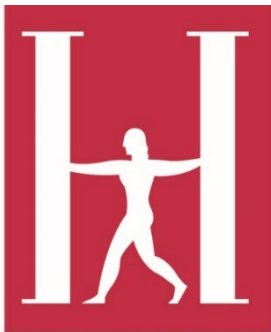




Building Hispanic Talent Initiative®



H A C U

H I S P A N I C
A S S O C I A T I O N
O F C O L L E G E S &
U N I V E R S I T I E S

Annual Report 2024

Executive Summary

Dominion Energy—Building Hispanic Talent Initiative® 2024 Report

In partnership with the Hispanic Association of Colleges and Universities (HACU), Dominion Energy launched the Building Hispanic Talent Initiative®, a three-year, \$2 million pilot program which is designed to increase the number of undergraduate students pursuing careers in the energy industry. The program is open to individuals of all races, ethnicities, and backgrounds.

The program provides funding to seven post-secondary Hispanic Serving Institutions (HSIs) and emerging HSIs, each responsible for implementing Science, Technology, Engineering and Math (STEM) summer bridge programs. These programs aim to help high school students develop a college-bound identity and explore careers in STEM, specifically, in the energy industry.

The program was designed to meet the following objectives:

- Serve a total of 1,260 students, with an average of 420 students per year.
- Expand participation of underserved and first-generation students participating in summer bridge programs.
- Enhance student awareness of academic and career pathways in the energy industry.

Participating Institutions

Utah Valley University (UVU)
Northern Virginia Community College (NOVA)
George Mason University (GMU)
Sampson Community College (SCC)
University of Connecticut at Stamford (UConn-Stamford)
University of Puerto Rico at Mayagüez (UPRM)
University of North Carolina at Pembroke (UNCP)

Highlights and Accomplishments

Students Served

The program has served 1,501 high school students from over 130 high schools during the span of three years. Participation increased by 144% over the three-year period, from 295 students in Year 1 to 720 in Year 3. Enrollment counts per year are as follows:

- **2022 (Year 1):** 295 students
- **2023 (Year 2):** 556 students
- **2024 (Year 3):** 702 students (including 52 returning students)

In 2024, 85% of summer bridge students were from underserved and underrepresented backgrounds in higher education.

- **55%** of students identified as Hispanic/Latino
- **15%** of students identified as Black/African American
- **15%** of students identified as White
- **12%** of students identified as Other
- **3%** of students identified as Indigenous

Hispanic/Latino students saw the largest participation increase of 117%, an increase from 179 students in the initial year (2022) to 389 students in Year 3 (2024).

First-Generation College Students

In 2024, 60% of summer bridge students were first-generation college students, marking a significant increase from 2022. Representation of first-generation students grew by 72% over the program's three years. Annual enrollment of first-generation students:

- **2022:** 201 students out of 295
- **2023:** 336 students out of 556
- **2024:** 345 students out of 702

College Credits Awarded

From 2022-2024, participating institutions awarded a total of 5,068 college credits to summer bridge students, with an overall 83% success rate (defined as completion and passing of courses). This success demonstrates the program's ability to provide students with a solid foundation and head start on their college journey and help reduce future tuition costs and time to graduation. The annual credit distribution was as follows:

- **2022:** 1,035 credits to 295 students
- **2023:** 2,053 credits to 556 students
- **2024:** 1,980 credits to 702 students

Career Awareness

Summer bridge students were able to take part in career seminars, site visits and other immersive experiences to increase their knowledge and awareness of the different career pathways that the energy industry has to offer. Dominion Energy organized instructor-led facility tours and visits to partner institutions to enhance career awareness within the industry. Pre-and-post program surveys showed an increase in student familiarity with energy-related career opportunities, rising from 24% in Year 1 to 48% by Year 3. The survey results highlight the importance of career awareness campaigns and the success of the BHTI® pilot program.

Future Direction

Dominion Energy and HACU remain committed to expanding access to higher education and career opportunities for students from all backgrounds to be a part of the energy industry. The Building Hispanic Talent Initiative® has proven successful in advancing this goal and will continue to leverage data and insights to inform future programming.

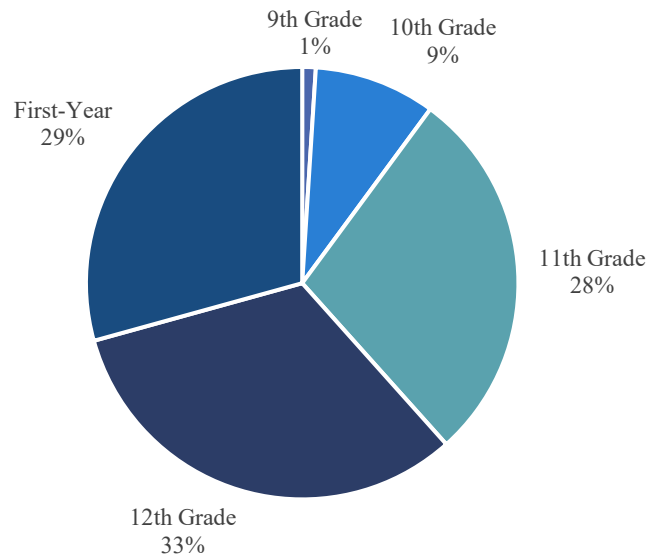
Due to the success of the first three years, Dominion Energy decided to extend the initiative for an additional four years (Phase II, 2025-2028), reaffirming its commitment to drive greater opportunities for students in the STEM and energy industry. Additionally, Dominion Energy and HACU welcome the participation of Greenville Technical College as a new partner institution for Phase II which will have more emphasis on career exploration in the energy industry. Due to changes in Dominion Energy's geographic footprint, Utah Valley University will no longer participate in the Building Hispanic Talent Initiative®. Dominion Energy's investment and collaboration with HACU and participating institutions has provided invaluable opportunities for students, helping them build a pathway to successful careers in these industries.

