THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Office for Diversity and Academic Success In the Sciences
Faculty of Arts and Science, Division of Life Sciences
Success in the Sciences (S.I.S.) Biomedical Careers Program (BCP) ACCESS-MED

A Program That Works and Shows Results

2009-2011 ODASIS Bi-Annual Report
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Introduction

The Office for Diversity and Academic Success in the Sciences (ODASIS) is an academic support unit within the Division of Life Sciences at Rutgers University. Founded in 1986, ODASIS aims to improve the number, participation, and success of underrepresented and disadvantaged students at Rutgers who pursue Science, Technology, Engineering, and Math (STEM) disciplines. Particular emphasis is placed upon student completion of graduate and/or professional school with the long-term goal of creating a highly qualified and diverse workforce.

Today, African Americans, Hispanics/Latinos, and Native Americans make up 26 percent of the U.S. population. Individuals from these groups, however, are not equally represented in the STEM disciplines; according to the American Medical Association, only 8 percent of practicing doctors come from these groups. To address this issue, ODASIS targets specific demographic groups and offers academic support by providing supplemental instruction in core life science curriculum. ODASIS also provides career guidance and regularly hosts motivational events to foster student commitment to their chosen STEM discipline as well as help them pave the path toward achieving their professional goals. Outside of the classroom, ODASIS further exposes students to the possibilities available within the STEM disciplines by scheduling trips to neighboring medical and graduate schools as well as providing opportunities to intern with former ODASIS alumni. Parents are also encouraged to become involved in their child’s professional success by attending workshops held throughout the year. By providing academic and career guidance to students and fostering parental involvement, ODASIS hopes to promote a diversified workforce of scientists, engineers, doctors, educators, dentists, nurses, and other practicing professionals.

Rutgers University is dedicated to realizing the educational benefits of a diverse learning community, and ODASIS is one such example of this ongoing commitment. In 2010, The American Association of Medical Colleges (AAMC) ranked Rutgers University 7th in the nation amongst institutions supplying more than 15 African-American applicants to medical schools. In 2007, Rutgers University was ranked 9th in Diverse Issues in Higher Education’s Top 100 for producing underrepresented minority graduates in biomedical and biological sciences. It is the goal of ODASIS to build on this and other achievements by promoting the continued success of its students.

Mission

The goal of ODASIS is to increase the recruitment and academic success of underrepresented students, as well as educationally and economically disadvantaged students, who are interested in pursuing careers in the medical and scientific professions. Particular emphasis is placed on preparing students to successfully complete medical, dental, public health, PhD, engineering, and other scientific programs by providing rigorous academic support and enrichment opportunities.

Administration

ODASIS is administered by Director, Dr. Kamal Khan in collaboration with three Developmental Specialists and an Administrative Assistant.

In addition, ODASIS employs several Supplemental Instructors and Group Leaders for the academic support sessions in courses such as General Biology, General Chemistry, Organic Chemistry, Systems Physiology, Genetics, Biochemistry, and Mathematics. Also, ODASIS depends on the invaluable assistance of several Work Study students through the Federal Work Study Program and departmental support at Rutgers University.

ODASIS ADMINISTRATION CHART
Executive Summary

We are proud to present this bi-annual report that synchronizes two years of successful program results for The Office for Diversity and Academic Success in the Sciences (ODASIS) throughout the 2009-2010 and 2010-2011 academic years. ODASIS continues to serve hundreds of students and collaborates with various organizations, agencies, departments, schools, and foundations to increase the number of underrepresented students who pursue careers in the sciences and other health professions or enter the workforce upon graduation.

Since 1990, 358 ODASIS students from underrepresented groups have received their medical degrees, and 190 have become chiropractors, dentists, physician’s assistants, podiatrists, doctors of osteopathy, nurses or are pursuing other health professions.

This year marks the 25th anniversary of ODASIS and some of this year’s highlights include an increase in the number of students accepted into medical school and other health professional schools. Within the ODASIS graduating class of 2011, 46 ODASIS graduates who applied were accepted to medical, dental, podiatry, osteopathic, veterinary medicine, Ph.D., and B.A./M.D. programs. This is a 20% increase in the acceptance rate achieved three years ago in 2007.

31 ODASIS alumni graduated from medical, dental, podiatric, osteopathic, Ph.D., M.P.H., graduate biomedical science, and B.A./M.D. programs this year. Within the ODASIS graduating class of 2010, 46 African-American and Latino graduates were accepted to medical and other health professional schools while 21 of the alumni graduated from their respective schools. The 2010-2011 ODASIS MCAT class performed remarkably well on the exam, with roughly 41% of the class achieving scores of 30 or higher, placing these students in the top quartile in the nation and exceeding the reported national average for African-American students.

New programs ODASIS has recently initiated include the GRE Preparatory Course, and an online MCAT Preparatory Course in addition to the in-class MCAT course. The High School English 100 program which has allowed student to be placed into college-level English upon matriculation to university has also developed an English 101 course through which high school seniors may gain college credit for expository writing 101 at Rutgers University.

Throughout the reporting period, ODASIS underwent many challenges, most notably the continued shortage of funding for its programs and students. Because of the demand and value of the program for students, we are seeking greater institutionalization of ODASIS and less dependency on grants for the program. Given its rapid growth and development, ODASIS aims to become a fully sustainable program through endowment via collaboration with the Rutgers Foundation. The number of students enrolled in ODASIS has increased by 30% in the past two years. With the ever increasing number of qualified students applying to ODASIS programs as well as an increase in the number of students enrolling in ODASIS’s recently implemented summer programs and classes, the need for funding has also increased. Despite the lack of funding, ODASIS has produced yet another year of effective administration and has provided invaluable student support to the 800+ undergraduate student population (during the current reporting period, ODASIS provided academic support in mathematics to 200+ students and academic support in the sciences to 600+ students, for a total enrollment of over 800 Rutgers University students during the academic year.

