# Pipeline Program Survey Analysis

**Q2.\* Does your medical school have a pipeline program?** Of the 9 medical schools surveyed, 100% have a pipeline program.

| Medical School | Respondent | Position Title of Respondent |
|---|---|---|
| **Florida Atlantic University** | Dr. Julie C. Servoss | Associate Dean for Diversity and Inclusion |
| **Florida International University** | Robert L. Hernandez, Jr., MD | Executive Associate Dean for Student Affairs |
| **Florida State University** | Helen Livingston | Associate Dean |
| **Lake Erie College** | John Wojtkielewicz | Institutional Director of Undergraduate Affiliations |
| **Nova Southeastern University** | Stephanie Petrosky | Director, Administrative Services |
| **University of Central Florida** | Dr. Lisa Barkley | Asst. Dean For Diversity & Inclusion |
| **University of Florida** | Mary Jo Koroly | Associate Prof/Center Director |
| **University of Miami** | Stephen Symes | Associate Dean Diversity |
| **University of South Florida** | Bryan Bognar | Vice Dean for Educational Affairs |

**Respondents: N=9**

\*Question 1 asked for survey respondent contact information and is not included in this document.

**Q3. To which grade levels are your pipeline programs targeted?**

**Grade levels pipeline programs are targeted toward**
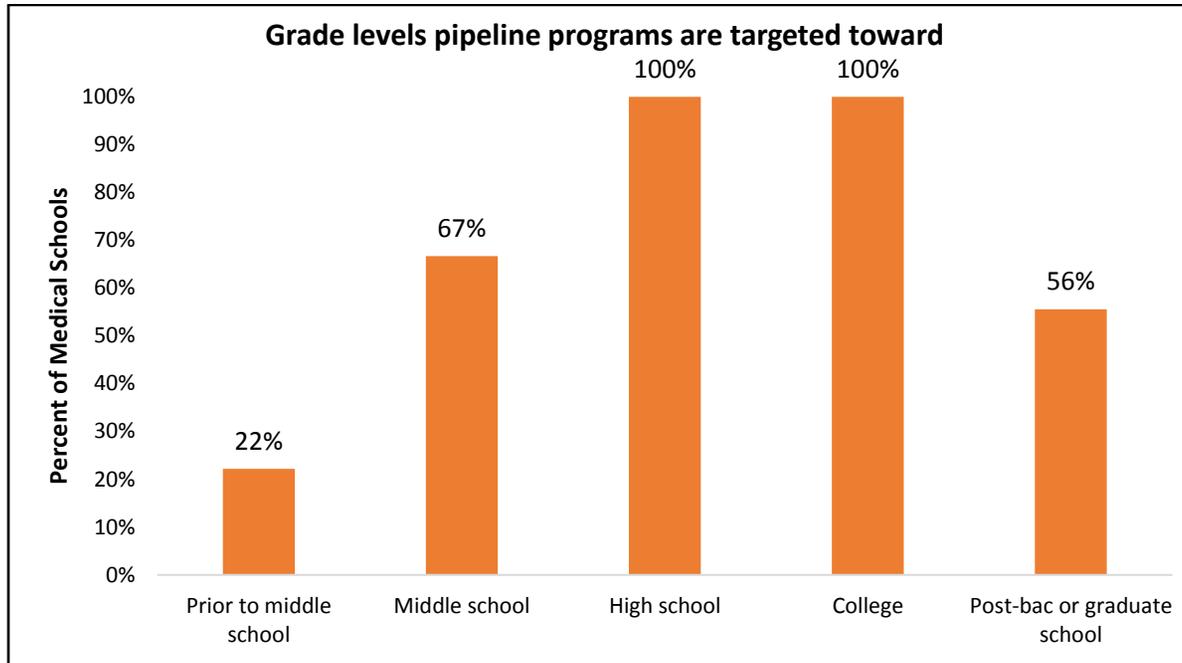


**Respondents: N=9**

| Grade level | Percent of Medical Schools | Number of Medical Schools (N=9) |
|---|---|---|
| **Prior to middle school** | 22% | 2 |
| **Middle school** | 67% | 6 |
| **High school** | 100% | 9 |
| **College** | 100% | 9 |
| **Post-bac or graduate school** | 56% | 5 |
| **Other** | 0 | 0 |

