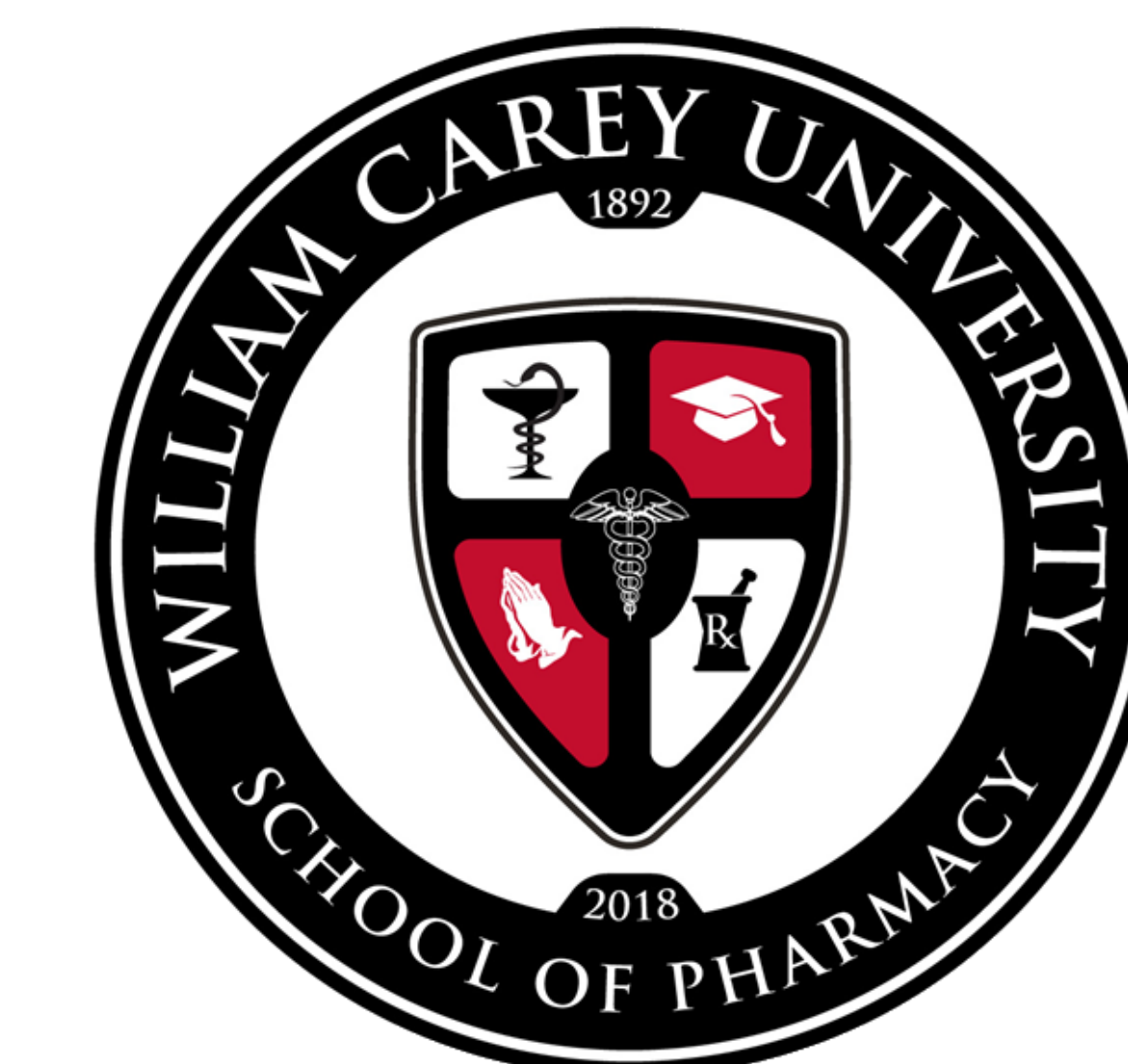




Using Academic Improvement Plans to Enhance Student Performance and Retention in a Three-Year Pharmacy Program



