

Citation: Wofford, A. M., Winkler, C. E., & DeAngelo, L. (2025). Part of the plan? A critical quantitative examination of mentoring and psychosocial mediators shaping computing students' graduate school applications. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000696>

Supplemental Materials

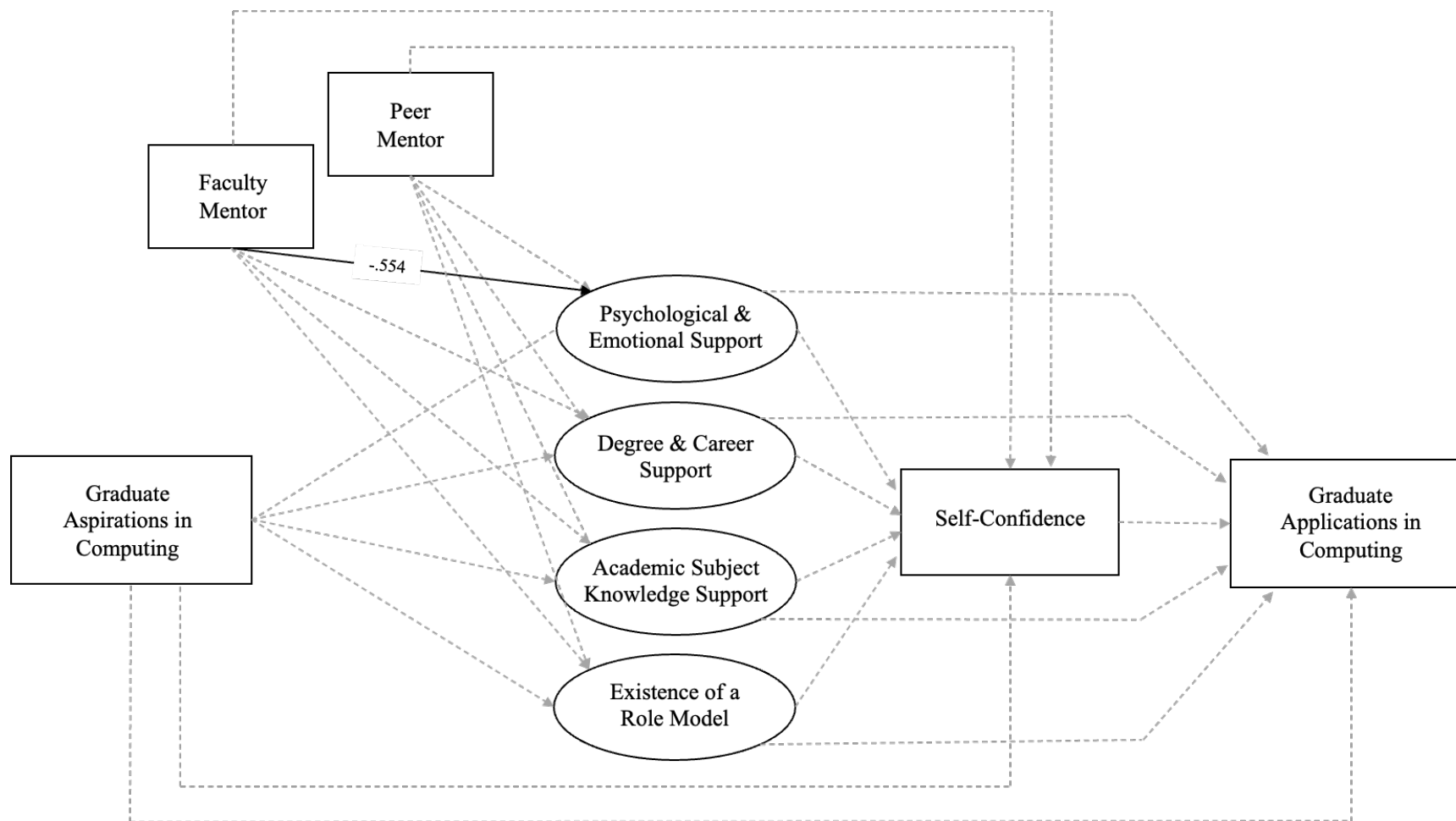


Figure A1. Structural path model with significant parameter estimates for white men ($n = 229$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.

