

## Title Page

### Summer CONNECT: 2021-2023 and Beyond

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The University of New Hampshire

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## About this Report

The *Challenging Ourselves in a New and Nurturing Environment by Coming Together* (CONNECT) Program aims to help students that have been historically excluded from higher education thrive at the University of New Hampshire.

The CONNECT program transitioned to the University of New Hampshire's Aulbani J. Bearegard Center for Equity Justice and Freedom in mid-March 2014. To help facilitate this transition, and increase the impact and effectiveness of CONNECT, the need arose to create this report.

“Summer CONNECT: 2021-2023 and Beyond” provides a comprehensive view of the CONNECT summer program through 2021, 2022, and 2023, the only years with available summer data. The report pays special attention to the lessons learned from CONNECT (pages 6-7) that will help shape it for the upcoming summer of 2024, and beyond.

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## Chapter 1: Literature Review

### Literature Review: Summary

In preparing to enhance and improve CONNECT 2024 and beyond, we set out to review the existing literature relating to early arrival programs for historically excluded students.

We began our search with an appreciative approach, which focuses on leveraging the cultural knowledge, skills, abilities, and contacts of socially marginalized groups (Cooperrider & Srivastva, 1987; Culver et al., 2021; Stavros, et al, 2016; Wilson & Kendrick, 2022; Yosso, 2005). This approach focuses on how universities can work to become more open, safe, and comfortable for these students.

Historically excluded students may feel unwelcome and unsafe on campuses where they are not represented (Wilson, 2022; Culver et al., 2021; Rendon, 1994). These students report lower levels of social belonging (Axte, 2023) and increased levels of isolation (Jones, 2023). Further, these students are impacted by historical barriers, lack of representation, and exclusion (Hurtado & Carter, 1997; Solorzano, 2000), leading to a “graduation gap” (National Center for Education Statistics, 2019).

In response to these students’ experience, early arrival programs have been found to improve student feelings of community (McDevitt, 2018), perceptions of campus climate (Culver et al., 2021), and academic and social integration (Pascarella et al., 1986). Further, they have a statistically significant positive effect on student retention, persistence, and academic achievement (McDevitt, 2018; Pascarella et al., 1986; Robbins et al., 2009).

According to the literature, the goals of early arrival programs should include improving student connections to their university, student perceptions of their university, student academic and social skills, and retention (Murray, 2022). In addition, these programs should meet student expectations and goals, which include making new friends, getting to know the campus, feeling prepared for the transition, and learning necessary information about their university (Murray, 2022; Morgan, 2011).

The “curriculum” of choice for early arrival programs should focus on academic “skills” (not content) (Robbins et al., 2009), emotional and self-regulation skills and resources (Robbins et al., 2009), career planning and goal setting (Harris & Wood, 2013; Rendon, 1994; Rubin-Johnson, 2023; Murray, 2022), campus introductions to services and people (Ackles, 2013; Joshi et al., 2020; Morgan, 2011), and social bonding activities for students (Bell & Chang, 2017).

## Literature Review: In Detail

### University's Role

- To transition from looking at students' "risk factors" to finding ways to become open, safe, and comfortable places for students (Wilson, 2022).
- Commitment to the success of diverse students and to creating a critical mass of diverse students (Culver et al., 2021).

### Underrepresented Students

- Often feel unwelcome, unsafe, and uncomfortable on campuses where they are not represented (Kendrick, 2022; Culver et al., 2021; Rendon, 1994).
- Report lower levels of social belonging (Axxe, 2023) and increased levels of isolation (Jones, 2023).
- Are impacted by historical barriers, lack of representation, and exclusion, (Hurtado & Carter, 1997; Solorzano et al., 2000), and are accordingly less likely to graduate.

### Early Arrival Programs for Underrepresented Students

- Students with disabilities (autism spectrum disorder) (Ackles et al., 2024)
- First-generation students (Murray, 2022)
- Lower SES students (Engle et al., 2020)
- Students with lower high school performance (Potts & Schultz, 2008)
- Students of color (Murray, 2022; Engle et al., 2020)

### Benefits of Early Arrival Programs

- Statistically significant effect on retention (Robbins et al., 2009).
- Increase student feelings of community and improve retention (McDevitt, 2018).
- Help students navigate the differences between high school and college (Windrow & Korstange, 2019).
- Evaluated as “extremely useful” through student surveys (Engle et al., 2020).
- Improve student academic and social integration, which have statistically significant positive effects on degree completion (Pascarella et al., 1986).
- May improve student perceptions of their campus climate, which is significantly positively related to a higher retention rate (Culver et al., 2021)
- Adjustment to transitioning to a new environment is easier when facilities are unoccupied and quiet (Ackles et al., 2013).

### Short-Term Intensive Early Arrival Programs in the Literature

- University of San Francisco (Engle et al.,) Week-long program, first-gen, low-income, six students. Exit survey. Goal students graduate with CS degrees.
- Middle Tennessee State University (Windrow & Korstange, 2019) Two-week + fall UNIV 1010, \$75 fee, built “intentional campus partnerships”. Goal 95% persistence rate, 85% retention rate
- UK-based university (Morgan, 2011). One-week program with an included schedule.
- Towson University in Maryland (Murray, 2022).
- Other – program details not given (McDevitt, 2018)

### Early Arrival Program Curriculum

- Academic skills interventions (study skills, learning strategies, time management) have a strong effect on academic performance outcomes (Robbins et al., 2009).
- Self-management interventions and resources (emotional and self-regulation, anxiety reduction, stress management, relationship building) have a strong statistical effect on retention (Robbins et al., 2009).
- Career planning and goal setting (Harris & Wood, 2013; Rendon, 1994; Rubin-Johnson, 2023; Murray, 2022).
- Campus introductions: registration, tutoring center, library, mental health, academic advising, specific faculty, and academic departments (Ackles, 2013; Joshi et al., 2020; Morgan, 2011).
- Outdoor activities such as field trips, camps, and adventure experiences help students develop social support systems, which positively impact retention (Bell & Chang, 2017).
- Student connections to their university (Murray, 2022)

## General Guidance

- Must meet student expectations and goals (Murray, 2022; Morgan, 2011)
  - Making new friends, getting to know the campus, feeling prepared for the transition, and learning necessary information about the institution.
- Monitor, evaluate and improve initiatives regularly (Morgan, 2011).
- Don't overload students with information. Instead, prioritize, and give them access to a space where they can access information in the future (Morgan, 2011).
- Academic courses and academic credit (Janz, 2004; Windrow & Korstange, 2019).
- Connections with family (Morgan, 2011; Rendon, 1994).
- Identity matters:
  - Students influenced by historical exclusion, lack of representation, negative perceptions of their group (Hurtado & Carter, 1997), and a lifetime of microaggressions (Solorzano et al., 2000)
  - Students can feel a part of the campus community without having to conform to the values of the majority (Hurtado & Carter, 1997)
- Long-term connections & mentorship improve persistence (Rubin-Johnson, 2023; Jones, 2023)

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## Chapter 2: Program Review Summary

