



AAMC Services and Programs Update: What's New in 2024

June 28, 2024

NAAHP National Meeting



Agenda

- Medical College Admission Test[®] (MCAT[®])
- PREview Professional Readiness Exam[®] (PREview[®])
- American Medical College Application[®] (AMCAS[®])
- Coming Soon: Premedical Advising Toolkit
- Summer Health Professions Education Program

Medical College Admission Test[®] (MCAT[®])

MCAT Preparation

New for 2024 Testing Year

- What's on the MCAT Exam? Content Outline Course
- Webinars with a Medical Education Learning Specialist

MCAT Official Prep Hub - What's on the MCAT Exam? Content Outline [Go to User Portal](#)

128
DAYS UNTIL
01/13/2024

Plan Progress
91%

Critical Analysis and Reasoning Skills | 4 Tasks

Reasoning Beyond the Text
Less Than 15 Minutes [Study Task >>](#)

✓ 4 Completed Groups

|| Critical Analysis and Reasoning Skills | 4 Tasks

MCAT Daily Study Plan (Example)

MCAT STUDY CYCLE

- STEP 1**
Learn/Review 'LOW OR MEDIUM CONFIDENCE' topics using study materials
- STEP 2**
Answer 'PRACTICE QUESTIONS' over the specific topic (use 60% as an indicator) and review your corrects & incorrects
- STEP 3**
Utilize 'SPACED REPETITION' to review incorrect concepts daily

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Shavonia Wynn, PhD

Self-presentation and Interacting with Others (PSY, SOC)

- Expressing and detecting emotion
 - The role of gender in the expression and detection of emotion
 - The role of culture in the expression and detection of emotion
- Presentation of self
 - Impression management
 - Front stage vs. back stage self (Dramaturgical approach) (SOC)
- Verbal and nonverbal communication
- Animal signals and communication (PSY, BIO)

Khan Academy Lesson: [Self-presentation and Interacting with Others](#)

OpenStax Psychology 2e Lesson: [Self-presentation](#)

MCAT Reminders



Examinees can submit their AMCAS application before MCAT scores are received.



Median gain for retesters is 1-3 score points.



Keep in mind testing limits.

1 Year – 3 attempts

2 Years – 4 attempts

Lifetime – 7 attempts

MCAT Coming Soon and Resources



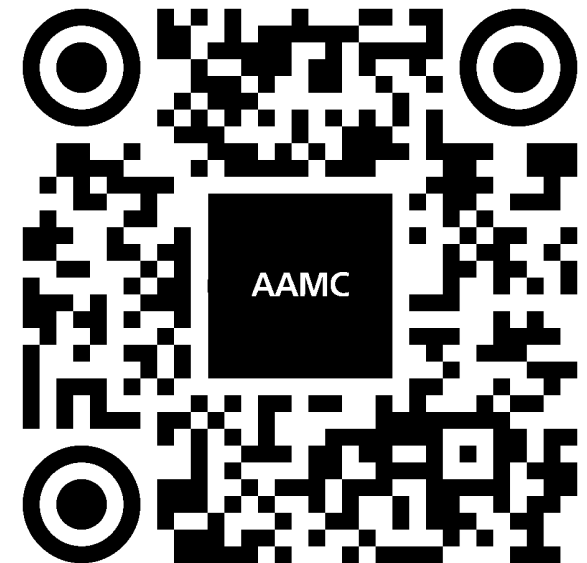
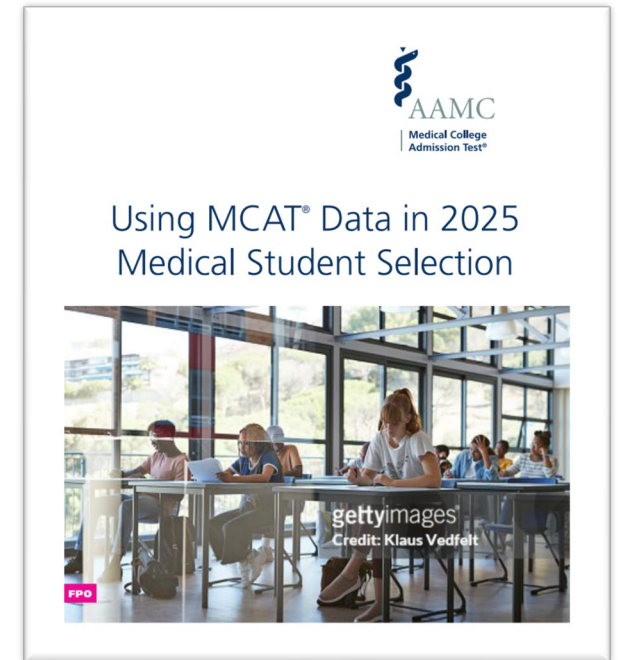
August 27 – New Webinar: Learning Strategies to Help Your Students Prepare for the MCAT Exam. Register at aamc.org/advisors.

September - Pre-Health Advisor and Student 2025 testing year webinars

October – 2025 registration opens

Resources

- Using MCAT Data Guide now available at aamc.org/mcatadmissions.
- Sign up to receive updates



aamc.org/advisors
mcatadvisors@aamc.org

PREview Professional Readiness Exam[®] (PREview[®])



