

**The Medical Education  
Partnership Initiative Physician  
Tracking Technical Working  
Group:** Functional Requirements  
and Data Specifications  
Development Workshop, Lusaka,  
Zambia, October 21-23, 2013

December 2013

Michael Drane,  
IntraHealth International



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## ACKNOWLEDGEMENTS

A great deal of hard work and exemplary leadership was contributed by representatives across many organizations. Below are the individuals who especially deserve recognition for their efforts in the organization and successful completion of the workshop.

**Candice Chen, MD, MPH** (MEPI Coordinating Center)

Dr. Chen is an assistant research professor in health policy at the George Washington University. Representing the MEPI Coordinating Center, Candice provided critical support and leadership.

**Moses Simuyemba, MD** (University of Zambia, MEPI Graduate Tracking Focal Person)

Dr. Simuyemba provided outstanding leadership and made enormous contributions before and during the workshop as the technical working group lead.

**Rebecca Bailey** (CapacityPlus, Health Workforce Development Team Lead)

Rebecca Bailey provided technical oversight for the establishment of the MEPI/CapacityPlus Graduate Tracking leadership team and contributed critical expertise from an education and workforce perspective to the work of the team.

**Leah McManus** (CapacityPlus, Program Officer)

Leah McManus provided support to the MEPI/CapacityPlus Graduate Tracking leadership team coordinating the planning, preparation, and in-country logistics for the workshop.

**Dykki Settle** (CapacityPlus, Director of Health Workforce Informatics)

Dykki Settle leads the CapacityPlus support for the MEPI/CapacityPlus Graduate Tracking work and participates on the leadership team. Dykki brings his learnings from and leadership of the iHRIS open-source software used by fifteen countries to track health workers to ensure the MEPI/CapacityPlus Graduate Tracking program will develop useful products and a community of countries to use, support, and sustain them.

**Vivian Singletary** (Public Health Informatics Institute, Director of the Requirements Laboratory)

Vivian Singletary worked tirelessly before and after the workshop to ensure a successful outcome. Her professionalism and experience in requirements development inspired participants to achieve exemplary work.

**Katie Nolen** (Public Health Informatics Institute, Business Analyst)

Katie Nolen's leadership and dedication in the requirements development process was unmatched. Her key informant interview work was an invaluable contribution.

**Martin Katongo** (IntraHealth International, Senior Finance & Administration Manager)

Martin Katongo provided logistical support before and during the conference.

**Charity Manjimela** (IntraHealth International)

Charity Manjimela provided on-site logistical support during the workshop. Without Charity the workshop would not have gone so smoothly.

**Christopher Deery** (CapacityPlus, Health Workforce Development Officer)

Christopher Deery provided support to the MEPI/CapacityPlus Graduate Tracking leadership team coordinating the planning, preparation, and postworkshop evaluation.

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## EXECUTIVE SUMMARY

The Medical Education Partnership Initiative (MEPI) Physician Tracking Technical Working Group (TWG) convened a workshop in October 2013 to develop the functional requirements and business processes necessary to construct a framework for tracking graduates. The workshop brought together stakeholders and data consumers to define core data elements and processes. The workshop was a collaborative effort between the chair of the MEPI Physician Tracking TWG, the MEPI Coordinating Center, *CapacityPlus*, and the Public Health Informatics Institute.

The workshop used a methodology developed by the Public Health Informatics Institute to define data elements, business processes (a set of tasks or activities that are logically grouped together to produce a certain output or outcome), and next steps for building a graduate tracking framework. During the workshop, social media platforms (Facebook and Twitter) provided an additional layer of interaction, connecting attendees and individuals who wished to participate but could not attend.

Each participating school formulated a graduate tracking vision for their school and identified needed tools and guidance. The group selected software, capacity-building, and infrastructure as the top three priorities on which the MEPI TWG should focus its time and energy. The TWG decided to expand the existing mailing list to include those in the global and wider communities who are interested in developing graduate tracking systems.

Going forward, workshop participants agreed to share what each institution is doing to develop graduate tracking; hold institutions accountable for their progress; network to sustain momentum; jointly develop graduate tracking tools; collaborate to develop articles; and assist institutions in tracking graduates across borders.

