UND SMHS Strategic Plan Individual Unit Report for 2022
GOAL 3 for Physician Assistant Studies

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 DPAS continues to deliver nearly 86% of the curriculum with synchronous and asynchronous virtual formats. Software learning platforms such as Aquifer and Rosh Review continue to be heavily utilized for student learning which will continue into the future. AccessMedicine is also a widely used resource for our students. Faculty skills continue to advance using Bb collaborate, zoom, mediasite, chats, discussion boards, turning point, break-out rooms, virtual student presentations, video proctoring and more. Many courses are taught fully online thoughtfully utilizing time on campus for hands-on activities such as procedural skills, ACLS, simulation, small group focal labs, clinical testing and invited guest speakers. Technologies used for hands-on application of concepts include simulation mannequins, now expanded to include darker skinned models, Trauma Man, ultrasound, ACLS skills including airway management, pulmonary function testing, phlebotomy models, and more. This year, faculty added live interactive diagnostic studies within the focal problem-solving labs in the clinical exam rooms. Students were able to access lab reports on the computers similar to the clinical setting. All things said, still nearly 100% of our curriculum involves technology in some way or another.

2. Describe how your efforts are being assessed.

As stated above, technology in education is an aspect of every course taught in the DPAS and therefore, assessment measures include student performance in terms of assignments, case studies, objective and clinical skills exams, clinical performance, preceptor evaluations and the national board examination. Students complete the SELFI course evaluations and participate in qualitative discussions (such as faculty advising and PA Hour) each semester. Additional focus groups are conducted in areas of concern or need as applicable. There are also lab and lecturer evaluations, preceptor evaluations, faculty advising sessions, a final program assessment and a graduate survey nine months after students complete the program.

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

The program assesses the data in multiple ways as required by the annual assessment reports required by the university, the assessment process required by the School of Graduate Studies and the self-study process required of the accreditation body. Pass rates for the most recent graduating class are still being collected; however, it appears to be a dip in first-time pass rates this year. This information is still being collected and will be analyzed after all data is available.

Overall, the assessment of technology in PA education is reviewed favorably as has been the hallmark of this program for over 50 years. For further assessment metrics, please see the reports as previously referenced.

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

The DPAS will continue to assess, analyze, draw conclusions and make modifications based on the above methods of curricular and program assessment. The department will continue to didactic and clinical education to ensure competence and confidence for future medical practice. Clinical learning opportunities will continue to be a top priority for the DPAS.

PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL: 🟢 **On Track;**

Additional Information on Goal 2 (optional):

Insert any additional information here.