Academic Program Workspace

Medical Laboratory Science (M.S.)

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General Information (Academic Program Workspace)

General Program Information

NAME OF DEPARTMENT CHAIR

Brooke Solberg

NAME OF PERSON SUBMITTING REPORT

Same as Chair

SPECIALIZED ACCREDITATION IF APPLICABLE (NAME OF ACCREDITING AGENCY, STATUS OF ACCREDITATION, DATE OF NEXT ACCREDITATION)

Not Applicable

LICENSURES OR CERTIFICATES OFFERED IF APPLICABLE (EX. RN, SECONDARY EDUCATION, PROFESSIONAL PILOT, ETC.)

Not Applicable

PERCENTAGE OF DEGREE OFFERED ONLINE (100% ONLINE, ONLINE WITH SOME CAMPUS VISITS, OR NOT ONLINE)

100%

DO YOU OFFER 50% OR MORE OF YOUR COURSES LEADING TO YOUR DEGREE(S) AT ADDITIONAL LOCATIONS?

No

Standing Requirements

MISSION STATEMENT

The mission of the Department of Medical Laboratory Science is to provide high-quality education that prepares students to positively impact healthcare through medical laboratory practice in the state and affiliated regions.

OUTCOMES

Medical Laboratory Science (M.S.) Outcome Set

Learning Goal #1: Leadership & Healthcare Teamwork

Students will understand the role of the clinical laboratory in producing positive patient outcomes, and be able to communicate that role within a team of healthcare professionals.Obj. 1.1 Recognize how the laboratory is involved with the diagnosis and management of common health issuesObj. 1.2 Relate and apply advanced laboratory knowledge to the evolving practice of medical laboratory scienceObj. 1.3 Devise techniques to disseminate laboratory-related information to healthcare professionals

Mapping

No Mapping

Learning Goal #2: Professional Problem Solving

Students will be prepared to identify, critically assess, and/or problem solve issues related to professional practice in the field.Obj. 2.1 Detect and examine issues and/or trends related to the professionObj. 2.2 Research issues and/or trends related to the profession utilizing scholarly methods and referencesObj. 2.3 Propose potential solutions for issues and/or trends in the professionObj. 2.4 Predict ramifications of potential solutions for issues and/or trends in the profession

Mapping

No Mapping

Learning Goal #3: Content Expertise

Students will demonstrate knowledge of an advanced scholarly curriculum that encompasses the scope of practice in medical laboratory science.Obj. 3.1 Review theory related to practice in the medical laboratoryObj. 3.2 Develop expanded knowledge of theory related to practice in the medical laboratoryObj. 3.3 Examine current testing methodologies and practices in the medical laboratoryObj. 3.4 Utilize theoretical knowledge to investigate and/or troubleshoot realistic scenarios

Mapping

No Mapping

Learning Goal #4: Communication & Information Literacy

Students will build professional communication skills to be utilized across multiple topics or disciplines.Obj. 4.1 Synthesize advanced-level documents, presentations, and/or dialogueObj. 4.2 Utilize scholarly references that have been assessed for quality to support communicationObj. 4.3 Display appropriate communication with fellow students, faculty, and/or healthcare professionals

Mapping

No Mapping

CURRICULUM MAP

There are no curriculum map s

Assessment Map (When are outcomes measured? Upload map)

ASSESSMENT MAP OF WHEN OUTCOMES ARE MEASURED (UPLOAD TABLE DETAILING WHAT OUTCOMES ARE MEASURED EACH YEAR)

Learning Outcome	Where and how assessment occurs	2020	2021	2022	2023	2024
#1. Leadership & Healthcare Teamwork	Coursework, Graduate Faculty Survey, Student Goals Survey, Comprehensive Exams 1 & 2		X			
#2. Professional Problem Solving	Coursework, Graduate Faculty Survey, Student Goals Survey, Comprehensive Exam 2			X		
#3. Content Expertise	Coursework, Graduate Faculty Survey, Student Goals Survey, Comprehensive Exam 1				X	
#4. Communication & Information Literacy	Coursework, Graduate Faculty Survey, Student Goals Survey, Comprehensive Exam 2	X				X

2019-2020 Assessment Cycle

ASSESSMENT REPORT

Mission Statement

The mission of the Department of Medical Laboratory Science is to provide high-quality education that prepares students to positively impact healthcare through medical laboratory practice in the state and affiliated regions.

Measures

Medical Laboratory Science (M.S.) Outcome Set

Outcome

Outcome: Learning Goal #4: Communication & Information Literacy

Students will build professional communication skills to be utilized across multiple topics or disciplines.
Obj. 4.1 Synthesize advanced-level documents, presentations, and/or dialogue
Obj. 4.2 Utilize scholarly references that have been assessed for quality to support communication
Obj. 4.3 Display appropriate communication with fellow students, faculty, and/or healthcare professionals

Measure: Comprehensive Exam Pass Rate
Program level Direct - Exam

Details/Description:	All MS in MLS students must successfully complete two comprehensive exams in order to meet degree requirements. Evaluators utilize a detailed, standardized rubric to determine pass/fail status. We monitor comprehensive exam pass rates for this goal because the comprehensive exams focus on Objectives 4.1-4.2 as related to written communication across multiple topics/disciplines.
Target:	Minimum Internal Departmental Target for First Attempt– rate of 90% Minimum Internal Departmental Target for Second Attempt – rate of 95%
Implementation Plan (timeline):	Analyzed annually based on results from three semesters of data

