Others simply didn't connect well with those in their group and found a misalignment of goals.

We also asked participants to indicate if they couldn't participate in the program, if they had not attended any group meetings, or had stopped communicating with their group. With our mentoring programs, it is important to give participants an easy way to back out of the program and encourage them to try again later when they would like to rejoin. We used a two-option approach for those who were rematched to new groups. Some participants were able to join existing groups that had some members drop out and could accommodate the new members' schedules. In other cases, new groups were formed with those who asked to be regrouped.

## Engagement Events

At the start of each cohort, we offered a Kickoff event. This event was used to instruct participants about the program design and expectations. We outlined how the mentor groups would be assigned and reviewed details of the connection plan, the program timeline, and future events. We also laid the foundation for the tone of the program and continued to use some of these same messages throughout the program. Some examples of messaging are given below:

- This program has no "normal" pace, so if it takes a while for your group to get going, it's okay. If you cannot engage with your group and haven't been replying to their messages, please let them know what's going on with your schedule so they can keep progressing.
- This is intended to be a peer mentoring model. There is no "mentor," per se; rather, the group forms both the role of mentor and mentee for each other. One person will serve as the "lead," but only to organize the group and plan the meeting schedule.

## Professional MentorSHPE Program Kickoff

As prework prior to the kickoff event, each participant completed the LCA™ online and received a customized development plan based on their unique areas of opportunity within the 14 Latino career predictors. Prior to the Kickoff session, the CMP team ran a group report to surface common strengths and gaps across the mentoring cohort. This information was used to finalize the Kickoff session agenda.

The MentorSHPE Kickoff session lasted 90 minutes and covered the following topics:

- The Latino Career Chasm—The nationwide challenges of Latino career disengagement and lack of career progression.
- The Research on Corporate Fit and Success—The core issue of Latino and American corporate culture and the need for targeted career navigation skills.
- The PIO Progression Model—3 Phases and 14 Capabilities for Latino Career Success.
- Individual LCA™ results—Interpreting their LCA™ Assessment and Development Plan and taking it to action.
- Cohort LCA™ results—Review of group LCA™ results and common areas of development focus.
- Mentoring Guide—Using the PIO Progression Model to guide individual and group development.

We also provided midpoint sessions to dive deeper into their individual goal-setting related to their LCA results. In Cohort 1, this event fell near the start of the new year, so we promoted the event as "Año Nuevo" and focused the content on resetting and

reaffirming the commitment in the new year. We also used initial survey responses and engagement with the participants to create content to share. We again shared some normalizing messages and reminders, as shown below:

- If you are in a group that isn't working for your schedule or the connection isn't clicking, it's okay. This can be a normal process in mentoring connections.
- Everyone in the group is serving as both mentor and mentee. Do you need to go back and refresh expectations in a conversation with your group?
- Role of Peer Mentoring:
- Offer support rather than direction—active listening skills
- Meet consistently and follow up
- Share your goals and what you learn
- Use healthy accountability

## Professional MentorSHPE Midpoint Session

The Midpoint session agenda focused on checking progress, reinforcing key concepts, supporting positive Mentor group dynamics, and providing greater insights into the PIO Progression Model and the 14 Latino Career Predictors to guide group and individual development focus. Specific agenda topics included:

1. Open feedback – group dialogue on what is going well, open issues, and addressing common questions.
2. Mentoring Group Guidelines – discussion of key practices to support strong Mentoring groups.
3. High-impact development – Practices of focused development and SMART Goals.
4. PIO Progression Deep Dive – Discussion of the career predictors in each of the 3 phases of Latino career skill development. Provides a roadmap for continuous development and career success.

Lastly, we offered a closing event to recap the program and share thoughts and ideas for next steps. The SHPE staff led this event to allow the participants to share their thoughts and lessons learned individually and discuss future program changes and ideas. This group discussion helped us get a better understanding of some of the points that were shared in survey responses. The dialog from the Cohort 1 members helped us realize some messaging changes we should implement in the next step phase, which included inviting all Cohort 1 members to participate in Cohort 2 to continue working on their personal and professional development.

## Mentoring Meetings and Program/Participant Monitoring

The design of the group peer mentoring was for groups to meet at least once a month. This meeting was to have a simple agenda of each member taking time to share their goal and task progress related to their LCA™ results. The group members engaging in active listening techniques were encouraged to promote accountability, give peer feedback, and share resources.

This format also attempted to have no single group member feel the need to be the leader but instead have a true peer mentoring model where everyone contributes to the meeting. If groups chose to use the platform tool for their meetings, program administrators could also see, through dashboard tools, which members could not participate. This information, coupled with survey data, allowed administrators to contact unengaged members to check in and temperature-check their availability to continue in the program.

## Surveys and Evaluations

Three primary surveys were conducted to assess program performance and participant satisfaction. These surveys were conducted through the mentoring platform tool, with schedule prompts within the connection plan and email reminders.

### ***30-Day Check-In Survey***

This six-question survey helped us gauge the user's comfort with the Chronus platform, the connection plan, supporting materials in the resources section, emails, and the Kickoff event content.

The survey also asked about the participant's comfort level with the mentoring group assignment. If a participant indicated a lower level of comfort, the survey asked if they would like to be rematched. Program staff could see this information and reach out to start with the next steps if someone indicated this on the survey.

The survey also asked if they had begun to set goals for the connection as a temperature check and a reminder to the participants. The final question was open-ended, asking for any other feedback they would like to share.

### **Midpoint Survey**

The checkpoint survey occurred at the halfway mark in the connection plan. We used seven questions to gain a temperature check on some of the same questions from the 30-Day Survey: satisfaction with group assignments, resources and tools in the connection plan, and program communications. We also asked for a self-reflection report on their progress toward goal achievement related to their LCA™ results. We used this data to help influence the content we shared at the Midpoint event. The final question asked for qualitative feedback on suggestions for overall program improvement.

For groups identified as SHPEtina, three additional questions were asked to gauge the content they would like to see at the National Convention, two qualitative questions related to ideas for programming they would like to see, and topics addressed specifically to the SHPEtina experience. This data was shared with the committee organizing SHPEtina content at the National Convention.

### ***Closure Survey***

The final survey was a combination of questions related to the first two surveys. Like previous surveys, this gauged their satisfaction with program elements and the mentoring platform. The survey additionally asked for reporting on the number of meetings the participants were able to attend with their group. Concerning the LCA™ impact, the survey asked a Likert scale question on the impact of the assessment on their professional growth and an open-ended question regarding what goals they will continue to work on after the program's close.

## **Program Impact**

### ***30-Day Check-In Survey***

The 30-Day Check-In Survey was conducted to evaluate participants' initial experiences with the Professional MentorSHPE program and to gauge satisfaction with the group assignments and overall mentoring experience. A total of 133 responses were collected from participants, providing valuable insights into the dynamics of the mentoring relationships formed during the program.

