

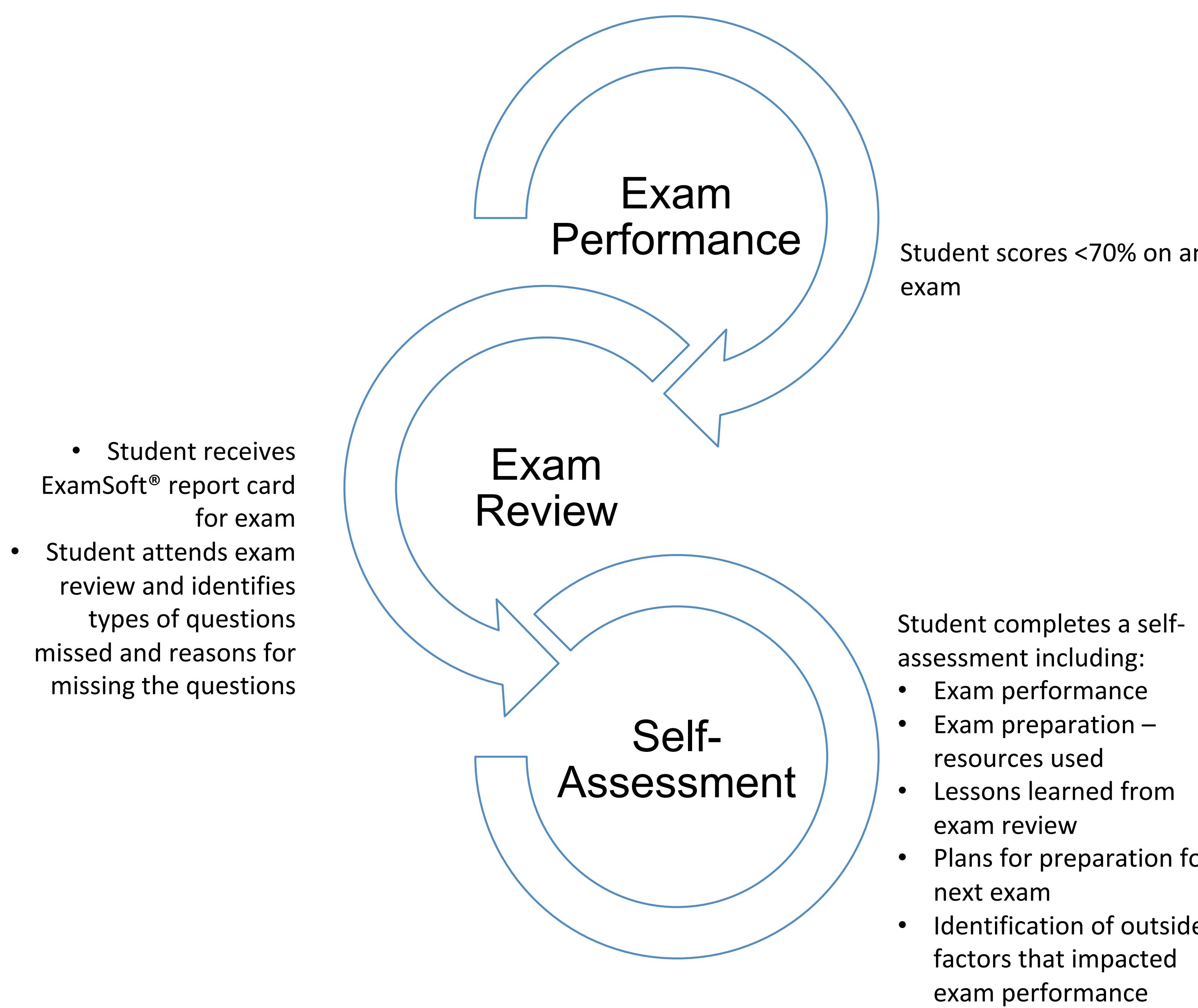
## Background

- The college has maintained low attrition and high on-time graduation rates historically.
- The past few years have provided unique challenges for students to which the college has had to respond.
- The college has implemented retention strategies in navigating academic and non-academic struggles.

