

Program Review: Phase Two

Data Gathering and Analysis Guide

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Overview of the Data Gathering and Analysis Phase

The data gathering and analysis phase of program review is an important first step in the program review process. This is the phase where the gathering of evidence is planned and carried out, and the resulting data are analyzed and presented in a format useful for the self-study. The evidence gathered is used in the self-study phase to provide insights into perceptions and feedback on the program as it currently stands and on suggestions for enhancement of the program or program area. Gathering data is a key part of the process of continually enhancing and improving the student learning experience.

This guide for the data gathering and analysis phase provides an overview of:

- why data are important for program review,
- what kinds of data are available and useful for program review,
- the role of the Institutional Research & Planning, and
- a timeline and workflow summary of the Data Gathering and Analysis process.

Appendix A provides detailed information about possible areas where the program can gather data. Appendix B summarizes the intra-departmental feedback components and timeline.

Why are Data Important for Program Review?

The Ministry's *Quality Assurance Process Audit (QAPA) Handbook* underscores the importance of evidence-based self-study in program review, stating that the process should be "based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions."¹

Specifically, the handbook states that "a self-study takes into account... the graduate satisfaction level, student satisfaction level, and graduation rate; and where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level."² So consideration and inclusion of these (and other) data in the self-study are necessary to ensure QAPA compliance.

Program review teams stand to gain a more nuanced and, potentially, deeper understanding of a program by becoming familiar with available data. It is acknowledged that this requires an investment of time but, nonetheless, data are an important tool for planning and decision-making as well as reinforcing key messages in the self-study as described in the following bullets.

- Data serve to document the current **status of a program**.
- Data provide **benchmarks** for comparison.
- Data underpin **evidence-based assessment** of a program's strength and effectiveness as well as areas for improvement; when there are opportunities for improvement, data support rationale for additional resources.
- Data **inform decisions** about resource allocation, curriculum development, and other program changes that will ultimately benefit students and faculty.
- Data can be used to demonstrate that decisions are based on **objective, factual evidence** rather than subjective opinions or assumptions.
- Data often provide insight to **stimulate deeper thought and aspirations**.

¹ Ministry of Post-Secondary Education and Future Skills, *Quality Assurance Process Audit Handbook* (Victoria, 2018), 9.

² Ibid, 9.

What Kinds of Data are Available and Useful for Program Review?

A summary of ideas for gathering data/evidence to support self-study objectives and key messages is provided in this section.

See Appendix A for more detail on kinds of data available as well as data sources.

Data provided by Institutional Research and Planning (IRP)

- BC Student Outcomes³ survey data (results from annual surveys wherein BC post-secondary students evaluate their education and subsequent employment and/or further education)
- Student Transitions Project data
- NIC student records data
 - Enrolment statistics, including demographic details
 - Retention statistics
 - Graduation rates

Data collected by the program review team and Centre for Teaching and Learning Innovation support

- New program proposal (new program development documents)
- Program, department, or credential details on NIC website
- Course outlines (authorized course descriptions, etc.)
- Program map (of courses and connections)
- Curriculum mapping results (aligning program outcomes to courses, graduate attributes)
- Department meeting minutes
- Previous program reviews or accreditation reports
- Meeting minutes from program advisory committee or other community groups
- Employer feedback about students engaged in experiential learning opportunities
- Feedback on students attending graduate studies (grants/scholarships attained, research activity)
- Assessment and evaluation strategies and tools
- Student work (portfolios, capstone activities and projects, culminating displays of learning, undergrad research projects, etc.)

Data collected from students, alumni, faculty, employers, and community members in collaboration with Institutional Research and Planning (IRP)

- Student surveys
- Focus groups and/or interviews

Who is IRP?

Institutional Research & Planning (IRP) exists to help NIC achieve its mission by providing data analytics and advisory services in support of strategic goals and priorities for data-informed planning, decision-making and evaluation of institutional performance.

Services and supports are provided to all members of the college community including students, faculty, staff, administrators and NIC's Board of Governors, as well as to Government, and BC and federal post-secondary system research programs.

³ View the BC Student Outcomes web site and Data Viewer online at <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes>

What is the Role of Institutional Research & Planning?

Institutional Research & Planning (IRP) plays a key role in the data gathering and analysis phase of program review by providing data and analytics to support each program's distinct goals and key messages for self-study.