ODASIS has adopted several strategies to broaden its resource pool with partner organizations and maintain its accessibility to its students. ODASIS remains on the cutting edge of student recruitment and retention strategies. However, there is a need for the expansion of infrastructure to meet the increasing demands for services provided by ODASIS. For these reasons, this year, intense efforts were spent on seeking funding agencies and other supporters to facilitate achieving ODASIS goals.
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<td>The program provides academic support, career counseling, and supplemental instruction and helps prepare Rutgers students for the MCAT, transition into medical / health professions schools.</td>
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<td><strong>Summer Biomedical Careers Program</strong></td>
<td>Undergraduates in BCP participate in a variety of science enrichment and health care-oriented activities.</td>
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<td><strong>Summer Preparatory Program</strong></td>
<td>This program entails an introduction to chemistry and calculus by providing intensive academic support during the summer for incoming college freshman students.</td>
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<td><strong>Summer Medical and Dental Enrichment Program (SMDEP) – New Jersey Medical School</strong></td>
<td>Intensive and personalized medical and dental school preparation though coursework, clinical experience, and opportunities for research</td>
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<td>Students are selected to conduct research at The Cancer Institute of New Jersey for two summers and an academic year in between.</td>
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<td>Civic Engagement and Service Enrichment Program emphasizes service learning which allows exploration of students’ academic interest and intensive community service.</td>
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<td>The academy is an SAT and college preparatory program that targets approximately 30 11th grade students from New Brunswick high schools.</td>
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<td><strong>New Brunswick Tomorrow – AVID Academic Support Program</strong></td>
<td>The goal is to strengthen the preparation of 9th, 10th, and 11th grade students for entry into a four-year undergraduate institution by providing math, English, and science support.</td>
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<td><strong>12th Grade English 100 and 101</strong></td>
<td>Successful completion of this English 100 permits students to enroll in college-level English 101 during senior year of high school and receive college credit.</td>
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**ODASIS Programs**

**A. Supplemental Instruction**

The Success in the Sciences (S.I.S.)/Project Beck Program, the umbrella program of ODASIS, continues to execute the ODASIS mission by promoting and ensuring the advancement of economically and educationally disadvantaged students, as well as underrepresented minority students, majoring in the sciences.

The main components of the S.I.S./Project Beck Program are:

a. **Academic Support** in math, general chemistry, general biology, organic chemistry, genetics, statistics, systems physiology, biochemistry and other upper level science electives. General biology tutoring is given in the form of a 1-credit recitation program. A special recitation section for general chemistry was also implemented through the Chemistry department, which does not award any course credit but does count toward the students’ course grades.

b. **Supplemental instruction** sessions are led by experienced upperclassmen who have excelled in the science courses that they instruct. These sessions are based upon the philosophy of “student centered learning” wherein each student expands their learning ability by participating in peer study groups, interactive computer sessions, small, informal supplemental instruction sessions, study hall, and study skills workshops.

c. **Academic advising** is provided by the Associate Director and Developmental Specialists. These ODASIS staff members work with incoming students to advise on course selection, provide potential scholarship opportunities, and answer curriculum concerns. Advising is also provided to upperclassmen, and pertains to scheduling questions, research opportunities, and MCAT / health professions school application preparation.

**RESULTS:**

The following graphs are comparative student outcomes of four subject areas for the 2009-2010 and 2010-2011 academic years:

**ODASIS vs. Rutgers University students achieving B or higher in the sciences and math in 2010-2011 Academic Year**

**ODASIS vs. Rutgers University students achieving B or higher in the sciences and math in 2009-2010 Academic Year**

**ODASIS vs. Rutgers University students achieving C or higher in the sciences and math in 2010-2011 Academic Year**

**ODASIS vs. Rutgers University students achieving C or higher in the sciences and math in 2009-2010 Academic Year**
ODASIS Programs

B. Access-Med Program

This program, in conjunction with Robert Wood Johnson Medical School and Seton Hall University, spans the students’ four-year collegiate career, which consists of two phases and an MCAT preparatory course. The purpose of the Access-Med Program is to prepare students for the successful entry and completion of advanced degrees in the health professions.

Services are primarily provided on the Rutgers University – New Brunswick campus.

These services include:

1. Weekly supplemental instruction sessions in core science courses including general biology, general chemistry, organic chemistry and other upper level science electives. Additionally, the program offers student learning skills, subsidiary course instruction, simulated examinations, and computer-assisted instruction.

2. Individual academic and career guidance related to post graduate programs. Students are advised on health related professions, graduate programs, and other life science majors.

3. Mandatory study hall sessions for first-year students and those on academic probation.

4. Intense academic coaching in the key subject areas of the MCAT exam which includes: Biological Sciences, Physical Sciences, and Verbal Reasoning.

5. Recruitment and enrollment of students into medical or research-based summer programs, such as Biomedical Career Programs (UMDNJ-RWJMS), Summer Medical & Dental Enrichment Programs (UMDNJ-NJMS) and the PREP Program (UMDNJ-SOM).

**RESULTS** During the 2009-2010 and 2010-2011 academic years, the Access-Med Program was successful in increasing the number of students that participated in Access-Med Pre-Phase I and Phase I. 78 students were admitted into Access-Med Phase I in the 2010-2011 year.

Indicators that were used to determine the progress of the Access-Med Program were as follows:

1. Due to increased funding, the Access-Med Program was able to provide support for additional students while simultaneously assisting these students to become more competitive applicants.

2. When comparing the percentages of students passing general biology, general chemistry, organic chemistry, and mathematics classes from 2009-2010 and 2010-2011 it was observed that students involved in the Access-Med Program performed significantly better than their Rutgers University, New Brunswick counterparts enrolled in the same classes in 2009-2010 and 2010-2011.

3. Providing academic support in the summer for general biology, general chemistry, and organic chemistry was pivotal in helping students maintain or increase their grade point averages (GPA).

4. The unique ODASIS chemistry recitation program, established 5 years ago, has shown substantial results for the past four years, and continues to be critical in improving student performance in this challenging course.
RESULTS: An important benchmark of ODASIS’s success is the increased competitiveness of ODASIS’s students on the state and national level. In the summer of 2011, 35 ODASIS students were accepted to BCP; 20 others were accepted into other prestigious summer research programs, such as Summer Undergraduate Internship Program, University of Pennsylvania (9), University of Southern California Undergraduate Research Associate Program, Colgate Summer Internship (1), Summer Medical and Dental Enrichment Program at New Jersey Medical School and Columbia University College of Physicians and Surgeons (20), the PREP Program at UMDNJ-SOM (9), Project L/Earn (2), and the Summer Undergraduate Research Program (SURP).

This year, 8 out of 10 ODASIS students who applied to Access-Med Phase II were accepted into the program which is double the amount of students accepted four years ago. This is due to the continued increase in student qualification and competitiveness that ODASIS continues to foster in its participants.

ODASIS Fact: There are currently approximately 500 ODASIS alumni practicing medicine, dentistry, and allied health professions in New Jersey, indicating a long-term commitment toward obtaining residency and serving communities in New Jersey.
C. Biomedical Careers Program (BCP)

The Biomedical Careers Program (BCP) is a six-week summer academic enrichment program for educationally and economically disadvantaged undergraduate students who are interested in a career in the health professions. Student applications are reviewed by a committee comprised of both both Rutgers University and RWJMS faculty.

