



# Implementation of an early intervention and remediation process targeting progression standards



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## January 2015

### ACPE Board Meeting

Delayed graduation rate exceeded threshold and triggered ACPE monitoring

## May 2015

### Faculty Brainstorming Session

Generated a list of core issues affecting progression in the PharmD program:

- Recruitment & admissions
- Curriculum
- Remediation/early intervention

## June 2015

### Faculty Task Force for Policy Development and Revision

Developed policy statements

- Early intervention
- Remediation

## October 2015

### ACPE Focused On-Site Evaluation

Compliant with monitoring for Standard 19: Progression of Students (Standards 2007)

## July 2018

Delayed graduation rates and P1 non-progression rates have drastically improved since the implementation of comprehensive early intervention and remediation programs

## Early intervention and remediation policies targeted for process improvement

**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)

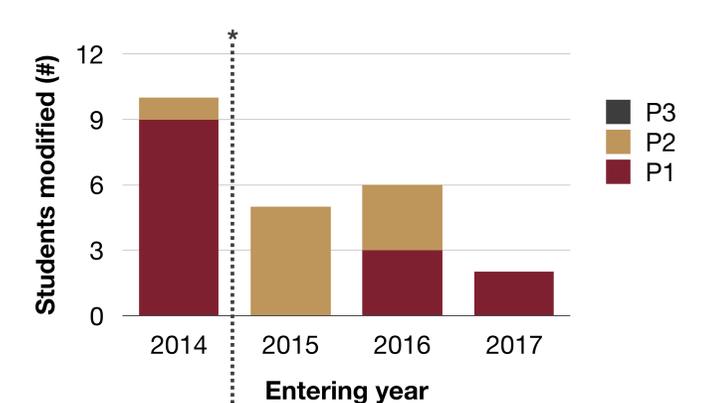
### Remediation policy revised:

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

Table 1: Example P1 fall semester progression report

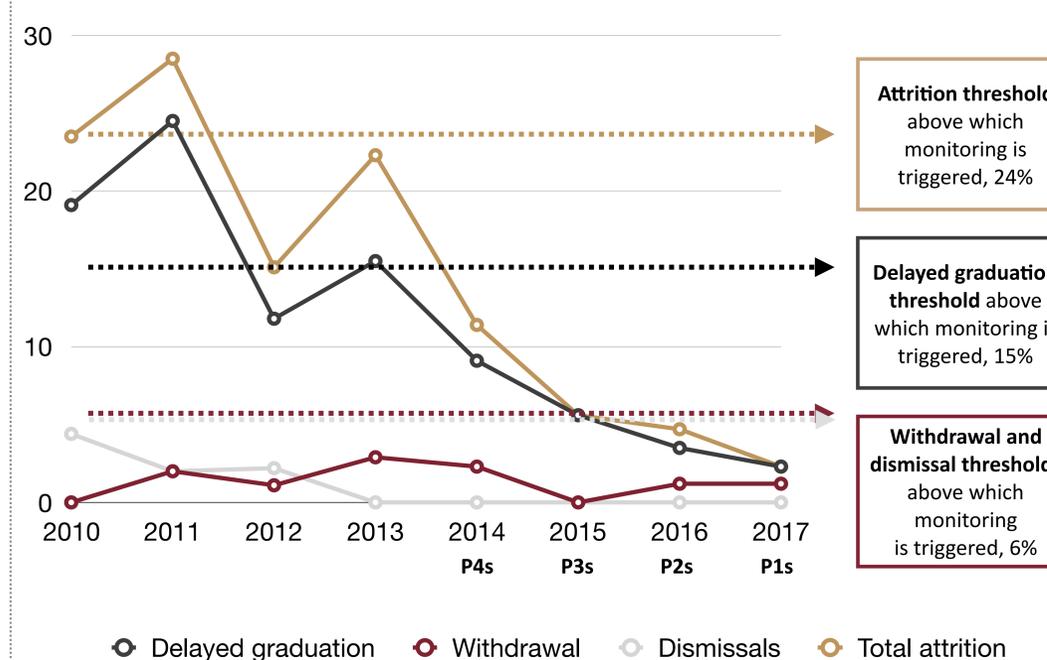
Admit Year (Current level)	2014 (P4)	2015 (P3)	2016 (P2)	2017 (P1)
<b>Drug Action I</b>				
Passed post-remediation	4	1	0	2
Failed post-remediation	1	0	0	2
Failed outright	0	0	0	0
<b>Pathophysiology I</b>				
Passed post-remediation	0	0	0	2
Failed post-remediation	2	0	1	0
Failed outright	2	0	0	0
<b>Pharmaceutical Calculations</b>				
Passed post-remediation	2	2	1	0
Failed post-remediation	2	0	0	1
Failed outright	2	0	0	0

Figure 2: Non-progression rates by academic year



\*Implementation of revised student success policies

Figure 1: Triggers and thresholds by incoming class



### Discussion:

- Each semester, the Director of Student Success presents a progression 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.