JAMP

JOINT ADMISSION MEDICAL PROGRAM

2014 Program Report

Report to the Governor, Lieutenant Governor, and the Speaker of the House
Pursuant to Chapter 51, Texas Education Code, Subchapter V, Section 51.834

Making the path to medical school a reality for Texans.

JAMP
JOINT ADMISSION MEDICAL PROGRAM

Table of Contents

JAMP
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Introduction

What is JAMP?

The Joint Admission Medical Program (JAMP) is a special pipeline program established by the Texas Legislature in 2001 to assist highly motivated, economically disadvantaged students in preparing for and succeeding in medical school. Funded by the Texas Legislature through a trusteed program administered at the Texas Higher Education Coordinating Board, JAMP constitutes a unique partnership between all nine Texas medical schools and sixty-seven public and private four-year undergraduate institutions.

The program provides scholarships, summer medical enrichment internships and stipends, and MCAT preparation programming for undergraduate students in the participating institutions around the State of Texas. Additionally, JAMP funds provide training and resources to undergraduate faculty advisors to help reinforce undergraduate institution pre-medical school curriculum development and tutoring/mentoring programs. JAMP serves to benefit both JAMP students and the larger overall pre-medical population as well.

JAMP students who meet all continuing eligibility criteria are guaranteed admission to one of the medical schools in Texas. Once admitted, JAMP continues to support the medical education of the student through scholarships and mentorship with other medical students and medical faculty.

The program is administered through the Texas Medical and Dental Schools Application Service (TMDSAS), housed at The University of Texas System Administration offices in Austin. Pursuant to Chapter 51 of the Texas Education Code, JAMP is governed by a council of faculty representatives from each of the medical schools in Texas. The Council sets all student admission and continuation standards, as well as policies and procedures pertaining to participating undergraduate institutions and medical schools.

JAMP Council

Wallace Gleason, M.D. - Chair	The University of Texas Health Science Center at Houston, Medical School
James Richardson, Ph.D. - Vice Chair	The University of Texas Southwestern Medical Center at Dallas
Kathleen Fallon, M.D.	The Texas A&M University Health Sciences Center, College of Medicine
David Jones, Ph.D.	The University of Texas Health Science Center at San Antonio, Medical School
Kimberli Peck, M.D.	Texas Tech University Health Sciences Center, School of Medicine, Lubbock Campus
William Thomson, Ph.D.	Baylor College of Medicine
Jeffrey Rabek, Ph.D.	The University of Texas Medical Branch at Galveston, School of Medicine
Alan Podawiltz, D.O.	University of North Texas Health Science Center at Fort Worth/ Texas College of Osteopathic Medicine
Manuel Schydlower, M.D.	Texas Tech University Health Sciences Center, Paul L. Foster School of Medicine, El Paso Campus

Student Profiles

Natalie Diaz
4th Year Medical Student

"JAMP has been with me every step of the way ever since I got accepted into the program. Coming from an economically disadvantaged family, I could never have afforded the MCAT training course to help me prepare for one of the most important tests of my life. JAMP provided me with free access to online materials and instruction and to a summer intensive MCAT course. For that I am very grateful. Also, thanks to JAMP, I was able to interview at all the medical schools in Texas and was provided with a guaranteed spot into one of them. JAMP has provided me with a scholarship to help pay for my schooling. Through hard work on my part and JAMP's help, I am only months away from achieving my goal of becoming a doctor. I am very thankful to JAMP for everything it has done for me."

Hometown: Dallas, Texas

Undergraduate University: Texas Christian University

Medical School: The University of Texas Medical School at Houston

Ariel Combs
Senior Undergraduate Student

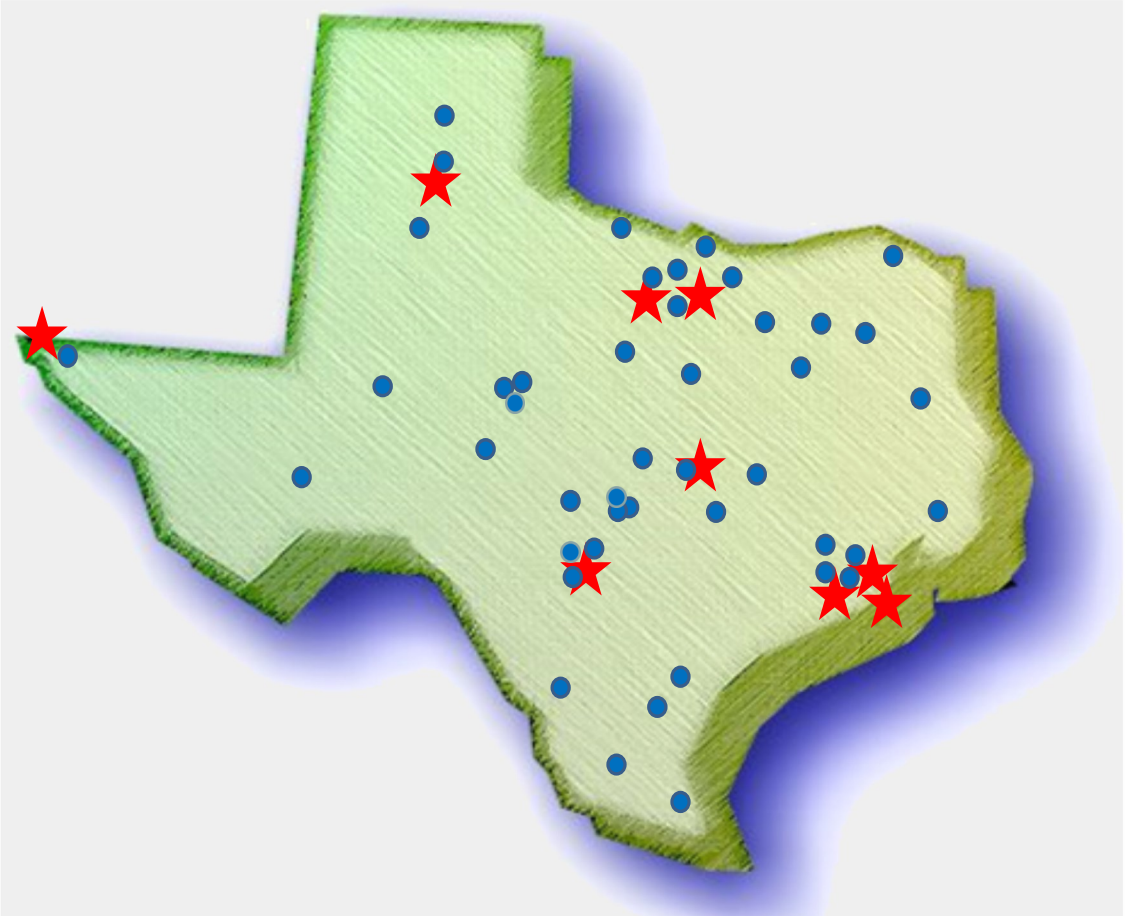
"JAMP has been excellent in helping me achieve my goal as a doctor by providing me with necessary supplies and support through my journey. JAMP has allowed me to realize my dream of being a physician and helped to make that dream a reality. JAMP has pushed me to be a better student and overall person by developing my study skills through summer internships and MCAT prep, my financial responsibility through providing stipends over the summer, and my character through feedback on my performance in classes and social interactions at those summer internships."

