HACU

HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

Building Hispanic Talent Initiative℠

Annual Report 2022

Dominion Energy®

Actions Speak Louder

Executive Summary*

The Hispanic Association of Colleges and Universities (HACU) and Dominion Energy have developed a partnership with the aim to increase the number of Hispanic undergraduate students who are interested in pursuing careers in clean energy and more specifically, career opportunities at Dominion Energy.

Dominion Energy is supporting the Building Hispanic Talent Initiative by providing $2,000,000 for three-years. Through this initiative, seven partner institutions were charged with implementing Science, Technology, Engineering, and Math (STEM) summer bridge programs aimed to help students build an identity as a college student and eventually become a STEM/Energy professional. These outcomes are produced through robust programming that includes access to college level classes, support services, and exploration seminars and activities.

Institutions participating in the pilot of this initiative include Utah Valley University (UVU), Northern Virginia Community College (NOVA), George Mason University (GMU), Sampson Community College, University of Connecticut at Stamford (UC Stamford), University of Puerto Rico at Mayaguez (UPRM), and University of North Carolina at Pembroke (UNCP).

Findings from the first-year pilot program show reasons for optimism and proof of intentional planning from partnering institutions. Below are some key findings:

- 295 summer bridge students from 72 different high schools were served through year one of the Building Hispanic Talent Initiative
- 60.7% of summer bridge students identified as Hispanic/Latino
- 88% of summer bridge students were from minority groups underrepresented in higher education (i.e., Hispanic, Black/African American, and Indigenous)
- 68.1% of summer bridge students will be first-generation college students
- Summer bridge programs beat their corresponding institutional Hispanic enrollment by an average of +32%
- 1035 college credits were awarded to summer bridge students through this initiative with a success rate of over 91%
- 3 in every 4 summer bridge participating students indicated interest in entering a STEM related career field

Through this report submitted annually, it is HACU's hope to prove the impact Dominion Energy has on the Hispanic population as well as highlight reasons for continued partnership with HACU. HACU and all partnering institutions extend their sincere appreciation to Dominion Energy for their commitment to providing college and career access to the Hispanic community.

* *This report was revised on February 22, 2023, to reflect an update in the number of students served for the University of Connecticut at Stamford*

Building Hispanic Talent Initiative

Background

As part of their commitment to increase diversity in the energy sector, Dominion Energy partnered with the Hispanic Association of Colleges and Universities (HACU) to create the Building Hispanic Talent Initiative. The initiative aims to increase the number of Hispanic undergraduate students who are interested in pursuing careers in clean energy and more specifically, career opportunities at Dominion Energy. This is accomplished through partnering with higher education institutions to build a pipeline from high school to clean energy careers. The seven institutions chosen to pilot this initiative were Utah Valley University (UVU), Northern Virginia Community College (NOVA), George Mason University (GMU), Sampson Community College, University of Connecticut at Stamford (UC Stamford), University of Puerto Rico at Mayaguez (UPRM), and University of North Carolina at Pembroke (UNCP).

Below please find information regarding the profile of students who participated in summer bridge programs, followed by information regarding college and career access, support services provided, and student testimonials.

Profile of Summer Bridge Students

Demographics

The Building Hispanic Talent Initiative served 295 students from 72 different high schools in the summer of 2022. As a whole, summer bridge programs showed intentional recruitment with 60.7% of all participants being Hispanic and 88% of all participants being from underrepresented racial/ethnic groups in higher education (i.e., Hispanic, Black/African American, and Indigenous). Across all institutions, with the exception of the University of North Carolina at Pembroke, Hispanic students were consistently the majority ethnic group represented in each summer bridge program. The University of North Carolina at Pembroke was allowed to prioritize Indigenous students as well as Hispanic populations when recruiting for their summer bridge program due to their proximity to tribal lands. When the percentages of summer bridge enrollment for Hispanic (14.7%) and Indigenous (47.1%) students at University of North Carolina at Pembroke are combined, their targeted enrollment percentage rises to 61.8%, which is on par with other institutions. In all, demographic data shows partnering institutions acted with intention, which allowed the Building Hispanic Talent Initiative to reach underrepresented populations in higher education. See Table 1 for a complete breakdown of summer bridge (SB) student demographics.

Table1:Summer Bridge Student Demographics, 2022

Institution	Total SB Participants	% Hispanic SB Enrollment	% Black/African American SB Enrollment	% Indigenous SB Enrollment
Utah Valley University	69	50.7%	4.4%	0.0%
Sampson Community College	31	90.3%	9.7%	0.0%
University of North Carolina at Pembroke	34	14.7%	26.5%	47.1%
The University of Connecticut - Stamford	46	76.1%	8.7%	0.0%
George Mason University	81	51.8%	33.3%	0.0%
University of Puerto Rico - Mayaguez	34	100.0%	0.0%	0.0%
All Institutions	295	60.7%	21.9%	5.4%

First-Generation Enrollment

Intention in recruitment was also shown through the metrics of prospective first-generation college students - or - students who will be the first in their families to attend college. Approximately 2 in every 3 summer bridge students identified as a prospective first-generation college student amounting to 68% of all summer bridge students (Table 2).