BCP is sponsored and funded by Rutgers University, New Brunswick and the Robert Wood Johnson Medical School (a division of the University of Medicine and Dentistry of New Jersey). Considerable financial resources are also provided by the Robert Wood Johnson Foundation and the New Jersey Educational Opportunity Fund.

Participants in BCP partake in a variety of science enrichment and health care-oriented activities that earn them three elective credits at Rutgers University. These credits may be transferred to other academic institutions. The benefits of the program include exposure to the medical school and networking with medical school faculty and staff. The majority of BCP participants remain in New Jersey schools after they graduate from Rutgers.

**Level I** is designed for students who have just begun professional studies and have completed at least one year of college including general chemistry, one semester of introductory biology, and one semester of introductory math. The Level I curriculum includes the following courses:
- Introduction to Microbiology (lecture and laboratory)
- Introduction to general or organic chemistry (lecture)
- Learning skills workshop
- Health professions career seminars and workshops

**Level II** is designed for students who have completed at least two semesters of general biology, general chemistry and organic chemistry, physics, and one semester of college math. The Level II curriculum includes the following courses:
- Advanced biology, typically genetics or physiology, depending on prior coursework
- Laboratory in either genetics or systems physiology depending on advanced biology courses completed
- MCAT Preparatory Program
- Learning skills workshop
- Clinical work and / or health professions career seminars and workshops

**Level III** is designed for students who are at or near the point of applying to professional school and have completed nearly all pre-professional science requirements. Level III curriculum includes the following courses:
- Advanced biology, generally either immunology or neuroscience, depending on prior coursework
- Research or clinical internship
- Health professions career seminars and workshops
- Learning skills workshops

Students in all levels have the opportunity to develop close relationships with medical school faculty, staff, and students who provide individual counseling on career choices and application procedures.

**RESULTS** In the 2010-2011 academic year, roughly 45 students were accepted to BCP. Other participants were from Seton Hall University, Raritan Valley Community College, Kean University, Montclair State University, and Cornell University.

Those applicants who did not participate in BCP went to other professional schools’ summer programs at schools such as New Jersey Medical School (UMDNJ), The School of Osteopathic Medicine in Stratford (UMDNJ), Albert Einstein College of Medicine, the University of Pennsylvania, Cornell University, and Columbia University, and the University of Southern California.
D. MCAT Preparatory Program

Students accepted into the 8-month MCAT Preparatory Program are required to attend sessions every Friday from 3:00pm to 7:00pm and every Saturday from 8:00am to 5:00pm during the academic year, including spring break. Participation in the program during the spring semester is dependent upon the successful completion of the intensive winter break session.

The syllabus for the course exposes students to a range of successful MCAT preparation strategies. In collaboration with the Rutgers University Department of English, the MCAT Preparatory Program students take additional intensive writing courses to improve their performance on the Verbal Reasoning section of the MCAT. By ensuring that program participants receive a diverse set of skills tailored to the various sections of the MCAT, ODASIS intends to develop as competitive of a medical school applicant pool as possible.

RESULTS: In the 2010-2011 academic year, 53 students participated in the MCAT Preparatory Program which is an increase from 48 in the 2009-2010 year. Of the 32 students who tested in 2011, 11 students scored 30 or higher on the MCAT (41%) with the remainder scoring 24 and higher. The achievement for the MCAT preparatory classes of the past two years is above average not only for underrepresented students, but for students of any background.

Poor performance on the MCAT has been identified by medical school admission faculty as a major barrier for admission into medical schools for underrepresented students which underscores the importance of continuing to offer superior preparation for the MCAT. The medical school acceptance rate for students enrolled in the past five years in the ODASIS MCAT preparatory course is 20% higher than the national acceptance rate reported by the AAMC for underrepresented students.
E. The Cancer Institute of New Jersey Student Research Project

Students are selected to conduct research at The Cancer Institute of New Jersey (CINJ) for two summers and an academic year in between. Students take courses and spend time performing laboratory activities upon submission of their research proposal. Students participating in this program gain hands-on experience conducting research at CINJ for a period of two years, build networks with faculty / staff at CINJ, and conduct a final presentation on the research project at CINJ.

RESULTS: ODASIS has successfully geared students to engage in research at The Cancer Institute of New Jersey.

Below please find the current status of recent CINJ program participants and alumni:

**Academic Year 2010-2011**
1. Theresa Adekoya—Applying to medical school next year
2. Lauren Evans—Applying to medical school next year
3. Mariah Rice—Applying to medical school next year

**Academic Year 2009-2010**
1. Rachel Odeyemi—Attending UMDNJ - Graduate School of Biomedical Sciences
2. Mabel Mayorga—Attending UMDNJ-Accepted via Early Decision

**Academic Year 2008-2009**
4. Alister Martin—Attending Harvard Medical School
5. Hector Osoria—Attending Cornell Medical School
6. Inara Omuso—Attending UMDNJ-RWJMS
F. Civic Engagement and Service Education Partnership (CESEP) Program

For the past 13 years, ODASIS has incorporated the CESEP Program (formerly known as the Citizenship and Service Education [CASE] Program) into the current ODASIS curriculum through a seminar entitled “Health Issues in the African American Community.” This 300-level course at Rutgers University examines community health as the combination of sciences, skills, and beliefs.

CESEP continues to play a vital role in supporting ODASIS’s efforts to address the needs of underrepresented and economically disadvantaged population of students by providing them with one (1) college credit for completing 40 hours of service learning at a site of their choice. This initiative helps to bridge identified gaps in reaching students’ potential admission into the medical and scientific fields.

CESEP students do one of the following for their independent projects at CESEP sites:

**Doctor Aspect:**
Students seek out a physician or another health care provider to “shadow.” Shadowing entails observing the doctor on a weekly basis and keeping a journal of the day’s thoughts, events, and questions. Students focus on a variety of topics including, but not limited to: (1) the responsibilities of the doctor within the facility, (2) the doctor’s interactions with overall environment (i.e., the doctor’s relationships with other doctors, co-workers, patients), (3) how the doctor is perceived by others, (4) treatment of patients by the doctor, including both positive and negative aspects (e.g., racial factors, economic factors, etc.) and (5) ethical/moral decision-making process.

