
UND SMHS Strategic Plan Individual Unit Report for 2020

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 9 departmental goals to support the One UND Goal 3:

- continue to enhance current MOT and upcoming 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 Masters/OTD curriculum changes (delivering 2 programs).
- ensure access of students with disabilities to reasonable accommodations in the fieldwork/clinical phases of the program
- ensure compliance with new 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 is very well situated to incorporate multi-modal technology approaches, as evidenced by 26 years of technology use to support the two-campus format. Audio and video conferencing have always been a feature of both instruction and collaboration between sites, but advances in delivery and accessibility have increased greatly over the past two+ decades. Technology is consistently updated between the SMHS building 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.

With the transition to the OTD, many online facets have been incorporated to complete academic requirements, including 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 MOT and 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 scoring and 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. Throughout the development and inclusion of new technology methods, ADA accessibility has been at the forefront of department considerations. At this time, no concerns are noted with access for students who require accommodation.

The most significant change in the department related to Goal 3 is the transition to the OTD. This process began in AY 2016-2017, and we are now at the end of the first year of doctoral programming and prepared to start the second doctoral cohort in August 2020. To that end, the ACOTE application for candidacy was submitted in May 2018, and we will submit the full ACOTE self-study report this fall. The site visit is anticipated in fall 2021.

Development of the final didactic components is slated to be completed this fall. All courses for semesters 1 through 4 are developed, and semesters 5-8 are nearing completion. All student manuals and evaluation processes are completed and in use, and final policies and procedures for the experiential/capstone process are nearing completion. Faculty have been trained on new technology and data entry platforms (eMedley), as well as advisement and doctoral requirements. Designated standards and broad-based ability outcomes data are being collected on current classes, and responsible faculty have been identified and trained for those courses which have not been taught yet.

OTD marketing materials (information packet, handouts, webpage, OTCAS application site) were developed or updated in 2018/2019, with required UND branding. Information luncheons were held in fall 2018, spring 2019, and fall 2019. Alumni events, including state association meetings, alumni receptions at National Conference, and the twice-yearly alumni newsletter have all contained updates and contact information for inquiries on the OTD, and recruitment of OTD fieldwork and experiential placements. A video for fieldwork educators was also produced in spring 2019 and is available on the department webpage. Recruiting efforts have also been discussed with UND Admissions personnel, particularly to target those areas of ND that have not traditionally served as significant recruitment sources (i.e. Western ND). Strategies have been identified to increase applicant numbers with the help of the University recruiters. One of the identified strategies is to highlight the number of department specific scholarships available to students.

Ease of transfer has also been a focus of the department's recruitment and application efforts, following steps taken by SMHS to identify a designated chain of contact and decision making on transfer work, and the required documentation for course review. The level of pre-OT advisee contact has also been addressed, with specifically timed messages through the OTCAS application site to support and encourage applicants to complete their application process. Admissions personnel have been or are in the process of being 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.

With regard to the goal of increasing visibility for department scholarly activity, the department has decided to create faculty webpages linked to the university directory to highlight the work individual faculty have completed. These pages will be created over the coming academic year, and in advance of the ACOTE site-visit. The final department goal, establishment of GTA positions, will not be completed until next calendar year. ● 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. ● On Track

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

Development of the remaining OTD components is 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, satisfactory learning assessment outcomes, and completion of the self-study are assured.

Current barriers are the time and personnel needed for development and review of content, as well as preparation for the new incoming OTD class, completion of the final year of the MOT, and preparation for the self-study document and on-site. The current health crisis also requires the analysis of department needs in the event of online transition for the upcoming semester, requiring preparation of both on-site and on-line formats for courses, including labs, and the necessary technology to carry this transition out.

 **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 2 (optional):

Insert any additional information here.