Hometown: Hewitt, Texas

Undergraduate University: Abilene Christian University

Medical School: Soon to be determined

Enrollment Report



JAMP Participating Institutions: Representing All of Texas

● - Undergraduate Institutions

★ - Medical Schools

Students Admitted to Program

Academic Year	2002-2003	2003-2004	2004-2005	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Year Admitted	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year
Number Admitted	81	69*	69*	69*	96	96	152	150	96	96	100

Characteristics	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year
Male	31%	35%	33%	29%	34%	28%	32%	42%	40%	50%	30%
Female	69%	65%	67%	71%	66%	72%	68%	58%	60%	50%	70%
# of Institutions with Participating Students	30	36	30	27	37	42	39	40	40	35	39
Public	22	28	27	22	25	24	22	25	25	22	23
Private	8	8	3	5	12	18	17	15	15	13	16

Students by Ethnicity	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year
African American	12%	13%	9%	9%	18%	14%	19%	13%	16%	9%	15%
Hispanic	35%	32%	38%	38%	27%	49%	36%	23%	35%	38%	32%
Asian Pacific Islander	21%	20%	16%	20%	28%	19%	31%	36%	25%	28%	33%
Caucasian	28%	29%	33%	32%	22%	17%	18%	21%	18%	16%	19%
All Others	4%	6%	1%	1%	5%	29%	6%	6%	6%	9%	1%

- The number of students admitted in 2004 through 2007 (2nd, 3rd & 4th) was reduced to 69 due to the reduction of funds appropriated to the Texas Higher Education Coordinating Board for JAMP.
- 2002 through 2005 students where admitted in the spring of their freshman year.
- 2006 through 2014 students where admitted in the spring of their sophomore year.

Student Enrollment

Enrollment by Undergraduate Institution as of Fall 2014

Public Institutions

Angelo State University	**1**	Texas Woman's University	**3**
Lamar University	**2**	The University of Texas at Arlington	**5**
Prairie View A&M University	**1**	The University of Texas at Austin	**33**
Sam Houston State University	**1**	The University of Texas at Brownsville	**1**
Stephen F. Austin State University	**1**	The University of Texas at Dallas	**11**
Tarleton State University	**2**	The University of Texas at El Paso	**3**
Texas A&M International University	**2**	The University of Texas at San Antonio	**2**
Texas A&M University	**21**	The University of Texas of the Permian Basin	**3**
Texas A&M University – Commerce	**3**	The University of Texas – Pan American	**8**
Texas A&M University – Corpus Christi	**1**	University of Houston	**11**
Texas A&M University – Kingsville	**1**	University of Houston –Downtown	**3**
Texas Southern University	**2**	University of North Texas	**6**
Texas State University	**6**	West Texas A&M University	**1**
Texas Tech University	**2**		

Private Institutions

Abilene Christian University	**4**	Schreiner University	**2**
Austin College	**4**	Southern Methodist University	**5**
Baylor University	**5**	Texas Christian University	**1**
Dallas Baptist University	**2**	Trinity University	**3**
East Texas Baptist University	**1**	University of Dallas	**3**
Houston Baptist University	**5**	University of Incarnate Word	**2**
McMurry University	**1**	University of Saint Thomas	**8**
Rice University	**2**	Wayland Baptist University	**1**
Saint Edward's University	**1**	Wiley College	**1**
Saint Mary's University	**7**		

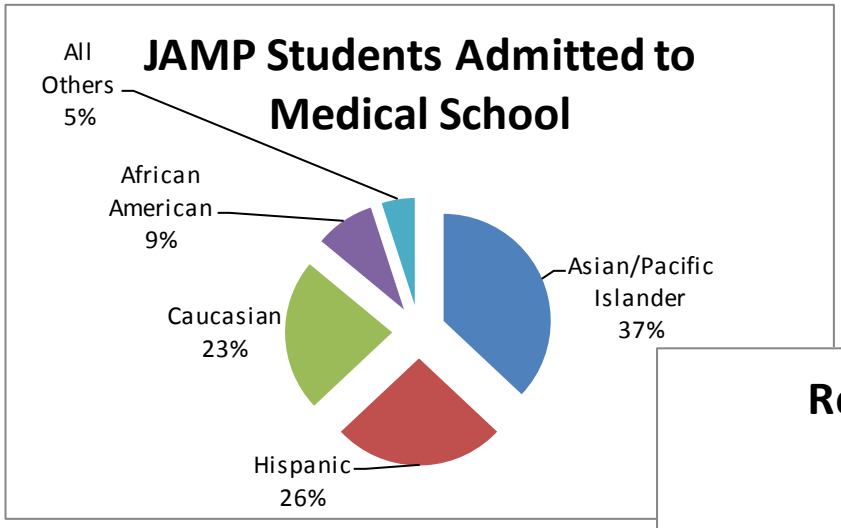
Total of Current Undergraduate Participating Students = 194