PREview Updates



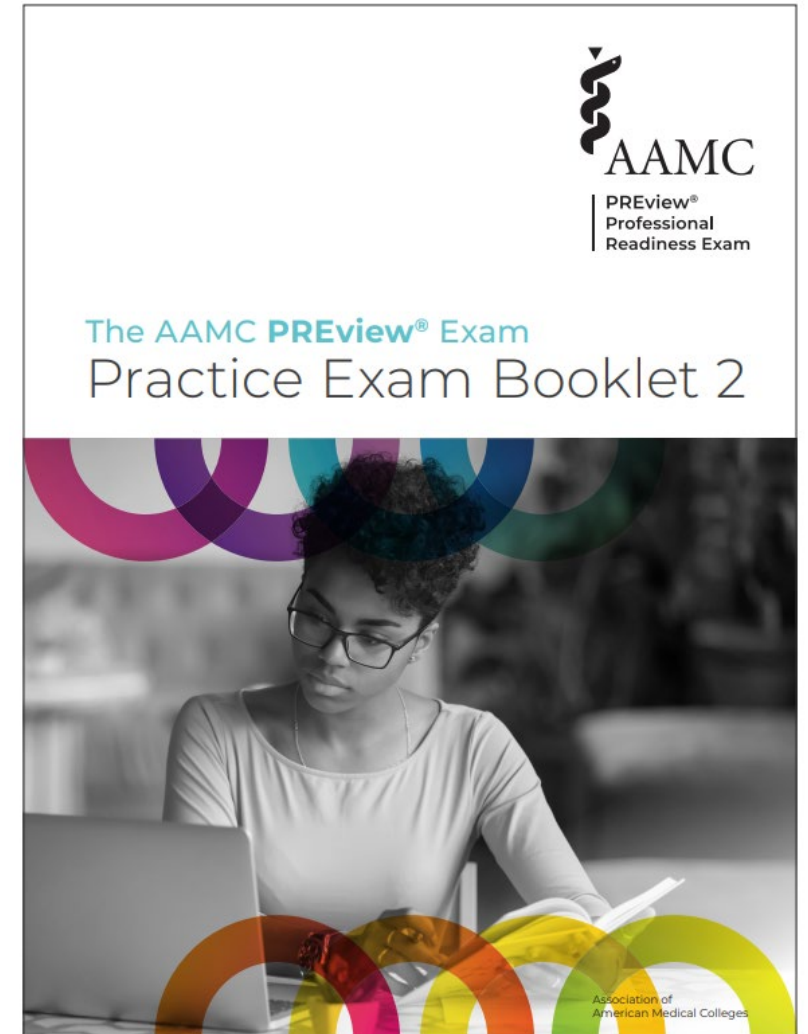
50% increase in participating schools



Second, free Practice Exam released in 2024



Students can now retake the exam once within the same testing year



PREview Important Reminders



July – September test dates are open for registration



A “Test it Out” feature and work space set-up requirements and tips are available



Scores are released to the Advisor Information System (AIS)

How to Plan	What to Avoid
<ul style="list-style-type: none"> Identify a private, well-lit room. If it is a room in a shared space, make sure you reserve it in advance for two hours or more, to cover the entire exam session plus any extra time to resolve technical issues that might delay the start or completion of your exam. 	<ul style="list-style-type: none"> Lots of windows and doors – these are hard to secure from other people who should not have access to the exam. Testing in your car – this is not permitted. Testing in a bathroom – this is not permitted for privacy reasons. Outdoors – you may not test outside, even in your own backyard. Locations that may be accessed by family, friends, or anyone else. They may not only be disruptive to your concentration, but they may cause a security concern and your exam to be terminated.
<ul style="list-style-type: none"> Ensure the space will be quiet and distraction free. 	<ul style="list-style-type: none"> Construction zones. Shared/common areas of your home. Your work office, if you are unable to prevent interruptions or noise.
<ul style="list-style-type: none"> Make sure to have a desk or table and a chair available. These are the only acceptable surfaces upon which your computer and you may sit to minimize movement that may hinder the proctor’s ability to properly monitor your exam. 	<ul style="list-style-type: none"> Sitting on the floor. Sitting on a soft surface, e.g., a couch/sofa, a bed, on top of pillows, bean bag chairs, poufs, etc. Sitting your laptop on the floor. Balancing your laptop on your lap. Sitting your laptop on a soft surface.
<ul style="list-style-type: none"> Clear your workspace. Cover anything you cannot remove with a sheet or blanket. 	<ul style="list-style-type: none"> Clutter, including lots of books, notes, notebooks, or other materials that might prevent the proctor from confirming your workspace is free of prohibited materials during their scan of the room. Accessing anything during your exam that you could not clear from your workspace.
<ul style="list-style-type: none"> Close all third-party programs. Remove or cover any extra monitors and computer equipment. Cover TV screens, mounted monitors, etc. These can be used as computer monitors and are therefore prohibited. 	<ul style="list-style-type: none"> Accessing in any manner other software, web browsers, applications, another monitor or any additional electronic equipment, virtual machines, etc., is strictly prohibited.
<ul style="list-style-type: none"> Make sure you have a working camera and microphone. Webcams and microphones that are integrated into your computer are preferred. External equipment is acceptable if connected by a cable (e.g., USB or aux), and does not include prohibited equipment, such as headphones. 	<ul style="list-style-type: none"> Microphones that include headphones/earphones of any kind. Bluetooth enabled, external equipment, which may require software that will be shut down for your exam.
<ul style="list-style-type: none"> Have a portable mirror available to show the proctor your monitor. This can include a cell phone with a front-facing camera or an external USB camera. This ensures there are no notes or writing attached to the monitor. You will be required to visibly store your phone after check-in so that you cannot access it during your exam. 	<ul style="list-style-type: none"> Accessing your cell phone or any other unauthorized equipment after you have completed the check-in process – this is strictly prohibited. Be sure to turn off notifications, alarms, or anything that may be a distraction.

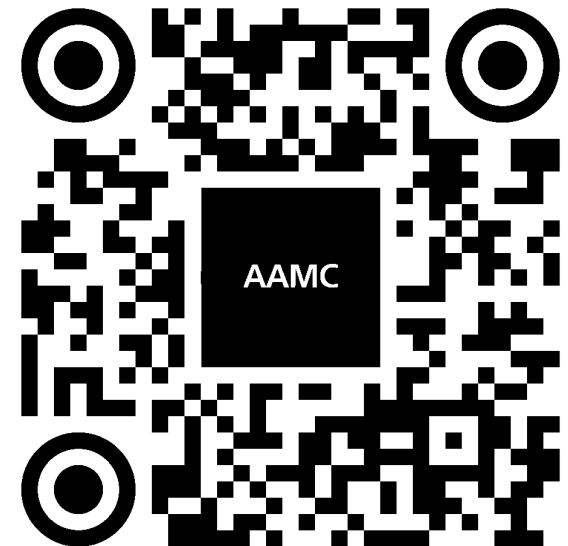
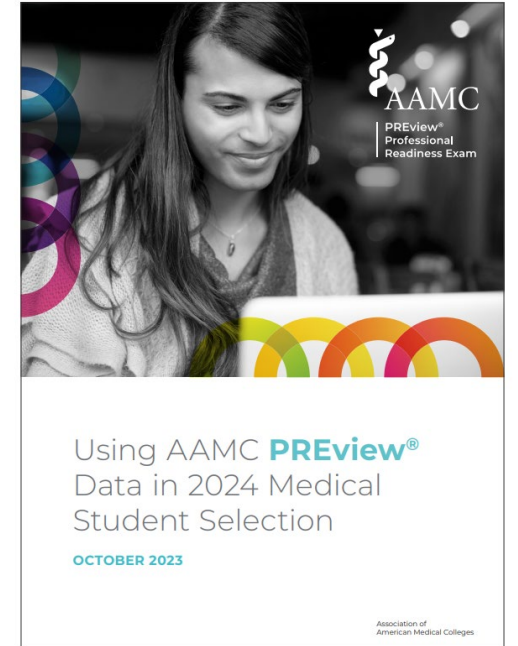
PREview Coming Soon and Resources



November – 2025 testing calendar and registration information.