**Patient Aspect**
Students focus on a collective group of patients and observe them, paying close attention to: (1) approximate percentage of different types of patients based on ethnic background (Hispanic, African American, Asian, etc.), (2) type of disease(s) that these patients have and the treatment that is being rendered, (3) patients’ opinions of treatments and medical staff, (4) patients’ concerns, fears, apprehensions and (5) patients’ mental and physical condition. Journal entries focus on these topics and other observations, thoughts, interviews, and conclusions.

**RESULTS:** Twelve (12) ODASIS students participated in CESEP within the 2009-2010 academic year and seven (7) ODASIS students participated in CESEP within the 2010-2011 academic year, totaling 19 program participants throughout a two-year span. This page provides a listing of each CESEP student and his / her respective site of work during the current reporting period.

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**2009-2010 CESEP Program Participants:**

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<tr>
<th>Name</th>
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<tr>
<td>Tegest Hailu</td>
<td>American Conference on Diversity</td>
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<tr>
<td>Morsophia Julemis</td>
<td>Care-One at Dunroven</td>
</tr>
<tr>
<td>Mariam Keita</td>
<td>University Pain Medicine</td>
</tr>
<tr>
<td>Raisa Lewis</td>
<td>NJ Women and AIDS Network</td>
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<tr>
<td>Daniella Vargas</td>
<td>AIDS Project-RWJ Pediatrics</td>
</tr>
<tr>
<td>Ahmed Elzayat</td>
<td>RWJ University Hospital</td>
</tr>
<tr>
<td>Nicolette Kaplan</td>
<td>Pequannock Township Health</td>
</tr>
<tr>
<td>Preet Kashiparekh</td>
<td>Dr. Radhakrishna-Pediatrician</td>
</tr>
<tr>
<td>Afvia Miller</td>
<td>St. Peter’s University Hospital</td>
</tr>
<tr>
<td>Susan Rasul</td>
<td>American Conference on Diversity</td>
</tr>
<tr>
<td>Ayad Sadda</td>
<td>St. Peter’s University Hospital</td>
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<tr>
<td>Tiara Tyson</td>
<td>RWJ University Hospital</td>
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**2010-2011 CESEP Program Participants:**

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<th>Name</th>
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<tr>
<td>Kristen Roberts</td>
<td>Community Interpreter Project</td>
</tr>
<tr>
<td>Shirley Mills</td>
<td>New Jersey Women and AIDS Program</td>
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<tr>
<td>Tiffany Gathright</td>
<td>Lazos America Unida</td>
</tr>
<tr>
<td>Maryam Abdul-Kabeer</td>
<td>Child Life Program</td>
</tr>
<tr>
<td>Felipe Guzman</td>
<td>Lazos America Unida</td>
</tr>
<tr>
<td>Jonathan Powell</td>
<td>Somerset Community Action</td>
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<tr>
<td>Yumnah Saad</td>
<td>New Jersey WAN</td>
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For their final paper, CESEP students write on their case study experience, including CESEP site background information, notes, facts, statistics, and personal revelations. The piece should address the following questions:

- How did this experience affect your decision to work in the medical field?
- Did this experience make you want to continue to pursue this type of career?
- What are some of the perceptions of the medical field and how has it changed your view?

The CESEP mission complements the focus of “Health Issues in the African American Community” by providing a concrete exchange of services between the “volunteer” and the “institution,” where the reciprocity is equal and the participant has certain standards for their involvement. CESEP is a program that aims to provide education outside of the classroom, and it functions within ODASIS in the following manner:

![Diagram of Health Advocacy Cycle]

1. Students participate in CESEP and are exposed to health problems, learn the most current information of risks, symptoms, and treatments, and observe physician interactions.
2. Students educate their classmates about the most recent developments in conditions such as diabetes, heart disease, stroke, cancer, etc. through interactive presentations and class discussions.
3. Students educate their family members and friends about their experiences and prevention tips.

The benefits to CESEP students include:
- Experiencing a unique facet of learning in their academic career
- Evaluating their interest and passion in medicine and/or the health allied professions
- Building knowledge and expertise in medicine and/or the health allied professions
- Experiencing a sample of the real world and understanding work / life balance
- Forming new relationships with doctors, nurses, and other health professionals.
- Developing their problem-solving strategies and quick-thinking abilities
- Understanding the business side of their placement site.
- Learning about the use of science and technology at their work at their site.
- Challenging themselves to accomplish goals that they thought were out of reach.
- Practicing their networking skills and making a name for themselves at an organization, agency, group, hospital, or clinic.

RESULTS: During the 2009-2010 school year, there were a total of 12 students enrolled. 7 Students were enrolled in the Fall of 2010.

Past and present internship sites include:
- Robert Wood Johnson University Hospital (RWJUH)
- St. Peter’s University Hospital
- RWJUH AIDS Program
- Eric B. Chandler Health Center
- PhotoVoice New Brunswick: The Chai Project
- Broadway House for Continuing Care
- The Interfaith Network of Care
- The University of Medicine and Dentistry of NJ-UMDNJ Allies Inc.
- The Children's Center
- Middlesex Interfaith Partners with the Homeless
- The Francis E. Parker Memorial Home
- The Martin and Edith Stein Hospice
- Newark Beth Israel Medical Center/Geriatric Eye Associates of Central NJ, P.C.
- Embrace Kids Foundation/ Adopt a Family
- St. Joseph’s ER
- Overlook Hospital in Summit NJ
- NJ Women and AIDS Network
- Lazos America Unida
- American Conference on Diversity
- New Brunswick Community Interpreter Project
- Somerset Community Action Program
The benefits of this program include:

- Free textbooks for both courses
- Two (2) college credits upon successful completion of the program
- Room and board at Rockoff Hall apartments, Rutgers' newest housing unit
- Trips to various health professional schools, including Robert Wood Johnson Medical School, University of Pennsylvania Medical School, New Jersey Medical School, New York University Medical School, and/or Jefferson Medical School
- The opportunity to experience the various campuses of New Brunswick, thus ensuring a smooth transition into college life upon entry in the fall

Due to intense recruitment efforts by ODASIS and Rutgers University Undergraduate Admissions, much success has been achieved in early identification of potential college science majors still in high school or incoming to Rutgers. 21 students enrolled in the 2011 Summer program; several more were accepted but did not attend due to inadequate funding for these students. Insistence on parental involvement also has had much added benefit. ODASIS pre-college programs have included partnerships with corporations, high schools, the New Brunswick Board of Education, and civic organizations.