## INTRODUCTION

In 2010, PEPFAR launched the Medical Education Partnership Initiative (MEPI), funding 13 medical schools (\$130 million over 5 years) in 12 African countries to improve the quantity, quality, and retention of their graduates in an effort to begin strengthening health systems in those countries. MEPI is funded by PEPFAR through the Office of the US Global Aids Coordinator in the State Department and by the National Institutes of Health (NIH). The initiative is administered by both the NIH Fogarty International Center and the HIV/AIDS Bureau of the Health Resources and Services Administration in the Department of Health and Human Services. The MEPI Physician Tracking Technical Working Group (TWG) convened a workshop in October 2013 to develop the functional requirements and business processes necessary to construct a framework for tracking physianguaduates. The three-day workshop brought together relevant stakeholders and data consumers who reached consensus on the core data elements and processes required to meet their graduate tracking needs. The workshop (held at the Southern Sun Ridgeway Hotel in Lusaka) was a collaborative effort between the chair of the MEPI Physician Tracking TWG, the MEPI Coordinating Center, *CapacityPlus*, and the Public Health Informatics Institute (PHII) (see workshop agenda, Appendix 1).

### Workshop Objectives

The purpose of the workshop was to identify schools' and graduates' information needs, leading to the development of a set of requirements specifically looked for by MEPI schools. These requirements—now validated—will be used by the TWG to build a collection of tools for interacting with and tracking alumni of MEPI schools.

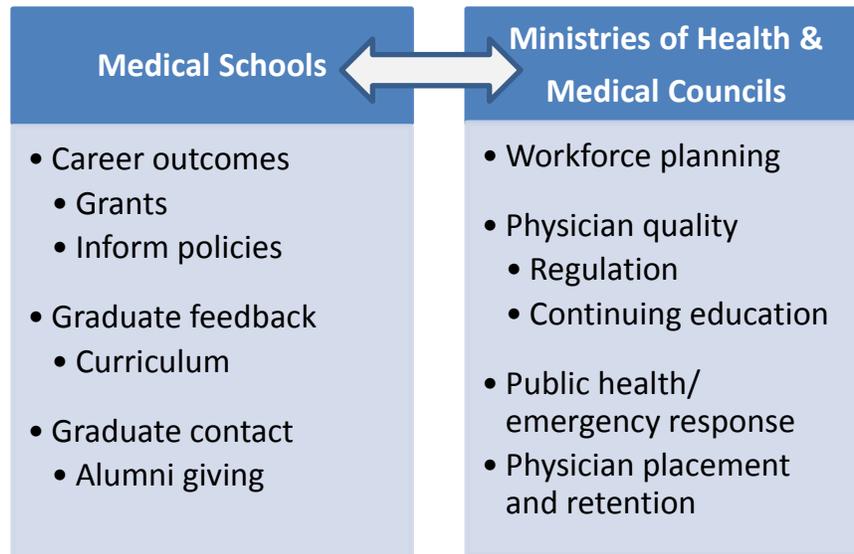
The workshop successfully accomplished its two primary objectives:

- To collaboratively identify and document graduate tracking requirements and processes
- To initiate the development of a community of practice network for graduate tracking.

### Types of Participants

Workshop attendees included representatives from the four sponsoring organizations, focal persons from ten of the the 13 MEPI institutions and representatives of partnering organizations, ministries of health, ministries of education, and medical councils (see Appendix 2 for list of participants). The composition of the workshop represented the full spectrum of graduate tracking needs and activities. As Figure 1 on the next page illustrates, a shared graduate tracking framework can have a variety of impacts on stakeholders from diverse settings such as medical schools, medical councils, and ministries. For medical schools, tracking graduates can translate into the ability to monitor career outcomes and obtain feedback and support from graduates. For ministries of health and professional councils, tracking provides important information for workforce planning, quality, and distribution.

**Figure 1: Stakeholder Impact of Graduate Tracking Framework**



## METHODOLOGY

The methodology used for the workshop is an approach developed in part by PHII, called Collaborative Requirements Development Methodology (CRDM). The CRDM approach is intended to gather and document the specific functions that information systems must perform to meet the needs of end users in global health. The value of CRDM is its ability to extract from existing systems best practices, which can then be vetted, validated, and shared to formulate a new customized system framework suited to end users' needs.

The CRDM methodology helped the group of workshop participants reach consensus on three main outputs:

1. A core set of defined data elements
2. A clear set of business processes laying out the work flows
3. A series of next steps for building a framework.

Prior to the workshop, PHII conducted a series of interviews with workshop attendees to develop draft graduate tracking business processes and requirements. A business process is a set of tasks or activities that are logically grouped together to produce a certain output or

outcome. Requirements are statements that describe the needed functionality of an information system to support the business process.

During the workshop, PHII facilitated small and large group sessions to review, amend, and validate eight business processes identified during the interviews:

1. Locate graduates
2. Collect graduate information
3. Update graduate information
4. Search and view graduate information
5. Communicate with graduates
6. Create and manage graduate surveys
7. View and respond to graduate surveys
8. Generate reports.

