

## PURPOSE

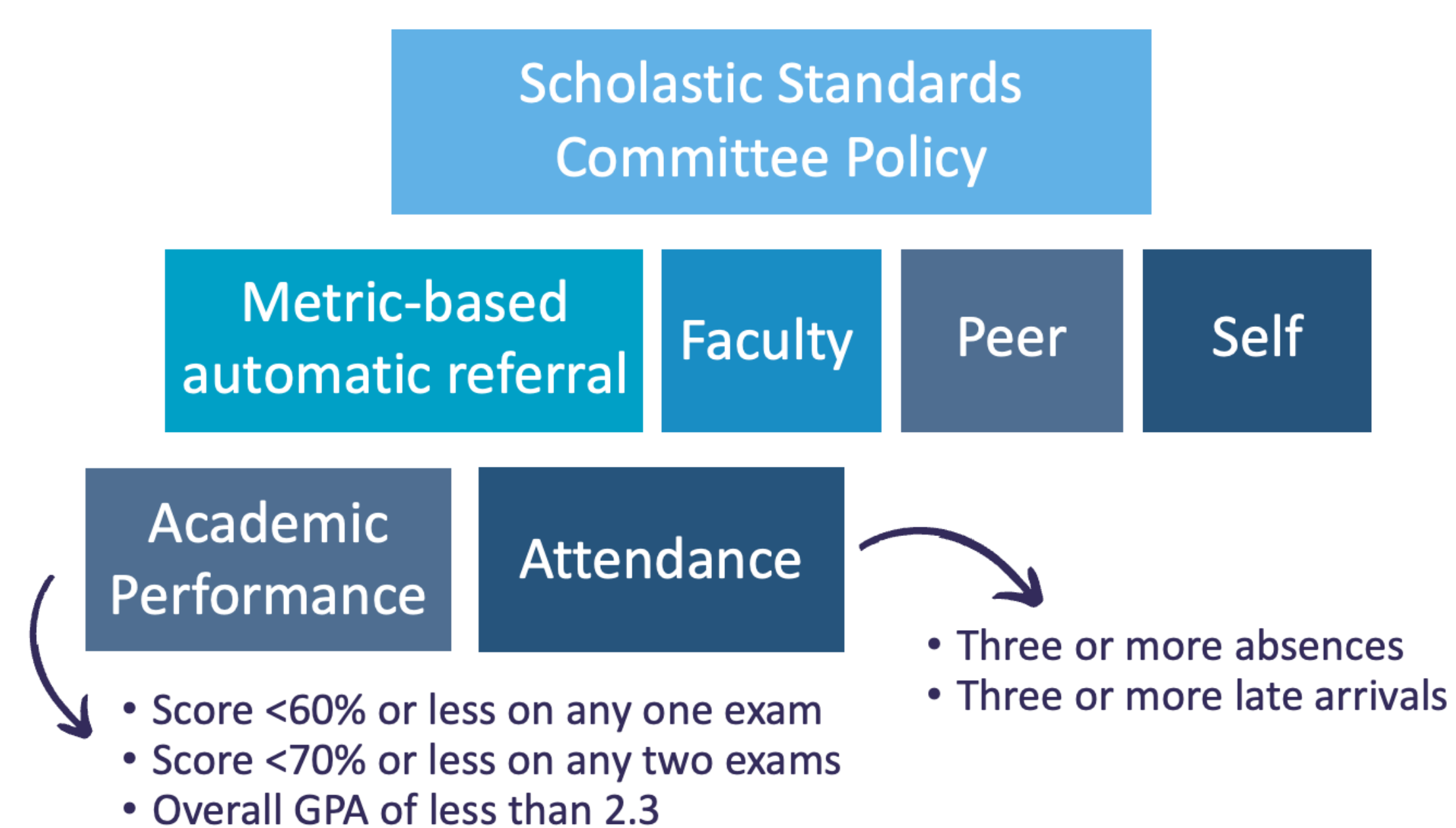
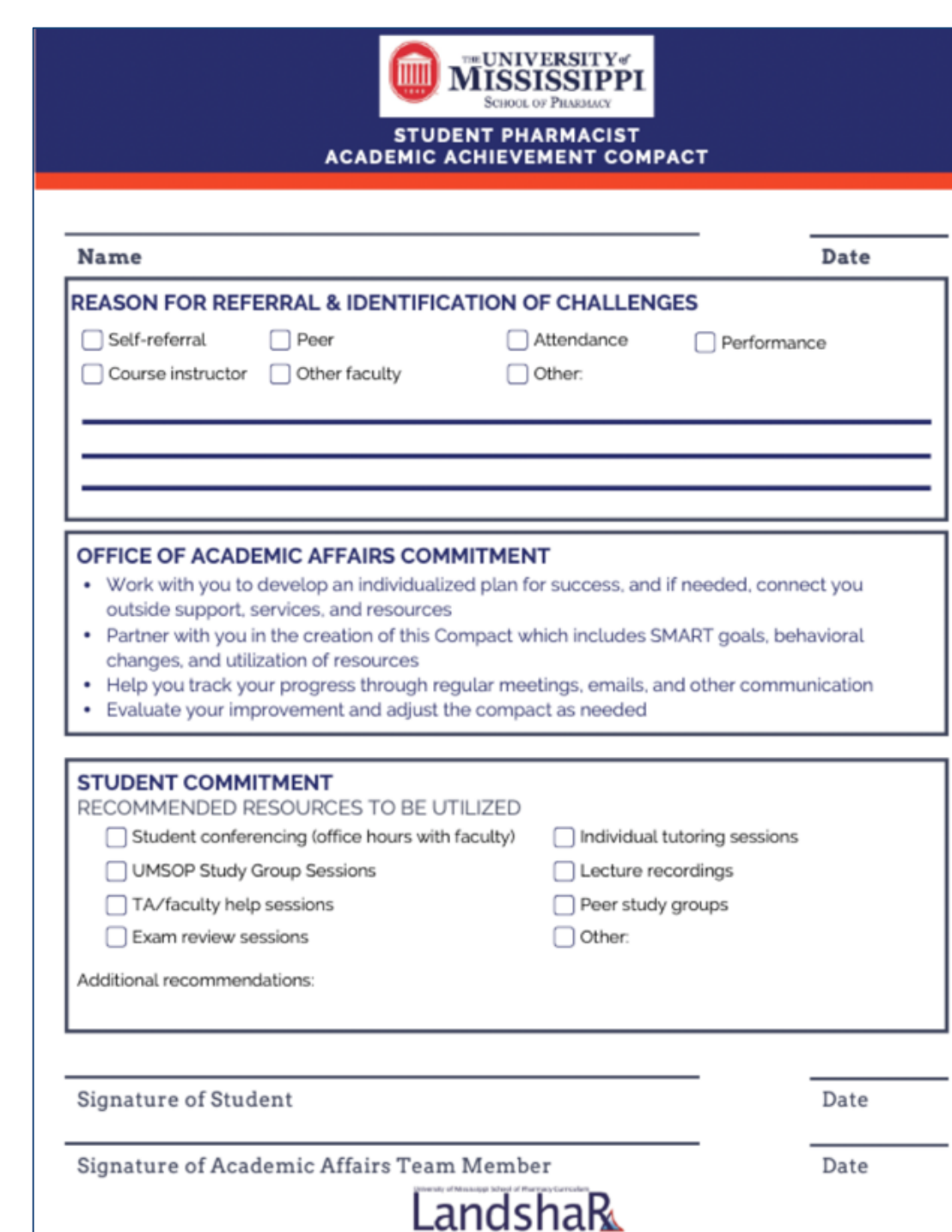