A Senior Research Analyst - Program Quality (SRA) prepares and analyzes qualitative and quantitative data from internal and external sources including survey feedback from students, faculty, alumni, employers, and the community (a comprehensive table of available data sources is provided in Appendix A).

This work is approached iteratively and collaboratively in consultation with the program review team to ensure data optimally support self-study goals.

Beyond collecting and analyzing data, the SRA's role is to facilitate understanding of the data by the program review team and to provide guidance for application to the self-study. By gaining insight into the program under review as well as an understanding of program's goals, the SRA works with the program review team to turn data into evidence-based information. This is a data-informed approach where decisions are made after considering data as well as the program review team's experience and personal insights.

The SRA also provides guidance, where appropriate, to ensure that self-study goals, messages and data are aligned with broader institutional and government goals such as NIC's strategic plan, *BUILD 2026*,⁴ and NIC's mandate letter⁵ priorities from the Ministry of Post-Secondary Education and Future Skills.

It is also beneficial if the SRA and the program review team work collaboratively to ensure that, where the opportunity arises, data points are tied to local and regional economic and labour market outcomes.

Data Gathering and Analysis – Workflow Summary

For the One-Year or Two-Year Plans, here are some details about the meeting topics and what will happen.

KICK-OFF AND PLANNING MEETINGS

A primary objective of IRP in these initial two meetings will be to have the Program Review team define parameters for the Initial Data Package, particularly:

- Programs
- Subjects/Courses
- Timeframe (by default, the Initial Data Package will cover the most recent five Academic Years, but peculiarities of each program area may warrant more or fewer years)

PREPARATION OF INITIAL NIC DATA PACKAGE

IRP, in consultation with CTLI, and with input gleaned from the kick-off and planning meetings, will prepare an initial data package covering the following elements (as appropriate/relevant to the program area): Enrolment

- Applications
- Offerings by campus / digital
- Credentials

⁴ View the BUILD 2026 plan online at <https://www.engage.nic.bc.ca/build-2026>.

⁵ View the Ministry's mandate letter to NIC online at <https://www.nic.bc.ca/pdf/nic-mandate-letter.pdf>.

- Demographics (age, gender, Indigenous, International)
- Dual credit
- Grades
- Retention
- BC Student Outcomes survey results
- Transfers between BC post-secondaries

INITIAL DATA PACKAGE PRESENTATION

Initial NIC Data Package Presentation

IRP will share the initial NIC data package developed over the summer. Instructors will provide feedback on what was helpful and what might further be required for their needs.

Other Data Sources and Ways to Gather Feedback

IRP will discuss ways to gather other data and information. Data sources will fall into one of the categories found in Appendix A. This discussion will inform instructors about possibilities for further consideration, identify which data elements the team wishes to pursue, and will establish timeframes and responsibilities for the data gathering processes (surveys, focus groups, etc.).

At the conclusion of the meeting, IRP will debrief with CTLI.

IRP will leave the meeting with a refined request for discussed priorities, and will return to meet in late October/early November to uncover any further needs.

SUPPORT AREAS FEEDBACK SESSIONS

The program area will engage with up to six campus support areas to receive feedback and learn more about their program and students. Once these support area sessions have been completed, the program area will have further thoughts on what data and feedback mechanisms they may wish to explore. See Appendix B.

DATA ANALYSIS AND SURVEY PLANNING

Instructors from the program area will engage in a second meeting with IRP after they've heard from the support areas and uncovered details about what other information they'd like to know.

Refined/Additional Data Components

IRP and the instructors will review any refined/modified data since the first meeting, as well as any initial findings from other data sources identified in that meeting. Any further data gathering aligned with the focus areas will be planned.

Survey Planning

IRP and the instructors will determine research objectives for surveying. The team will consider which of these groups should be surveyed, and what we hope to learn from them:

- Students
- Alumni
- The community (which may include employers)
- Faculty

SURVEY AND FOCUS GROUP PLANNING

Survey Planning and Development

The team will make final decisions on which groups to survey and what survey questions to ask. Cohorts will be clearly defined. Cohorts based on Colleague data will be created by IRP (typically active students and alumni); otherwise the instructors will be responsible for creating cohorts (i.e. employers and their contact info) and providing that information to IRP.

IRP will leave this meeting prepared to draft the surveys in the Blue survey environment.

Focus Group Planning

Focus groups allow for more detailed exploration of areas of interest to the team. A timeframe for focus groups will be discussed, with the aim of running them after survey results have been processed and reviewed (as the survey results will likely suggest areas the team will want to explore in more depth).