Measure: Comprehensive Exams Learning Goals Assessment Rubrics
Program level Indirect - Other

Details/Description:	In addition to filling out the standardized rubric to determine pass/fail status, comprehensive exam evaluators also complete a standardized 'Learning Goals Assessment Rubric' that ranks the comprehensive exam in the four learning goals areas on both the initial (first draft) and revised (final draft) submissions. We monitor these scores for this goal because growth (related to this goal) from first to second submission of each comprehensive exam, along with potential growth from scores on Exam #1 to Exam #2 suggest the program curriculum has helped foster that growth.
Target:	Minimum Internal Departmental Target for growth in goal areas from first to final draft – 95% show no decline in growth

	Minimum Internal Departmental Target for growth in goal areas from 1st to 2nd exam – 90% show no decline in growth
Implementation Plan (timeline):	Analyzed annually based on results from three semesters of data

Measure: Coursework
Course level Direct - Other

Details/Description:	Throughout program coursework, assignments are implemented related to learning goal #4. Instructors monitor student performance in these areas, and report back to the program director and/or student's advisor when major concerns are identified. Students are then provided with recommendations of opportunities for working on these skills (note: With the intent of formalizing and standardizing this process, we are currently developing a formal survey for collecting this data on a semester basis)
Target:	Threshold for Review: significant deficiency in skills related to learning goal #4 identified
Implementation Plan (timeline):	Ongoing throughout coursework on an individual student basis

ASSESSMENT FINDINGS

Finding per Measure

Medical Laboratory Science (M.S.) Outcome Set

Outcome

Outcome: Learning Goal #4: Communication & Information Literacy

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Implementation Plan (timeline):	Analyzed annually based on results from three semesters of data

Findings for Comprehensive Exam Pass Rate

Summary of Findings:	28 students completed comprehensive exams in 2019-2020. 1st Attempt: 28 out of 28 passed (0 failed) = 100% Pass Rate 2nd Attempt: NA
Results :	Target Achievement: Met
Action Plan:	Met targets – no further action necessary; Continue to monitor future rates

Measure: Comprehensive Exams Learning Goals Assessment Rubrics
Program level Indirect - Other

Details/Description:	In addition to filling out the standardized rubric to determine pass/fail status, comprehensive exam evaluators also complete a standardized 'Learning Goals Assessment Rubric' that ranks the comprehensive exam in the four learning goals areas on both the initial (first draft) and revised (final draft) submissions. We monitor these scores for this goal because growth (related to this goal) from first to second submission of each comprehensive exam, along with potential growth from scores on Exam #1 to Exam #2 suggest the program curriculum has helped foster that growth.
Target:	Minimum Internal Departmental Target for growth in goal areas from first to final draft – 95% show no decline in growth Minimum Internal Departmental Target for growth in goal areas from 1st to 2nd exam – 90% show no decline in growth
Implementation Plan (timeline):	Analyzed annually based on results from three semesters of data

Findings for Comprehensive Exams Learning Goals Assessment Rubrics

Summary of Findings:	100% (81/81) of analyzed criteria showed no decline in growth from first to final draft (70% showed growth; 30% remained steady) 55% (5/9) students showed steady or growing average rubric scores between Comp Exam #1 and Comp Exam 2. 45% (4/9) showed a slight decline in average rubric scores from Comp Exam #1 to Comp Exam #2.
Action Plan:	Met target for first to final draft– no further action necessary; Continue to monitor future growth rates Did not meet target for growth from Comp Exam #1 to Comp Exam #2. After review of the results, it appears that this could be more the result of differences in evaluation techniques by evaluators for Exam #1 and Exam #2. We will be doing some 'norming' for the evaluators before the next round of exams, to try to ensure evaluators are utilizing the same criteria in evaluation. We also

recognize that because of the very different structure of Exam #1 and #2, trying to evaluate growth between the two may not be appropriate (because each exam focuses on some similar areas, but also some different areas, so growth would not be expected in those differing areas). We will be reevaluating this particular target and may reformat for next cycle.

Measure: Coursework
Course level Direct - Other

Details/Description:	Throughout program coursework, assignments are implemented related to learning goal #4. Instructors monitor student performance in these areas, and report back to the program director and/or student's advisor when major concerns are identified. Students are then provided with recommendations of opportunities for working on these skills (note: With the intent of formalizing and standardizing this process, we are currently developing a formal survey for collecting this data on a semester basis)
Target:	Threshold for Review: significant deficiency in skills related to learning goal #4 identified
Implementation Plan (timeline):	Ongoing throughout coursework on an individual student basis

Findings for Coursework

Summary of Findings:	Three students identified that may benefit from additional efforts focused on developing skills in areas related to learning goal #4.
Action Plan:	Identified students were advised of elective course options, library resources, and/or UND Writing Center options. Informal feedback from students on the effectiveness of these options was sought. We are especially interested in feedback one elective course in particular (ENGL 599), which appears to have great potential as a tool for enhancing skills in learning goal #4 areas.

Overall Reflection

No text specified