An essential aspect of participant engagement in the Professional MentorSHPE program was the usability of the mentoring platform. The 30-Day Check-In Survey sought to assess how easy the platform was for participants to navigate and utilize to support their mentoring activities. The results are summarized in Figure 5.

As depicted in Figure 5, most participants (42.9%) found the platform "moderately easy to use," while 36.8% rated it as "very easy to use" and 4.5% rated it "extremely easy to use." Combined, these responses suggest that approximately 84% of participants experienced a generally positive interaction with the platform, facilitating their ability to engage with mentors and access necessary resources. However, 15.8% of participants reported varying degrees of difficulty, indicating areas that may require further refinement.

Overall, the survey results suggest that while the mentoring platform generally supports effective engagement for most participants, targeted efforts to enhance user experience could further optimize functionality and accessibility for participants. By addressing feedback regarding usability, the program can ensure that all participants can fully leverage the platform's features to maximize their mentoring experience.

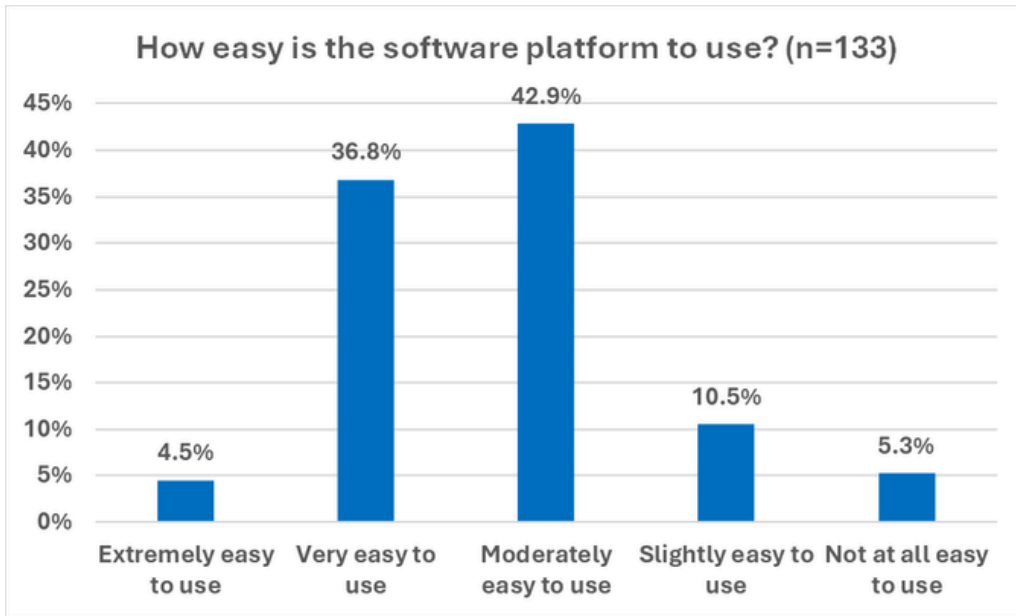


Figure 5 Ease of Mentoring Platform Use

Participants in the program were asked to evaluate several key program elements on a 5-point scale, ranging from "Extremely easy to use" (5) to "Not at all easy to use" (1). The results, displayed in Table 2, reveal valuable insights into participants' experiences across various program components.

Table 2 Program Elements' Rating

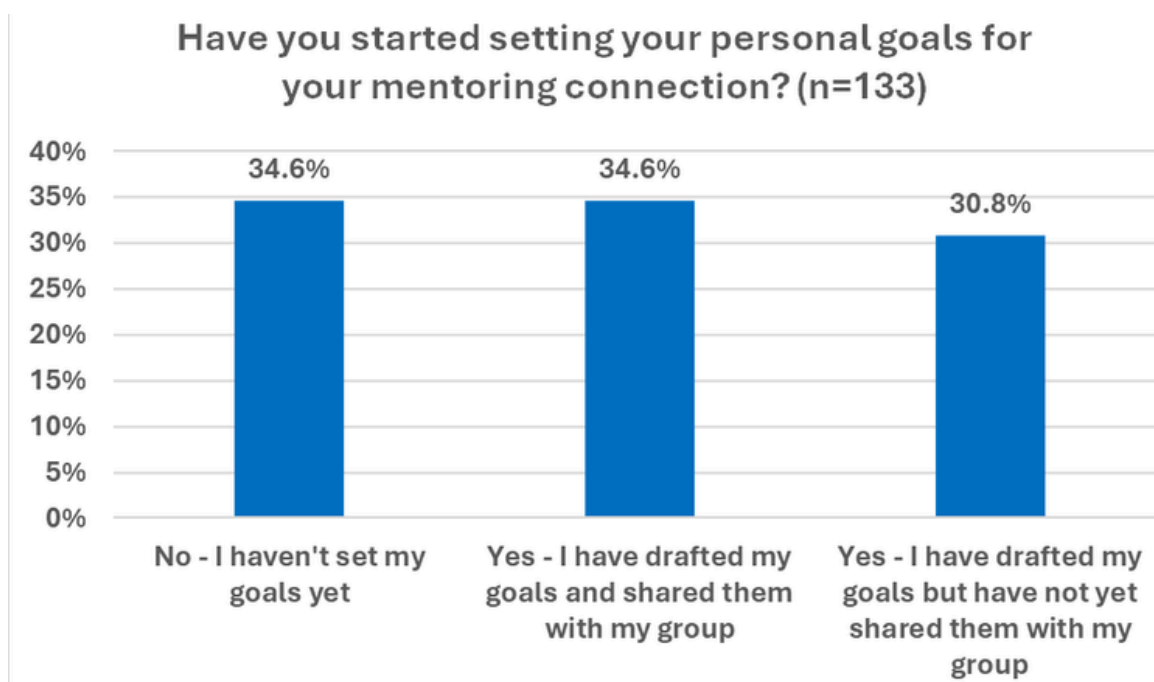
	Extremely + Very easy to use	Weighted Average	Sample Size
<i>Connection plan tasks and suggested activities</i>	38.3%	3.28	133
<i>Reference material and attachments</i>	43.6%	3.38	133
<i>Program-related communications and emails</i>	46.6%	3.42	133
Kickoff event information	56.4%	3.65	133

The results indicate varied usability perceptions among different program components, as measured by the percentages of respondents who rated them as "Extremely" or "Very easy to use," along with their weighted averages. The kickoff event received the highest rating, with 56.4% of participants finding it easy to use, reflecting strong user satisfaction. Following this, program-related communications and emails achieved a 46.6% high usability rating, suggesting that most participants found these communications effective but with room for improvement.

Reference materials and attachments received a slightly higher rating of 43.6%, indicating participants appreciate these resources, though they might not be as intuitive as desired. Connection plan tasks and suggested activities garnered the lowest score at 38.3%, highlighting possible challenges in usability that could be addressed to enhance user experience.