Where appropriate, the surveys can include a question asking participants if they're interested in taking part in a scheduled focus group.

Refined/Additional Data Components

Any other data component or refinement work will be reviewed and finalized.

FINAL SURVEY AND FOCUS GROUP PLANNING

Final Survey Planning

By this time, IRP will have drafted the surveys. IRP will present the draft surveys to the instructors for final input and refinement.

The cohorts built by IRP and the instructors will be reviewed, modified if deemed necessary, and finalized.

The team will plan the specific launch, reminder and closure dates, taking into consideration the academic calendar, reading week, exam periods, coursework loads, etc. The expected period for each survey will be roughly two weeks, with one reminder email issued therein.

The team will discuss activities faculty can undertake to potentially increase survey response rates (i.e. devoting class time to allow the students to complete the survey).

Focus Group Planning

The team will continue preliminary focus group planning, specifically:

- What areas do we want to explore,
- Who will be the target groups (students, alumni, community/employers),
- Assigning responsibilities (facilitator, note-taker, report writer, etc.),
- Focus Group dates and times (this will be particularly important if we intend to ask survey participants if they're willing to participate in a focus group, as we can ask their availability for the targeted dates in the survey).

LAUNCH SURVEYS AND FINAL FOCUS GROUP PLANNING

IRP will finalize the surveys and cohorts in Blue, and launch per the schedule agreed upon. IRP will monitor the surveys, address any issues that may arise, and issue reminders to the cohorts.

Instructors will engage in any activities as planned to encourage cohort participation.

Upon closure of the surveys, IRP will build reports on the results.

Final Focus Group Planning

With the survey results now in hand, the instructors will confirm areas for further exploration, and develop a list of open-ended questions focused on obtaining relevant insights from the target focus group participants.

The instructors will decide on a cohort list (possibly from the survey results, if the cohort was asked about their interest in participating).

They will draft a formal invitation using templates provided by IRP, which will be issued to the target cohort by phone (instructors) or email (IRP), as the team determines is most appropriate.

Other details will be planned, including booking a room and catering, confirming roles and responsibilities, the preparation of any handouts, and determining equipment needs (pens, flipcharts, recording equipment, laptop & screen, etc.). The individuals managing the focus group may want to meet one more time prior to the event to ensure everything is prepared.

SURVEY AND FOCUS GROUP RESULTS

Survey Results

IRP will present the survey results to the instructors and field questions.

The instructors will choose data and/or charts that they would like to use in the Self-Study, and identify any refinements they may want IRP to make.

Focus Group Results

The focus group results will be presented to the team. The instructors will choose the information that they would like to use in the Self-Study, and identify any refinements to be made.

Final Data Gathering & Analysis Debrief

The team will wrap up the Data Gathering & Analysis phase, addressing any remaining tasks, clarifying any uncertainties, and ensuring any loose ends are tied up.

This meeting will also allow the opportunity for participants to share any feedback on the Data Gathering & Analysis process that may help improve the process for future Program Reviews.