Charles Breese^{1,3}, Donna M. Breese², Sabrina Phippen³, Melissa Burmeister¹

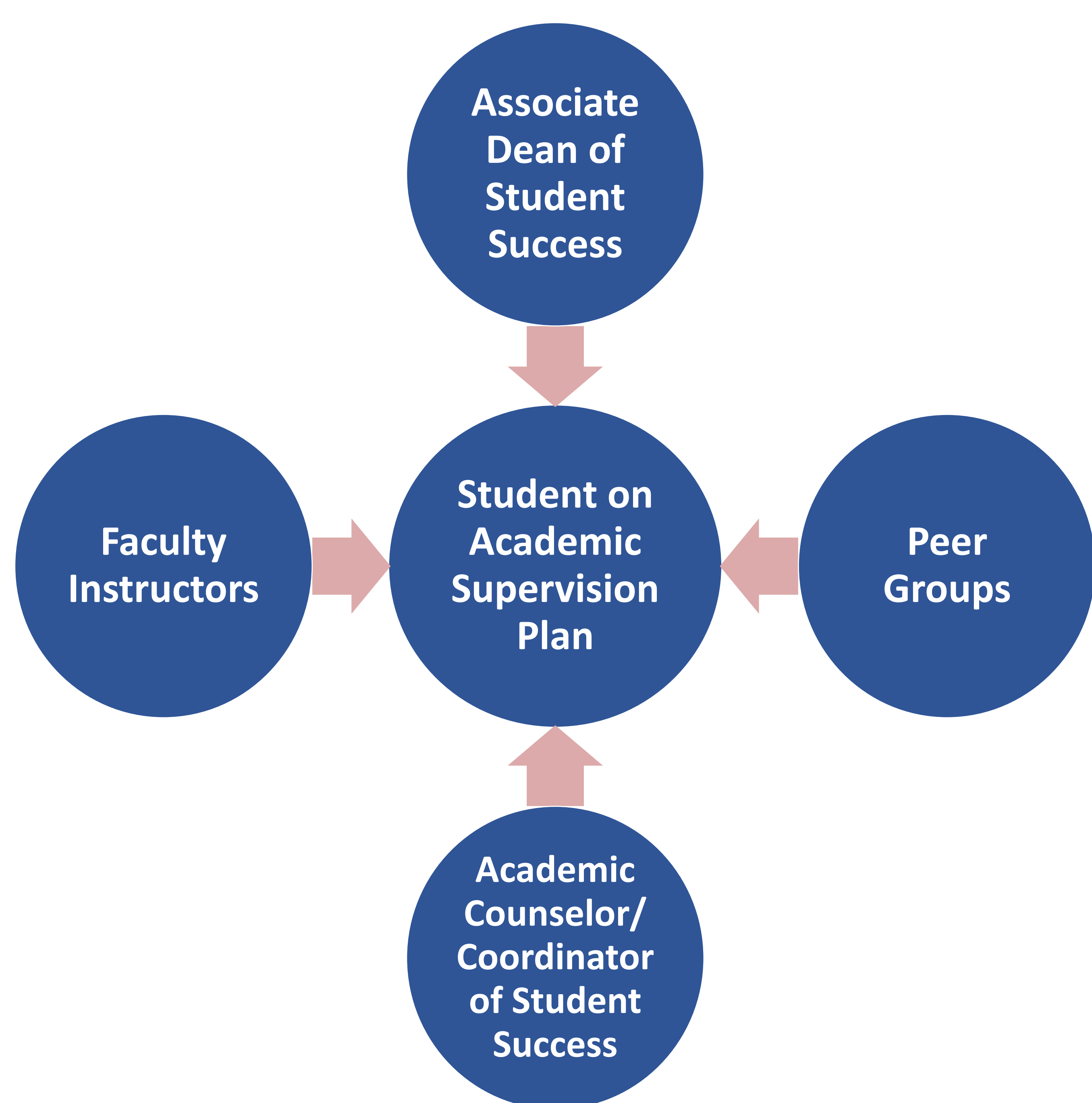
¹Department of Pharmaceutical Sciences and Associate Dean of Student Success, ²Department of Pharmacy Practice and ³Office of Student Success
William Carey University School of Pharmacy, Biloxi, Mississippi

Background

- William Carey University School of Pharmacy (WCUSOP) is a three-year accelerated Doctor of Pharmacy (PharmD) program located in Biloxi, MS.
- The development and implementation of student retention strategies are a key focus of the Office of Student Success (OSS).
- The Academic Supervision Plan (ASP) process was implemented at WCUSOP to improve individual student success and retention.

Office of Student Services

- WCUSOP employs a proactive and robust approach to support student needs and promote academic success throughout the Program.
- The OSS includes the Academic Counselor and Associate Dean of Student Success. The instructional faculty and student peers are also integral parts of the ASP process.



