

# UND SMHS Strategic Plan Individual Unit Report for 2021

## 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.
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. This has led to department discussions about the potential for future online interview processes to mitigate barriers students may have with the expense of travel for interviews.

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.

Assessment of student satisfaction is no longer being tracked for the MOT program, as the final MOT class graduated in May 2021. During the semester evaluation process, faculty take note of any student concerns arising with the OTD students. Assessment of student satisfaction through an annual anonymous student satisfaction survey will be conducting in the 2021-2022 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. The department conducts shared oral comprehensive presentations, campus representation during special events (i.e. Casper graduation), course-based threaded discussion between campuses, and increased UND branding and signage at the Casper location. Additionally, students are encouraged to participate through "Spirit Fridays", local PTE chapters with shared learning experiences, and access to UND and OT Department branded clothing.

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 annually at the department's summer retreat regarding student well-being and learning outcomes, and continuation of a safe and inclusive environment.

To support student success in departmental courses, the department adopted an OT Dept Action Plan to enhance use of principles of universal design for instructional materials. Two department faculty were accepted for the TaDAA training on diversity, equity and inclusion in May 2021, and are presenting training materials over summer 2021 faculty meetings to disseminate information received during the training. Additionally, a department faculty member received training on Universal Design in summer 2021, and has brought that information back to the department as well. ● 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, particularly for the department scholarship that indicates diversity in background as a criterion for awarding. 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 annual retreat. ● 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, in collaboration with UND Admissions, to increase applications from Western ND. It is assumed that due to the candidacy status of the new OTD, applicants are uncertain about applying until accreditation has been awarded. The department will undergo the accreditation review visit fall, and accreditation is anticipated. 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. 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**

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**Additional Information on Goal 5 (optional):**

Insert any additional information here.