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Automated Academic and Professional Behaviors Student Tracking Systems

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BACKGROUND

One of the barriers to advancing professional behavior and academic performance among learners is having an organized tracking system with lean processes. To address this barrier, at a multi-program and multi-campus university, program administrators created an automated tracking system with streamlined processes to quickly capture and detect any problematic academic and professional behaviors exhibited by learners. Many tracking systems can be cumbersome and can demand considerable time by academics to not only detect but likewise correct or change performance and behavior. Academicians need time too to educate and to remediate performance and alter or change unprofessional learner behavior. Attending to these corrections can be difficult when day-to-day activities need to continue. Ease of use and efficiency can be achieved with an automated tracking system. As a result, less than adequate academic performance and unprofessional behaviors can be quickly identified, understood, and likewise changed.

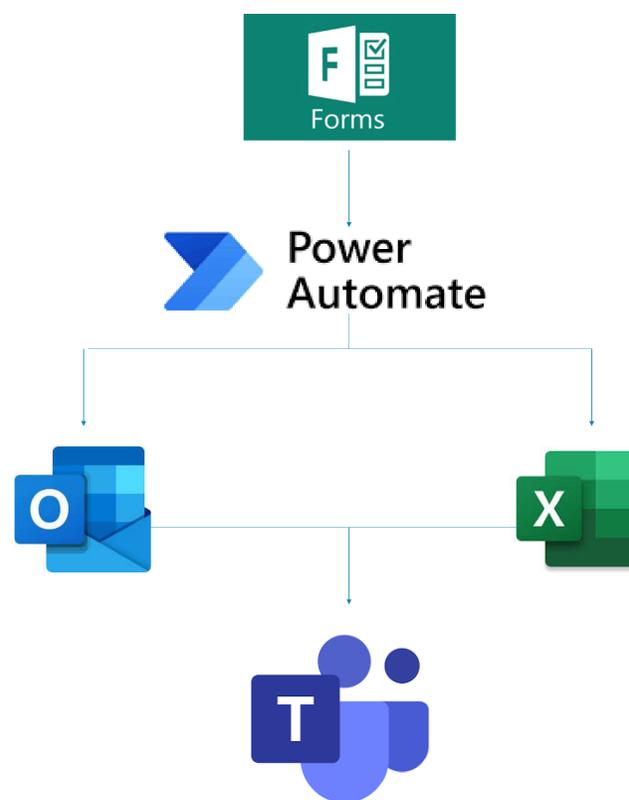
PURPOSE

The purpose of this presentation is to describe a novel program-faculty designed automated academic and professional behaviors student tracking system in select programs at three campuses of the University of St. Augustine for Health Sciences.

CASE DESCRIPTION / METHODS

The automated academic and professional behaviors student tracking systems in both didactic and clinical education were redesigned and used in the Summer and Fall 2021 terms. The systems were and are housed in each program's communication Microsoft Teams sites. The systems were piloted at Austin Flex DPT Program, and the Miami and Dallas Resident DPT Programs.

The initial automated process developed was the professional behavior monitoring system, which was based on a recent study regarding the professional behavior expectations of educators in a DPT program (A. Vitente, unpublished data, April 2021) stating that tracking of professional behaviors is critical in a DPT program and was recommended by the students and faculty that participated in the study. This automated tracking system involves the use of an online form that is housed in an online communication site within the program.



RESULTS

The automated tracking systems were presented to the academic leadership and a pilot conducted in three DPT programs across three of the university's campuses in the Summer and Fall 2021 terms. Usefulness, feasibility, and ease of use was assessed in the pilot. Program faculty and program administrators reported that the automated tracking systems were: "organized systems", "easy to access", "a great integration to Microsoft Teams", "easy to follow", and stated to be a strong "possibility of faculty utilization".

CONCLUSION

The automated tracking systems streamlined and served to improve both faculty and student understanding of both academic and professional behavior performance, across three programs and three campuses at this multi-campus university. Early detection of performance insufficiencies was critical to changing performance and behavior.

RELEVANCE

Habits of the Head and Heart: For larger institutions, these automated tracking systems will facilitate and enhance the critical communication, mentoring and documentation processes associated with student success.

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