

## Background

- The School of Pharmacy admissions process is integral to assuring students entering the professional program meet standards of academic ability, passion for the profession, and self-awareness/maturity.
- A holistic approach to applicant review is often used, considering factors such as the student’s overall academic performance, math/science GPA, prior experience, personal statement, recommendation letters, and more.
- It remains unclear whether any admissions factors correlate with academic struggles early in the professional program

## Objectives

- To correlate admissions factors with early academic progression outcomes in a contemporary application cohort.

## Methods

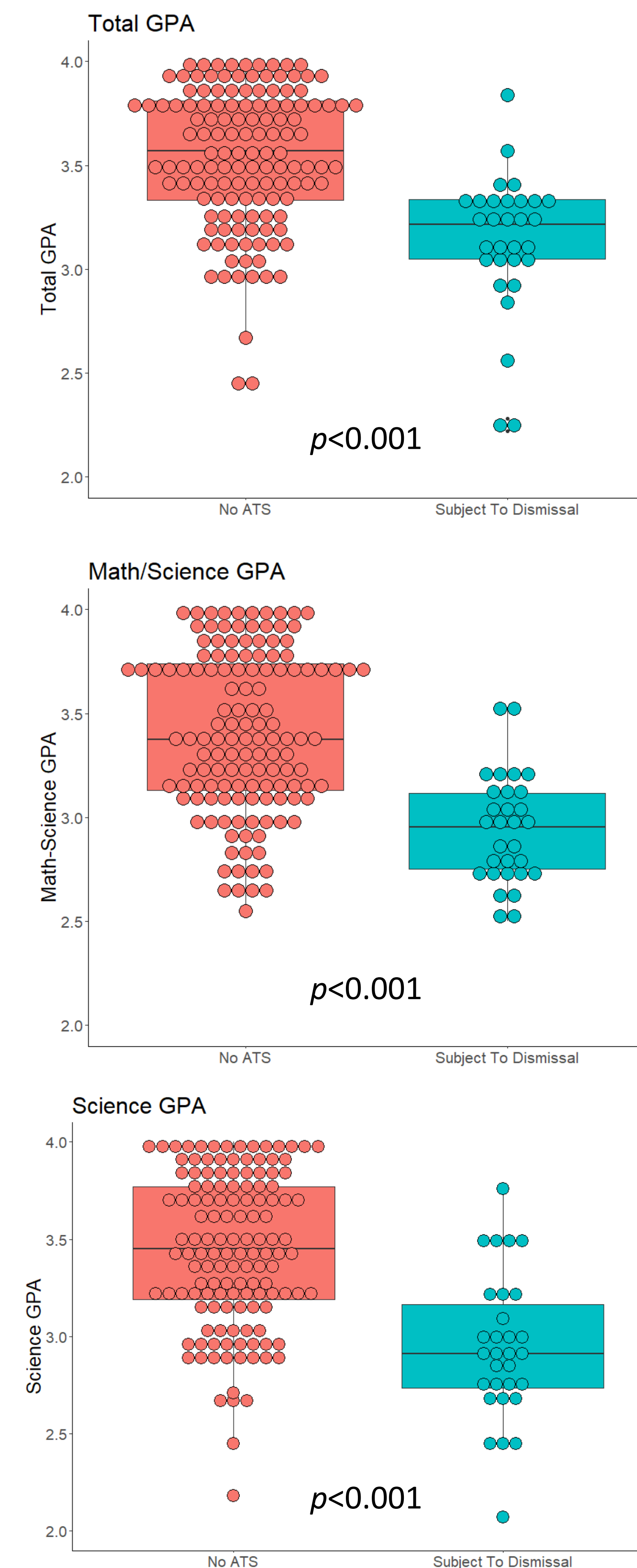
- We retrospectively included students that entered the professional program Fall of 2021 (Class of 2025) and 2022 (Class of 2026).
- Using PharmCAS®, we collected demographics at the time of admissions and grade point averages (total, pre-requisite math & science, and pre-requisite courses).
- Each student was assessed and designated as high-risk for poor academic performance if they met predefined application criteria, including number of course retakes, withdrawals, semesters with poor grades, or light credit workload (fewer than 12 credits), or non-academic concerns (e.g., professionalism, maturity, experience).
- Demographics and risk status were compared between students who were and were not subject to dismissal during their P1 year, using either a chi-square for categorical or Wilcoxon two-sample tests for continuous variables.
- All analyses were performed with R version 4.2.3 within RStudio version 2023.6.0.