## Objectives

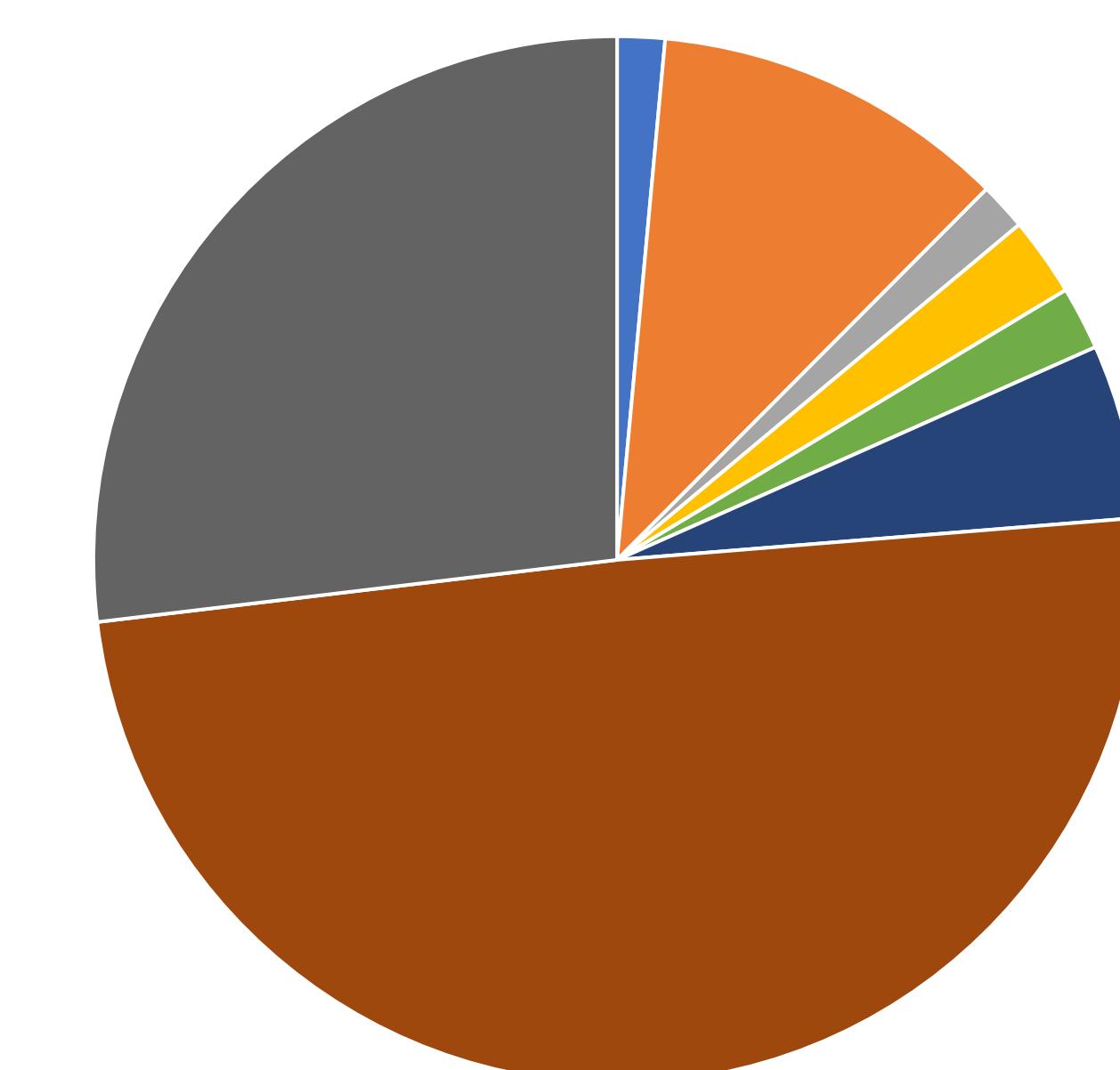
- Examine the effectiveness of retention strategies implemented since Fall 2019.
- Identify new retention strategies, including both academic and non-academic interventions, for students.