Building Hispanic Talent Initiative®

This report outlines data collected through end-of-summer reports and student surveys for 2024 and highlights the success of Phase I (2022-2024) of the Building Hispanic Talent Initiative®. Below is a profile summary of students who participated in summer bridge programs, along with information about college and career access, support services provided, and student testimonials.

Profile of Summer Bridge

Figure 1: Summer Bridge Rising Grade Classifications Across Institutions, 2024



Students

Grade Classification of Summer Bridge Students

The Building Hispanic Talent Initiative® summer bridge programs recruited a total of 702 students ranging from 9th-12th high school grades and incoming first-year college students. Figure 1 below shows the percentage of each grade classification based on total summer bridge enrollment.

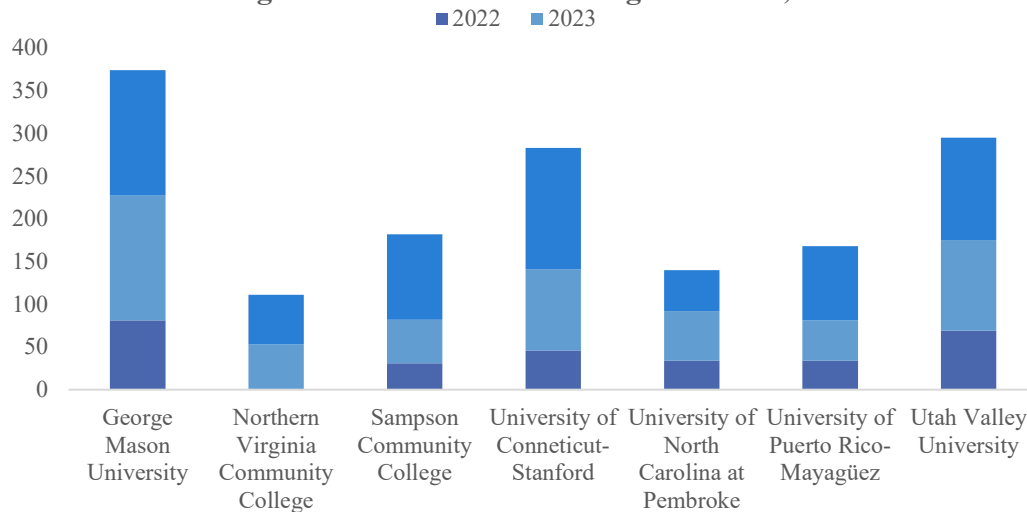
Student Enrollment Per Institution

In Phase I (2022-2024), the Building Hispanic Talent Initiative® served 1,501 summer bridge students from over 130 high schools. In 2024, the summer bridge program served the largest cohort serving 702 students with 52 returning students. Enrollment in the program grew 144% from Year 1 to Year 3. See Table 1 and Figure 2 for a breakdown of summer bridge enrollment per institution.

Table 1: Summer Bridge Student Enrollment, 2022-2024

Institution	Year 1	Year 2	Year 3	Returning Students (Year 1 & 2)	Cumulative
George Mason University	81	146	147	4	370
Northern Virginia Community College	0	53	58	0	111
Sampson Community College	31	51	100	23	159
University of Connecticut- Stamford	46	95	142	0	283
University of North Carolina at Pembroke	34	58	48	0	140
University of Puerto Rico- Mayagüez	34	47	87	1	167
Utah Valley University	69	106	120	24	271
Total	295	556	702	52	1501

Figure 2: Total Summer Bridge Students, 2022-2024



Demographics

In 2024, 55% of all summer bridge participants identified as Hispanic/Latino and 85% of all participants identify as belonging to an underrepresented racial/ethnic group in higher education (i.e., Hispanic, Black/African American, and Indigenous) (Figure 3). Summer bridge programs had a 117% increase in Hispanic/Latino headcount from 179 students in 2022 to 389 in 2024 (Table 2).

Figure 3: Cumulative Summer Bridge Demographics, 2024

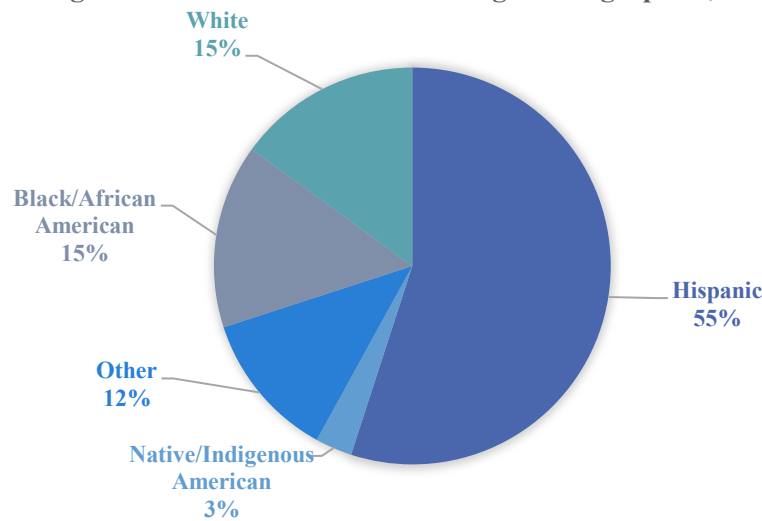


Table 2: Summer Bridge Hispanic Enrollment, 2022-2024

Institution	2022	2023	2024	% Cumulative Enrollment
Sampson Community College	28	47	75	82%
Northern Virginia Community College	0	28	17	41%
Utah Valley University	35	60	75	58%
University of Connecticut - Stamford	35	57	78	60%
George Mason University	42	45	45	35%
University of North Carolina at Pembroke	5	7	12	17%
University of Puerto Rico - Mayagüez	34	47	87	100%
Total	179	291	389	55%