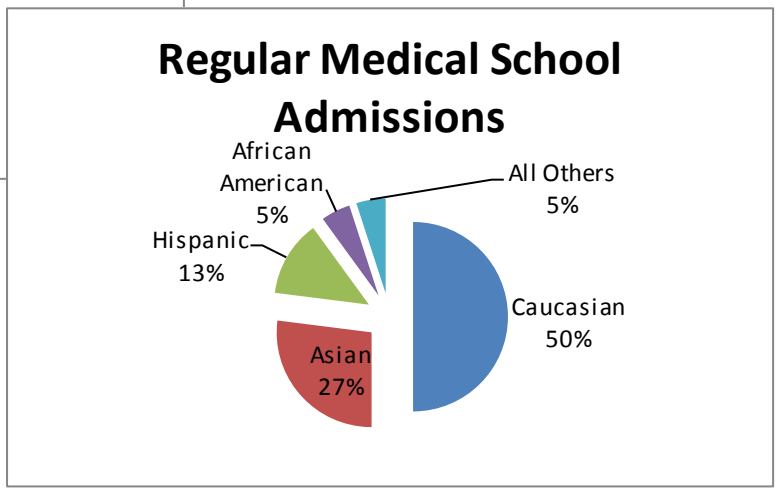
Student Enrollment

Enrollment by Medical School as of Fall 2014

Baylor College of Medicine	**25**
Texas A&M Health Science Center	**37**
Texas Tech Health Sciences Center—Lubbock	**29**
Texas Tech Health Science Center Paul L. Foster	**13**
University of North Texas Health Science Center/Texas College of Osteopathic Medicine	**36**
University of Texas Health Science Center at Houston	**44**
University of Texas Health Science Center at San Antonio	**41**
University of Texas Southwestern Medical Center School of Medicine	**42**
University of Texas Medical Branch	**42**

Total of Current Medical School Participating Students = 309





Medical School Graduates

As of Fall 2014

Medical Schools	Graduated
Baylor College of Medicine	18
Texas A&M University Health Science Center	14
Texas Tech Health Sciences Center - Lubbock	21
University of North Texas Health Science Center/ Texas College of Osteopathic Medicine	19
University of Texas Southwestern Medical Center	30
University of Texas Medical Branch	32
University of Texas Health Science Center at Houston	32
University of Texas Health Science Center at San Antonio	31

Residency Training			
Graduates with a Residency in Texas: 71%			
Graduates with a Primary Care Residency: 65%			
Residency Programs			
Anatomical/ Clinical Pathology	**1**	**Orthopedics**	**1**
Anesthesiology	**12**	**Pathology**	**1**
Child Neurology	**1**	**Pediatrics**	**30**
Emergency Medicine	**11**	**Psychiatry**	**4**
Dermatology	**2**	**Radiation-Oncology**	**2**
Family Medicine	**34**	**Radiology-Diagnostic**	**2**
Internal Medicine	**46**	**Radiology**	**1**
Neurology	**1**	**Surgery (Preliminary, General, Orthopedic)**	**14**
Obstetrics & Gynecology	**19**	**Urology**	**1**
Otolaryngology	**4**	**Unmatched**	**7**
Ophthalmology	**2**		

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Alumni Profiles

Diego De la Mora, M.D.
Internal Medicine

" JAMP is unique in the sense that students spend summer in different medical schools, getting to know the admissions team, the medical students, other JAMP students, the campus and the faculty. The economic support through scholarships is a major plus, but the richness of the program lies in the human interactions that are so essential in the growth of any doctor. JAMP not only helped me reach my dream, but it also served as a reminder of the great responsibility that physicians have towards their own communities—that our profession is key in the development and well-being of our society and that there is only one thing better than being a physician: to be a physician and serve your own community."

Dr. De la Mora is currently an Assistant Professor at the Texas Tech University HSC Paul L. Foster School of Medicine at El Paso.

Hometown: El Paso, Texas

Undergraduate University: The University of Texas at Dallas

Medical School: The University of Texas Southwestern Medical Center

Peace Nwegbo, M.D.
Obstetrics and Gynecology

"JAMP provided me with the opportunity to be mentored by physicians, and gave me exposure to medicine through the summer internships and clinical externships. My scientific knowledge increased during my summer internships as an undergraduate student through science-based lectures. JAMP's top-of-the-line MCAT preparation made all the difference for me in my medical school admission. All of these activities lead to amazing networking opportunities with medical school faculty and other highly motivated individuals who are now my colleagues!"

Hometown: Mesquite, Texas

Undergraduate University: University of North Texas

Medical School: Texas A&M University College of Medicine

Darvy Mann, M.D.
Pediatrics

"The internships were the most beneficial part of being involved with JAMP. The time spent at the medical centers taught me that I would actually be able to cope with the rigors of medical school. Another great aspect was the networking with medical schools and other students. Getting to know others and hearing their stories was very humbling. You quickly realize, there is someone with a much harder row to hoe than you."

Hometown: New London, Texas

Undergraduate University: The University of Texas at Tyler

Medical School: The University of Texas Medical Branch at Galveston

Outreach Report

JAMP has successfully expanded medical education outreach to economically disadvantaged high school and undergraduate students.

Summer Programs for high school students:
Established pre-medical summer programs at Stephen F. Austin State University, Texas Tech HSC Lubbock, Saint Mary's University and a collaborative program with three universities in Houston (Houston Baptist University, University of Saint Thomas, and University of Houston-Downtown). These programs support and encourage high school juniors and seniors interested in pursuing a medical education. The programs enables the students to understand the level of academic competence and the level of maturity expected to be a successful JAMP applicant.

Pre-JAMP Symposia:
Each of the medical schools initiated a Pre-JAMP symposium, hosting students from regionally assigned colleges and universities that have indicated an interest in medicine. While the Pre-JAMP symposium is designed to target economically disadvantaged students, any high school student and/or college freshman that has expressed an interest in medicine was encouraged to attend. The symposia are designed to promote medical education, introduce how JAMP can help students reach their career goal, and how to apply to the program. In addition, students are presented information to better understand what it will take to get accepted into medical school. Everyone has the opportunity to attend a JAMP Student Panel comprised of current JAMP medical school students. The presentations and questions and answers give the attendees the opportunity to better understand the benefits of JAMP from their peers who have made it to medical school.

Enrichment:
Workshops ranging from SAT/ ACT preparation, CPR and First Aid certification, academic and professional development to professional etiquette were provided to support students preparing for college and become competitive applicants for medical school.

JAMP provides valuable summer experiences for Texas high school seniors anticipating careers in medicine.

