University of Minnesota
Health Careers Center
Program Review Report

Respectfully submitted to:
Dr. Barbara Brandt
Assistant Vice President for Education

Date:
November 29, 2007

Submitted by:
Judy Beniak, RN, M.P.H.
Director
Health Careers Center
University of Minnesota
2-565 Moos Tower
420 Delaware Street S.E.
Mayo Mail Code 502
Minneapolis, MN 55455
www.healthcareers.umn.edu
Office: 612-624-6767
Direct: 612-624-0607
Email: benia001@umn.edu
I. History and Background
The University of Minnesota Health Careers Center (HCC) provides campus-wide health career planning services to current and prospective students to help them explore health career options, clarify their values, and make more informed decisions about their future.

The HCC was created in response to several stressors taking place, both internally at the University and throughout the state of Minnesota. These included the loss of key centralized, campus-wide pre-health advising supports and services at the U of M, a surge in the numbers of undergraduates interested in health careers, and the need to address a growing critical shortage of qualified health care professionals in the state of Minnesota.

In January 2001, Dr. Robert Bruininks, Executive Vice President and Provost, and Dr. Frank Cerra, Senior Vice President of Health Sciences, appointed a task force to study the current status of pre-health science advisement on the Twin Cities campus and to make recommendations to improve services for students seeking careers in the health professions. After studying historical campus documents, state and national health professions workforce trends, programmatic data, models at other universities, and surveying student needs, the task force called for the creation of a campus-wide, health careers services center.

With its mandate to serve University students and other potential students interested in health careers, the HCC opened its doors in 2002. To accomplish the mandate, staff set out to develop a unique campus-wide, collaborative model that partnered with all the U of M undergraduate schools and programs to provide health careers awareness and exploration through workshops, credit courses, and information sessions and other programs and activities.

The successful growth of the HCC is greatly due to the cross-campus partnerships with both the undergraduate schools and programs and the AHC professional colleges and schools. To support this unique cross-campus Center, the Director of the HCC reports directly to Craig Swan, Vice Provost for Undergraduate Education, and Dr. Barbara Brandt, Assistant Vice President in the Office of Education.

Over the past five years, HCC programs have been designed to identify and attract high-ability students early in their academic careers. This allows them time to be engaged in thoughtful exploration and preparation for application to the University’s competitive professional and graduate health professional programs. Through information sessions, workshops, for-credit career exploration courses, specially designed programs and events, and pre-college outreach activities, students are encouraged to consider a broad range of health professional career opportunities, and to take part in important career exploration activities designed to produce...
more qualified candidates. The HCC stresses the importance of academic rigor, student achievement, professional development and leadership aptitude, and the value of experiential learning through volunteering, service-learning, internships, research, and learning abroad opportunities.

The need for health career exploration support at the University continues to be significant. Recent feedback from colleagues in the College of Liberal Arts suggests that approximately 62.6% of their students entering the Health and Natural Sciences Community have indicated an interest in a health career, and over 80% of freshmen students entering the College of Biological Sciences are interested in health careers. These are just two examples of a growing interest in health careers among undergraduates at the University. This type of information is important in shaping HCC programs to meet the needs of this growing pool of students. Meeting those needs is accomplished through a continuum of career planning programs and services, as well as directed outreach to students in their freshman year. Reaching out early enhances their abilities to graduate in four years with a clear vision and plan for their future in a health profession.

HCC staff also recognize that through these types of career exploration activities and courses, some students may come to realize that they do not want to pursue a health career. For those students, HCC staff helps to re-direct them and provide other on-campus resources to assist them in exploring alternative professions.

### II. Programs and Services

The HCC provides a broad range of comprehensive career planning programs and services. Both U of M students and non-U of M students use the HCC services. With regard to the workshops and information sessions, nearly three quarters (73.3%) are U of M students. University student participation is comprised of students from throughout the University community, but are primarily from the College of Liberal Arts, the College of Biological Sciences, and the College of Continuing Education. Remaining participants are students from other schools, or are career shifters.
Students participating in HCC workshops, information sessions and courses tend to be female, primarily during the earlier years of college. Female participation declines and male participation increases during their academic career. Additionally, freshmen use the HCC services most, followed by sophomores and seniors.