While most program elements demonstrated positive reception among participants, the feedback highlights specific areas for improvement, particularly in the connection plans and communications. Ongoing participant feedback will be crucial for refining these elements, ultimately enhancing the overall experience within the Professional MentorSHPE program.

Figure 6 addresses participants' progress in setting personal goals for their mentoring connections, as assessed in the 30-Day Check-In Survey. The responses from participants provide insights into their engagement with the goal-setting process.



*Figure 6 Personal Goals Establishment*

The results from the question regarding whether respondents have begun setting their personal goals for their mentoring connection reveal a divided perspective among participants. Notably, 34.6% of individuals indicated that they had not yet set their goals, suggesting a significant number who may require encouragement or resources to initiate this important process.

Conversely, an equal percentage of 34.6% reported that they had drafted their goals and shared them with their group, indicating a proactive approach to goal setting and collaboration within the mentoring framework. Meanwhile, 30.8% noted they had drafted their goals but had not yet shared them, pointing to a potential opportunity for facilitators to foster communication and support among participants. Overall, while there is a healthy engagement in goal setting, a substantial segment of respondents appeared to be at varying stages in this process, highlighting the need for continued guidance and motivation.

The 30-Day Check-In Survey also evaluated participants' comfort levels with their peer mentoring group connections, revealing important insights into their emotional engagement and support within the program. The results, summarized in Table 3, provide a clear breakdown of participants' responses.

The feedback regarding comfort levels within the peer mentoring group connection reveals diverse feelings among participants. A combined total of 43.6% felt either "Extremely comfortable" or "Very comfortable," indicating a generally positive sentiment towards the group dynamics. The largest segment, 37.6%, reported feeling "Moderately comfortable," suggesting that while many participants are content, there may still be room for improvement in fostering a more supportive and engaging environment.

On the other hand, a notable 12.0% felt "Slightly comfortable," and 6.8% reported being "Not at all comfortable," highlighting specific individuals who may benefit from additional support or resources to enhance their mentoring experience. While most respondents expressed a degree of comfort, attention to the needs of those feeling less comfortable could further strengthen the mentoring connections and improve overall participant satisfaction.

*Table 3 Level of Comfort with Mentoring Group Connection*

How comfortable do you feel with your peer mentoring group connection?	Count	Percent
<i>Extremely comfortable</i>	11	8.3%
<i>Very comfortable</i>	47	35.3%
<i>Moderately comfortable</i>	50	37.6%
<i>Slightly comfortable</i>	16	12.0%
<i>Not at all comfortable</i>	9	6.8%
Grand Total	133	

An additional question in the 30-Day Check-In Survey explored whether participants would like to be rematched within their mentoring groups. The responses are presented in Table 4, highlighting the participants' preferences regarding their group connections.

*Table 4 Data on Rematching*

Would you like to be rematched?	Count	Percent
<i>NO</i>	11	8.3%
<i>Yes</i>	47	35.3%
<i>(Blank)</i>	50	37.6%
Total	16	12.0%

Overall, 14 participants (10.5%) preferred not to be rematched, while 10 participants (7.5%) indicated a desire for rematching. The high number of blank responses suggests a potential area for program improvement, reflecting participants' ambivalence or uncertainty regarding their current mentoring relationships. This feedback highlights an opportunity for program administrators to encourage more frequent check-ins with participants, fostering communication and support while helping individuals assess their experiences within the program. By addressing these concerns, the program can further enhance mentoring connections and support the development of successful partnerships.

Qualitative data was also gathered through this survey. A summary of the results is shown in Table 5.

*Table 5 Summary of Themes with Counts and Percentages*

Theme	Count	Percent
<i>Engagement and Participation Issues</i>	11	8.3%
Scheduling Challenges	47	35.3%
<i>Platform Usability Concerns</i>	50	37.6%
Cultural Dynamics/Leadership Preferences	8	10.0%
Goal Setting Needs	5	7.0%

Many participants expressed concerns regarding the level of engagement within their groups. Out of the total responses, approximately 15 participants (over 20%) highlighted issues with inactivity, stating that several groups were nonresponsive or had nonengaged members. This feedback illustrates that a lack of structured interaction may hinder the mentoring experience.

A significant number of comments pointed to difficulties in coordinating meeting times. Around 12 participants (16%) noted scheduling conflicts, particularly during busy periods like holidays and work travel. Feedback such as “not so easy to find a common time” and “I have not been able to attend any mentor meetings” reflect the frustration with scheduling conflicts, indicating that about one in six respondents faced this challenge.

While the Chronus platform was positively mentioned, several participants indicated that it was not intuitive enough, leading to confusion when navigating features or accessing important information. Approximately 10 participants (13%) noted usability issues, with comments like “this tool just feels like a journal system with no direct interaction,” emphasizing the need for additional training and clearer guidance on using the platform effectively.

There were notable comments regarding cultural expectations around leadership within mentoring. About 7 participants (9%) expressed a preference for a more traditional mentoring approach, indicating a desire for more structured guidance. Feedback such as “the program lacked leadership” and “I feel like I am a mentor here” highlights the need for clarity around roles in the peer mentoring model.

A recurring theme was the need for more support in goal setting and accountability. Approximately 8 participants (10%) suggested that breaking goals down into actionable tasks would enhance their ability to achieve them, aligning with concepts like the SMART framework. Comments such as “setting the goals is the hardest to do” emphasize the necessity for clearer goal-setting processes.

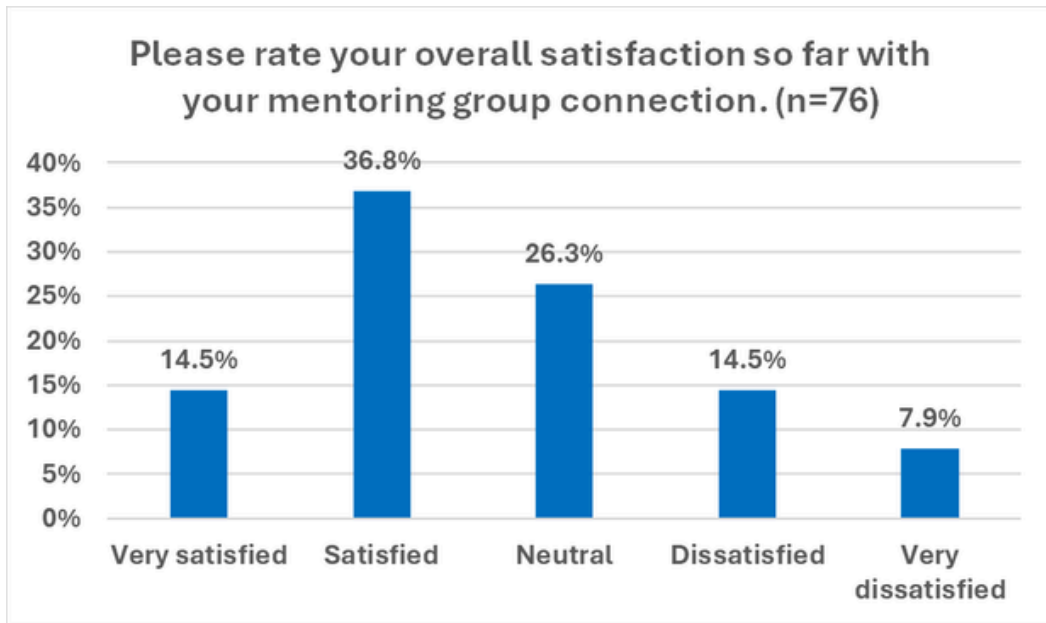
Despite the challenges highlighted, several participants expressed positivity about their program experiences. Around 5 participants (7%) shared encouraging feedback, stating things like "I LOVE the idea of this mentorship program!" and "I am finding tons of personal and career value," indicating that many are hopeful about the program's potential.

