

Doctor of Pharmacy Program Guidance for Academic Performance Improvement Plans

The faculty and staff in the School of Pharmacy are committed to student success and aspire for all students to perform well academically. This document, applicable to all courses in the PharmD program, describes our proactive processes to promote successful academic performance. Application of these processes will be articulated in each course syllabus, which is the primary written document for performance and expectations between faculty and students.

This guidance refers to performance improvement strategies **during the conduct of the course** that are beyond the standard course teaching, learning, and assessment approaches. **If, despite these strategies, a student does not achieve a grade of “S” or at least “C-” at the end of the term, then the Pitt Pharmacy Course Remediation Policy will apply.**

This document describes processes that are voluntary, confidential, and non-punitive in nature. However, a student will not be eligible for course remediation if an offer to meet with the course coordinator or to collaborate to develop a student-specific Academic Performance Improvement Plan (PIP) (as described in this policy) is declined by a student.

I. Responsibility of Course Coordinator/Course Faculty

- A. The course syllabus will describe the criteria that will trigger course coordinator outreach to students who may be struggling and offers to meet in person, remotely, or via telephone to discuss strategies for improving performance in the course. These criteria are course-specific, but may include:
 - performance below a minimum threshold defined for a given assessment.
 - cumulative achievement at minimum threshold when 50% or more of assessments are completed (for example, at the end of week seven).
 - other achievement triggers on specific activities as defined in the course syllabus.
- B. For students who choose to meet, the course coordinator will schedule time for a private and confidential conversation allowing opportunities for frank discussion of student-specific factors affecting performance.
- C. As a result of such a conversation, a course coordinator may provide a referral of the student to the assistant/associate dean of students or dean’s designee who can explore and potentially refer students to university resources for professional or personal assistance.
 - When there are extenuating personal circumstances identified by the assistant/associate dean of students or dean’s designee, the student and that faculty member will develop plans that will remain confidential, although the course coordinator will be informed that a plan is being coordinated through the dean’s designee.
- D. At the end of the individual meeting between a student and course coordinator, an Academic Performance Improvement Plan (PIP) will be developed (see Appendix). The PIP, unique to the student, may contain actions including any of the following:
 - Alternative methods/reviews with the relevant course faculty to support content learning, preparation for examinations/activities, and/or tutoring through University services (see <https://www.asundergrad.pitt.edu/study-lab/peer-tutoring>) or School-based services (e.g., Rho Chi tutor volunteers, course TAs).
 - To facilitate learning relevant to immediate **past** course performance, the plan may include, but is not limited to:
 - Faculty review of exam/assignment with the student to identify areas for improvement of comprehension or application of the knowledge and skills.

- Consideration of additional assessments to promote achievement of skills or competencies identified through exam/activity performance as areas for improvement.
- To facilitate **future** learning/performance in the course, the plan may include, but is not limited to:
 - The number of times or hours (if any) the student is required to meet with a specified faculty member or members.
 - Engagement with tutors (e.g., teaching assistants, Rho Chi tutor volunteers) on a regular basis to facilitate learning in the course.
 - Monitored engagement through class attendance and active participation in course activities such as team work.
- E. The student indicates willingness to participate in the plan through signature on the written PIP, with a copy retained by the coordinator and copies forwarded to the PharmD program director and the assistant/associate dean of students, who will include the document in the student's file until the plan is completed or is revoked by the student.
- F. Course coordinators are responsible for closely monitoring student performance on subsequent assessments. In the event a student continues to struggle in the course despite adherence to the PIP, or if the student does not adhere to the plan, the course coordinator should notify the program director and the assistant/associate dean of students as soon possible (ideally by midpoint of the term).

II. Student Responsibilities

- A. Students should actively engage in course activities and prioritize their academic work, which may require adjustment of work, outside interests, organization activity and previous study plans.
- B. Students should notify and seek assistance from course faculty at any time (ideally prior to course assessments) to receive support for course success.
- C. Any student who does not meet with the course coordinator when requested or who chooses not to participate in an offered PIP would not be eligible for course remediation after the end of the term.

Appendix: Academic Performance Improvement Plan (PIP)

Date _____

Course _____ **PHARM** _____, Term **Fall/Spring 20** _____

Student _____

The faculty and staff in the School of Pharmacy are committed to student success and aspire for all students to perform well academically. To ensure your success in this course, we have met and have agreed that you will do the following:

- Attend at all remaining class sessions.
- Receive tutoring through university services (see <https://www.asundergrad.pitt.edu/study-lab/peer-tutoring>) or school-based services (e.g., Rho Chi tutor volunteers, TAs)
- Have a 1:1 meeting with Dr./Prof. _____ to discuss course materials. Scheduled for _____ (date/time).
- Schedule a meeting with the Assistant/Associate Dean of Students who can explore and potentially refer you for professional assistance with time management, work hour management, professional commitment, and/or personal issues.
- Complete assigned activity(ies) (i.e. test/quiz or other) with a score of at least _____% by _____ (date/time).
- Other _____

I **agree to** the plan outlined above. I **reject** the plan outlined above.

Student Signature / Date

Faculty Signature / Date

A copy of this written and signed plan will be filed by the Assistant/Associate Dean of Students, in the student's file until the plan is completed. In the event the student continues to do poorly in the course despite adherence to the plan, or if the student is not adherent to the plan, then the course coordinator will notify the Assistant/Associate Dean of Students.

If the student rejects the plan, or chooses, at any time, not to participate in the agreed-upon and signed plan, the student will not be eligible for course remediation at the conclusion of the term.