To help the breakout groups review, amend, and validate the draft business processes, workshop organizers presented the groups with three tools for each business process:

1. **Context diagram:** Depicts how transactions flow between entities within a business process.
2. **Business process matrix:** Describes all the interrelated components of a business process.
3. **Task flow diagram:** A model that uses graphics to illustrate the activities of a business process as well as who performs those activities.

Workshop organizers printed out each of the tools on large sheets of paper and stuck the sheets of paper to the wall. The small breakout groups then reviewed, discussed, and directly edited the sheets using markers and sticky notes.



## BUILDING A COMMUNITY OF PRACTICE

During the conference, social media platforms provided an additional layer of interaction, connecting attendees and members of the TWG who wished to participate but could not attend

(see Social Media Brief in Appendix 3). A Facebook group was created for attendees to post comments, ask questions, and share files. Participants posted pictures and updates in real time. Twitter was also a key part of the workshop. Using the hashtag #gradtrack to tag tweets, attendees tweeted their thoughts and pictures, which were then projected on the screen between breakout sessions and during tea breaks. The incorporation of social media was a very popular component of the workshop and served as a basis for discussing social media as a component of the community of practice (see discussion of communications in Key Outcomes).

Some of the tweets shared by attendees during the workshop include the following:

*@DrMosesCPC: "Not surprised, and happy, that software has emerged as a priority need for graduate tracking. Very much needed."*

*@DrMosesCPC: "So much we take for granted in our graduate tracking processes - good to be breaking it down and itemizing."*

*@chpchen2 George M: "Business processes are really useful. If I had done this before my PhD it would have gone much more smoothly."*

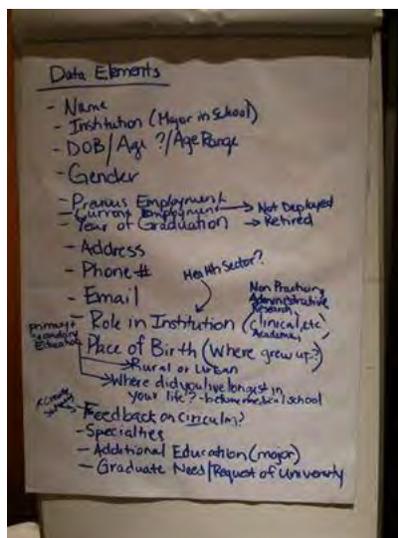
Table 1 illustrates selected Facebook posts and associated comments during the workshop.

**Table 1: Facebook Posts and Comments During Workshop**

Post	Seen by	Comments
<u>Vivian Singletary</u> : How will you immediately utilize the learnings from the Graduate Tracking Workshop?	16 people	<ul style="list-style-type: none"> <li>• <u>Jonathan Gandari</u>: There is a whole process of marketing graduate training concept and canvassing to follow. Getting key stakeholders buy in and allocating resources to graduate training.</li> <li>• <u>Kintu Mugagga</u>: Primarily it will be educating other stakeholders back home about the importance of GT and details of the GT framework and it how will be used.</li> </ul>
<u>Michael Drane</u> : Okay, Day 2, what is everyone's thoughts on the breakout sessions? Any suggestions on how to have another successful day tomorrow?	16 people	<ul style="list-style-type: none"> <li>• <u>Jonathan Gandari</u>: I think the activities were very engaging as we put nuts and bolts to business process of graduate tracking. Understanding what systems need to do for us was educative.</li> <li>• <u>Dorothy Chikampa</u>: The day's sessions were quite educative, despite the fact that I missed the first sessions covered in the day. I suggest that tomorrow's sessions map-out clearly the next steps for both participants from the MEPI and non-MEPI institutions so that the skills learnt are not forgotten, but further improved upon. Thank you for everything and keep-up the good work!</li> </ul>
<u>Kalay Moodley</u> : Is there a difference between outputs and outcomes when referring to business processes and logic	17 people	<ul style="list-style-type: none"> <li>• <u>Vivian Mays Singletary</u>: Yes. Outputs are tangible items that are produced as a result of the process. Measurable outcomes are indicators that measure the effectiveness of the process.</li> </ul>

models?		<ul style="list-style-type: none"> <li>• <b>Kalay Moodley:</b> Yes, thanks Vivian. Get that, but are the definitions different for this process than when one deals with logic models?</li> </ul>
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Also on Facebook, [Vivian Singletary](#) shared the following comment and picture: “These are some of the data elements that the focal persons are interested in capturing for their graduates.”



## KEY OUTCOMES

The workshop participants were able to come together as a cohesive unit and reach consensus on core data elements and business processes. This success was largely due to the group’s enthusiastic embracing of the CRDM methodology and the interactive format of the workshop. The workshop significantly boosted energy, enthusiasm, and confidence in the group’s ability to develop a system for tracking graduates. More specifically, participants discussed their visions for graduate tracking, priority areas of focus, means of communication, and practical next steps.