## Methods



## Results

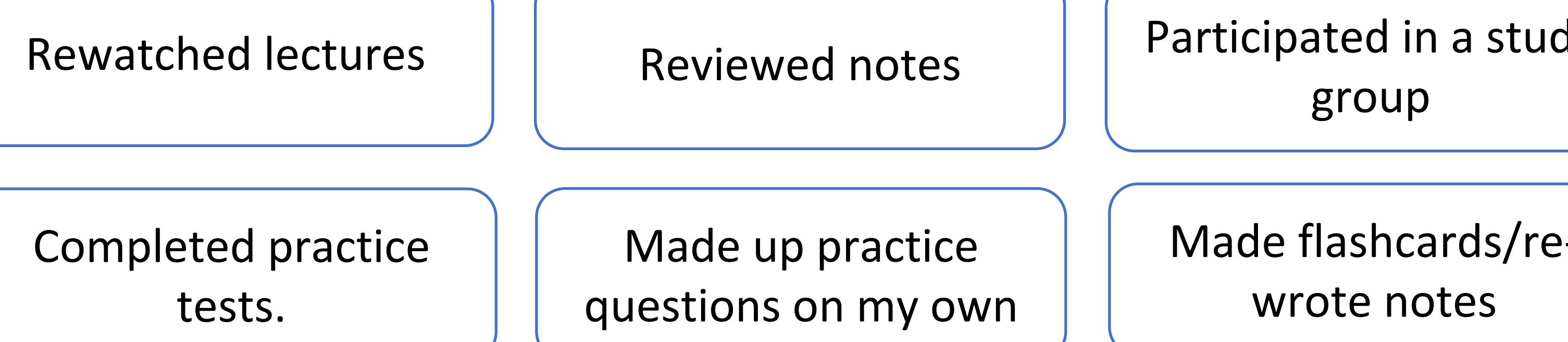
### Exam Preparation – Resources Used



- AA/AAA Review
- TA Review Session
- Tutoring (individual)
- Faculty review Session
- TA Office Hours
- Other
- Faculty Office Hours
- Tutoring (Group)
- Multiple Resources

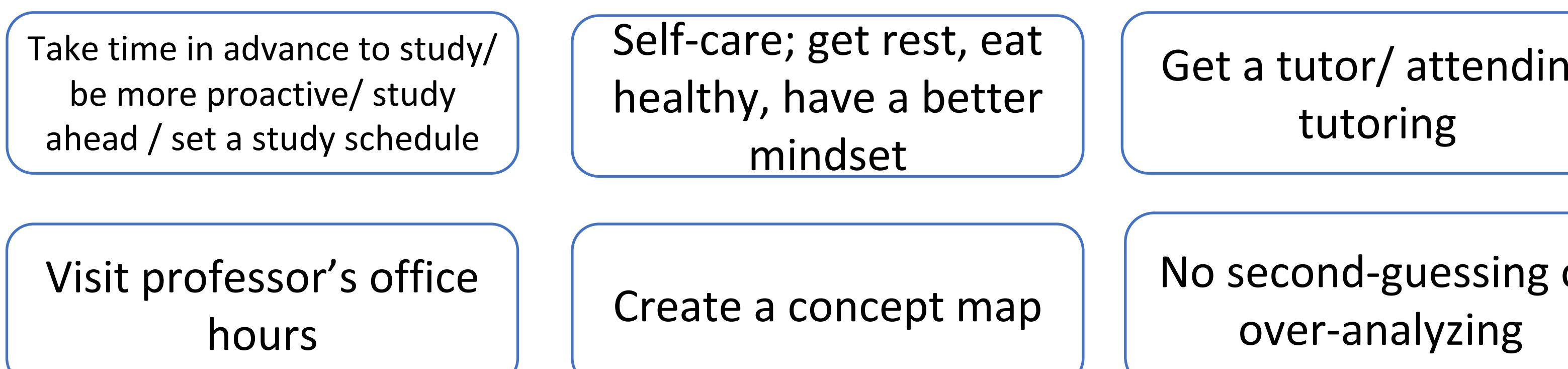
### Exam Preparation – Common Themes

- Students tend to initially lean on old study habits and relied on individual studying.
- Students focused on memorization or lower levels of Blooms' for exam preparation.