The BHTI® program was able to serve students from all races, ethnicities and backgrounds as demonstrated in the demographic data collected from 2022-2024. Hispanic students were the largest ethnic group represented in each summer bridge program.

First-Generation Enrollment

For the purposes of this program, a first-generation student is defined as a student whose parent(s) or legal guardian(s) did not complete a four-year bachelor's degree from a university in the United States. The Building Hispanic Talent Initiative® has experienced an 81% increase in the number of first-generation students served from 2022 through 2024. Since 2022, approximately 60% of summer bridge students have been identified as prospective first-generation college students. Supporting first-generation students is critical to their long-term academic and personal success as they face unique challenges in navigating college, limited access to mentorship, financial resources and academic support structures. See Table 3 for first-generation student totals by institution.

Table 3: Summer Bridge First-Generation Student Enrollment, 2022-2024

Institution	2022	2023	2024	% Cumulative Enrollment
Sampson Community College	28	27	57	70%
Northern Virginia Community College	0	32	0	29%
Utah Valley University	22	54	75	56%
University of Connecticut - Stamford	26	92	102	78%
George Mason University	80	84	78	65%
University of North Carolina at Pembroke	32	43	19	67%
University of Puerto Rico - Mayagüez	13	4	33	30%
Total	201	336	364	60%

College and Career Access

Faculty and Staff Information

In 2024, 132 faculty/staff members from participating institutions propelled the Building Hispanic Talent Initiative®. This created a student-to-staff ratio of approximately 5:1. Lower student-to-faculty ratios allow for more personalized instruction, mentorship opportunities, and increased academic support, helping students build confidence and their sense of belonging in a college setting. On average, institutions had personnel teams of approximately twenty-two people operating their summer bridge programs. See Table 5 for a full breakdown of faculty/staff amounts by institutions.

Table 5: Summer Bridge Faculty/Staff Counts, 2024

Institution	Total Students	# of Faculty/Staff	Ratio
Sampson Community College	100	15	6.7
Northern Virginia Community College	58	8	7.25
Utah Valley University	120	-	-
University of Connecticut - Stamford	142	60	2.4
George Mason University	147	27	5.4
University of North Carolina at Pembroke	48	18	2.7
University of Puerto Rico - Mayagüez	87	4	21.8
Total	702	132	5.3

Success Rate of College Courses

A required aspect of each partner institution's summer bridge program is that every student must be enrolled in classes for college credit. This is meant to help students build a college-going identity and to realize college education is attainable. In the amount of college credits awarded in 2024, there were 1,980 college credits awarded with a pass rate of 73%. Every year participating institutions shared best practices that allowed them to be more effective and intentional. For instance, in 2024 the University of Connecticut - Stamford successfully expanded participation in its summer bridge program, with an emphasis on enhancing mathematical skills, a key element to be successful in STEM and energy fields. Since the program began, 5,068 credits have been awarded through the Building Hispanic Talent

Initiative® at an 83% completion rate of all attempted courses (Table 6). See Appendix A for the college courses offered by the institution.

Table 6: Summer Bridge College Credit Success Rates, 2022-2024

Institution	2022	2023	2024	Cumulative Credits Awarded	Cumulative Success Rate
Sampson Community College	88	153	416	657	73%
Northern Virginia Community College	0	237	232	469	100%
Utah Valley University	354	480	-	834	89%
University of Connecticut - Stamford	184	301	287	772	54%
George Mason University	121	420	535	1076	96%
University of North Carolina at Pembroke	186	321	279	786	94%
University of Puerto Rico - Mayagüez	102	141	231	474	94%
Total	1035	2053	1980	5068	83%

Interest and Awareness in STEM Related Careers

In 2024, HACU, in partnership with collaborating institutions, conducted pre- and post-surveys to assess student interest in STEM and energy-related careers and their awareness of opportunities in these fields. The surveys asked students to rate their familiarity with these fields and career opportunities using a Likert scale ranging from "Not Familiar" to "Very Familiar."

The results showed substantial increases in familiarity across the board. For the STEM field, student familiarity grew from 71% in the pre-survey to 82.6% in the post-survey, reflecting an increase of 11.6 percentage points. Familiarity with career opportunities in STEM and energy fields also saw significant growth, rising from 66.3% to 83.2%, an improvement of 16.9 percentage points. The energy field saw particularly notable growth, with student familiarity increasing from 38.9% to 50.3%, a gain of 11.4 percentage points. Familiarity with energy-related career opportunities nearly doubled, rising from 24.2% to 48.2%, an increase of 24 percentage points from the 2022 through 2024 surveys. For a detailed comparison of pre- and post-survey results, refer to Table 8, which highlights the progress in student familiarity with both STEM and energy fields.