Table 2:Summer Bridge First-Generation Student Enrollment, 2022

Institution	Total 1st Generation SB Enrollment	% 1st Generation SB Enrollment
Utah Valley University	22	31.9%
Sampson Community College	28	90.3%
University of North Carolina at Pembroke	32	94.1%
The University of Connecticut - Stamford	26	56.5%
George Mason University	80	98.8%
University of Puerto Rico - Mayaguez	13	38.2%
All Institutions	201	68.1%

Hispanic Enrollment: Summer Bridge Programs Compared to Institutions

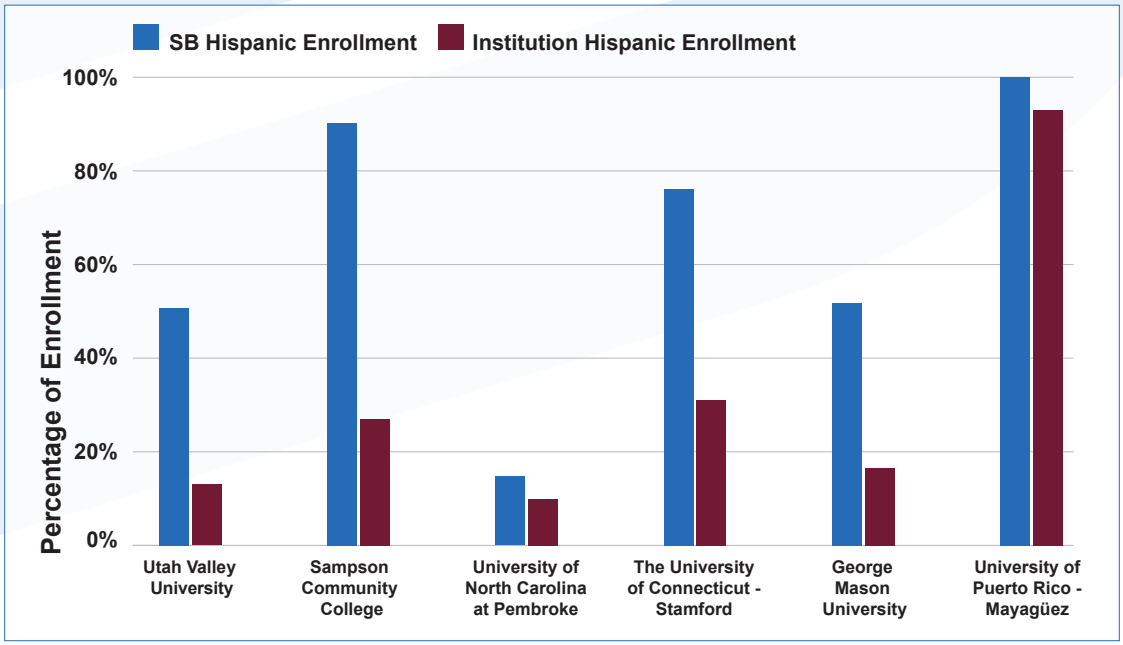
A secondary, but notably important goal of the Building Hispanic Talent Initiative is to assist partnering institutions to overtime become or stay Hispanic Serving Institutions (HSIs).HSIs are defined in Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25% Hispanic. At the time of this report, only three institutions met the federal HSI designation: Sampson Community College (27%), the University of Connecticut - Stamford (31%), and the University of Puerto Rico – Mayaguez (93%). George Mason University (16.6%) is an emerging HSI (i.e., institutions with full time Hispanic enrollment between 15% - 24%). Becoming an HSI qualifies institutions for certain federal grants and other monies that they would otherwise not be able to obtain; further ensuring they are able to support and retain underrepresented populations in higher education.

The Building Hispanic Talent Initiative aims to increase the amount of Hispanic enrollment at each institution over time. As such, comparisons were made between summer bridge Hispanic enrollment and institution Hispanic enrollment for each campus (Figure1 and Table 3).With a goal of every partnering institution becoming an HSI over time, it is encouraging for summer bridge Hispanic enrollment to exceed corresponding institution Hispanic enrollment. The Hispanic student enrollment at all participating summer bridge (SB) programs exceeded the Hispanic enrollment at partnering institutions, with an average differential of +32%. This descriptive finding indicates that summer bridge programs put institutions on track to raise Hispanic enrollment as a part of the talent pipeline.

Table 3: Percentage of Hispanic Students Enrolled in Summer Bridge Programs Compared to Institutions, 2022

Institution	% SB Hispanic Enrollment	% Institution Hispanic Enrollment
Utah Valley University	50.7%	12.0%
Sampson Community College	90.3%	27.1%
University of North Carolina at Pembroke	14.7%	9.6%
The University of Connecticut-Stamford	76.1%	30.7%
George Mason University	51.9%	16.6%
University of Puerto Rico - Mayaguez	100.0%	93.4%

