



# Bringing It Back Home: New Pathways for Community Cultural Wealth

*Dr. Dawn Person – Director  
Aylin Gann-Graduate Research Assistant*

*Center for Research on Educational Access and Leadership  
(CREAL)*

# Agenda

- 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
- Activity and 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

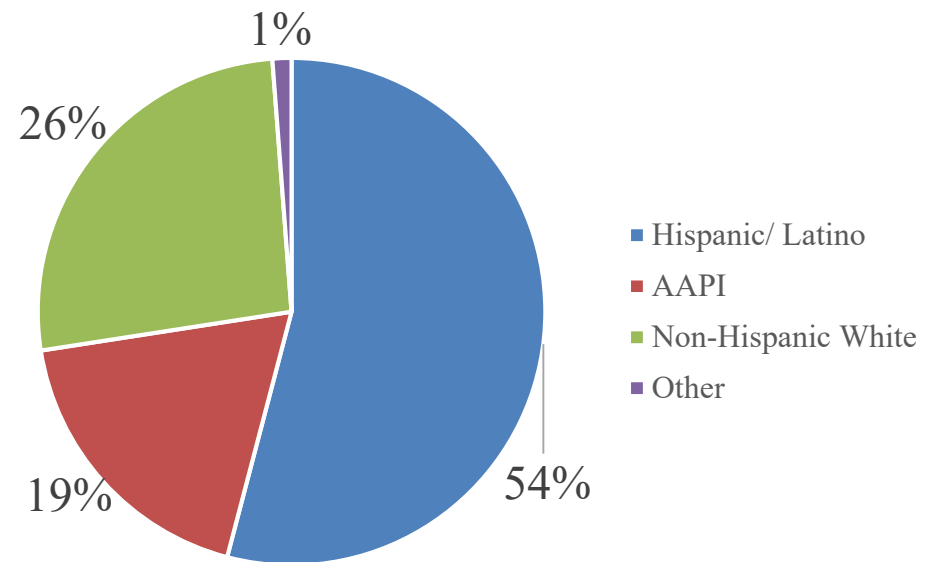
- North Orange County Allied and Other Health Careers Opportunity Program
  - Also referred to as the Allied Health Academy
- Aims to increase retention and graduation of this population through four key objectives:
  - 1) academic preparation
  - 2) personal development
  - 3) formation cultural identity
  - 4) career development



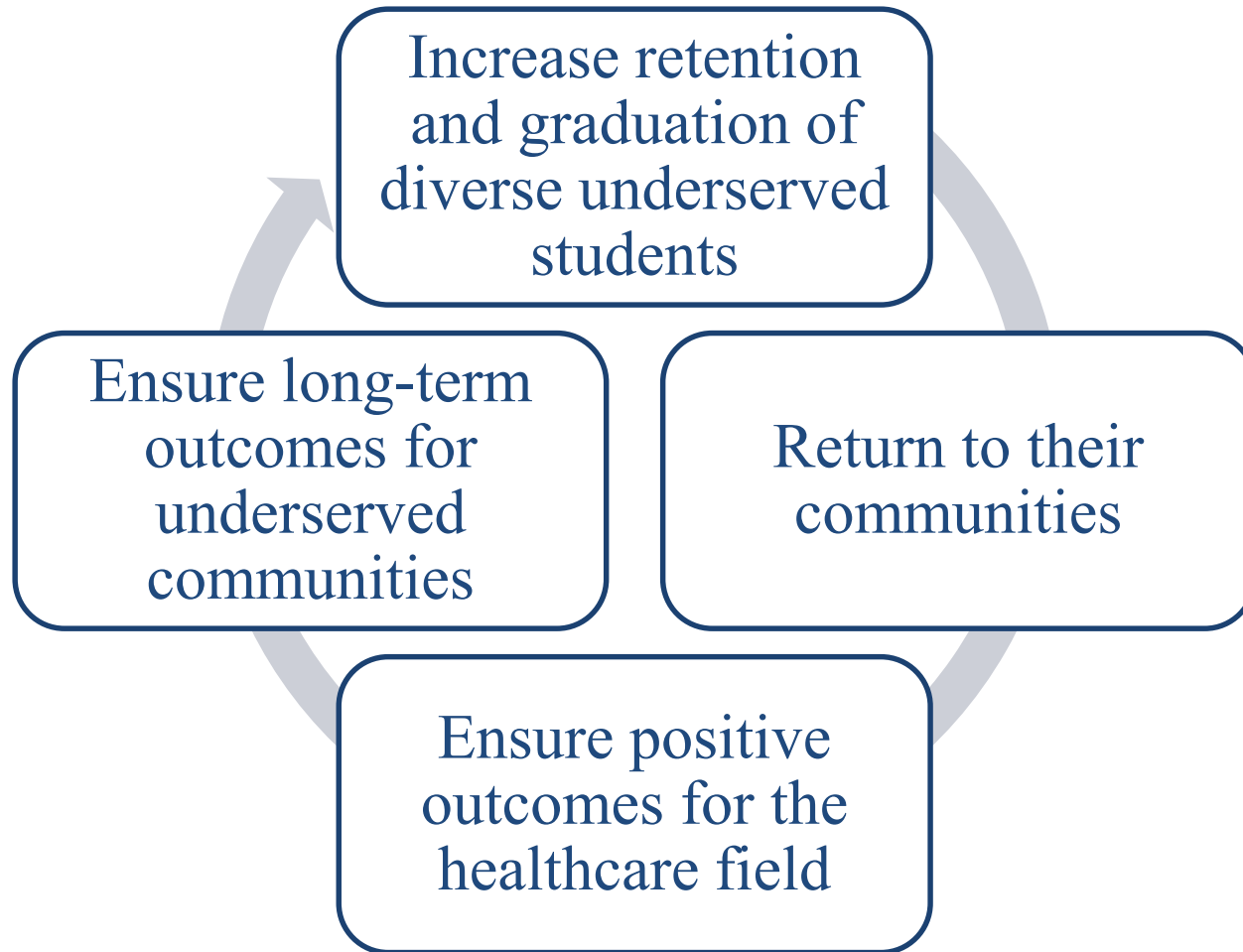
# North Orange County Educational Background