Table 8: Student Familiarity with Career Fields and Related Opportunities, 2024

Survey Question	Pre-Survey	Post-Survey
How familiar are you with the STEM (science, technology, engineering, and mathematics) field?	71.00%	82.60%
How familiar are you with career opportunities in the STEM (science, technology, engineering, and mathematics) field?	66.30%	83.20%
How familiar are you with the energy field?	38.90%	50.30%

Support Services

To enhance the support network for summer bridge students and foster their sense of belonging in higher education, partnering institutions were encouraged to provide a range of resources and services. Required support services included weekly exploration seminars and regular access to high-quality academic tutoring. Institutions had the flexibility to determine the topics covered in the exploration seminars and the integration of tutoring into their summer bridge programs.

In addition to these core services, many institutions chose to implement extension services to provide further support. These services included continued academic advising and personal development counseling after the summer bridge program ends, helping students stay on track and successfully navigate their first year of college.

Exploration Seminars

The exploration seminars and activities in the summer bridge programs focused on career-oriented and college-readiness topics. These seminars provided students with a comprehensive understanding of what to expect in their academic and professional futures, enabling them to make informed preparations and decisions. The seminars addressed the unique needs of summer bridge students, supporting their growth as future college students and professionals.

A key highlight of the program included visits to Dominion Energy facilities, where students engaged directly with company representatives, learned about energy operations, and explored career opportunities within the energy sector. The in-person and virtual presentations conducted by Dominion Energy employees provided additional opportunities for students to interact with professionals, gain industry insights, and expand their understanding of the energy field. These interactions allowed students to gain firsthand and virtual insight into the industry, strengthening their connection to potential career paths.

Tutoring and Other Support Services

The Building Hispanic Talent Initiative® summer bridge program offered a variety of support services to promote student success and facilitate the transition into higher education. Participants received academic advising, individualized coaching, and mentoring from peers, faculty, and staff to explore their academic and career interests while developing strategies for success.

To address potential barriers, the programs provided essential resources such as laptops, stipends for transportation and instructional materials, and coverage for textbooks and fees. Additional support

included access to library resources and workshops designed to enhance academic preparedness and skills development. These services aimed to foster a supportive, resource-rich environment to help students successfully transition into college.

Student and Staff Testimonials

Student and staff testimonials were taken from transcriptions of the 2024 Virtual Celebration, submissions on the educational platform “Padlet,” End of Summer Reports, and email correspondence. Key themes from student testimonials highlight increased interest and confidence in exploring college and career paths, enhanced introspection and personal awareness, development of soft skills, appreciation for representation, and positive feedback on the program’s structure. Staff testimonials consistently emphasized the program’s role in creating viable pathways to college and careers, as well as its profound impact on first-generation students, their families, and their communities. See Appendix C for additional testimonials.

Exploring College and Career Pathways (Students)

Students shared that the summer bridge programs helped them explore their future college and career paths, leaving them feeling more confident about their futures.

- “The program gave me a better understanding of college life because I did not have any idea of what to expect. I gained a lot of knowledge from my instructors and my mentors, and I am glad that I have the experience of being here because it will help me in the fall.”
- Nasser Alsaiair (Northern Virginia Community College)
- “Through the Summer Bridge program, I gained a better understanding of what college, and classes are going to be like in the fall. The program has helped me transition and get used to college life and develop my skills in organization and time management.”
- Denise Lopez (University of Connecticut- Stamford)

Personal Growth and Confidence Building - (Students)

Students reflected on their personal growth during the summer bridge program, sharing insights about themselves—from discovering their learning styles to building confidence in their ability to achieve success in both college and their future careers.

- “The program helped me be less awkward meeting new people. The transition from high school to college really helped my anxiety because of the early experience I got from college classes to meeting people with different personalities.”
- Skyla Douglas (University of Connecticut - Stamford)
- “I was able to meet so many people and learn my way around campus. I met people at the CARE Resource Center and the Career Center, who discussed getting a job on campus and ways to volunteer.”
- Janiel Mercado-Vazquez (University of North Carolina at Pembroke)

Developing Essential Skills for College and Career Success (Students)

Summer bridge program students reported acquiring valuable soft skills through the program, which they will carry with them as they pursue their college and career aspirations. These skills included networking

and communication, which empowered them to identify opportunities, seek mentorship, and access support.

- “It helped me with being prepared for when college starts, managing my schedule, uplifting myself, getting ready for the real world, meeting new people, and going through different situations and how to handle them. [...] I learned new skills I did not know I could do; by asking questions and working hard I gained more mind to learning new things.”
- Ianna Rocher (University of Connecticut - Stamford)
- “It is so easy to find resources now that I have the right tools and people that I learned about and met during the summer bridge experience. All the people I met were so nice and made me feel a lot better about being a part of the program.”
- Mia Luna Ramirez (Sampson Community College)

Impact of Role Models and Mentors (Students)

Students expressed their appreciation for the variety of speakers and leaders within the summer bridge programs, noting how these role models inspired and motivated them. They felt encouraged and empowered, realizing that individuals with similar backgrounds and experiences had successfully pursued their goals.

- “[...] it was cool meeting other students from different regional campuses. During this program, I learned how to handle adversity maturity, and handling situations more cautiously. I also gained more confidence in confiding professors or resources when I needed help.”
- Amarr Djibo (University of Connecticut - Stamford)
- “The most impactful experiences I’ve had definitely have to do with the discussions we had with the professors, but also the guest speakers we had [...] all various essential majors for us to grasp and understand those were the most impactful experiences for me personally!”
- Anonymous (George Mason University)

Value of Program Structure and Support (Students)

Students expressed their appreciation for the summer bridge programs, with many noting that initial apprehensions were alleviated by the clear schedules and strong support systems. These elements helped make the transition to college-level coursework smoother and more manageable.