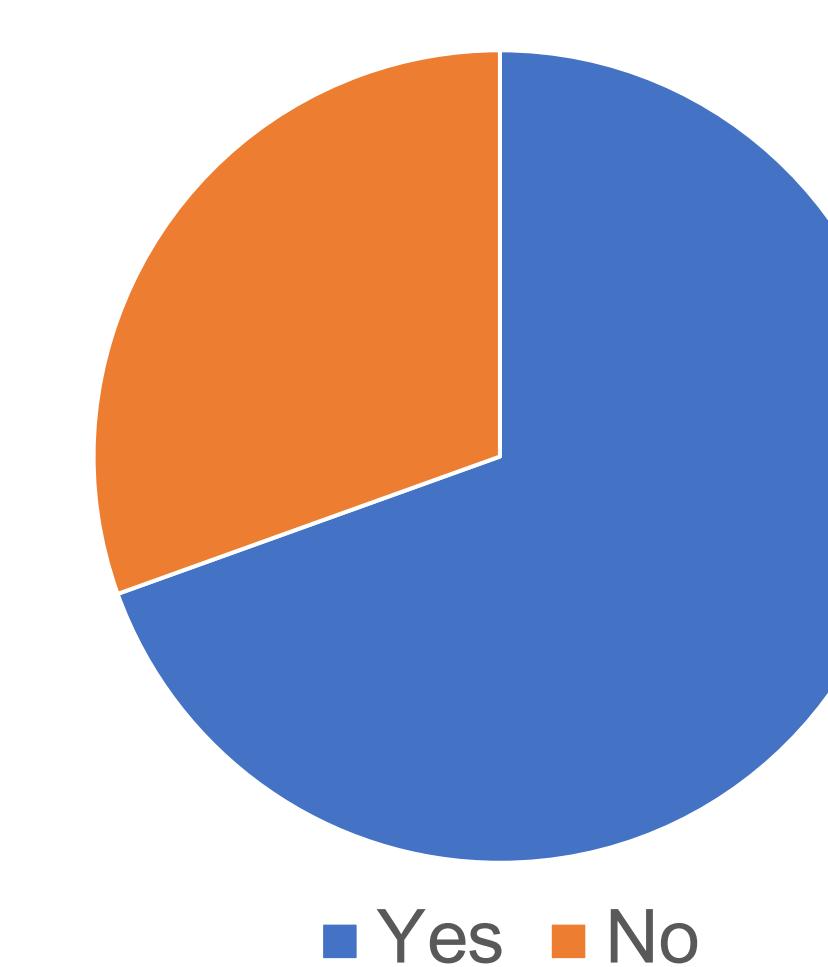


### Preparation Changes – Plans for Next Exam

- Upon reflection and thinking about what to change, the general pattern is to “zoom out” and get a bigger picture on their learning and start earlier preparation.



### Outside Factors Impacting Performance



- Personal health issues/medication
- Test anxiety
- Financial issues/strain
- Unstable relationship: family, significant other, friends
- Health issues or recent loss of a family member/friend/pet
- Lack of sleep

## Discussion

- Since fall 2019, 2% of students who entered are no longer continuing and 9% are not on track to graduate within 4 years, which is consistent with historical data.
- More students are experiencing academic difficulty, especially during their first semester in pharmacy school, than previously due to common ineffective exam preparation strategies and outside factors.
- The majority of students who experienced academic difficulty engaged in resources made available by the college and individual course instructors, although often after an initial exam failure.
- The majority of students felt they experienced some outside factors that impacted their academic performance.

## Conclusions

- The majority of students who experience academic difficulties are able to successfully complete their classes and graduate on time, which demonstrates that interventions have been effective.
- Students are engaging in provided college and university resources to achieve academic success, including mental health care and non-academic resources.
- The college should assess which resources are most impactful for individual courses and implement course-specific resources students find useful and effective.
- The college should identify opportunities to assist students in gaining skills to manage outside factors.
- Additional, instruction and programmatic strategies could include:
  - General reminders for current students within the curriculum regarding how to study.
  - Study skill session incorporated into New Student Orientation.
  - Resources should be shared proactively for each course.
  - Students should be taught how to design concept maps.
  - Faculty should “zoom out” during their lectures to connect their content to content taught in other courses.