## Vision for Graduate Tracking

Each participating school formulated a graduate tracking vision for their school. Table 2 (next page) provides a snapshot of each school’s vision.

**Table 2: Graduate Tracking as Envisioned by Participating Institutions**

Country	Institution	Vision
Botswana	University of Botswana	<ul style="list-style-type: none"> <li>• Design a tool for graduate tracking</li> <li>• Collect data from all 5 groups of MBBS students prior to graduation</li> </ul>
Ethiopia	Federal Ministry of Health	<ul style="list-style-type: none"> <li>• Establish a national (vs. institutional) plan for graduate tracking</li> <li>• Establish list of all medical graduates in the country since 1967</li> <li>• Create a social media website to track the address of each medical graduate</li> </ul>
Ghana	Kwame Nkrumah University of Science and Technology School of Medical Sciences (KNUST SMS)	<ul style="list-style-type: none"> <li>• Establish graduate tracking office</li> <li>• Employ staff</li> <li>• Make existing graduate tracking website fully operational</li> <li>• Establish national alumni engagement</li> </ul>
South Africa	Stellenbosch University (SU)	<ul style="list-style-type: none"> <li>• Increase buy-in to the process of graduate tracking</li> </ul>
Tanzania	Kilimanjaro Christian Medical Center (KCMC)	<ul style="list-style-type: none"> <li>• To have a successful graduate tracking system at the institution</li> </ul>
Uganda	<p>Makerere University-Uganda</p> <p>Ministry of Health, Human Resources Development Division</p> <p>Uganda Medical and Dental Practitioners' Council (UMDPC)</p>	<ul style="list-style-type: none"> <li>• Compare all entrants, undergraduates, and graduates to the validated data bank at the respective MEPI institutions</li> <li>• Make regular evaluation reports available and use reports to develop policy briefs for allied ministries and institutions</li> <li>• Foster more collaboration with medical training institutions in developing their graduates</li> <li>• Gather information on the graduates' location and influence the MOH to make decisions and policy shifts accordingly</li> <li>• To accurately collect, provide, and use the graduate tracking information to UMDPC and stakeholders</li> </ul>
Zambia	<p>University of Zambia (UNZA)</p> <p>Ministry of Health</p>	<ul style="list-style-type: none"> <li>• Complete graduate tracking database</li> <li>• Institutionalized tracking system from enrollment of students to graduation</li> <li>• Well established database of students to graduate</li> <li>• Greater involvement of stakeholders</li> <li>• Adopt a tracking system and customize it to the national requirements</li> </ul>
Zimbabwe	University of Zimbabwe College of Health Sciences (UZCHS)	<ul style="list-style-type: none"> <li>• Establish an all-stakeholder approach between the MOH, UZ, and Medical Council</li> </ul>

## Priorities

Participants also completed an exercise in which they were asked to identify possible tools and guidance for tracking graduates. The group selected software, capacity-building, and infrastructure as the top three priorities on which the MEPI TWG should focus its time and energy. Five additional areas identified by the group included questionnaires, financial resources, research data, high-level buy-in, and people.

## Communications

The TWG determined that in addition to using the current mailing list, it would be helpful to use social media platforms and nominate a community manager to strengthen partnerships between schools and stakeholders. The TWG also decided to expand the existing mailing list ([tracking@mepinetwork.org](mailto:tracking@mepinetwork.org)) to target non-MEPI and non-TWG members in the global and larger communities who are interested in developing graduate tracking systems. The TWG will create a new mailing list limited to TWG focal persons to disseminate information strictly limited to MEPI TWG Physician Tracking business and administration.

## Practical Steps

Workshop participants agreed that the community of practice should seek to:

1. Share what each institution is currently doing to establish graduate tracking processes and tools
2. Hold institutions accountable to support one another in the process of developing graduate tracking processes and tools
3. Sustain or maintain a social network for graduate tracking after the workshop to keep up the momentum
4. Collaboratively develop graduate tracking tools (i.e., a compendium of data elements and survey questions)
5. Collaborate to develop articles for an upcoming MEPI supplement in *Academic Medicine*
6. Assist institutions in tracking graduates across borders (graduates and postgraduates).

## FEEDBACK FROM PARTICIPANTS

All workshop attendees received a formal evaluation form at the end of the workshop. The evaluation form sought to measure the extent to which the workshop met participants' expectations and the value that participants placed on the workshop's outcomes. The evaluation form requested feedback on five specific topics: the workshop objectives, workshop methodology, logistics, impact, and next steps (see evaluation results in Appendix 4).