JAMP pre-med program offers hands-on learning for two local seniors

Two local El Campo High seniors spent part of their summer learning more about opportunities in the medical field. Nicole Laitkep and Kristyn Reyna attended the Joint Admission Medical Program (JAMP) Pre-Med summer program July 6-13 at Stephen F. Austin State University (SFA) in Nacogdoches.

JAMP was created during the 77th Texas Legislature in order to encourage highly qualified but economically disadvantaged students enhanced access to medical training programs within the state. The program is designed around the principle of getting people into medicine who, for one reason or another, never previously considered the possibility. The Legislature has set aside 10 percent of each year's entering class in Texas medical schools for JAMP participants.

Reyna, daughter of David and Gigi Reyna, learned about the program while doing some online inquiries.
...was researching SFA, ...have always been ...d in maybe attend... university. While re... ...g the programs of... ...fered I came across the JAMP camp," she said.

Reyna told her cousin Nicole about the program because of her interest in the medical field.

To be considered for the program, participants must submit an essay.

"I wrote the 500 word essay required and was one of the lucky ones that Dr. Langford chose to attend," Reyna said. "There were numerous applicants, but only 27 were chosen to attend this medical camp."

> "We had the amazing opportunity to shadow amazing doctors in different medical fields,"
>
> – Nicole Laitkep

Laitkep, the daughter of Rudy Laitkep Jr. of Stafford and Lisa Laitkep of El Campo, also wrote an essay to qualify for the experience.

"I want to become a veterinarian and thought this would be a great opportunity for me," Laitkep added.

Itinerary for the week-long experience began with breakfast each day, followed by group assignments and partnering with another participant.

"My partner and I would shadow doctors in the morning. Monday-Friday we were

(See SUMMER, Page 12-B)

Undergraduate Schools Report

During the undergraduate phase of the program, JAMP Faculty Directors (JFDs) have been instrumental for the initial success of program by recruiting qualified applicants, and then counseling and mentoring selected students. JFDs are often the health professions advisor at their respective institution. They are an essential source of information for the program improvement and were surveyed in October of 2012 to better understand their perceptions of the program regarding a broad range of academic and operational issues that impact JAMP's effectiveness in increasing access to medical education for economically disadvantaged Texas students.

Methods

JFD Survey Creation. The survey was created by program administrators, members of the JAMP Council and JAMP medical school coordinators, who coordinate activities at the nine Texas medical schools. Additionally, three JFDs were also interviewed qualitatively by telephone to receive their input and to help the researchers generate new ideas for the JFD survey questions.

The JFD survey consisted of 81 selected response items covering aspects of the program, barriers faced by students, program incentives, and services provided. Two opened-ended response items were also included asking for opinions for program improvements and specifically how to increase JAMP visibility. The survey was administered through Survey Monkey in 2012 and 2014. The 2012 survey served as a pilot study, and we used results from it for internal evaluation purposes. Only the results of the 2014 survey are reported in this article.

Participants.

The JFDs for each institution in Texas were contacted in advanced and informed of the purpose of the survey. All 66 JFDs at Texas universities received survey instructions and a link through in an email. Over the course of the following two weeks follow-up emails were sent to the JFDs to remind them to participate in the survey, in accordance with recommendations from Dillman 4. Of all 66 JFDs 49 (74.2%) responded to the survey, with the response rate again being higher for respondents at public universities (30 of 32 JFDs, or 93.8%) than private universities (19 of 34 JFDs, or 55.9%).

Results

Table 2 shows the results from the section of the JFD survey where respondents were asked to rate how strongly they agreed with statements about general aspects of the JAMP program. As the table shows, JFDs find JAMP to be a highly beneficial program to their institutions, both JAMP and non-JAMP students, and even their local communities. JFDs also indicate that they have support from academic personnel at their institutions (e.g., deans, vice presidents of academics) and that cutting funding to JAMP would be detrimental to their institutions, students, and Texas society as a whole.

JFD Survey Respondents Mean Level of Agreement with Statement About JAMP Texas Medical Schools		
	Mean	SD
An important component of JAMP is students' two summer experiences at Texas medical schools.	4.76	0.66
Students believe that being selected for JAMP is a significant honor.	4.69	0.71
I believe JAMP is a beneficial program.	4.67	0.77
If a JAMP student does not earn the minimum MCAT scores on their first attempt, the student should be able to re-take the test.	4.47	0.84
JAMP enhances student beliefs that they can become physicians.	4.45	0.82
JAMP students receive non-academic benefits from the program.	4.42	0.92
JAMP helps students to maintain the motivation they need to become physicians.	4.39	0.91
I am satisfied with the communication between the JAMP representatives and my undergraduate institution.	4.39	0.95
JAMP students are bright college students who just need more support to succeed in their education.	4.39	0.93
I believe that JAMP is a useful tool for reducing some inequalities in society in Texas.	4.35	1.01
JAMP has helped to increase interaction among health professions advisors in Texas undergraduate institutions.	4.33	0.90
Academic administrators (i.e., deans, academic vice presidents, etc.) support JAMP at my institution.	4.29	1.02
Academic administrators (i.e., deans, academic vice presidents, etc.) are aware of JAMP at my institution.	4.27	0.93
JAMP officials listen to feedback from my institution.	4.24	1.01
JAMP helps economically disadvantaged students who otherwise would not be admitted to medical school.	4.22	1.07
Health-related volunteer opportunities are available to JAMP students.	4.18	1.09
Academic administrators (i.e., deans, academic vice presidents, etc.) view JAMP as having a favorable impact on undergraduate education in the institution.	4.18	0.95
Participating students at my institution feel that JAMP offers a socially supportive environment.	4.14	0.96
JAMP has improved premedical and health professions advising for all students.	4.04	0.96
Reduced JAMP funding would have a negative impact on JAMP operations at my institution.	3.98	1.32
It is beneficial for JAMP students to meet with staff from every medical school.	3.96	1.17
JAMP has increased student interest in careers in medicine and the health professions.	3.96	0.89
JAMP students receive mentoring in life skills at my institution.	3.96	0.91
Communication between my institution and Texas medical schools has improved since JAMP started.	3.94	1.22