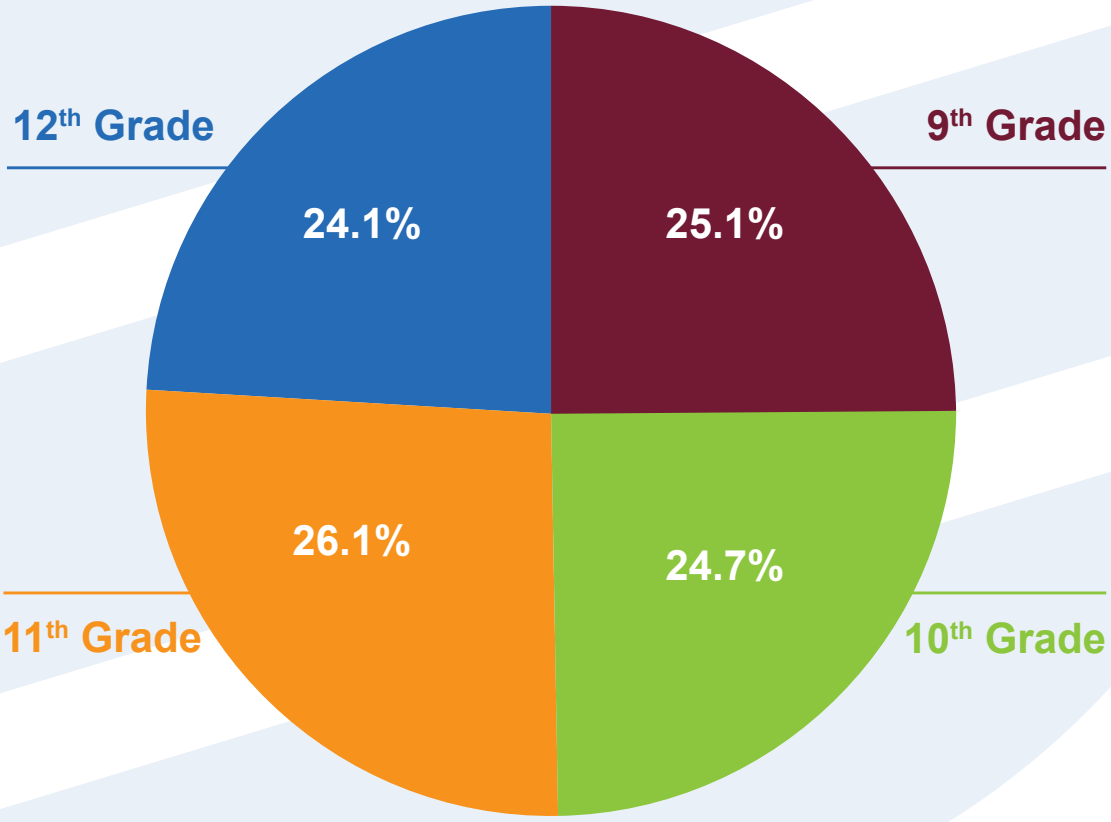
Figure 1: Percentage of Hispanic Students Enrolled in Summer Bridge Programs Compared to Institutions, 2022



Grade Classification of Summer Bridge Students

The data collected for grade classifications of summer bridge participants show partnering institutions aimed to maximize the number of students added to this pipeline. Recruiting students in grades 9th-11thrather than only graduating seniors for this initiative provides college access to students undecided on pursuing a postsecondary education and support through their undergraduate programs. Graduating seniors, already committed to these partnering institutions, benefit from the summer bridge program by gaining college insight and a head start in creating their college identity. Recruiting students in 9th -11th grades can help students gain information and knowledge earlier on potential STEM degree programs and career fields; this can be especially important for students who are undecided on degree programs. Figure 2 below shows a rather even distribution of students across grade levels, with approximately 76% of total student enrollment being from grades 9th-11th.

Figure 2: Summer Bridge Grade Classifications Across Institutions, 2022



College and Career Access

Success Rate of College Courses

A required aspect of each partner institution's summer bridge program is that every student be enrolled into classes for college credit. This is meant to help students build a college identity and to realize a college education is attainable. In this first year of the Building Hispanic Talent Initiative,1,137collegecreditswereattemptedby summer bridge students with a success rate of over 91% (Table 4). This equated to 1035 credits earned through the first year of the initiative.

Table 4: Summer Bridge College Credit Success Rates, 2022

Institution	Courses Offered	Credits Attempted	Credits Awarded	Success Rate
Utah Valley University	BTEC 1010 - Biotechnology (3 credits) / GEO 1010 - Geology (3 credits) / BIOL1010- Biology (3 credits) / GEOG 130G - World Geography (3 credits) / ENGR 1000-Engineering (3 credits)	414	354	85.5%
Sampson Community College	CIS110-IntrotoComputers(3 credits) / BIO111-General Biology I (4 Credits) / BUS 110 - Intro to Business (3 Credits) / ELC111-Intro to Electricity (3 Credits)	104	88	84.6%
University of North Carolina at Pembroke	ENG1050:Composition1 (3 credits) / ENG2030: Literary Genres (3 credits) / MAT 1050: Intro to College Math (3 credits) / MAT 1070: College Algebra (3 credits) / MAT2100: Intro to Statistics (3 credits)	204	186	91.2%
The University of Connecticut - Stamford	BIO1108:Principles of Biology II(4credits) / ENGL1010:Sem in Acad Writing (4 credits)	184	184	100.0%
George Mason University	COS100: Introduction to Science as a Profession(2 credits)/ EVPP201: Environment and You: Issues for the 21st Century(3 credits)	129	121	93.8%
University of Puerto Rico - Mayagüez	INGE5996:Energy and Sustainability (3 credits)	102	102	100.0%
All Institutions		1137	1035	91.0%

Courses were chosen intentionally to provide both rigor and value for students. Courses included STEM focused classes such as Biotechnology, Introduction to Science as a Profession, and Energy and Sustainability to encourage students to see themselves as a future STEM professional. However, courses offered also included classes for students to see themselves as future college students like Seminar in Academic Writing,World Geography,andComposition1 just to name a few (see Table 4 for course listing). The variation in course offerings shows institutions took approaches to support the whole student as a person new to the collegiate arena and the STEM profession.

