



CALIFORNIA STATE UNIVERSITY
FULLERTON[™]

Summer Bridge Program for Allied Health Community College Students

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*North Orange County Allied and other Health Careers Opportunity Program
(NOCA HCOP)*

Center for Research on Educational Access and Leadership (CREAL)

Agenda

- Activity
- Overview
 - Center for Research on Educational Access and Leadership (C-REAL)
 - North Orange County Allied and Other Health Careers Opportunity Program (NOCA HCOP)
- Methods
- Results
- Conclusions
- Discussion
- Questions

Center for Research on Educational Access and Leadership (C-REAL)

- Solution-focused, data-driven research to solve educational inequities.
- Asset based perspective
- Student driven research center



Center for Research on Educational Access and Leadership (C-REAL)



Vision & Mission

Global Issues

Diversity

Assessment
& Evaluation

Leadership

Educational
Access

Social Justice

C-REAL's Purpose

Program

- Provide feedback for program improvement
- Assessing systematic change for creating a college-going culture in secondary educational settings
- Support student learning, success and access to college

Evaluation & Assessment

- Longitudinal mixed methods study of students' college and career aspirations

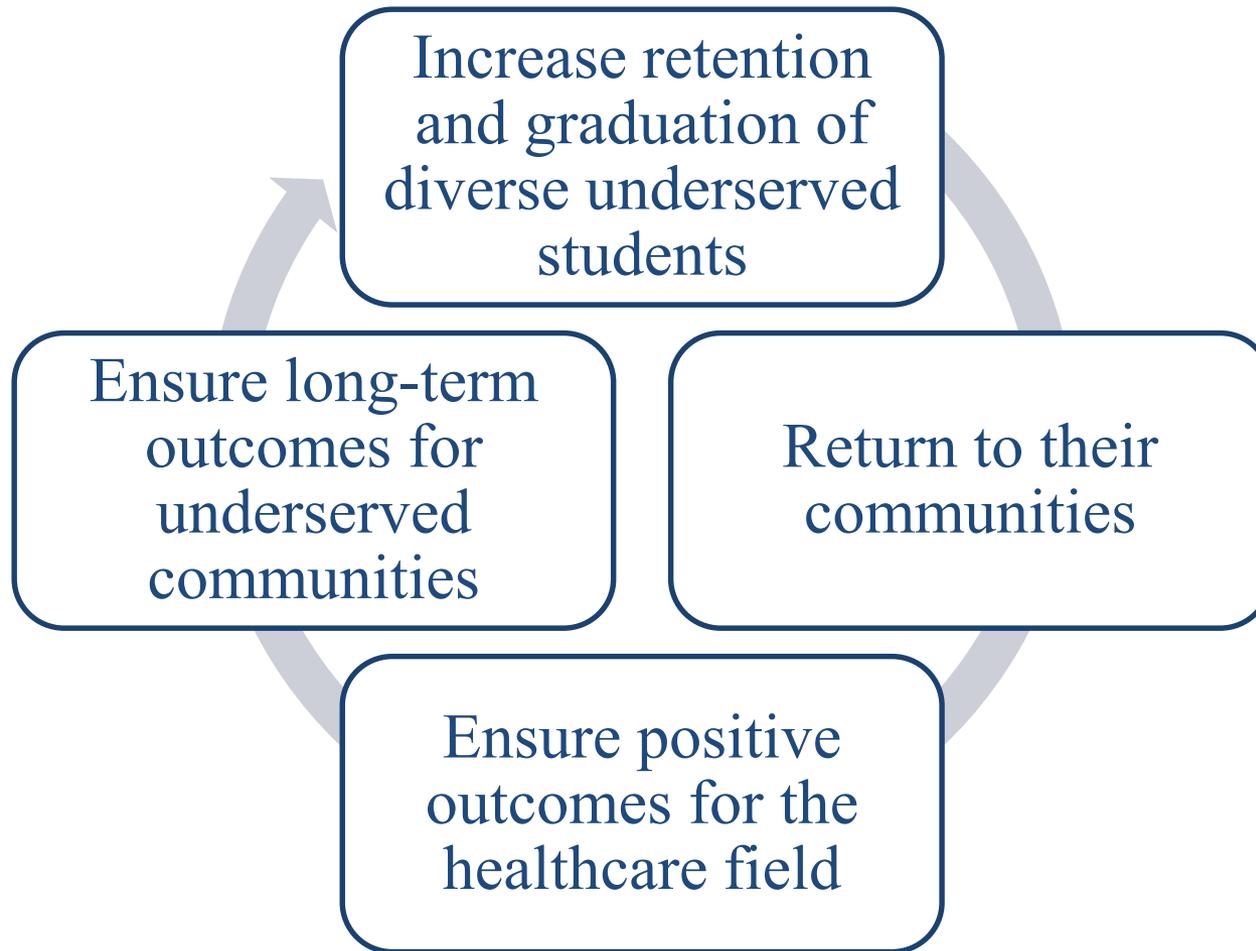
NOCA HCOP

ALLIED HEALTH ACADEMY



- North Orange County Allied and Other Health Careers Opportunity Program
 - Also referred to as the Allied Health Academy
- Aims to increase retention and graduation of Latinos/as, Pacific Islanders (including Native Hawaiian, Samoan and Chamorro), and Southeast Asian (particularly Vietnamese, Cambodian, Hmong and Lao) students

