

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes:</p> <ul style="list-style-type: none"> • The NDTE program has graduated its’ first class in December of 2022. The second class is expected to graduate in December of 2023. • The NDTE program held its’ first advisory committee meeting. • The NDTE program was able to offer the licensure examination prep course to the 1st graduating cohort. <p>Challenges:</p> <ul style="list-style-type: none"> • Being a new program, the challenge of transitioning clinicians to educators has been a challenge. This includes management of the program in a manner that blends the clinical/industry knowledge with the educational institution

		<p>and requirements.</p> <ul style="list-style-type: none"> • Successful passing of the licensure exam by graduates – due to challenges passing the exam, the exam prep course/training was purchased to assist with graduate success. • Clinical sites – obtaining a sufficient number of clinical sites to provide the students with the number of scans necessary for certification.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	<p>NA – this is the programs 1st program review.</p> <p>Due to feedback from clinical partners, the curriculum will be reviewed to ensure students are prepared for employment upon graduation.</p>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	<p>The NDTE program requires a full-time program director who has industry specific knowledge and can be trained in the educational requirements. This person would be responsible for curriculum review, curriculum integration, clinical sites, teaching, faculty training and meeting all institution and district requirements for a CTE program.</p> <p>The program would also benefit from faculty attending trainings on teaching and how to implement clinical knowledge to the classroom.</p>
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success	The NDTE program has only accepted 2 cohorts. There were sufficient number of applicants to fill the cohorts.

	and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Data has not yet been provided on CLO's or PLO's however a plan is in place to begin that process.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	A deeper dive into the LMI for the program is needed to establish an appropriate application cycle and number of students accepted into each cohort.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	According to the Mesa Data Dashboards, there is an equity gap in ethnicity for Asians of 7/7% and in gender for males of 4/4%. A strength is that there is no equity gap for 1 st generation students.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	After receiving the results of the graduate and employer surveys as well as the current student surveys, a faculty meeting will be held with the NDTE faculty, department chairs and dean to discuss the learning outcomes. Action plans will be placed based on the outcomes of those discussions.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	This will be completed at the meeting following survey results.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Other factors that could impact equity gaps include faculty training. All faculty need to participate in training on how to meet educational needs of all students. Connecting with the LOFT for trainings will be discussed with program faculty.

Unit Goals and Action Plans		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Hire a program director to manage all aspects of the NDTE program. Goal 2: Complete graduate and employer surveys. Goal 3: Complete assessments for each NDTE course to ensure an accurate adjustments to curriculum and teaching strategies. Review curriculum and complete any necessary modifications to improve student learning and preparation for licensure and employment.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: SO: Pathways and Partnerships SO: Scholarship Goal 2: SO: Pathways and Partnerships SO: Community Goal 3: SO: Scholarship SO: Completion
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	Goal 1 1. Hire a program director for the NDTE Program. 2. Goal 2 1. Complete and distribute the surveys. 2. Goal 3 1. Faculty training on equitable pedagogy and evidence based industry standards. 2. Access to licensure review course for each graduating class.
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		

Lead writer Name(s)	Amanda Johnston
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Submission Date of Program Review Draft to Manager for feedback	5/5/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	