**Q4. When do your Pipeline program activities occur?**



**When do your Pipeline program activities occur?**
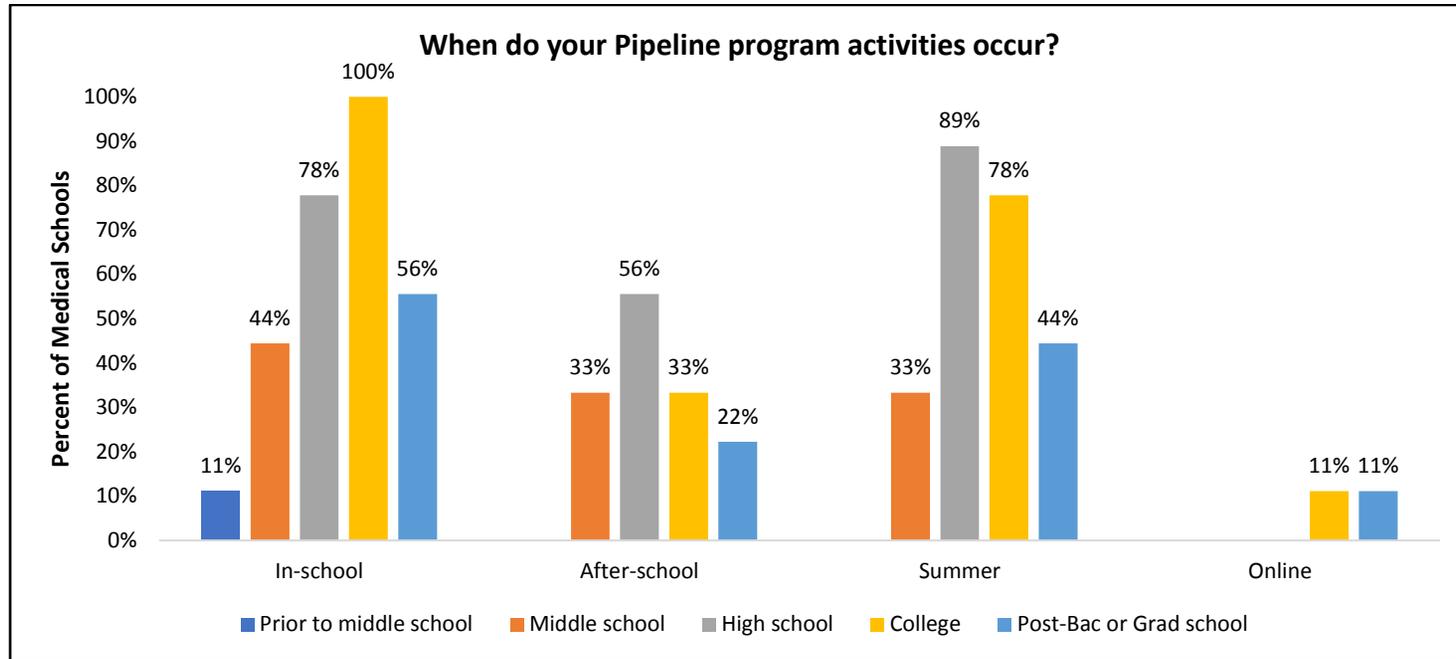
Respondents: N=9

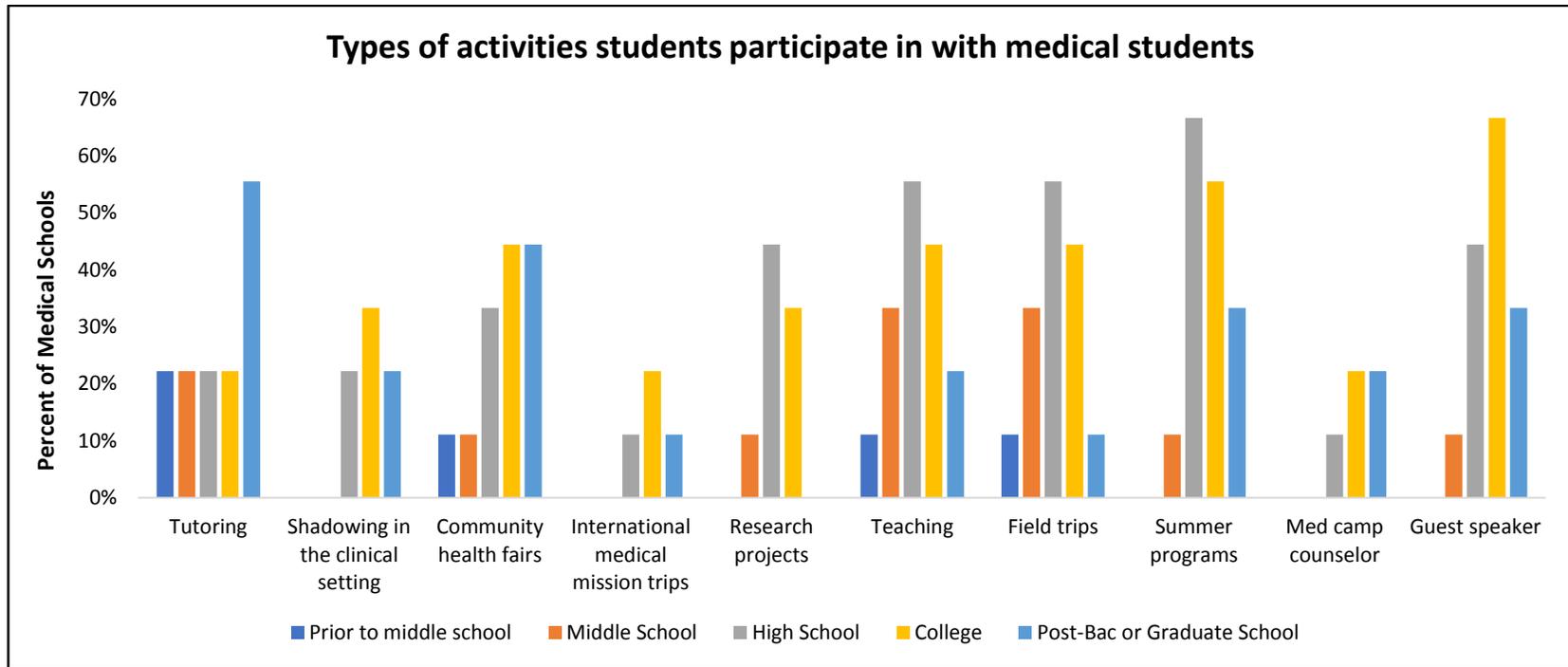| Respondents: N=9 | In-school | After-school | Summer | Online |
|---|---|---|---|---|
| **Prior to middle school** | 1 | 0 | 0 | 0 |
| **Middle School** | 4 | 3 | 3 | 0 |
| **High School** | 7 | 5 | 8 | 0 |
| **College** | 9 | 3 | 7 | 1 |
| **Post-Bac or Graduate School** | 5 | 2 | 4 | 1 |