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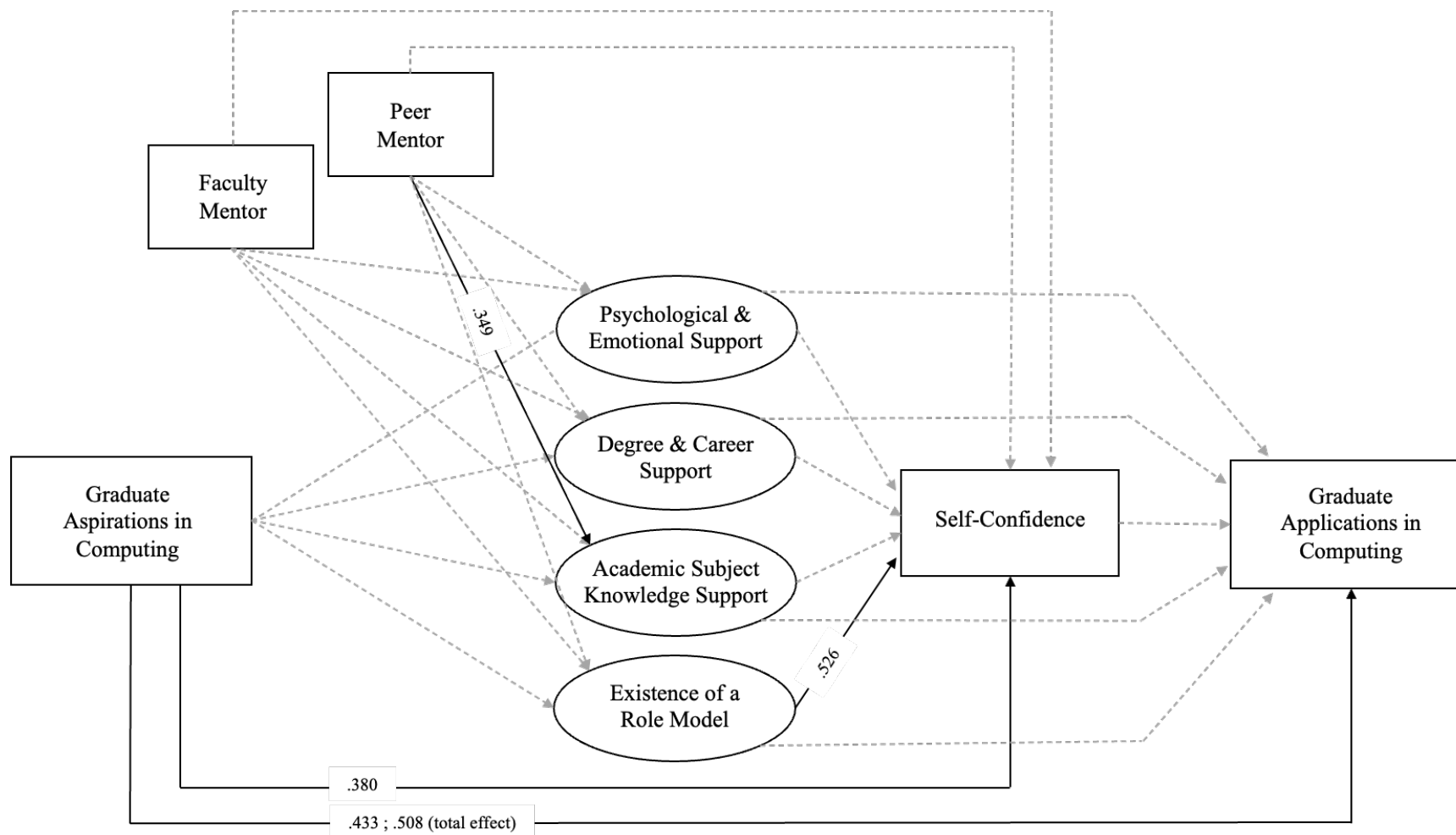


Figure A2. Structural path model with significant parameter estimates for Asian American men ($n = 230$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.