- “It was better than I originally thought, I felt very productive this summer [...] It was an enjoyable experience. I like that it was an early head start and being able to meet so many people. [...] I was able to focus and put effort into my work.”
- Tin Trinh (University of Connecticut – Stamford)

Creating College and Career Pathways for Students (Staff)

Staff members highlighted their role in shaping viable college and career pathways, particularly for students from underrepresented groups in higher education. They reflected on the positive impact of these programs and the critical support they provide to help students succeed.

- “As the Dean of Student Affairs and Co-PI of this initiative, this program motivates many students to take college courses before formal admission. One of the biggest challenges for early college enrollment is the lack of financial support. Through this initiative, we offer courses free of charge and provide academic and extracurricular support. We are currently exploring how to expand this model campus-wide with institutional funds, offering some spaces free of cost and

others at reduced rates. Research shows that completing 30 credits in the first year doubles a student's chances of graduating, making BHTI model a vital tool for improving retention and success for first-year students."

- Dr. Johnathan Muñoz (University of Puerto Rico- Mayagüez)

- "Having representatives from HACU and Dominion Energy on campus really elevated the experience for students and staff. Every student genuinely left our experience changed. They learned more about their identities and their future opportunities in STEM. Getting them out of their comfort zones and connecting with new students was really fun for us as staff and to get to see them grow over such a short time period was really rewarding."

- Jamie Cannady (Sampson Community College Success Coach)

Impact on First-Generation Students, Families and Communities (Staff)

Staff members expressed pride in the positive impact their summer bridge programs had on first-generation college students, recognizing the broader influence these programs had on both families and communities.

- "Thanks to the partnership of HACU and Dominion Energy through the Building Hispanic Talent Initiative®, our team at SCC facilitated a truly impactful week of programming for our dual-enrolled high school students. Combining classroom learning with career exploration and professional development has had a major impact. I am honored to work with such a promising group of students representing the next generation of leaders."

- Emily Ko (Sampson Community College)

Lessons Learned

As participating institutions continued to develop and enhance their Building Hispanic Talent Initiative® summer bridge programs, they shared valuable insights through their end-of-summer reports. These reflections highlight successes, challenges, and areas for growth, providing a roadmap for refining program strategies and better addressing the needs of students and communities.

The lessons learned revealed key opportunities for improvement. Institutions found that students highly valued culturally affirming experiences, prompting a shift to center identity-focused elements in programming and recruitment efforts. To sustain engagement with returning participants, programs plan to offer sequenced courses and expand opportunities throughout high school. Feedback from instructors also emphasized the importance of incorporating arts, humanities, and public speaking into STEM-focused career development, preparing students for the multidisciplinary demands of modern careers.

Additionally, programs reported significant growth in skill development, particularly in mathematics, supported by wrap-around services like First-Year Seminars. Institutions expressed a desire to deepen their collaboration with Dominion Energy to align academic programs with career pathways in energy-related fields.

Early recruitment of professors and students emerged as a critical priority, enabling better preparation and academic offerings to meet high student demand. Life-skills seminars have proven effective in addressing behavioral concerns and fostering resilience, making them an essential component in moving forward. However, the hybrid nature of some programs—combining on-campus activities, online courses, and tutoring—posed challenges in maintaining student engagement with surveys and communication.

While students valued on-campus outreach activities for building rapport, many were unable to participate due to geographical constraints. To address this, institutions plan to implement a multi-modal system, allowing students to engage both on-campus and online, ensuring inclusivity and broader program reach. These insights will guide future program iterations, ensuring they remain impactful and responsive to the needs of their participants.

Conclusion

The Building Hispanic Talent Initiative® continues to demonstrate its profound impact in STEM and energy industry education and careers. Through strategic partnerships with seven post-secondary institutions and an unwavering commitment from Dominion Energy, this initiative has provided transformative opportunities for 1,501 students across three years, with a remarkable 95% increase in program participation from Year 1 to Year 3.

This initiative is a testament to the power of collaboration between industry and academia in creating pathways for underserved and first-generation students. Based on the success of Phase I (2022-2024), the program will launch into Phase II in 2025 and continue through 2028. During Phase II, the program will continue to partner with George Mason University (GMU), Northern Virginia Community College (NOVA), Sampson Community College (SCC), University of Connecticut-Stamford (UConn-Stamford), University of North Carolina at Pembroke (UNCP), University of Puerto Rico at Mayagüez (UPRM). In addition, the BHTI® is proud to welcome the participation of Greenville Technical College (GVLTEC) in 2025. Phase II will continue to build upon the success of Phase I and will have a higher emphasis on career exploration and pipeline for the energy industry.

HACU and all participating institutions extend their deepest gratitude to Dominion Energy for its unwavering commitment to supporting the development of a highly skilled workforce in the energy sector. Through its partnership, Dominion Energy is helping to create lasting opportunities for underrepresented communities and empowering the next generation of energy industry leaders.