## NEXT STEPS

Many of the MEPI school representatives openly discussed their personal next steps following the workshop, as shown in Table 3. TWG members will continue to interact, providing updates on their progress and reviewing each other's work using the mailing list, social media platforms, and community calls as defined by the community of practice discussion. PHII will complete a report that TWG members will use as each institution develops its respective tracking tools.

**Table 3: Anticipated Next Steps for Development of Graduate Tracking Systems**

<b>Country</b>	<b>Institution</b>	<b>Next Steps</b>
Ghana	Kwame Nkrumah University of Science and Technology School of Medical Sciences (KNUST SMS)	<ul style="list-style-type: none"> <li>• Initiate the business practices and requirements into an already existing graduate tracking platform</li> </ul>
South Africa	Stellenbosch University (SU)	<ul style="list-style-type: none"> <li>• Engage necessary stakeholders on the development of comprehensive robust graduate tracking system</li> </ul>
Tanzania	Kilimanjaro Christian Medical Center (KCMC)	<ul style="list-style-type: none"> <li>• Create a website and promote it during the November 8, 2013 graduation ceremony</li> <li>• Create awareness of the importance of graduate tracking among the staff</li> <li>• Arrange an inspiration night on the eve of graduation and request the graduate students to have inspiration talk with current students</li> <li>• Create a database by collecting graduate information from the dean's office and other sources</li> </ul>
Uganda	MEPI-Uganda	<ul style="list-style-type: none"> <li>• Disseminate the latest developments to MEPI-Uganda institutions</li> <li>• Equip MEPI-Uganda schools with plan of action</li> <li>• Collaborate with all stakeholders to establish effective network</li> <li>• Continue to interact with MEPI-GT-TWG</li> </ul>
Uganda	Human Resources Development Division of the Ministry of Health in Uganda	<ul style="list-style-type: none"> <li>• Give feedback to the MOH on graduate tracking</li> <li>• Work with the focal person and develop an activity plan</li> <li>• Start to identify the list of current students and graduates</li> </ul>
Zambia	University of Zambia (UNZA)	<ul style="list-style-type: none"> <li>• Share workshop report with key stakeholders/others at school</li> <li>• Continue graduate tracking exercise</li> <li>• Engage stakeholders for further discussion</li> <li>• Get more engaged in graduate community</li> <li>• Utilize existing websites (ZMA/PCZI/MOH) to roll out survey</li> </ul>
Zambia	MOH Zambia	<ul style="list-style-type: none"> <li>• Involve management to gain support and ownership of the vision</li> <li>• Draw up work plan on how to undertake and manage the activity</li> </ul>
Zambia	IntraHealth Zambia	<ul style="list-style-type: none"> <li>• Share workshop experiences with colleagues</li> <li>• Hold brainstorming meeting on need for graduate tracking</li> <li>• Seek technical assistance from CapacityPlus on how to establish graduate tracking and development of proposal to HRH Zambia</li> </ul>
Zimbabwe	University of Zimbabwe College of Health Sciences (UZCHS)	<ul style="list-style-type: none"> <li>• Lead the graduate tracking project by putting together a team</li> <li>• Develop a plan of action and build a database</li> </ul>

# APPENDIX 1: GRADUATE TRACKING REQUIREMENTS DEVELOPMENT WORKSHOP AGENDA

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Southern Sun Ridgeway, Plot 746 Church Road, Lusaka 10101, Zambia

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## Workshop Objectives:

- To collaboratively document and identify graduate tracking requirements and processes
- To initiate the development of a community of practice network for graduate tracking

## Pre-Meeting: Sunday, October 20, 2013

6:00PM Dinner reception – Hotel

## Day 1: Monday, October 21, 2013

8:00 AM – 9:00 AM	Registration	
9:00 AM – 10:15 AM	Welcome and opening remarks	Professor Yakub Mulla (MEPI PI) and Dr. Fastone Goma (Dean)
	Logistics	
	Introductions and expectations <ul style="list-style-type: none"><li>▪ Workshop members</li><li>▪ CapacityPlus</li><li>▪ MEPI-CC</li><li>▪ PHII staff</li></ul>	CapacityPlus & PHII
10:15 AM – 10:30 AM	Tea break	
10:30 AM – 11:30 AM	Workshop vision/purpose	CapacityPlus
11:30 AM – 12:30 PM	Overview of next 3 days Overview of Institute's methodology Summary of interviews	MEPI/CapacityPlus PHII
12:30 PM – 13:30 PM	Lunch	
13:30 PM – 14:15 PM	Graduate tracking framework	PHII
14:15 PM – 15:30 PM	Business process analysis (BPA)– BP #1	PHII
15:30 PM – 15:45 PM	Tea break	
15:45 PM – 16:45 PM	BP #1 requirements	PHII
16:45 PM – 17:00 PM	Summarize	CapacityPlus & PHII
17:00 PM	Adjourn Day 1	