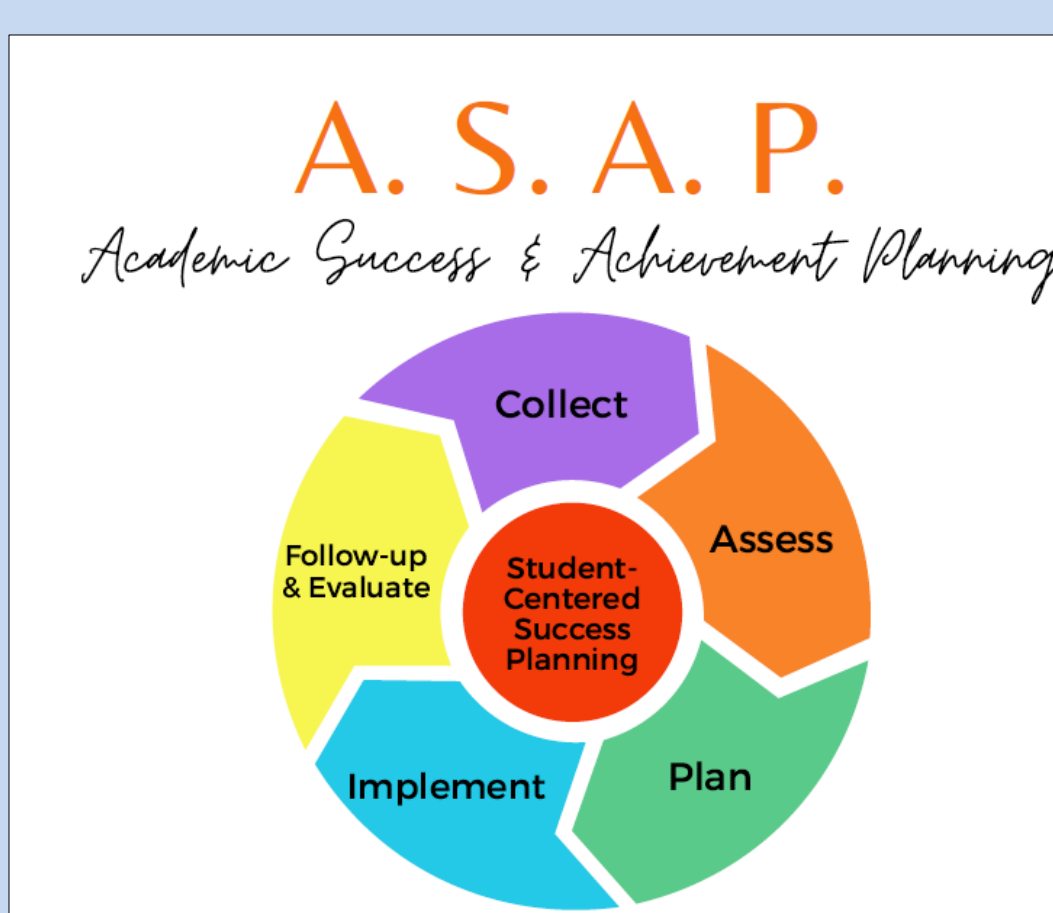
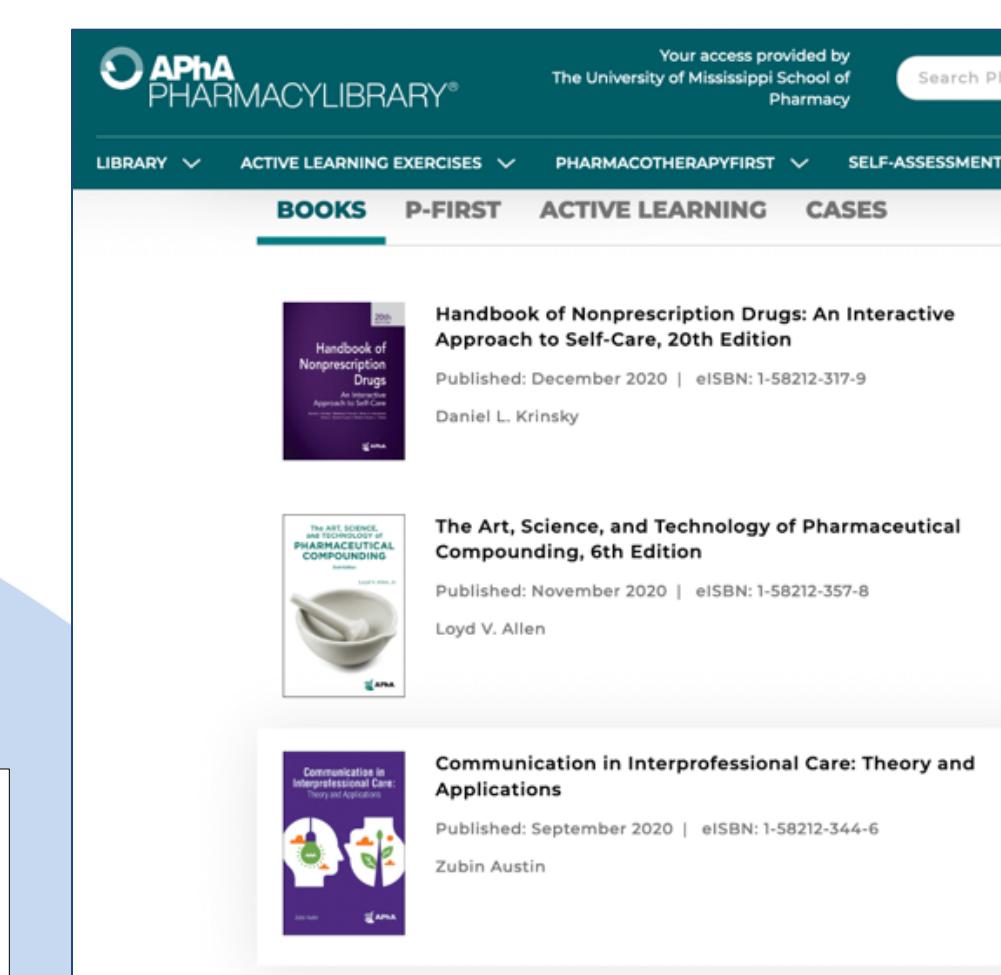
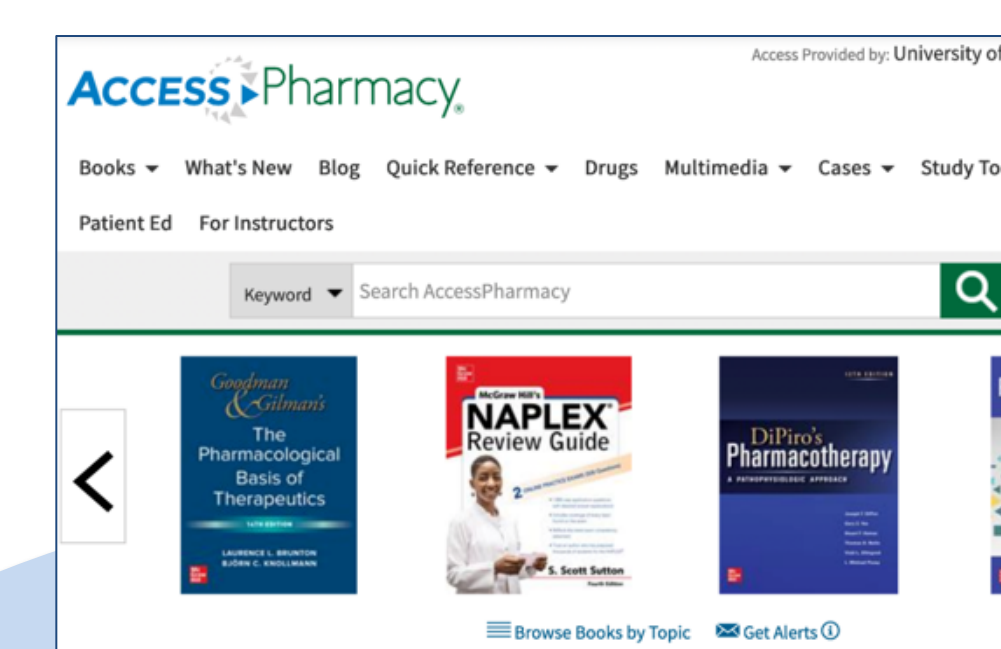
