

Examples of Successful Tracking Strategies for Health Careers Preparation and Promotion (HCPP) Students.

Presenters:

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HCPP Pilot for BHP_r Report

DP-1b (HCPP- Pilot Only)

DP-1b: Diversity/Pipeline Program Trainees and Completer Outcomes

Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13
Trainee Unique ID	Educational Level (Select one)	Amount of BHP_r Financial Support	Gender	Age	Ethnicity (Select one)	Race (Select one)	Disadvantaged Background (Y/N)	Rural/Urban/Frontier Background (Select one)	Did the Trainee Complete the Program? (Y/N)	If Completed, Intent to Pursue Health Professions Training? (Y/N)	Did the Trainee Graduate? (Y/N)	If Graduated, Accepted Into Health Professions Program (Y/N)
		NOT AHEC FIELD										

DP-1b (HCPP- Pilot Only)

Trainee Intent to Practice (continuation of Table DP1b)

Col14	Col15	Col16
Intent to Practice?		
(Y/N)		
Primary Care Setting	Medically Underserved Community	Rural Setting

DP-1c

DP-1c: Prior Academic Year Outcomes

Col1	Col2	Col3
Academic Year	Total Number of Graduates or Completers	Total Number of Graduates Accepted into Health Professions Program
2010-2011		
2009-2010		
2008-2009		
2007-2008		

San Diego Regional Consortium Health Career Opportunities Program (SDRC/HCOP)

Student Tracking



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Agenda

- SDRC/HCOP
- HRSA DATA Requirements
- Key Evaluation Questions
- Tracking Methodology
- Outcome/Impact Data
- Successful Strategies
- Next Steps



HCOP GOAL

Increase competitive applicant pool of students from disadvantaged backgrounds to successfully compete for, enter, and complete health professions education programs

HCOP Data Requirements

At Program Entry		
Measure Area	Performance Indicators	Data Source/Person Responsible
Identifiers	Unique Grant ID Unique Individual ID	Entry Form Data Coordinator Data Analyst
Status	Entry Academic/ Career Level Student Status	Entry Form Program Coordinators Data Coordinator
Demographics	Gender Race/Ethnicity Disadvantage Background Childhood Residency Type	Entry Form Program Coordinators Data Coordinator
Achievement	SAT, GPA, MCAT, DAT, PCAT, GRE, VCAT	Entry Form Program Coordinator Data Coordinator
Intent in Health Care Profession	Profession Discipline Specialty Degree Level and Location	Entry Form Program Coordinator Data Coordinator

HCOP Data Requirements

Annual Data Collection Post Entry		
Measure Area	Performance Indicators	Data Source/Person Responsible
Identifiers	Unique Grant ID Unique Individual ID	Entry Form Data Coordinator Data Analyst
Type/ Amount of Award	Stipend, Traineeship, Scholarship, Fellowship	Financial Aid Office Financial Analyst
Program Participation	Program Activities(Clinical, Experiential, Didactic, Research) Student Status (Full/Part Time) Location /Setting	Program Activity Report Program Coordinators Data Coordinator Data Analyst
Clinical Experiential Mentoring Research Descriptors	Population Served/Exposed Public Health Issue Type of Mentor/Discipline Type of Research, % Time	Program Activity Report Program Coordinators Data Coordinator Data Analyst

HCOP Data Requirements

At Program Exit		
Measure Area	Performance Indicators	Data Source/Person Responsible
Identifiers	Unique Grant ID Unique Individual ID	Entry Form Data Coordinator Data Analyst
Program Status	Program/Course Completion Reason for Leaving BHP Program/Course Completion	Exit Form Program Coordinators Data Coordinator
Achievement Levels	SAT, ACT, GPA, MCAT, DAT, PCAT, GRE, VCAT	Annual Tracking Survey, National Student Clearing House, Social Media, Internet, Email, Phone
Planned/Actual Destination	Advancement and Retention in Health Professions Population Served/ Location	

Key Evaluation Questions

1. Of those students eligible to move on to the next academic level, how many did?
2. Of those students who made the successful transition in question 1, how many were retained in the Biomedical and Behavioral Sciences?
3. How many graduated from health professions programs?
4. **How many entered healthcare workforce?**