### CONNECT 2021-2023: Length of Program and Number of Attendees

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*44-67 students*

*5-day program*

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2021-2023	Prior to 2020 no summer-only evaluation 2020 virtual due to COVID
Number of participants	50 (2021), 67 (2022), 44 (2023)
Length of Program (CLASSIC)	5 days (day 1 move-in day) 4 full program days (8 a.m. – 8 p.m.) Final wrap-up day (8 a.m. – 2:30 p.m.) * CONNECT STEM was 10 days

## Lessons Learned: What Worked

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*Positive impact on retention measures.*

*The mini courses were highly rated.*

*Mentors were highly rated.*

*Social time and free time are essential.*

*Hands-on campus department presentations.*

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Retention Markers	social confidence and comfort talking to professors.
Student Mentors	Always highly rated (almost 5/5). Trained in student accessibility, Title IX, mentor-mentee relationship, case study activity, SHARP intervention, bias and inclusivity, QPR. Provided meals and housing.  Staff trained 3-5 days, with 1-2 workshops a day.
Social Time	Importance of social element, including unstructured free time & mentor time.
Mini-courses	Mini-courses were highly rated and impactful.
Campus Dept. Presentations	Highly rated in 2023, and when hands-on.

## Lessons Learned: Future Improvements

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*Unequal experience for classic vs. STEM.*

*No “presentations”. Only hands-on experiences.*

*Increase the relevance of mini courses.*

*Writing improvement expectations may be unrealistic.*

*Communicate program rigor to future students.*

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Retention Markers	UNH is for me and academic confidence.
Classic vs. STEM	CONNECT STEM began as a separate program in 2022. Unequal experience for CONNECT STEM vs. CONNECT Classic (academic course credit & bonding time)
Long Days	Students reported being tired due to long days.  Clear about expectations & rigor for new students
Mini courses	Did not improve writing skills, improve relevance to individual majors, increase hands-on activities for non-STEM majors.
Campus Dept. Presentations	Must be engaging and hands-on.

## Retention Markers

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*Improvement in students' feelings that UNH is for them, social confidence, academic confidence, and comfort in talking to professors.*

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	2021	2022	2023	Average
	<b>UNH is for me</b>			
	“How confident did you feel about your decision to come to UNH?”			
before	No data for 2021	2.46	2.77	
after		3.93	3.41	
percent change		59%	23%	41%
	<b>Social Success</b>			
	How confident did you feel about your ability to succeed socially at UNH? or I can succeed socially.			
before		1.71	2.33	
after		3.56	3.23	
percent change		108%	38%	73%
	<b>Academic Success</b>			
	How confident did you feel about your ability to succeed academically at UNH? or I can succeed academically.			
before		2.35	2.46	
after		3.63	3.15	
Percent change		54%	28%	41%
	<b>Professors</b>			
	I am comfortable talking to my professors			
before		1.85	2.18	
after		3.60	2.9	
percent change		95%	33%	64%

## Mini-Courses

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*“I’d have liked to ideally receive credit hours for the course.” - 2022.*

*“More individualized classes for a specific college. For example, for CHHS  
I would’ve wanted something to do with anatomy or health.” - 2022.*

*“I would’ve enjoyed .... exploring the other majors also.” - 2022*

*“More interactive courses.” - 2022*

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Overview	Taught by UNH staff, final day presentations.  Classic: 1-1.5 hours/ day for 3-4 days  STEM: 3 hours/day for 8 days
UND & CHHS: Leadership	Meeting with faculty and deans, help with research, identifying research topics, funding classrooms, using CANVAS, creating an effective presentation.
COLA: Writing	Writing lab reports and literature reviews
Paul: Economics	Syllabus not available
COLSA (STEM): LSA 401	Scientific method real-life experience
CEPS (STEM): TECH 401	Role of a scientist or engineer, scientific method, labs

## Mini-Courses cont.

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*Were valuable and interesting.*

*The perfect length of time.*

*Improved student confidence.*

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	2021	2022	2023	Average
	% of students who somewhat or strongly agree		Score from 1-5 turned into a percent	2021-2023
Improved confidence in the classroom	80%	77%	80%	79%
Improved problem-solving skills	60%	33%	73%	55%
Improved writing skills	31%	33%	70%	45%
Valuable	88%	94%	84%	89%
Challenging	1%	20%	59%	27%
Interesting	71%	93%	82%	82%
Time "Perfect amount of time to retain information"	82%	77%		79%
How confident did you feel about your ability to succeed at your college?			After mini course: 2.85 / 5  Before mini course: 2.51/5	



## Social Activities

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*Top-rated Social Events:*

*karaoke night*

*unstructured free time*

*college confidential*

*off-campus trips (Hill Top Fun Center, York Beach)*

*unstructured mentor time*

*Jeopardy*

*smares social*

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Overview

3-4 hours a day of structured social activities/ trips

1-2 hours a day of unstructured free time

1-2 hours a day of unstructured mentor time

3 hours a day of meals at HoCo

### Social Activities cont.

	<b>2021</b> % of students who enjoyed.	<b>2022</b> No data was found. Only a list of top-rated events.	<b>2023</b> Rating from 1-5 turned into a percent
Hilltop Fun Center	85%	TOP RATED	88%
York Beach	82%		
College Confidential	82%	TOP RATED	90%
Scavenger Hunt / Campus Tour with mentors	28%		90%
Karaoke Night		TOP RATED	96%
Unstructured free time			92%
Unstructured mentor time			88%
Game Night			76%
Hamel Rec Center Night			72%
First-Day Welcome Activities/ Getting to Know You	62%		72%
Meals at HoCo			74%
Smores Social			84%
Jeopardy			86%
Pool Party		TOP RATED	

## On-Campus Department Presentations

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*“Maybe have them be more engaging and fun, because I know some mentees were really bored or just didn’t want to be there.” - 2022.*

*“The conferences felt very long to retain information. If they were shorter, that would be better.”- 2022.*

*“I appreciated the workshops where we could interact with the presentation and get to do something like with CfAR where we got to map our weekly schedules.” – 2023.*

*“Sharp presentation was really good!”- 2023.*

*“It was kind of information overload and hard to retain the information given to us.”- 2023.*

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Overview	2-3 hours a day with on-campus departments
Data Collection (flawed?)	Low-rated in 2021 and 2022, possibly due to alternative evaluation methods. Highly rated in 2023.
Notes	Students were broken into cohorts.  Some on-campus departments were visited several times during the week, each time by a different cohort, other on-campus department presentations were attended by all the students.

