

## INTRODUCTION

- The University of California, Irvine, School of Pharmacy and Pharmaceutical Sciences enrolled its inaugural Doctor of Pharmacy class in 2021.
- According to the Accreditation Council for Pharmacy Education (ACPE), Standard 17 on progression, schools are expected to develop, implement and assess their policies and procedures related to student progression.<sup>1</sup>
- Standard 17 also states that programs should develop an early intervention system to monitor student performance and implement appropriate interventions.<sup>1</sup>
- Based on a survey sent nationwide to schools of pharmacy to inquire about criteria used to identify students at risk of failure and steps of early intervention, there was great variation in how programs approached intervention and remediation practices.<sup>2</sup>

## OBJECTIVE

- To characterize preliminary impact of an early identification and intervention system on student remediation needs in a new PharmD program.

## METHODS

- The University of California, Irvine School of Pharmacy and Pharmaceutical Sciences developed and implemented the **STudent Achievement and Responsive Teaching (UCI-START)** program to enhance student success and reduce remediation.
- Using a software platform (eValue), an electronic questionnaire (UCI-START Form) distributed automatically to course coordinators at quarter weeks 4 and 7.
- Course coordinators complete the UCI-START form to identify students for whom they have academic progress concerns.
- The Associate Dean of Student Affairs (ADSA) receives an automatic confidential notification for each student indicated.
- The ADSA crafts a learner-centered action plan tailored to each student's educational experiences, that entails appropriate resources and support.
- Aggregate data is also reviewed by the Office of Education and Office of Assessment.
- We performed preliminary analyses of data collected from Fall 2021 to Fall 2022 for first- and second-year student pharmacists.

## RESULTS

- 41 student pharmacists were included in the analysis for fall 2021 to spring 2022.
- 89 student pharmacists were included in the analysis for fall 2022.
  - 49 student pharmacists were from the Class of 2026 in the first year (PY1).
  - 40 student pharmacists were from the inaugural Class of 2025 in the second year (PY2).
    - 1 student went on a leave of absence for personal reasons.

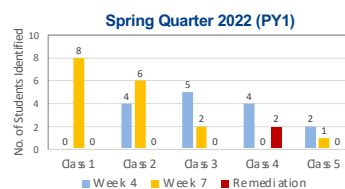
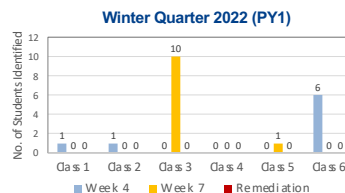
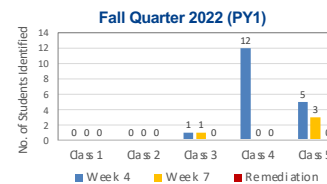
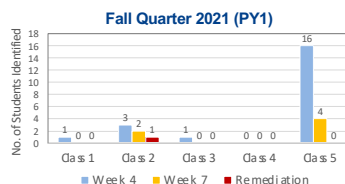


Table 1: Courses with Students Identified in START

Academic Term / Class	Week 4			Week 7		
	Highest Risk	Possible Risk	TOTAL	Highest Risk	Possible Risk	TOTAL
<b>Fall 2021 (PY1)</b>						
Class 1	0	1	1	0	0	0
Class 2	2	1	3	2	0	2
Class 3	0	1	1	0	0	0
Class 5	2	14	16	3	1	4
<b>Winter 2022 (PY1)</b>						
Class 1	0	1	1	0	0	0
Class 2	0	1	1	0	0	0
Class 3	0	0	0	1	9	10
Class 5	0	0	0	0	1	1
Class 6	3	3	6	0	0	0
<b>Spring 2022 (PY1)</b>						
Class 1	0	0	0	0	8	8
Class 2	0	4	4	2	4	6
Class 3	5	0	5	2	0	2
Class 4	3	1	4	0	0	0
Class 5	2	0	2	1	0	1
<b>Fall 2022 (PY1)</b>						
Class 3	0	1	1	0	1	1
Class 4	4	1	5	2	1	3
Class 5	12	0	12	0	0	0
<b>Fall 2022 (PY2)</b>						
Class 1	0	1	1	0	0	0
Class 5	0	0	0	0	1	1

- There was a reduction in students identified in week-7 compared to week-4 in all courses during fall 2021.
- In winter and spring 2022, 3 of 5 (60%) courses had fewer students identified in week-7 versus week-4.
- 14 unique students were identified at highest risk for academic concern in 2021-2022.
- In the 2021-2022 academic year, 3 ultimately needed remediation and all ultimately passed the course.
- In fall 2022, 3 of 5 (60%) courses had a lower number of students identified in week-7 compared to week-4.
- Of the 15 unique students identified at highest risk in fall 2022, none required remediation.
- There was a general trend of reduction in students identified via START for follow-up in 2022 compared to 2021 for PY1 students.

## CONCLUSIONS

- The decrease in students of concern identified from week-4 to week-7 suggests that systematic, early identification and tailored support reduces the number of students who academically struggle in initially passing a course.
- Adding assessments earlier in the quarter may aid in identifying students who may be at risk for academic challenges in the course.
- Responses to START form by course coordinators are voluntary. Hence, data reflects collected information.
- Future efforts include examine START data tied to courses that link to ACPE Standards 3 and 4.

## REFERENCES

- Accreditation Council For Pharmacy Education. Standards 2016. [https://www.acpe-accredit.org/pdf/Standards2016\\_FINAL.pdf](https://www.acpe-accredit.org/pdf/Standards2016_FINAL.pdf)
- Wittstrom KM, Godwin DA, Bleske BE. Intervention and remediation: A descriptive study of practices in pharmacy education. *Currents in Pharmacy Teaching and Learning* 13 (2021) 206–212