

## Urban Universities for HEALTH Complete List of Metrics

### Goal1: Promote equity in educational pathways to health and science careers and increase student success

#### Workforce Strategy #1: Facilitate entry into health and STEM careers through pipeline programs

##### Indicators and Measures

##### 1. K-12 pipeline program participation, by student population

- a) Number of under-represented racial and ethnic minority (URM) students in health/STEM K-12 pipeline programs
- b) Number of low-income students in health/STEM K-12 pipeline programs

##### 2. Undergraduate pipeline program participation, by student population

- a. Number of under-represented racial and ethnic minority (URM) students in health/STEM undergraduate pipeline programs
- b. Number of Pell grant recipients in health/STEM undergraduate pipeline programs
- c. Number of first-generation students in health/STEM undergraduate pipeline programs

##### 3. Post-baccalaureate health program participation, by student population

- a. Number of under-represented racial and ethnic minority (URM) students in post-baccalaureate health programs
- b. Number of first-generation students in post-baccalaureate health programs

##### 4. Pipeline participants' enrollment in health profession or STEM degree program

- a. Percent of K-12 pipeline participants who enroll in college with a declared STEM or health major
- b. Percent of undergraduate pipeline program participants who enroll in graduate-level STEM and health professions programs
- c. Percent of post-baccalaureate program participants who enroll in graduate-level STEM and health professions programs

#### Workforce Strategy #2: Recruit students from local areas and target communities

##### Indicators and Measures

##### 1. Undergraduate student enrollment from local areas

- a) Incoming first-time undergraduate students enrolled from nearby high schools, as a percentage of local high school graduates (i.e. college-eligible students)

- b) Incoming first-time undergraduate students enrolled from nearby high schools, as a percentage of total incoming first-time undergraduate students
  - c) Incoming transfer undergraduate students enrolled from nearby 2- or 4-year colleges, as a percentage of total incoming transfer undergraduate students
  - d) Incoming undergraduate students enrolled from nearby high schools/colleges, as a percentage of total incoming undergraduate students
- 2. Undergraduate student enrollment from target communities**
- a) Incoming undergraduate students enrolled from target communities, as a percentage of total incoming undergraduate students
- 3. Graduate-level health professions students who originate from local areas**
- a) Incoming graduate-level health professions students who originate from local areas, as a percentage of total incoming health professions students
- 4. Graduate-level health professions student who originate from target communities**
- a) Incoming graduate-level health professions students who originate from target communities, as a percentage of total incoming health professions students

## Workforce Strategy #3: Increase college success and equity

### Indicators and Measures

- 1. Incoming student enrollment from target student groups**
- a) Percent of first-year undergraduate students enrolled that are under-represented racial and ethnic minority (URM) students
  - b) Percent of first-year undergraduate students enrolled that are first-generation
  - c) Percent of first-year undergraduate students enrolled that are Pell grant recipients
- 2. Participation in high-impact practices, by student population**
- a) Percent of under-represented racial and ethnic minority (URM) degree recipients who participated in 2 or more high-impact practices, compared to non-URM degree recipients
  - b) Percent of first-generation degree recipients who participated in 2 or more high-impact practices, compared to non-first-generation degree recipients
  - c) Percent of degree recipients who participated in 2 or more high-impact practices and who received a Pell grant in the past, compared to degree recipients that did not receive a Pell grant
- 3. Academic advising experience**
- a) Number of students per academic advisor
  - b) Student satisfaction with academic advising effectiveness, as assessed by the Noel Levitz Student Satisfaction Inventory, the National Survey of Student Engagement (or other institutional survey)

**4. First-year retention rates, by student population**

- a) Percent of first-year, full-time under-represented racial and ethnic minority (URM) students who return the following fall semester
- b) Percent of first-year, full-time first-generation students who return the following fall semester
- c) Percent of first-year, full-time Pell grant recipients who return the following fall semester

**5. 6-year graduation rates from the same institution, by student population**

- a) Percent of first-year, full-time under-represented racial and ethnic minority (URM) students who graduate from the current institution within 6 years
- b) Percent of first-year, full-time first-generation students who graduate from the institution within 6 years
- c) Percent of first-year, full-time Pell grant recipients who graduate from the institution within 6 years
- d) Graduation rate for full-time transfer students from the same institution