## On-Campus Department Presentations cont.

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*Low-rated in 2021 and 2022, possibly due to alternative evaluation methods. Highly rated in 2023.*

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	2021	2022	2023	Avg
	% of students who found useful	% of students who found useful	Scored 1-5 turned to a percent	
SHARPP Presentation	54%	35%	86%	58%
Beaugard Center Activity	20%	30%	84%	45%
Richard Haynes Speech	48%	33%	88%	56%
CFAR Workshop	54%	50%	86%	63%
Tour of Support Offices			84%	84%
Career Counseling with CaPS			76%	76%
Library and Writing Center Visit	22%	79%	74%	58%
Panel with Associate Deans	20%		72%	46%
McNair Program Panel	20%	27%	70%	39%
Health and Wellness	31%	33%		32%

## Chapter 3: Summer CONNECT 2021

### 2021: Summary

#### **2021 Summer CONNECT - Overview**

- 50 participants, 5 days long
- Students are grouped by their school (Paul, COLA, CHHS, etc.). Each group had its own mentor and did the on-campus tours together.
- Mini courses: 1.5 hours each day for three days, taught by UNH schools.
- 2 hours each day visiting on-campus departments.
- 2-3 hours each day social activities

#### **2021 Summer CONNECT – Program Schedule Notes**

- CONNECT students broke into 3 groups to visit on-campus departments. Therefore, each department was asked to give the same presentation 3 times.
- Mentor training was 5 days long. The majority of each day was spent eating, participating in icebreakers, or free time.
- Lower number of Black and Latinx student participants compared to the number of White and Asian participants.
- One CONNECT program (not separate for STEM), instead there were two STEM-oriented mini-courses, one for COLSA and one for CEPS

## 2021: Summary cont.

### 2021 Summer CONNECT - Program Evaluation Notes

- 35 of 50 participants took part in the surveys. No qualitative data.
- Mini courses were evaluated as “valuable”, “interesting”, and the “perfect amount of time”. They were not “challenging”.
- Mini-courses positively impacted participants’ “confidence in the classroom”, and “ability to problem solve,” but did not improve participants’ “writing skills”.
- Participants enjoyed going on trips (York Beach, Hilltop Fun Center) and opening to one another (College Confidential). They did not enjoy the scavenger hunt.
- Only a few on-campus presentations were evaluated as useful (CFAR and Richard Haynes).
- All other on-campus presentations were useful to only 11/35 participants (or less).
- Most mentors received 5/5 evaluations.

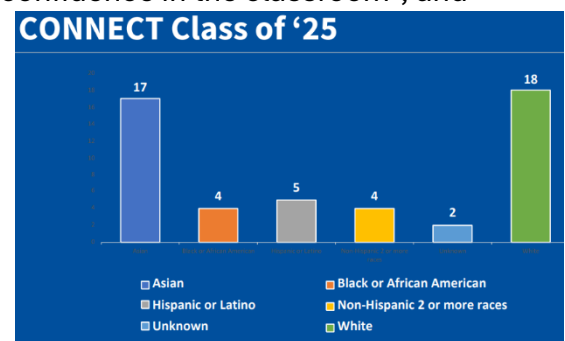


Figure 1 from the “CONNECT Summer 2021” program report by Stephanie Bernier

## 2021: Schedule

### 2021 Mentee Schedule

- Sunday: move-in day.
- Monday – Thursday: 8 a.m. – 8 p.m. daily (12-hour days)
  - 3 hours meals at HoCo
  - 3-4 hours of social activity (Hilltop Fun Center, faculty and staff dessert social, scavenger hunt, Short Sands Beach)
  - 1-2 hours of free time
  - 1-hour mini-course (only took place Tuesday, Wednesday, Thursday)
  - 2-hour tour of on-campus departments (Health and Wellness, Beauregard Center, McNair, or SHARPP)
  - 2 hours of additional activities with on-campus departments (Beauregard Center inclusion activity, library resources)
  - Friday: 8 a.m. – 2:30 p.m.: CFAR workshop, continuing tours, reflection, closing.

### 2021 Mentor (Student Staff) Training Schedule

- Began one week earlier than the mentee's arrival.
- Monday: move-in & overview day.
- Tuesday-Friday: 8-hour days, each day had:
  - 3 hours meals
  - 3 hours of training (Title IX, mentee room signs, conflict resolution, ethical decisions, peer mentor-mentee relationship, healthy relationships, bias training, QPR, action goals)
  - 1-hour free time
  - 1-hour ice breakers & updates
- Saturday: day off
- Sunday: help students with move-in

**2021 Mini-Course. 1.5 hours each day for 3 days only.**

- No curriculum found in the archive.
- COLSA (Classic): STEM – James Hall 144 (Instructor: Emily Whalen)
- CEPS (Classic): STEM – Parsons Hall S250 (Lab: Parsons S152) (Instructor: Gordon Hunter)
- COLA UND & CHHS (Classic): Leadership – Hamilton-Smith 201 (Instructor: Lu Butterfield-Ferrell)
- COLA – declared (Classic): Writing – MUB 321 (Instructor: Cache Owens-Velasquez)
- PAUL (Classic): Economics – Paul 225 (Instructor: Iris Tryfoni)

## 2021: Evaluation

(completed by 35 participants out of 52)

### 2021 Evaluation: Mini-Courses

- Confidence in the Classroom:
  - “As a result of my participation in the mini-course, I gained confidence in the classroom.” 28/35 somewhat agree or strongly agree.
- Writing Skills:
  - “As a result of my participation in the mini course, my writing skills improved.” 20/35 neither agree nor disagree.
- Problem Solving:
  - “As a result of my participation in the mini course, my ability to problem solve improved.” 21/35 somewhat or strongly agree.
- Valuable
  - “My mini-course experience was valuable.” 31/35 somewhat or strongly agree.
- Challenging
  - “My mini-course experience was challenging.” Only 3/35 somewhat or strongly agree.
- Interesting
  - “My mini-course experience was interesting.” 25/35 somewhat or strongly agree.
- Time Spent
  - “The amount of time spent in the mini course was not enough time, perfect amount of time, too much time” 29/35 perfect amount of time.