The HCC programs and services are constantly being designed and updated in response to needs identified by both HCC partners and students. Programs and services currently offered include:

**Credit-based Courses:**
- AHS 1101:Orientation to the Health Sciences (offered since 2004)
- AHS 1102:Orientation to the Health Sciences (on-line; offered since 2007)
- AHS 1601: The Future Physician (sequenced with AHS 1602; offered since 2004)
- AHS 1602: Experiences in Health (sequenced with AHS 1601; offered since 2004)

The AHS 1102 course demonstrates an effort to respond to student demand for on-line career exploration. The growth in this particular course has increased significantly, having gone from one section to three sections in one academic year. To date, the AHS 1102 sections fill on registration quicker than the in-person option.
Skill-building Workshops:
Workshops are a good example of programs that are created, updated and dropped depending on the demand and need identified by students and our partners. Current offerings include:

- Writing a Personal Statement for Health Professional School
- Drop-in Clinics (for personal statement review)
- Experiential Opportunities in Health (additional on-line version in development)
- Interviewing for a Health Professional School
- Pre-Med workshop series (additional on-line version in development)

Information Sessions:
- The HCC hosts numerous hour-long information sessions in collaboration with AHC schools and related health programs such as Dentistry, Nursing, Pharmacy, Veterinary Medicine, Clinical Laboratory Sciences, Scientific and Technical Writing, and many others. Participating schools and programs provide a representative in the HCC to talk with interested students about the admissions requirements and expectations of their programs.

University Outreach Activities:
- Each year, HCC staff members promote health careers to over 4,000 people through campus and community-based outreach activities including: guest teaching, presentations, consultation for health career exploration, exhibiting at fairs and receptions, and hosting prospective students in a variety of other venues.
- HCC staff members are often enlisted to assist campus partners in designing programs that are specific to health career exploration. Some examples include: Experience Minnesota, a program that engaged over 250 students from underrepresented communities who were interested in health careers in a pre-college campus visit; the Post-Secondary Enrollment Option (PSEO) Welcome Reception, hosting 100 students; the CLA Honors Reception for incoming freshmen reaching 150 students annually; and the High School Counselors Conference, reaching 140 counselors; to name a few.

Pre-College Programs:
The HCC provides hands-on career exploration to prospective high school students including the following programs:

- Health Career Investigators (HCI) program: Traditionally held during summer
- Scrubs, Gloves & Microscopes (SGM) programs: Held during the academic year
- Pre-Health Science Information Sessions: Held twice per week for pre-college students and their families as part of the pre-arranged Office of Admissions Visit Sessions. Students who express an interest in a health career can spend an hour at the
Health Careers Center learning about the range of health professional programs offered at the University.

**Health Careers Investigators (HCI): Applications Trends**

- **Applications**
  - Summer 2005: 94
  - Summer 2006: 103
  - Summer 2007: 122

**Scrubs, Gloves & Microscopes:**

- Applicants and Attendees for 2006-2007
  - CLS: 20, 20
  - Vet Med: 20, 28
  - PT: 33, 27
  - Dentistry: 30, 25
  - Medicine: 53, 40
  - Pharm: 35, 30

**Number of Students Who Have Attended a Pre-Health Visit Session**

- Year 2002: 578
- Year 2003: 492
- Year 2004: 522
- Year 2005: 682
- Year 2006: 744
- Year 2007*: 627

Note: 1-2 people accompany each student for campus visits, not reflected in these numbers. These numbers are students only.

**Career Fairs:**

- The Health Careers Fair coordinates an on-campus effort to spotlight the University’s health professional and health related programs and majors. University undergraduate schools, graduate and professional schools and colleges, and majors with a health focus participate in this annual fall semester event. The Health Careers Fair began in 2003 with approximately 350 attendees and now expanded to nearly 800 attendees this past fall 2007.
- The Step Into Health Careers Fair brings community and campus partners together to highlight volunteer, research, and internship opportunities available for students as they prepare to apply and/or enroll in a health professional program. Since starting in 2004, this fair began with approximately 500 attendees and has grown to well over 600 attendees in 2007.

