



# BILL GATTON COLLEGE of PHARMACY

EAST TENNESSEE STATE UNIVERSITY

## Background

- Colleges of pharmacy are required by ACPE to establish policies regarding early intervention<sup>1</sup>
- Majority of colleges of pharmacy identify their primary means of intervention as faculty consultation with at-risk students<sup>2</sup>
- ETSU implemented a structured early intervention program in Fall 2022
- Included individualized academic success plan modeled on the PPCP<sup>3,4</sup>
- Overseen by Director of Academic Success and uses an individual and holistic approach<sup>5,6</sup>

### EIP Enrollment Procedure

1

- Student with non-passing grade on any 2 exams before midpoint of fall semester referred to Early Intervention Process (EIP)

2

- Collaborative individual academic success plan developed by student and Director of Academic Success
- Includes SMART goals and referrals to college resources
- Follow-up scheduled

3

- Academic success plan shared with faculty mentor

## Disclosure

The authors of this presentation do not have financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.

# The Use of an Early Intervention Process with Pharmacy Students at Risk of Academic Difficulty

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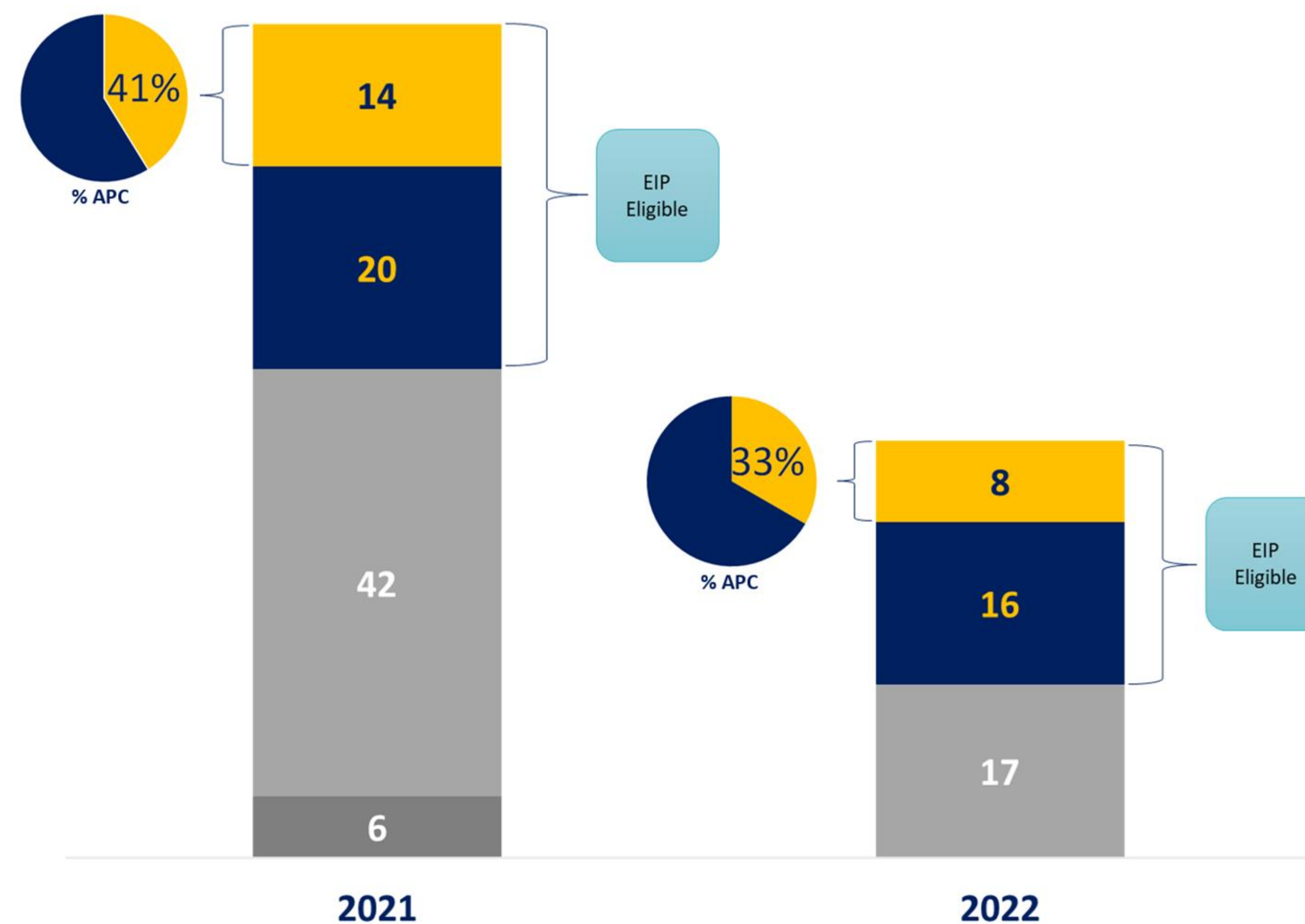
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## Methodology

- IRB approval was obtained, and a deidentified student data set was analyzed
- Any P1-P3 student enrolled during 2021 with a non-passing grade (NPG) in the first half of the semester was included in the 2021 cohort and likewise for the 2022 cohort
- Cohort 2021 students were evaluated against EIP criteria developed for the Fall of 2022 and determined as “eligible” or not for the EIP based on historical performance
- Cohort 2022 students were categorized based on EIP enrollment
- Students were separated by cohort and categorized in a 2 X 4 matrix based on enrollment/eligibility for EIP and appearance before the Academic Progression Committee (APC)
- Descriptive statistics were used to analyze the data and a Chi-square analysis was conducted on the matrix
- A Fisher’s Exact test was used to analyze the students in each cohort eligible for/enrolled in the EIP

## Results

- A non-significant decrease was found in the number of students eligible for/enrolled in the EIP who appeared before the APC (p=0.593)
- There was no significant difference between the groups when comparing all students included in the study, regardless of EIP eligibility/enrollment (p=0.131)



## Discussion

- EIP resulted in relative decrease of 19% in student appearance before APC (8% absolute reduction)
- Not statistically significant but small sample size
- Number of students meeting inclusion criteria was smaller for 2022 cohort
- Lower number could be a pandemic effect compounded by decreasing total college enrollment
- APC appearance decreased from 14 to 8 students following implementation of EIP
- Additional cohorts will be evaluated to determine effectiveness of program over time

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