**6. 6-year graduation rates from any institution, by student population**

- a) Percent of first-year, full-time under-represented racial and ethnic minority (URM) students who graduate from any institution within 6 years
- b) Percent of first-year, full-time first-generation students who graduate from any institution within 6 years
- c) Percent of first-year, full-time Pell grant recipients who graduate from any institution within 6 years

**7. Graduates, by student population**

- a) Number of graduates who are under-represented racial and ethnic minority (URM), by academic year
- b) Number of graduates who are first-generation, by academic year
- c) Number of graduates who have received a Pell grant, by academic year

**8. Achievement gap, by student population**

- a) Difference in first-year retention rate between under-represented racial and ethnic minority (URM) students and non-URM students
- b) Difference in 6-year graduation rate between under-represented racial and ethnic minority (URM) students and non-URM students (current institution)
- c) Difference in first-year retention rate between first-generation and non-first-generation students
- d) Difference in 6-year graduation rate between first-generation students and non-first-generation students (current institution)
- e) Difference in first-year retention rate between Pell grant recipients and non-Pell grant recipients
- f) Difference in 6-year graduation rate between Pell grant recipients and non-Pell grant recipients (current institution)

**9. Credit hours at completion, by sub-population**

- a) Number of credit hours at completion for students who are under-represented racial and ethnic minority (URM)
- b) Number of credit hours at completion for students who are first-generation
- c) Number of credit hours at completion for students who have received a Pell grant

## **Workforce Strategy #4: Broaden participation and success of students in STEM fields**

### **Indicators and Measures**

**1. Participation of students under-represented in STEM and health majors**

- a) Number of under-represented racial and ethnic minority (URM) students in STEM and health majors, by area of study
- b) Number of first-generation students in STEM and health majors, by area of study
- c) Number of female students in low-representation STEM fields, by area of study
- d) Number of students with a disability in STEM fields of study

**2. Drop/Fail/Withdraw (DFW) rates in introductory STEM courses, by student population**

- a) DFW rates in introductory STEM courses (i.e. “gateway” courses, 100-level courses) for under-represented racial and ethnic minority (URM) students in year one
- b) DFW rates in introductory STEM courses (i.e. “gateway” courses, 100-level courses) for women in low-representation STEM fields in year one
- c) DFW rates in introductory STEM courses (i.e. “gateway” courses, 100-level courses) for students with a disability in year one
- d) DFW rates in introductory STEM courses (i.e. “gateway” courses, 100-level courses) for students who are first generation in year one

**3. Average number of STEM credits completed, by student population**

- a) Average number of STEM credits completed in year one by under-represented racial and ethnic minority (URM) students
- b) Average number of STEM credits completed in year one by students with a disability
- c) Average number of STEM credits completed in year one by students who are first generation

**4. Persistence in a STEM major, by student population**

- a) Percent of under-represented racial and ethnic minority (URM) students with a declared major in a STEM field, who graduate with a STEM degree (within 6 years, at the same institution)
- b) Percent of female students with a declared major in a low-representation STEM field, who graduate with a degree in that field (within 6 years, at the same institution)

- c) Percent of students with a disability and a declared STEM major, who graduate with a STEM degree (within 6 years, at the same institution)
- d) Percent of first-generation students with a declared STEM major, who graduate with a STEM degree (within 6 years, at the same institution)

**5. STEM remediation success rate**

- a) Percent of students with passing grades in all remedial courses required to enter STEM “gateway” courses (i.e. 100-level courses)

**6. Undergraduate research with faculty members, by student population**

- a) Percent of under-represented racial and ethnic minority (URM) students in STEM majors who participate in undergraduate research with faculty members
- b) Percent of first-generation students in STEM majors who participate in undergraduate research with faculty members

**7. Interacting with faculty outside of class, by student population**

- a) Percent of under-represented racial and ethnic minority (URM) students in STEM majors that report high levels of engagement with faculty outside of class when responding to the National Survey of Student Engagement (NSSE), or other surveys
- b) Percent of first-generation students in STEM majors that report high levels of engagement with faculty outside of class when responding to the National Survey of Student Engagement (NSSE), or other surveys

**8. Graduates with a STEM degree, by student population**

- a) Number of graduates in STEM fields who are under-represented racial and ethnic minority (URM) students, by academic year
- b) Number of graduates in STEM fields who are first generation, by academic year
- c) Number of female graduates in low-representation STEM fields, by academic year
- d) Number of graduates in STEM fields, with a disability, by academic year