## Results

- 164 students were included, 83 (50.6%) in class of 2025 and 81 in class of 2026 (49.4%)
- 45 (27%) were flagged as high-risk for poor academic performance
- 30 (18.3%) were subject to dismissal after their P1 year

## Results

Characteristics	Overall (n=164)	Not Subject to Dismissal (n=134)	Subject to Dismissal (n=30)	p-value
Age	19 (19, 20)	19 (19, 20)	19 (19, 20)	0.4
Female Gender	118 (72%)	98 (73%)	20 (67%)	0.5
Race				0.042
Asian	46 (28%)	34 (25%)	12 (40%)	
Black	9 (5.5%)	7 (5.2%)	2 (6.7%)	
Hispanic	1 (0.6%)	1 (0.7%)	0 (0%)	
2+ races	15 (9.1%)	9 (6.7%)	6 (20%)	
Other	3 (1.8%)	3 (2.2%)	0 (0%)	
White	90 (54.9%)	80 (60%)	10 (33%)	
English as a 2 <sup>nd</sup> Language	12 (7.3%)	8 (6%)	4 (13%)	0.2
First Generation College	42 (26%)	31 (23%)	11 (37%)	0.12
Prior Degree	21 (12.8%)	17 (13%)	4 (13%)	>0.9
Transfer Student	13 (7.9%)	9 (6.7%)	4 (13%)	0.3
Grade Point Averages				
Total	3.48 (3.23, 3.79)	3.33 (3.57, 3.81)	3.05 (3.23, 3.34)	<0.001
Pre-Req Math/Science	3.29 (3.05, 3.71)	3.37 (3.13, 3.74)	2.96 (2.76, 3.14)	<0.001
Science	3.37 (3.01, 3.73)	3.45 (3.79, 3.77)	2.91 (2.74, 3.17)	<0.001
Flag High Risk	45 (27%)	21 (16%)	24 (80%)	<0.001
# of Course Retakes				<0.001
0	120 (73%)	111 (83%)	9 (30%)	
1	20 (12%)	12 (9%)	8 (27%)	
2+	24 (15%)	11 (8.2%)	13 (43%)	
# of Course Withdrawals				0.13
0	139 (85%)	117 (87%)	22 (73%)	
1	15 (9.1%)	10 (7.5%)	5 (17%)	
2+	10 (6.1%)	7 (5.2%)	3 (10%)	
# of Semesters with 2+ C or worse grades				<0.001
0	101 (62%)	96 (72%)	5 (17%)	
1	30 (18%)	18 (13%)	12 (40%)	
2+	33 (20%)	20 (15%)	13 (43%)	
# of Semesters with 2+ D or worse grades				<0.001
0	146 (89%)	125 (93%)	21 (70%)	
1	12 (7.3%)	5 (3.7%)	7 (23%)	
2+	6 (3.7%)	4 (3%)	2 (6.7%)	
Light Credit Semester Load	11 (6.7%)	8 (6%)	3 (10%)	0.4
Non-Academic	8 (4.9%)	4 (3%)	4 (13%)	0.038



## Conclusions

- Our findings suggest that academic success, defined using various GPAs, is associated with academic progression and may deserve prioritization over non-academic (“holistic”) items during the admissions process.
- Additionally, our flagging system helps identify those admitted students most likely to struggle, allowing support to be provided to best achieve academic success.
- Reasons for being flagged that correlated with subject to dismissal included number of course retakes, semesters with C/D grades, and non-academic concerns.