- Anaheim Union High School District  
(OC Community Indicators 2017)
  - The highest dropout rate in the county at 6.4% compared to 0.8% (8x more than Los Alamitos, 11 mi away)
  - The lowest rate of college ready graduates (38% AUHSD vs. 72% Los Alamitos; almost half)
- Along with other social determinants of health, these conditions lead to worse health outcomes.

Anaheim Race/Ethnicity



# Purpose of NOCA HCOP





# Goals of NOCA HCOP

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

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

**Create an educational pipeline from high school through graduate school for:**

**from low socioeconomic backgrounds**

**the regional area of Southern California**

# Activities of NOCA HCOP

Measureable Outcome	Title of Events	Description
Overall knowledge of allied health	<ul style="list-style-type: none"> <li>• Allied Health Career Panel</li> <li>• Exploring Health Careers in Non-Profit Agencies</li> <li>• Health Professions Exposed</li> <li>• Career-specific Advising</li> <li>• Health Field Internships</li> <li>• Field trips</li> </ul>	Various activities designed to increase student exposure and overall understanding of the allied health field (e.g., program descriptions, educational requirements, professional networking, etc.)
Academic and professional skills	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Mentoring Workshop</li> <li>• Research Workshop</li> <li>• Health Field Internships</li> <li>• LinkedIn Workshop</li> </ul>	Collection of workshops and activities focused on increasing student academic (e.g., writing, study skills, organization, etc.) and professional (e.g., networking, time management, resume/CV building, etc.) skills.
Graduate school preparation	<ul style="list-style-type: none"> <li>• How to be a Competitive Applicant</li> <li>• Writing a Health Professions Statement of Purpose (SOP)</li> <li>• GRE Preparation Tips</li> <li>• Graduate Student Panel</li> </ul>	Series of workshops designed to increase student preparation and understanding of the graduate school process (e.g., overcoming barriers, application process, research writing, etc.)