Resources

- Using PREview Data Guide now available
- Sign up to receive updates



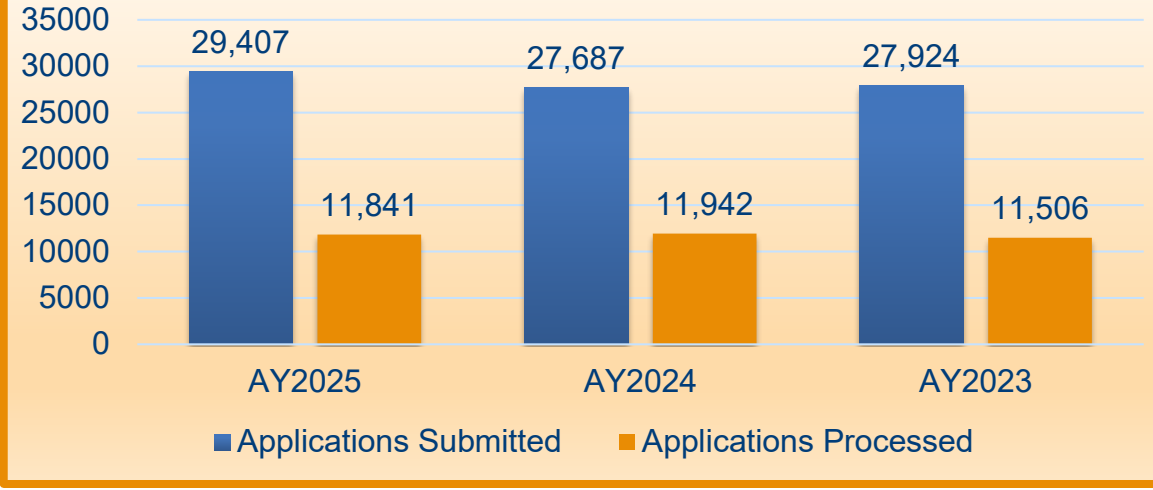
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American Medical College Application[®] (AMCAS[®])