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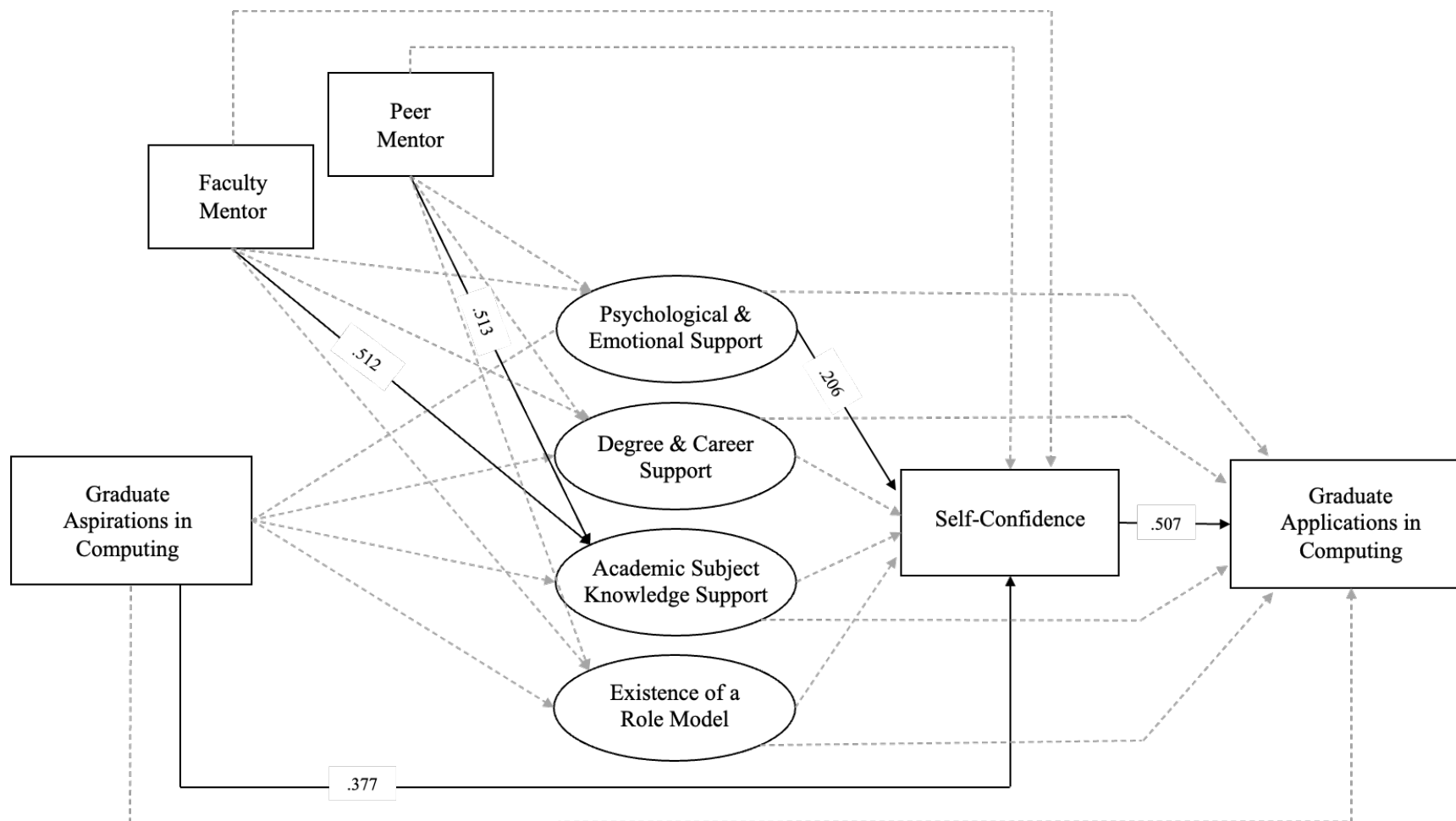


Figure A3. Structural path model with significant parameter estimates for racially/ethnically minoritized men ($n = 142$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.