**Website:**

- The HCC web site is a tool which students can use as a way to explore different health career options. Career fields and links are provided, as well as self-advisement.
III. Oversight and Guidance

Internal Advisory Board
The HCC Internal Advisory Board serves to advise the HCC Director and staff in pursuing the mission of the HCC. Board members are representatives from across twelve academic units including the University’s undergraduate colleges and the Academic Health Center (AHC) schools. The full board meets annually and individual members work year round with HCC staff on various initiatives to provide support and guidance in accomplishing HCC strategic directions. Board member contributions are documented and terms are renewed annually. (See Appendices A1 and A2.)

Curriculum Review Committee
Oversight for course curriculum developed at the HCC is provided by the HCC Curriculum Review Committee members. The committee provides expert consultation on the development of new for-credit courses, as well as review and approval of updated course curriculum. Members of the committee are also advised of non-credit educational offerings being developed and offered by the HCC. (See Appendix B.)

IV. Stakeholders and Partners
The HCC has invested significant time in building and sustaining meaningful, collaborative partnerships across twelve academic units on campus. In an effort to reduce duplication of student services, the HCC collaborates with many other innovative programs and initiatives, having developed three distinct sets of partnerships:

Undergraduate Schools and Colleges at the University: The HCC partners with each college, working primarily with the Deans, Associate Deans, academic advisors, and student leaders to bring them the tools and resources needed to help pre-health students make informed decisions about the health professions.

Academic Health Center Schools and Colleges: The HCC has developed dynamic partnerships with the Deans and Associate Deans of each health professional school. HCC work with these leaders involves developing experiential programs, receiving their perspectives on various initiatives, exchanging information, and disseminating the vision of each health discipline to prospective students and their families. AHC partners include the Center for Allied Health Programs, College of Pharmacy, College of Veterinary Medicine, Medical School, School of Dentistry, School of Nursing, and School of Public Health.

Pre-College Students and the Community: The HCC partners with high school counselors, advisors and teachers throughout the state of Minnesota. The HCC also works collaboratively
with the Science Museum of Minnesota, the Consortium for Post-Secondary Academic Success, and the University Northside Partnership. The Office of Undergraduate Admissions is a primary partner supporting HCC outreach efforts and a main point of entry for students interested in the health sciences and health professions.

V. Staffing Structure
HCC staff members serve in a variety of capacities. While the HCC does not provide one-on-one academic advising, staff members provide career and advanced education counseling through a group advisement approach that includes both in-person and on-line courses (credit and non-credit), workshops, and information sessions. The education degrees of HCC staff include the following: Ph.D. in Educational Psychology, M.A. degrees in Counseling and Student Personnel, and M.P.H. degrees in Public Health, including a specialty area in program design and evaluation. Health professionals in both nursing and medicine are included in the staff resources. This expertise makes it possible for staff to respond to requests from the University’s undergraduate and AHC schools and colleges to create specially designed programs for prospective health professional students.

VI. Performance Measurement
The HCC continues to refine existing programs and develop new, innovative programs that respond to the needs and requests of our campus partners and students. During this last year, HCC efforts have primarily focused on building the metrics infrastructure necessary to measure the quality and impact of those programs. This has been an extensive, on-going process that has involved analyzing data from existing management information systems, developing tracking systems for program evaluation, and creating methods to assess student satisfaction. (See Appendices C1-C4.)

The HCC faces significant challenges associated with accessing and analyzing data required for performance measurement purposes. Data bases are fragmented and located in multiple systems across several University departments. As a result, data analysis is a lengthy process which involves merging multiple data sets and conducting extensive data cleaning before analysis can be conducted.

In an effort to gain a complete picture of the students we serve and the services they use at the Center, the HCC requires access to multiple internal and external data bases. The Health Careers Center is able to capture data from three different internal University data bases which include: 1) the Crimson registration system, used to track student registration and attendance information sessions and workshops offered at the HCC; 2) UM Reports from the Data Warehouse, used to track registrants in HCC credit courses; and 3) data supplied by the Office of Admissions, used to track student designation in the pre-health sciences, as well as the number of students and their families who attend the Pre-Health Information Sessions offered twice per week through the visit program at the U of M Twin Cities campus.
Recently, HCC staff met with the Office of the Registrar to explore enterprise-wide data systems that may provide key student information not currently available to the HCC. The primary goals are to: 1) significantly reduce the amount of time it takes to capture, analyze and summarize information from multiple data bases; 2) streamline reporting functions; 3) enhance the ability to target and communicate with pre-health students early on in their academic careers; and 4) have reliable systems that will generate solid data retrieval for HCC program development in the future.