Students By Academic Level

Academic Level	Programs	Participants up to date
High School/Middle School	COPC Academic Enrichment, Research Methodology Training Lab (RMTL)	635
Community College	University Link Medical Science Program (ULMSP), RMTL	146
University Undergraduate	Comprehensive Research Center in Health Disparities (CRCHD), RMTL	138
Post-Baccalaureate	First Time Applicant, Post-Bac Re-Applicant, Conditional Acceptance Program	315
Medical School	HCOE Scholars, Pre-Matriculation	150
TOTALS		1384 (unduplicated)

Tracking Methods: At Entry

IRB Approval

- Student consent
- Adolescent Consent (13 to 17 yrs.)
- Parental consent
- Photo and video consent
- Application

Tracking Methods: At Entry

Consent form

“If you agree to be in this study, the following will occur: You will be asked to **complete questionnaires** at the beginning of your participation and at the end of your training session.

You may be asked to fill out follow-up questionnaires **every year or two for the next ten years.**

Follow up may also include telephone interviews, mailing, internet searches, and **social networking sites** (i.e. Facebook, LinkedIn, etc.).

You may be asked **to submit school transcripts** and/or you give permission to program staff to collect this information from your school”.

Standard Application Form

1. Demographics Information
2. Standard Information in Application/Entry Form
 - Added new HRSA requirements
 - 3 people who do not live with students and will know where students are
 - Cell phone numbers
 - E-mail address

Tracking Methods: During Program

1. Curriculum Vitae (CV) (updated every year)
2. Use of Social Media
3. Discussion of tracking and its importance for program sustainability and improvement



Tracking Methods: At Program Completion

Tracking Methods: At Program Completion

National Student Clearinghouse

www.studentclearinghouse.org



The screenshot shows the National Student Clearinghouse website. The browser address bar displays "Who We Are | National Student Clearinghouse". The website header includes the "NATIONAL STUDENT CLEARINGHOUSE" logo and navigation links for "User Login", "FTP Login", "Careers", and "Contact Us". A secondary navigation bar contains links for "About The Clearinghouse", "Colleges & Universities", "High Schools", "Education Finance Providers", and "Degree & Enrollment Verifiers". The main content area is titled "Home > About The Clearinghouse" and features a "Who We Are" section with a list of links: "Who We Are >", "What We Do", "Who We Work With", "Clearinghouse Facts", "Privacy Commitment", "Leadership", "Media Center", "Signature Report Series", "Snapshot Reports", "Careers", and "Contact Us". The "Who We Are" text describes the Clearinghouse as the nation's trusted source for education verification and student educational outcomes research, serving over 3,300 colleges and universities. It also states that the Clearinghouse is the leading provider of educational reporting, verification, and research on behalf of its participating institutions.

Who We Are >

- What We Do
- Who We Work With
- Clearinghouse Facts
- Privacy Commitment
- Leadership
- Media Center
- Signature Report Series
- Snapshot Reports
- Careers
- Contact Us

Who We Are

The **National Student Clearinghouse** is the nation's trusted source for education verification and student educational outcomes research.

More than 3,300 colleges and universities, enrolling over 96% of all students in public and private U.S. institutions, participate in the Clearinghouse. Participating institutions provide access to actual enrollment and degree information on each of their students to us. As a result, only the Clearinghouse can offer FERPA-compliant access to a nationwide coverage of enrollment and degree records — encompassing more than 110 million students and growing.

Through our verification and reporting services, the Clearinghouse saves higher education institutions cumulatively nearly 400 million dollars annually. Most Clearinghouse services are provided to colleges and universities at little or no charge, including enhanced transcript and research services, enabling institutions to redistribute limited staff and budget resources to more important student service efforts.

Today, the Clearinghouse is also the leading provider of educational reporting, verification and research on behalf of its participating institutions to the nation's colleges and high schools, student lending community, the Department of Education, state and other educational agencies, students and alumni, and thousands of employers and other organizations. Our strong commitment to providing high quality support and maintaining full compliance with the Family Educational Rights and Privacy Act (FERPA), which protects students' privacy rights in their education records, extends across our entire service line.

OUR MISSION:

We serve the education community by facilitating the exchange and understanding of student enrollment, performance and related information.