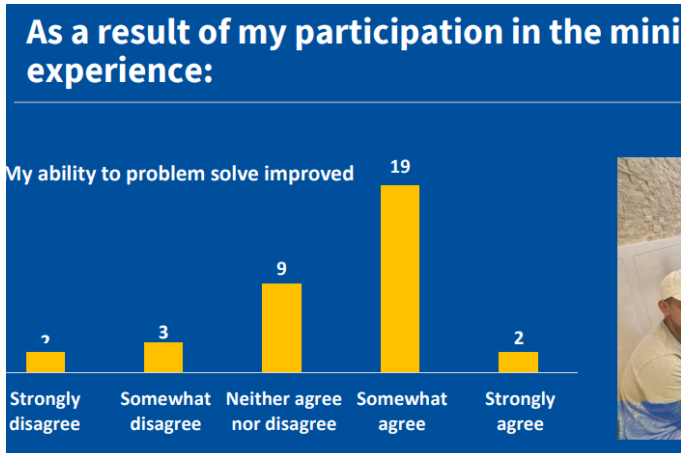


Figure 2 from the “CONNECT Summer 2021” program report by Stephanie Bernier

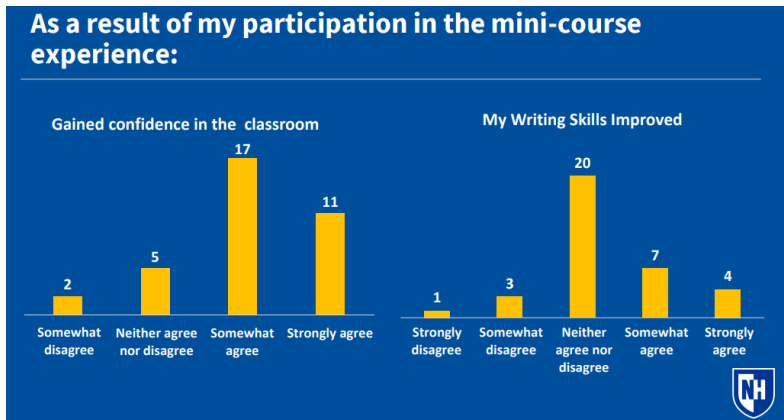


Figure 3 from the “CONNECT Summer 2021” program report by Stephanie Bernier

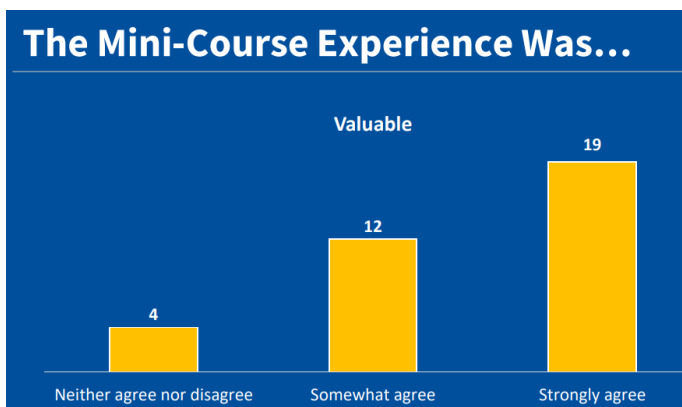


Figure 4 from the “CONNECT Summer 2021” program report by Stephanie Bernier

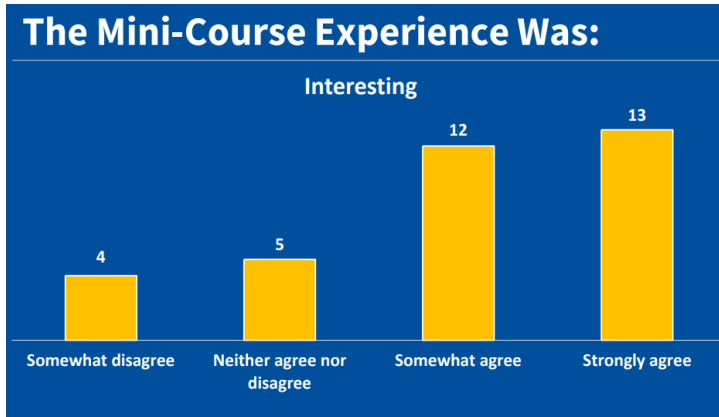


Figure 5 from the “CONNECT Summer 2021” program report by Stephanie Bernier

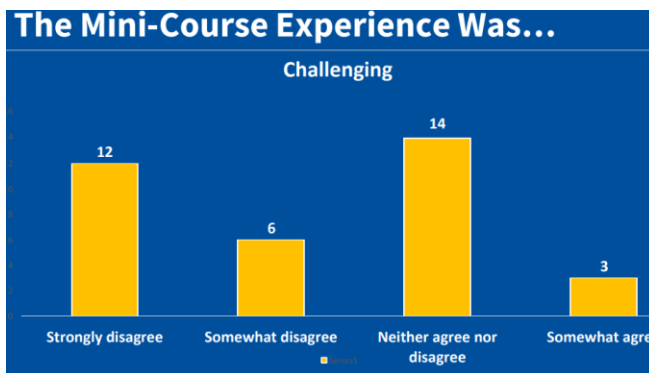


Figure 6 from the “CONNECT Summer 2021” program report by Stephanie Bernier

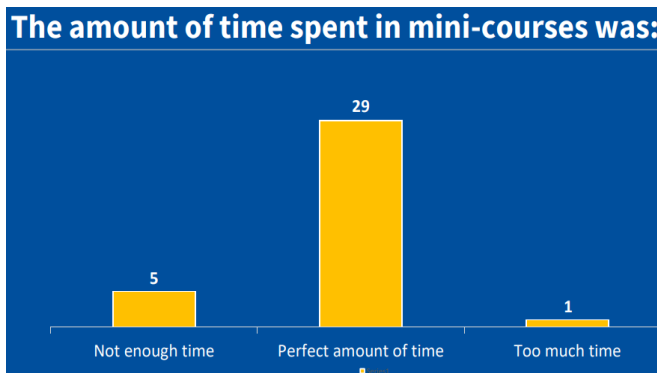


Figure 7 from the “CONNECT Summer 2021” program report by Stephanie Bernier

### 2021 Evaluation: Social Events

- Which socials did you enjoy? (the numbers below stand for the number of students who enjoyed each activity)
  - 30/35 enjoyed the Hilltop Fun Center, York Beach, and College Confidential
  - 22/35 enjoyed Getting to Know You on Monday Night
  - 10/35 enjoyed the Photo Scavenger Hunt

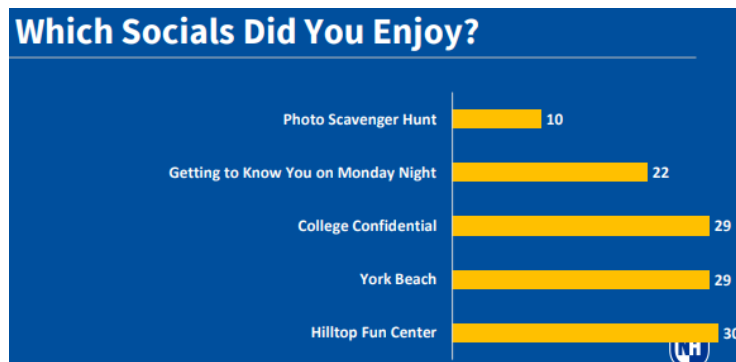


Figure 8 from the “CONNECT Summer 2021” program report by Stephanie Bernier

### 2021 Evaluation: On-Campus Partner Presentations

- Which Presentations Were Useful? (the numbers below stand for the number of students who enjoyed each activity)
  - 18/35: CFAR, Connect Kickoff, Rachard Haynes
  - 11/35: Health and Wellness, Dessert Social, College Confidential, SHARPP
  - 7/35: Library, McNair Visit, Beauregard Center, Lunch with Dean, Scavenger Hunt

### 2021 Evaluation: Mentors:

- Each mentor was evaluated 1-5 in these measures: was accessible to me, addressed my questions, was easy to communicate with, made me feel welcome.

### 2021 Evaluation: Retention Markers

- Improvement was shown from “Before CONNECT” to “After CONNECT” in the following measures, but no numbers were given.
  - How confident did you feel about your
    - decision to come to UNH?
    - ability to succeed socially at UNH?
    - Ability to succeed academically at UNH?