In addition, the HCC will need to work with the AHC schools to create a data-sharing system that will illustrate the HCC program’s impact on students who are successful in application and admission to the AHC schools and programs. Future data from AHC schools could be used to identify students that previously used HCC resources, and then applied and were admitted into AHC programs.

Presently, the HCC works with selected national data bases such as the AMCAS® and the PHARMCAS® data sets that describe U of M students who apply to professional programs. However, working with external data bases presents unique challenges, as they are designed for purposes not always congruent with HCC needs. An example of this challenge follows and describes a particular outcomes measurement challenge faced by the HCC:

**Outcomes Measurement Challenge Example**

One example of an effort to identify and track the HCC outcome measures is the AHS 1601-1602 two-semester course series. In 2003, the HCC designed a course in collaboration with the Medical School to respond to an increasing interest in medicine among incoming freshmen at the University of Minnesota. This two-semester course – *AHS 1601: The Future Physician* and *AHS 1602: Experiences in Health* – was designed for high-ability freshmen, defined by high school GPA’s of 3.8 or higher and ACT scores over 30. Students are invited by advisors to enroll in the course if they meet the identified criteria and have expressed an interest in medicine as a career. The course was originally taught by HCC staff, but is now co-taught by HCC staff and a U of M Medical School faculty member and clinician.

As illustrated in the following graph, enrollment in AHS 1601 for the years 2004-2006 remains at 24. Enrollment is capped due to space restrictions. AHS 1601 introduces students to some of the realities of a physician’s life through stories from physicians who work in the U of M Medical School and practice in a variety of settings. AHS 1602 is an experiential-based course that involves students participating in volunteer experience in a patient-care setting and reflecting on what they learn.
The following graph describes some of the basic demographic information on the students who enroll in AHS 1601 and AHS 1602.

**AHS 1601-02 Enrollment Demographics (2004-2007)**

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th></th>
<th>2005-06</th>
<th></th>
<th>2006-07</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AHS 1601</td>
<td>AHS 1602</td>
<td>AHS 1601</td>
<td>AHS 1602</td>
<td>AHS 1601</td>
<td>AHS 1602</td>
</tr>
<tr>
<td>Total #</td>
<td>24</td>
<td>19</td>
<td>24</td>
<td>21</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Male</td>
<td>9 (37.5%)</td>
<td>5 (26.3%)</td>
<td>10 (41.7%)</td>
<td>8 (38.0%)</td>
<td>8 (33.3%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15 (62.5%)</td>
<td>14 (73.6%)</td>
<td>14 (58.3%)</td>
<td>13 (62.0%)</td>
<td>16 (66.7%)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3 (12.5%)</td>
<td>2 (10.5%)</td>
<td>3 (12.5%)</td>
<td>3 (14.3%)</td>
<td>2 (8.3%)</td>
<td>2 (13.3%)</td>
</tr>
<tr>
<td>Black</td>
<td>2 (8.3%)</td>
<td>1 (6.7%)</td>
<td>2 (8.3%)</td>
<td>1 (6.7%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>21 (87.5%)</td>
<td>17 (89.5%)</td>
<td>21 (87.5%)</td>
<td>18 (85.7%)</td>
<td>19 (79.2%)</td>
<td>11 (73.3%)</td>
</tr>
<tr>
<td>NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (4.2%)</td>
<td>1 (6.7%)</td>
</tr>
</tbody>
</table>

AHS 1601 is a fall semester course and AHS 1602 is a spring semester course, in which students elect to continue. The reduction in registration seen in the second semester of AHS 1602 is a result of two primary issues: 1) although rare, students may not continue due to scheduling conflicts with required courses; and 2) students may decide that, based on their AHS 1601 experience, they are not interested in a career in medicine.