JAMP has increased understanding among faculty and staff of the diverse challenges confronted by economically disadvantaged pre-medical students.	**3.84**	**0.80**
If JAMP funding were reduced, fewer pre-med students from my institution would be accepted to medical school.	3.82	1.20
Undergraduate faculty at my institution understand the expectations that faculty at Texas medical schools have for applicants.	3.78	0.99
It is beneficial for JAMP students to have admissions interviews with staff from every medical school.	3.76	1.25
Science departments (e.g., biology, chemistry, physics, etc.) at my institution benefit from the existence of JAMP.	3.61	1.17
JAMP has helped my institution improve the structure of our pre-med program for all undergraduates.	3.47	1.21
Diversity among students in my institution's pre-med program has increased since JAMP.	3.37	1.20
JAMP has led to an improvement of math and science tutoring services at my institution.	3.29	1.28
The local community directly benefits from having JAMP at my institution.	3.27	1.27
JAMP has created new opportunities for premedical and pre-health professions students to be mentored by local physicians.	3.22	1.16
Non-premed students majoring in the sciences benefit from the presence of JAMP on our campus.	3.14	1.31
JAMP funds have helped to secure additional institutional funding to support premedical and health professions programs.	3.10	1.40
There is tension between JAMP students and other pre-med students at my institution.	1.80	1.12
Note. Items are arranged in descending order of agreement. All items were presented on a 5-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.		

Not shown in this table is an item where JFDs were asked about which groups of premed students at their institution benefit from JAMP. In descending order, the JFDs rated that low-income students (M = 4.59, SD = 0.67), racial/ethnic minority students (M = 4.24, SD = 0.88), first generation college students (M = 4.49, SD = 0.71), students from medically underserved communities (M = 4.24, SD = 0.88), students from low-income inner city neighborhoods and schools (M = 4.18, SD = 0.86), and rural students (M = 4.10, SD = 0.90) all benefit from the program. However, JFDs stated that non-traditional students did *not* benefit (M = 2.55, SD = 1.32).

JFD Survey Respondents' Ratings of the Difficulty JAMP Students Have in Overcoming Barriers		
Difficulty	Mean	SD
Overcoming poor high school preparation, particularly in science and math	3.85	1.13
Achieving success on the MCAT	3.84	1.03
Managing time demands (e.g., juggling work and school for some students)	3.84	0.87
Realizing success in difficult classes (e.g., organic chemistry, cell biology, etc.)	3.78	0.96
Finding solutions to inadequate financial resources in college	3.73	0.92
Lacking sound and effective study skills	3.65	1.09
Coping with inadequate family support	3.63	1.06
Maintaining high enough grades for ongoing advancement	3.55	1.04
Adapting to the demands of college	3.55	0.98
Navigating the complexities of the higher education system	3.27	1.15
Taking college classes in English (for non-native English speakers)	2.88	1.09
Note. Items are arranged in descending order of agreement. All items were presented on a 5-point Likert scale: 1 = not difficult at all, and 5 = very difficult.		

Because of their backgrounds many JAMP students encounter difficulties in their undergraduate education. Table 3 shows a list of difficulties that JAMP students experience and how difficult JFDs believe those difficulties are to overcome. As is readily apparent, JFDs believe that the MCAT is the biggest hurdle for JAMP students, followed by time management and academic difficulties (such as overcoming inadequate secondary education or passing difficult courses).

JFDs were also asked how strong JAMP incentives and components were for potential JAMP students. The strongest incentives were (in descending order) guaranteed admission to a Texas medical school (M = 5.00, SD = 0.00), MCAT preparation (M = 4.71, SD = 0.58), summer experiences (M = 4.65, SD = 0.60), financial aid (M = 4.28, SD = 1.07), the structure provided to help students work toward their career goals (M = 4.19, SD = 0.75), non-academic experiences (M = 3.88, SD = 0.88), out-of-class academic experiences (M = 3.82, SD = 0.97), and tutoring (M = 3.80, SD = 1.06).

Finally, JFDs were asked which JAMP services they offer at their institution. The authors believed that this was an important question for the survey because JFDs have a degree of flexibility in deciding how JAMP is implemented on their campus. Table 4 shows the services that are provided to JAMP students at the respondents' institutions. By far the most common services were mentoring (91.8%), tutoring (85.7%), and JAMP recruitment (83.7%). No other service was provided at more than two-thirds of respondents' institutions.

Frequency and Percentage of Respondents Who Indicated that Services Were Offered to JAMP Students at Their Institution		
Service	Frequency	%
Mentoring	45	91.8
Tutoring	42	85.7
JAMP recruitment	41	83.7
Teaching college success skills (e.g., study skills, time management, etc.)	30	61.2
JAMP student activities	27	55.1
Non-academic activities	25	51.0
MCAT preparation	25	51.0
Creating workshops/meetings about medical topics	24	49.0
Medical enrichment activities	22	44.9
Travel	19	38.8
Social and behavioral training	15	30.6
Buying reference books, textbooks, and other academic materials	15	30.6
Buying computer equipment and/or software	8	16.3
Incidental expenses (e.g., school supplies)	8	16.3
Other[a]	8	16.3
Technological training	7	14.3
Buying laboratory equipment	5	10.2
Living expenses (e.g., stipends, medical insurance)	5	10.2
[a]Some JFDs at private institutions indicated that they did not receive JAMP funds, but used existing university resources to provide some of these services (especially tutoring) to JAMP students.		

Since the first students entered JAMP in 2003, a great deal has been learned about how to assist economically disadvantaged Texans access medical education. Overall, the JFDs rated JAMP favorably and ranked guaranteed admission into a Texas medical school as the major incentive of the program. The JFDs identified the two summer medical school programs as extremely important in helping students understand the medical education process and motivating them to achieve their goals. MCAT preparation programs and financial aid were also ranked highly as strong incentives. The JFDs also identified the primary barrier to student success in JAMP was the MCAT and reported that tutoring, mentoring and recruitment were their primary activities.

In open-ended responses to both surveys JFDs suggested that more financial support for students would be beneficial and that the program should not require all JAMP students who met eligibly requirements interview at all of the state's medical schools. These are excellent suggestions that are being addressed by the JAMP Council.

An additional benefit of JAMP identified by the JFDs was that the program has helped to strengthen health professions advising at Texas undergraduate institutions. One JFD wrote, "The JAMP program has changed lives at my institution." Another JFD shared, "Although the number of students is small compared to the overall premed population, JAMP does act as a spur for improved services to all pre-med students."