Interest in STEM Related Careers

Summer bridge programs also measured how many of their combined 295 students intended to enter a STEM related career field upon graduation from college (Table 5). Approximately 3 in every 4 students participating in the summer bridge programs said they have intent to join a STEM related career with only 29.8% either saying no or not responding.[1] This data shows the effectiveness of these summer bridge programs to build a positive student self-image as a future professional in STEM.

[1] The University of Connecticut - Stamford was unable to complete data collection and are working to streamline the survey for next year. This incomplete data noticeably skews overall percentages with the percentage of students interested in entering STEM related career field jumping from 70.2% to 91.1% when The University of Connecticut – Stamford's data is not considered. This considerable jump better shows the effectiveness of these summer bridge programs to build a positive student self-image as a future professional in STEM.

Table 5:Total Participant Intent to Enter Stem Related Fields, 2022

Institution	Intent to Enter a STEM Related Field	% Intent to Enter a STEM Related Field
Utah Valley University	57	82.6%
Sampson Community College	15	48.5%
University of North Carolina at Pembroke	16	47.1%
The University of Connecticut - Stamford	5	10.9%
George Mason University	80	98.8%
University of Puerto Rico - Mayaguez	34	100.0%
All Programs	207	70.2%

Support Services

Overview

To expand the number of supportive relationships for summer bridge students and to solidify students' college identity, partnering institutions were expected to provide various resources and support for students. The support services included exploration seminars to take place once a week and access to quality academic tutoring to be provided on a regular basis (more on this below). Institutions had full discretion on topics for exploration seminars and how they would use tutors in their summer bridge programs.

In addition to the required support services of exploration seminars and academic tutoring,we see a trend of institutions choosing to implement extension services to their summer bridge students. Extension services include tracking students to offer counseling and advising when summer bridge programming is complete.
For a full list of support services organized by campus, please see Appendix A.

Exploration Seminars

The exploration seminars/activities in summer bridge programs consisted of career oriented and college readiness seminars. These college and career readiness seminars give students a full understanding of what to expect in the future to make appropriate preparations and considerations. Exploration seminars and associated activities are meant to be a holistic approach to summer bridge students' education, addressing all their needs as future college students and professionals.

Career oriented exploration seminars included topics such as "Engineering Careers and How They Help Our Communities," "Engineering and Creating Problem Solvers," "Geology to Aerial Imaging," and speakers from the STEM field to name a few. Topics such as these help students to gain a better understanding of the possibilities and expectations of someone working in the STEM field.

Many institutions chose to implement topics that were college readiness based. Examples of these topics include "Financial Aid for College Students", "Wellness and Mental Health (How to Succeed at College)" and "Study Skills." These types of topics provide students with a fuller understanding of how to navigate college, so their academic and professional efforts are complemented by a growth mindset that is aware of the systems working around them.
Both types of exploration seminars help to shape the collegiate identity of summer bridge students and the student testimony collected reinforces this fact. However, these seminars were complimented with other activities such as labs, service learning, and field trips where students witnessed real world applications of their newfound knowledge. To highlight just a few of these exploration activities, they included a Professional Shadow Day at a Dominion Energy power plant, participants planning and executing a STEM Day filled with activities for 50K - 5 students, and a field trip to the Casa Pueblo – a community-based environmental organization in Puerto Rico.

Tutoring Services

Considerations for summer bridge directors that influenced implementation of tutoring services included how they viewed the role of tutors, access to high quality tutors, and student availability for tutoring. Partnering institutions who prioritized student availability made decisions such as giving students free access to online tutoring platforms like NetTutor. Other institutions who prioritized quality instructional time with students implemented programming like study halls led by tutors and/or professors.

Still, all schools saw the role of tutors differently. Some institutions, like Utah Valley University and University of Connecticut -Stamford gave tutors a more involved role in the summer bridge program. In fact, Utah Valley University refers to tutors as "mentors." The mentors at Utah Valley University campus were an additional stakeholder who advocated for the needs of students; even going as far to help facilitate conversations between professors and students. This model of tutoring services is the most ideal for this initiative but is challenging to implement due to availability of tutors. Utah Valley University, who has been doing their summer bridge program for 13 years, recruits past summer bridge students as their mentors. Therefore, this tutoring approach is something that will be revisited as programs grow and cohorts advance in the pipeline.

Extension Services

A trend seen at many partnering institutions that was not part of expected programming is extension services. Extension services include tracking students to offer counseling and advising when summer bridge programming is complete. Due to the high-quality programming of partner institutions, there has already been observable infrastructure for offering extension services to cohort1ofsummerbridgeprograms. Institutions like the University of Puerto Rico – Mayagüez have hired a counselor to track students and offer support services through students' first year of college, ensuring that they make it successfully through the pipeline the initiative aims to create. Same can be said about Sampson Community College, which worked closely with a neighboring early college high school to launch their summer bridge program. Sampson Community College checks in frequently with summer bridge participants to ensure they are still on the bridge to their institution.