Appendix A – Data Sources

Data Source	Strengths	Limitations	Other details
<p>New & existing internal surveys</p> <ul style="list-style-type: none"> ▪ Current students ▪ Alumni ▪ Faculty ▪ Community ▪ Employers <p><i>Involves asking one or more of the above groups targeted questions to collect data. It can be used to gather feedback on various aspects of the program, such as curriculum, facilities, resources, and overall satisfaction, which can then be analyzed and used to inform improvements or changes to the program. Surveys typically reside on Survey Monkey, and the target audience is invited via email.</i></p>	<ul style="list-style-type: none"> ▪ Efficient data collection from a large and diverse group of respondents. ▪ Allows for both quantitative and qualitative data collection. ▪ Standardized questions can be used to compare different programs or over time. ▪ Anonymity encourages honest and candid feedback. 	<ul style="list-style-type: none"> ▪ May not capture the full scope of a participant's experience or perspective. ▪ May not provide in-depth or nuanced responses to open-ended questions. ▪ Risk of response bias where participants may not answer truthfully, accurately, or may skip questions they find difficult or uncomfortable to answer. ▪ Surveys can be time-consuming to design, distribute, and analyze, and require a high response rate to be representative and reliable. ▪ Using existing surveys may save time, but might not be directly relevant or sufficiently tailored. 	<p><i>Sources:</i> Office of Institutional Research & Planning, your department</p> <p><i>Availability:</i> Minimum 1-2 months</p> <p><i>Format:</i> Data tables, custom-built charts, response lists</p>
<p>BC Student Outcomes surveys</p> <ul style="list-style-type: none"> ▪ Baccalaureate graduates (BGS) ▪ Former diploma, associate degree, and certificate students (DACSO) ▪ Former apprenticeship students (APPSO) ▪ Former trades foundation and trades-related vocational students (APPSO-TRADES) <p><i>Each year, BC Student Outcomes collects information from tens of thousands of former British Columbia post-secondary students. Former students have the opportunity to evaluate their education and are asked about their subsequent employment and further education.</i></p>	<ul style="list-style-type: none"> ▪ Survey and reports are run every year. ▪ Contains both quantitative and qualitative data. ▪ Standardized questions are used, allowing comparisons across different programs at NIC and other BC post-secondaries over 5-year periods. ▪ Anonymity encourages honest and candid feedback. 	<ul style="list-style-type: none"> ▪ Standardized questions – no opportunity to modify or tailor them to NIC. ▪ May not capture the full scope of a participant's experience or perspective. ▪ May not provide in-depth or nuanced responses to open-ended questions. ▪ Risk of response bias where participants may not answer truthfully, accurately, or may skip questions they find difficult or uncomfortable to answer. 	<p><i>Sources:</i> Office of Institutional Research & Planning</p> <p><i>Availability:</i> APPSO & DACSO reports are released each Fall (usually between September and early November); BGS reports are released each Spring (usually between May and June)</p> <p><i>Format:</i> Data tables, redacted long-form answers</p>

Data Source	Strengths	Limitations	Other details
<p>NIC student records data</p> <ul style="list-style-type: none"> ▪ Enrolment reports by headcount or registration count ▪ Applications ▪ Retention ▪ Credentials ▪ Grades ▪ Course offerings (including on-campus vs. digital) ▪ Student demographics <p><i>The Office of Institutional Research & Planning collects and manages data from sources (including Colleague and surveys) using business intelligence software and statistical analysis tools. Typically, this data can be categorized by Domestic, Indigenous and International student types.</i></p>	<ul style="list-style-type: none"> ▪ Collected in a systematic and standardized way, making it a reliable and objective source of information. ▪ Can be used to benchmark program performance against other programs at the same institution or against comparable programs at other institutions. 	<ul style="list-style-type: none"> ▪ May lack context and fail to capture the nuances of a program's performance, such as the unique challenges it faces or the specific needs of its students. ▪ Mostly limited to quantitative measures and may not capture qualitative aspects of program performance, such as student engagement or satisfaction. ▪ May be influenced by data quality issues, such as incomplete or inaccurate data, which can compromise the validity and reliability of the findings. 	<p><i>Sources:</i> Office of Institutional Research & Planning</p> <p><i>Availability:</i> Minimum 1 week</p> <p><i>Format:</i> Data tables, custom-built charts</p>
<p>Focus groups</p> <ul style="list-style-type: none"> ▪ Current students ▪ Program Advisory Committee ▪ Faculty <p><i>Involves bringing together a small group of students, faculty, staff, or other interest groups to have a guided discussion about a particular program or issue. The purpose is to gather in-depth information about participants' opinions, experiences, and perspectives related to the program. A moderator typically uses open-ended questions and prompts to facilitate discussion.</i></p>	<ul style="list-style-type: none"> ▪ Provides in-depth understanding of the experiences, opinions, and attitudes of participants. ▪ Allows for open-ended discussion, generating unexpected insights and ideas. ▪ Participants can build on one another's comments, which can lead to a more comprehensive understanding of the issues at hand. 	<ul style="list-style-type: none"> ▪ Small sample sizes may not be representative of the broader population. ▪ Results may be influenced by group dynamics, such as dominant participants or social desirability bias. ▪ May be time-consuming and require significant planning and coordination. ▪ Requires skilled facilitators to guide the conversation and ensure all participants have a chance to share their perspectives. ▪ May be subject to interpretation and analysis bias, as the data is largely qualitative and may be difficult to measure and compare. 	<p><i>Sources:</i> Your department</p> <p><i>Availability:</i> Minimum 1-2 months</p> <p><i>Format:</i> Transcriptions, narrative reports, audio/video recordings, data tables</p>
<p>NIC financial data</p> <ul style="list-style-type: none"> ▪ Program revenue ▪ Program expenses ▪ Funding sources 	<ul style="list-style-type: none"> ▪ Provides objective monetary data about a program's income and expenses. 	<ul style="list-style-type: none"> ▪ Limited perspective on program performance, using measures that may not be relevant to aspects of how the program is to be assessed. 	<p><i>Sources:</i> Finance & College Services</p> <p><i>Availability:</i> TBD</p> <p><i>Format:</i> Financial statements</p>