Appendix A: College Courses Offered

Sampson Community College

- ALT 120 - Renewable Energy Technology
- ELC 220 - Photovoltaic Systems Technology
- AHR 110 - Intro to Refrigeration
- CMT 112 - Construction Management I
- ACC 120 - Principles of Financial Accounting
- ACC 121 - Principles of Managerial Accounting
- ACC 220 - Intermediate Accounting
- BUS 110 -Intro to Business
- BUS 115 - Business Law
- BUS 137 - Principles of Management
- BUS 139 - Entrepreneurship I
- CIS 110 - Intro to Computers
- CIS 115 - Intro to Programming/Logic
- ECO 251 - Principles of Microeconomics
- BIO 111 - General Biology I
- BIO 112 -General Biology II
- CHM 151 - General Chemistry
- MAT 152 - Statistical Methods
- MAT 171 - Precalculus Algebra

Northern Virginia Community College

- CSC 221: Introduction to Problem Solving and Programming
- SDV 100: College Success Skills

George Mason University

- COS 120: Introduction to Research
- EVPP 201: Environment and You
- RENE 131: Intro to Renewable Energy
- GLOA 101: Introduction to Global Affairs
- CHSS 100: Critical Analysis in Humanities and Social Sciences through Film and Media
- CHSS 105: Undergraduate Colloquium
- SMPT 100: Current Events in Sports Business
- SMPT 250: Introduction to Esports Industry and Management
- ELED 258: Children's Literature for Teaching
- BUS 103: Development of Professional Skills 1: Foundational Elements
- GOVT 150: Introduction to Technology and Policy

University of Connecticut – Stamford

- ENGL 1004 - Introduction to Academic Writing
- ENGL 1007- Seminar and Studio in Writing and Multimodal Composition
- NRE 1000E - Environmental Science
- PHIL 1104 - Philosophy and Social Ethics
- PSYC 1100 - General Psychology
- SOCI 1001 - Introduction to Sociology
- MATH 1011Q - Introductory College Algebra and Mathematical Modeling
- MATH 1795Q - Special Topics Lecture
- ANTH 1000 - People and Cultures of the World
- UNIV 1800 - First Year Experience University Learning Skills
- HRTS 1007 – Introduction to Human Rights
- MATH 1030Q – Discrete Mathematics

University of North Carolina at Pembroke

- MAT 1050 – Intro to College Mathematics
- MAT 1055 – Quantitative Reasoning
- MAT 1070 – College Algebra
- ENG 1050 – Composition I
- ENG 1060 – Composition II
- ENG 2030 – Literary Genres

University of Puerto Rico – Mayagüez

- MATE 3171 – Precalculus
- INGL 3103 – Intermediate English

Appendix B: Exploration Seminars

Sampson Community College

- Careers in Energy
- HACU and Dominion resources
- DEIB/Imposter Syndrome
- Life Design/Personal Mission
- Creating Your Digital Brand
- Solar Farm Field Trip

Northern Virginia College

- Tutoring
- Writing Lab Workshop
- Career Service Workshop
- Utilizing College Resources

George Mason University

- Research Skills
- Scholarship Search
- Choosing a Major/ Minor
- Resume Building
- Public Speaking

University of Connecticut - Stamford

- Natural Resources and Environmental Management
- Sustainable Energy
- Dominion Energy Presentation
- Hidden Gem Majors
- Time Management
- Study Skills Notetaking
- Financial Literacy 101
- Stress Management
- Personal Growth, Communications, and Relationships
- SMART Natural Resources and Environmental Management
- Sustainable Energy
- SMART Goals
- Professional Networking
- Personal Branding

University of North Carolina at Pembroke

- Service-Learning project
- Career Development
- Relationship building
- Self-advocacy
- Conflict resolution
- Study habits
- Accessing University resources

University of Puerto Rico - Mayagüez

- Career Exploration in Sustainability, Ecology, Marine Science, Remote Sensing, and Engineering

Appendix C: Testimonials

- From the summer bridge program, I got to know other students who were on the same path as me and from similar backgrounds as me. I also got to meet representatives from HACU and Dominion Energy. It was a fun overall experience. I feel more prepared for college now that I know about mentorship, personal branding, and what to expect going into the university setting."
- Veronica Valdez-Gonzalez, Student
- "It is so easy to find resources now that I have the right tools and people that I learned about and met during the summer bridge experience. All the people I met were so nice and made me feel a lot better about being a part of the program." - Mia Luna Ramirez, Student
- "Having representatives from HACU and Dominion Energy on campus really elevated the experience for students and staff. Every student genuinely left our experience changed. They learned more about their identities and their future opportunities in STEM. Getting them out of their comfort zones and connecting with new students was really fun for us as staff and to get to see them grow over such a short time period was really rewarding." - Jamie Cannady, SCC Success Coach
- "The most impactful experiences I have had had to do with the discussions we had with the professors, but also the guest speakers. We had guest speakers ranging from, linguistics, steady to criminology to economics, all various essential majors for us to grasp and understand those were the most impactful experiences for me personally!" - Anonymous, Student
- "The most impactful part was being able to be on the campus having the experience of being there and also being around people that really wanted to be there." - Anonymous, Student
- "Pretty stressful starting the classes but was not an issue because it started preparing me for the fall semester. The program is setting me up for the future. My favorite memory is experiencing college life early and meeting new people. Gained the security of how college works, adjusting realizing people are not going to hold your hand throughout college, it is up to you to put the work in." - Alexander Cordova
- "Pretty good five weeks, a lot of workloads, but I enjoy meeting new people. My favorite memory is the study hall, especially since the new switch made me open and soak in different personalities. I gained early college experience and being confident into making new friends."
- Bobby Lily
- "Overall good program met good friends. Grateful about early college experience and the support from the different staff on campus." - Sakeb Choudhury
- "Enjoyed the program a lot, made new friends, appreciates the extra credits. I appreciate the way Rawan, our coordinator, is pushing and motivating us to become successful. I love the food a lot. My favorite memory is getting an A in psychology. What I gained from the program is early experience, learning how to focus on time management, while also setting boundaries and to focus up." - Edwin Anariba