Tracking Methods: At Program Completion

Subsequent Enrollment for Previously Enrolled Students Inquiry - Mozilla Firefox

https://www.studentclearinghouse.org/secure_area/outreach/outreach_consent_no.asp

NATIONAL STUDENT CLEARINGHOUSE

Help Contact Home

Log Out

Home No Student Consent

All enrollment and degree data is as provided by the school.
As of 05/09/2012

Name:

INFORMATION VERIFIED

Name On School's Records:
Date Awarded: 12/31/2007
Degree Title: BA
Official Name of School: SAN DIEGO STATE UNIVERSITY
Major Course(s) of Study (and NCES CIP Code, if available): SOCIOLOGY

Name On School's Records:
Date Awarded: 08/19/2011
Degree Title: MASTER OF PUBLIC HEALTH
Official Name of School: SAINT LOUIS UNIVERSITY
School Division: SCHOOL OF PUBLIC HEALTH
Major Course(s) of Study (and NCES CIP Code, if available): BIOSTATISTICS 261102
Transmit Date: 10/06/2011

Term Begin	Initial Status	Highest Status	School Code	School Name	School Type
08/24/2009	Full Time	Full Time	002506-00	SAINT LOUIS UNIVERSITY	4 year or higher institution
08/28/2006	Enrolled	Enrolled	001151-00	SAN DIEGO STATE UNIVERSITY	4 year or higher institution
08/28/2006	Enrolled	Enrolled	001151-00	SAN DIEGO STATE UNIVERSITY	4 year or higher institution
06/21/2006	Enrolled	Enrolled	001273-00	SAN DIEGO CITY COLLEGE	2 year institution
06/21/2006	Enrolled	Enrolled	001273-00	SAN DIEGO CITY COLLEGE	2 year institution

Done

Tracking Methods: At Program Completion



The screenshot shows a Facebook profile for 'Ulmsp Ucsd'. The profile picture is a group of approximately 15 people, mostly in white lab coats, standing outdoors in front of a building. Below the main photo is a smaller thumbnail image of a modern building with a distinctive architectural design. The profile name 'Ulmsp Ucsd' is displayed in bold black text. To the right of the name are links for 'Update Info', 'Activity Log', and a settings icon. Below the name, the 'About' section lists: 'Studied Allied Health Professions at University of Calif...', 'Lives in La Jolla, California', 'From San Diego, California', and 'Add where you work'. To the right of the 'About' section are four smaller images: a group photo, a handwritten note that says 'n, Mo, Saif, Ashleigh, Ed Bahae!!! LIVE ALWAYS. ULMSP. 2017', a map showing locations like Newark, Palo Alto, and Stanford University, and a thumbs-up icon. Below these images are statistics: 'Friends 94', 'Photos 2', 'Map 5', and 'Likes 2'. At the bottom of the profile are navigation tabs for 'Status', 'Photo', 'Place', and 'Life Event', along with a 'Friends' section and a 'Chat (1)' indicator. The browser address bar at the bottom shows 'https://www.facebook.com/#' and the system tray shows 'Internet' and '100%' zoom.

Tracking Methods: At Program Completion

Google

Linked 



Tracking Methods: At Program Completion

E-m  il

Ph  ne Calls

Tracking Methods: At Program Completion

Newsletters



UC SAN DIEGO PIPELINE PRESS

Academic Year 2010-2011

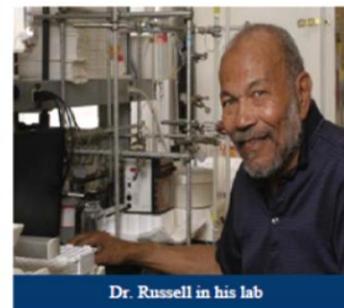
Volume 3, Issue 1

Nurturing the Next Generation of Researchers The Research Methodology Training Laboratory

Dr. Percy Russell, Professor Emeritus in the biological sciences at the University of California, San Diego has a longstanding career in higher education and the development of minority careers in the health sciences.

A Harlem native, Dr. Russell graduated from City College of New York in 1950, having majored in Organic Chemistry. He then went on to obtain a Master's degree in Physico-Organic Chemistry from Brooklyn College, and a PhD in Biochemistry from Case-Western Reserve Graduate School, after which he was a Harvard Research Fellow in the Depart-

and underrepresented minorities, not just on the San Diego campus, but throughout the University of California system.



