Development and Revision

Objective: To become compliant with ACPE standards related to student pharmacist progression, specifically a delayed graduation threshold of <15%, the College of Pharmacy faculty created and implemented early intervention (EI) and remediation procedures beginning in the fall of 2015.

Early intervention policy developed:
- Same requirements for all courses
- Performance-triggered: students scoring < 70% on an exam and with class average < 70% encouraged to participate
- Components of program:
  - Review missed item report with instructor or course coordinator
  - Submit narrative responses to lecture objectives for material on next exam
  - Meet with Director of Student Success to discuss study strategies (P1 only)

Remediation policy revised:
- Any student with non-progressing grade offered remediation if non-progressing in class ≥ 7%
- Provided targeted option for courses with < 7% non-progression
- Requirements for students participating in targeted remediation:
  - Class average ≥ 65%
  - Completed requirements of early intervention when qualified
  - Demonstrated regular class attendance
  - Score ≥ 70% on targeted remediation exam

Results:
- Delayed graduation rates improved significantly after implementation of EI and remediation policies
- Early intervention and remediation programs targeting progression standards

Discussion:
- Each semester, the Director of Student Success presents a progress report with a summary of remediation statistics for faculty review.
- Ongoing review and evaluation will continue to ensure successful, timely progression of our students through the curriculum.
- Future research will capture faculty and student perceptions, workload associated with implementation of the policies, and effect, if any, on first-time NAPLEX performance.