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

LEARNING

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 13 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🟡 **Delayed**
- Establish an Early Assurance Program for incoming pre-OT freshmen in conjunction with UND Admissions and SMHS *** Goal established spring 2021
- Identify high school/jr. college advisors and influencers to promote the OT program *** Goal formalized and added in summer 2021
- Develop an inclusion statement for all application materials.***Goal added in spring 2021
  🟢 **On Track**

2. Describe how your efforts are being assessed.

Note, a significant change from last year's Goal 3 report is the completion of the final offering of the MOT, with the last graduating class finishing in May 2021.

The OT department has utilized multi-modal technology delivery formats over 26 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 July 2019 in Wyoming, to prepare 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 COVID, the OT department was using Zoom, BB Collaborate, Facetime, and other online programs for meetings between faculty and with students routinely.

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.

All OTD program development is completed, and the first OTD student cohort is currently in the final program semester (Semester 8). Courses across the full curriculum are now undergoing routine updating. All student manuals, evaluation processes, and policies and procedures for the experiential/capstone process are completed and in use. Designated standards, course objectives, and broad-based ability outcomes data continue to be collected on current classes, and now allow for comparison across the first two academic years of the OTD (2019/2020 and 2020/2021).

OTD marketing materials (information packet, handouts, webpage, OTCAS application site) were developed or updated in 2018/2019, with required UND branding, and are now routinely in use. A recruiting initiative, delayed by COVID in 2020 and early 2021, is underway to contact guidance counselors, health sciences educators, and college advisors in Wyoming and North Dakota. Materials and contact information provided to these key personnel will allow the OT department to spread visibility and name recognition, including the targeted Wester North Dakota region. Links provided to these individuals will also include notification of department scholarship offerings through the department website.

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 so that applicants with diverse backgrounds were provided full consideration during the admissions process. Admissions has been conducted online for the last 2 admissions cycles. While initially due to COVID restrictions, the department also recognizes that the ability for applicants to interview without travel expense addresses a financial barrier imposed by in-person admissions at either campus location.

A proposal for early assurance for incoming freshman beginning in fall 2021 was approved by the SMHS administration, and a department faculty member was identified as the early assurance advisor. Criteria to be invited to apply is set for those students with a 3.75 or higher incoming GPA and continued satisfactory academic performance during 90 credit pre-req years. The first early assurance applicants have been reviewed by the department admissions committee and early assurance advisor.

Finally, although the OT department has publically stated a commitment to diversity and inclusion over the years, an updated DEI statement was developed and included in all department application materials prior to the 2021 application cycle.

🟢 **On Track**

With regard to graduate TAs, the department needs to further explore resources/scholarship funding to identify strategies for establishing TAs in the department. While we have several faculty who are interested in expanding research for the department, teaching loads do not allow for the time needed to devote to expansion of the department's stated SoTL research agenda. 🟡 **Delayed**

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.

Admissions interviews for the 2021 incoming class were conducted via Zoom due to COVID. Feedback was requested from faculty and students involved in the admissions process in January and February 2021. Results indicates positive responses regarding removal of cost barrier with no travel requirement for applicants but also concern for connectedness to program and likelihood of follow-through on accepting slots if applicants can't meet us in person. Ongoing use of online interviews will be analyzed for upcoming admissions following the 2022 admissions cycle. 🟢 **On Track**

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, implementation of the experiential clinical semester and capstone process.

🟢 **On Track**

The department will explore the potential for scholarship funding to support student involvement in research and scholarly activities to support teaching endeavors. 🟡 **Delayed**

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

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