UND SMHS Strategic Plan Individual Unit Report for 2022
GOAL 3 for Medical Lab Science

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.

Instructors teaching certain senior-level courses have implemented technology/teaching enhancement tools in their courses (ex. *Aiforia* digital slide software, *SimTutor* simulation software, *TopHat, MediaLab,* etc.). The selected tools vary by course based on unique content area components, and many have been adapted and/or expanded to accommodate changes in course delivery due to COVID-19. We have also added monthly "Instructional Development Meetings" aimed at implementing peer-to-peer mentoring and idea sharing related to new technologies.

2. Describe how your efforts are being assessed.

This goal is being assessed primarily through individual course instructors' course assessment procedures, as defined by the Department of MLS Assessment Plan. Such procedures include analysis of: SELFI feedback, student performance, peer review feedback, and program benchmarks; monitoring the impact of curricular changes through Course Action Logs; and implementation and analysis of any individual course assessment tools. Additional program level assessment occurs as applicable during annual Departmental Retreats and/or Core Curriculum Workgroup Meetings. Student perceptions of program-wide technologies are assessed as part of student exit surveys. Faculty perceptions of access to needed instructional technology as well as IT assistance and instructional development resources for implementation are assessed annually as part of the Department of MLS Personnel Resources Survey (PRS).

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

Individual course instructors analyze assessment data on the course level for issues, benefits, and/or trends related to the implemented teaching tools. Instructors also monitor the impact of the tools to determine whether they should: 1. continue to implement; 2. continue to implement but with adjustments; or 3. discontinue implementation. Any course-level feedback that may be useful on a broader scale is brought to Departmental Retreats and/or Core Curriculum Workgroup Meetings for analysis of further programmatic application. Issues with Yuja were identified in 2022, and approaches to try to address the issues were implemented.

Student Exit survey data from 2022 revealed that 90%, 88%, and 73% of students felt that the technologies assessed aided in instruction, respectively. While still below our target, the technology showing 73% was an increase of 8% from last year, suggesting that our strategies for improving its access and utilization are having a positive impact.

Results from the 2022 Department of MLS PRS showed that 60% of faculty found that technical support was effective while 70% agreed that support/training for instructional technology software was sufficient. 70% is an increase of almost 10% from last year, potentially attributed to peer-mentorship on instructional technologies during new monthly Instructional Development Meetings.

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

Assessment procedures for this goal will continue on a consistent cycle, as defined by the Department of MLS Assessment Plan. Changes may be implemented on a course and/or program level if assessment data suggests that such a change is warranted. We will be adding questions related to assessing new technologies in the 2023 Exit Survey.

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.