ACAPT

Early Assurance BS/DPT Consortium meeting minutes from Thursday, 2/22/2018, in the Pelican Room of Hilton Riverside, 2018 CSM in New Orleans.

Present: Barbara Crane [bcrane@hartford.edu](mailto:bcrane@hartford.edu); Lynn Millar; Chris Cesario [c.cesario@northeastern.edu](mailto:c.cesario@northeastern.edu); Julia Chevan [jchevan@springfieldcollege.edu](mailto:jchevan@springfieldcollege.edu); Amy Heath [amy.heath@simmons.edu](mailto:amy.heath@simmons.edu); Gregory Marchetti [marchetti@duq.edu](mailto:marchetti@duq.edu) for Chris Carcia; Karen Friel [kfriel@nyit.edu](mailto:kfriel@nyit.edu); Jean Weaver [jweaver@findlay.edu](mailto:jweaver@findlay.edu); Diane Heislein

D. Heislein opened the meeting with a follow-up to discussions the consortia had at 2017 ELC.

Discussions of early assurance(EA), what is the definition of EA, what are the models, asking DPT programs for the path of entry utilized by their institution, a member had inquired about OT and Pharmacy at their institution as interprofessional models being considered as well. The group decided active members of the consortia could divide up states and then members could sign up next to their state and one other state to inquire if the PT programs have any type of early assurance being offered. J. Chevan and J. Weaver will come up with spreadsheet of desired information from the schools for google.docs and then K. Friel and J.Weaver will be dividing states for members to inquire with schools regarding EA programming.

D Heislein furthered the discussion with any issues consortia members may have with not having database resources. There is a need to collect data regarding the product of our graduates, cost analysis of EA programs for students, undergraduate preparations, and undergraduate interactions and outcomes. Consortia members need to share data in a blinded format to try and get the data back to ACAPT so they could help support us and demonstrate why EA is important. For example, EA may be more ethnically diverse—this is allowing us to access different pools of students. EA programs may need to define course make up before entering the professional phase. EA had a survey study 5 years ago and we may need to revisit gaps from the previous study. The previous EA data study was limited by having few participate and we really need to get a catalog of all the programs in the country so we are able to have a better representation and participation rate. We need to be able to say what is this model of education able to do and if there are predictors of success. The knowing 3 years of students prior to coming into the program and our advising of them--how much we know about them may contribute to the student’s success. Examples include lack of resilience being addressed, anxiety being caught in the sophomore year, etc.—do these things bring value to the EA consortium? We could conduct qualitative research on why does a student choose those programs—what faculty and students see as benefits in those programs? There are some undergraduate students in EA who don’t have a DPT faculty member as an advisor and so they are different than others who know their students before entering. Students who change their mind or don’t make it by their sophomore year are another group to investigate. Does consistent advising of undergraduate and graduate students cause a change? What are the key pieces to make an EA program most successful? A study reviewing what we know, and then, here’s what we want to know. We could then ask ACAPT or experts of education research to assist. What do we consider to be student success? What is the indicator –we use the licensure pass rate but that is not the only key to success. Clinical education challenges are around those professional behaviors—does our advising impact that? Do EA students have the same issues in clinicals that non-EA students do? Do EA schools interview or not? Class size-number of EA (% of EA). What are the freshman entry level criteria? Many colleges are going test optional (not standardized for socioeconomic status, test anxiety, etc.) as new data find SAT and ACT do not serve as a good predictor. Maturity in the student 3 years versus 4 years in a pre-professional phase—how long should preparation be and is there enough of a body of evidence of a 3 year versus 4 years? Some states have a requirement to have a bachelor’s degree prior to coming into a graduate degree. What about students coming in in 2 years because they came in with so many dual credits but they may not be mature. Some schools only accept certain credits to avoid this. We need to come up with very specific questions we want to ask everyone after developing the spreadsheet. We need to identify who are the education researchers who want to research these types of things. Network and share. D. Heislein is going to pursue what steps we have to take to get ACAPT to assist us in pursuing the research. The benchmarks—in the outcomes portal. Could we have the EA filter on the portal?

Meeting adjourned.

Respectfully submitted, Jean Weaver, EA Secretary