TestimonyReflection

Overview

Student testimony was collected via transcription of videos sent by partnering institutions, the educational application “Padlet,” and End of Summer Report. The complete set of student testimony can be found in Appendix B. Common themes from student testimony include exploring future fields of interest, creating a college identity,building soft skills, learning to be climate activists and professionals, and considering STEM and Energy Careers. These themes are discussed below.

Exploring Future Fields of Interest

Students stated their summer bridge programs helped them to be passionate about their future fields of study and to see this passion as an important part of their identity. This has helped students to understand that they already possess the ability to actualize their goals. The following testimony is from Sydney Reyes Chavez, George Mason University Summer Bridge Student, Rising Junior (video transcription).

> I have always wanted to pursue a law career, but I never knew which career specifically. While working on a research project for my COS-100 class (summer bridge course), I found out about Environmental law, the career that match my love for the environment but also my love for law.

Creating a College Identity

Many students mentioned they did not know what to expect from their summer bridge programs and were nervous about the college courses they would be taking. Through the support systems in grained within their programs,many were able to see themselves as successful college students and learn how to access resources on a college campus. The following is testimony from Daniel Vivar, University of North Carolina at Pembroke Summer Bridge Student, Graduating Senior (Padlet).

> The most important lessons that I have learned from this summer program, are asking for help and the need to study. In high school, I didn’t do either and got by pretty well. But in this college environment, I learned the hard way my first week that won’t work. I found myself overwhelmed with the amount of work and realized that I am the only one that is going to hold myself accountable. Though the summer bridge staff and faculty didn’t let me fail, it was a good trial of how college actually is.

Building Soft Skills

Summer bridge students stated that they experienced growing pains, but through intentional support and adjustments they were able to be successful. Many who mentioned experiencing these areas of growth said they were grateful for the adversity and now feel optimistic about their future as a college student. Some students even stated they feel more prepared than their peers who did not participate in a summer bridge program. To reinforce the important soft skills obtained through these programs here is testimony from Oaklen Kalinichenko, George Mason University Summer Bridge Student, Rising Junior (video transcription).

> I learned a lot of information regarding college and internships and majors, which is really important because I didn’t really have a lot of information before hand. So now I feel a little more ready and prepared for college. Overall, I also learned a lot of time management skills and study skills and I just feel a lot more ready for the upcoming school year and once I go to college.

Learning to be Climate Activists and Professionals

With a focus on clean energy and environmentalism, many students' testimonies spoke to their new outlook on the world. Students stated that when they entered their summer bridge program, they were pessimistic about our planet's future, but after the program they could see their role in helping our environment. One student impacted in this way was Moralys Velázquez Quintana, University of Puerto Rico - Mayagüez Summer Bridge Student, Graduating Senior (End of Summer Report). Moralys' testimony has been translated to English from Spanish. For exact language, see his testimony in its original language in Appendix B.

The tour we took in Casa Pueblo confirms to me as an activist who wants the world to improve,that it is possible to promote these changes throughout Puerto Rico. That visit motivated me to contribute to this beautiful community when I graduate.

Considering STEM and Energy Careers

Students indicated that summer bridge programs changed the trajectory of their education and career goals. Summer bridge participants stated that they felt safe to take risks and even consider other career opportunities than they initially contemplated. Some students stated they changed their intended major during the summer to more energy focused areas of study. Andrea Gabriela Pérez, UPR - Mayagüez Summer Bridge student, Rising Senior is an example of this occurrence (End of Summer Report). Andrea's testimony has been translated to English from Spanish. For exact language, see her testimony in its original language in Appendix B.

The sciences have always caught my attention and thus I verify that I want to continue university studies in the scientific field. I'm considering applying to the Biology Department or maybe with everything I've learned in this class about renewable energy, I'll switch to Engineering.

Conclusion

The first year of HACU facilitating the Dominion Energy Building Hispanic Talent Initiative was an overall success. Students who participated in intentional summer bridge programs left at the end of the summer motivated and excited about their future. They exude confidence about their ability to enter a STEM field that was foreign to navigate. Of course, there are still areas of the initiative to optimize such as tutoring, where work will be done to ensure mentor tutors are seen as important stakeholders across all programs. However, what is shown in this report is scaffolding success for students is already a strength for the summer bridge programs of this initiative. Summer bridge programs were able to meet students where they were academically and contribute valuable stakeholders to the lives of students. One thing is abundantly clear - the foundation of this pipeline is strong due to the hard work of the partner institutions and the generosity of Dominion Energy who have prioritized underrepresented communities to ensure the energy sector looks like our country. The Hispanic Association of Colleges and Universities is eager to see what the next years of the Building Hispanic Talent Initiative will bring as it has already witnessed an impactful first year.

Appendix A: Support Services Offered by Institution

Utah Valley University

Exploration Seminars

Finding your passion in learning- How to persevere through Law School-Team building and becoming a team player -The path to becoming a leader and a doctor- Engineering Careers and how they help our communities - Entrepreneur/Leadership-Genetic Counseling-Practices for success - Gaining a growth mindset - Unusual Science Careers- Adapting your Path & Mindset -Engineering and Creating Problem Solvers- Having GRIT and strength to get there (Harvard Medical) - Leadership can take you into any field-Entrepreneurship in the sciences/Create the World you want to see -Geology to Aerial imaging: Finding a path may take you places you never dreamed of-You can do difficult things: accept and enjoy the struggle

Tutoring Support

Study halls were hosted with tutors from each class regularly. Study hall tutoring was used to assist with homework questions, review lectures, provide further insight into content, assist with group projects, and provide tutor led study groups for test prep. Two 30- minute study hall sessions were held daily (M-TH) after each class block and additional study halls were hosted M-TH from 3:00 - 5:00pm and on weekends or evenings upon request by students or faculty.