Data Source	Strengths	Limitations	Other details
	<ul style="list-style-type: none"> ▪ Assists in resource allocation. 	<ul style="list-style-type: none"> ▪ Can over-incentivize the prioritization of financial goals over academic goals. ▪ Can easily be misinterpreted by users who lack financial expertise. 	
<p>Provincial government K-12 and public post-secondary education data</p> <ul style="list-style-type: none"> ▪ Post-Secondary Central Data Warehouse ▪ Student Transitions Project ▪ BC Public School Data (studentsuccess.gov.bc.ca) <p><i>Standardized data relating to K-12 and post-secondary student demographics, programs, credentials, graduation rates, GPA, transitions, mobility, and more.</i></p>	<ul style="list-style-type: none"> ▪ Useful for anticipating potential future student numbers. ▪ Supports benchmarking, enabling comparison of data across different institutions and regions. ▪ Allows for identification of trends in student achievement and preparedness for higher learning. 	<ul style="list-style-type: none"> ▪ Inflexible, as the data comes from sources outside NIC and is standardized in ways that may not be relevant to us. ▪ Data from other institutions may not be directly comparable to NIC due to differences in demographics, resources, or other factors. ▪ May not reflect most recent changes in educational policies or practices. 	<p><i>Sources:</i> Office of Institutional Research & Planning</p> <p><i>Availability:</i> 1-2 weeks</p> <p><i>Format:</i> Data tables, custom-built charts</p>
<p>Industry data</p> <ul style="list-style-type: none"> ▪ Professional association reports ▪ Industry-specific research studies, market analyses, or other such reports ▪ Labour market information (i.e., WorkBC, Statistics Canada) ▪ Regional economic development reports 	<ul style="list-style-type: none"> ▪ Provides a view of the program in relation to external standards and expectations. ▪ Offers insight into industry trends, labour market demand, and emerging fields or technologies. ▪ Can help identify opportunities for collaboration with external partners, such as industry or community organizations. ▪ May provide benchmarks for program quality and effectiveness. ▪ Can help inform program development and curriculum updates. 	<ul style="list-style-type: none"> ▪ May not always be relevant or applicable to the specific program or NIC. ▪ Data sources may have limitations, biases, or conflicting findings that need to be carefully considered. ▪ Can be time-consuming and resource-intensive to gather and analyze external data. ▪ Interpreting external data can be challenging without appropriate expertise or contextual knowledge. ▪ The quality and reliability of external data may vary, and it may be difficult to assess its accuracy and relevance to the program. 	<p><i>Sources:</i> Various (members of your department may be familiar with such data sources in your field/industry)</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Various</p>
<p>Government population data</p> <ul style="list-style-type: none"> ▪ Census (Statistics Canada) ▪ PEOPLE (BC Stats) 	<ul style="list-style-type: none"> ▪ Census data is collected by the government and is considered to be reliable and consistent. 	<ul style="list-style-type: none"> ▪ Provides broad overview data that may not be specific enough to identify 	<p><i>Sources:</i> Office of Institutional Research & Planning,</p>