A. Pre-College Summer Chemistry Preparatory Program

The Summer Chemistry Preparatory Program consists of intensive academic support in chemistry and introductory calculus (non-credit recitation) during the summer session. The purpose of the program was to reinforce and strengthen the students’ foundation in math and chemistry such that they are successful in future “gatekeeper” courses of the science curriculum. This summer program responded to the identified need demonstrated by the difficulties experienced by past and current students.

The pre-college courses (chemistry and introductory calculus) are taught at a college pace; during the courses, students gain the skills needed to avoid performance failures once they are enrolled in college science courses.

RESULTS: Participating students developed academically because 1) they were subjected to an intensive classroom environment that allowed them to learn and adapt to a college-based curriculum and 2) they were given the opportunity to understand personal developmental areas and other obstacles that could prove difficult to overcome during the normal semester.

Below is follow-up information on 5 students who participated in the Prep program in 2008.

Jeneba Abass-Shereef: Accepted to Access-Med Phase II Program of RWJMS.

Mabel Mayorga: Accepted to UMDNJ-NJMS via Early Decision

Alicia Laing: 2011 Rutgers University Graduate, Currently Applying to medical school

Olamide Ifaturoti: Accepted to Access-Med Phase II Program of RWJMS

Chandler Christophe: 2011 Rutgers University Graduate; Completed 2010-2011 MCAT Course; Applying to medical school
B. College English Preparation Program

The Rutgers 12th grade English Preparation Program is comprised of both New Brunswick High School and New Brunswick Health Sciences Technology High School students. Once a year, an assembly is held at each of these respective schools where students are informed of these programs held at Rutgers University. Students are required to apply to the Rutgers 12th grade English Preparation Program and those admitted are enrolled as non-matriculated students at Rutgers University. The aim of the program is to increase student placement into college-level English courses upon matriculation into undergraduate studies. It is a highly selective process which requires the recommendation of a high school English teacher and/or successful completion of the New Brunswick Saturday Scholars SAT Preparation Program. The complete application includes an official transcript, SAT scores, and an application form. Due to the rigor of the 12th grade English Preparation Program course load, successful students from the New Brunswick Saturday Scholars program are preferred. These students have completed a full year of Saturday classes in their junior year and have complied with the attendance policy along with satisfactory completion of course work. In addition to compliance, an SAT Verbal score of at least a 420 is required.

The program was funded by the New Brunswick Board of Education. Students who complete the English 100 course successfully were awarded three college credits. Successful completion of the English 100 course not only earns high school students college credits, but also allows them to enroll in English 101 in their first semester of college. The early success of this program caused it to be extended to New Brunswick High School in addition to the New Brunswick Health Sciences Technology School where it originated.

The English Program has now expanded to include a college English 101 course offered to students successfully completing the English 100 course. The English 101 course allows high school students to gain college credit for Expository Writing 101 upon matriculation into Rutgers University.

RESULTS: In the fall 2010 term, 10 students participated in the program and successfully completed the English 100 course. 10 Students then matriculated into English 101 for the Spring 2011 term.

<table>
<thead>
<tr>
<th>English 100 Grades (Fall 2010)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Earned</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B+</td>
<td>2</td>
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<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C+</td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>English 101 Grades (Spring 2011)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Earned</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B+</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C+</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
</tr>
</tbody>
</table>

Below is a list of the universities where students of the 09-10 and 10-11 English programs were accepted:

<table>
<thead>
<tr>
<th>Schools Accepted To:</th>
<th># of Students Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rutgers University</td>
<td>13</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>1</td>
</tr>
<tr>
<td>Clark Atlanta University</td>
<td>1</td>
</tr>
<tr>
<td>University of New Haven</td>
<td>1</td>
</tr>
<tr>
<td>Penn State University</td>
<td>3</td>
</tr>
<tr>
<td>Kean University</td>
<td>2</td>
</tr>
<tr>
<td>Hofstra University</td>
<td>1</td>
</tr>
<tr>
<td>Drexel University</td>
<td>2</td>
</tr>
<tr>
<td>Temple University</td>
<td>1</td>
</tr>
<tr>
<td>Montclair State University</td>
<td>4</td>
</tr>
<tr>
<td>Fairleigh Dickinson University</td>
<td>2</td>
</tr>
<tr>
<td>Saint Peter’s University</td>
<td>1</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>1</td>
</tr>
<tr>
<td>Seton Hall University</td>
<td>2</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Bloomfield College</td>
<td>2</td>
</tr>
<tr>
<td>Delaware State University</td>
<td>1</td>
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<tr>
<td>MIT</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey Institute of Technology</td>
<td>1</td>
</tr>
</tbody>
</table>
C. New Brunswick Tomorrow AVID Supplemental Instruction Program

In collaboration with Rutgers University, the Academic Support for the Advancement Via Individual Determination (AVID) program is an active outreach effort that serves the community surrounding the New Brunswick campus. The AVID program provides college-level supplemental instruction to high school students. Undergraduate student peers from Rutgers University serve as the “supplemental instructors” for selected participants from New Brunswick High School

AVID program demonstrates students’ personal investment in the success of their peers as well as AVID’s commitment to academic and personal achievement.

AVID Students and Supplemental Instructors

ODASIS continues to seek effective mechanisms to provide academic support to students eager to achieve academic and personal success. The AVID program continues to execute its mission by promoting and ensuring the advancement of New Brunswick High School students and helping them realize that the opportunity to pursue an undergraduate college career exists. AVID demonstrates its effectiveness by providing high school students supplemental instruction in introductory mathematics, English and science courses as well as fostering intensive interactive student support and peer counseling.

ODASIS student participants have also enriched their AVID experience by participating in workshops, guest lectures, and educational trips designed to stimulate their interest in pursuing college. The AVID supplemental instruction program relies upon influential college-aged supplemental instructors who serve as role models and provide encouragement, advice, and suggestions to high school students in need of academic and individual support. Within this student-to-student support network, student instructors serve as an inspiration for high school students to continue onto college. The AVID program and the indispensable AVID supplemental instructors have been instrumental in helping high school students conceive the possibility of college. The AVID program demonstrates students’ personal investment in the success of their peers as well as AVID’s commitment to academic and personal achievement.