**Q5. In what types of activities do students in your pipeline programs at different educational levels participate with <u>pre-med students</u>?**
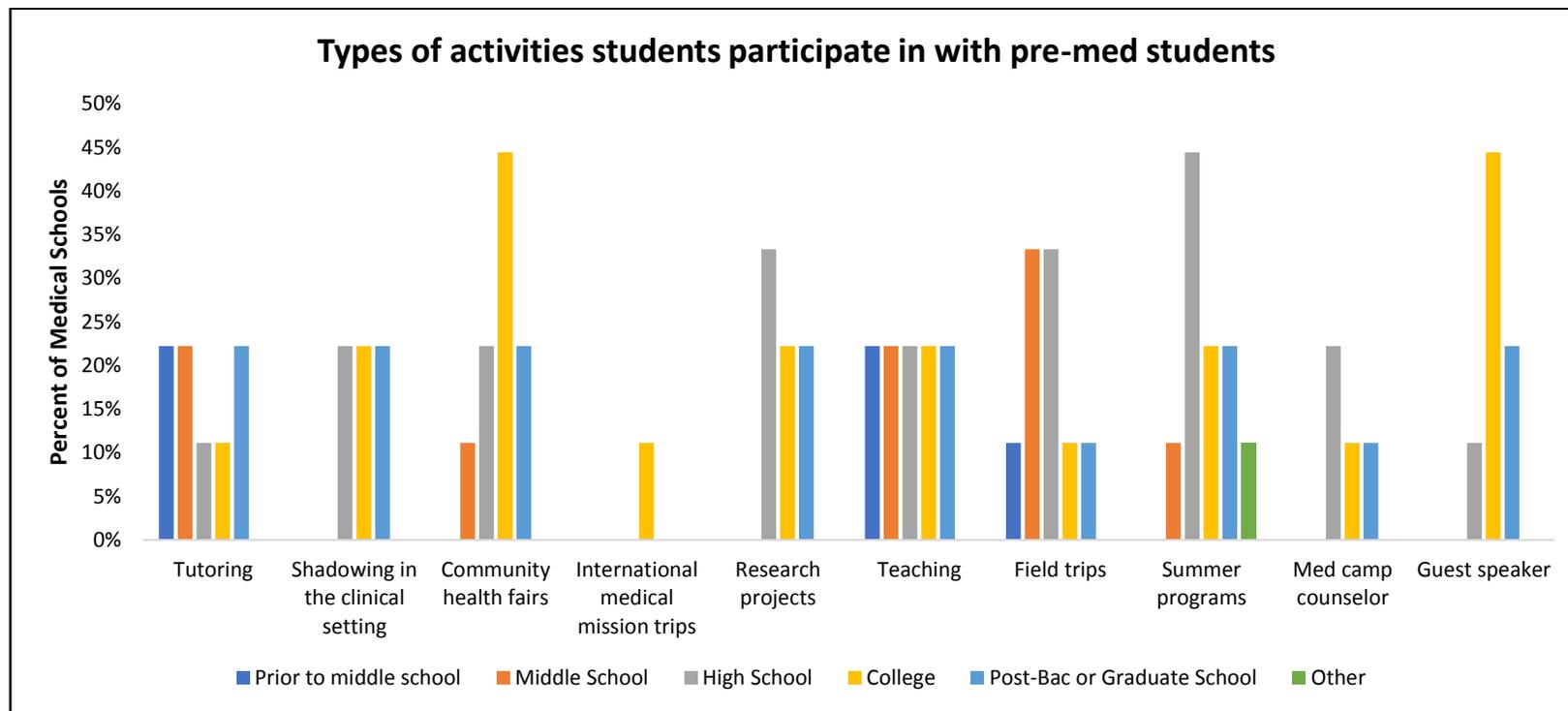