**9. Participation of students from groups under-represented in STEM, who are enrolled in STEM doctoral programs**

- a) Percent of under-represented racial and ethnic minority (URM) students in STEM doctoral programs, by field of study
- b) Percent of female students in low-representation STEM doctoral programs, by field of study
- c) Percent of first-generation students in STEM doctoral programs, by field of study
- d) Number of students with a disability in STEM doctoral programs, by field of study

## Workforce Strategy #5: Broaden participation and success of students in health professions programs

### Indicators and Measures

- 1. Participation of students from groups under-represented in health professions**
  - a) Percent of under-represented racial and ethnic minority (URM) students, by health professions program
  - b) Percent of students from low-income backgrounds, by health professions program
  - c) Percent of male students in low-representation health fields (e.g. nursing and some allied health fields)
- 2. Health professions graduation rate, by student population**
  - a) Percent of incoming students who graduate, by health professions program
  - b) Percent of under-represented racial and ethnic minority (URM) students who graduate, by health professions program
  - c) Percent of students from a low-income background who graduate, by health professions program
- 3. Clinical exam pass rate, by student population**
  - a) Percent of all students who pass clinical/licensure certification exams on their first attempt, by health professions program
  - b) Percent of under-represented racial and ethnic minority (URM) students who pass clinical/licensure certification exams on their first attempt, by health professions program
  - c) Percent of low-income students who pass clinical/licensure certification exams on their first attempt, by health professions program

## Workforce Strategy #6: Provide access to financial resources for students in health professions programs

### Indicators and Measures

- 1. Unmet financial need**
  - a) Average amount of unmet financial need
  - b) Percent of students with high levels of unmet financial need
- 2. Tuition cost**
  - a) Average total tuition, fees, room and board for full-time students
- 3. Median student debt**
  - a) Median health professions school debt held by graduating students, by health professions program

- b) Median health professions school debt held by graduating students, by socioeconomic status of the student

**4. Institutional grant total**

- a) Total institutional dollars available for need-based scholarships, by health professions program

## **Workforce Strategy #7: Foster an inclusive climate to support student success**

### **Indicators and Measures**

**1. Perceptions of campus climate, by student population**

- a) Percent of students surveyed who perceive campus climate positively
- b) Percent of under-represented racial and ethnic minority (URM) students surveyed who perceive campus climate positively
- c) Percent of first-generation students surveyed who perceive campus climate positively
- d) Percent of LGBTQ students surveyed who perceive the campus climate positively
- e) Percent of students with a disability who perceive the campus climate positively

**2. Interactions with diverse students**

- a) Percent of students reporting high levels of interactions with diverse others when responding to the National Survey of Student Engagement (NSSE) (or other institutional survey)

## **Goal 2: Increase the diversity of the leadership, faculty, and student body in the health professions**

### **Workforce Strategy #8: Build a Diverse Student Body in the Health Professions**

#### **Indicators and Measures**

**1. Student diversity, by sub-group**

- a) Percent of under-represented racial and ethnic minority (URM) students, by health professions program
- b) Percent of students from low-income backgrounds, by health professions program
- c) Percent of male students in nursing programs
- d) Percent of male students in nursing programs, or other fields where men are under-represented
- e) Percent of students who are active military or veterans, by health professions program
- f) Percent of students who self-identify as LGBTQ, by health professions program

- g) Percent of students who are foreign born, by health professions program
- 2. Under-represented racial and ethnic minority (URM) admissions success rate, by admissions pathway**
  - a) Percent of applicants who are under-represented racial and ethnic minority (URM), by admissions pathway
  - b) Percent of applicants offered admission who are under-represented racial and ethnic minority (URM), by admissions pathway
  - c) Percent of applicants who accepted an offer of admission who are under-represented racial and ethnic minority (URM), by admissions pathway
  - d) Percent of applicants who enrolled who are under-represented racial and ethnic minority (URM), by admissions pathway
- 3. Admissions success rate for students from target communities, by admissions pathway**
  - a) Percent of applicants who are from target communities, by admissions pathway
  - b) Percent of applicants offered admission who are from target communities, by admissions pathway
  - c) Percent of applicants who accepted an offer of admission who are from target communities, by admissions pathway
  - d) Percent of applicants who enrolled who are from target communities, by admissions pathway
- 4. Holistic Review practices**
  - a) Percent of health professions schools at the institution that state they are using a holistic admissions process
  - b) Number of holistic review practices in use, by health profession school