## Day 2: Tuesday, October 22, 2013

8:00 AM – 8:30 AM	Review Day 1	CapacityPlus & PHII
8:30 AM – 10:00 AM	BPA – BP #2 & # 3 <ul style="list-style-type: none"><li>▪ Instructions</li><li>▪ Breakout into two groups with separate facilitators</li></ul>	PHII
10:00 AM – 10:15 AM	Tea break	
10:15 AM – 11:15 AM	BP #2 & #3 requirements	PHII
11:15 AM – 12:15 PM	Cross-validation (switch meeting rooms) BP #2 & # 3 <ul style="list-style-type: none"><li>▪ Switch groups</li><li>▪ Groups review business process matrices and taskflows</li></ul>	PHII
12:15 PM – 13:15 PM	Lunch	
13:15 PM – 14:45 PM	BPA – BP #4 & # 5	PHII
14:45 PM – 15:45 PM	BP #4 & #5 requirements	PHII
15:45 PM – 16:00 PM	Tea break	
16:00 PM – 17:00 PM	Cross-validation (switch meeting rooms) BP #4 & # 5 <ul style="list-style-type: none"><li>▪ Switch groups</li><li>▪ Groups review business process matrices and taskflows</li></ul>	PHII
17:00 PM – 17:15 PM	Summarize	CapacityPlus & PHII
17:15 PM	Adjourn Day 2	

## Day 3: Wednesday, October 23, 2013

8:30 AM – 9:00 AM	Review Day 2	CapacityPlus & PHII
9:00 AM – 10:30 AM	BPA -- BP #6 & # 7	PHII
10:30 AM – 10:45 AM	Tea break	
10:45 AM – 12:00 PM	Next steps	PHII
12:00 PM – 13:00 PM	Lunch	
13:00 PM – 14:00 PM	BP #6 & #7 requirements	PHII

14:00 PM – 14:15 PM	Tea break	
14:15 PM – 15:15 PM	Cross-validation (switch meeting rooms) BP #6 & # 7 <ul style="list-style-type: none"> <li>▪ Switch groups</li> <li>▪ Groups review business process matrices and taskflows</li> </ul>	PHII
15:15 PM – 16:15 PM	Outstanding Issues/next steps	CapacityPlus/PHII
16:15 PM – 16:45 PM	Feedback and evaluation	CapacityPlus/PHII
16:45 PM	Closing remarks	

## APPENDIX 2: LIST OF PARTICIPANTS

MEPI Graduate Tracking Workshop Participant Contact List				
Name	Affiliation	Country	E-mail	Phone
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## APPENDIX 3: SOCIAL MEDIA BRIEF

Interacting through various social media tools enhances attendee dialogue and engages members who are not able to attend. Introducing social media to the workshop will enhance the dialogue in both real time and postmortem. Participating virtually is easy. Choose to interact in any or all of the social media listed below.

- **MEPI Graduate Tracking Facebook Group:** A group page has been set up and you're invited to join. Here you have a message board, photo albums, and file sharing opportunities. We can poll each other, produce and edit documents together, and share photos and opinions on the workshop's progress. You will be receiving an email shortly inviting you to join the group. If you do not receive an invite, please email [mdrane@capacityplus.org](mailto:mdrane@capacityplus.org) and I'll add you right away. [www.facebook.com/groups/mepigt](http://www.facebook.com/groups/mepigt)
- **Twitter:** Tweeting your thoughts and opinions during the workshop is a productive way to monitor and reflect on the collective thought process. Follow the **MEPI Graduate Tracking List** and when tweeting use **#gradtrack**. Most importantly, tweet often and have fun with it.
- **Technical Working Group Mailing List:** A summary of the day's events will be emailed to [tracking@mepinetwork.org](mailto:tracking@mepinetwork.org) at the end of each day of the workshop. If you do not have a Facebook or Twitter account, this is a great way to take part in the dialogue virtually. Feel free to respond to that email for the entire group to read.

### Helpful Tips:

- Michael Drane, advisor for Community of Practice, is available throughout the workshop to assist in setting up accounts and getting started with any of the above social media. [mdrane@capacityplus.org](mailto:mdrane@capacityplus.org)
- Stop by the Community of Practice table outside the boardroom to make a post, tweet, or ask questions and learn more about MEPI's partnering organizations.

