The fast pace of an accelerated program leads to high stakes reassessment instead of remediation to determine progression. While academic support is readily available throughout, relatively few students even respond to support outreach. The focus of this program is to delve into possible reasons and practical strategies to foster student pharmacists’ response to academic support outreach, how to individualize and authenticate appropriate support to foster student academic success, retention, and on time program completion.

**THE PROBLEM AND RATIONALE:**

Academic Success & Academic Support Mismatch

<table>
<thead>
<tr>
<th>Class (N)</th>
<th>2015 (73)</th>
<th>2016 (84)</th>
<th>2017 (105)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% academic dismissals</td>
<td>8.8%</td>
<td>8.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>% on-time graduation</td>
<td>86.3%</td>
<td>88.1%</td>
<td>83.8%</td>
</tr>
<tr>
<td># failed exams (P1)</td>
<td>533</td>
<td>403</td>
<td>514</td>
</tr>
<tr>
<td># failed exams (P2)</td>
<td>64</td>
<td>69</td>
<td>168</td>
</tr>
<tr>
<td># academic outreaches to students</td>
<td>299</td>
<td>298</td>
<td>278</td>
</tr>
<tr>
<td>% academic responses to outreach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% scheduled peer tutor sessions</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>% reported peer tutor interactions</td>
<td>45</td>
<td>32</td>
<td>82</td>
</tr>
<tr>
<td>NAPLEX / MPJE success: GR=at&gt;NA; R=≥NA</td>
<td>86%/78%</td>
<td>76%/73%</td>
<td>87%/68%</td>
</tr>
</tbody>
</table>

**ABSTRACT**

**Academic Success & Academic Support Mismatch**

**THE PROBLEM AND RATIONALE:**

South College School of Pharmacy, Knoxville, TN 37922

Diane W. Morel, PhD

**Leading Student Pharmacists to ‘Academic Support Waters’, and Making Them Drink: Student Success Strategies**

**Class (N) 2015 (73) 2016 (84) 2017 (105)**

| % academic dismissals | 8.8% | 8.3% | 5.7% |
| % on-time graduation | 86.3% | 88.1% | 83.8% |
| # failed exams (P1) | 533 | 403 | 514 |
| # failed exams (P2) | 64 | 69 | 168 |
| # academic outreaches to students | 299 | 298 | 278 |
| % academic responses to outreach | | | |
| % scheduled peer tutor sessions | ... | 1 | 1 |
| % reported peer tutor interactions | 45 | 32 | 82 |
| NAPLEX / MPJE success: GR=at>NA; R=≥NA | 86%/78% | 76%/73% | 87%/68% |

**ACTION PLAN:**

**Root Cause Analysis of Mismatch (survey, discussions):**

- Student reasons for non-response to academic outreach:
  - Embarassment to be seen by faculty or other students
  - Just need to spend more time studying
  - Everyone is struggling so it is not a big issue/issue
  - Don’t want to be identified as struggling student (inconsistent with self-view)
  - Poor performance is someone else’s fault (usually instructor or course organization/delivery, life issues/ stress)
  - Can’t work with anyone else; just need to work harder

**Academic Support Mandate:**

A possible mechanism to narrow the gap

- Exams scores < 60% \(\rightarrow\) at-risk designation
- Mandatory meeting with Associate Dean or Student Learning Specialist
- Time limited end of term, student centered collaborative improvement plan
- IEP (Individualized education plan)
- Personalized coaching including referrals to Counseling, Financial Aid, etc.
- Learning resource recommendations including workshops
  - Time management
  - Stress management
  - Test-taking skills
  - Weekly Peer Tutoring
- At least one additional meeting with faculty mentor
- Weekly follow up with AER (Academic Engagement Report)
  - Documentation of peer tutoring, faculty mentor interactions
  - Documentation of course and other mandatory activity attendance/attendance
  - Self-reflective comments/notations on progress and confidence to meet academic challenge

**IMPACT AND FUTURE:**

**Desired Outcomes and Metrics:**

- Programmatic (direct measures of programmatic quality)
  - Reduced course failures
  - Reduced numbers of required comprehensive re-exams for remediation
  - Increased on-time graduation rate
- Students (indirect feedback by survey-including GSS)
  - Enhanced self-assessment and personal development to address challenges
  - Confidence in self-directed learning development
  - Reduced academic and professional development empowerment, advocacy

**Discussion, Suggestions, and Commentary:**

**YOUR INPUT REQUESTED**

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