Data Source	Strengths	Limitations	Other details
<p><i>Demographic, social, economic and housing data and projections for the NIC region.</i></p>	<ul style="list-style-type: none"> ▪ Allows for comparison between different regions. ▪ Can help identify trends and changes in the population that may impact education and workforce needs. ▪ Can provide insight into the educational and employment status of various population groups. 	<p>issues or areas for improvement for a particular program or department.</p> <ul style="list-style-type: none"> ▪ Collected every five years, so it may not be current enough to reflect recent changes or trends in the college's programs. 	<p>Statistics Canada, BC Data Catalogue</p> <p><i>Availability:</i> Straightforward data from Statistics Canada or the BC Data Catalogue can be obtained immediately; special requests including modifications to how the data is compiled and presented should allow at least 2 weeks' notice to the Office of Institutional Research & Planning</p> <p><i>Format:</i> Data tables, custom-built charts</p>
<p>Observations</p> <ul style="list-style-type: none"> ▪ Classes ▪ Student presentations 	<ul style="list-style-type: none"> ▪ Provides a firsthand view of how the program is being delivered and received by students. ▪ Allows for observation of student learning and engagement in the classroom. ▪ Can provide valuable insight into teaching strategies and techniques used by faculty. 	<ul style="list-style-type: none"> ▪ Can be time-consuming and resource-intensive. ▪ May be difficult to schedule observations around class schedules and faculty availability. ▪ Observers may not be able to capture a complete picture of the program based on limited observations. ▪ May be biased if the observer has preconceived notions about the program or faculty. ▪ May not be a representative sample of the program if only certain classes or faculty are observed. 	<p><i>Sources:</i> Faculty, your Department</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Various</p>
<p>Artifacts</p> <ul style="list-style-type: none"> ▪ Examples of successful learning outcomes ▪ Student projects ▪ Culmination activities demonstrating student learning (i.e., capstone presentations or projects) 	<ul style="list-style-type: none"> ▪ Provides concrete evidence of successful learning outcomes and student achievement. ▪ Can showcase the quality of work produced by students and faculty. 	<ul style="list-style-type: none"> ▪ Selecting and collecting artifacts can be time-consuming and challenging. ▪ May not provide a comprehensive understanding of student performance and program effectiveness. 	<p><i>Sources:</i> Faculty, your Department</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Various</p>

Data Source	Strengths	Limitations	Other details
	<ul style="list-style-type: none"> ▪ Demonstrates the relevance and alignment of course materials with program goals. ▪ Offers an opportunity for faculty and students to reflect on their work and evaluate the effectiveness of the curriculum. 	<ul style="list-style-type: none"> ▪ May not be representative of the entire program or all students. ▪ Difficult to compare and analyze artifacts from different students or years. 	
<p>Reflective summaries / self-reports</p> <p><i>Department- or faculty-produced summaries of successes, challenges, and/or areas to improve.</i></p>	<ul style="list-style-type: none"> ▪ Provides a clear understanding of the department's perspective on its own performance and areas for improvement. ▪ Can help identify gaps in the department's self-awareness and areas where additional support may be needed. 	<ul style="list-style-type: none"> ▪ Self-reports may not always be accurate or comprehensive, particularly if the authors are reluctant to admit shortcomings or mistakes. ▪ The information provided in self-reports may be influenced by individual biases or perceptions, which could skew the results. ▪ Without external validation or comparison to other data sources, self-reports may not provide a complete picture of the department's performance. 	<p><i>Sources:</i> Faculty, your Department</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Various</p>
<p>Post-graduate research</p> <p><i>Research papers and dissertations may explore specific targeted topics in depth and provided literature reviews, data analyses, and insights.</i></p>	<ul style="list-style-type: none"> ▪ Can provide a deep and detailed analysis of a particular topic, which can be useful in understanding specific issues related to a program. ▪ Typically written by experts in the field, so their insights and findings can be valuable for improving a program. ▪ Often include recommendations and suggestions for future research, which can be used to guide program development and improvement. 	<ul style="list-style-type: none"> ▪ May be too specific or narrow in scope to provide a comprehensive view of a program as a whole. ▪ Can be difficult to access or understand for those who are not familiar with the technical language and methods used in the research. ▪ May be challenging to find materials focused on issues that are directly relevant to a particular program or our institution. 	<p><i>Sources:</i> Google Scholar, OpenAlex, JSTOR, Digital Commons Network, others</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Scholarly articles, books</p>
<p>Program-specific indicators</p> <p><i>Departments may develop their own indicators unique to their programs,</i></p>	<ul style="list-style-type: none"> ▪ Provide targeted and relevant data for the specific program under review. ▪ Allow for a more nuanced analysis of the program. 	<ul style="list-style-type: none"> ▪ Collecting and analyzing program-specific data can be time-consuming and resource-intensive. 	<p><i>Sources:</i> Your department</p> <p><i>Availability:</i> Various</p> <p><i>Format:</i> Various</p>

Data Source	Strengths	Limitations	Other details
<p><i>where traditional data may not be relevant or available.</i></p>		<ul style="list-style-type: none"> ▪ May not allow for easy comparison across different programs within the college, making it difficult to identify areas for improvement that cut across multiple programs. 	