Methods

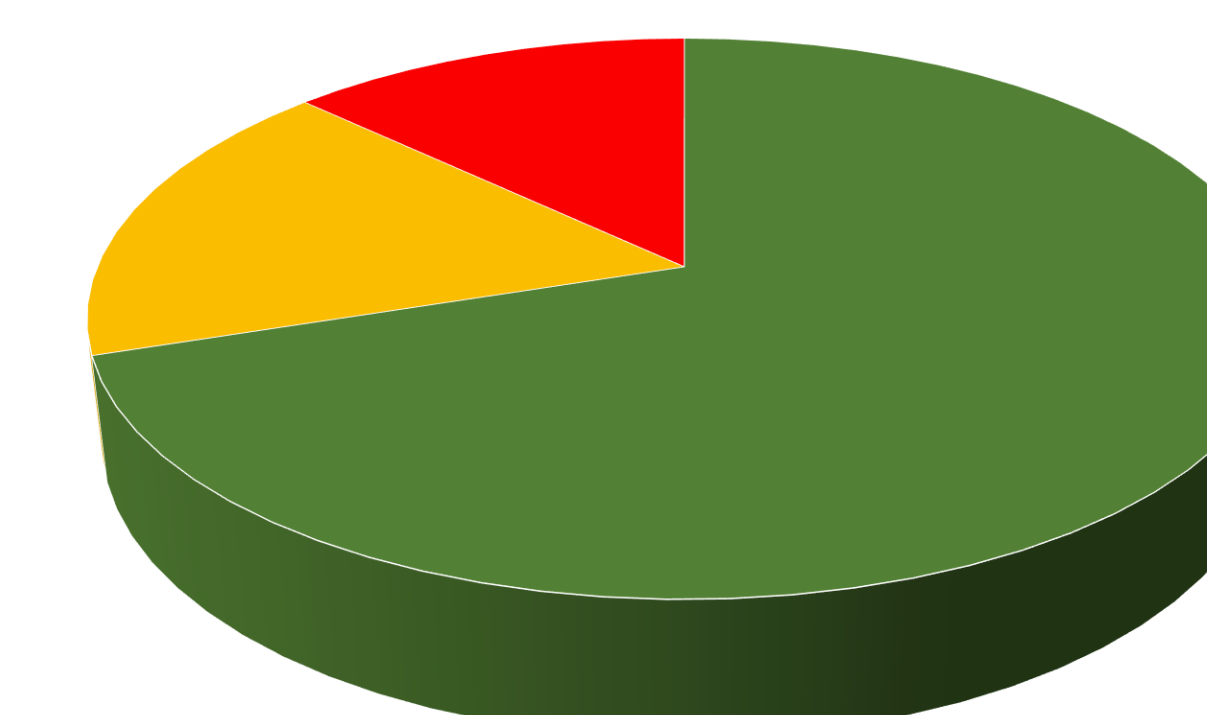
- An Early Identification and Intervention Policy (EIP) is used to identify students in need of support from the OSS.
- Students receiving a grade of D or lower on any exam meet with the Academic Counselor to identify academic, professional, or personal issues which may contribute to poor academic performance. An individualized ASP is then developed with the student.



Results

- The number of ASPs, didactic term GPAs, prerequisite GPAs, and students dismissed or withdrawn from the program were collected to assess the success of the ASP process.
- There was a strong correlation between the number of ASPs a student received and their overall didactic GPA.

- 89 students between the classes of 2021-2024 received at least 1 ASP (43% of the student enrollment). Of those receiving ASPs, the majority of students received only 1-4 ASPs (70%) during the didactic curriculum. 17% received 5-9 ASPs, and 13% received 10 or more ASPs, but were still able to complete the didactic curriculum.



■ 1-4 ASPs ■ 5-9 ASPs ■ 10 or more ASPs

- Of the students that completed the didactic curriculum in the classes of 2021 and 2022, 16 of 21 students showed improvements in their GPAs through the P1 year and 11 of 21 students showed improvement in the P2 year. Only 3 students showed declines in P1 GPAs, that also continued throughout the P2 year.
- For students dismissed for academic performance (n=14), 9 of 12 students showed improvements in their GPAs, but were not sufficient to meet the progression requirements (GPA >2.20). Most academic dismissals occurred within the first 3 terms, with those students receiving an average of 7 ASPs

Conclusions

Early identification and interventions using the ASP process has improved academic performance and reduced the number of academic dismissals over the last 4 years.