Other Services

Built in success team within class mentors,tutors, and support staff. Study halls with tutors and peers. Small group cohorts within program classes supported students with a peer team. Thursday college and career exploration activities and guest speakers. Virtual office and text line with access to support team 24/7 to answer any questions or get a student in contact with their professor, mentors, or tutors. Daily class starter discussions led by mentors focused on college skills (organizational skills,study skills, personal growth, mindset development,etc.) Assistance in building a professional portfolio for all student participants (Personal statement, resume, cover letter, LinkedIn Account,etc.)

Sampson Community College

Exploration Seminars

N/A

Tutoring Support

Students had access NetTutor service that is available on demand for free.

Other Services

We paid for their courses, their textbooks, and provided a transportation stipend totaling around $500 per student.

University of North Carolina at Pembroke

Exploration Seminars

Students were exposed to all aspects of the career planning process, including self-assessment, decision-making related to choosing a major and identifying related career options, goal setting, career and job research, and job search tools and strategies. Departmental visits to explore technology in broadcasting with the Mass Communications Department and perform science experiments with Chemistry department. Once a week we met with a local employer focused on STEM (Drone Tech, Nursing, etc.) Service-learning and civic responsibility: Participants planned, designed, and executed a STEM Day

Tutoring Support

Study Hall was daily (M-R) from 1-2pm - Professional math tutoring by Faculty member - Writing Labs with English faculty to assist with writing in ENG courses

Other Services

Academic success sessions (time management, stress management, study habits, note taking, etc.) with the Students Obtaining Academic Resilience (SOAR) program.

Appendix A: Support Services Offered by Institution

University of Connecticut - Stamford

Exploration Seminars
Study skills - college prep - healthy eating/participation in a college trip and additional extracurricular activities.

Tutoring Support
Tutoring was offered for 2 hours every day and there was a tutor for each class.

Other Services
Teachers held office hours and tutors were present all day, which they could use as resources and hear about their experiences in higher education. The students also participated in a life and study skills class focused on public speaking, resumes, time management and other transferable skills they can use before, during and after college.

Parents were also heavily involved which helps promote higher education and provide support on a family level.

George Mason University

Exploration Seminars
What is higher education?- Understand College Types - Today's Temporary Jobs- Understanding Budgeting and savings-Importance of a balanced diet and good sleeping habits - Standardized Tests ACT, SAT etc. /how to read your scores, when to register, how are they different- Media representation: Why reject media stereotype for boys/girls; dispelling negative images and perceptions -Strategies for Conducting research: research process, scholarly resources - College Types: HBCUs & HSIs - Understanding Team dynamics - Conflict Resolutions, engaging in difficult conversations. -Priority Management - Social Media Digital Presence: Cyberbullying - Strategies to prepare for standardized tests - Include collegeboard.org as a resource to look up institution states
around scores, GPA, etc. - Considering the military as a post-

secondary option? Pros and Cons, ROTC, Military schools, etc.- Healthy Relationship. Warning signs, stalking, obsessiveness, controlling behavior, power dynamic wheel - Decision-making - drunk driving, don't drive and don't get in a car with drunk driver - Partying - drinking, assaults, etc. - Study strategies: Advance techniques for AP and IB courses Exam strategies for AP and IB, SOL exams - Resiliency: Examining success stories(Case Studies)

Tutoring Support
If students had difficulty grasping concepts taught in class, they were able to receive support from mentors and faculty members.

Other Services
Career Readiness opportunities via Career Day event Professional Shadow Day through an immersive visit to Dominion Energy power plant to meet professionals in nuclear energy sector and learn about careers in alternative energy College Success Seminars & Honors College Seminar for rising 10th grade students Mentoring with near peer mentors

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University of Puerto Rico - Mayagüez

Exploration Seminars
Equity, Diversity, and Inclusion - Financial Aid for College Students - Wellness and Mental Health (How to Succeed at College) - Field trip to Casa Pueblo(community-based environmental organization)

Tutoring Support
N/A

Other Services
Individual Counseling and Academic Advising. Field and hands on exercise in the course topic.

Appendix B: Summer Bridge Student Testimony

Collected Via Video Transcription

Sidney Reyes Chavez – Rising Junior–George Mason University
Hello. My name is Sidney Reyes Chavez. I am a rising junior. I am in the First2Conserve Program and this experience has been amazing for me.

I have learned a lot. I have made a lot of friends and have had a lot of fun academically. It has educated me more in global warming,environmental science overall, in renewable energy, in how global warming is affecting us right now, and what can be done to help it. Personally, it has helped me find a passion for environmental science, and it has actually made me want to pursue environmental science law after high school. Which is pretty amazing because I always knew I wanted to do law, but I didn't know what type of field in law. So, the fact that I now have an idea of what I want to do, it's pretty amazing. I have learned a lot, like, how the college courses work, how the classes work, the work that is expected of me, and how the professors teach. It's very amazing because I feel a lot more prepared than I did before this. I feel like I could actually go into a college class and be a little bit more ready than my peers. Honestly it has been very fun and educational overall, and I think it's just an amazing opportunity. And it's amazing that I can just come here and take classes in a university campus with professors as a high school student, it's honestly amazing, and I appreciate the opportunity.