## Workforce Strategy #9: Increase linguistic diversity among students

### Indicators and Measures

- 1. Enrollment of students who speak a foreign language**
  - a) Percent of incoming students who speak one or more languages other than English, by health professions program
- 2. Graduates' foreign language proficiency**
  - a) Percent of health professions graduates who have learned another language in training, by health professions program

## Workforce Strategy #10: Diversify the health professions faculty and leadership

### Indicators and Measures

- 1. Under-represented racial and ethnic minority (URM) faculty, by rank**



- a) Percent of all faculty (by headcount) who are under-represented racial and ethnic minority (URM)
  - b) Percent of full-time tenure-track faculty who are under-represented racial and ethnic minority (URM)
- 2. Female faculty, by rank**
- a) Percent of all faculty who are female
  - b) Percent of full-time tenure-track faculty who are female
- 3. Under-represented racial and ethnic minority (URM) faculty advancement**
- a) Percent of under-represented racial and ethnic minority (URM) faculty with tenure
  - b) Percent of under-represented racial and ethnic minority (URM) faculty who hold the rank of professor (highest rank)
  - c) Time in rank for URM tenure track faculty compared to non-URM tenure-track faculty
- 4. Female faculty advancement**
- a) Percent of female faculty with tenure
  - b) Percent of female faculty who hold the rank of professor (highest rank)
  - c) Time in rank for female tenure-track faculty compared to male tenure-track faculty
- 5. Under-represented racial and ethnic minority (URM) leadership, by rank**
- a) Percent of department chairs who are under-represented racial and ethnic minority (URM)
  - b) Percent of Deans or Vice Deans who are under-represented racial and ethnic minority (URM)
  - c) Percent of academic leadership/governance positions (including President/Chancellor, Provost, Associate Provost, Vice Presidents, Associate Vice Presidents, Board of Trustees) who are under-represented racial and ethnic minority (URM)
- 6. Female leadership, by rank**
- a) Percent of department chairs who are female
  - b) Percent of Deans or Vice Deans who are female
  - c) Percent of academic leadership/governance positions (including President/Chancellor, Provost, Associate Provost, Vice Presidents, Associate Vice Presidents, Board of Trustees) who are female
- 7. Under-represented racial and ethnic minority (URM) faculty ratio**
- a) Ratio of white to under-represented racial and ethnic minority (URM) faculty in tenure-track positions (who do not yet have tenure)
  - b) Ratio of white to under-represented racial and ethnic minority (URM) faculty with tenure
  - c) Ratio of white to under-represented racial and ethnic minority (URM) faculty who hold the rank of professor (highest rank)
- 8. Faculty gender gap/ratio**
- a) Ratio of male to female faculty in tenure-track positions (who do not yet have tenure)
  - b) Ratio of male to female faculty with tenure

- c) Ratio of male to female faculty who hold the rank of professor (highest rank)

## **Goal 3: Integrate cultural competence and population health within health professions education**

### **Workforce Strategy #11: Integrate Training to Develop Students' Cultural Competence**

#### **Indicators and Measures**

- 1. Integration of cultural competence into the curriculum**
  - a) Percent of required pre-clinical and clinical courses that have integrated cultural competency instruction
  - b) Percent of TACCT items integrated across the curriculum (medical schools)
  - c) Percent of D-TACCT items integrated across the curriculum (dental schools)
- 2. Students' cultural competence**
  - a) Percent of graduates with passing score on a validated cultural competency assessment

### **Workforce Strategy #12: Integrate Training to Develop Student Knowledge of Population Health**

#### **Indicators and Measures**

- 1. Integration of population health into curriculum**
  - a) Percent of required pre-clinical and clinical courses that have integrated content related to population health

### **Workforce Strategy #13: Expand community-based/service learning opportunities for students**

#### **Indicators and Measures**

- 1. Undergraduate student participation in service learning**
  - a) Percent of undergraduate degree recipients who participated in a service learning course (as defined by the institution)
- 2. Health professions' student participation in community-based/service learning**
  - a) Percent of health professions degree recipients who participated in service learning courses, by health professions school
  - b) Percent of health professions degree recipients who engage in community-based activities

3. **Campus organizations and partnerships that promote community-based/service learning**
  - a) Number of campus organizations offering community-based/service learning experiences for students

## **Goal 4: Graduate health professionals who will work with medically underserved populations and/or high-need specialties to improve access to care**