### **Midpoint Survey Responses**

In the Midpoint Survey, 76 participants provided feedback regarding their experiences in the program. The SHPEtina group received a unique midpoint survey that included the questions asked in the general survey about their overall experience with the program and some questions unique to their experience. Results are presented together when the question was the same for both groups.

For both groups, the overall program satisfaction with the mentoring group connection was assessed again, and the results are shown in Figure 7. The largest portion, 36.8%, reported feeling "Satisfied," indicating a generally favorable perception. A significant 26.3% remained "Neutral," neither positively nor negatively affected by their interactions. Notably, both "Very satisfied" and "Dissatisfied" responses constituted 14.5%, suggesting diverse experiences and varying degrees of fulfillment within the group. A smaller segment, 7.9%, expressed being "Very dissatisfied," pointing to specific concerns that may need addressing.

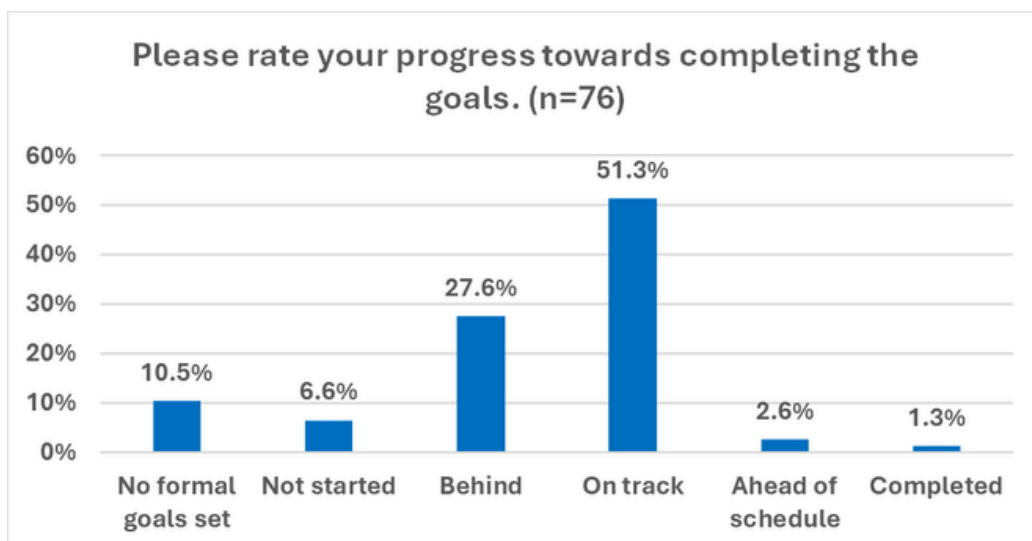
These findings suggest that while most participants are satisfied, the mentoring experience can be enhanced by addressing the needs and concerns of those with neutral or negative perceptions. Continuous feedback and targeted interventions could further improve satisfaction and the overall effectiveness of the mentoring program.



*Figure 7 Overall Satisfaction with Mentoring Group Connection*

Figure 8 illustrates participants' self-assessment of their progress toward goal completion within the mentoring program. A significant majority, 51.3%, reported being "On track," indicating that they were making consistent progress toward their goals. However, a noteworthy 27.6% of respondents indicated they were "Behind," reflecting challenges that some participants may be experiencing in achieving their objectives. Furthermore, 10.5% reported having "No formal goals set," which suggested a need for additional guidance or motivation in the goal-setting process. A small fraction, 6.6%, indicated that they had "Not started," while only 2.6% were "Ahead of schedule," and 1.3% had "Completed" their goals.

Overall, while the data shows that many participants felt positively about their progress, there were identifiable areas for improvement, such as supporting those facing challenges and encouraging all participants to establish formal goals.



*Figure 8 Progress Towards Goal Completion*

Participants rated the usefulness of various program components using a 5-point scale, where responses ranged from "Extremely useful" (5) to "Not at all useful" (1). The results, shown in Table 6, indicated that 34.2% found the Communication Plan Content to be either "Extremely" or "Very useful," yielding a weighted average of 3.00 from a sample size of 76. Program Communications received a higher assessment, with 42.1% of participants rating it as "Extremely" or "Very Useful," resulting in a weighted average of 3.16. Additionally, respondents evaluated their relationship with their peer mentoring group, with 43.4% categorizing this aspect as "Extremely" or "Very useful," leading to a weighted average of 3.08.

Overall, while participants expressed a generally positive impression of these components, the feedback revealed opportunities for further enhancement.

*Table 6 Usefulness of Program Components*

<b>Program Component</b>	<b>Extremely + Very Useful</b>	<b>Weighted Average</b>	<b>Sample Size</b>
<i>Communication Plan Content</i>	34.2%	3.00	76
<i>Program Communications</i>	42.1%	3.16	76
<i>Your relationship with your group</i>	43.4%	3.08	76

*Table 7 Satisfaction with Connection Plan Tasks*

<b>Please rate the Connection Plan Tasks:</b>	<b>Count</b>	<b>Percentage</b>
1 ( <i>Extremely lacking</i> )	4	8%
2	8	16%
3	9	18%
4 ( <i>Just right</i> )	24	48%
5	4	8%
6	1	2%
7 ( <i>Extremely excessive</i> )	0	0%
<i>Grand Total</i>	50	100%

Participants evaluated their satisfaction with both the Connection Plan tasks and Program Communications using a 7-point scale, where 1 indicated "Extremely lacking" and 7 denoted "Extremely excessive."

For the Connection Plan tasks, shown in Table 7, a majority of respondents (48%) rated them as "Just right," indicating a satisfactory balance. However, a combined total of 42% indicated some level of dissatisfaction, as reflected by the 24% who rated the tasks below a 4. This suggests that while many participants found the tasks adequate, concerns must be addressed.