**Types of activities students participate in with pre-med students**

Respondents: N=9

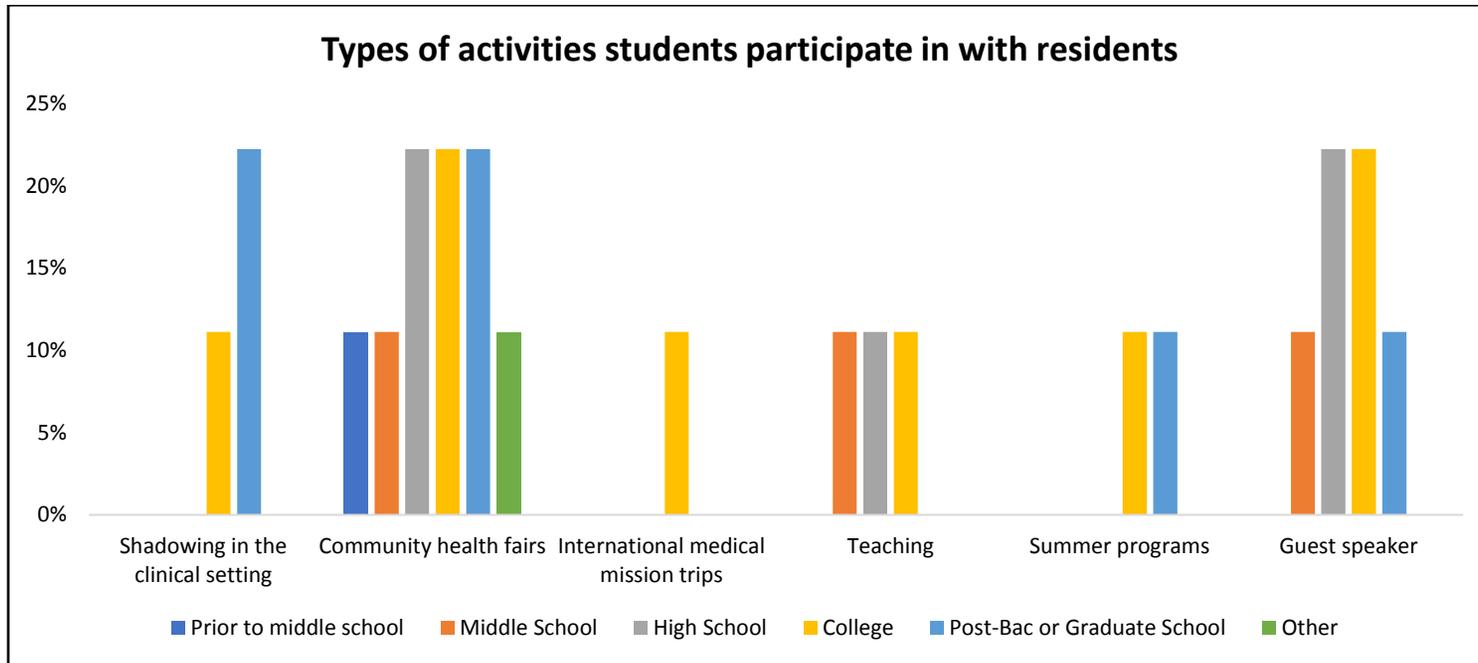| Respondents: N=9 | Tutoring | Shadowing in the clinical setting | Community health fairs | International medical mission trips | Research projects | Teaching | Field trips | Summer programs | Med camp counselor | Guest speaker |
|---|---|---|---|---|---|---|---|---|---|---|
| **Prior to middle school** | 2 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 |
| **Middle School** | 2 | 0 | 1 | 0 | 0 | 2 | 3 | 1 | 0 | 0 |
| **High School** | 1 | 2 | 2 | 0 | 3 | 2 | 3 | 4 | 2 | 1 |
| **College** | 1 | 2 | 4 | 1 | 2 | 2 | 1 | 2 | 1 | 4 |
| **Post-Bac or Graduate School** | 2 | 2 | 2 | 0 | 2 | 2 | 1 | 2 | 1 | 2 |
| **Other** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

**6. In what types of activities do students in your pipeline programs at different educational levels participate with <u>medical students</u>?**



**Respondents: N=9**

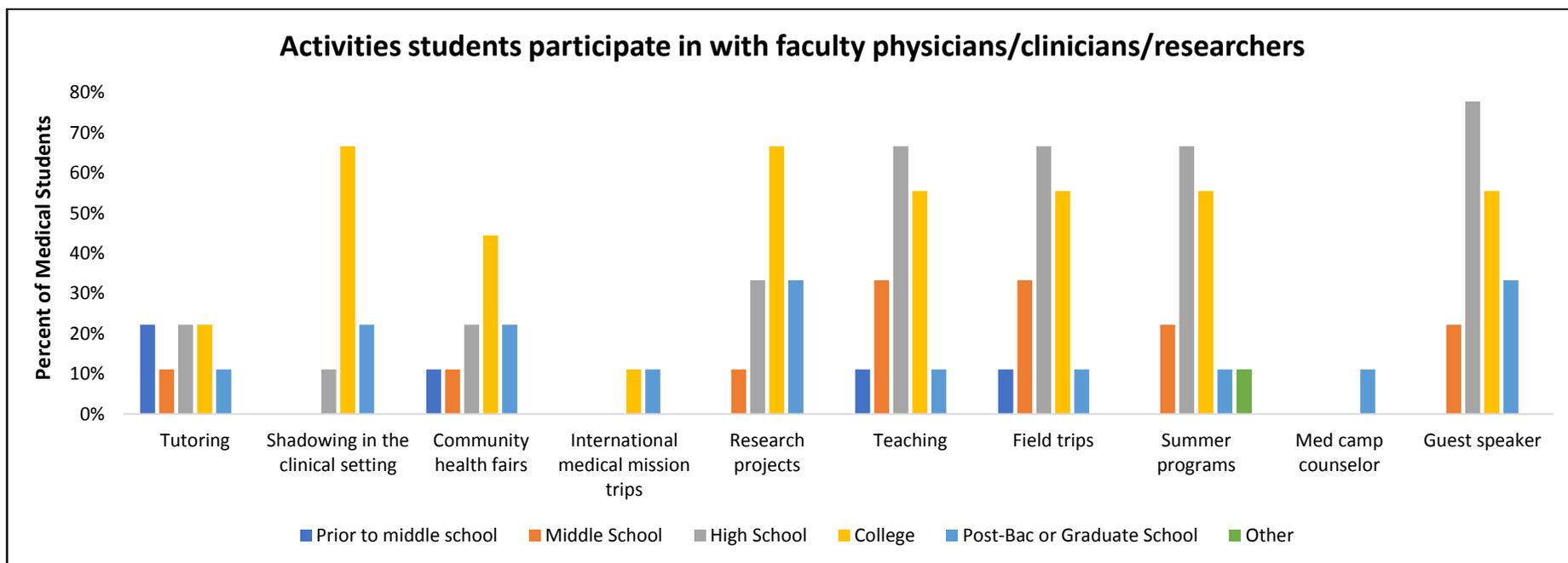| Respondents: N=9 | Tutoring | Shadowing in the clinical setting | Community health fairs | International medical mission trips | Research projects | Teaching | Field trips | Summer programs | Med camp counselor | Guest speaker |
|---|---|---|---|---|---|---|---|---|---|---|
| **Prior to middle school** | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| **Middle School** | 2 | 0 | 1 | 0 | 1 | 3 | 3 | 1 | 0 | 1 |
| **High School** | 2 | 2 | 3 | 1 | 4 | 5 | 5 | 6 | 1 | 4 |
| **College** | 2 | 3 | 4 | 2 | 3 | 4 | 4 | 5 | 2 | 6 |
| **Post-Bac or Graduate School** | 5 | 2 | 4 | 1 | 0 | 2 | 1 | 3 | 2 | 3 |