### **Workforce Strategy #14: Graduate health professionals who will work in local and/or high-need geographic areas**

#### **Indicators and Measures**

1. **Retention of health professions graduates within local communities**
  - a) Percent of practicing health professionals in the state who graduated from the institution
  - b) Percent of practicing health professionals in the local community who graduated from the institution
  - c) Percent of graduates who are retained within the state or local community
2. **Graduates working in underserved areas**
  - a) Percent of graduates who work in primary care, mental health or dental Health Professions Shortage Areas (HPSAs)
  - b) Percent of health professions graduates who work in medically underserved areas (MUAs)
  - c) Percent of health professions graduates who work in areas of high poverty
3. **National Health Service Corps participation**
  - a) Percent of incoming students who apply for the National Health Service Corps
  - b) Number of graduates participating in the National Health Service Corps

### **Workforce Strategy #15: Align health professions admissions strategies with the school's mission**

#### **Indicators and Measures**

1. **Under-represented racial and ethnic minority (URM) admissions success rate, by admissions pathway**
  - a) Percent of applicants who are under-represented racial and ethnic minority (URM), by admissions pathway
  - b) Percent of applicants offered admission who are under-represented racial and ethnic minority (URM), by admissions pathway

- c) Percent of applicants who accepted an offer of admission who are under-represented racial and ethnic minority (URM), by admissions pathway
  - d) Percent of applicants who enrolled who are under-represented racial and ethnic minority (URM), by admissions pathway
- 2. Admissions success rate for students from target communities, by admissions pathway**
- a) Percent of applicants who are from target communities, by admissions pathway
  - b) Percent of applicants offered admission who are from target communities, by admissions pathway
  - c) Percent of applicants who accepted an offer of admission who are from target communities, by admissions pathway
  - d) Percent of applicants who enrolled who are from target communities, by admissions pathway
- 3. Holistic Review practices**
- a) Percent of health professions schools at the institution that state they are using a holistic admissions process
  - b) Number of holistic review practices in use, by health profession school

## Workforce Strategy #16: Increase and sustain student interest in working with medically underserved populations

### Indicators and Measures

- 1. Intent to work in medically underserved areas**
- a) Percent of entering health professions students with an intent to practice in underserved urban or rural areas
  - b) Percent of graduating health professions students with an intent to practice in underserved urban or rural areas
- 2. Intent to serve Medicaid and uninsured populations**
- a) Percent of entering health professions students with an intent to serve Medicaid and uninsured populations
  - b) Percent of graduating health professions students with an intent to serve Medicaid and uninsured populations

## Workforce Strategy #17: Support education and training opportunities in medically underserved communities

### Indicators and Measures

- 1. Student training with medically underserved populations**
- a) Percent of students who participate in clerkships/clinical rotations at sites with primary mission to care for underserved

- b) Number of required rotations at sites with primary mission to care for underserved
- 2. Clinical training sites/partnerships within medically underserved community**
  - a) Number of partnering community-based clinical placement sites with primary mission to care for underserved
  - b) Number of community-based clinical placement sites located within urban or rural HPSAs
- 3. Student participation in medically underserved track or pathway**
  - a) Number of students who participate in designated tracks or pathways with focus on providing care to underserved areas
  - b) Number of graduates from designated tracks or pathways who work in a HPSA or medically underserved areas (MUAs)

## Workforce Strategy #18: Increase and sustain interest in primary care and high-needs specialties

### Indicators and Measures

- 1. Student interest in primary care**
  - a) Percent of students indicating interest in pursuing primary care
- 2. Student interest in high-need specialties**
  - a) Percent of students indicating interest in pursuing high-need specialties
- 3. Graduates pursuing primary care**
  - a) Percent of medical graduates who pursue residencies in family medicine, internal medicine, or pediatrics
  - b) Percent of health professions graduates practicing primary care, by health profession (i.e. physicians, nurse practitioners, physician assistants)
- 4. Graduates pursuing high-need specialties**
  - a) Percent of health professions graduates who pursue high-need specialties

## Workforce Strategy #19: Train and integrate non-traditional health workers into clinical teams

### Indicators and Measures

- 1. Training of community health workers**
  - a) Number of community health workers (CHWs) trained at the university (i.e., have earned credits through formal educational programs), by academic year
  - b) Number of peer wellness specialists trained at the university (i.e., have earned credits through formal educational programs), by academic year
  - c) Number of patient navigators trained at the university (i.e., have earned credits through formal educational programs), by academic year

**2. Integration of community health workers in care teams**

- a) Number of clinical training sites that have integrated community health workers into their care model
- b) Percentage of students who worked directly with community health workers in clinical training/rotations