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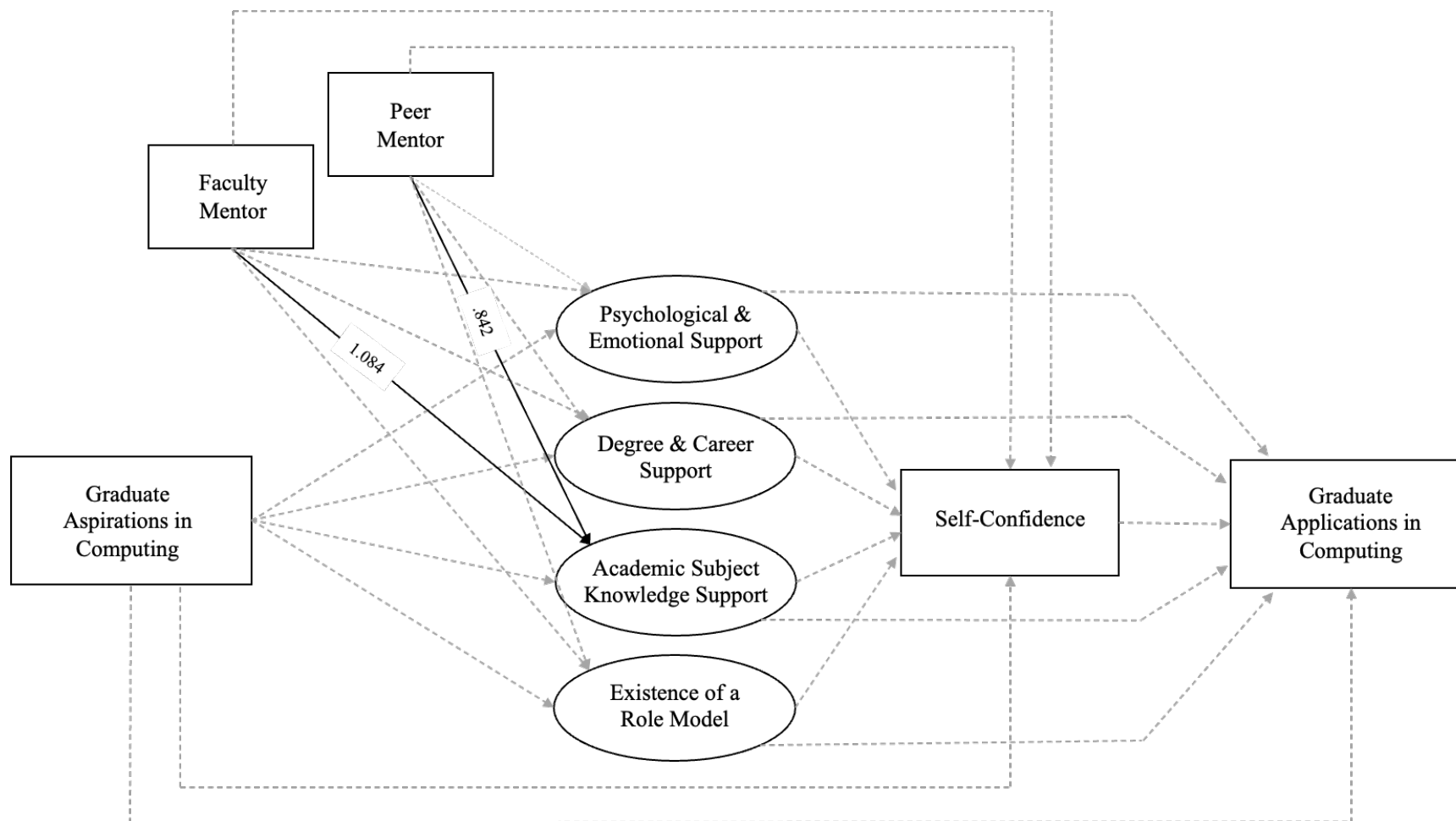


Figure A4. Structural path model with significant parameter estimates for white women ($n = 72$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.