Similarly, satisfaction levels for Program Communications were generally positive, as seen in Table 8, with 54% of participants also rating them "Just right." While the majority expressed satisfaction, a notable 30% rated the communications below a 4, highlighting some perceived deficiencies. The data indicates that, while many participants felt the communications were effective, there remain opportunities for improvement.

Overall, both tables reflect a generally positive perception of the program components, yet they also underscore the necessity for ongoing efforts to address the concerns of those who found certain aspects lacking.

*Table 8 Satisfaction with Program Communications*

<b>Please rate the Program Communications:</b>	<b>Count</b>	<b>Percentage</b>
1 ( <i>Extremely lacking</i> )	1	2%
2	6	12%
3	3	18%
4 ( <i>Just right</i> )	27	54%
5	3	6%
6	3	6%
7 ( <i>Extremely excessive</i> )	1	2%
<i>Grand Total</i>	50	100%

The qualitative responses from the Midpoint Surveys highlight several key themes regarding participant experiences, challenges, and suggestions for improvement within the Professional MentorSHPE program. Table 9 identifies the major themes, along with relevant counts and percentages where applicable.

*Table 9 Summary of Themes with Counts and Percentages*

Theme	Counts	Percentage
<i>Engagement and Participation Issues</i>	25	30.0%
Scheduling Difficulties	20	24.0%
<i>Platform Usability Concerns</i>	15	18.0%
<i>Varied Group Dynamics</i>	10	12.0%
<i>Need for Clear Direction</i>	18	22.0%
<i>Positive Feedback and Optimism</i>	15	18.0%

A notable number of participants expressed frustration with engagement levels in their groups. Around 25 responses (approximately 30%) indicated issues related to low participation, with comments such as “Group has not engaged” and “I feel like we have a good support group but not much activity.” Additionally, several participants mentioned struggles with group members not responding or attending meetings.

Many responses, totaling about 20 (24%), highlighted challenges associated with scheduling conflicts and difficulty in finding common meeting times. Comments like “being in a group makes it more difficult to schedule a call” and “it’s really tough to get everyone together” reflect the complexities of coordinating meetings among diverse participants.

Participants expressed concerns regarding the usability of the Chronus platform. Approximately 15 responses (18%) mentioned that the navigation is confusing or not user-friendly, with comments such as “Chronus tool is not user-friendly” and “the platform was not the best,” suggesting that technical barriers hinder effective engagement.

Responses indicated mixed feelings about group dynamics, with some participants reporting positive experiences while others felt unsupported. About 10 participants (12%) appreciated the supportive environment and shared experiences but noted challenges in establishing strong mentoring relationships due to a lack of guidance or structure. Phrases like “I love the fact that we can make our group whatever we want” contrast with sentiments of frustration regarding leadership and organization.

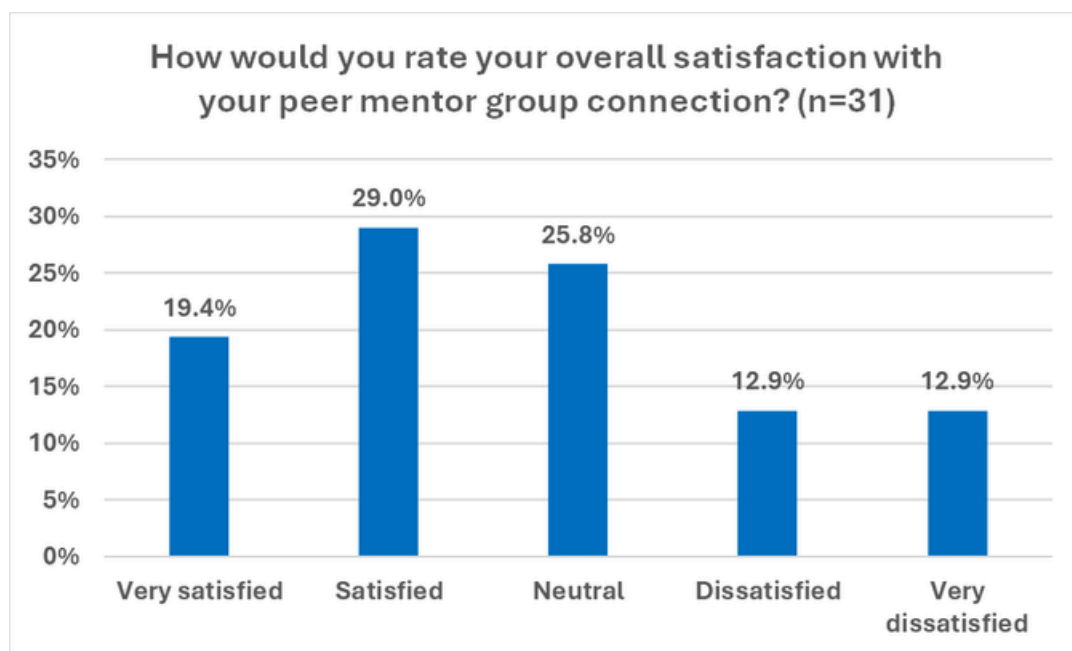
The feedback revealed a desire for more structured guidance within the mentoring process. Roughly 18 participants (22%) suggested that clearer goals, meeting agendas, and directions could enhance the effectiveness of mentoring sessions. Suggestions like

“we could have benefitted from a little more direction” and “more guided discussion on this topic” indicate that participants seek support in navigating their mentoring experiences.

Despite the challenges, many participants expressed enthusiasm for the program and appreciation for their peers. About 15 participants (18%) shared positive reflections about their groups and the connections formed, indicating a desire to continue the mentoring journey with support and engagement. Comments such as “I have only connected with one, but it was very productive” and “everyone is very nice and open to meeting” illustrate a foundational positivity that can be built upon.

### Closure Survey

In the Closure Survey, a total of 31 participants provided feedback regarding their experiences in the program. The results from the survey, shown in Figure 9, regarding overall satisfaction with peer mentor group connections, reveal a mixed yet insightful perspective among participants. While nearly a third of respondents expressed satisfaction, indicated by 29% rating "Satisfied" and 19.4% selecting "Very satisfied," there remains a significant portion—25.8%—who reported feeling "Neutral." This neutral stance may suggest that these participants have not fully engaged with the mentoring process or have encountered inconsistencies in their experiences.



