
UND SMHS Strategic Plan Individual Unit Report for 2022

GOAL 5 for **Occupational Therapy**

LEARNING

One UND Strategic Plan Goal 5: Foster a welcoming, safe, and inclusive campus climate, Goal by 2022, diverse segments (identified in IPEDS) fully participate in improvements in graduation rates and credit hours.

UND SMHS Strategic Plan Goal 5: UND SMHS will foster a welcoming, safe, and inclusive environment across all campuses.

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

To assure compliance with One UND Strategic Plan and SMHS Strategic Plan Goal 5, the following goals have been set by the OT Department: ● **On Track**

1. Assure applications from ND and WY are competitive in transition to OTD.
2. Focus student scholarship announcements for diversity-based awards to underrepresented groups.
3. Ensure that department processes include MOT assessment of student needs and satisfaction. (Note: MOT is now closed, assessment of OTD students is occurring instead)
4. Identify policies and procedures to ensure welcoming, safe, and inclusive fieldwork experiences for students.
5. Identify training opportunities for faculty and staff to provide a safe and inclusive environment.

2. Describe how your efforts are being assessed.

For North Dakota and Wyoming applicants in the department annual application process, resident applicants are awarded an additional 5 points based on state of residency, beginning in the 2018-2019 application cycle. This is to assure that resident applicants who have a higher likelihood of remaining in their home state to practice following graduation are competitive during the process. Due to COVID, the 2020 and 2021 admissions interviews were conducted via Zoom, allowing for students to participate in the interview process despite travel restrictions. Beginning in the 2022 admissions cycle, applicants have been given the option of either zoom or live interviews based on their circumstances and preference.

In publicizing the OT Department scholarships for prospective students with diverse backgrounds, information related to each scholarship is publically accessible through the UND OT and Financial Aid webpages, and students are notified annually of these scholarship opportunities through direct email contact from the Chair of the OT Department Scholarship Committee. For the 2022 cycle, 1/3 of the department scholarships were awarded to individuals who self-identified as unique/underserved/diverse.

Student scholarships were well publicized via the UND OT webpage where information related to them is easily accessible. Students enrolled in the UND OT program were well-informed about the availability of the scholarships, the individual scholarship requirements and the scholarship application process via emails and reminders. They were also giving tech support options and ways to have questions answered.

During the semester evaluation process, faculty take note of any student concerns arising with the OTD students. Assessment of student satisfaction is through an annual anonymous student satisfaction survey is conducted and analyzed for each academic year. While student satisfaction with the department resources and academic outcomes has traditionally been high, the OT Department has also taken steps to increase contact between campuses and increase student affiliation with the department, school, and university. Communication became a significant focus for students during COVID, and ongoing focus is seen in this area.

The department has refined communication strategies to include increased use of Blackboard announcements to provide information to students at both locations simultaneously and a reaffirmation by faculty teaching across sections or campuses to communicate consistently and clearly through weekly instructor meetings.

Fieldwork policies have been reviewed to support any identified accommodation needs not met through current policies, and the department developed an updated ADA accommodation statement that is required of all department syllabi. Finally, faculty receive training consistently through department meetings regarding student well-being and learning outcomes, and continuation of a safe and inclusive environment.



On Track

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

In the admissions process, the data concerning applicants is available through the OTCAS national application system, and any necessary reports are generated. Anecdotally, the number of applicants from the two states are noted during the admissions process, to determine the need for increased recruiting. Similarly, student data is also collected through the scholarship process, and is available through Scholarship Central, with reports generated as indicated. Anecdotally, a slight increase in diverse applicants can be seen. Student satisfaction data is collected both qualitatively, through the semester evaluation process, and quantitatively through the online survey. Data is reported in aggregate, and is then presented by the Student Affairs committee to the department as a whole for discussion and problem solving when warranted. Regarding fieldwork, tracking issues related to accommodation on fieldwork is the responsibility of the two department Fieldwork Coordinators, who work collaboratively to oversee any fieldwork concerns. To date, no concerns with reasonable accommodation during the fieldwork process have been noted. Finally, the outcomes of the student eval process, satisfaction survey data, and fieldwork processes are significant factors in determining the need for further departmental training, and inform the presentations requested by the department during the faculty meetings.



On Track

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

The need for changes has been indicated in three areas. An increase in applicants from North Dakota and Wyoming is always desired, especially with the change to the doctoral program, and efforts are being made to increase resident applications. One such recruiting effort is an increase in targeted recruiting to increase applications from Western ND. The diversity of scholarship applicants continues to be limited, reflective of the student population in the department overall, but the addition of a statement supporting diverse applicants on the OT Department webpage and the OTCAS will hopefully encourage diverse students to consider the UND program and its scholarship offerings. With the move from MOT to OTD, the student satisfaction processes will continue, although at times determined by the new student evaluation cycle, and through the Student Affairs Committee, rather than the Assessment Committee. Additional opportunities for increased affiliation in students have been proposed, including routine contact by GF faculty to Casper based students to check in and increase main campus visibility, as well as a recommitment to intentional communication approaches desired by students and related to course communication. While the satisfaction data suggest an overall high satisfaction with the program and faculty, connectivity between both groups of students and the larger university is noted as an area of focus.

 **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 5 (optional):

Insert any additional information here.