The decision students make to discontinue career exploration in medicine at the end of AHS 1601 is viewed as an equally successful measure as those who decide to continue pursuing medicine. While the University and HCC would like to see high-ability students choose medicine as a career, it is equally important that students learn early if a career choice is not a good fit for them. That allows them the time to consider other alternative career options and stay on track to graduate in four years.

While students pursuing medicine come from a range of colleges and majors, the majority of the students who enroll in AHS 1601 and AHS 1602 come primarily from the College of Biological Sciences.

**AHS 1601-02 Enrollment by College (2004-2007)**

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th></th>
<th>2005-06</th>
<th></th>
<th>2006-07</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AHS 1601</td>
<td>AHS 1602</td>
<td>AHS 1601</td>
<td>AHS 1602</td>
<td>AHS 1601</td>
<td>AHS 1602</td>
</tr>
<tr>
<td>CBS</td>
<td>19 (79.2%)</td>
<td>16 (84.2%)</td>
<td>22 (91.7%)</td>
<td>19 (90.5%)</td>
<td>21 (87.5%)</td>
<td></td>
</tr>
<tr>
<td>CLA</td>
<td>5 (20.8%)</td>
<td>3 (15.8%)</td>
<td>1 (4.2%)</td>
<td>1 (4.8%)</td>
<td>3 (12.5%)</td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td></td>
<td></td>
<td>1 (4.2%)</td>
<td>1 (4.8%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tracking students from the AHS 1601-02 course sequence is of particular interest to the HCC, because students who enroll in this course already meet the academic criteria that suggest they are strong candidates for medicine. However, academic success is only one criterion for becoming a physician. The HCC works closely with the Medical School to make sure students learn about the range of other qualities necessary to make them holistic and strong candidates for
Medical School. Tracking these students is done using multiple data sources. The first source is PeopleSoft, the University system for tracking students. The second source is the Advisor Information System, provided by the Association of American Medical Colleges.

**Advisor Information System**

Students who apply to medical school do so through the American Medical College Application Service (AMCAS®). AMCAS® is a non-profit, centralized application processing service for applicants to the first-year entering classes at participating U.S. medical schools. As a part of their service, AMCAS® collects and retains information on all applicants. That information is shared with AAMC and then becomes part of the Advisor Information System.

Nationally, each college and university has an appointed person who acts as the Chief Medical Advisor (CMA) for that institution. The University of Minnesota’s CMA is situated in the HCC. Through the Advisor Information System, the CMA has access to information on University of Minnesota students applying to any accredited medical school in the United States, and agrees to strict rules of confidentiality to access that data.

The CMA in most colleges and universities generally use the data to provide direct advisement support to individual students who have taken the MCAT or applied to medical schools. Beyond the traditional approach of using data to provide individual advisement to students, the HCC recognizes the broader value of using the data at an aggregate level to better understand the profile and patterns of University of Minnesota students applying to medical school. This includes comparison information on GPA and MCAT scores, application patterns, acceptance and matriculation rates and outcomes. A range of questions can be raised and explored through this data.

The HCC is using the Advisor Information System data to look at trends over the years as stand-alone data, but is also combining it with other University of Minnesota data sets, to explore relationships that increase the understanding of pathways to medicine. While answering other research questions will require further mining of the data, the Health Careers Center’s ongoing goal for compiling this information to learn more about the profile of the students applying to medical school, and methods HCC can undertake to assist these students.

As with all data, there are limitations to both the use and value of individual data sets. Limitations experienced by the HCC when reviewing the Advisor Information System for aggregate use include the following:

1) The Advisor Information System (AIS) identifies all students touched by the University of Minnesota.

The AIS identifies students as “University of Minnesota” students, even if they have taken only one class at the University. Therefore, the number of students identified as University of Minnesota is inflated, showing a larger number than those who have actually graduated from the University of Minnesota.
2) AIS data is designed for individual advisement. Because HCC wants to use the data as aggregate data to identify trends, patterns and correlations, the data needs to be combined with other University data housed in the University’s PeopleSoft system. For example, the HCC is interested in examining demographic and academic background information (e.g. the college these University of Minnesota students graduated from, their major, their ethnicity, their gender, etc.) that is not included in the AIS system. The AIS database uses student names and no other unique identifiers it is not possible to identify with 100% accuracy the names in the AIS system with the names of students in the University of Minnesota PeopleSoft system. That lack of integration poses a margin of error in the final data analysis.