# Method

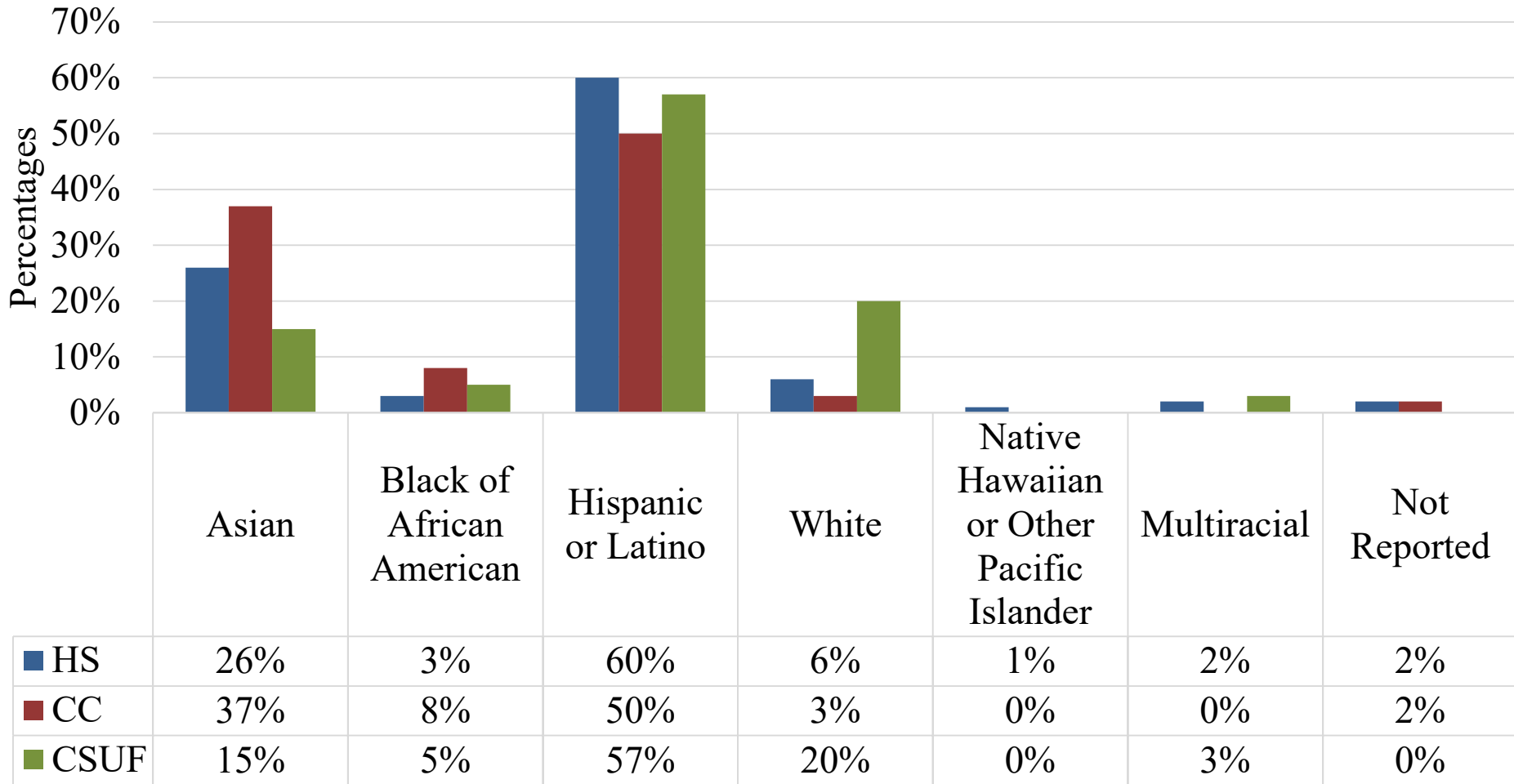
Students who expressed an interest in Allied Health Careers consent to complete surveys (2017-2018).

Students completed the survey via Qualtrics that assessed student commitment, the application of the Allied Health Academy, and a survey of health interests.

The Multi-group Ethnic Identity Measure-Revised (MEIM-R; Brown et al., 2014) was used to assess ethnic identity.

Linear regression models were used to assess the effects of the program in each the High School, Community College, and CSUF levels.

# Ethnicity of Students in Year 3



# Cross- Sectional Hypotheses

High  
School

- Students who have a strong ethnic identity and are educated about the role research serves in allied health are more likely to pursue academic support.

Community  
College

- Once students are pursuing academic counseling and also receiving job counseling, they will be motivated to pursue mentoring.

4-year  
College

- Students who have a strong ethnic identity and wish to attend graduate school to contribute to a need for minority researchers indicated they wish to return to their community after college graduation.