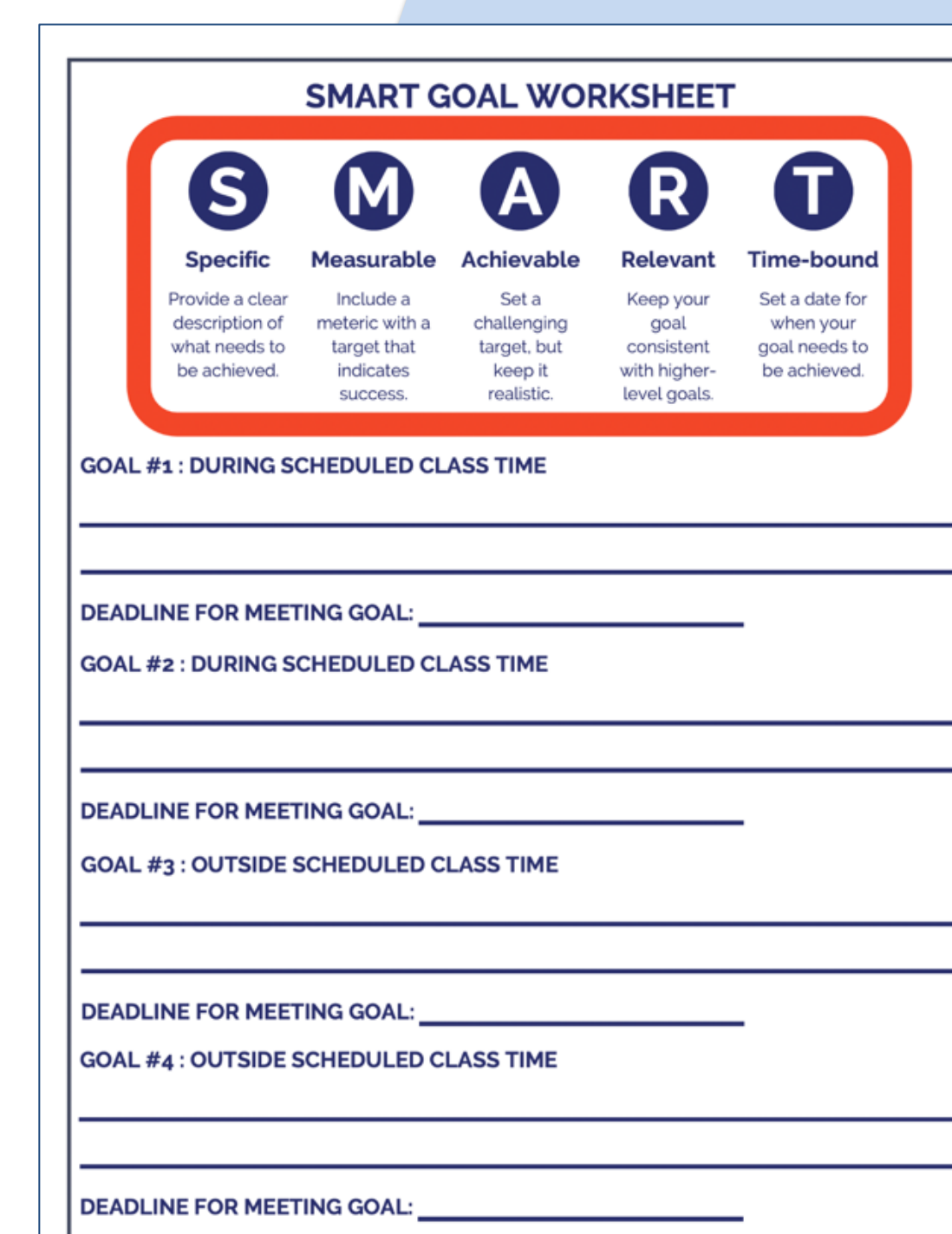
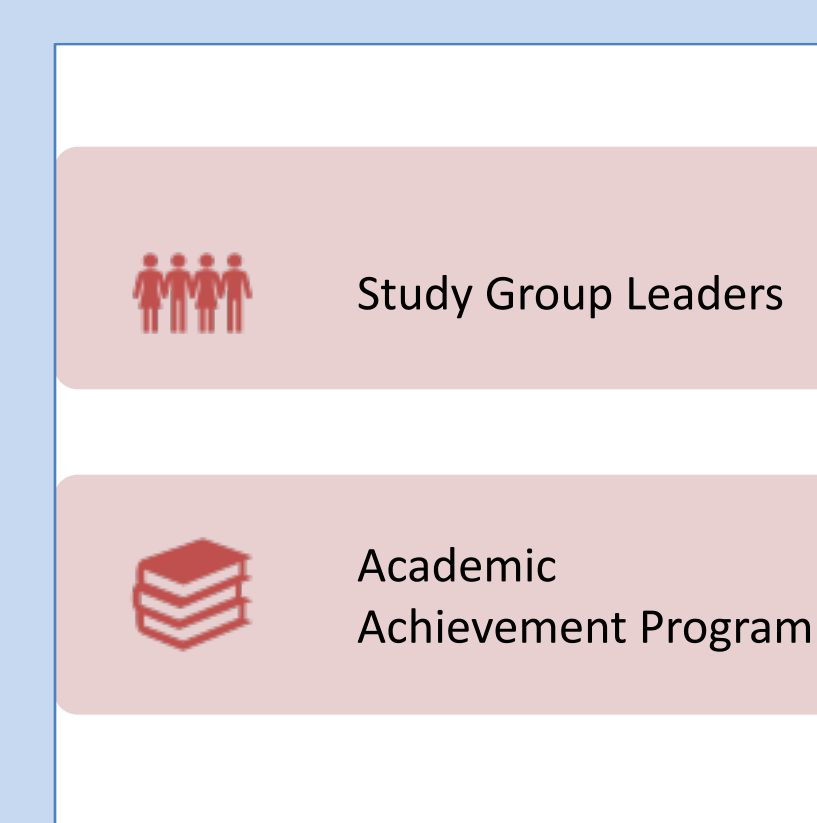
**OBJECTIVE:** To describe an academic success approach utilized at the University of Mississippi School of Pharmacy and evaluate the utilization and engagement in the program by student pharmacists.