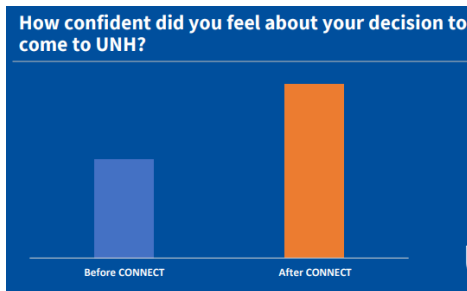


Figure 9 from the “CONNECT Summer 2021” program report by Stephanie Bernier

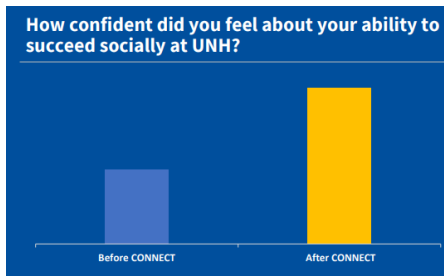


Figure 9 from the 2021 CONNECT Summer Evaluation by Stephanie Bernier

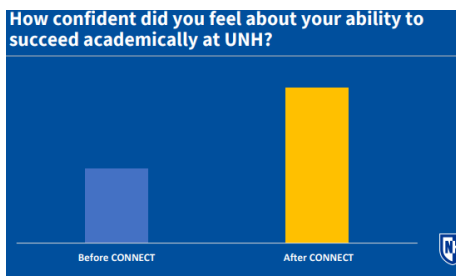


Figure 10 from the 2021 CONNECT Summer Evaluation by Stephanie Bernier

## Chapter 4: Summer CONNECT 2022

### 2022: Summary

#### **2022 Summer CONNECT – Overall**

- 67 participants, 65% first-gen, 55% multicultural
  - CONNECT Classic, 33 students, 5-day program.
  - CONNECT STEM, 34 students, 10-day program.
- Students grouped by their school (Paul, COLA, CHHS, etc.), as in 2021
- Mini courses: 1.5 hr./day 4 days CONNECT Classic, 3 hr./day 8 days CONNECT STEM
- 2-3 hours each day with on-campus departments
- 2-3 hours each day social activities

#### **2022 Summer CONNECT – Program Schedule Notes**

- First year to host a CONNECT STEM two-week program.
- Mentee (student staff) training was condensed to three days. They weren't provided with housing, meals, or icebreaker activities.
- Added “mentee time” to the schedule.
- Removed Short Sands Beach trip and replaced it with Pool Party

#### **2022 Summer CONNECT - Program Evaluation Notes**

- 48 out of the 67 students. Some qualitative data was provided.
- Mini courses were evaluated as “valuable”, “interesting”, and the “perfect amount of time”. They were not “challenging”.
- Mini-courses positively impacted participants’ “confidence in the classroom”, and “ability to problem solve,” but did not improve participants’ “writing skills”.
- Data on social trips was unavailable, but participants enjoyed the Karaoke night, Hilltop Fun Center, College Confidential, Pool Party,
- Presentations from on-campus departments were evaluated.
- Unavailable: mentor evaluation data

## 2022: Schedule

### 2022 Mentee Schedule

- **CONNECT STEM**
  - Began one week earlier.
  - Sunday settling in
  - Monday-Thursday, 8 a.m. – 8 p.m. program (12-hour days)
    - 3 hours meals      3-hour mini-course TECH 401 or LSA 401
    - 1-hour scientific writing workshop
    - 1-hour CFAR workshop
    - 1 hour of mentor time, study time, or free time
    - 2 hours of social activity
  - Friday and Saturday free time
  - Sunday: join CONNECT classic.
  
- **CONNECT Classic + STEM.**
  - Sunday move-in and welcome activities day
  - Monday – Thursday: 8 a.m. – 8 p.m. daily (12-hour days)
    - 3 hours meals at HoCo
    - 3 hours of socials (scavenger hunt, pool party, lunch with College Deans, Hilltop Fun Center, College Confidential)
    - 1-2 hours of free time or mentor time
    - CLASSIC: 1-hour mini-course (4 days, Monday-Thursday)
    - CLASSIC: 2-hour tour of on-campus departments (Health and Wellness, CFAR, McNair, SHARPP,
    - 2-hour additional on-campus department visit (library, writing center, Beauregard Center inclusive spaces)
    - STEM: 3 hours of mini course daily
    - Friday: present mini-course work, wrap up by 2 p.m.

### 2022 Mentor (Student Staff) Training



- Note: Student mentors didn't receive any meals during their training. Further, they weren't given housing till after training week (on Sunday). Also, lack of "icebreakers" in the schedule. Mentors (student staff) weren't given specific enough instructions to help the mentees (new students) move in.
- Monday: 1 p.m. – 4 p.m. kick-off, schedule overview
- Tuesday-Thursday: 9 a.m. – 4 p.m. daily (7 hours)
  - 1 hour check-in, updates
  - 4 hours of training or mentee-related activity (understanding your role as student employees, student accessibility, Title IX training, peer mentor-mentee relationship, CFAR workshop, SHARPP IPV intervention, mentee welcome letter, case study activity, bias training with Beauregard Center, QPR training)
  - 1.5-hours lunch/ breaks

**2022 Mini-Course. 1.5 hours daily for CONNECT CLASSIC, and 3 hours daily for CONNECT STEM. Mini-courses took place Monday-Thursday (4 days)**

- COLA UND & CHHS: Leadership
  - How to talk to faculty, meet the school dean, where to get help with research papers, identify undergraduate research topics, find classrooms, use CANVAS, create an effective presentation
- COLA: Writing: No syllabus
- PAUL: Economics: No syllabus
- COLSA (STEM): LSA 401: Scientific method real-life experience
- CEPS (STEM): TECH 401
  - Role of a scientist or engineer, scientific method, labs
- Friday: 8 a.m. – 2:30 p.m. presentations, closing.
- "There is much benefit to students getting a taste of what college-level work looks like, what instructor expectations are, and even how to truly read and understand what's in a syllabus" – according to the 2022 program evaluation.

## 2022: Evaluation

- Completed by 48 out of the 67 students.
- Note: Survey data wasn't divided by CONNECT STEM vs. CONNECT Classic

## 2022 Evaluation: Mini-Courses

- Confidence in the classroom
  - “As a result of my mini-course, I gained confidence in the classroom.” 37/48 somewhat or strongly agree.
- Writing skills:
  - “As a result of my mini course, my writing skills improved” only 16/48 somewhat or strongly agree.
- Problem-solving:
  - “As a result of my mini course, my ability to problem solve improved” 16/48 somewhat or strongly agree.
- Valuable
  - “My mini course was valuable” 45/48 somewhat or strongly agree.
- Challenging
  - “My mini-course experience was challenging.” Only 10/48 somewhat or strongly agree.
- Interesting
  - “My mini course was interesting” 45/48 somewhat or strongly agree.
- Time Spent
  - “Enough time to retain learning?” 37/48 said “perfect amount of time.”

## 2022 Evaluation: Qualitative Feedback About the Mini-Courses

- “I’d have liked to ideally receive credit hours for the course.”
- “More individualized classes for a specific college. For example, for CHHS I would’ve wanted something to do with anatomy or something about health.”
- “I wish there had been more molecular learning instead of everything being about wildlife.”