JFDs are on the front line of the program and they have been instrumental in making the Texas experiment work. JAMP is a popular program in Texas and it has strengthened levels of communication and understanding between Texas undergraduate institutions and Texas medical schools. Perhaps JAMP's greatest contribution has yet to be realized as young doctors complete their residency and fellowship training programs and enter medical practice.

JFD Profiles

Doug Spence, Ph.D.
The University of Texas, Permian Basin

"UTPB was a pioneer in developing the Supplemental Instruction (SI) program, using upper level students as tutors and study session leaders for freshman-level courses. The UTPB JAMP program immediately took charge of funding SI's for the two key entry-level medical school science prerequisites: General Biology and General Chemistry. A number of UTPB JAMP students have worked as SI's over the years.

At UTPB, a Hispanic Serving Institution, JAMP has served with notable success in attracting Hispanic students into and facilitating their progress through the pre-medical pipeline toward careers in medicine. Of the UTPB JAMP students who have gained acceptance into medical school (through the medical school entering class of 2015), the majority are Hispanic."

Debrah Beck, Ph.D.
University of North Texas

"The Joint Admission Medical Program at the University of North Texas is a vital and crucial program that benefits many of our disadvantaged students, not just the ones who are accepted into the Program. To help these students, many of whom are first generation college students, is an integral part of the statewide program, but also helps to realize the dreams of other students as well, since funding is utilized for resources available to all UNT students."

Ted Macrini, Ph.D.
St. Mary's University, San Antonio

"St. Mary's University is a private, Catholic, Hispanic Serving Institution (HSI) of ~2,400 undergraduate students located in San Antonio with an undergraduate Hispanic student demographic of ~70%. The majority of the student population comes from the San Antonio area, other portions of South Texas, the Rio Grande Valley, and El Paso and ~45% are first generation students. More than 90% of the student population receives some type of financial aid and over 50% is Pell grant eligible. Programs such as the Joint Admission Medical Program (JAMP) are vital to the success of the Biological Sciences program and the University, as biology is the largest undergraduate major at St. Mary's.

Without JAMP many of these students would not have likely been accepted into medical school because they lacked the financial resources for MCAT prep courses and lacked the clinical experience to have competitive applications. JAMP provides both of these enrichment resources to students."

Medical Schools Report

JAMP Recruitment and Promotions

The following are examples of recruiting activities performed at each of the medical schools

- Presentations to undergraduate students visiting the medical schools
- Presentations at health professions recruitment programs conducted on undergraduate and medical school campuses
- Presentations to undergraduate health profession advisors at statewide meetings and on the undergraduate campuses
- Presentations to high school seniors and college freshman that attended Pre-JAMP Symposia.

Mentoring Activities

The following are examples of mentoring activities provided by each of the medical schools to support the JAMP students and the undergraduate faculty directors.

- Each of the medical school coordinators maintain contact with the JAMP students by email and follow up telephone calls
- Faculty directors and medical school representatives attend JAMP regional meetings to discuss the program and exchange best practices to better serve the JAMP students
- Medical school coordinators monitor and provided assistance to JAMP students utilizing the MCAT prep review

Summer Program Internship

In the summer of 2013 and 2014, four of the nine JAMP medical schools specialized in offering a summer I program for rising juniors, while the other five medical schools provided a summer II program for rising seniors. The summer program internships are designed to introduce the students to the medical school environment and curriculum. In addition to the academic challenges of the summer program, weekend and evening cultural activities are offered to help build group cohesion. These activities (based on medical school location) include outings to baseball games, museums, zoos and the ballet. While these activities appear to be social, they are presented to help the student learn to balance his or her career to avoid "burn out". Students are provided with room and board, travel cost as well as a stipend to prevent any financial burden.

Summer Program Internships

Summer I Program:

Rising junior students are assigned to programs based on their Knowledge Assessment Test score. The KAT is used to determine the mastery of the core sciences tested on the MCAT. Based on the KAT scores each student is assigned the appropriate enrichment courses to complete during the summer program. The enrichment courses help the students improve their critical reasoning skills, biology and chemistry knowledge to help them better utilize a MCAT prep course provided by KAPLAN Test Reparation. The preparation course is designed to allow the student to continue preparing for the MCAT exam when he/she returns home. The online course provides the students with a fully interactive experience, including review sessions and multiple full length practice tests. The students log in weekly to Live Online Class where they review MCAT-level topics and concepts in Biology, Organic Chemistry, Physics and Verbal Reasoning. In addition to the MCAT preparation, students are involved in shadowing doctors, mock medical school admission interviews and cardiopulmonary resuscitation (CPR) training. The students are required to attend various medical specialty lectures including managing stress, working as a critical care physician and the use of folk medicine. The students also attend a medical ethics lecture/discussion series, participate in clinical experiences and are provided with mentoring from the JAMP Council members and current JAMP medical students.

Summer II Program:

Rising seniors are randomly assigned to a summer II program. The summer II program consists of lectures in embryology, biochemistry, ethics, professional helping skills, additional CPR training, clinical rotations and clinical preceptorships. Students that meet the required minimum MCAT score participate in a preceptorship in one of the following clinics: neurology, pediatrics, plastic surgery, anesthesiology, internal medicine, psychiatry, physical medicine and rehabilitation, cardiology, emergency medicine, surgery and family medicine. In addition these students are provided the opportunity to interview at each of the medical schools prior to the beginning of the fall semester. Students that are required to retake the MCAT will attend a mandatory MCAT tutoring program. The tutoring program requires the students to take a practice test each week followed with a review of the exam to focus on areas of deficiencies.

Medical College Admission Test (MCAT) Preparation Program:

Online MCAT Course:

The online course provides the students with a fully interactive experience, including review sessions and multiple full length practice tests. The students log in weekly to Live Online Class where they review MCAT-level topics and concepts in Biology, Organic Chemistry, Physics and Verbal Reasoning.

Testing and Tutoring Program:

These students were able to experience a summer II program as well as provided a structured path to prepare to retake the MCAT. Starting at the beginning of the summer program and continuing after the summer program ended, participants took a full length practice exam each week and then attend weekly online tutoring session to review their progress on the test. Upon completion of the Test and Tutoring Program students retook the MCAT. Students that successfully raised his/her MCAT score to the minimum required were then provided the opportunity to interview at all of the medical schools.