**Q7. In what types of activities do students in your pipeline programs at different educational levels participate with <u>residents</u>?**



Types of activities students participate in with residents

Respondents: N=9

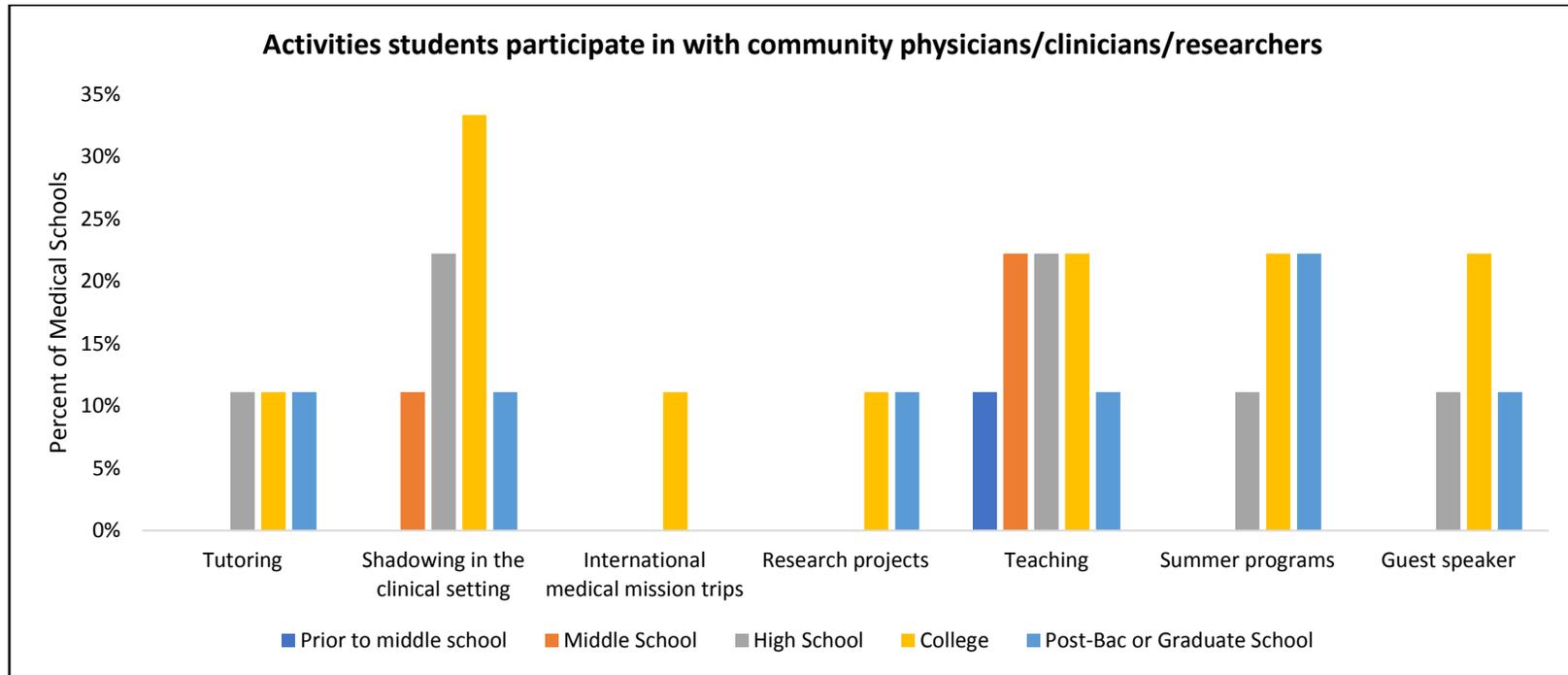| Respondents: N=9 | Tutoring | Shadowing in the clinical setting | Community health fairs | International medical mission trips | Research projects | Teaching | Field trips | Summer programs | Med camp counselor | Guest speaker |
|---|---|---|---|---|---|---|---|---|---|---|
| **Prior to middle school** | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Middle School** | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| **High School** | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| **College** | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| **Post-Bac or Graduate School** | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| **Other** | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Q8. In what types of activities do students in your pipeline programs at different educational levels participate with <u>faculty physicians/clinicians/researchers</u>?**