## APPENDIX 4. WORKSHOP EVALUATION FORM AND RESPONSE ANALYSIS

### MEPI Graduate Tracking Requirements Development Workshop Lusaka, Zambia, 21-23 October 2013, Southern Sun Ridgeway

#### 1. Workshop Objectives and Expected Outcomes

##### 1.1 Did the workshop meet your expectations? (*circle only one response*)

Did not meet expectations	Somewhat met expectations	Uncertain	Mostly met expectations	Fully met expectations
0	1	2 (1)	3 (4)	4 (8)

##### Briefly explain your response in the space below:

- "I have learnt the most important things I require to start up a graduate tracking process in my institution"
- "I came in with specific needs of acquiring expertise in graduate tracking and I have"
- "The processes for setting up a graduate tracking system were clearly and well outlined. However, there are concrete measures that need to be undertaken to develop and implement such a system. This will need to be elaborated on in subsequent meetings. Also sharing what other schools are doing would have been useful"
- "Training touched the important elements required for tracking"

##### 1.2 To what extent did the workshop succeed in identifying and developing graduate tracking requirements and processes?

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	1	2	3 (1)	4 (12)

##### Briefly explain your response in the space below:

- "I strongly believe that what we have generated out of the workshop shall drive through success implementation of the GT process"
- "I have learnt the most important things I require to start up a graduate tracking process in my institution"
- "It was my first time attending such a workshop and I now know new terms and ways of tracking graduates"
- "Very interactive and knowledge shared both ways"
- "The steps involved unveiled all necessary requirements"

##### 1.3 To what extent did the workshop succeed in initiating a community of practice network for graduate tracking?

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	1	2	3 (7)	4 (6)

##### Briefly explain your response in the space below:

- "We have ably identified our roles and how we are to coordinate ourselves to actualize our mission as a team"

- “In countries where there are a consortium of universities need to have more than one representative e.g. Ethiopia”
- “I am glad with the agreement reached by the team to stay in touch with each other and to share progress in the graduate tracking process”
- “We will be able to fully assess in the coming months and year”
- “Learnt that social networks can play a significant role in initiating graduate tracking practice for a community”
- “Spirit of ownership and participation was inherent”
- “Similar to this initiative, hopefully it will serve to continue communication”
- “Agreed to create and use a blog and Facebook account”
- “Generating reports”

**1.4 What is the most valuable skill, concept, or piece of knowledge that you gained from this workshop? (write your response in the space below)**

- “Defining the business process of graduate tracking”
- “Ability to come up with tools for tracking graduates”
- “Step by step process and requirements in rolling out graduate tracking and reporting”
- “The whole business process, especially the task flow chart development and use”
- “Learnt that there are different ways of tracking graduates e.g. social networks, telephonic, physical”
- “General reports, collect/update graduate information”
- “Concept of business process and system requirements
- “Business processes”
- “Recognizing steps involved in the tracking”
- “Community of practice (CoP) for graduate tracking and its potential to move this forward”
- “Using the social media for graduate tracking”

**2. Workshop Methodology**

**2.1 To what extent did you find the collaborative requirements development approach effective for defining graduate tracking requirements and processes?**

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	1	2	3 (3)	4 (9)

**2.2 How effective were the opening sessions of the workshop (e.g. introduction to the methodology) in preparing you to work productively?**

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	1 (1)	2	3 (9)	4 (3)

- “Since this process is new, there should be more explanation at the beginning of the workshop. This will probably get more productive responses”

**2.3 How effective were the small group sessions as a forum for developing the business processes for graduate tracking?**

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	1	2	3 (5)	4 (8)

**2.4 Were you satisfied with the closing sessions (graduate tracking community of practice, outstanding issues/next steps) of the workshop?**

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
0	1	2 (1)	3 (6)	4 (6)

**3. Logistics**

**3.1 How satisfied are you with the following workshop logistics?**

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Communication about and invitation to the workshop	0	1	2 (2)	3 (3)	4 (8)
2. Pre-workshop information package	0	1	2 (2)	3 (3)	4 (7)
3. Travel arrangements	0	1	2 (2)	3 (4)	4 (6)
4. Airport transfer/ transportation	0	1 (1)	2 (1)	3 (3)	4 (7)
5. Lodging	0	1	2 (1)	3 (1)	4 (9)
6. Reception dinner	0	1	2 (2)	3	4 (9)
7. Lunches/tea breaks	0	1	2	3 (4)	4 (8)
8. Meeting rooms	0	1 (2)	2 (2)	3 (7)	4 (2)
9. Workshop materials (workbook, handouts, etc.)	0	1	2	3 (3)	4 (9)
10. Audio visual equipment	0	1	2 (1)	3 (2)	4 (10)
11. Responsiveness to questions and needs	0	1	2	3 (2)	4 (11)