Purpose of NOCA HCOP



Lack of Diversity in Allied Health Fields

Diverse individuals in need of medical care may struggle to receive adequate support (Snyder, Frogner, & Skillman 2018; Sullivan & Mittman, 2010)

Minorities may better serve communities with similar backgrounds and have a more inclusive understanding of cultural/language differences (Sullivan & Mittman, 2010)

Latino and Asian descent rapidly increasing (U.S. Census Bureau Data, 2013)

Minority allied health professionals may not be sufficient to meet the future demands of the national health care system (Barfield, Folio, Lam, & Zhang, 2011; Grumbach & Mendoza, 2008).

Engaging AH Students

Fostering community cultural wealth (Yosso, 2005), students will...

- Be motivated to obtain a graduate degree in allied and other health professions
- Return to their own communities and provide health services (Saha, Guiton, Wimmers, & Wilkerson, 2008).

Providing students a summer bridge program is critical to meeting their needs (Bragg & Krismer, 2016).

Goal: Career Focused Undergraduates

When students are provided with sufficient resources...

- they are more likely to see themselves as more goal focused
- they are more prepared to create a professional/career network leading to improved career development (Tate, Caperton, Kaiser, Pruitt, White & Hall, 2015).

The Summer Bridge Program

**students interested in
the allied and other
health professions**

**predominantly Latino/a,
Pacific Islanders, and
Southeast Asian
students**

**Part of an
educational
pipeline for:**

**from low socioeconomic
backgrounds**

**the regional area of
Southern California**

Activities of the Summer Bridge Program

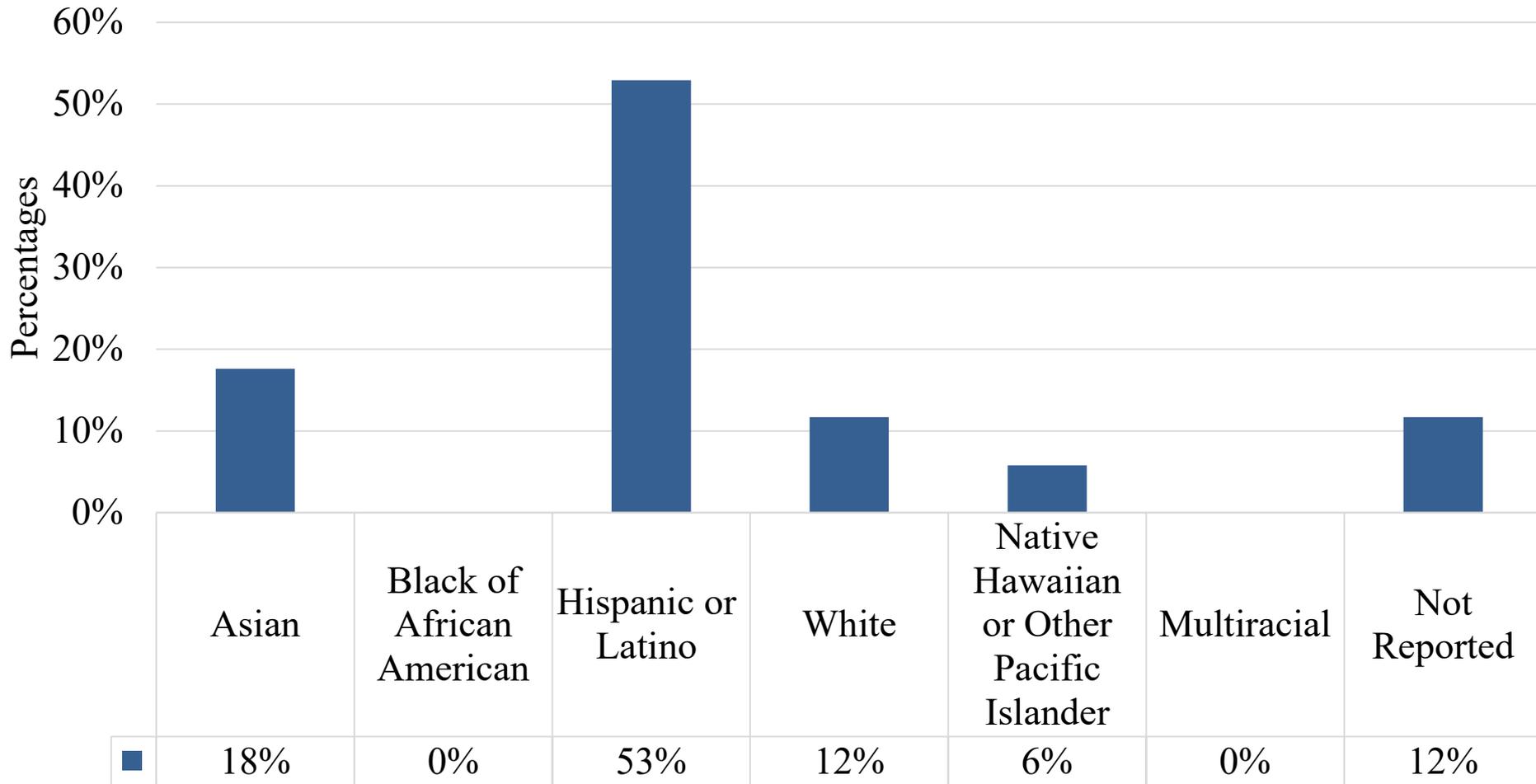
(6-week summer program for incoming university students)