Activities students participate in with faculty physicians/clinicians/researchers

**Respondents: N=9**

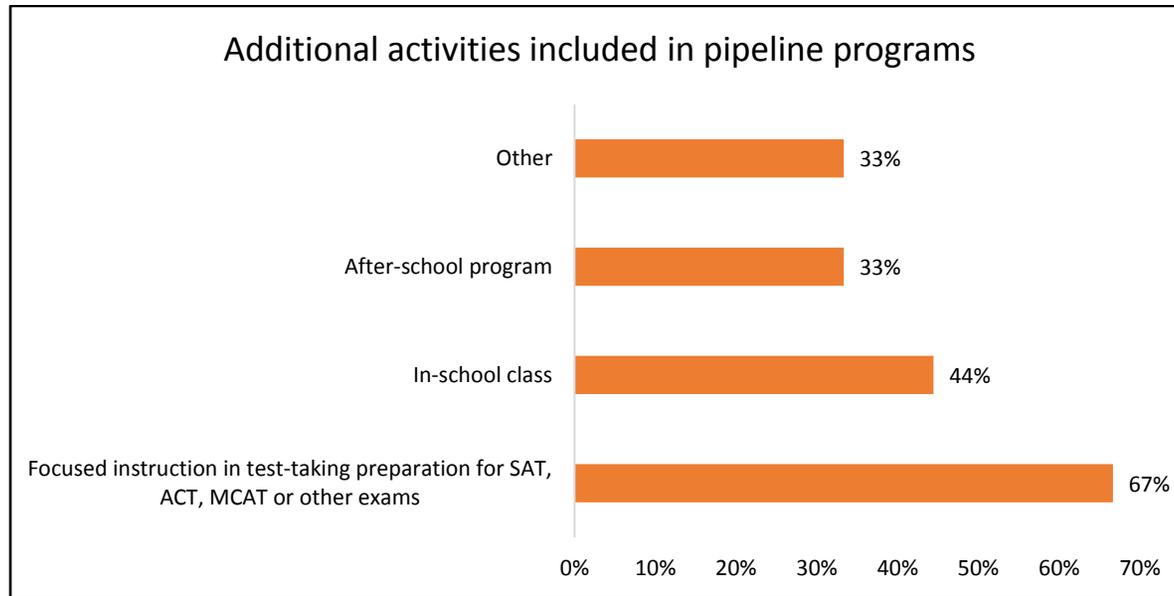| Respondents: N=9 | Tutoring | Shadowing in the clinical setting | Community health fairs | International medical mission trips | Research projects | Teaching | Field trips | Summer programs | Med camp counselor | Guest speaker |
|---|---|---|---|---|---|---|---|---|---|---|
| **Prior to middle school** | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| **Middle School** | 1 | 0 | 1 | 0 | 1 | 3 | 3 | 2 | 0 | 2 |
| **High School** | 2 | 1 | 2 | 0 | 3 | 3 | 6 | 6 | 0 | 7 |
| **College** | 2 | 6 | 4 | 1 | 6 | 3 | 5 | 5 | 0 | 5 |
| **Post-Bac or Graduate School** | 1 | 2 | 2 | 1 | 3 | 4 | 1 | 1 | 1 | 3 |
| **Other** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

**Q9. In what types of activities do students in your pipeline programs at different educational levels participate with <u>community physicians/clinicians/researchers who are not part of your faculty?</u>**



**Activities students participate in with community physicians/clinicians/researchers**

**Respondents: N=9**

| Respondents: N=9 | Tutoring | Shadowing in the clinical | Community health fairs | International medical mission trips | Research projects | Teaching | Field trips | Summer programs | Med camp counselor | Guest speaker |
|---|---|---|---|---|---|---|---|---|---|---|
| **Prior to middle school** | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **Middle School** | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| **High School** | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 1 |
| **College** | 1 | 3 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 2 |
| **Post-Bac or Graduate School** | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 1 |

**Q10. What additional activities are included in your pipeline programs?**



**Additional activities included in pipeline programs**

| Activity | Percent |
|---|---|
| Other | 33% |
| After-school program | 33% |
| In-school class | 44% |
| Focused instruction in test-taking preparation for SAT, ACT, MCAT or other exams | 67% |

**Respondents: N=9**

| Activities included in pipeline programs | Percent of Medical Schools | Number of Medical Schools (N=9) |
|---|---|---|
| **Focused instruction in test-taking preparation for SAT, ACT, MCAT or other exams** | 67% | 6 |
| **In-School class** | 44% | 4 |
| **After-school program** | 33% | 3 |
| **Other activities: Clinics and workshops with student clubs, preparation workshops, parent meetings** | 33% | 3 |

