

Strengthening Student Success: Investing in Retention through Improved Early Detection, Intervention, and Remediation.

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Background

Pharmacy education presents numerous challenges to students, including lack of preparedness, motivation, and external distractions that may contribute to increased attrition and failure rates. This trend is projected to worsen in the future, and COVID-19 has further exacerbated the problem. To address this issue, institutions need to invest in early detection, intervention, and remediation to support at-risk students in their academic pursuits.

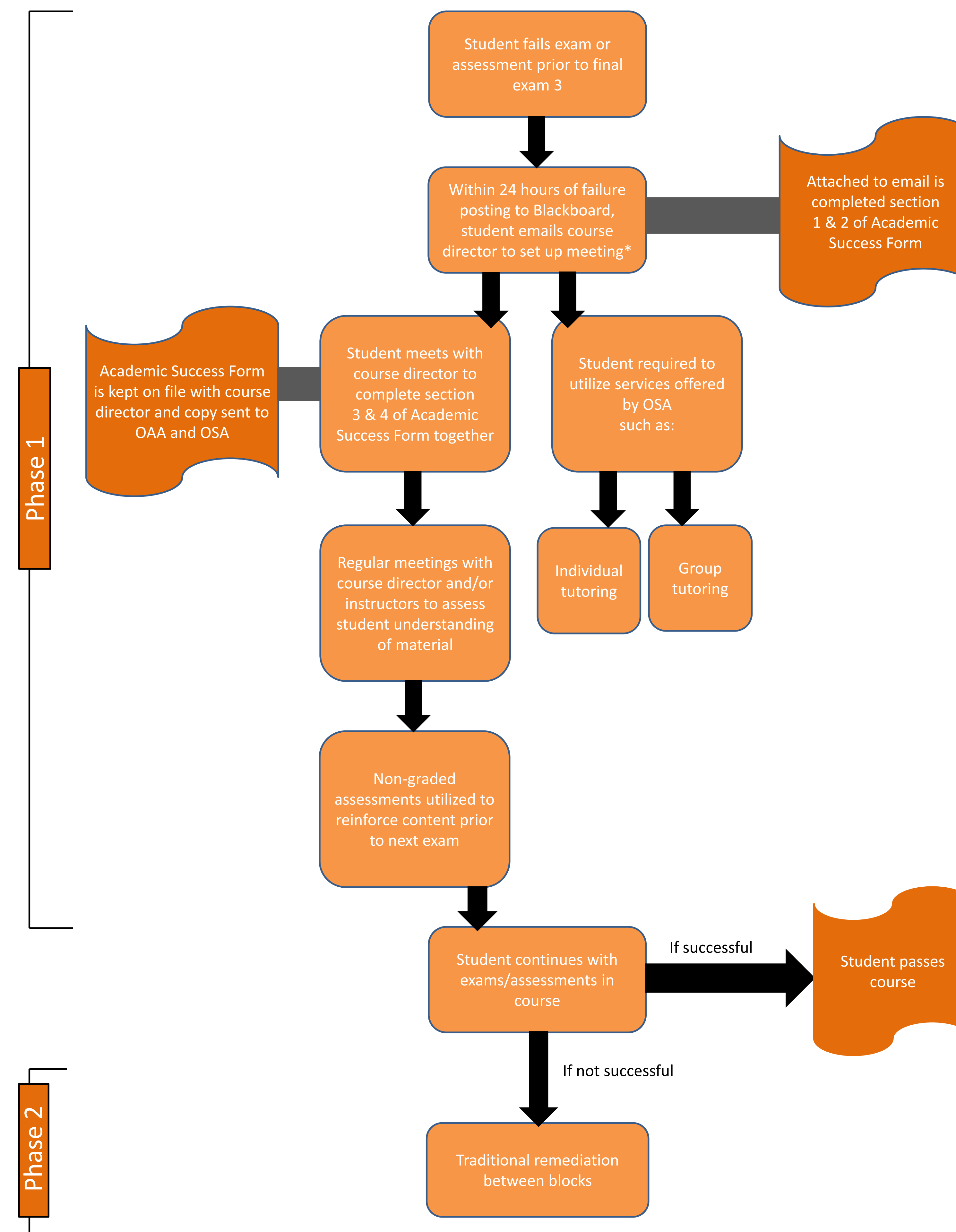
Goal

The goal of this 2-phase remediation policy is to provide early detection and intervention for at-risk students with the goal of achieving competency in the required course material.

Eligibility Criteria

A student is eligible for phase 1 remediation if they fail an exam/assessment prior to Block Exam 3 in a required course. Remediation is only available for exam/assessment failure related to academic performance and not exam/assessment failures due to academic dishonesty, honor code violations, or other professionalism issues. Experiential education, PPS labs, and PPD courses are excluded from this policy.

