

Sigma Theta Tau International's 29th International Nursing Research Congress

Leadership 2.0: Summer Bridge Programming to Address the Recruitment, Retention, and Success of Underrepresented Students

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Purpose: The United States population is becoming increasingly more diverse driving the need for a more diverse healthcare workforce. Research has demonstrated that patients of minority backgrounds prefer providers with similar social, ethnic, and cultural backgrounds (Degrie, Gastmans, Mahieu, de Casterlé, & Denier, 2017; Scott & Zerwic, 2015), and that minority healthcare providers are disproportionality serving the minority and underserved communities (Saha, 2014). Even with research underscoring the importance of a culturally diverse healthcare workforce, minority populations continue to be underrepresented in the healthcare professions and associated schools globally.

With the recognition of the importance of diversity in health professions, efforts are being undertaken to increase the representation of minority students in health profession schools. Evidenced based practice has shown that summer bridge programs can be an effective method for increasing the educational opportunity of underrepresented students (Bir & Myrick, 2015; Slade, Eatmon, Staley, & Dixon, 2015). By providing underrepresented students with an academic skill set and a sense of academic efficacy, summer bridge programs lay the foundation for future academic success (Slade et al., 2015; Wachen, Pretlow, & Dixon, 2016)

Our team developed an innovative Leadership 2.0 summer bridge program as a method to increase diversity in the nursing student body and subsequent workforce. The comprehensive six-week student-centered summer bridge residential program is designed to increase the academic opportunities and success of underrepresented students seeking nursing careers. **The goal of this presentation is to summarize our team's successful implementation of a summer bridge residential program that had significant effects on the recruitment, retention, and academic success of underrepresented students. The significance to global nursing is that minority students continue to be underrepresented in the nursing workforce despite an awareness of the benefits of a diverse workforce. Summer bridge programs are an evidence based practice to increase the diversity of students entering and graduating from health profession programs.**

Methods: Methods for implementing a summer bridge residential program for underrepresented students were identified through town hall meetings in target neighborhoods and an extensive literature review of evidenced based strategies (Bir & Myrick, 2015; McCoy, & Winkle-Wagner, 2015; Slade et al., 2015). These elements informed the development of Leadership 2.0, programming activities which focused on academic preparation, socialization, clinical and research immersion, cultural exposure and financial support.

A longitudinal study design of qualitative and quantitative methods was utilized to establish the effectiveness of the bridge program. Data collection consisted of pre-survey (conducted at 0 weeks) post-surveys (conducted at 6 weeks and 9 months), one-on-one interviews, and a focus group. The study participants consisted of all twenty-six students who completed Leadership 2.0 over a two year period. Results from the pre and post surveys indicated that 92% of study participants felt Leadership 2.0 helped prepare them for college, and 100% felt that Leadership 2.0 helped prepare them for the undergraduate nursing degree program.

Results: Leadership 2.0 also positively impacted academic success. Participants indicated that Leadership 2.0 provided a sense of community with 96% supporting the social interaction components. In

the one-on-one interviews, 92% responded that Leadership 2.0 increased their passion for nursing and the majority felt prepared for freshman year. Additionally, during the interviews 73% of participants reported that community service experiences increased their desire to serve the underprivileged. First year retention rates increased from 34% for underrepresented students prior to Leadership 2.0 compared to 96% after Leadership 2.0 (92% for the overall nursing student body). Additionally, the average GPA for Leadership 2.0 participants at the end of the first year was 3.45 compared with 3.40 for the overall nursing student body.

Conclusion: Leadership 2.0 also effectively incorporated significant holistic elements to set it apart from other summer bridge programs. These elements include parental involvement, community experience, research exposure, public speaking, and social interactions with faculty and staff.

Title:

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Keywords:

bridge programming, student success and underrepresented students

References:

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Abstract Summary:

Through this educational activity, the learner will be able to evaluate implementation strategies for summer bridge residential programming targeting underrepresented nursing students, summarize its impact on the recruitment, retention and academic success of this student population, and assess holistic elements that are associated with successful summer bridge programming.

Content Outline:

1. Implementation Strategies for Summer Bridge Programming
 1. Academic preparation
 2. Socialization
 3. Clinical immersion
 4. Research immersion
 5. Cultural exposure
 6. Financial support
2. Effectiveness of Summer Bridge Programming
 1. First year retention rates
 2. Grades
 3. Sense of community
 4. Sense of preparedness for freshman year
 5. Fit for nursing
3. Holistic Elements of Successful Bridge Programming
 1. Parental involvement
 2. Fun
 3. Community experience
 4. Public speaking

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Professional Experience: Greer Glazer, RN, CNP, PhD, FAAN is dean of the College of Nursing and associate vice president for Health Affairs at the University of Cincinnati. A nationally recognized leader in nursing education, Dr. Glazer has a strong history of developing community, national and international partnerships and securing federal funding for nursing research, scholarship and program implementation. In recognition for her work as researcher, educator and healthcare leader, Dr. Glazer has received significant honors and awards. She holds a bachelor's degree in nursing from the University of Michigan, and a master's and PhD degree in nursing from Case Western Reserve University.

Author Summary: Greer Glazer has extensive experience in holistic admissions as she led as a consultant for the study "Holistic Admissions in the Health Professions", a national study with the overall aim to improve the understanding and use of evidence-based university admissions practices that lead to a more diverse and culturally competent nursing workforce. She has completed U.S. Department of Education, HRSA, and NCI grants that educated underrepresented nurse scholars.

Second Author

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Professional Experience: My doctoral studies in social psychology with an emphasis in organizational behavior has supported my work in culture change. This has informed my work in higher education to understand the necessary steps to facilitate student access and student success.

Author Summary: Karen Bankston believes that you are placed where you are supposed to be when you are supposed to be there and that the focus becomes using your passions to reach your goal. She has spent the past 35 years leading, coaching and guiding others in doing just; facilitating others to find the “fire in their belly” and become their whole selves as they journey through life.

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Professional Experience: Kimberly has worked in academic advising and student affairs for 18 years. Her professional focus has been working with undergraduate students from first year to graduation and with students from a variety of backgrounds, such as first generation, underrepresented ethnic minority and international students. She has been working with the Leadership 2.0 program for 2 years.

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