2025 Cycle Opening: AY2025 – 2023 Comparison

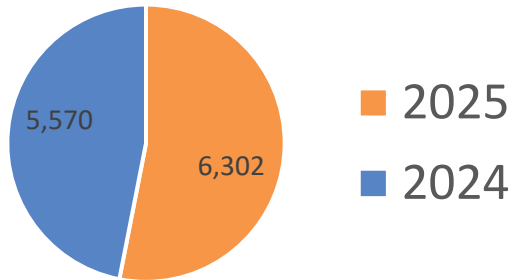
AY25 Cycle Stats as of 6/24



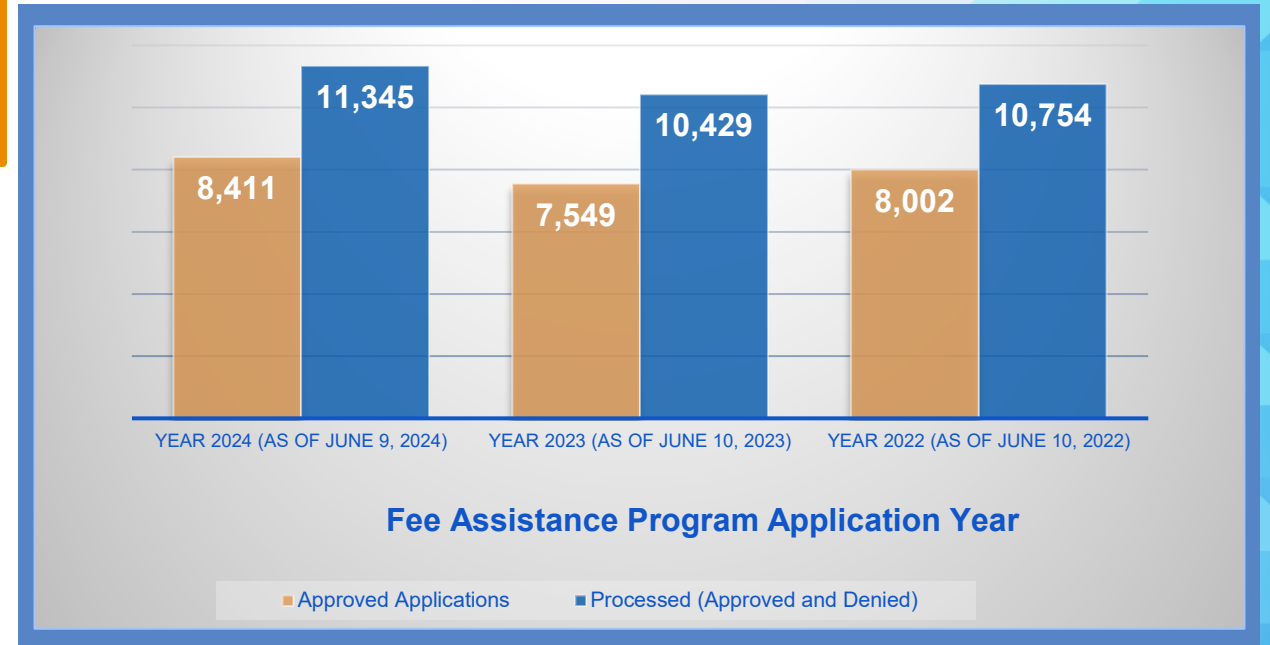
18.6



Average school designations

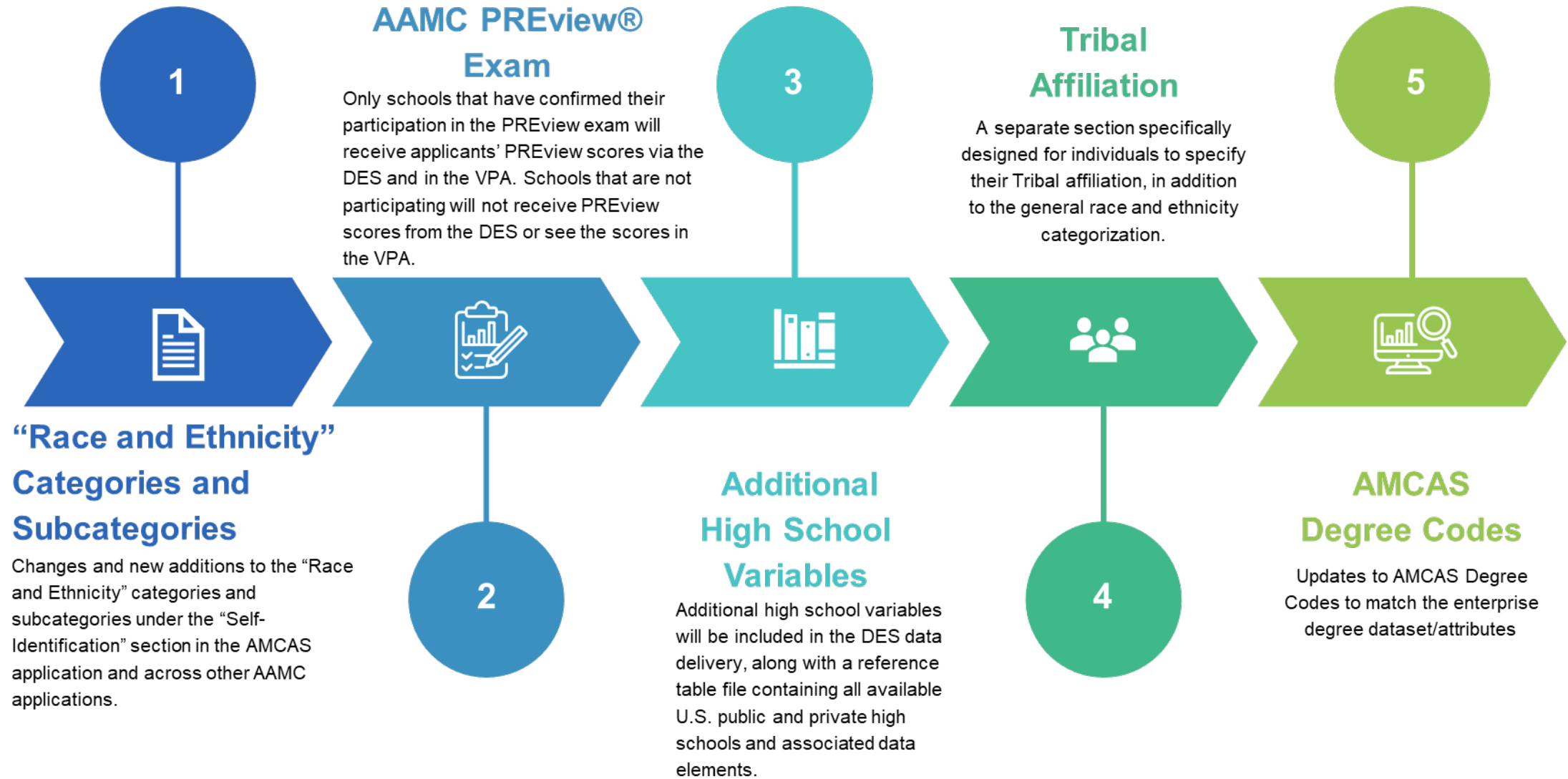


SUBMISSION DAY ONE OPENING 2024 vs 2025



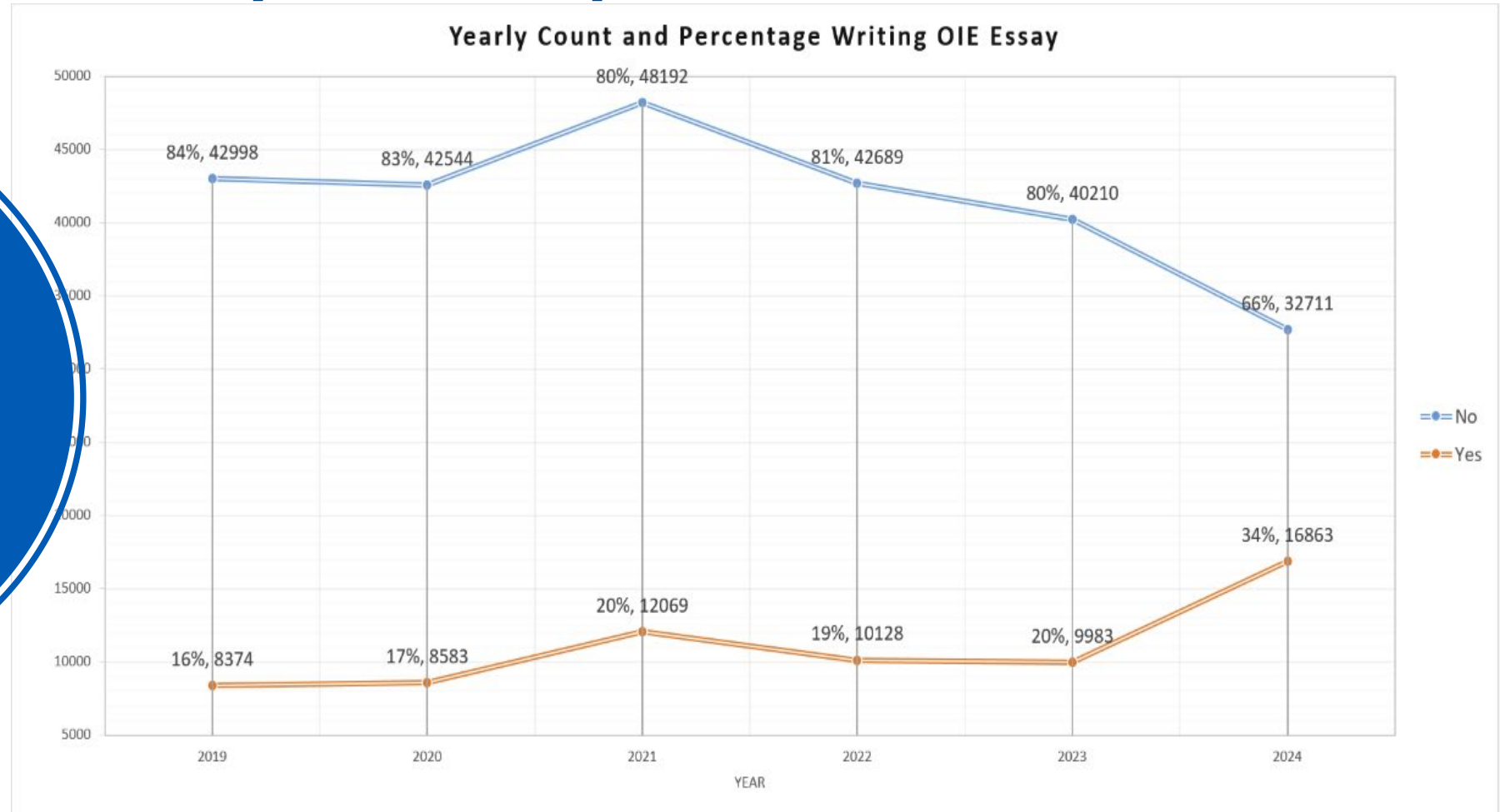
Fee Assistance Program Application Year

2025 Enhancements



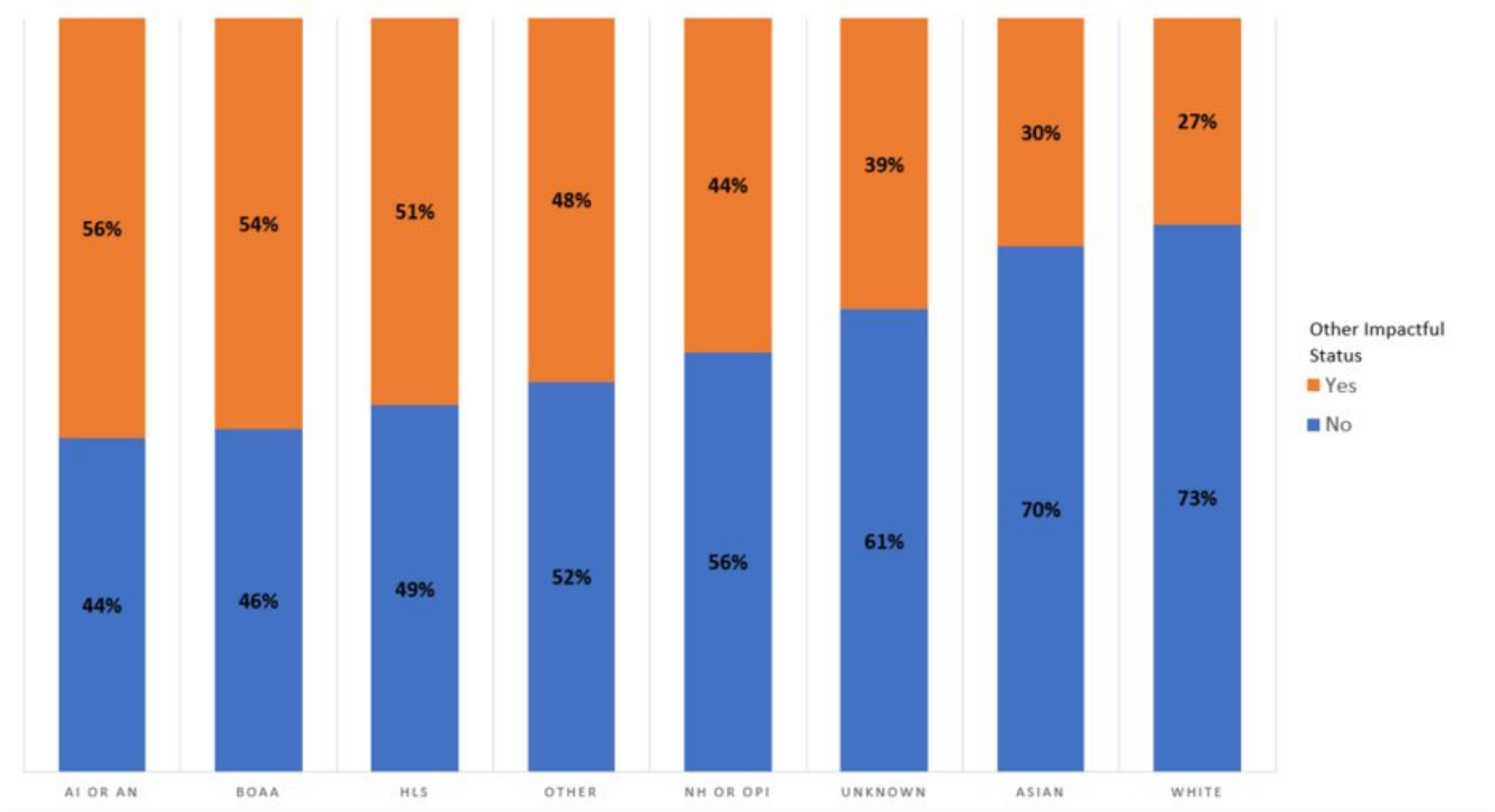
Leveraging Other Impactful Experiences

More applicants wrote the Other Impactful Experiences essay in 2024 than wrote Self Reported Disadvantaged question in prior cycles



URiM Applicants and Other Impactful Experiences

A higher percentage of URiM applicants wrote the OIE essay



2025 Application Dates

**AMCAS Application
Opening**

Wednesday, May 1

**AMCAS Application
Submission Available**

Tuesday, May 28

**Initial Transmission of
Application Data to
Medical Schools (7:00 am
ET)**

Friday, June 28

**Early Decision Program
Deadline**

Thursday, August 1

Application Deadlines

Sept. – Dec.

**Plan to Enroll Becomes
Available**

Wednesday, February 19

**Commit to Enroll Becomes
Available**

Wednesday, April 30

2025 Application Deadlines

APPLICATIONS

11:59 p.m.

APPLICATION

Application must be submitted by 11:59 p.m. ET of the deadline date

TRANSCRIPTS

Within 14 calendar days

TRANSCRIPTS

Transcripts must be received by AMCAS within 14 calendar days of the application deadline date (or the next business day if the deadline date falls on a weekend or holiday)