Remediation Process

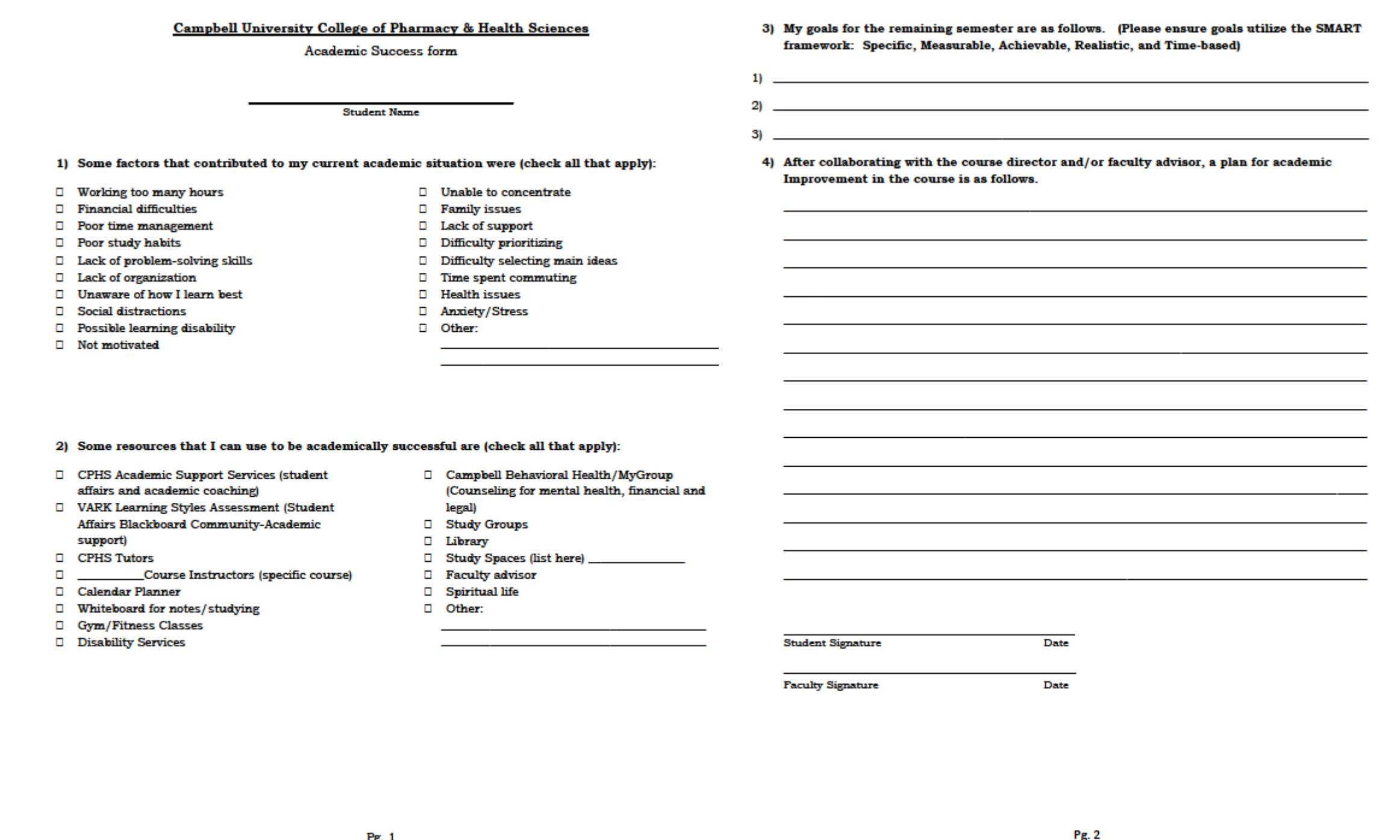


*Failure to contact course director will result in notification of the OAA, APSC and the SCPC

Abbreviations

APSC: Academic Performance & Standards Committee
OAA: Office of Academic Affairs
OSA: Office of Student Affairs
SCPC: Student Conduct & Professionalism Committee

Academic Success Form



Campbell University College of Pharmacy & Health Sciences
Academic Success Form

Student Name: _____

1) Some factors that contributed to my current academic situation were (check all that apply):

<input type="checkbox"/> Working too many hours	<input type="checkbox"/> Unable to concentrate
<input type="checkbox"/> Financial difficulties	<input type="checkbox"/> Family issues
<input type="checkbox"/> Poor time management	<input type="checkbox"/> Lack of support
<input type="checkbox"/> Poor study habits	<input type="checkbox"/> Difficulty prioritizing
<input type="checkbox"/> Lack of problem-solving skills	<input type="checkbox"/> Difficulty selecting study ideas
<input type="checkbox"/> Lack of organization	<input type="checkbox"/> Time spent commuting
<input type="checkbox"/> Unaware of how I learn best	<input type="checkbox"/> Health issues
<input type="checkbox"/> Social distractions	<input type="checkbox"/> Anxiety/Stress
<input type="checkbox"/> Possible learning disability	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Not motivated	

2) Some resources that I can use to be academically successful are (check all that apply):

<input type="checkbox"/> CPSC Academic Support Services (student affairs and academic coaching)	<input type="checkbox"/> Campbell Behavioral Health/MyGroup (Counseling for mental health, financial and legal)
<input type="checkbox"/> VASC Learning Styles Assessment (Student Affairs Blackboard Community-Academic support)	<input type="checkbox"/> Study Groups
<input type="checkbox"/> CPSC Tutors	<input type="checkbox"/> Library
<input type="checkbox"/> _____ Course Instructors (specific course)	<input type="checkbox"/> Study Spaces (list here) _____
<input type="checkbox"/> Calendar Planner	<input type="checkbox"/> Faculty advisor
<input type="checkbox"/> Whiteboard for notes/studying	<input type="checkbox"/> Spiritual life
<input type="checkbox"/> Open/Fitness Classes	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Disability Services	

3) My goals for the remaining semester are as follows. (Please ensure goals utilize the SMART framework: Specific, Measurable, Achievable, Realistic, and Time-based)

1) _____

2) _____

3) _____

4) After collaborating with the course director and/or faculty advisor, a plan for academic improvement in the course is as follows.

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Fig. 1

Fig. 2

Summary

Our institution has implemented a new 2-phase remediation policy that involves all course deliverables in our early alert system. This policy focuses on exam/assessment failures related to low academic performance and not those due to academic integrity or professionalism issues. The policy engages the student, faculty, and student success personnel earlier in the process, improving accountability and providing a better chance for success. By investing in our pharmacy students through deliberate actions, we can generate a value proposition resulting in a stronger and more successful pharmacy workforce.