- Students accepted to a California State University were eligible to participate in the Summer Bridge Program
- Focused on cultivating self-esteem, self-efficacy, cultural identity development, and academic readiness

Method of Evaluation

- Students completed a survey before and after the six-week program via Qualtrics that evaluated the application of the Summer Bridge Program.
- Likert-type items and open ended items were included
- **Mixed Methods Approach:**
 - Paired sample t-tests were used to assess the effects of the program
 - Qualitative analysis was used for open ended items

Ethnicity of Students in the Summer Bridge Program ($N = 20$)



Findings

4-year College Readiness

Attitudinal differences before and after the Summer Bridge Program: Paired Sample t-test, n = 14

	<u>Mean Difference</u>	<u>t</u>	<u>Significant (2-tailed)</u>
Overall, I feel confident as a writer.	.500	-2.463	.029*
I feel confident in writing research papers	.462	-2.521	.027*
I feel confident in using APA format.	.929	-3.242	.006**
Overall, I feel confident in my math skills.	.643	-2.857	.013**
Overall, I feel prepared for college	.500	-2.188	.047*
I am aware of the resources available to me ON CAMPUS	1.286	-5.828	.001***
I am aware of the resources available to me OFF CAMPUS	1.429	-7.071	.001***
I am aware of the virtual resources available to me	1.000	-3.606	.003***

Note: *p < .05, **p < .01, ***p < .001

AH Career Confidence

Attitudinal differences before and after the Summer Bridge Program: Paired Sample t-test, n = 14

	<u>Mean Difference</u>	<u>t</u>	<u>Significant (2-tailed)</u>
I have the skills necessary to be successful in college	.500	-2.876	.013*
I feel connected to my peers in the Summer Bridge Program	.648	-3.798	.002***
I currently have a support network that will help me succeed in college	.857	-3.710	.003***
How confident are you in your knowledge about social justice?	1.429	-5.259	.001***
How confident are you in your knowledge about allied health?	1.214	-4.323	.001***

Note: *p < .05, **p < .01, ***p < .001

Social Justice Advocates

“Social justice means to be an advocate for an issue/problem occurring in a community. It means that you will work to create resources and rights to those less privileged”

“Social justice means having the playing field more even across communities, so that everyone who would like to can have the resources to obtain education, healthcare, housing, and access to mental health”

Perceptions of the Program

“I’m definitely going to miss this program. I’ve met so many new peers and staff and I’m actually quite sad it ended so soon. I look forward to doing more programs like this.”

“I wish I had this when I first entered university 10 years ago. It may have guided me. I learned so much about myself that I did not even know about. I hope my kids have an experience like this.”

Overall Findings

Confidence in Writing and Math Skills

The program provided opportunity to identify areas to improve and resources to prepare students before their next term of school and matriculation to a 4-year university.

Connection with Resources and Support Network

The Summer Bridge Program provided an opportunity for students to build a support system by creating a social network of peers with similar interest and the goal to end health inequalities.

Implications



Information off campus and virtual resources ensure that students will be more prepared when they face difficulty.



Students may benefit academically when they enter 4-year university with a purpose; to advocate for their community.

Recommendations

Access to advisors before beginning the fall term

Early introduction to a supportive peer network

Support in writing and math skills during transitions