**If you have any comments or suggestions, please let us know in the space below:**

- "Better [meeting rooms](#) could make participation better and more productive"
- "Planning should occur in a timely manner"
- "Better rooms needed"

**4. Impact**

**4.1 To what extent will the discussions from this workshop help guide the development of a graduate tracking system in your school and/or country?**

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	1	2	3 (1)	4 (11)

**Briefly explain your response in the space below:**

- "I have clear tips on how to guide my schools and Uganda generally on how to do graduate tracking"
- "Knowing that there is available support will reassure my country to proceed with the establishment/strengthening of the graduate tracking system"
- "I have learnt the basics that will help me in the development of graduate tracking system"
- "As an employee of the Ministry of education, we are in the process of collecting loans back from students from public universities, hence this concept will assist in tracking these students"
- "To a very large extent because of inputs from diverse backgrounds"
- "We already have something in place, we are looking for support systems and innovations"
- "Participants exhausted their contributions; participants gave experiences"
- "It has given more clarity, direction and confidence"
- "I have a framework and language to use; I can visualize how to operationalize the project"

**4.2 Do you intend to contribute or interact with the community of practice network? What do you hope to gain from the community of practice network?**

- "Yes. Continued sharing of information, ideas, experiences and mastery of the management of graduate tracking"
- "Improved communication i.e. social networking, receive updates on graduate tracking progress"
- "Yes, I intend to participate so that I can learn from other country experience"
- "Yes, I intend to seek guidance and share experiences by staying connected to the team"
- "Yes, share ideas"
- "Learn more when I get stuck"
- "Share innovation and experience"
- "Yes, stay in contact and continue discussions and get to know each other better"
- "Yes, but not just for the sake of it. It would be good if the CoP network would find a way to keep members engaged in regular discussions and not just ad hoc presentations or articles. So there must be relevance to me."
- "Yes, share information and experience"
- "Yes"
- "Sharing experience; helping with solutions"
- "Share innovations"

**4.3 Do you have any suggestions that could help the graduate tracking community of practice network achieve its goals?**

- "Let us consolidate our ideas implement them as agreed upon"
- "Encourage members to use Facebook, Twitter, and email to share information and update each other for continuity of this agenda"

- “Stay in touch with other members; members’ ability to share experiences”
- “Staying connected and sharing information within the community”
- “Not at the moment, a lot was discussed today”
- “Well for me, my main interest is being able to use graduate tracking methods in retrieving loans back from students, hence including the financial aspect would be helpful”
- “Let’s stay in contact through emails and social networks”
- “I will provide details of workshop in feedback to ManCan and make suggestions for next steps”
- “Identify and work with appropriate stakeholders”
- “Continue to build on the outcomes of the workshop”
- “Work with the Ministry of Health and Ministry of Education”
- “Give deliberate well thought out tasks as we go”

## **5. Next Steps and Follow Up**

### **5.1 How will you disseminate the outcomes of this workshop to other members of your school or other schools and organizations in your country?**

- “I will make a comprehensive report to MEPI – Uganda and call for a meeting for in-depth discussions”
- “Give feedback to my bosses through email, short brief and Facebook facility”
- “Hold a MEPI workshop sharing meeting”
- “Write a formal report; share with colleagues, and students in our meetings; take on the next immediate steps of implementation”
- “Via weekly seminar sessions, will ask for a slot”
- “Through social network”
- “Have meetings with my colleagues from the university’s faculty of medicine and other stakeholders”
- “I will disseminate workshop outcomes after I have tested it and can show that evidence that it works then I will make a presentation to faculty”
- “A debriefing will be done and a formal report written”
- “Hold management and steering committee meetings; disseminate workshop report when it is ready”
- “Write a workshop report for the office; communicate details of workshop in one our meetings”
- “Meetings, emails, one-on-one talks”

### **5.2 What additional information, resources, or support from the MEPI Network does your institution need to achieve your graduate tracking goals?**

- “Infrastructural development, administrative support, supporting alumni association development – for all MEPI-Uganda institutions”
- “Capacity building, complete development of survey tools, financial and technical support to conduct the survey”
- “Software and technical support in developing and maintaining graduate tracking”

- "Need more capacity building on the software; continued support with implementation e.g. survey questions and analysis"
- "Software support – iHIS maybe or home grown"
- "The financial/tuition aspect such as getting back loans from students who graduate from public universities"
- "First of all, I have to discuss with my colleagues and MEPI about this process in my country/university"
- "High level buy-in and some software"
- Development of software
- Capacity building, infrastructure – hardware, software
- "Software, technical support, human resources for graduate tracking"
- "Software development, funding"
- "Continuous need-based capacity building"

***Thank you!***



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