- Defining the success of an Academic Achievement Program (AAP) is challenging, given the number of confounding factors.
- Engagement and resource utilization by students who were referred for these support services are among the metrics that can be used to determine the program's return on investment—program resources (personnel, space, tools, etc.) and the student's time and effort.
- This current program evaluation provides a window into the AAP's student appeal and overall effectiveness.

## BACKGROUND

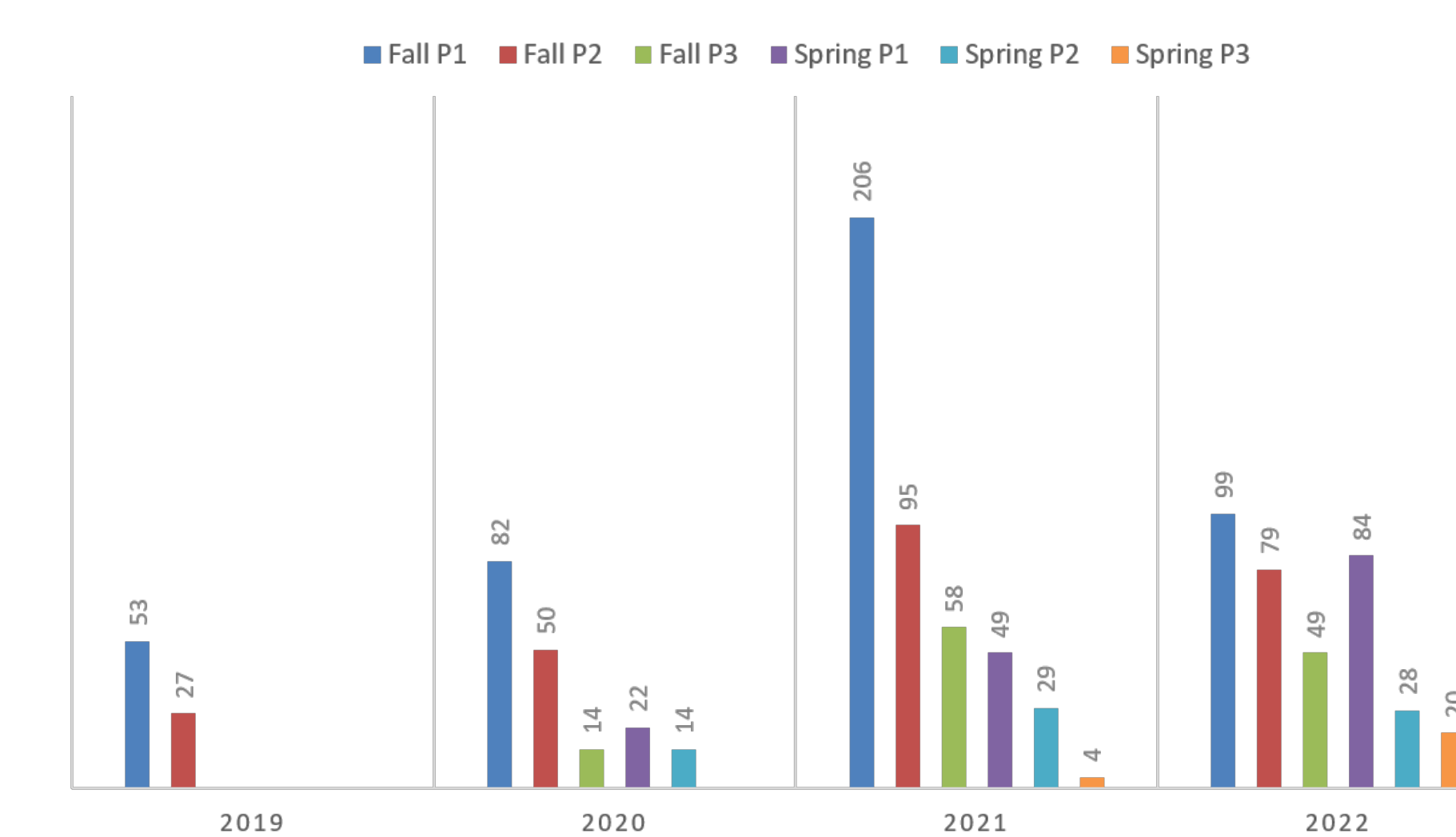
- The Academic Achievement Program (AAP) identifies academically at-risk students through evaluation of exam scores and absences in all core classes in addition to instructor, peer, and self-referrals.
- Following referral, the program provides an opportunity for one-on-one academic coaching with a dedicated Academic Affairs team member.
- Once identified, students engage in a process referred to as Academic Success and Achievement Planning (ASAP) which includes six general steps: Collect, Assess, Plan, Implement, Follow-up, and Evaluate.
- The ultimate goal is the development of a student-centered plan that will result in academic improvement.

### Identification and Referral Process

## RESULTS

### Individual AAP Referrals



- From September 2019 to December 2022, there were a total of 1,062 individual referrals to the AAP.
- On average 98 students are referred each year with more referrals taking place in the fall semester as compared to the spring.
- Of those referred, just over 200 students developed an academic achievement plan through a coaching session with a member of the academic affairs team.
- Among those engaged with AAP, over 75% successfully completed the courses in which they were previously identified as "at-risk."

## CONCLUSIONS

- Student engagement in the AAP has increased over the four years of data collection, and with this engagement has come academic improvement for the majority of the students enrolled in the program.
- While engagement levels were "good," there were program-eligible students who disregarded the AAP office contact and resources.
- Higher fall referrals (vs spring) suggests that students may be "learning how to learn" during that first semester in each year of the program. Teaching style and learning expectations vary across the curriculum, as integration of content is increased and critical thinking requirements are enhanced.
- Further program evaluation may reveal resources or mechanisms through which student achievement may be better influenced, thereby improving the return on investment of both the students and the school.

## ACKNOWLEDGEMENTS AND DISCLOSURES

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## METHODS

- To evaluate the utilization of the program by student pharmacists, key metrics were tracked longitudinally. Among the datapoints:
  - number of students enrolled in the Academic Achievement Program
  - number of individual referrals (a student may be referred more than once)
  - frequency with which referred students took advantage of available resources (exam review attendance, individual meetings with academic coach, meetings with course faculty, school-organized peer study group participation, etc).