# Findings

# High School Predictors of Utilizing College Academic Advising

**Bivariate Correlations between the predictors and outcome of students pursuing academic support**

<u>Predictors</u>	<u>Outcome</u>
MEIM Score	.387**
Want to go to college to participate in research	.254*

*Note: \* $p < .05$ , \*\* $p < .01$ ,  $n = 69$*

# High School Predictors

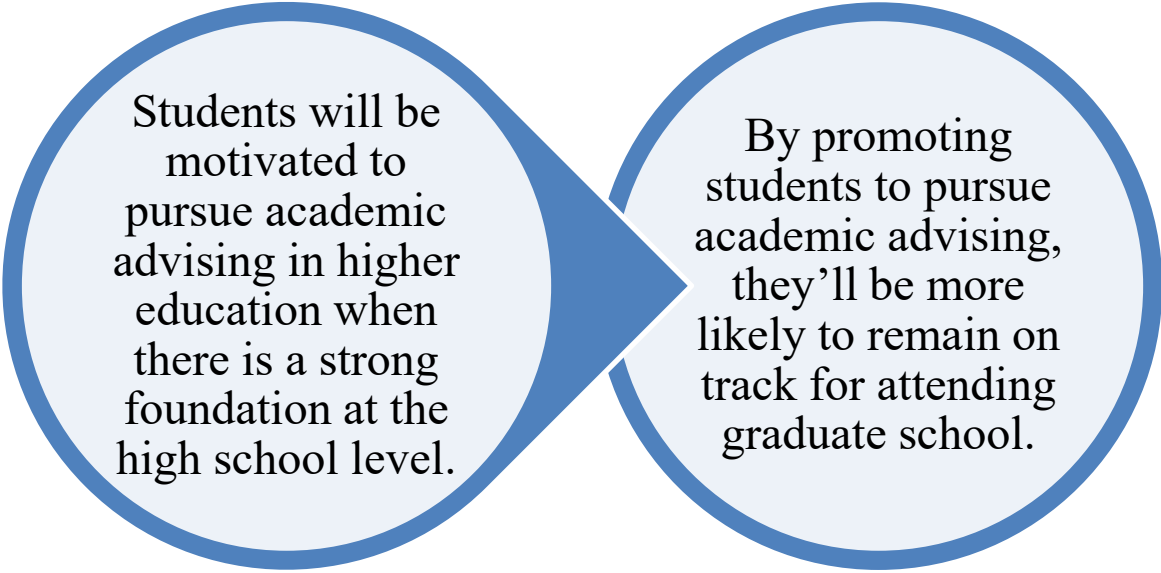
## Summary of Linear Regression Analysis of Variance predicting students pursuing academic support

<u>Predictors</u>	<i>b</i>	$\beta$	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
<b>Step 1</b>			.001	.447	.20	.20
<b>MEIM Score</b>	.064	.370	.001			
<b>Want to go to college to participate in research</b>	.276	.225	.046			

Note,  $n = 69$



# High School Implications



Students will be motivated to pursue academic advising in higher education when there is a strong foundation at the high school level.

By promoting students to pursue academic advising, they'll be more likely to remain on track for attending graduate school.