**Q11. Does your medical school have a mentoring program that pairs younger students with more experienced students for long-term impact?**

| Medical School | Mentoring Program (Yes: 7/9) | Activity Description |
|---|---|---|
| Florida Atlantic University | Yes | Longitudinal mentoring between premed and medical students |
| Florida International University | Yes | College students are paired with medical students for mentorship and advice. |
| Florida State University | Yes | College students are mentors for middle and high school students and medical students are mentors for high school students and premedical students |
| Lake Erie College | Yes | College with medical students |
| University of Central Florida | Yes | Summer academy |
| University of Miami | Yes | White coat Society pairs undergrads with med students and residents for shadowing |
| University of South Florida | Yes | PLEXUS program |

**Q12. Does your medical school provide grade monitoring or other ongoing academic interventions or leadership development to students in your pipeline programs?**

| Medical School | Academic Interventions (Yes: 7/9) | Intervention Description |
|---|---|---|
| Florida Atlantic University | Yes | Advising, learning community, faculty advising and mentoring |
| Florida International University | Yes | Doctors of Tomorrow - provides continuous updates and assistance with the medical school application process.  Early Assurance Program - provides ongoing academic advising.  Graduate Certificate Program - provides academic advising and follow up throughout the medical school application process. FSTAR- provides periodic monitoring, academic interventions, and monthly communications throughout undergraduate training |
| Florida State University | Yes | Grade monitoring is conducted every four weeks, intervention steps taking to improve grades, then second look every nine weeks when report cards are received. Intervention strategies include before, during, and after-school tutoring. In addition, we intervene by providing additional worksheets for students to reinforce concepts not learned. |
| Lake Erie College | Yes | On-line tracking of grades and courses |
| University of Florida | Yes | Leadership development; summer research; biomed workshops |
| University of Miami | Yes | Mostly in the summer, but also we do continuous review of applications, personal statements, interview prep, offer TA positions |
| University of South Florida | Yes | Students in Prehealth Scholars program are monitored closely |

**Q13 & Q14.  Do you execute articulation agreements or Memorandum of Understandings (MOAs) between the medical school and the school districts you serve? If you DO NOT execute articulation agreements or MOAs between the medical school and the school district, why not?**

| Medical School | Yes: 4/9<br>No: 5/9 | How often are articulation agreements or MOAs executed? |
|---|---|---|
| Florida Atlantic University | Yes | Every 3 years |
| Florida International University | No | |
| Florida State University | Yes | Every two years |
| Lake Erie College | Yes | They are with individual colleges and typically are perpetual |
| Nova Southeastern University | No | We have them with individual colleges |
| University of Central Florida | Yes | |
| University of Florida | No | Our students are from across Florida |
| University of Miami | No | Requirements are onerous |
| University of South Florida | No | |

**Q15. How many staff members from the medical school are directly involved in your pipeline programs?**

| Medical School | Full-Time Employees | Part-Time Employees | Volunteers |
|---|---|---|---|
| **Florida Atlantic University** | 12 | one person 32 hours per week, 52 weeks per year | |
| **Florida International University** | 10 staff members within the Office of Student Affairs | 1-5 hours per week | |
| **Florida State University** | 18 | About 10 part time employees; some located in different counties where SSTRIDE resides and they are involved 10 to 29 hrs per week | 15 to 20 volunteers for 3 to 10 hrs per week |
| **Lake Erie College** | 4 but only one exclusive | 20 hours per week | |
| **Nova Southeastern University** | | | |
| **University of Central Florida** | 2 | | 16 for particular programs, not on weekly basis |
| **University of Florida** | | | ~40 research lab mentors and ~30 grad students (18 credit hours thru 7 week lab mentoring (28 hours/week) |
| **University of Miami** | 4 | 10 | 10 |
| **University of South Florida** | 3.2 | | |

**Q16. What are the funding sources for the pipeline programs at your school?**

| Medical School | Funds from medical school budget | Funds from participating school districts | Grants specific for the programs | Gifts specific for the programs | Other | |
|---|---|---|---|---|---|---|
| Florida International University | 20% | | 75% | 5% | | |
| Florida State University | 45% | 10% | 25% | 10% | 10% | About half of 135 summer participants pay fee to attend summer program. |
| Lake Erie College | 100% | | | | | |
| University of Central Florida | 80% | | 20% | | | |
| University of Florida | | | 20% | 20% | 60% | Parent and donor support |
| University of Miami | 100% | | | | | |

**Q17. Do you track retention in your programs?** Of the 9 medical schools surveyed, 100% track retention in their programs.

