

Innovative models to increase student retention and remediation in the Doctor of Pharmacy curriculum

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Objective:

Approaches to remediation differ across programs with continued emphasis to structure student support in an individualized manner. The School of Pharmacy-Boston implemented two new initiatives with a focus on supporting course remediation and academic progression.

Methods:

A Dean's Progression Advisory Program was launched utilizing the mid-semester academic warning system. PY1 and PY2 students who had received academic warning notices for multiple courses were enrolled in the program. Students were required to complete a meeting with a member of the School's leadership team to discuss academic difficulties and to develop an academic plan, assisting the Academic Standing Committee with progression decisions.

A Competency Reassessment Initiative was implemented across all courses in the professional didactic curriculum. Students with a numerical course final average of 65% to 69.4% in two courses were eligible for a reassessment opportunity to achieve a passing course grade of C-. The structure and content of reassessments were determined by course coordinators.

Figure 1

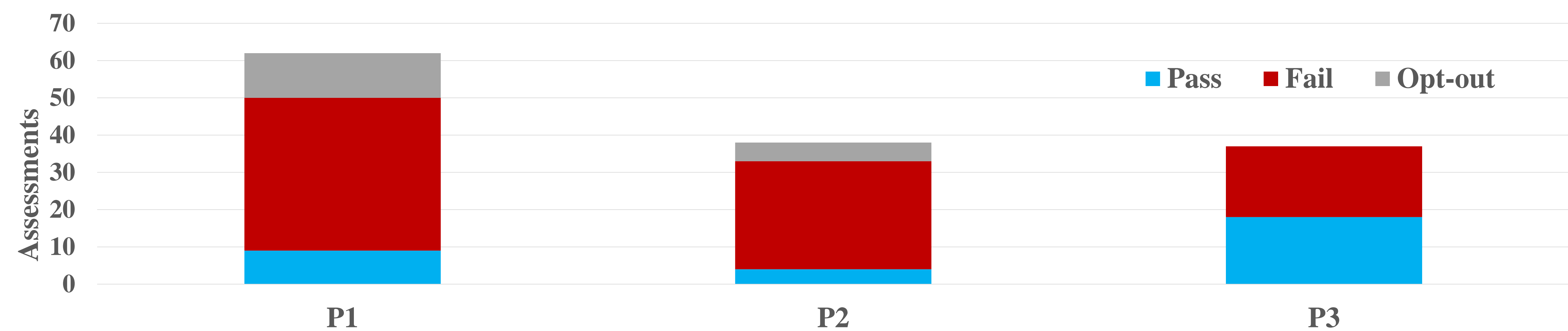


Table 1

Eligible students	Participating students	PY2 (eligible)	PY1 (eligible)	Academic plans modified based on information gathered
125 (from Fall 2022)	106	39 (48)	67 (77)	10 (7 from PY2, and 3 from PY1)
95 (from Spring 2023)	74	27 (31)	47 (64)	6 (3 from PY2, and 3 from PY1)

Results:

A total of 120 competency reassessments were administered for Fall semester courses (Figure 1). A passing rate of 25.8% was observed, with the highest success rate occurring in PY3 courses (48.6%). Ninety-two students were eligible to complete a reassessment for 1 course, and 21 students were eligible in 2 courses.

Participation rates of 84% and 77% were observed in the Dean's Progression Advisory Program (Table 1), yielding information to support modified academic plans for 16 students.

Conclusion:

These new programs have been beneficial advancements for the school. The Dean's Progression Advisory Program has resulted in academic plans supporting program continuation and the Competency Reassessment Initiative has allowed students to maintain progression with the need for fewer repeated courses. Incorporation of such programs may result in maintaining on-time progression.