# Community College Predictors of Utilizing a Mentor

**Bivariate Correlations between the predictors and outcome of students pursuing mentor support**

<u>Predictors</u>	<u>Outcome</u>
Academic Advising	.383*
Career Counseling	.407*

*Note: \* $p < .05$ , \*\* $p < .01$ ,  $n = 69$*

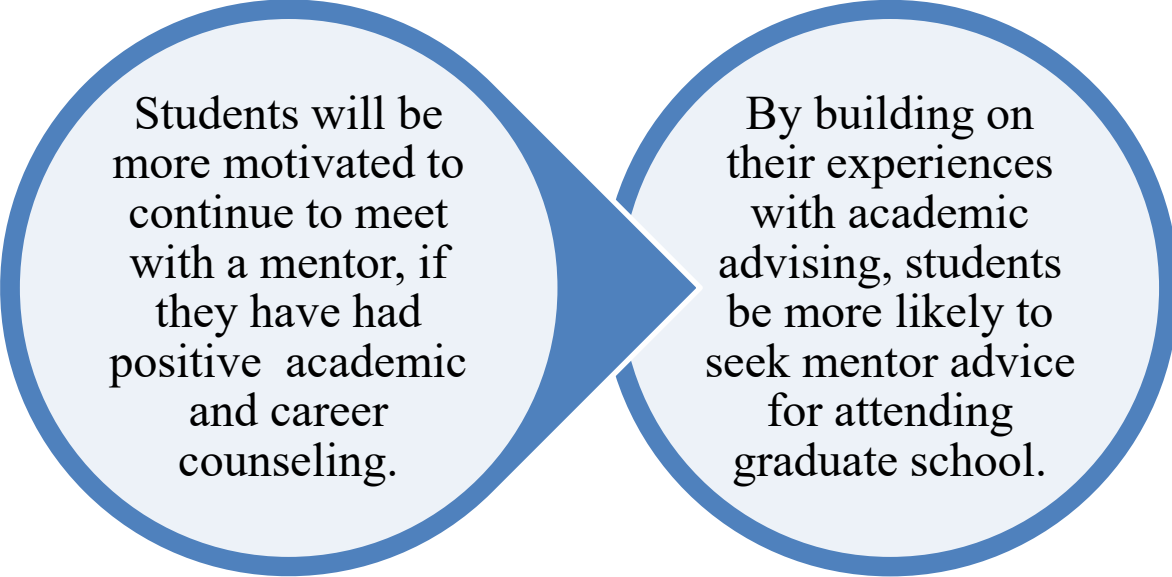
# Community College Predictors

## Summary of Linear Regression Analysis of Variance predicting students utilizing mentors

<u>Predictors</u>	<i>b</i>	$\beta$	<i>p</i>	<i>R</i>	$R^2$	$\Delta R^2$
Step 1			.003	.561	.315	.315
Academic Advising	.590	.386	.001			
Career Counseling	.478	.410	.046			

Note,  $n = 33$

# Community College Implications



Students will be more motivated to continue to meet with a mentor, if they have had positive academic and career counseling.

By building on their experiences with academic advising, students be more likely to seek mentor advice for attending graduate school.

# CSUF Predictors of Student Intent to Return to their Home Community

**Bivariate Correlations between the predictors and outcome of students' intent to return to their home community after graduation**

<u>Predictors</u>	<u>Outcome</u>
Want to attend graduate school because see a need for minority researchers	.387**
MEIM Score	.254*

*Note: \* $p < .05$ , \*\* $p < .01$ ,  $n = 69$*

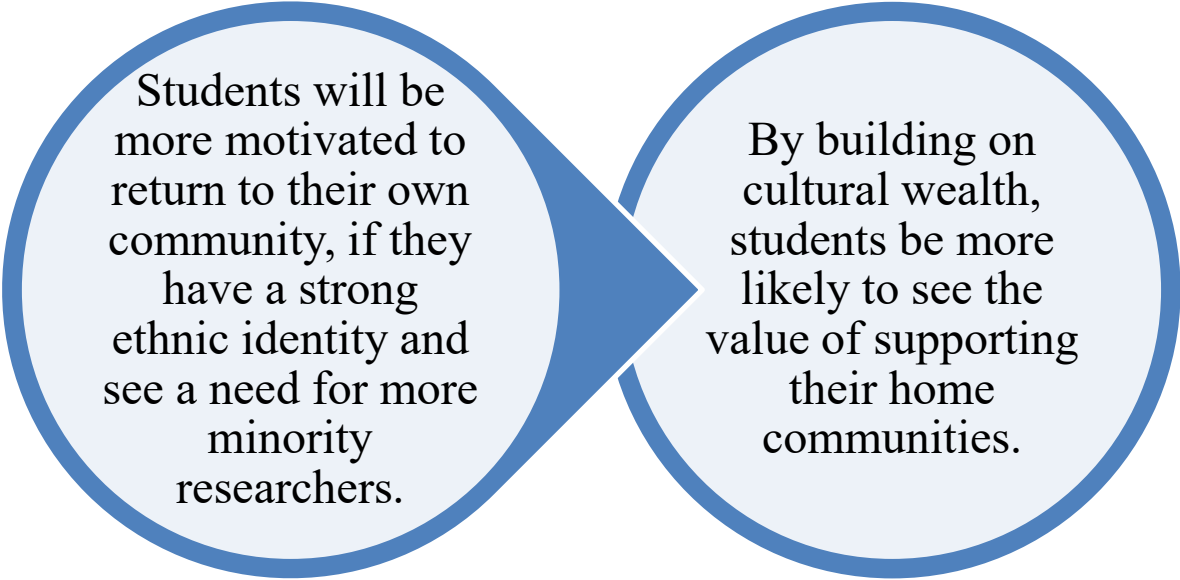
# CSUF Predictors

**Summary of Linear Regression Analysis of Variance predicting student intent to return to their home community**

<u>Predictors</u>	<i>b</i>	$\beta$	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
<b>Step 1</b>			.001	.590	.348	.348
<b>Want to attend graduate school because see a need for minority researchers</b>	1.687	.465	.002			
<b>MEIM Score</b>	.207	.469	.001			

Note, *n* = 43

# 4 –Year College Implications



Students will be more motivated to return to their own community, if they have a strong ethnic identity and see a need for more minority researchers.

By building on cultural wealth, students be more likely to see the value of supporting their home communities.

