UND SMHS Strategic Plan Individual Unit Report for 2022
GOAL 3 for Occupational Therapy

<u>LEARNING</u>

One UND Strategic Plan Goal 3: *Deliver more educational opportunity online and on-campus.*

UND SMHS Strategic Plan Goal 3: *The SMHS will identify opportunities to employ state-of-the-art technologies to enhance education.*

1. Describe if/how your unit has addressed this goal.

The OT department as identified 9 departmental goals to support the One UND Goal 3:

- *continue to enhance current OTD programming with multiple technology platforms
- *complete development of OTD curriculum for both program locations
- *determine the extent of online courses and # of video units accessible during OTD curriculum changes.
- *ensure access of students with disabilities to reasonable accommodations in the fieldwork/ clinical phases of the program
- *ensure compliance with UND branding initiative.
- *strategize recruitment efforts in the Western part of the state
- *increase visibility of department faculty and achievements to provide potential students with an overview of scholarship and research activity
- *implement methods at the departmental level to reduce barriers to admission
- *publicize student scholarship availability with admissions materials
- *Obtain GTA Positions for faculty support to meet scholarship and teaching needs of the department 🟢 **On Track**

2. Describe how your efforts are being assessed.

The OT department has utilized multi-modal technology delivery formats over 27 years of technology to support both campus locations. Technology is consistently updated between the main campus and the Wyoming satellite, assuring the most up-to-date synchronous delivery possible. The most recent technology update occurred in June 2022 in Wyoming, for delivery of the OTD program and consistency with technology in the SMHS.

Online facets of the OTD include training in academic integrity for students and faculty, exam software for the OTD to capture accreditation standards outcomes (eMedley), clinical simulation (ICE videos), and professional portfolio completion (Blackboard). Additionally, every course in the OTD has a dedicated and up-to-date Blackboard course site, which is used extensively. These platforms allow for tracking of student participation, as well as grade recording, recording of closed caption lectures, and video embedding. Prior to the current national health crisis, the OT department was using Zoom, BB Collaborate, Facetime, and other online programs for meetings between faculty and with students routinely. Fieldwork processes are also managed through Exxat/Prism, making access to requirements, paperwork, and communication with students and clinical placements more streamlined and transparent. Throughout the development and inclusion of new technology methods, ADA accessibility has been at the forefront of department considerations. For example, accessibility scores for course materials are reviewed to present materials that are most useful to students with low vision, embedded videos are reviewed for closed caption capabilities when selecting outside sources, etc. At this time, no concerns are noted with access for students who require accommodation in the didactic or clinical content. 🟢 **On Track**

Development of the final OTD didactic components was completed during the 2020 calendar year, and courses in the third program cycle have routine updating. All student manuals, evaluation processes, and policies and procedures for the experiential/capstone process are completed and in use. Designated standards and broad-based ability outcomes data continue to be collected on current classes, and now allow for comparison across the first three academic years of the OTD (2019/2020, 2020/2021, 2021/2022).

OTD marketing materials (information packet, handouts, webpage, OTCAS application site) were developed or updated in 2022, including department brochures and postcards, updated recruiting powerpoints, and expanded presence in social media platforms. Direct recruiting to high school and junior college students, guidance counselors, health sciences educators, and college advisors in Wyoming and North Dakota has been completed for the 2022 calendar year.

Admissions personnel are being cross-trained through the WebAdmit system, to further capitalize on online platform features that increase completion the process by applicants and provide data analysis of the applicant pool. A vertical review process of every program applicant was initiated in the 2021 application cycle to that applicants with diverse backgrounds were provided full consideration during the admissions process.

🟢 **On Track**

3. Describe how your unit analyzed these data and what assessments were determined.

The chosen online platforms allow for course-by-course tracking of student learning outcomes, in a variety of report formats based on the data entered for student assignments and examinations. The analysis of student mastery of content is reviewed by the course director, the coordinator of OTD education, the department curriculum committee, and ultimately the faculty as a whole at the end of each semester. Where concerns are noted, discussion with the identified personnel occur, and changes are made. At this time, while student outcomes on accreditation standards are in progress for the OTD program, no standards have been identified as unaccounted for.

4. Describe how your unit will implement any further changes and what barriers may exist.

OTD components are guided and reviewed by the coordinator of OTD education, who chairs the curriculum committee. All developed materials are reviewed and charted in relation to an entire semester of course offerings as well as the program overall, and against the indicated ACOTE standards, broad-based ability outcomes, and curricular threads. Where discrepancies are noted, the responsible faculty developer (course director) is notified that modification is needed, and changes are made and resubmitted for review. In this manner, consistency of the curriculum design, and satisfactory learning assessment outcomes related to ACOTE standards are assured.

Current barriers are the time and personnel needed for marketing and recruiting, scholarly activity, admissions, review and refinement of content, supervision of fieldwork, experiential clinical and capstone processes, and service.

🟢 **On Track**

PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL: 🟢 On Track; 🟡 Delayed; 🔴 Behind

(additional space for text is provided on page 3 if needed

Additional Information on Goal 3 (optional):