



EDICTS

ENHANCING DIVERSITY IN
CAREER & TECHNICAL STEM

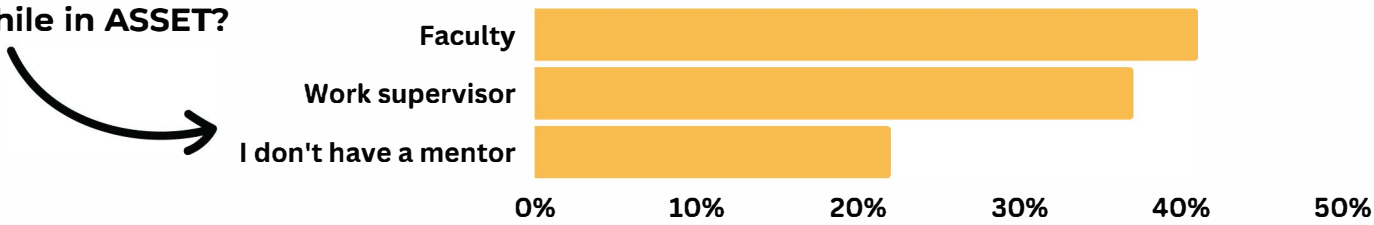
Self-Assessment and Goal-Setting Among ASSET Students

Emily Creamer, Susannah Townsend, & Matthew Mayhew
Supplemental report
Fall 2023
Sample size = 30

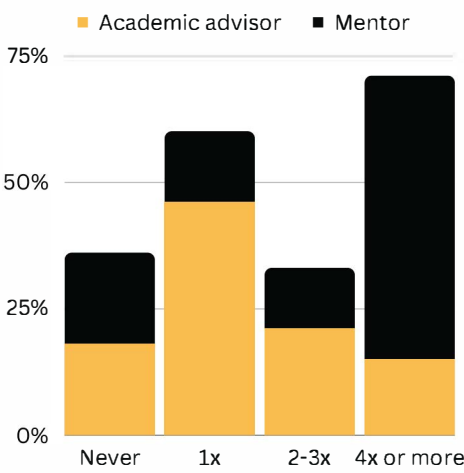
ADVISORS AND MENTORS

ASSET students **relied more on faculty or internship supervisors** they consider mentors rather than academic advisors.

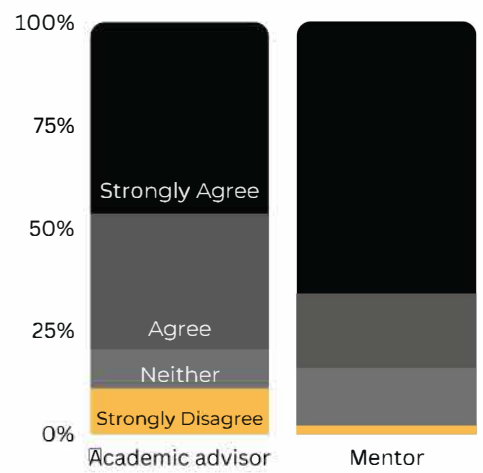
Whom do you consider a mentor while in ASSET?



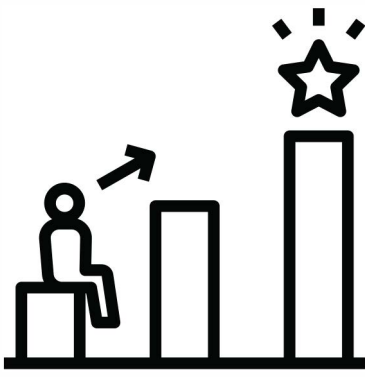
How many times did you meet with an advisor or a mentor during the fall semester?



Do you feel this person cares about your success as a student?



GOAL-SETTING



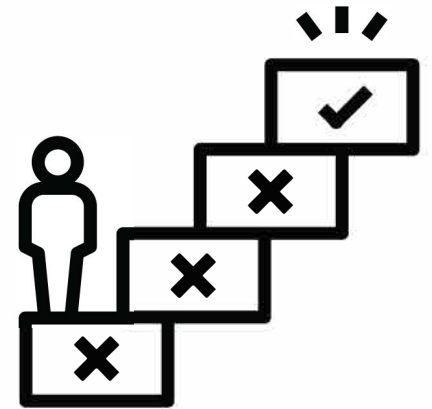
Students set both short-term and long-term goals for academics, work, and personal life. Most students mentioned at least one of the following goals:

- Program completion
- High grades
- Good attendance
- Master Tech status
- Shop ownership
- Financial security
- Mental & physical health

ANTICIPATED OBSTACLES

When asked to reflect on **obstacles** that might get in the way of achieving their goals, students most often pointed to **perceived "flaws" in themselves** such as a lack of motivation, ineffective communication with supervisors, poor time management, or an inability to cope with stress or distractions.

Concerns regarding **financial hardship** were also frequently cited as well as **academic difficulties** and **balancing work with school**.



STRATEGIES FOR SUCCESS

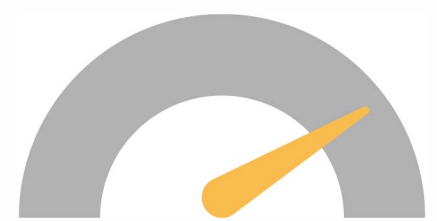


Based on discussions with academic advisors or mentors and their own brainstorming, students listed steps for accomplishing goals.

Detailed plans emerged for **limiting distractions** such as cell phones and illicit substances, **maintaining motivation and mental health**, focusing study time, and **surrounding themselves with supportive people**.

ANTICIPATED SOURCES OF SUPPORT

80% of students said that their **families** are a primary source of **support** and **motivation** while they are enrolled in ASSET.



For many students, the ASSET **faculty** are also among the most important sources of **support** as they work toward their goals. For some, **peers** are crucial.

ENHANCING SUPPORT

While students expressed **very positive feelings about the ASSET program**, they suggested ways that ASSET could help them achieve their goals:

- Provide assistance in finding a mentor
- Reduce student: faculty ratio
- Assist with securing ongoing financial support
- More individual student check-ins
- Upgrade computers with essential programs
- Introduce tools and the engine bay to students new to the field
- Increase interactive coursework