3) Data is U of M only and comparisons among institutions are limited. The AIS data is available to the CMA of a single institution and only allows that identified person to access information on those students. Therefore, comparing acceptance data between institutions is not possible. While AAMC collects and shares some data (e.g. the Multiple Institution Yield Report), those comparisons are not always sufficient.

4) Data tells the story from the AAMC perspective. Occasionally the data that is viewed through the AIS system looks different from the outcomes data reported by the Medical School. This is because a student might be accepted to a medical school, and then requests a deferment, and therefore does not show up in Medical School numbers for that year. The U of M Medical School Assistant Dean for Admissions was asked to review some of the aggregate data and explain the variation in numbers between the AIS and the University of Minnesota Medical School. The Assistant Dean was very helpful in explaining the potential reasons for the discrepancy in numbers between the two data sets.

Presently, a few key factors have been identified in the data set that are worthy of further exploration and analysis. From 2002 – 2007, there were a total of 986 application records in the AIS database and 811 unique, non-duplicative records.

The table below indicates the number of applicants for each year and the corresponding percent of applicants who were accepted and matriculated to any medical school.

<table>
<thead>
<tr>
<th>Application Year</th>
<th># University of Minnesota Graduates Who Applied To Any Medical School</th>
<th># University of Minnesota Graduates Accepted To At Least One School</th>
<th># University of Minnesota Graduates Who Matriculated To Any Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>146</td>
<td>58 (39.7%)</td>
<td>54 (37.0%)</td>
</tr>
<tr>
<td>2003</td>
<td>142</td>
<td>69 (48.6%)</td>
<td>63 (44.4%)</td>
</tr>
<tr>
<td>2004</td>
<td>147</td>
<td>78 (53.1%)</td>
<td>73 (49.7%)</td>
</tr>
<tr>
<td>2005</td>
<td>158</td>
<td>61 (38.6%)</td>
<td>60 (38.0%)</td>
</tr>
<tr>
<td>2006</td>
<td>146</td>
<td>56 (38.4%)</td>
<td>54 (37.0%)</td>
</tr>
<tr>
<td>2007</td>
<td>247</td>
<td>97 (39.3%)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
This information is particularly of interest to the HCC when noting the continued increase in number of students applying to medical school, and the increasing number of those accepted. Further analysis will allow HCC staff to explore the connection between those students and their interaction with the HCC, and in particular, the AHS 1601 and AHS 1602 courses.

Since several of the other health disciplines have modeled their national application process on the AAMC and have created similar advisor information systems, the goal would be to examine other national data sets in dentistry, pharmacy, public health, and veterinary medicine as they become available. Engagement of additional admission colleagues in the other disciplines will be pivotal in creating similar data analysis.

**VII. Future Directions**

The HCC recently completed a strategic planning process with assistance from the University Office of Service and Continuous Improvement, an internal improvement group created by President Bruininks to enhance service, value, and efficiency at the University of Minnesota. With the HCC five-year anniversary on the horizon, recent staff turn-over, and a growing campus-wide focus on metrics used to drive performance improvement processes, this proved to be an ideal time to engage Center staff in strategic planning.

To inform the strategic planning process, a cross-section of over 50 key internal stakeholders including University staff, faculty, administration, and students, were interviewed to:

1. gain a better understanding of how the HCC is perceived among our stakeholders across campus and clarify their expectations of the HCC;
2. understand the value the HCC adds to the AHC and the University as a whole;
3. determine the types of services and support others need from the HCC; and
4. identify how HCC goals intersect with key stakeholders to support future partnerships.