## 2022 Evaluation: Mini-Courses cont.

- “I know CEPS was for science stuff, but I would’ve enjoyed a level course or even just exploring the other majors also.”
- “More interactive courses.”

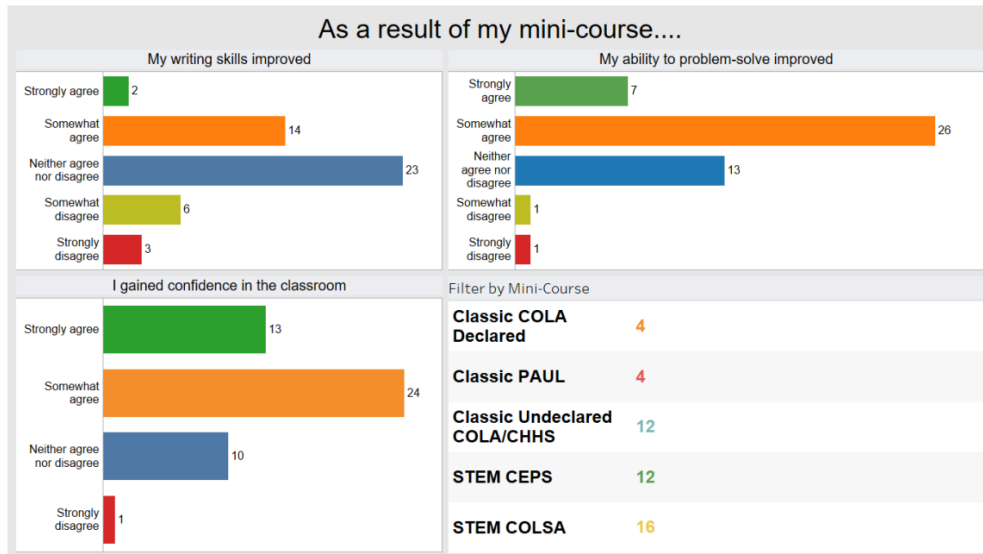


Figure 10 From CONNECT SURVEY RESULTS SUMMER 2022 MINI COURSES

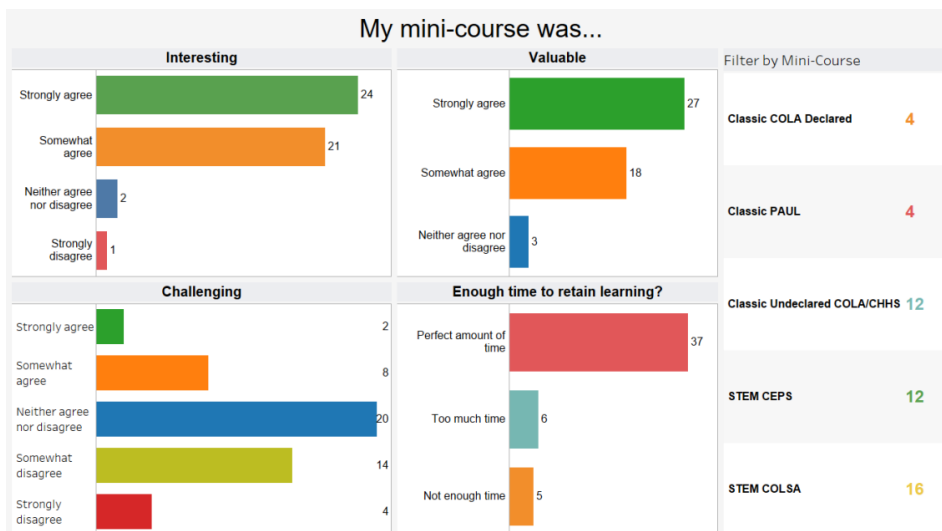


Figure 11 From CONNECT SURVEY RESULTS SUMMER 2022 MINI COURSES

## 2022 Evaluation: Social Events

- Note: Survey data about 2022 social activities was unavailable in the archive. Instead, we found the image in Figure 3.
  - Favorite social events: Karaoke night, Hilltop Fun Center, College Confidential, Pool Party



Figure 12 From CONNECT Archives

## 2022 Evaluation: On-Campus Department Presentations

(click to select which presentations were useful)

- Which Presentations Were Useful? (the numbers below stand for the number of students who enjoyed each activity)
  - Most enjoyed: Library & Writing Center Visit (38/48) and CFAR workshop (24/38)
  - Only half of the students enjoyed the other presentations.
  - Least enjoyed: CLASSIC McNair Visit (6/48)
  - Note: Another way to compare these experiences might be beneficial. For example, evaluate each presentation from 1-5.

## 2022 Evaluation: Qualitative Feedback About the Presentations

- Note: only a few comments were included in the report, thus these comments may not reflect every student's experience
  - "Maybe have them be more engaging and fun, because I know some mentees were really bored or just didn't want to be there."
  - "The conferences felt very long to retain information. If they were shorter, that would be better."

- “The ones I didn’t pick were either STEM or not engaging enough.”

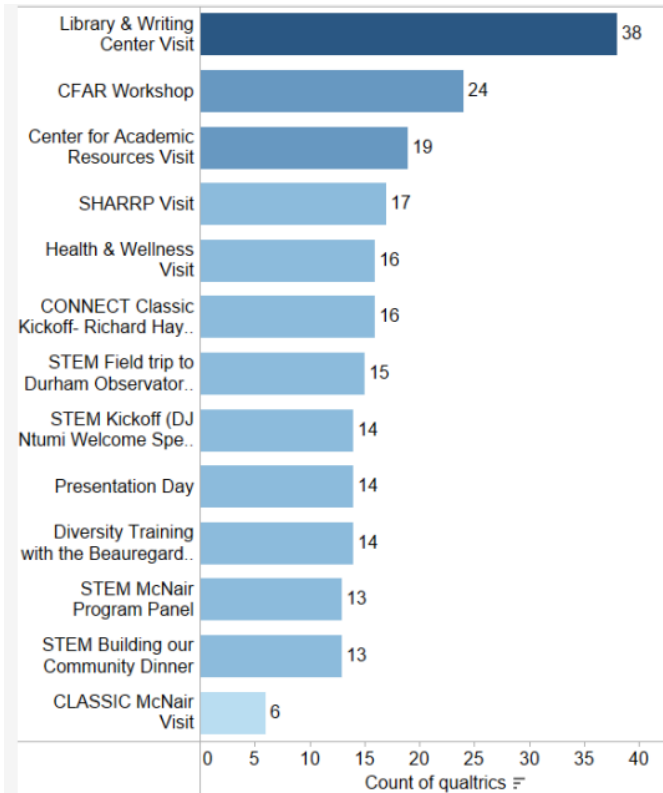


Figure 13 From CONNECT SURVEY RESULTS SUMMER 2022

## 2022 Evaluation: Retention Markers

Before and After Connect (scale 0-5)

- Students showed improvement in all four categories.
  - “How confident do you feel about.
    - Your decision to come to UNH.
    - Your social success
    - Your academic success

- Talking to professors (new to 2022 survey)
- Note: It is unclear when the students completed these survey questions. If they completed all of them at the end of the CONNECT program, then it may be that the students exaggerated how “unprepared” they were in the past. It would be helpful to ask these questions at the actual start of the CONNECT program and then again at the end.