EARLY DECISION PROGRAM

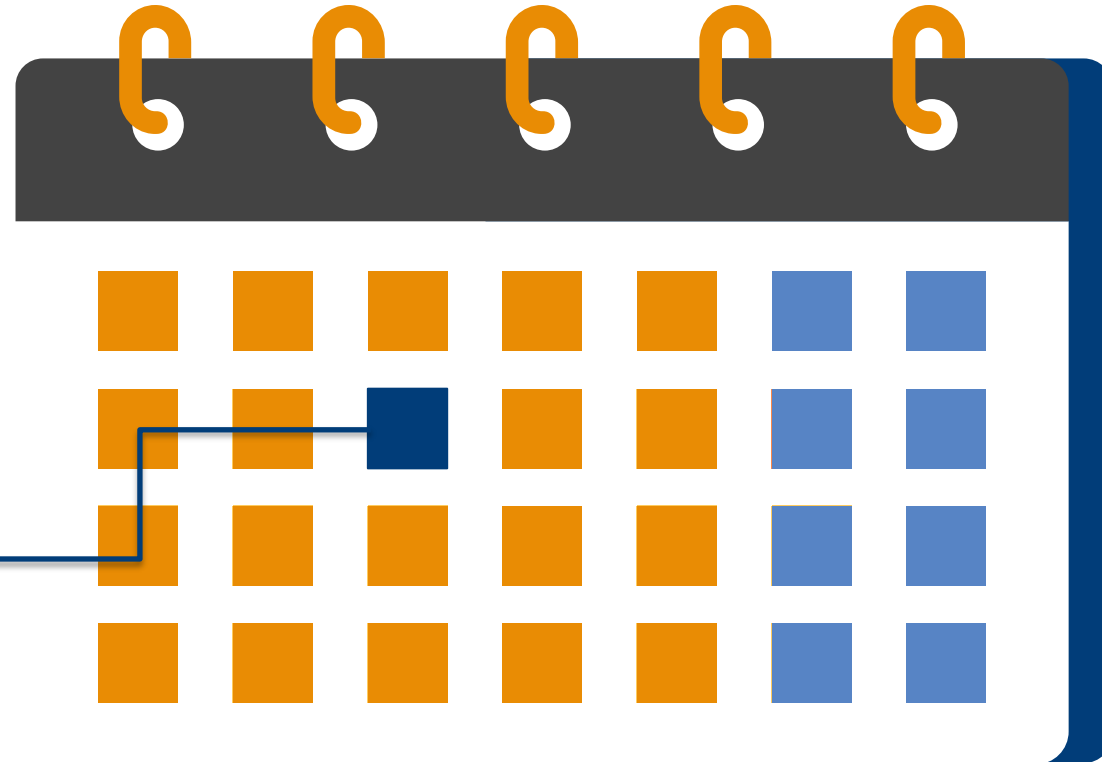
August 1

EARLY DECISION PROGRAM

For Early Decision Program applicants, all applications and transcripts must be received by Thursday, August 1

Visit www.aamc.org/amcasdeadlines for more information

Join us for our next AMCAS Webinar for Advisors!



August 7, 2024
AIS Webinar for
Advisors | Part 2

**Registration
opens soon!**



ACTION COLLABORATIVE
FOR **BLACK MEN**
IN MEDICINE

AN INITIATIVE OF THE AAMC AND NMA

DIVERSIFYING TOMORROW'S DOCTORS

YOUR TOOLKIT FOR ADVISING
with an  **EQUITY LENS**

*Project Origin, Objectives and
Outcomes to Date*

Why Develop a Toolkit?



- No formal or standardized training for the profession
- Significant variation in advising services based on institutional resources
- Roles vary from a professional position to a faculty volunteer role
- Pre-Health advisors are a main source of information for premedical students

Environmental Scan of Existing Resources



Focus on Pre-Health Advising



Premedical Advising

Premedical Advising Training Working Group Members

AAMC	External Collaborators
<ul style="list-style-type: none">•Kimberly Bellamy, Lead, Strategic Programs and Partnerships, Workforce Diversity•Dr. Norma Poll-Hunter, Sr. Director, Workforce Diversity•Alysia Rieves, Administrative Specialist, Workforce Diversity•Kedar Johnson, Action Collaborative Research Fellow•Antonio Mancuso, Communications & Outreach Sr. Specialist, SHPEP/Workforce Diversity•Lindsey Topp, Manager, MCAT Publications, Technical Writing and Editorial Projects•Lesley Ward, Director, MCAT Outreach and Engagement•Iliana Estevez, MCAT Outreach and Engagement Manager•Lauren Bauser, MCAT, Product Management Director•Rachel Shore, AMCAS Outreach and Engagement Manager•Julie Gilbert, Sr. Education Debt Management Specialist, Student Financial Services•Brandon Hunter, Director II, Program Management, Academic AffairsIrena Tartakovsky, Director, Constituent Engagement•Brian Lee, Director of Learning Technology, Learning Design and Dev.	<ul style="list-style-type: none">•Dr. Joon Kim, Senior Director & Instructor of Post-Baccalaureate Programs, Premedical Certificate Program and Pre-PA Certificate Program, Keck Graduate Institute (NAAHP)•Dr. Rosalind Gregory-Bass, Director, Health Careers Program, Associate Professor, Environmental and Health Sciences Program, Spelman College (NAMME)•Dr. Sandra Quezada, Associate Dean for Admissions, Assistant Dean for Academic and Multicultural Affairs, Associate Professor of Medicine, UMD SOM•Dr. Princess Currence, Director, Curriculum & Education, Assistant Professor, Dept of Psychiatry & Behavioral Sciences, Rush Medical College•Dr. Natalie Johnson, Associate Dean for Diversity Affairs, Medical University of South Carolina•Dr. Melissa Yeung, Director of Diversity and Belonging, Bowling Green State University (Guest Lecturer for Training)

Project Scope for Training/Toolkit

- Develop self-paced, free e-learning modules
- Content grounded in equity-minded advising framework
- Address topics that aren't commonly accessible
- Pilot first module, gain feedback, apply recommendations and lessons learned to all modules
- Share toolkit across premedical advising continuum (no advisor, peer advisor, role model or mentor, academic advisor/student support staff, faculty advisor and Pre-Health/premedical advisor)