Student ratings for the program were better than projected, and exceeded ODASIS’s expectations for participant satisfaction. The student surveys all revealed that AVID has been successful in helping students become:
- more organized
- more ambitious in their academic life
- more willing to take on challenging courses
- more prepared to find solutions to problems on their own,
- more interested in the possibility of college

Most notably, an essential aspect of the program proved to be the relationships students formed with their supplemental instructors. The benefits students received from the AVID program far exceeded ODASIS’s expectations. Student Feedback:

“Because of the AVID program, I am doing well in my classes”

“I learned to value going to college”

“The AVID Program made me a better student”
D. New Brunswick High School Saturday Scholars Program

This program targets approximately thirty (30) eleventh-grade students from the two New Brunswick high schools to provide them with SAT preparation and pre-college academic enrichment. The program requires an application process including a personal statement, transcripts, and two letters of recommendation.

Students meet every Saturday from September to May, and sessions consist of English and math instruction, career guest speakers, and two laboratory experiences (biology and physics).

RESULTS:

The Saturday Scholars program continues to be successful in increasing academic performance, SAT scores, and admission into college. On the diagnostic exam administered in the beginning of the year 2009-2010 academic year, the group averaged 430 in the critical reading section, 420 in the math section and 440 in the writing section of the test. By the end of their final SAT exam, the group averaged 478, 530, and 520 respectively.

The program continues to be successful in increasing academic performance, SAT scores, and admission into college. On the diagnostic exam administered in the beginning of the year 2009-2010 academic year, the group averaged 430 in the critical reading section, 420 in the math section, and 440 in the writing section of the test. By the end of their final SAT exam, the group averaged 478, 530, and 520 respectively.

The following are former Saturday Scholar Students who attended Rutgers University

Jessica Varela

Jessica Varela went to the New Brunswick Health Sciences Technology High School class of 2007. She was a part of the Bridge to Employment program her 4 years in high school. She is in the School of Arts and Sciences at Rutgers University. She is pursuing majors in Statistics and Latin American Studies with a current GPA of 3.4.

Natasha Ramsey

Natasha Ramsey was a participant in the Bridge to Employment program through Johnson & Johnson and the New Brunswick High School Saturday Scholars Program. She graduated magna cum laude in 2011 from Rutgers University and is currently attending New York University School of Medicine on a scholarship. She hopes to graduate with an MD/MPH degree and pursue her interest in global health and working with underserved populations.

Last year, 14 out of the 29 high school program participants were accepted to and will attend two-year and four-year undergraduate institutions of higher education in the fall of this year upon graduation. This year 17 students were accepted to college. Since 2001, roughly 180 students have completed the New Brunswick High School Saturday Scholars Program.
Student Appreciation

At ODASIS, we are constantly being reminded that efforts to help students achieve academic and personal success are well-invested and truly rewarding. Below please find some words of appreciation written by some ODASIS students within the past two academic years:

I’ve been in ODASIS since my freshman year. I’ve taken the extra tutoring for all the science classes that they offer. I was in the last MCAT class. I’ve had the opportunity to visit several medical schools to see what they are looking for in prospective applicants. I’ve had the chance to make contact with people from these medical schools, which will help me when they receive my applications. I’ve learned proper study techniques and I’ve met most of my friends at Rutgers through ODASIS.

Ydamis Estrella, EOF
Rutgers University Class of 2012

Having ODASIS was like having guardian angels watching over me because ODASIS devotes itself to helping students succeed. They have guided me in the right direction of getting closer to achieving my goal and have never steered me in the wrong directions. Every advice and suggestion they have made has only been to my advantage and I am appreciative of everything they do.

Susan Rasul

ODASIS not only helped me better prepare myself for medical school with their supplemental tutoring, but they also helped guide me throughout my time at Rutgers. The advisors at ODASIS are a group of sincerely, passionate people who go out of their way to help the students succeed. One cannot help but feel a sense of family while here. I am on my way to medical school and it is, without a doubt, due to all the advice and programs offered through ODASIS.

Sandra Pena
Rutgers University Class of 2011

“Without the support and guidance I received from ODASIS, I am confident I would not be where I am today. It was through participating in the ODASIS program that I was able to discover my true passion to pursue medicine and to be provided with the tools to reach this goal.

Natasha Ramsay,
NYU School of Medicine Class of 2015

The advisors in ODASIS will listen to you when you feel like you are struggling and offer you support in guidance. I could not imagine what my life would be like without the friends I have met through ODASIS because they have helped and pushed me when I did not even believe in myself. When I faced general biology 1 it almost made me feel like I was not meant to pursue a career in science. I am very thankful someone did tell me about ODASIS after hearing of my struggles because it was the best advice I received as an undergraduate. ODASIS has given me the constant reminder that I do have what it takes to be an excellent physician and provided me with the people I will need throughout my journey.

Denisse Reyes
ODASIS GRADUATE OUTCOMES 1990-2011
Conclusion

Since the inception of ODASIS, we have seen remarkable increases in student enrollment, academic performance, and retention rates facilitated through the expansion of ODASIS programs as well as commitments made by both ODASIS students and staff. By providing in-depth supplemental instruction, counseling, and advising in technical and academic areas, ODASIS has been instrumental in helping students gain admission into graduate schools, medical schools, and other health allied professional and post-baccalaureate programs. In addition, ODASIS also offers students visiting opportunities to post-graduate institutions in medicine and the health allied professions as well as provides informational workshops in order to increase students’ opportunities for entry and success at graduate and professional programs.

On behalf of The Office for Diversity and Academic Success in the Sciences, we would like to extend recognition to people like you whose dedication and support continue to make ODASIS an annual success. Thank you for continuing to take interest in ODASIS programs.

In the meantime, ODASIS will continue to work toward optimizing resources and maximizing the current number of students participating in ODASIS programs by increasing the availability of academic support sessions, offering more research opportunities, strengthening supplemental and support programs, enhancing summer programs, and multiplying internship opportunities for ODASIS students.

On behalf of The Office for Diversity and Academic Success in the Sciences (ODASIS) and Success in the Sciences (S.I.S.) program students, we would like to acknowledge that a large measure of the program’s success is derived from your continued dedication and support. Thank you for sharing ODASIS’s successes.

ODASIS strives not only to assist students but to build relationships with supporters of its goal to increase the availability of science and health allied programs for ODASIS participants. Your interest fortifies the commitment to this cause and strengthens the linkages between ODASIS students and opportunities in medicine.

However, extensive funding is needed to provide quality service to an ever-growing student population interested in the health sciences. With adequate funding, crucial programs provided by ODASIS can be continued and enhanced in order to satisfy the critical need in New Jersey for physicians and health-care professionals from underrepresented populations.

Your assistance would be consistent with the goal to increase the availability of science and health allied programs for ODASIS participants, and would help us highlight the brilliance and talent of ODASIS underrepresented undergraduate science majors at Rutgers University. Help us continue increasing the number of underrepresented graduates diversifying the medical, dental, health-allied, and other professional workforces.