- “I gained an insight from how college is going to be. The program helped me be less awkward meeting new people. The transition from high school to college really helped my anxiety because of the early experience I got from college classes to meeting people with different personalities”
- Skyla Douglas
- “I enjoy the [BHTI] program a lot, meeting new people, it really helped me with confidence a lot. It was extremely easy to meet new people. My favorite memory is that the second week of the program, me and some of the other peers went out to explore downtown Stamford and love how all the students in psychology all help each other to study and do homework. I gained a lot of memories, great friends, knowledge, and resources.” - Marquis Teape
- “Good and fun experience enjoyed meeting different people. I appreciated being on a college campus early and getting a head start. My favorite memory was learning advanced college level courses. Something I gained from the program is knowledge, early experience, and new relationships.” - Brandon Brown
- “I was upset at first because my summer was going to be taken away but knew at the end it was going to be beneficial. I had a fun time, liked meeting new people. My favorite memory was taking pictures with the other peers and mingling about each other’s classes.” - Michelle Alcanter
- “I like the program; I enjoy making new friends and I enjoy learning about philosophy a lot. My favorite memory is meeting new people and getting to know each other. I learned how college is going to be for me in the future, and how I am going to manage my time.” - Valentina Lopez
- “I enjoyed the program a lot, meeting lifelong people. I really enjoyed the study hall because it made me use my time efficiently. My favorite memories are enjoying my peer’s presence. Also, I enjoyed playing basketball during the Storrs trip, it was cool meeting other students from different regional campuses. During this program, I learned how to handle adversity maturity, and handling situations more cautiously. I also gained more confidence in confiding professors or resources when I need help.” - Amarr Djibo
- “My Favorite memory was the first two weeks of UNIV, the activities brought me to connect with the people I now talk to now. A positive experience I have gained is my writing ability in English, I am a better writer, and take more time to write, and edit a lot more. A lot with grammar, and better with outlining things. [BHTI] set a foundation that created a routine for me, and started off my college career better, easing my mind about the things she was previously anxious about. I also feel like there is a support system that I can rely on and lean on.”
- Da’ojah Streater
- “Through the [BHTI] program I gained a better understanding of what college, and classes are going to be like in the fall. [BHTI] has helped me transition and get used to college life and develop my skills in organization and time management.” - Denise Lopez
- “I really liked that I was able to meet new people and experience a new environment and getting an idea of what college will be like in the fall. My favorite memory was the study hall sessions because they were fun and allowed me to meet the friends I have now. I gained a lot of

information from the presentations during UNIV and because of that I now know a lot about the resources offered at UConn.” - Esmeralda Vasquez

- “A favorite experience of mine that I have spent here is getting to know people, making relationships with people. I was not that much of a social person but having the ability to get to know people here makes it nice. I like how we get to have an opportunity. There are many things to do here and to learn from. I like how people are around here, so it made it easy to talk and get to know people. Everyone here is unique, and I got to know that because of the summer program. If I didn't come to the [BHTI] program I probably wouldn't be as known and I wouldn't get to know information about the school, the students and the same would happen with me where they would not know me or who I am, so [BHTI] really helped me with that.” - Rodrigo Ramirez
- “I really liked my study hall. I made friends in my other classes, but I mostly really talk to the people in my study hall. At first, I thought we would not be friends but then we started to get closer, we even sit next to each other now. I became friends with people here that I would not have been friends with before. I feel comfortable here. I got to meet a lot of new people, and this program is very diverse compared to my high school classes and programs I have been a part of. I feel more prepared for the fall because of CAPS even though I know it will not be exactly like this when college starts but I now have more of an idea and I feel more prepared with financial aid, classes and just getting advice from you all the mentor.” - Maisha Mumtahn
- “Meeting new people that I am going to be going to school and I consider that pretty useful considering I am coming here for the first time and especially since I am not from around here, so being able to get to know people on campus and getting familiar with the campus has really helped me so that I know when I come in the fall I won't be completely lost. [BHTI] taught me what my classes will be like, how I should act in a classroom setting in college and what the expectations are especially during tough situations. This experience is putting a lot of things into perspective for me. It also has shown me many resources that UConn offers. I feel much more settled in compared to if I would not have come to the [BHTI] program it has shown me what I am capable of in a classroom.” - Brianny Rodriguez
- “[BHTI] gave me a better understanding of college life because I did not have any idea of what to expect. I gained a lot of knowledge from my instructors and my mentors, and I am glad that I have the experience of being here because it will help me in the fall. If I would not have come here, I would not know as much as I know now about the resources offered.” - Mahnoor Khan
- “[BHTI] has helped me get more in a college classroom environment because I had never been to a lecture class before and it was different, so this experience helped me adapt my learning styles. A positive experience is when I did well on the first exam because I was nervous when I came to the program that I was not up to par, but I proved to myself that I am. By coming to the [BHTI] program, it has helped me be more prepared for the fall.” - Manuela Kalonda
- “I have had a lot of positive experiences, but the main one is [BHTI] has changed my perception of school. I was coming from high school, I thought I was already at my best and I could not get better, but I realized that after the program I have become much more effective, efficient, and my knowledge has improved. [BHTI] has helped improve my stamina for workload.” - Isaiah Daniels