# Overall Findings

## High School

**MEIM Score**

**Want to go to college  
to participate in  
research**

**Pursue academic  
support**

## Community College

**Academic Advising**

**Career Counseling**

**Utilize a mentor**

## 4-Year University

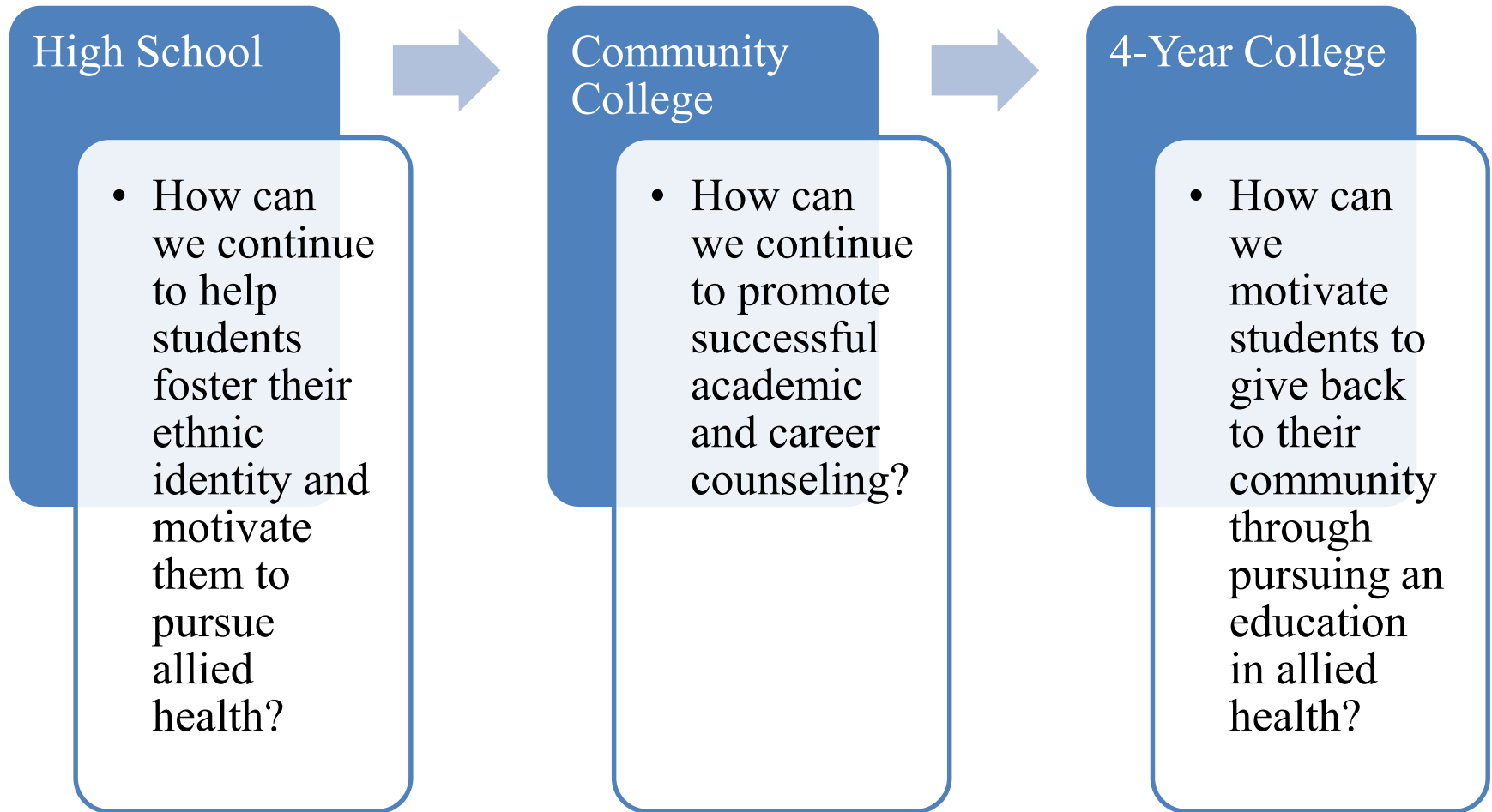
**MEIM Score**

**Want to go to  
graduate school  
because see a need for  
minority researchers**

**Intend to return to  
their home  
community**



# Cross-Sectional Implications



# Activity

# Recommendations

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Culturally relevant curriculum offerings

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Early internships and volunteer opportunities in the health profession

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Student support during pipeline transitions