To view the most recent and updated information regarding ODASIS programs, we invite you to visit the ODASIS website at the following address: http://odasis.rutgers.edu
Acknowledgements

We thank the following supporters, donors, funding agencies, and collaborators of ODASIS:

- Rutgers University Administration
- Office of Executive Vice President for Academic Affairs
- The Rutgers Foundation
- The School of Arts and Sciences
- The Division of Life Science
- EOF - Central State Government
- Johnson & Johnson
- Merck Foundation
- New Brunswick Tomorrow
- The Robert Wood Johnson Medical School
- The New Jersey Medical & Dental Schools
- The Cancer Institute of New Jersey
- Robert Wood Johnson University Hospital faculty and staff
- African American Fund of New Jersey
- Novartis Pharmaceuticals
ODASIS CLASS OF 2011: Accepted to Medical, Dental, Podiatry, Osteopathic, Physical Therapy Programs

Jeneba Abass-Shereef (Access-Med Phase II) UMDNJ — RWJMS

Edwin Acevedo (Access-Med Phase II) UMDNJ — RWJMS

Naznin Ahmed (EOF) St. Georges University School of Medicine

Dominick Ambroise Harvard School of Dental Medicine

Mario Angulo (EOF) Ross University School of Medicine

Ngozi Anyaoku Rutgers School of Nursing

Antanique Brown (EOF) UMDNJ — RWJMS

Lessley Chiriboga UMDNJ — RWJMS

Paul Chirichella (BA/MD) UMDNJ — NJMS

Krystal Covin* UMDNJ — NJMS, RWJMS

Tejal Darji (EOF) UMDNJ — New Jersey Dental School

Laura Diaz (Access-Med Phase II) UMDNJ — RWJMS

Magdalena Dorvil* (EOF) UMDNJ — RWJMS, NJMS, Vanderbilt

Chidinma Ezeonu (BA/MD) UMDNJ — NJMS

Nicole Ferro* (EOF) West Virginia School of Osteopathic Medicine

Raul Flores UMDNJ — NJMS

Brittany Gladney UMDNJ — NJMS

Michele Gomez UMDNJ — School of Health Related Professions

Elkins Guzman UMDNJ — SOM

Jaleel Hall (EOF) UMDNJ — NJMS (early decision)

Andrew Harrison Temple University School of Medicine

Olamide Ifaturoti (Access-Med Phase II) UMDNJ — NJMS

Kiara Johnson Philadelphia University of the Sciences

Manal Kazi NYU College of Dentistry
### Accepted in 2011 to Medical, Dental, Podiatry, Osteopathic, Physical Therapy Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornella Lemonius</td>
<td>UMDNJ — NJMS</td>
</tr>
<tr>
<td>Mabel Mayorga</td>
<td>UMDNJ — NJMS (early decision)</td>
</tr>
<tr>
<td>Sanshala McKay</td>
<td>UMDNJ — RWJMS</td>
</tr>
<tr>
<td>Matthew Meleka</td>
<td>UMDNJ — SOM</td>
</tr>
<tr>
<td>Priscilla Miguiz</td>
<td>Philadelphia College of Osteopathic Medicine</td>
</tr>
<tr>
<td>Lauren Napoleon</td>
<td>Philadelphia College of Osteopathic Medicine</td>
</tr>
<tr>
<td>Karla Perez</td>
<td>Columbia College of Dentistry</td>
</tr>
<tr>
<td>Natasha Ramsey</td>
<td>NYU School of Medicine</td>
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<tr>
<td>Jaclyn Rodriguez</td>
<td>UMDNJ - School of Health Related Professions</td>
</tr>
<tr>
<td>Roberto Ruiz</td>
<td>Temple University Komberg School of Dentistry</td>
</tr>
<tr>
<td>Parin Shah (EOF)</td>
<td>UMDNJ — SOM</td>
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<tr>
<td>Olutomi Sodeke</td>
<td>UMDNJ — NJMS</td>
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<tr>
<td>Zakiyyah Waters</td>
<td>New York College of Podiatric Medicine</td>
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<tr>
<td>Ogugo Uzoaru</td>
<td>UMDNJ — NJMS</td>
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<tr>
<td>Mario Angulo</td>
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<td>Ogugo Uzoaru</td>
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<tr>
<td>Krystal Covin</td>
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<tr>
<td>Magdalena Dorvil</td>
<td>UMDNJ-RWJMS Vanderbilt</td>
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<tr>
<td>Raul Flores</td>
<td>UMDNJ — NJMS</td>
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<tr>
<td>Kiara Johnson</td>
<td>Philadelphia College of Osteopathic Medicine</td>
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<tr>
<td>Mamul Kazi</td>
<td>NYU Dental School</td>
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<tr>
<td>Priscilla Miguiz</td>
<td>Philadelphia College of Osteopathic Medicine</td>
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<td>Lauren Napoleon</td>
<td>Philadelphia College of Osteopathic Medicine</td>
</tr>
<tr>
<td>Tomi Sodeke</td>
<td>UMDNJ — NJMS</td>
</tr>
</tbody>
</table>
ODASIS STUDENTS GRADUATING IN 2011 ENTERING WORKFORCE