Appendix B – Consultation with NIC Support Departments

In preparation for writing the self-study required conversations will be arranged via CTLI to allow the department to learn more about their students and programs from various perspectives of those who work in supportive roles and departments across the College.

Some of the key reasons for the addition of this new feedback piece are:

- Increase awareness about their program, and how students and instructors engage with the support area with specifics about related challenges, successes, gaps, and other feedback that might aid the area
- Better inform the focus and direction of the program review and where enhancements, new activities and gaps could be addressed such as possible projects, activities, new ideas etc.
- More relevant and focused activity around the data gathering instruments including the survey and focus group questions for current students, alumni, faculty, and community groups
- Help improve the details of the data package provided by Institutional Research and Planning to be more aligned with the feedback received from the support groups and where additional information is needed

DEPARTMENT
Future Students and Community Engagement
Library and Learning Commons
Office of Global Engagement
Office of Indigenous Education
Office of the Registrar: Educational Advisors
Student Affairs (Counselling, Financial Advisors, Student Life, Accessible Learning Services)

Appendix C – Sample Survey Questions

Current Student Survey Questions

This collection of questions has been curated as some of the best types of questions for obtaining more information from current students used in previous NIC surveys. Choose the questions you wish to use and consider creating other ones. Note: circle responses are 'multiple choice' (one answer), and square box responses are multi-select (more than one answer)

Demographic Questions

1. What choice best describes your status as a NIC student?

(A full-time course load in a given term is defined as three or more credit-based courses per term or students who are enrolled in a vocational or certificate program that is six months or longer in duration and are considered full-time.)

- Full-time student
- Part-time student

2. How old are you?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-64
- 65+
- Prefer not to answer

3. Do you identify as Indigenous? (First Nations, Inuit, or Métis)

- Yes
- No
- Prefer not to answer

4. Are you an international student?

- Yes
- No
- Prefer not to answer

5. Why did you choose to attend North Island College? Please select all that apply.

- Able to continue working
- Able to stay with family or in the community
- Able to study the course or programs I desire
- Affordability
- Influenced by family members
- Influenced by the Office of Global Education and/or international recruiters
- Influenced by guidance counsellors
- Influenced by peers

- Influenced by teachers
- Reputation of NIC and its faculty
- Small class sizes
- Supportive learning experiences
- Prefer not to answer
- Other: Please share any other reason(s). [open-ended for additional responses]

6. What sources of information were useful in your decision to come to NIC? Please select all that apply.

- Article or story about NIC
- Friend(s)
- High school guidance counsellors
- High school teacher
- NIC advertisement in digital media (website, social media, etc.)
- NIC advertisement in other media (radio, newspaper, etc.)
- NIC open house
- NIC recruiters
- NIC website
- NIC instructor
- Parents
- No sources of information were useful
- Other: Please share any other source(s). [open-ended for additional responses]

7. Are you currently employed? Please select the best response.

- No
- Yes, up to 5 hours/week
- Yes, 6 – 10 hours/week
- Yes, 11 – 20 hours/week
- Yes, 21 – 34 hours/week
- Yes, 35 + hours/week
- Prefer not to answer

8. Which campus would you normally attend in-person courses? Please select the best response.

- Campbell River
- Comox Valley
- Mixalakwa (Port Hardy)
- Port Alberni
- Ucluelet
- I am not able to access any North Island College campus

9. If enrolled in a specific program, which one? If not enrolled in a specific program, in which subject area(s) are you taking courses? Please select the best response.

List all programs or program areas available.

Indigenous and Intercultural Questions

1. Did the course/program you took include any Indigenous perspectives or knowledge?

- Yes
- No

If answered yes: Were the Indigenous perspectives and knowledge presented in an accurate and respectful manner?

- Yes
- No
- Not applicable

2. Did the course/program address the impact of colonization and residential schools on Indigenous peoples?

- Yes
- No
- Not applicable

3. Did the course/program include any Indigenous ways of knowing, learning, and teaching?

- Yes
- No
- Not applicable

4. Was the course/program environment inclusive and respectful of Indigenous cultures and traditions?

- Yes
- No
- Not applicable

5. Did the course/program adequately prepare you to work with Indigenous peoples in your field?

- Yes
- No
- Not applicable

6. Did the course/program increase your awareness and understanding of Indigenous peoples and cultures?

- Yes
- No
- Not applicable

7. Would you recommend this course/program to other students interested in learning about Indigenous perspectives and knowledge?