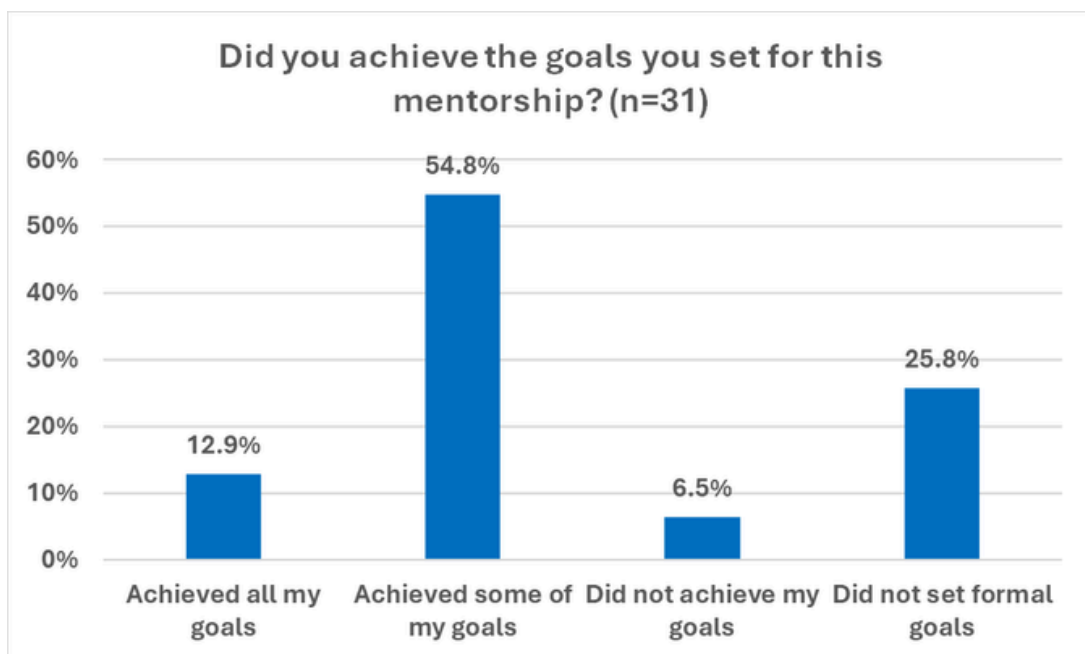
*Figure 9 Overall Satisfaction with Peer Mentor Group Connection*

The presence of 12.9% of participants who indicated "Dissatisfied" and another 12.9% who were "Very dissatisfied" highlights critical areas that warrant attention. The feedback from these dissatisfied participants could provide valuable insights into specific challenges they faced, whether related to group dynamics, mentor engagement, or goal alignment. Addressing these issues is essential for enhancing the effectiveness of the

program and ensuring that all participants can derive meaningful benefits from their mentoring relationships.

Overall, while the data points to a foundation of positive experiences within the mentoring groups, it also emphasizes the need for targeted interventions to support those who feel disengaged or unsatisfied. Continuous assessment and improvement strategies could strengthen the mentoring connections and foster a more inclusive and productive environment for all participants.

The survey results regarding goal achievement in the mentorship program reveal a largely positive outcome for participants (see Figure 10). Notably, 54.8% of respondents indicated that they "Achieved some of my goals," suggesting that while many participants made progress, there may still be room for improvement in fully realizing their objectives. Additionally, 12.9% of participants reported having "Achieved all my goals," indicating a segment of individuals who successfully leveraged the mentorship experience to meet their aspirations.



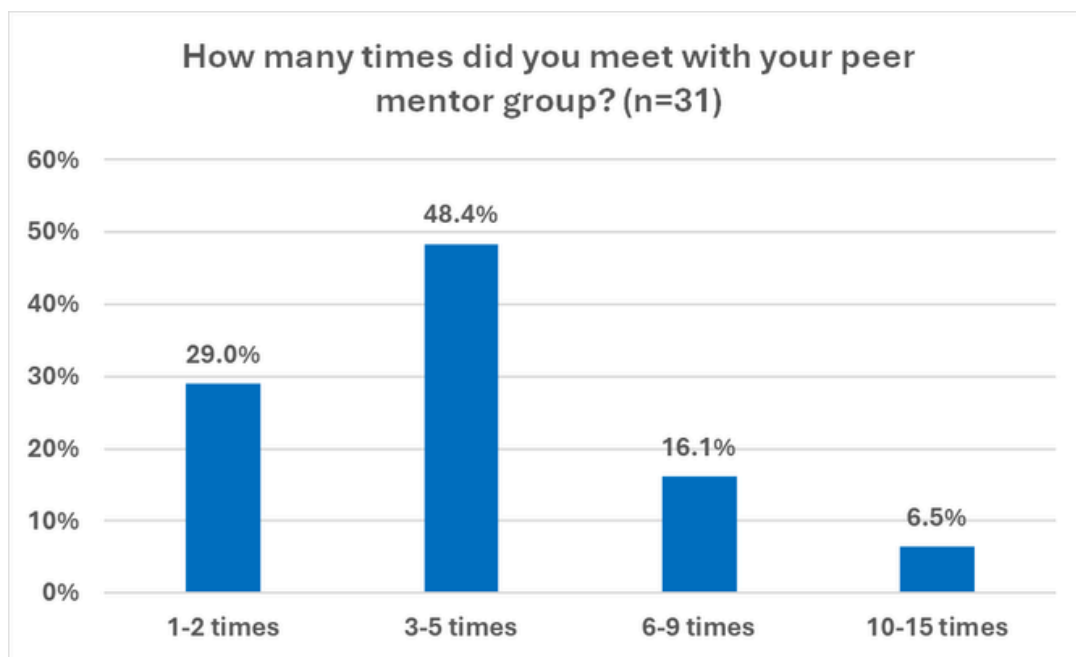
*Figure 10 Goal Achievement*

Conversely, 25.8% indicated that they "Did not set formal goals," which may highlight a missed opportunity for structured development. Setting clear goals is crucial for measuring progress and fostering accountability within mentoring relationships. Meanwhile, only 6.5% reported not achieving any goals, reflecting relatively low dissatisfaction in terms of goal completion.

These findings suggest that while a significant number of participants found value in the mentorship process, there is potential for enhancing support around goal-setting practices. Encouraging all individuals to define and track their goals more rigorously could

lead to even higher satisfaction rates and successful outcomes, ultimately enriching the overall mentoring experience.

The survey results regarding the frequency of meetings within peer mentor groups provide valuable insights into participant engagement, see Figure 11. A substantial 48.4% of respondents reported meeting with their groups 3-5 times, indicating that a significant portion of participants engaged consistently with their peers. This frequency of interaction likely facilitated opportunities for collaboration, feedback, and shared learning, contributing positively to their mentoring experiences.