Sarah Adekola
Tomilade Adepoju
Patricia Varela
Rebecca Chandler

Andrometa Cooper
Alexandra Cruz
Ahmed Elzayat (EOF)
Kimberly Herrera

Muhammad Ajmal (EOF)
Amandeep Loi
Mischael Metelus
Daphne Metelius

Jessica Mims (EOF)
Jordan Muse
Joshua Obamedo
Effy Ojuok

Esther Osasogie
Carla Parra (EOF)
Minal Patel (EOF)
Anthony Polansky

Sabrina Persaud
Stephany Sarmiento
Santhana Sriradchatha (EOF)
Matthew Sumicad

Hildania Taveras
Yesenia Tineo
Diana Tubay
Diana Vargas

Melvin Ways
ACCEPTED IN 2010 TO MEDICAL, DENTAL, PODIATRY, OSTEOPATHIC, PHYSICAL THERAPY PROGRAMS

Temitope Adegbola
UMDNJ- Masters in Public Health

Mario Angulo (EOF)
Mt. Sinai International Exchange Program

Francis Brifu (Access-Med Phase II) UMDNJ- RWJMS

Carl A. Casimir
SUNY Upstate

Junie Deni
UMDNJ- NJMS

Shaneze Gayle
UMDNJ- NJMS

Marisa Gilstrap
UPENN School of Medicine

Alejandra M. Gomez
Arcadia Graduate School for Genetic counseling

Chivonne Henriques
SUNY Downstate

Ofure Ilogienboh
UMDNJ- NJMS

Randy Jackson (EOF)
(ACCESS-MED Phase II) UMDNJ- RWJMS

Nathaniel Jones (ACCESS-
MED Phase II) UMDNJ- RWJMS

Lauren Little (ACCESS-
MED Phase II) UMDNJ- RWJMS

Alister Martin
Harvard School of Medicine

Leonard Maxwell (ACCESS-
MED Phase II) UMDNJ-
RWJMS

Kumaol Mengesha (EOF)
(ACCESS-MED Phase II) UMDNJ-
RWJMS

Inara Omuso
UMDNJ-NJMS

Hector Osoria
Cornell College of Medicine

Justin Perez
UMDNJ-NJMS

Ana Pimentel (EOF)
New York College of Podiatric Medicine

Michelle Powell
(ACCESS-MED Phase II) UMDNJ-RWJMS

Nii-Amon Robertson (Phase II) UMDNJ-RWJMS

Olutomi Sodeke
Temple School of Medicine

Selorm Takyi
UMDNJ- NJMS
ACCEPTED IN 2010 TO MEDICAL, DENTAL, PODIATRY, OSTEOPATHIC, PHYSICAL THERAPY PROGRAMS

Jessica Therlonge  
UMDNJ- School of Health Related Professions

Angelica Torres  
Yale- Physician Assistant Program

Carlo Pepia  
William Paterson University -Nursing

Mina Hanna (EOF)  
New York College of Podiatric Medicine

Christina Louis  
Drexel University-College of Nursing

Obinna Anosike  
UMDNJ- RWJMS

Jafaar Ali  
NYU College of Dentistry

Celia Ezidiegwu  
UMDNJ-NJMS

Erica Gomez (EOF)  
UMDNJ- SOM

Tanveer Hassam  
Ross University School of Medicine

Jaleah Hawkins  
UMDNJ- NJMS

Sheri Jones  
UMDNJ- NJMS

Achmed Koroma (EOF)  
UMDNJ- NJMS

Simon Ofori  
UMDNJ- Graduate School

Emeka Okafor  
UMDNJ- RWJMS & NJMS

Michelle Parisi  
American University of the Caribbean

Shraddha Patel (EOF)  
UMDNJ-SOM

Quidest Sheriff  
UMDNJ-SOM

Izha Swati (EOF)  
Ross University School of Medicine

Afu Takyi  
UMDNJ-Graduate School of Biomedical Sciences

Andres Vega  
UMDNJ-Graduate School of Biomedical Sciences
ODASIS ALUMNI GRADUATING IN 2010 FROM MEDICAL DENTAL PODIATRY, OSTEOPATHIC, PHYSICAL THERAPY PROGRAMS

Alice Bardash, MD
UMDNJ- NJMS

Antonino Chetta, DO (EOF)
UMDNJ- SOM

Celeste Collazo, MD
UMDNJ- NJMS

Patricia Coquillion, MD
UMDNJ- RWJMS

Evelyn Escobar, DO (EOF)
UMDNJ-SOM

Roland Hamilton, MD (EOF)
UMDNJ- RWJMS

Diane Jasmin, DO
UMDNJ- SOM

Ashley McIntosh, DVM
Tuskegee University College of Veterinary Medicine

Virginia Mensah, MD
University of Illinois – College of Medicine

Myriam Milord, DO
UMDNJ- SOM

Zaheeda Muhammad, MD (EOF)
UMDNJ- NJMS

Salvatore Nardello, DO
West Virginia-SOM

Ewere Osian, MD
Temple University – School of Medical School

Bryan Pablo, MD (EOF)
UMDNJ- NJMS

Rachel Questelles, MD (EOF)
UMDNJ- RWJMS

Shillin Rasanya, DO (EOF)
UMDNJ- SOM

Manisha Reddy, MD
UMDNJ- NJMS (BA/MD Program)

Michael Ruzek, DO
UMDNJ- SOM

Shania Seibles, DO/JD
UMDNJ- SOM

Jessica Simon, MD
UMDNJ- NJMS

Ketty Thertus, MD
UMDNJ- NJMS
ODASIS ALUMNI GRADUATING IN 2011 FROM MEDICAL, DENTAL PODIATRY, OSTEOPATHIC, PHYSICAL THERAPY PROGRAMS

Chidimma Acholonu
George Washington School of Public Health

Olufisayo Adeyemi
UMDNJ-School of Health Related Professions

Dare Ajibade
UMDNJ-NJMS

Michael Bergen
UMDNJ-NJMS

Melissa Burke
UMDNJ School of Biomedical Sciences

Jennifer Charles (EOF)
UMDNJ-NJMS

Gustavo Churrango
UMDNJ-NJMS

Erika Concepcion
UMDNJ-NJMS

Sarah Elfanagely (EOF)
Ross University School of Medicine

Macdale Elwin
Yale University School of Medicine

Laura Garcia
UMDNJ - School of Health Related Professions

Gladston Hackett
UMDNJ-RWJMS

Kenji Hamanaka
UMDNJ-NJMS

Sharita Johnson
UMDNJ-NJMS

Paulo Lizano
UMDNJ-NJMS

Awodee Mankatah
UMDNJ-Graduate School of Biomedical Sciences

Annette Nti
University of Pittsburgh School of Dentistry

Jose M. Otero (EOF)
UMDNJ-RWJMS

Ricken Patel
UMDNJ – New Jersey Dental School

Roxanne Rengifo
UMDNJ-Graduate School of Biomedical Sciences

LaToya Khalil-Roberts (EOF)
UMDNJ-SOM

Brian Ross
NYU School of Medicine

Omolola Salaam
Mt. Sinai School of Medicine

Huda Sayed
UMDNJ-RWJMS
ODASIS ALUMNI GRADUATING IN 2011 FROM MEDICAL, DENTAL PODIATRY, OSTEOPATHIC, PHYSICAL THERAPY PROGRAMS

Mofolusho Sodeke
Howard University School of Medicine

Stephanie Torres (EOF)
UMDNJ-SOM

Afua Takyi
UMDNJ Graduate School of Biomedical Sciences

Danitza Velazquez
UMDNJ-NJMS

Viliane Vilcant (EOF)
UMDNJ — Graduate School of Biomedical Sciences

Valerie Thertus
Mount Sinai School of Medicine