- “What I gained from this experience is the college work ethic, it is not like high school with the assignments here you have a couple of days to finish this compared to high school where an assignment would be focused on for weeks at a time. I noticed that [BHTI] is teaching me to adapt to a new environment and new workload. I also gained during this time is better time management because in high school I would push things back but what I noticed is that this program helped me get into the habit of not pushing work back and just getting it done.”
- Shawn Adjei
- “Despite coming in early and waking up, it was a great experience, and it was good to create connections with incoming first-year students. Making friendships and building a network with the [BHTI] program has proven to be something I see as very beneficial. I can express myself a lot more, and connected with a lot of the mentors whom I hold at an important level since they helped me get through every day and made me feel included. My favorite memory was when everyone was done with the second psych exam, we all met up and got together to bond over the difficulty of the exam. I gained the ability to study a lot more efficiently. I learned that college is not as bad as it seems. The narratives I have heard are wrong and UConn Stamford has helped me believe that the degree is achievable. I find it funny how different the first day was to today since it was quiet back then and now it is loud. Connections are something that I take away from the [BHTI]. It will help me create more of them in the fall and the future.” - Jaylin Brown
- “I like that it is structured so that there are specific times for different topics. I like the fact that people are introduced to offices and services available to them. A leg up on the other first-year student. Get to learn the campus and where to go with whatever problem they have. [BHTI] students get a chance to meet and connect with people of authority and have people to turn to for help and important connections (such as Rawan). My favorite memory was today when the speakers had people from different sections in A2 do Pictionary and everyone had to work together and have good communication. I saw that everyone was more comfortable with each other, and the activity went a lot more smoothly than if it was done in the beginning. I gained study habits and the information from the classes. Each class I had was structured completely differently. One is study dependent, and the other is group activities, which leads to not having to study as much. For example, Psych and Phil now appear in everyday life for me since I see how each pertains to real-world examples.” - Aicha Oualla
- “What I learned from [BHTI] is that I gained the ability to work for college, on a broader scale what I had already thought. I learned new ways on how to learn better. Each professor taught us new software or new website for more info. Interacting with our peers helps us learn better. Making relationships in college is not the same as high school. Univ gives us a feel of what time with a lot of people in a class can feel like. We have one big discussion and then have lunch and talk amongst our stuff. And we get to participate in activities. My favorite memory is when we were doing NRE, and we went to the mill river park, had a group learning experience, and made a terrarium with a bottle. Making a habitat that will not die. That helped us problem solve since we did not get told what to do just to use what we have. Then we compared and discussed how our progress went. My biggest takeaway is that college is not too different from high school workload wise. You still are expected to keep up with deadlines.” - Robert Rush

- “So far, it has been very great and the meeting new people. The staff is good, and the transition was good. Nobody judges here and we are all new. Getting a head start to the beginning and the classes. Being able to be on top of our work is also good. It is all good because of the good support system. I liked that I got credits because that is saving me thousands of dollars. I like my psych class. My favorite memory was when we went outside for bonding exercises. It was those games she had us playing, like charades. I gained a good transition from high school to college, getting to know the classes. Gaining the ability to be more friendly with staff and other people and make connections.” - Mariaclara Silva
- “It was good, it was a learning experience. It was a great opportunity; I feel more comfortable going into the fall. It is a good opportunity to make new social connections and build new friendships for college. The professors were very good, the staff were very supportive, and the program felt like it was designed to support. My favorite memory was in NRE when we went to mill river and we made our terrariums, it was cool because we were out in nature, and it made sense with the class. I gained seven credits for free, got used to the campus, got a head start, and made some new friends. I feel like I am already comfortable with the college experience.”
- Caique Machado
- “It is just high school to me; it feels very similar. Educational wise it is good, and I feel like I have improved. It is a good way to give you a good sense of what college could be like. It is a lot of work and getting back into the rhythm of being in a school atmosphere that is what I like, just doing the work. My favorite memory was the Storrs trip since I got to see how big UConn really is. I learned a lot more about writing and how to express myself and write better. I gained experience on what to expect in my college years.” - Nicolai Rodriguez
- “It was challenging but fun, it prepared me for the fall, and I feel more confident. I got a sense of the community that is at UConn with the mentors and the staff. I liked the classes; they were interactive, and I liked working with others and doing the debates for the assignments. My favorite memory was when we went outside, and we were doing team building exercises. Specifically, the one where we had to do quick math with our opponents’ hands and ours. I gained confidence in myself that I can do that work I need to be successful.” - Juan Salcedo
- “It was good, it helped me with being prepared for when college starts, managing my schedule, uplifting myself, getting ready for the real world, meeting new people, and going through different situations and how to manage them. Also, maturity got better. Rawan was very kind and helpful, gave me different courses when I started college and advice that could help me. She gave me a different aspect of myself when I needed help the most. Helped me keep my mental safe when I was doing work and stressing. I liked the experience of pre-college, that it gives me a different aspect of what I may expect and what I do expect and being used to the length of the courses. Managing time to study and putting time for things I do not want but I need. The Storrs field trip was fun and was my favorite memory, being able to see a different campus and meeting other people and the mentors was fun. I have gained an aspect of how I know how I want my life to be, knowing what I want in the future and challenging myself. The more I challenge myself the smarter I get. The more I put my mind to things the better the outcome. I learned new skills I did not know I could do; by asking questions and working hard I gained more mind to learning new things.” - Ianna Rocher