Emma Toggia – Rising Senior – George Mason University
My name is Emma Toggia, and I am a senior at Alexandria City High School. I am a part of EIP and the first group of people to participate in First 2 Conserve. This entire experience of First 2 Conserve has been really eye opening, educational, and really fun. I made a lot of friends. I learned a lot about different cultures. We danced A LOT! Things that I learned this year and through this program, specifically that I will be using for the rest of my life is being present in things that are happening day to day. Because it doesn't all have to be formal. Even though this program is literal college courses, it's two classes, it's an Environmental Science class, and a seminar, STEM seminar: preparing us for future professional STEM careers. And yes, when I write my research paper, it should be in APA, yes that should be formal, but I should also be enjoying what I'm doing. I learned this through my one of the professors in environmental accountability. She loves soil. I know that sounds dumb, but she studied so much soil. She did her research in soil, and she's really passionate about it. And so, I think that having an informal approach,meaning your real passion for something, is really important when it comes to having a professional career. That's one thing I learned. Another thing is time management. We completed five weeks. Well, I completed five weeks' worth of work in three weeks, which was supposed to be actually spread out through a semester. So, yeah, professors are really kind.

They're humans too,and it was fun!

Keiziah Boamah – Rising Junior – George Mason University
Hello, my name is Keiziah Boamah. I'm a rising junior and a participant in the First 2 Conserve Dominion Energy program. I have gained a lot through this program, gaining new friends and new knowledge. I didn't know anything about climate change or global warming or even environmental science, but now, due to this program, I can look around me and name things in my environment that I did not know before. I think this opportunity is a great opportunity for anyone who wants to know about the environment that they are living in. This class really helped me to know about the world we live in today, how we effect it, and how the environment affects us. Thank you.

Oaklen Kalinichenko–Rising Junior–George Mason University
Hello. My name is Oaklen Kalinichenko, and I am a rising junior and a participant in the First 2 Conserve program. Overall, this experience has been very informative and exciting for me. I made a lot of new friends, and I learned a lot of new content and I got to have a mini college experience where I could see how college works and how a college level course works and overall information about college. It is really informative and exciting. Specifically, in my EVPP 201 course, I learned a lot of environmental science related information, a lot about global warming and climate change, which is really eye opening to me because I realized how it impacts our lives and lives of future generations, which is really, really interesting. In my COS 101 course, I learned a lot of information regarding college and internships and majors, which is really important because I didn't really have a lot of information before hand, so now I feel a little more ready and prepared for college. Overall, I also learned a lot of time management skills and study skills and I just feel a lot more ready for the upcoming school year and once I go to college. In the future, being a participant of this program really impacted me as well. Being a participant of this program really impacted me as well as I really realized how much I enjoy learning about the environment and how interesting it is to me and how important it is to know about it. And it kind of solidified my interest in science because I always knew I wanted to go into science. I still want to go into science, but now I want my future career to include advocacy for environmental science because I understand how important it is in our lives. Overall, this experience was great. It was really exciting, interesting, and I really, really enjoyed it.

Collected Via Padlet

Sidney Reyes Chavez – EIP/George Mason University
One of the most important lessons I learned this past summer through the summer bridge program was how important it is for us to take care of our environment. For a long time, I had the misconception that we were late, that our environment had been destroyed significantly in the past decades and there was nothing we could do to save it, but the truth is that we are not late. There is still time to invest,to try and help save this beautiful planet of ours and to me knowing that there is still a chance gives me hope for the future generations to come.

The summer bridge program has influenced me to look forward to pursuing a career along the topics of environmental science. I have always wanted to pursue a law career, but I never knew which career specifically. while working on a research project for my COS-100 class I found out about Environmental law, the career that match my love for the environment but also my love for law.

Daniel Vivar – University of North Carolina at Pembroke
The most important lessons that I have learned from this summer program, are asking for help and the need to study. In high school, I didn't do either and got by pretty well. But in this college environment, I learned the hard way my first week that won't work. I found myself overwhelmed with the amount of work and realized that I am the only one that is going to hold myself accountable. Though the summer bridge staff and faculty didn't let me fail, it was a good trial of how college actually is.

The impact it had on me, was realizing the number of career options I have once I graduate. Though I have been very certain about my cybersecurity/ Computer/science major since elementary school, hearing from folks within STEM careers gave me insight into other possibilities. Participating in summer bridge has helped immensely. This program is good for anyone who isn't certain about their major or even going to college because it really does provide a space where you can learn not just about going to college but about yourself.

Audrey Hefferan – University of North Carolina at Pembroke
I am 14 years old and the first to graduate high school in my family; I am also the first to attend University, and I am set to be the first to graduate college, ever! The Summer Bridge program not only helped me to under stand college life and prosper,but also taught me amazing lessons in leadership, communication, and the importance of reaching out to the many tools on campus to help me thrive and remain successful during my college and personal career.