Dr. Russell in his lab

Dr. Russell served as the Associate Dean

number of minority faculty in health professions schools.

Dr. Russell's work with underrepresented and minority youth now spans close to 20 years. And today, you will still find him directing students at his training laboratory located in the UC San Diego School of Medicine, known to all as the Russell Lab. The numbers point to over 300 students that have been trained in his laboratory, with over 80% being underrepresented minorities, but the stories of Dr. Russell that are circulated tell a different story—he has been a mentor, counselor, teacher, and friend

Tracking Methods: At Program Completion

Mentoring





Outcome/Impact Data

Student Advancement, 1989-2011

Academic Level	Number of students that advanced to the next level / Number of students eligible to advance to the next level (%)
Middle & High School	220/260 (85%) students advanced to Community or 4 yr. College
Community College	111/116 (96%) students transferred to a 4 yr. college & 5 graduated with AA degree 70/111 eligible to graduate from a 4 yr. college 68/70 (97%) students graduated with BA/BS 33/68 (49%) advanced to graduate/professional

Student Advancement, 1989-2011

Academic Level	Number of students that advanced to the next level / Number of students eligible to advance to the next level (%)
University Undergraduate	<p>87/92 (95%) students graduated with a BA/BS 34/87 (39%) advanced to graduate/professional 18/34 Completed graduate or professional school &16 students are currently enrolled in graduate or professional school.</p>
Post-Baccalaureate	<p>229/291 (79%) completed or are attending medical schools (89 are currently enrolled in medical school) 74/140 (53%) graduates are practicing in underserved areas</p>
Medical School	<p>117/119 (98%) students completed their MD Degree. 34/106 (32%) graduates are practicing in underserved areas. (11 status unknown).</p>

University Link Medical Science Program (ULMSP)

Impact Data for Community College Program



Demographic Characteristics of University Link Medical Science Program Participants, 2001-2006 and 2009-2010

Characteristics	No.	%
Gender		
Male	45	(44.6)
Female	56	(55.4)

Demographic Characteristics of University Link Medical Science Program Participants, 2001-2006 and 2009-2010

Characteristics	No. %
Hispanic/Latino	39 (38.6)
Non Hispanic/Latino	62 (61.4)
Race	
American Indian or Alaska Native	2 (2.0)
Asian URM	13 (12.9)
Asian Non URM	15 (14.8)
Black or African American	11 (10.9)
White Hispanic/Latino	35 (34.7)
White Non-Hispanics/Latino	23 (22.7)
More than one race	2 (2.0)

101 Students Participated in ULMSP

3/101 currently in
community college

4/98 graduated
with AA degree

96% (94/98) Students Transferred to University

30/94 currently in
4-year College

4/94 did not complete university
and are working or engaged in
other activities

94% (60/64) Graduated from 4-year college/university
83% (50/60) obtained a degree in biomedical science

67% (40/60) are attending or graduated professional/graduate school

Currently Enrolled

60% (18/30) attending medical,
dental school & pharmacy school
40% (12/30) attending graduate school
(27 health-related concentrations)

Graduated

40% (4/10) graduated professional school
60% (6/10) completed graduate school
(10 health-related concentrations)

101 ULMSP
Participants

33/101 currently
attending 2- or 4-
year college

22/68 Currently in the health
related work field

27/68 Currently attending
health related
graduate/professional school

19/68 Non-health related
work field/graduate or
professional school

49/68 (72%)
Currently in the
Health Care
Pipeline/Workforce

Lessons Learned

- Systematic student tracking
 - Customize according to each program/grade level
 - Hire a former student to track peers

- Subscribe to National Databases (NSCH)

- Social Media
 - Create Facebook/LinkedIn, Twitter accounts

- Develop Tracking Protocols
 - Document Process, what works and what doesn't

- Try New Approaches

Next Steps

- Standardized Online Application
- Text Messages
- Evaluate Social Media Impact
- Use of Smart Phone “APPS” to keep students engaged

Acknowledgments

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UNIVERSITY of CALIFORNIA, SAN DIEGO
SCHOOL OF MEDICINE



REACH-HEI



TCMC REACH-HEI Student Tracking

“Keeping it Real”



Ida L. Castro, Vice President for Community Engagement & Equity,
Commonwealth Medical College, and
Maureen Murtha, REACH-HEI Administrator