Post-Bac Premedical Programs:
Opportunities to Increase Matriculant Diversity

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Director, Post-Bac Premedical Program
Director, Post-Bac Health Science Intensive Program
Pause for a little vocabulary…
Post-Baccalaureate: literal definition

- Baccalaureate Education
- Post-Bac
- Advanced Degree Programs
Post-Bac: Pre-Professional Preparation Program

Baccalaureate Education → Post-Bac → Professional Degree Programs
Post-Bac: Pre-professional Preparation Program

Baccalaureate Education

Post-Bac

Medical School
- Vet Med
- PA
- Dental
- PT
- Nursing
- Pharmacy
- OT
- etc

232+ Programs in US (AAMC database)
How to Find Programs
Pro Bono Advising for Students

Want to know more?
The Case for Diversity…
How Are We Doing?
Increase in URMs in ACOMAS

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Matriculants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>11.0%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11.0%</td>
<td>6.0%</td>
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<tr>
<td>2012-2013</td>
<td>12.0%</td>
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<td>2013-2014</td>
<td>13.0%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>14.0%</td>
<td>8.0%</td>
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</table>

https://www.aacom.org/become-a-doctor/diversity/diversity-data/applicants
Yet URMs Consistently Less Successful than non-URMs

https://www.aacom.org/become-a-doctor/diversity/diversity-data/applicants
What Are the Challenges Being Faced?

[Diagram with question marks and financial symbols]
Contributing Factors

- Unawareness of Interest / Ability to Pursue
- Immaturity, Poor Time-Management, etc
- First Generation
- Economic Concerns (working FT)
- Familial Obligations
- Lack of Role Models in Field
- Lack of HS Preparation
- Under-Utilized University Resources
- Uncertainty of “Correct” Path
These Challenges Render Students Ineligible

… But They Don’t Have To …
No Single Solution…

… But Part of a Larger Solution …
What Are the Challenges Being Faced?
Post-Bac Can Be An Effective Intervention

- EXPERIENCES
- VISION
- STUDY SKILLS
- BALANCE
- CONFIDENCE vs NEED HELP
- NORMAL vs. ABNORMAL
- COURSES
- MCAT PREP
Do URM Students Seek Post-Bacs?
Disclaimer: The following only shows self-reported race. We do not quantify socioeconomic disadvantage, 1st generation, or other relevant factors.
Yes!

White, 36.6%

Black or African American, 20.2%

Asian, 27.9%

Native American or Alaska Native, 0.3%

Hawaiian Native or Pacific Islander, 0.0%

Two or more races, 6.6%

Undisclosed, 8.4%
What Can You Do?

• Don’t filter by undergrad GPA
• Look for Program Participants
  – Academic Profile
  – Committee Letter (?)
### COLLEGES ATTENDED

<table>
<thead>
<tr>
<th>002077</th>
<th>JOHNS HOPKINS UNIVERSITY</th>
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<tr>
<td><strong>Start Date:</strong></td>
<td>05-2015</td>
</tr>
<tr>
<td><strong>End Date:</strong></td>
<td>05-2016</td>
</tr>
<tr>
<td><strong>State:</strong></td>
<td>Maryland</td>
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<table>
<thead>
<tr>
<th>Major</th>
<th>2nd Major/Minor</th>
<th>Status</th>
<th>Degree Verified</th>
<th>Degree Name</th>
<th>Degree Date</th>
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</thead>
<tbody>
<tr>
<td>Biotechnology</td>
<td>— / Health Science</td>
<td>Degree Awarded</td>
<td>No</td>
<td>Master of Science</td>
<td>05-2016</td>
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### SUPPORTING INFORMATION CONTINUED

#### REFERENCES AND EVALUATIONS

#### COMMITTEE LETTER INFORMATION

<table>
<thead>
<tr>
<th>Committee Member Names</th>
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</thead>
<tbody>
<tr>
<td>Alexandra Tan (primary)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Member Information</th>
<th>Waiver of Evaluation:</th>
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<tbody>
<tr>
<td><strong>Occupation:</strong></td>
<td>Post-Bac Premed Advisor</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Title:</strong></td>
<td>Director, Post-Bac Premed Program &amp; Post-Bac HSI</td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td>Johns Hopkins University</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:alextan@jhu.edu">alextan@jhu.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>410-516-4468</td>
<td></td>
</tr>
<tr>
<td><strong>Request Date:</strong></td>
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<tr>
<td><strong>Date Completed:</strong></td>
<td>—</td>
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HSI Applicant Pool

< 20% of the total applicant pool entered our program. Candidates were selected based on evidence of academic strength, a proven work ethic and a strong passion for medicine.

To be invited, students must demonstrate:
- evidence of academic potential
- demonstrated dedication to and passion for medicine
- consistent leadership and teamwork skills
- strength in both oral and written communication
- experiences indicating cultural sensitivity and empathy
- inclination towards creativity and innovate problem solving
- commitment to service

Description of the Post-Baccalaureate Health Science Intensive Program

Innovative Curriculum, Designed to Provide a Holistic Approach to Premedical Education

The HSI Program is uniquely designed to offer a multi-faceted approach to premedical preparation. In addition to completing the equivalent of 28 graduate level credits in rigorous science courses, students complete 12 credits in non-science courses that cultivate teamwork and leadership, oral and written communication, and cultural competency. Further, students complete a year-long seminar series including topics to help develop personally and professionally (e.g. defining success, ethics, grant writing) as well as address any obstacles to performance (e.g. study skills, time management).

The curriculum includes:
- Summer Semester – Advanced Cell Biology I, Biochemistry, Building and Leading Teams in Health Care (equivalent to 12 credits)
- Fall Semester – Molecular Biology, 2 science elective courses (equivalent to 12 credits)
- January Intercession – Communication for Health Care Professionals (equivalent to 4 credits)
- Spring Semester - The Psychosocial Determinants of Health: Implications on Diagnostics, 2 science elective courses (equivalent to 12 credits)
What Can You Do?

• **Don’t** filter by undergrad GPA
• Look for Program Participants
  – Academic Profile
  – Committee Letter (?)
• Consider Other Ways to Filter/Assess
• Know More About Programs
• Reach out with Questions
Questions?

Alexandra Tan, PhD
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Review of Programs
How Post-Bac’s Differ:

• Courses
  – Prereqs vs upper division courses
  – Undergraduate vs. Grad vs. Med courses
  – Timing: structured ↔ a la carte
  – Offered when? (evening vs day)
  – Timeline (1 yr, 2 yrs, at your own pace)
  – Post-bac only vs with undergrads vs with grads
How Post-Bac’s Differ:

- Courses
- Advising
  - UG, Grad vs Post-Bac advisor
  - Background of advisors
  - Level of support offered (application support? Interview support? Gap year support?)
  - Advising course vs advisor available
  - No letter vs Letter help vs Committee Letter
How Post-Bac’s Differ:

- Courses
- Advising
- Other
  - Certificate (CC, AE) vs Degree (AE)
  - $$ - cost, financial aid, scholarships
  - Linkages and promises (provisional)
How Post-Bac’s Differ:

- Courses
- Advising
- Other
  - Certificate (CC, AE) vs Degree (AE)
  - $$ - cost, financial aid, scholarships
  - Linkages and promises (provisional)
  - MCAT Prep
  - Success
  - “climate” “fit” “personality”