A systematic process of interviewing key stakeholders resulted in the development of a new vision, mission statement, and set of strategic directions (see Appendix D). Generally, the feedback was very positive. Overall, the Health Careers Center’s key stakeholders were extremely satisfied with the work and direction of the HCC. Unique issues raised that influence the Center’s future directions included the following:

- Recognition that many students, while academically prepared for professional programs, were not prepared in a more holistic way and needed support in learning about the concepts of being a professional and a leader.
- Many of the Health Careers Center’s AHC partners asked the HCC to support them in efforts to diversify their applicant pools.

The graphs on the following page indicate the Health Careers Center’s current level of service to students of color in both credit courses and overall educational offerings.
As a result of the feedback from key stakeholders, the HCC re-wrote the mission, created a vision, and identified strategic directions for the HCC:

**Mission:** The mission of the Health Careers Center is to create innovative programs, provide educational services and influence policies that contribute to the holistic development of future diverse generations of health professionals.

**Vision:** To be the global leader in health career preparation.

**Strategic Directions:**
1. Be the leader in health career preparation for the U of M and prospective students.
2. Increase the number of underrepresented candidates applying to the AHC health professional programs.
3. Contribute to the knowledge base of the health career development field.
4. Influence policy that impacts health career development.
5. Develop additional revenue streams to build the capacity of the HCC and create a self-sustaining program that supports efforts to meet the Center’s mission and strategic directions.

The HCC also recognizes the importance of developing effective and meaningful partnerships to better serve students. Following are examples of how key collaborative partnerships align with selected HCC strategic directions (see Appendix E for goals):

1. **Be the leader in health career preparation for the U of M and prospective students.** Internal partnerships include: Leadership minor, Student Development Outcomes, Service Learning, and Study Abroad. External partners include: the Emerging Leaders Network (ELN) and the Public Health Leadership Institute.

2. **Increase the number of underrepresented candidates applying to the AHC health professional programs.** Internal partnerships include: Office of the Vice President and Vice Provost for Equity and Diversity (OED), Student Excellence in Academics and Multiculturalism (SEAM), Office of Admissions, Area Health Education Center (AHEC), K-12 collaborations with
Arlington High School and other surrounding high schools, Carlson Leadership Access Program (LAP), International Student & Scholar Services (ISSS), and the Multicultural Center for Academic Excellence (MCAE).

3. Contribution to the knowledge base of the health career development field. Internal partnerships include: Writing initiative with Laura Gurak, Ph.D., Professor and Chair of the Department of Writing Studies. HCC staff also present at various national forums including: National Association of Advisors to the Health Professions, American Public Health Association, Central Association of Advisors to the Health Professions, and National Association of Colleges and Employers.

4. Influence policy that impacts health career development. By collaborating with several key groups on campus, the HCC has the opportunity to influence policy that directly impacts how career services are delivered to students at a systems level. Internal partners include: communication with Council of Undergraduate Deans, work with the Medical School on the Pre-Med Scholars Program, and collaboration with University Honors Program. External partners include: Minnesota Department of Education, American Public Health Association, Minnesota Department of Health, and Centers for Disease Control.

Summary

To become one of the top three research institutions in the world, the University must continue to attract exceptional students who have the capacity to become future health professionals who are skilled in both research and practice. Additionally, if we are to reduce the severe health care workforce shortages in our state and become a talent magnet for students interested in health professional programs, students must see the University as a place that offers a rich and diverse experience for undergraduates, as well as a primary destination for health career preparation.

The HCC plays a pivotal role in attracting the best and brightest pre-health students to the AHC health professional programs. Through partnerships with the AHC schools, the HCC provides a recruitment enhancement that adds value to the campus and community. This has been articulated through the voice of colleagues and students who participated in key stakeholder interviews.

Since opening in 2002, the HCC has clearly become recognized throughout the campus community as the leader in health career preparation. The HCC’s vision and mission are strategically aligned with the AHC and the university’s strategic plans. Thus, the HCC is strategically positioned to meet the responsibility as a public land grant university, by contributing in building the next generation of health professionals to serve the citizens of Minnesota and beyond.

“The HCC is a wonderful partner in our efforts to attract and retain top students to the University – and, we feel, a strong asset to the University’s continued efforts to attract and retain Minnesota’s best and brightest students!”

– Wayne Sigler, Ph.D.

Director, Office of Undergraduate Admissions, University of Minnesota