

HealthStart was initiated to target underrepresented and underprepared students to provide them with contextualized curriculum, a first-year cohort experience, and student services to support their progress in challenging Allied Health programs at MiraCosta College and/or to transfer. The grant committee identified that students needed to develop stronger foundational competencies in college level critical thinking, reading, and composition skills, so a one-year composition sequence was created. This grant represents a first step toward initiating systematic pathways for students to be better prepared for and to complete rigorous academic programs that lead to their aspired careers.

HealthStart Program

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| HealthStart Goals | HealthStart Practices |
| **To decrease equity gaps in Allied Health academic programs and fields** | The National League of Nursing (2015) is calling for programmatic efforts to increase diversity in nursing students and in the nursing workforce to increase the cultural competency and quality of health care experienced by diverse populations. HealthStart provides the first critical step on a pathway for diverse students interested in CNA, LVN, AA RN, BS RN, Surgical Tech, Physical Therapy, and other Allied Health vocations. |
| **To connect high school, community college, and university programs of study** | HealthStart Counselor/Coordinator and Instructor performed high school outreach and recruitment at Health Academy programs of two feeder high schools, at CTE workshops, and at nursing information seminars—building academic community bridges. |
| **To support the development of rigorous academics in both GE and major courses** | The English instructor collaborated w/ the Nursing Department to develop and implemented contextualized curriculum for the pre-transfer (ENGL 50) to transfer (ENGL 100) college composition courses. Students wrote essays about topics such as cultural competency, family, and spirituality in health care; and the costs of treatment versus prevention of chronic illnesses (community care). |
| **To support career-based learning and professional learning through internships and service learning** | HealthStart partnered with Career Services to integrate lessons and resources into the course. All students met with a career counselor and completed career exploration assignments and were guided to CNA and internship programs. |
| **To integrate support services like tutoring and counseling** | The counselor/coordinator connected w/ students, guiding them through the matriculation and financial aid processes. All students met with the HealthStart general counselor during summer orientation and two times over their first semester, completing education plans. |

HealthStart Success

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| **Equity Impact** | HealthStart targeted the 33% of underrepresented students and equity gaps in the recruitment, retention, and graduation rates of diverse students who do not succeed in health programs early in their college careers​.   * HS50 had 11.1% Black/African American vs. 2.6% in traditional ENGL 50. * HS50 had 7.4% Asian vs. 4.8 in traditional ENGL 50. * HS100 had 60% Hispanic/Latino vs. 43.2% in traditional ENGL 100. |
| **Student Success Impact** | HealthStart ENGL 50 (f15) demonstrated   * 100% recruitment, orientation, and enrollment success--27 and 26 Allied Health students enrolled fall and spring semesters respectively (class size max is 24-25) * HS50 had 93% completion vs. 85% completion in traditional ENGL 50. * HS50 had 93% success rate (grade C or better) vs. 79% success rate in traditional ENGL 50. * 88% of the students who succeeded in ENGL 50 persisted to ENGL 100 vs. 61% of traditional course persistence from ENGL 50 to ENGL 100.   HealthStart ENGL 100 (s16) demonstrated   * 100% recruitment success (25 Allied Health student enrolled) * 96% completion and 88% success rate (grade C or better) vs. 65.5% success rate for traditional ENGL 100 sections. |

why HealthStart works

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| **Connections:**  **Cross-Campus**  **and Region** | From conception to implementation, HealthStart represents intentional and sustained collaboration with   * Regional partners in the Linked Learning Pathways to Baccalaureate grant, Natalie Ray (Grossmont Community College) and regional grant officials, Michelle Pilati (Project Director of LLPB) and Ken O’Donnell (Student Engagement and Academic Initiatives & Partnerships for CSU) * Instruction (Academic) and Students Services: Deans and Student Success Programs * Disciplines and Departments: Letters (Pre-Transfer and Transfer English), Nursing, Counseling, Career, and CTE |
| **Connections:**  **Student Cohort** | The first-year cohort model allows students to build enduring relationships with other students who are interested in the same academic/career goals. Students created personal and academic connections that supported them inside and outside the classroom. |
| **Connections: Teaching and Learning** | The ENGL 50 (fall) to ENGL 100 (spring) “stretch model” allows students with developmental reading and writing needs to fulfill the learning outcomes of the college composition sequence with structured pacing. When an instructor has the opportunity to work with students over two semesters, we are better able to build relationships and support individualized needs that are foundational for first-time college students. |
| **Connections:**  **Counseling, Careers, Tutoring, and Math** | The counseling support maximized students’ successful transitions to college and their fulfillment of personal, academic, and career goals. The English instructor partnered with the Writing Center by implementing Supplemental Instruction (in-class tutor with after-class study groups). Math for Nurses workshops were also implemented. |