| Medical School | What kind of retention data do you track? | What instrument do you use to track the retention data? | Who is responsible for collecting the retention data? | How often do you track the retention data? |
|---|---|---|---|---|
| **Florida Atlantic University** | HS graduation, STEM major, college graduation, matriculation to medical school, graduation from med school, matching into residency | Phone interview, online survey | Faculty | Annually |
| **Florida International University** | # of students who attend Saturday STEM Sessions; # of students who complete programs (FSTAR, DOT, EAP, GCP) | FSTA uses a web-based portal (AdviseStream); Others use rosters, surveys, phone calls, emails | FSTAR - Program coordinator; Others - Faculty and staff | Most are monitored continuously. |
| **Florida State University** | # who complete and their next educational or other experiences after completion | Rosters, application information, surveys, phone interviews, and online surveys | Full time CoM employee in the division, program evaluation specialist | Annually and Semi-annually |
| **Lake Erie College** | # of students that matriculate vs enroll | On-line self-entered grades | Full time employee doing this part time | Twice a year |
| **Nova Southeastern University** | # students who successfully matriculated | Rosters | Shared - COM and undergraduate administration | Annually |
| **University of Central Florida** | # students | Program roster | Full time COM employee | Annually |
| **University of Florida** | Yes | All plus social media | Center employee | More than twice a year |
| **University of Miami** | Students completing, no. passing | Roster, survey, phone calls, exit interview | Full time COM and grad assistant | Annually |
| **University of South Florida** | Follow students' acceptance and completion of health professions programs | Email and phone interviews | Full time employee at college | At least annually |

**Q19 & Q20 Do you track student outcomes in your programs? If you track student outcomes, please answer the following questions.**
Of the 9 Medical Schools surveyed, 100% track student outcomes.

| Medical School | Outcome Data Collected | Instrument Used to Track Outcome Data | Outcome Data Collector | How Often Outcome Data is Tracked |
|---|---|---|---|---|
| **Florida Atlantic University** | SAT/ACT/MCAT, HS grad rate, grades, USMLE, Step 1, 2, 3 | School district database, hard copy survey, online survey | Faculty, staff | Annually |
| **Florida International University** | SAT scores, ACT Scores, Applications to health professions schools (including medical school), acceptances to health professions schools; where students matriculate, | Web-portal, emails, surveys, telephone calls | Faculty and staff | Continuously in most cases |
| **Florida State University** | SAT/ACT scores, college entry, majors, attendance in professional training/school programs, # in health care or STEM careers, MCAT scores, GPAs in college and medical school, graduation rates at all levels, career placement, residency match | CoM databases, FSU databases and reports, on-line surveys, social media, phone interviews | Full-time COM employee who is the program evaluation specialist | Continuously |
| **Lake Erie College** | SAT/ACT score, college GPA and performance in medical school | Internal database | Full time employee doing this part time | Continuously |
| **Nova Southeastern University** | COMLEX scores Level 1, 2, and 3; graduation/pass rates; residency match; practice areas | Internal database, student records, department reports, email rosters for alumni | Faculty and Staff within COM | Ongoing, with annual reporting |
| **University of Central Florida** | Graduation rates, academic progress | Social media | Full time COM employee | Annually |
| **University of Florida** | As much as possible, but college choice, for sure | Phone, electronic, social media, UF registration, etc. | UF Center employee | More than twice a year |
| **University of Miami** | High school graduation, college matriculation, health professions or grad school | Phone interview and survey, Facebook and email, national database | Full time COM employee and summer grad assistant | Annually |
| **University of South Florida** | # of students who go to graduate school, health professional programs/medical school | Phone interview, social media, peer contacts | Full time employee of college | Annually |

**Q21. On a scale from 1 to 5, rate how effective you think your program is? (1= not effective at all; 2=ineffective, 3=average, 4=effective, 5= very effective)**

| Medical School | Effectiveness of Program |
|---|---|
| Florida Atlantic University | 5 – very effective |
| Florida International University | 4 – effective |
| Florida State University | 5 – very effective |
| Lake Erie College | 4 – effective |
| Nova Southeastern University | 2 – ineffective |
| University of Central Florida | 4 – effective |
| University of Florida | 5 – very effective |
| University of Miami | 4 – effective |
| University of South Florida | 4 – effective |

**Q22. What challenges does your school face in implementing/maintaining your Pipeline program?**

| Medical School | Challenges |
|---|---|
| Florida Atlantic University | Money, diversified revenue streams to support pipeline programs, committed partners, medical school and district buyin, time, lack of fulltime personnel |
| Florida International University | Financial support; Staff and faculty time; Coordination with other HWCOM activities; Meeting with and engaging community partners; Lack of resources from community partners; Trying to increase parental involvement |
| Florida State University | Supplemental funding of programs and funding that can be used to provide incentives and special events for students. |
| Lake Erie College | The program has grown very large very rapidly, so; tracking and personal contact have been a challenge to maintaining quality. |
| Nova Southeastern University | Available resources are minimal; we have a robust applicant pool that is already diverse and requires a significant amount of attention already; we depend on student mentors to deliver much of the services which adversely affects their own learning; we have articulation agreements with selected colleges that help build interest from diverse areas outside of the main NSU location. |
| University of Central Florida | Funding for staffing and continual follow-up |
| University of Florida | Funding for underserved students; visibility of Pipeline programs within university and in schools/communities. The programs I describe are directed by a COM faculty member (me) but I also serve as the Director of the UF Center for Precollegiate Education and Training-- this is not only for the COM, but serves all STEM departments across campus.COM is the largest participant, but we work with ~450 research faculty annually. There are many departments that work with us to prepare health pipelines! |
| University of Miami | Funding, tracking |
| University of South Florida | Adequacy of budget |

## Data Source

Information for the 2017 Pipeline Program survey was provided by leadership at Florida's nine medical schools with existing pipeline programs. The percentages shown in the charts below refer to the percent of medical schools that responded to a question. For example, if 67% of medical schools responded to a question, that refers to 6 medical schools when N=9.