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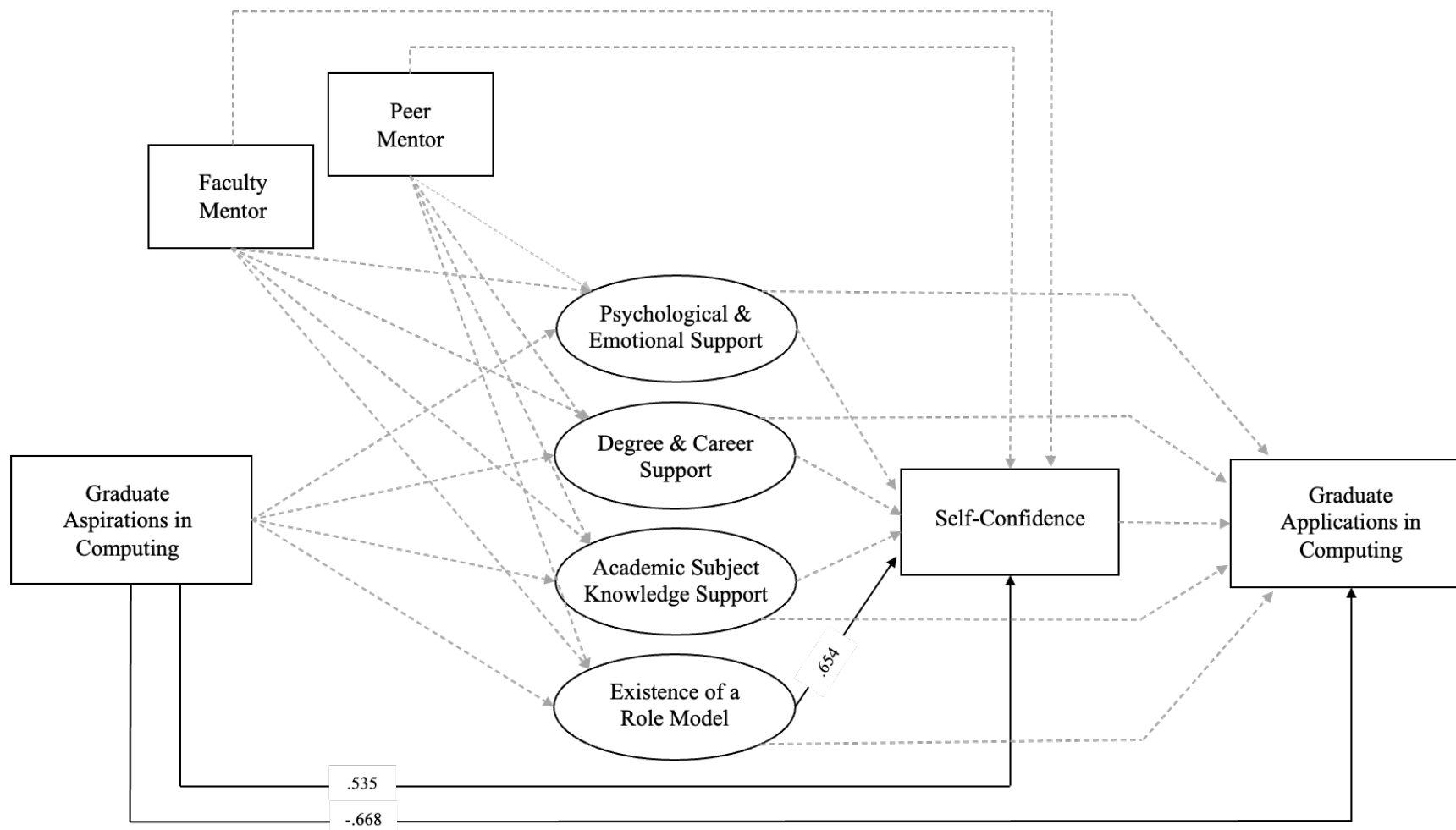


Figure A5. Structural path model with significant parameter estimates for Asian American women ($n = 115$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.