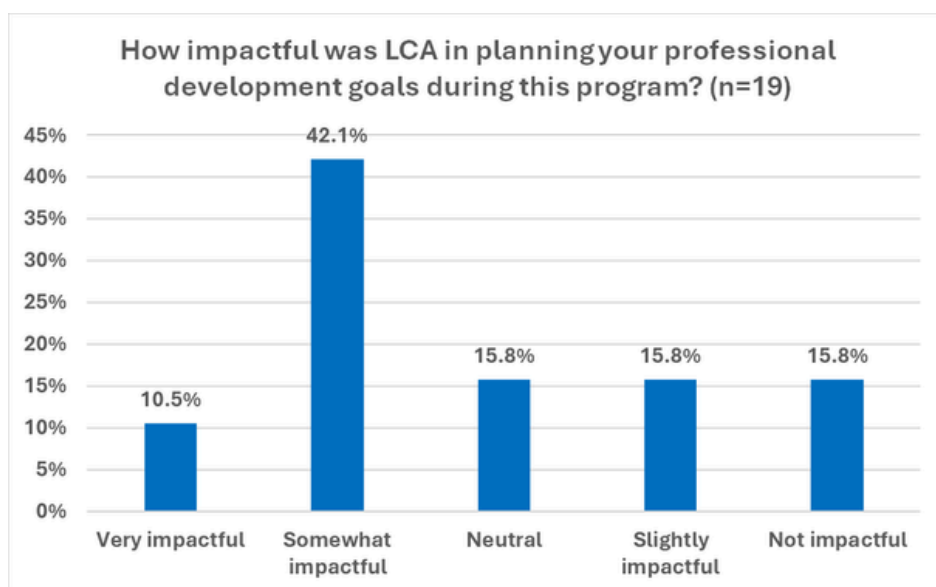


*Figure 11 Meeting Frequency*

In contrast, 29% of participants met only 1-2 times, suggesting that a segment of participants may not have fully utilized the available networking opportunities. This lower engagement could be attributed to various factors, such as scheduling conflicts or lack of motivation, which hinder the development of meaningful connections.

Furthermore, 16.1% of respondents indicated meeting 6-9 times, which signifies a small but dedicated cohort that actively sought out interactions beyond the basic requirements. Only 6.5% of participants reported meeting 10-15 times, indicating that while some groups achieved high levels of engagement, such occurrences were relatively rare.

Overall, the data suggests a trend of moderate engagement among participants, with room for improvement in encouraging more frequent interactions. Enhancing strategies to promote regular meetings could strengthen the mentoring relationships and leverage the full potential of peer support within the program.



*Figure 12 Impact of the LCA in Development of Goals*

Figure 12 shows the impact of the Latino Career Assessment™ (LCA™) on participants' planning of professional development goals, showcasing a range of perceptions among respondents. A substantial 42.1% of participants rated the LCA™ as "somewhat impactful," suggesting that many found value in using the assessment to inform their goal-setting process, although it may not have fully met their expectations for significant impact.

Approximately 15.8% of respondents categorized the LCA™ as "Neutral," indicating ambivalence regarding its usefulness, while another 15.8% described it as "Slightly impactful." These mixed responses suggest that while the LCA™ contributed to some participants' planning, there remains a portion of individuals who did not experience substantial benefit from it.

Only 10.5% reported the LCA™ as "Very impactful," indicating that a minority of participants felt it significantly enhanced their professional development efforts. Overall, the data implies that while the LCA™ played a role in guiding some participants, there are opportunities for improvement in how the assessment is utilized to ensure it maximizes its impact on professional growth and goal achievement.

The qualitative responses from the Closure Survey provided deeper insights into participant experiences regarding their overall satisfaction with peer mentor group connections and their achievements related to setting goals. Table 10 shows the key themes identified, along with counts and percentages.

Theme	Count	Percentage
<i>Engagement and Group Dynamics Issues</i>	20	24.0%
Scheduling Difficulties	18	22.0%
<i>Positive Interactions and Support</i>	15	18.0%
<i>Goal Achievement and Accountability Challenges</i>	20	24.0%
<i>Technical Difficulties with Platforms</i>	10	12.0%
<i>Mixed Satisfaction with Mentorship Format</i>	15	18.0%

*Table 10 Summary of Themes with Counts and Percentages*

Many participants expressed frustration regarding engagement levels within their groups. Approximately 20 responses (around 24%) indicated that low participation from group members significantly hindered their mentoring experience. Comments such as “the group did not meet past introductions” and “my group has not been responsive at all” highlight the challenges faced in fostering an active and engaged group environment.

A common theme across responses was the difficulty in aligning schedules for group meetings. About 18 participants (22%) specifically mentioned scheduling conflicts as a barrier to effective engagement, with comments like “difficulty in aligning our schedules” and “we tried scheduling a call at the beginning, but the schedules didn’t work out.” This reflects the ongoing issue of finding mutually convenient times among busy professionals.

Despite some participants facing challenges, around 15 responses (18%) highlighted positive interactions and supportive environments in their groups. Statements such as “everyone was very supportive and friendly!” and “I really enjoy connecting and meeting my teammates” indicate that many found value in their connections, even if the overall group dynamics were mixed. Feedback regarding goal achievement varied among participants.

Approximately 20 responses (24%) underscored issues with accountability and follow-through. Comments like “there was no accountability within the group to meet” and “I achieved some goals as I self-motivated improvement” suggest that participants recognized the importance of personal initiative in achieving their objectives. However, those who struggled to meet consistently felt less able to reach their goals.

Several participants voiced concerns about technical issues related to the mentoring platform, with around 10 responses (12%) indicating that difficulties with the Chronus tool impacted their meetings. Comments such as “we had lots of trouble with the meeting platform” and “some technical issues led us to stop using it” reflect frustrations that detracted from the overall mentoring experience.

Feedback revealed a mixture of satisfaction and dissatisfaction regarding the peer-led mentoring model. Approximately 15 participants (18%) expressed that they preferred a more structured approach, indicating that the absence of a designated mentor or leader resulted in less effective sessions. Comments like “the program lacked leadership” resonate with those who felt the need for more guidance throughout the process.

## Discussion and Analysis

The analysis of participant feedback from the 30-Day Check-In Survey, Midpoint Survey, and Closure Survey reveals a nuanced picture of experiences in the program. Initially, the 30-Day Check-In Survey indicated a mixed sense of comfort among participants, with a combined 43.6% feeling comfortable in their mentoring groups. However, many expressed discomfort, highlighting varying levels of engagement and concerns about group dynamics. As the program progressed to the Midpoint Survey, 36.8% reported being "Satisfied" with their mentoring connections, showcasing a slight increase in positive sentiment. However, 26.3% remained "Neutral," demonstrating ambivalence, particularly as ongoing engagement challenges arose.

One consistent theme throughout all surveys was the difficulty in scheduling group meetings. In the 30-Day Check-In, 16% reported challenges in finding common times to meet, a figure that increased to 22% in the Midpoint Survey. By the Closure Survey, 18 participants still highlighted scheduling conflicts, indicating that accommodating diverse schedules remained a persistent barrier. Additionally, concerns regarding the usability of the Chronus platform were evident in all surveys. In the 30-Day Check-In Survey, 15% of participants faced navigation issues, and similar frustrations persisted in both the Midpoint and Closure Surveys, suggesting an ongoing need for improvement in the platform's functionality.