How confident do you feel about: (scale 0-5):



Figure 14 From CONNECT SURVEY RESULTS SUMMER 2022

## Chapter 5: Summer CONNECT 2021

### 2022: Summary

### 2023 Summer CONNECT - Overview

- 44 participants
  - Classic vs. STEM breakdown unknown

### 2023 Summer CONNECT – Program Schedule Notes

- Mentor training (3 days, 2-3 hours of training per day)
- Overview of new students’ daily schedule
  - Mini courses: 1.5 hr./day 3 days for CONNECT Classic, 3 hr./day 8 days for CONNECT STEM
  - 2-3 hours each day visiting on-campus departments.
  - 2-3 hours each day of structured social activities
  - 3 hours of meals
  - 1.5 hours of unstructured free time
  - 1-1.5 hours of unstructured mentor time

CONNECT '23 COHORT	
First-Generation	26
Low-income	22
Female	36
Male	8
Asian	10
Black or African American	4
Hispanic or Latino	11
Non-Hispanic 2 or more races	2
Non-Resident Alien	1
White	16
In state	24
Avg HS GPA	3.54
Engineering&Physical Sciences	5
Health & Human Services	10
Liberal Arts	18
Life Sciences & Agriculture	8
Paul College of Business&Econ	3

*Figure 15 from “CONNECT Summer 2023 Survey Results” by Stephanie Bernier*

### 2023 Summer CONNECT - Program Evaluation Notes

- Changed method of evaluation from past years. Resulted in improved evaluation for social events and on-campus partner presentations than in 2021 and 2022.
- Recommendations from the 2023 program report:
  - Be clear about program expectations before students arrive so they can prepare for and embrace the intensity of the program.
  - Unequal experience by STEM CONNECT and STEM Classic: bonding time and academic course credit.
  - Consider forgoing Hilltop Fun Center
  - “Work with mini-course instructors to align the mission of CONNECT with that of the colleges.”

## 2023: Schedule

### 2023 Mentee Schedule

- CONNECT STEM
  - Began one week earlier.
  - Monday: move-in, family panel discussion, icebreaker.
  - Tuesday-Friday, 8 a.m. – 8 p.m. program (12-hour days)
    - 3 hours meals
    - 3-hour mini-course TECH 401 or LSA 401
    - 1-2 hours additional workshop: CFAR, scientific writing, career counseling, Beauregard Center, SHARPP
    - 1-2 hours of mentor time, study time, or free time
    - 1-2 hours of social activity
  - Saturday: free time
  - Sunday: join CONNECT classic.
  
- CONNECT Classic + STEM.
  - Sunday move-in and welcome activities day
  - Monday – Thursday: 8 a.m. – 8 p.m. daily (12-hour days)
    - 3 hours meals at HoCo
    - 3 hours of socials (scavenger hunt, pool party, lunch with College Deans, Hilltop Fun Center, College Confidential)
    - 1.5 hours of unstructured free time \*new 2023
    - 1.5 hours of unstructured mentor time \*new 2023
    - CLASSIC: 1-hour mini-course
    - CLASSIC: 2-hour tour of on-campus departments (Health and Wellness, CFAR, McNair, SHARPP,
    - 2-hour additional on-campus department visit (library, writing center, Beauregard Center inclusive spaces)
    - STEM: 3 hours of mini course daily
    - Friday: present mini-course work, wrap up by 2 p.m.

**2023 Mentor (Student Staff) Training**

- Began one week prior to CONNECT STEM arrival.
- Friday 3-5 p.m.: virtual Title IX training
- Sunday: 9 a.m. move-in, 11 a.m. -1 p.m. welcome, icebreaker, expectations
- Monday-Wednesday:
  - 9 a.m. check-in
  - 2 hours of training: student accessibility, SHARPP bystander intervention, QPR training, bias, and inclusivity,

**2023 Mini-Course. 1.5 hours daily for CONNECT CLASSIC, and 3 hours daily for CONNECT STEM. Mini-courses took place Monday-Thursday (4 days)**

- COLA UND & CHHS: Leadership
  - How to talk to faculty, meet the school dean, where to get help with research papers, identify undergraduate research topics, find classrooms, use CANVAS, create an effective presentation
- COLA: Writing
  - Writing lab reports and literature reviews
- PAUL: Economics
  - No syllabus
- COLSA (STEM): LSA 401
  - Scientific method real-life experience
- CEPS (STEM): TECH 401
  - Role of a scientist or engineer, scientific method, labs
- Friday: 8 a.m. – 2:30 p.m. presentations, closing.

## 2023: Evaluation

- Completed by 39 out of the 44 students.
- Surveys were standardized in 2023 (score from 1-5).

### 2023 Evaluation: Mini-Courses

- 1 is low, 5 is high.
- Confidence in the classroom
  - 4/5 “As a result of my mini-course, I gained confidence in the classroom.”
- Writing skills:
  - 3.05/5 “As a result of my mini course, my writing skills improved.”
- Problem-solving:
  - 3.67/5 “As a result of my mini course, my ability to problem solve improved.”
- Valuable
  - 4.24/5 “My mini course was valuable.”
- Challenging
  - 2.95/5 “My mini-course experience was challenging.”
- Interesting
  - 4.13/5 “My mini course was interesting.”
- New: Confidence
  - “How confident did you feel about your ability to succeed in your college?”
  - Before mini-course 2.51/5, after mini-course 2.85/5
- Removed: time
  - Did not evaluate the amount of time/duration of the mini courses.

### 2023 Evaluation: Qualitative Feedback About the Mini-Courses

- None reported from students.
- “(Students) preferred interactive experiences more than lectures and several wished their mini course was more relevant to their field of study” from the CONNECT 2023 Survey Results report.