DIVERSIFYING TOMORROW'S DOCTORS

YOUR TOOLKIT FOR ADVISING with an EQUITY LENS

Module One: An Introduction to Equity- Minded Advising

START COURSE

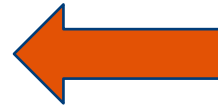


Module Description and Topics



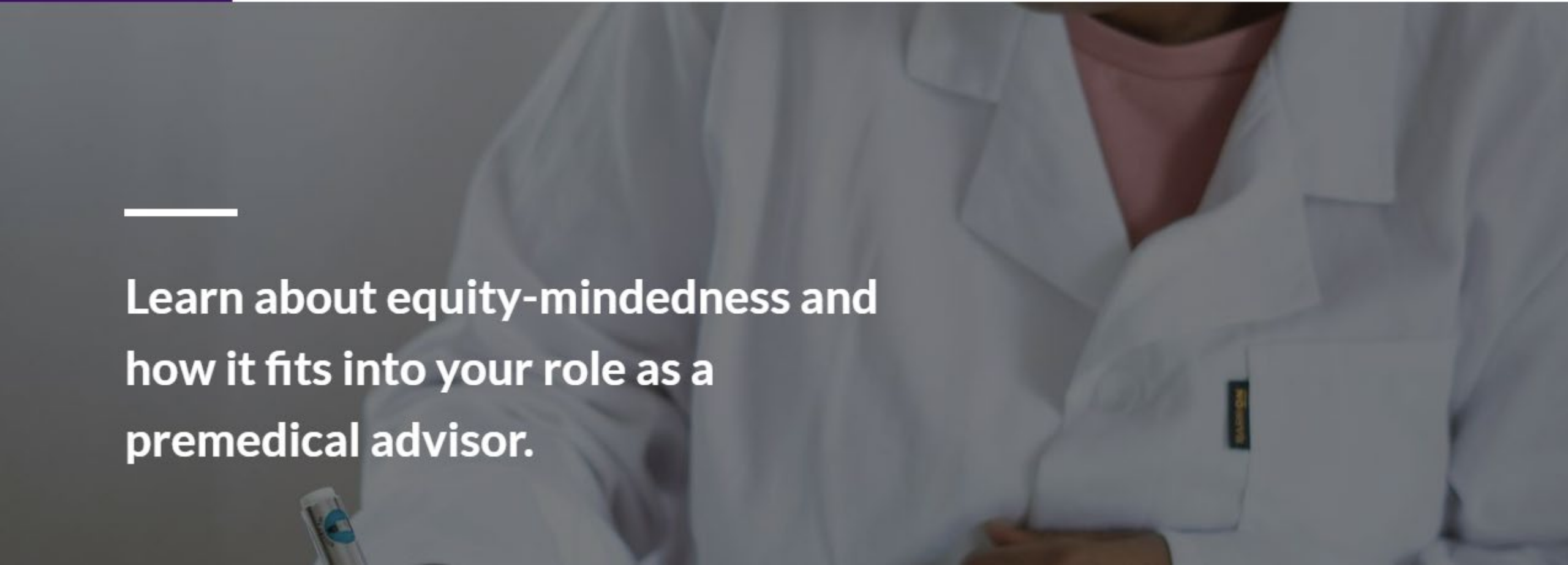
This module describes equity-mindedness and provides you with a toolkit to create a culture of advising that addresses student needs and personal assets when navigating the medical school application process.

- ☰ Introduction to Equity-Minded Advising
- ☰ Identity Development
- ☰ Identity Biases
- ☰ Race and its Impact on Education
- ☰ Strength Based Advising Approaches
- ☰ Advisor Roles, Responsibilities, and Practical Tools and Tips for Successful Equity-Minded Advising
- ☰ Conclusion (Top 3 takeaways)



Introduction to Equity-Minded Advising

Learn about equity-mindedness and how it fits into your role as a premedical advisor.

A person wearing a white lab coat is shown from the chest down. They are holding a small object, possibly a pen or a small container, in their hands. The background is a solid dark color.

Activity One in E-Learning Module

Meet Marcus.

Case Study: Comm Student-Advi

How can a student's first imp
commur




Part 6

Name	Ra Eth
Marcus Brown	Africar Amerii

It has been over a month, and he has not received a response to his multiple emails and voicemails and is frustrated. In hopes of getting a response to his inquiry, he has sent an email to express his frustration to the college provost, five different faculty members, and two student affairs departments about their non-responsiveness.

1 2 3 4 5 6 ✓

Activity One in Digital PDF Companion Guide



Companion Guide Activity

If you were Chad or Liz, how would you respond to Marcus?

CONTINUE

CASE STUDY

Communication and Its Influence on Student-Advisor Relationship (CISAR)

Student Profile



Name: Marcus Brown
Race and/or Ethnicity: African American, Non-traditional
Age: 32
Occupation: Stay-at-home Dad
Education: BSc Structural Engineering
GPA: 3.4
Professional Associations: Member, The National Association of Black Engineers Lead Undergraduate Teaching Assistant

Reason for Frustration

Marcus is interested in applying for the upcoming cycle. Underestimated the steps involved in the application process and may miss the deadline if delayed with the submission process.

Marcus, who resides in Atlanta, GA, has been a stay-at-home dad for five years while his wife works as a chemical engineer at Abbott Chemical Industries. With the effect of the pandemic on healthcare and the global death toll, he has decided to go back to school to pursue a career as a physician. Marcus has identified his top two selections in his research for medical schools. He is considering taking his prerequisites at a local community college to save on the cost of his attendance and proximity to home.


To confirm if his previous courses meet the educational requirements to attend medical school, he researched the AAMC's Medical School Admission Requirements™ (MSAR®) website to identify if these courses meet the required standards. The research revealed some of the classes needed to meet the requirements. For additional guidance, he contacted his top two medical schools and was told to speak with an undergraduate PreHealth advisor. He immediately reached out to his undergraduate institution. It has been over a month, and he has not received a response to his multiple emails and voicemails and is frustrated. In hopes of getting a response to his inquiry, he has sent an email to express his frustration to the college provost, five different faculty members, and two student affairs departments about their non-responsiveness. The provost has contacted the dean, who is unhappy with the complaint, and forwarded the email to Chad and Liz who are PreHealth advisors. Chad, who already has received a flurry of emails, decides to take the case even though he is overwhelmed with the situation. Liz wonders if Chad made the right decision to respond to Marcus in his heightened state. Both Chad and Liz have been overwhelmed by the influx of appointment requests they have received due to it being peak registration time.

REFLECTIONS

1. How would you respond to Marcus?

My Notes

Activity Two in E-Learning Module, Topic One



Let's listen to one or two natural reactions you may have to Marcus's situation.