Pre-JAMP Symposia:

Each of the medical schools initiated a Pre-JAMP symposium, hosting students from regionally assigned colleges and universities that have indicated an interest in medicine. While the Pre-JAMP symposium is designed to target economically disadvantaged students, any high school student and/or college freshman that has expressed an interest in medicine was encouraged to attend. The symposia are designed to promote medical education, explain what JAMP is, and how to apply to the program. In addition, students are presented information to better understand what it will take to get accepted into medical school. Everyone has the opportunity to attend a JAMP Student Panel comprised of current JAMP medical school students. The presentations and questions and answers give the attendees the opportunity to better understand the benefits of JAMP from their peers who have made it to medical school.

Medical School Coordinator Profile

Letanya Neely
University of Texas Medical Branch, Galveston

"Our partnership with JAMP significantly enhances UTMB Health's outreach to prospective applicants, fostering new and existing networking relationships with pre-health advisors throughout the state. It provides an opportunity to counsel and advise students and it provides a vehicle to create unique chances to introduce them to the multiple facets of medical education and training.

Some of our JAMP medical students have also prospered as they continue to advance through medical school with significant leadership positions, not only representing the UTMB School of Medicine in the Student Government Association or being elected as president and vice-president of their class, but also seeking leadership in community service efforts, such as being co-director of the student-run St. Vincent's Clinic in Galveston.

All of this can be attributed to the humble beginnings of the shared commitment that JAMP and UTMB encourages to ensure the successful entry of a select population of students into the career of medicine."

Financial Report

	FY 2013	FY 2014	PROJECTED FY 2015
BEGINNING BALANCE	$4,844,684	$668,021	$6,327,863
INCOME			
THECB PROGRAM DISTRIBUTION		$10,206,794	
TOTAL FUNDS AVAILABLE	**$4,844,684**	**$10,874,815**	**$6,327,863**
EXPENSES			
UNDERGRADUATE STUDENT SUMMER STIPENDS	$380,000	$288,000	$300,000
UNDERGRADUATE STUDENT SCHOLARSHIPS	$320,000	$313,000	$322,000
MEDICAL SCHOOL SCHOLARSHIPS	$710,000	$995,000	$2,215,000
MEDICAL SCHOOL INTERVIEW STIPENDS	$155,000	$227,500	$300,000
UNDERGRADUATE SCHOOLS PROGRAM COSTS	$417,352	$398,857	$489,000
MEDICAL SCHOOLS PROGRAM COSTS	$425,956	$466,553	$540,000
MEDICAL SCHOOLS SUMMER INTERNSHIPS PROGRAM COSTS	$1,058,644	$1,106,922	$1,281,250
PRE-JAMP OUTREACH PROGRAM COSTS	$180,993	$154,157	$200,000
GRADUATE MEDICAL EDUCATION PROGRAM COSTS	$95,000	$132,500	$142,500
EVALUATION, ACCOUNTABILITY AND DEVELOPMENT COSTS	$71,490	$94,406	$100,000
ADMINISTRATIVE COSTS	$362,228	$370,056	$438,000
TOTAL EXPENSES	**$4,176,663**	**$4,546,951**	**$6,327,750**
ESTIMATED ENDING BALANCE	**$668,021**	**$6,327,863**	**$113**

Explanation of Financial Report and Uses of JAMP Funds

Texas Higher Education Coordinating Board (THECB) Program Distribution

Funds are appropriated to the Texas Higher Education Coordinating Board for the purposes of the program and transferred to the Joint Admission Medical Program Council pursuant to agreements executed between the JAMP Council and the Texas Higher Education Coordinating Board and The University of Texas System.

Undergraduate Student Summer Stipends

Each student selected to the program received a stipend in the amount of $2,000 in 2013 and $1,500 in 2014 and is projected to receive $1,500 in 2015 to attend a summer internship at one of the Texas medical schools. These funds are provided to the students to offset potential lost income from summer employment due to the required internship and to defray the costs of room and board during the summer internship.

Undergraduate Student Scholarships

Each student selected to the program received a scholarship in the amount of $1,000 per semester during the reporting period and is projected to receive $1,000 (starting spring 2015) in FY2015. These funds are used to defray the students' cost of tuition and fees.

Medical School Student Scholarships

Each student that entered medical school received a scholarship in the amount of $2,500 for the 2013-2014 and $3,500 for 2014-2015 academic years and is projected to receive the amount of $6,000 for the 2015-2016 academic year. The funds are used to defray the student's cost of tuition and fees.

Student Travel to Interviews

To comply with Section 51.824 (6) (C) of the Texas Education Code, the Council determined that all qualified participating students will be required to interview at all nine medical schools. Each student was awarded a stipend to defray the expenses of interviewing at all of the medical schools; $2,500 in FY2013 and $3,000 in FY2014 and is projected to receive $3,000 in FY2015.

Undergraduate Schools Program Costs

Each public undergraduate school received a base allocation of $12,000 plus additional funds determined by the number of participants in the program. This method of funding was implemented to better support the undergraduate schools with a larger number of participants. The reported amounts are net of unexpended prior year awards that were returned by the participating institutions. In FY 2013, the JAMP Council awarded $465,000 and $47,648 unexpended funds were returned for a net undergraduate schools program cost of $417,352. In FY 2014, the JAMP Council awarded $477,002 and $78,145 unexpended funds were returned for a net undergraduate school program cost of $398,857. The projected award for FY 2015 will be $489,000. The unexpended funds will be reallocated for other program needs such as student travel for medical school interviews, medical school scholarships and expanded pre-JAMP programs.

Each institution determines how the funds will be used to meet its needs and effectively administer the program within the general guidelines established by the JAMP Council. The funds can be used to provide academic counseling, tutoring and mentoring to participating students, implement or expand appropriate degree programs and support the activities of the institution's JAMP Faculty Director.

Medical Schools Program Costs

Each medical school received $55,000 in FY 2013 and $60,000 in FY 2014 and is projected to receive $60,000 in FY 2015. The total projected award for FY 2015 will be $540,000.

As with the undergraduate institutions, each medical school determines how the funds will be used within the general guidelines established by the JAMP Council. The funds can be used to recruit eligible undergraduate students for admission to the program, support the commitment of faculty and administrative resources to the program and provide mentoring and other support services to students selected to participate in the program.

Medical Schools Summer Internship Program Costs

In FY 2013, the JAMP Council funded a total of $960,700 to aid medical schools offset increased costs of the summer internship programs and pay for all room and board costs normally charged to the individual students. An additional $174,338 was funded to support all three phases of the MCAT preparation program.