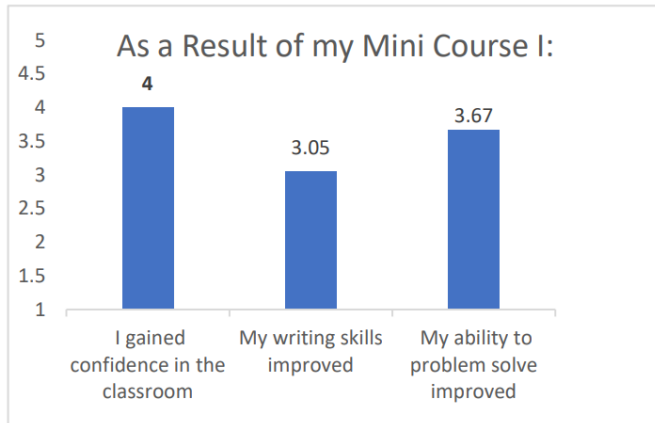


Figure 16 from "CONNECT Summer 2023 Survey Results" by Stephanie Bernier

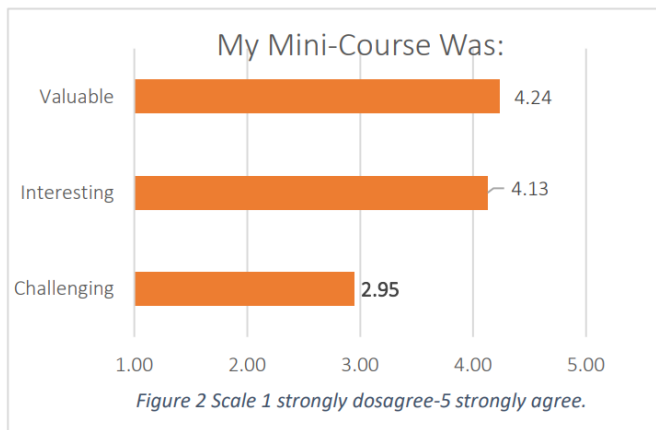


Figure 17 from "CONNECT Summer 2023 Survey Results" by Stephanie Bernier



Figure 18 from "CONNECT Summer 2023 Survey Results" by Stephanie Bernier

## 2023 Evaluation: Social Events

- 1 is low, 5 is high.
- First time to evaluate “unstructured free time” and “unstructured mentor time.”
- Results differed by cohort (STEM vs classic)
- Top-rated events (4.5 / 5 or above): Karaoke night, unstructured free time, unstructured mentor time, campus tour with mentors, college confidential

### 2023 Evaluation: Qualitative Feedback about Social Events

As reported in the “CONNECT Summer 2023 Survey Results”:

The STEM track students had more time to enjoy socials and were generally more satisfied with their experience than CLASSIC students. CLASSIC students have previously reported feeling upset about the differences between the two tracks; when CLASSIC students arrive, most STEM students have already settled and bonded with their cohort, leaving CLASSIC students to feel as if they were late to the party. In addition, STEM students receive credit for their mini-course, CLASSIC students do not. Qualitative data revealed that any negative responses were more likely to come from students on the CLASSIC track, which may be a reflection of that discontent.

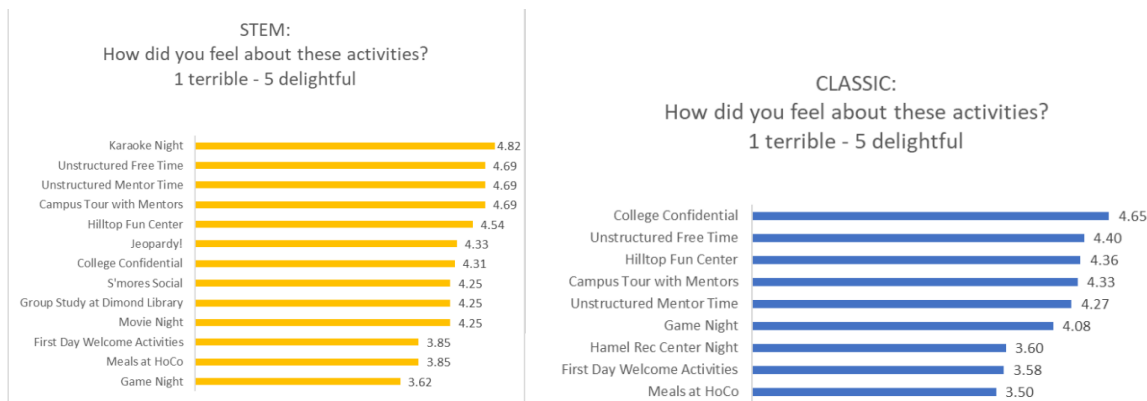


Figure 19 from “CONNECT Summer 2023 Survey Results” by Stephanie Bernie

## 2023 Evaluation: On-Campus Department Presentations

- How satisfied were you? (1 low 5 high)
- Evaluation results differed by cohort (STEM vs classic)
- Top rated (4 / 5 or higher) COLSA field day, SHARPP presentation, Richard Haynes presentation, Beauregard Center presentation, CFAR workshop, tour of support offices

### 2023 Evaluation: Qualitative Feedback About the Presentations

- “(it)isn’t right when you’re having people go constantly and perform socially from 8 in the morning to 6:30 at night.”
- “It was kind of information overload and hard to retain the information given to us.”
- “I appreciated the workshops where we could interact with the presentation and get to do something like with CfAR where we got to map our weekly schedules.”
- “Sharp presentation was really good!”

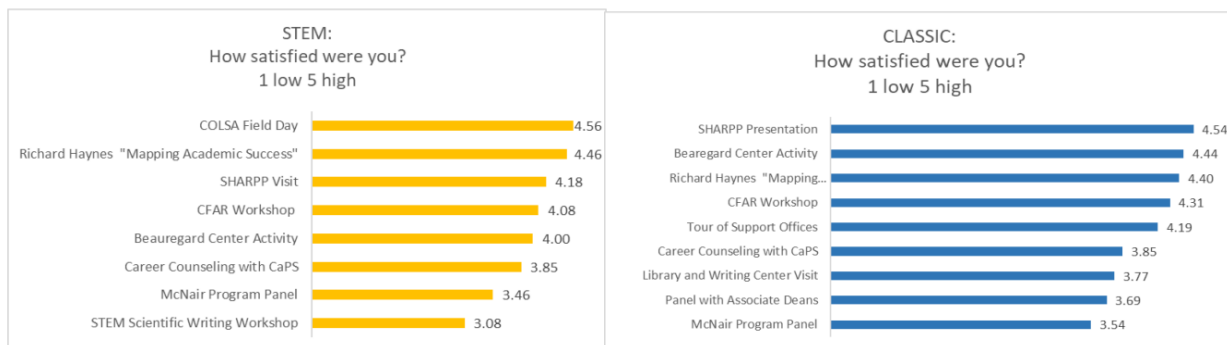


Figure 20 from “CONNECT Summer 2023 Survey Results” by Stephanie Bernier

## 2023 Evaluation: Retention Markers

Students showed improvement in all four categories.

- “I can succeed socially.”
- “I can succeed academically.”
- “UNH is for me”
- “I am comfortable talking to my professors.”
- Note: It is unclear when the students completed these survey questions. If they completed all of them at the end of the CONNECT program, then it may be that the students exaggerated how “unprepared” they were in the past. It would be helpful to ask these questions at the actual start of the CONNECT program and then again at the end.

	I CAN SUCCEED SOCIALLY	I CAN SUCCEED ACADEMICALLY	UNH IS FOR ME	I AM COMFORTABLE TALKING TO MY PROFESSORS
2023 PRE	2.33*	2.46	2.77	2.18
2023 POST	3.23	3.15*	3.41*	2.9*

\*Significantly different than previous years  
Table 1

Figure 21 from “CONNECT Summer 2023 Survey Results” by Stephanie Bernier

## 2023 Evaluation: Mentor Evaluation



Figure 22 from “CONNECT Summer 2023 Survey Results” by Stephanie Bernier