▶ ● ————— 01:55

Text Transcript +



CONTINUE

Advising Toolkit Features Across Modules



Case Studies



Audio Testimonials



Reflections from SMEs



illustrations



Knowledge Checks



Companion Guide



Supplemental Materials

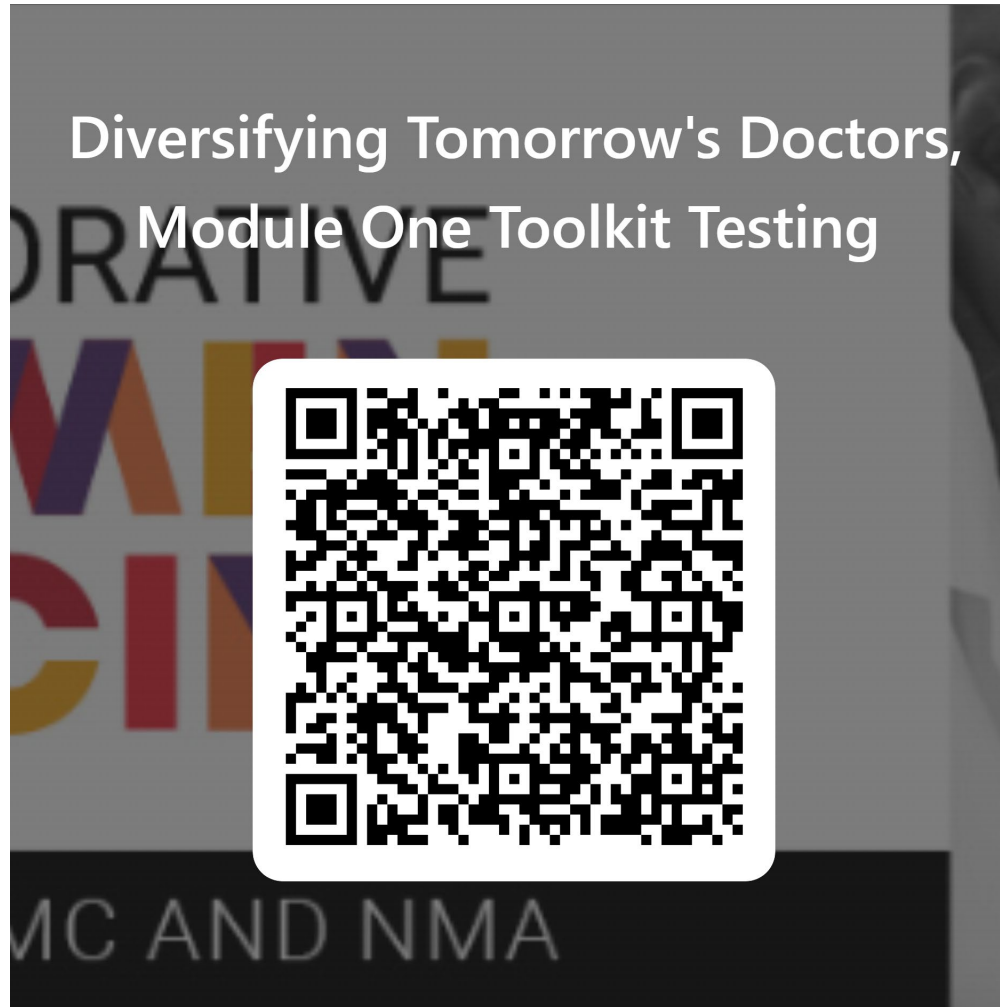
Next Steps for Toolkit

- Make final edits to module one draft
- Develop approach for gathering feedback/evaluation of module one
- Finalize module one companion guide content
- **Invite pilot participants**

Next Modules:

- Holistic Student Experience: Advising the Person, Not Just the Applicant
- Financing and Funding
- Applying to Medical School

Sign Up to Participate in the Pilot of Module One!



Summer Health Professions Education Program

Shaping Careers, Changing Lives

Harold Baker
Deputy Director, SHPEP
Workforce Diversity, AAMC
Email: hbaker@aamc.org

SUMMER HEALTH PROFESSIONS
EDUCATION PROGRAM

Shaping Careers. Changing Lives.



NPO Outreach Strategy Collaborators

- SHPEP Ambassadors
- Engaging Men Committee
- AI/AN National Engagement Committee
- Program Site Outreach Committee



SHPEP.org Website Highlights

- For Parent and Guardians webpage
- Other Opportunities webpage
- The SHPEP Connect newsletter

Focused Outreach

- Prehealth Advisors
- High School Counselors
- American Indian/Alaska Native
- Men of Color
- High School and College Students
- Anyone who is interested in the health professions

Application Data -- Deep Dive

SUMMER HEALTH PROFESSIONS
EDUCATION PROGRAM

Shaping Careers. Changing Lives.



SHPEP Final Application Numbers Compared to Previous Years

SUMMER HEALTH PROFESSIONS
EDUCATION PROGRAM

Shaping Careers. Changing Lives.

Key App Stats	2023 - 2024	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020
Registrants (R)	8094	7066	4820	6274	7908
Submitters (S)	3552	2863	2323	3119	4194
Completers (C)	2944	2324	1919	2581	3349

SHPEP Key App Stats - MALES

Key App Stats	2020	2021	2022	2023	2024
Registrants	1474	1242	978	1285	1609
Submitters	827	654	543	607	829
Completers	676	526	450	478	684

SHPEP Key App Stats – AI/AN

Key App Stats	2020	2021	2022	2023	2024
Registrants	125	97	72	109	106
Submitters	71	49	29	48	43
Completers	54	37	20	35	34
Matriculants	38	25	13	22	16

SHPEP Key App Stats – AA/Black

Key App Stats	2020	2021	2022	2023	2024
Registrants	2823	2024	1800	2670	2793
Submitters	1588	1130	951	1283	1404
Completers	1289	917	762	1009	1144

SHPEP Key App Stats – Latino/a/x/e

Key App Stats	2020	2021	2022	2023	2024
Registrants	1596	1325	1043	1571	1844
Submitters	849	672	499	626	806
Completers	719	563	420	512	693

SHPEP Key App Stats – Pell Grant

Key App Stats	2020	2021	2022	2023	2024
Registrants	4082	3168	2335	3292	3739
Submitters	2205	1631	1219	1471	1814
Completers	1836	1320	991	1177	1504

A Final Piece of Good News...

Key App Stats (Males)	2024	2023
Registrants	1609	1285
Submitters	829	607
Completers	684	478

2023 Completed Applicants By Pathway

SUMMER HEALTH PROFESSIONS
EDUCATION PROGRAM

Shaping Careers. Changing Lives.

CAS	Dental	Medical	Nursing	Optom	Pharm	PT	PH
R	512	2241	164	15	54	59	66
S	474	2048	155	14	54	55	63
C	407	1663	112	11	42	43	46

2024 Completed Applicants By Pathway

SUMMER HEALTH PROFESSIONS
EDUCATION PROGRAM

Shaping Careers. Changing Lives.

CAS	Dental	Medical	Nursing	Optom	Pharm	PT	PH
R	667	2477	342	34	56	72	77
S	643	2357	329	33	51	69	70
C	551	1957	252	27	41	61	57

Increases In Submitted Apps 2020 versus 2024

- **Dental** 542 versus 643
- **Nursing** 283 versus 329
- **Optometry** 18 versus 33

Decreases In Submitted Apps 2020 Versus 2024

- **Pharmacy** 105 versus 51
- **Physical Therapy** 123 versus 69
- **Public Health** 134 versus 70

The SHPEP National Program Office will be experimenting this year with our eligibility requirements, with some sites taking college juniors into consideration.

Additional details will be available on our website this fall. We anticipate that more students will be able to apply and experience SHPEP as a result of this piloted change, particularly those who transfer from community colleges.

Questions



aamc.org/advisors