In FY 2014, the JAMP Council funded a total of $1,001,125 to the medical schools for the cost of the summer internship programs and pay for all room and board costs. An additional $189,750 was funded to support all three phases of the MCAT preparation program.

Costs involved with the programs include paying faculty to teach specially designed courses, facility costs, expendable equipment and laboratory supplies and salaries paid to program administrative staff.

Pre-JAMP Outreach Program Costs

The JAMP Council allocated funds to support regional outreach programs between the medical and undergraduate schools. The funds were used to enhance the recruitment and retention efforts of pre-JAMP participants in their freshman year of college. Several medical schools conducted a symposium for prospective JAMP applicants. In addition, the Council set aside funds for special projects to assist in building stronger programs to support recruitment, retention and undergraduate internships.

In the summers of 2013 and 2014, Texas Tech University Health Science Center, Stephen F. Austin State University, Saint Mary's University and collaborative effort between University of Houston– Downtown, Houston Baptist University and the University of Saint Thomas hosted Pre-Med Academic Enrichment Camps for economically disadvantaged high school junior and seniors.

In addition the JAMP Council allocated funds to establish special programs designed to enhance the educational process by focusing on improving the retention of JAMP undergraduate students in the program. Undergraduate schools and medical schools partnered in projects that brought undergraduate students and faculty to the medical schools to participate in programs that focused on undergraduate preparation for medical school education.

Graduate Medical Education Program Costs

The Council approved a $2,500 stipend to support and encourage JAMP students to continue their graduate medical education in Texas.

Evaluation and Development Costs

JAMP continues to grow with increasing number of students in the program and additional special projects to improve the growth and retention of the students in the program. The Council approved continued funding to evaluate the program and support the following activities:

- Continue to tell the JAMP story through professional and lay publications
- Launch and maintain a qualitative longitudinal assessment of JAMP impacts
- Survey medical school graduates
- Obtain external grant support
- Develop uniform promotional materials to enhance familiarity with the JAMP "brand".

Administrative Costs

Funds allocated to administrative costs are used for office equipment, standard maintenance and operation expenses and salaries and related expenses needed to administer the program.

Audit Report

The University of Texas System
Nine Universities. Six Health Institutions. Unlimited Possibilities.

System Audit Office
210 W. 6th Street, Suite B.140E, Austin, Texas 78701
Phone: 512-499-4390 Fax: 512-499-4426

December 12, 2014

Scott Wright, Ed.D.
Executive Director
Texas Medical & Dental Schools Application Service
The University of Texas System Administration
P.O. Box 2175
Austin, Texas 78768

Dear Dr. Wright:

The University of Texas (UT) System Audit Office has reviewed the Joint Admission Medical Program (JAMP) Statement of Revenues, Expenses, and Fund Balance (financial statement), prepared on a cash basis, for the two fiscal year period ended August 31, 2014.

Our engagement consisted of verifying that revenues and expenses were compiled and classified accurately in the financial statement. Our work relied on the accuracy of expenditure reports submitted by participating institutions, and did not include testing for appropriateness. Per their agreements with the JAMP Council, participating institutions were required to provide an auditor's opinion on the appropriateness of their expenditures on a risk basis, as determined by your office.

In our opinion, the accompanying JAMP financial statement accurately compiles, in all material respects, the JAMP activity reported by participating institutions, for the two fiscal year period ended August 31, 2014.

Our examination was conducted in accordance with the guidelines set forth in The Institute of Internal Auditors' *International Standards for the Professional Practice of Internal Auditing*.

We appreciate the assistance provided by you and your staff.

J. Michael Peppers, CPA, CIA, QIAL, CRMA
Chief Audit Executive

cc: Francisco G. Cigarroa, M.D., Chancellor
Raymond Greenberg, M.D., Executive Vice Chancellor for Health Affairs
Wallace Gleason, M.D., JAMP Council Chair

JOINT ADMISSION MEDICAL PROGRAM
FINANCIAL REPORT
FISCAL YEARS 2013 and 2014

		FY 2013	FY 2014
	BEGINNING BALANCE	$4,844,684	$668,021
INCOME			
	THECB PROGRAM DISTRIBUTION		$10,206,794
	TOTAL FUNDS AVAILABLE	**$4,844,684**	**$10,874,815**
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	GRADUATE MEDICAL EDUCATION PROGRAM COSTS	$95,000	$132,500
	EVALUATION, ACCOUNTABILITY & DEVELOPMENT	$71,490	$94,406
	ADMINISTRATIVE COSTS	$362,228	$370,056
	TOTAL EXPENSES	**$4,176,663**	**$4,546,951**
	ESTIMATED ENDING BALANCE	**$668,021**	**$6,327,863**

Program Modifications

No problems have been identified by the JAMP Council regarding the continued operation of the program for legislative consideration during the 84rd legislative session.

JAMP
JOINT ADMISSION MEDICAL PROGRAM

Success Profiles

Rachel Marinch, M.D.
Family Medicine

"JAMP provided guidance every step of the way, from MCAT prep to applications and financial support, but of all of the aspects of JAMP, I found the scholarships to be immensely helpful. In part from the financial assistance from JAMP, I am without student loan obligations. This allowed me less pressure when choosing a specialty, and allowed me to pursue my passion: family medicine."

Hometown: Houston, Texas

Undergraduate University: The University of Texas at El Paso

Medical School: The University of Texas Medical Branch at Galveston

Martin Ortega, M.D.
Family Medicine

"JAMP was my first true glimpse into medicine. It gave me as an undergraduate student, without personal or family ties to medicine, a look into not only a practicing physician's daily life but knowledge into the logistics and training that took place before he/she got there."

Dr. Ortega is currently an Assistant Professor at the Texas Tech University HSC–Permian Basin.

Hometown: Midland, Texas

Undergraduate University: Wayland Baptist University

Medical School: Texas Tech HSC, School of Medicine at Lubbock

JAMP

JOINT ADMISSION MEDICAL PROGRAM

P.O. Box 2175, Austin, Texas 78768

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J. Scott Wright, Ed.D.
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Paul Hermesmeyer, M.S.
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Admissions Counselor

Jennifer Koenig
Administrative Associate

Cheryl Blakely
Administrative Assistant

Making the path to medical school a reality for Texans.