Summer Bridge has truly impacted my life in a positive manner. During Summer Bridge I was able to meet one on one with the different outlets on campus: ARC,TRIO, and Financial Aid,to name a few. Going into the summer semester I felt like I knew what I needed to succeed, how to advocate for myself, and who/where to reach out for help if an issue were to arise. I was able to learn skills to resolve issues on my own at the college level, great study habits, financial responsibility, and TEAM. As a first-year, first-generation college student this program helped me where my family could not.

Anthony C. Vernieri III–Two Time Utah Valley University Summer Bridge Participant and Valedictorian in the summer of 2022
When I first joined HACU's Summer Bridge program 2 years ago, I was... let's say skeptical. I wanted my summer to myself; not to have school invade the very little time I have to myself. Looking back at the experience,I regret that I didn't take this opportunity earlier,so probably the most important lesson I got out of the program was to find opportunities and take them with a firm grip.

Collected Via End of Summer Report

Anonymous 10th Grade Student - University of Connecticut – Stamford
The overall program was good as I got to meet new people and also share experiences with them. On the academic side I think I got better at writing and really was useful for my future experiences in college. I also realized the homework felt less long when I learned to manage my time better.

Anonymous 11th Grade Student - University of Connecticut – Stamford
My experience was excellent, I found the trips fun and informative, there was a lot of homework, but it prepared me for harder class and learning to work with other students. The food was awesome, and I was able to make a lot of memories.

Anonymous First 2 Conserve Student - George Mason University
This opportunity allowed me to get a little of college experience and earn college credits while I'm still in high school which will be very helpful.

(Spanish) Andrea Gabriela Pérez - Alumna del Colegio La Milagrosa – UPR Mayagüez
Decidí solicitar a esta experiencia de verano porque deseaba adquirir nuevos conocimientos en este tema tan importante como es la sustentabilidad. Las ciencias siempre me han llamado la atención y así compruebo que quiero continuar estudios universitarios en el campo científico. Estoy considerando solicitar al Departamento de Biología o quizás con todo lo aprendido en esta clase sobre energía renovable, me cambio a Ingeniería.

(English) Andrea Gabriela Pérez - Alumna del Colegio La Milagrosa – UPR Mayagüez
I decided to apply for this summer experience because I wanted to acquire new knowledge on important topics such as sustainability. The sciences have always caught my attention and thus I verify that I want to continue university studies in the scientific field. I'm considering applying to the Biology Department or maybe with everything I've learned in this class about renewable energy, I'll switch to Engineering.

(Spanish) Moralys Velázquez Quintana - escuela superior Centro Residencial de Oportunidades Educativas (CROEV) en Villalba – UPR Mayagüez
La oportunidad ha sido mágica, ya que tengo la bendición de que fui admitida al Departamento de Ingeniería Industrial para completar el grado de bachillerato. Me gustó que fuera libre de costos y me sirve como una clase de tres créditos que será parte de mi currículo académico. El recorrido que hicimos en Casa Pueblo, me confirma como persona activista deseosa de que el mundo mejore, que es posible fomentar esos cambios en todo Puerto Rico. Esa visita me motivó a contribuir con esta hermosa comunidad cuando me gradué

(English) Moralys Velázquez Quintana - High School Residential Center for Educational Opportunities (CROEV) in Villalba – UPR Mayagüez
The opportunity has been magical, since I have the blessing that I was admitted to the Department of Industrial Engineering to complete my bachelor's degree. I liked that it was free of charge and serves as a three-credit class that will be part of my academic curriculum. The tour we took in Casa Pueblo confirms to me as an activist who wants the world to improve, that it is possible to promote these changes throughout Puerto Rico. That visit motivated me to contribute to this beautiful community when I graduate.

Appendix C: Media Exposure

Utah Valley University

- https://www.uvu.edu/bridge/ (informational webpage)
- https://www.uvu.edu/news/2022/03/2022_03_28_latino_scientists.html (article)
- https://hispanicengineer.com/manage-new/latino-scientists-of-tomorrow-summer-bridge-program-paves-a-new-path/ (article)
- https://www.uvu.edu/advancement/upnext/2022/the-power-of-opportunity.html (article)
- https://m.facebook.com/watch/?v=826712855432130&_rdr (video)
- https://www.facebook.com/watch/?v=717159742160018 (video)
- https://www.facebook.com/watch/?v=2165699040243232 (video)

University of North Carolina Pembroke

- https://www.uncp.edu/news/summer-bridge-program-eases-transition-uncp (article)

George Mason University

- https://www.George Mason University.edu/news/2022-07/mason-teams-dominion-energy-hacu-summer-bridge-program (article)
- https://www.George Mason University.edu/news/2022-10/gift-dominion-energy-charitable-foundation-supports-masons-eip (article)
- https://www.linkedin.com/feed/update/urn:li:activity:6960463581582651392/ (video)
- https://www.linkedin.com/feed/update/urn:li:activity:6958240922874650625/ (picture)

University of Puerto Rico – Mayagüez

- https://www.uprm.edu/portada/2022/07/22/casa-pueblo/ (article)
- https://www.metro.pr/noticias/2022/07/21/rum-recibe-importante-subvencion-para-experiencia-educativa-sobre-energia-sostenible/ (article)
- https://twitter.com/casapuebloorg/status/1548046806747004932?s=20&t=PJ2rHMKvRoC8ABN7sS1UPQ (pictures)