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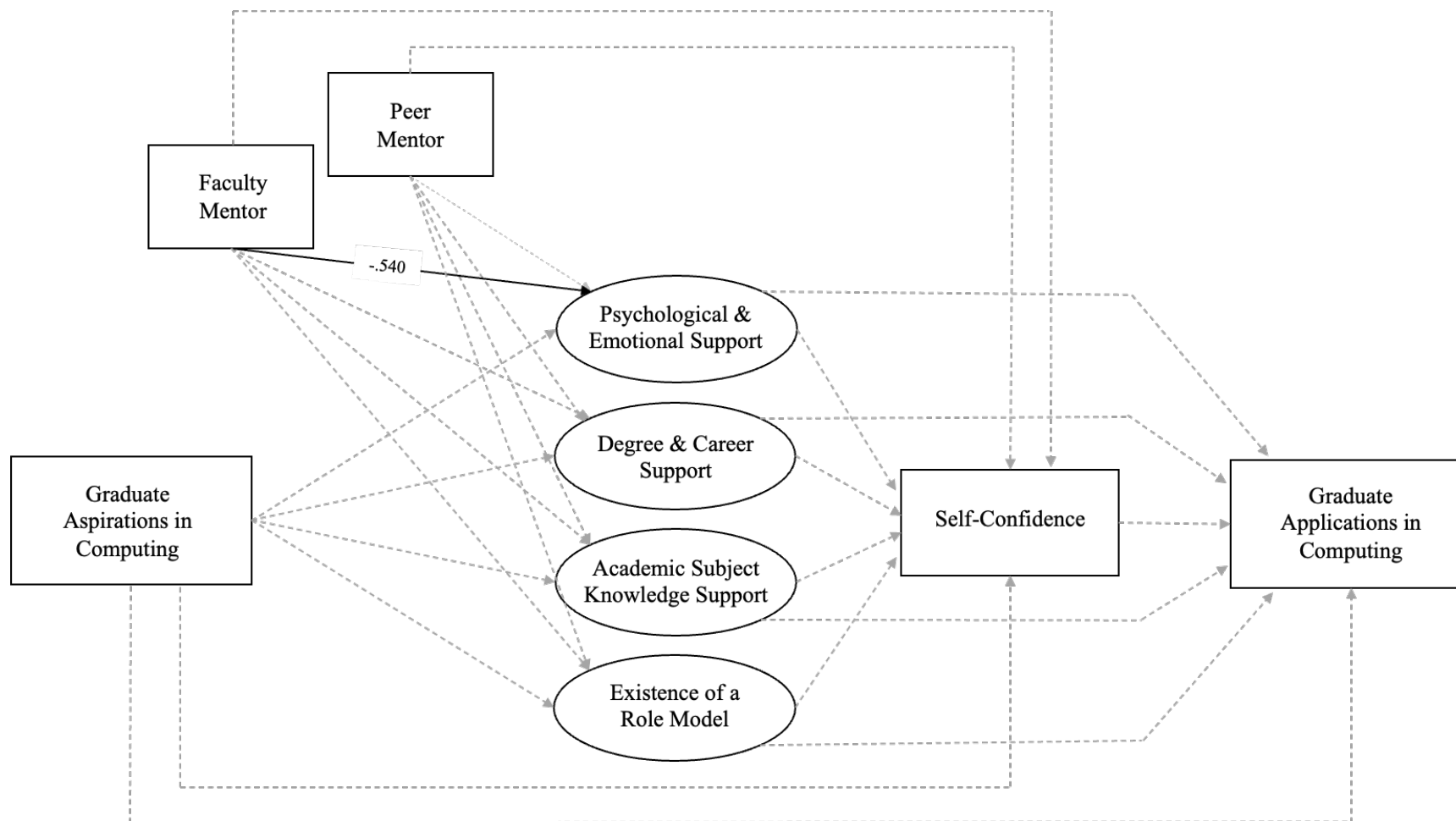


Figure A6. Structural path model with significant parameter estimates for racially/ethnically minoritized women ($n = 69$)
 Note: Estimates reported for significant effects only. Dotted lines indicate non-significant effects.