The feedback also illuminated varying levels of goal achievement. While the 30-Day Check-In revealed that 34.6% of participants had yet to set formal goals, the Midpoint Survey indicated that 51.3% felt "On track" with their objectives. Despite this progress, 24% still reported a lack of accountability within their groups. By the time of the Closure Survey, 54.8% of participants acknowledged having "Achieved some of my goals," yet 25.8% admitted to not having established formal goals, emphasizing missed opportunities for structured development.

Throughout these surveys, a segment of participants consistently expressed positive sentiments about the program. Many individuals were enthusiastic about the mentorship

concept, appreciated supportive interactions, and valued their connections with peers. This positivity persisted into the Closure Survey, where participants recognized the program's potential benefits despite the challenges they faced.

Overall, the findings highlight both the successes and areas for improvement within the Professional MentorSHPE program. While initial engagement and enthusiasm were promising, significant challenges in group dynamics, scheduling, and platform usability emerged as key obstacles. As the program evolves, targeted strategies that address these challenges will be essential for enhancing participant satisfaction and fostering effective mentoring relationships. Continuous feedback and adaptive approaches will be crucial in refining the program to better meet the needs of all participants.

## Suggestions for Program Enhancements

Based on both qualitative and quantitative data collected from the surveys, several key areas for improvement have been identified in the Professional MentorSHPE program. A primary focus for enhancements lies in the design and structure of group mentoring. While some groups experienced notable success and maintained connections beyond the six months, many participants faced challenges with the group model, particularly in terms of scheduling.

Scheduling emerged as a significant barrier, with approximately 24% of participants highlighting the difficulty of coordinating meeting times. Many reported situations where only a couple of members could attend, which diminished the intended peer mentoring dynamic, effectively reducing the interaction to informal one-on-one relationships. Although some participants successfully achieved their goals through these adjusted dynamics, many felt uncertain about their engagement, leading to stress and a decline in motivation over time. Feedback indicated that frequent missed meetings often resulted in participants feeling disengaged and disconnected from the program, underscoring a critical need for a more flexible scheduling framework.

Cultural perceptions of leadership within mentoring also surfaced as an important aspect of group dynamics. Discussions during the closing event revealed that many participants expected a designated leader within their groups—an expectation rooted in Latino/a cultural contexts that traditionally favor hierarchical structures. One participant noted the rarity of peer-led mentoring without an established leader, a sentiment echoed by others, illustrating a broader cultural inclination toward clear leadership roles. The "lead" role requirement on the mentoring platform may have visually reinforced this dynamic, creating confusion and undermining the core principle of peer mentorship.

To address these challenges, it is recommended that future Professional MentorSHPE groups incorporate structured support from the LCA™ team to enhance participant interactions with coaching resources. Survey responses indicated a positive correlation between exploring professional goals tied to Latino Cultural Scripts and participant

engagement, revealing a strong desire for deeper involvement in this area.

Introducing an experienced CMP coach to facilitate the first meeting of each new cohort can help strengthen group dynamics. Establishing key roles for each participant, discussing the group's objectives, and drafting meeting agendas in advance will create clearer norms for collaboration and interaction. Additionally, implementing follow-up support from the CMP coach every three months can provide real-time assistance and address any questions or needs that may arise, ensuring that groups remain cohesive and productive.

In conclusion, by tackling scheduling challenges, addressing cultural dynamics, and enhancing the coaching model, the Professional MentorSHPE program can further empower Hispanic professionals in STEM. These enhancements will help participants fully leverage the benefits of their mentoring relationships, supporting their personal and professional growth moving forward.

## Future Direction

Since the inception of the Professional MentorSHPE program, it has become clear that our members are eager to engage in mentorship initiatives. The initial response—over 400 members expressing interest and more than 300 completing the program—demonstrates a strong commitment to professional development within the Latino STEM community. This enthusiasm highlights the potential for mentorship to influence career advancement and networking within this demographic significantly.

As we look ahead, we are actively exploring alternative platforms that can better accommodate the unique needs of our members, in addition to considering diverse mentorship models beyond the traditional peer mentoring approach. Feedback from participants has shown that a single model may not adequately address the varied preferences and experiences within our professional community. While many members appreciated the networking opportunities provided by the program, a significant number indicated that the group model for goal achievement did not align with their individual needs or aspirations.

To enhance the effectiveness of our offerings, we plan to implement a more flexible structure that allows participants to network with the broader community while also providing personalized mentoring pathways tailored to their personal and professional goals. This dual approach can facilitate both communal engagement and targeted support, ensuring that all members can pursue their development objectives in a manner that resonates with them. Moving forward, we will prioritize gathering additional feedback from participants to refine our mentoring models. Engaging members in discussions about their preferences for mentoring formats will be crucial for developing a program that meets their networking needs and fosters meaningful goal achievement. By incorporating a variety of mentorship structures, we can create a more inclusive and effective program

that ultimately empowers Hispanic professionals in their STEM careers. Such initiatives will ensure that the Professional MentorSHPE program continues to evolve in response to the needs of its members, fostering a vibrant and supportive community for professional growth.

## Conclusion

The Professional MentorSHPE program is a crucial initiative dedicated to addressing the barriers Hispanic professionals face in STEM fields. Throughout this paper, we have highlighted the growing demand for skilled professionals in these sectors, juxtaposed with the stark underrepresentation of Hispanic individuals. This program not only offers mentorship opportunities but also cultivates a network of support that is essential for professional growth.

The positive response from participants—over 400 expressing initial interest and more than 300 completing the program—demonstrates a clear eagerness among our members to engage in meaningful professional development. However, the survey results indicate mixed levels of satisfaction and varied experiences within the group mentoring format. While many participants enjoyed networking opportunities and gained valuable insights, challenges emerged, particularly regarding scheduling and cultural expectations surrounding leadership roles within the mentoring groups.

Looking forward, we remain committed to enhancing the program's effectiveness. By exploring diverse mentorship models and integrating additional support mechanisms, we aspire to create a more flexible environment that meets the unique needs of our professional members. This multifaceted approach will support goal achievement and enrich the networking experience, facilitating connections with the broader community of Hispanic professionals.

In summary, the Professional MentorSHPE program has established a strong foundation for developing Latino STEM leaders through mentorship. Continuous evaluation and refinement of our strategies will be vital as we empower participants to navigate their career pathways, ultimately contributing to a more diverse and inclusive workforce in STEM fields. The insights gleaned from this initiative will inform the development of effective practices that enhance participant engagement and satisfaction, ensuring that Hispanic professionals thrive and excel in their careers.

## Acknowledgments

We would like to express our sincere gratitude to our SHPE professional members for their participation and valuable input in this inaugural effort. The time they invested in providing feedback is essential for developing more robust programming aimed at retaining and advancing Latino/a talent in the STEM workforce. We also extend our

thanks to our partners at Career Management Partners (CMP) for their collaboration and dedication in building successful programs for our SHPE members. We are confident that the lessons learned from this initiative will benefit other organizations seeking to promote the advancement of all individuals in STEM.

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