- Yes
- No
- Not applicable

8. What specific things did the course/program do well in terms of Indigenization?

- (Open-ended response)

9. What specific things could the course/program have done better in terms of Indigenization?

- (Open-ended response)

Questions about Learners

1. How satisfied are you with the course choices offered each term? Rate each term or choose "Not Applicable."

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
Fall Term Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter Term Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring/Summer Intersession Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which represents your preferred time(s) for courses to be scheduled? Please select all that apply.

- Morning (8:30 am – 1:00 pm)
- Afternoon (1:00 pm – 5:30 pm)
- Evening (6:00 pm – 9:00 pm)
- Weekends (Saturday and Sundays 9:00 am – 4:00 pm)
- No preference

3. Indicate your preferred course delivery format. Rank your preferred format from 1 to 4, with 1 being your most preferred method.

- (1, 2, 3, 4) - Blended (digital delivery + on-campus face to face)
- (1, 2, 3, 4) - Synchronous (digital delivery with scheduled live classes)
- (1, 2, 3, 4) - Asynchronous (unscheduled digital delivery)
- (1, 2, 3, 4) - Face-to face (scheduled on campus)

4. For scheduled face-to-face/on-campus or digital (synchronous) courses, which class scheduling format(s) best suits your learning? (Please select all that apply).

- Once per week (i.e., one 3-hour scheduled class)
- Twice per week (i.e., two 1.5-hour scheduled classes)
- Three times per week (i.e., three 1-hour scheduled classes)
- No preference

5. Identify any barriers you are currently facing while studying at North Island College? (Please select all that apply.)

- Access to childcare
- Work commitments
- Access to housing
- Access to a computer
- Access to wi-fi (internet connectivity)
- Cost of tuition
- Cost of learning materials (textbooks, learning resources, computer, etc.)
- Cost of living
- Insufficient time to study
- Language and/or cultural barriers
- Scheduling of courses
- Availability of courses
- Transportation
- No barriers existed for me
- Other (please specify)

6. When entering North Island College, what was your academic 'goal'? (Please select all that apply).

- Obtain a certificate
- Obtain a diploma
- Obtain an associate degree
- Obtain an advanced diploma
- Obtain a degree
- Transfer to another institution to continue or complete studies
- Take one or more courses
- Obtain employability skills

7. Have your goals changed during your time at North Island College?

- No
- Yes (please specify your new intentions)

8. Would you consider taking a co-op (work) term if it was offered?

- Yes
- No
- Unsure

9. How would you respond to the following statement: I have had the opportunity to engage in significant and meaningful “out of classroom” (e.g., field trips, guest speakers, community projects, volunteering, etc.) learning experiences during my time at North Island College.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

10. On average, how many courses are you taking per term?

- one or two
- three
- four
- five
- six

11. What do you consider to be the most valuable skills, knowledge, or abilities you are gaining from your NIC xxx courses? (Please select all that apply).

- Ability to work in small groups
- Communication skills (oral, written, and visual)
- Critical thinking skills
- Following complex instructions
- Increased knowledge base in specific subject areas
- Lab techniques
- Organizational skills
- Presentation skills
- Problem solving skills
- Research skills
- Time management
- Others (please specify)

12. What are we doing well in the xxx program/program area? What are our strengths?

13. What improvements could be made within the xxx program/program area?

14. In what area(s) would you recommend the xxx school/program/program area expand its programming? (Add specific areas specific to your school/program/program area) Select all that apply.

15. Please rate your level of agreement with each the following statements about the

xxx program. Please rate all statements or choose "Not Applicable."

	Agree	Somewhat agree	Somewhat disagree	Disagree	Don't know	Not Applicable
I learn theories and fundamental principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learning experiences are intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments and projects are meaningful to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning materials are useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program increases my interest in my field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provides me with learning opportunities within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Are there courses not offered at NIC you would like to take?

- Yes (please specify)
- No

17. In addition to current credentials offered, are there any others you wish were offered at North Island College in your field of study?

- No
- Yes, chose all that you would like to see offered.
 - One-year certificate
 - Two-year diploma
 - Three-year advanced diploma
 - Four-year degree

18. Have you used any of the support systems available at North Island College?

- No
- Yes (which ones have you felt to be most beneficial?)

19. What course resource formats do you prefer? (Please select all that apply).

- Digital textbooks (e-books)
- Multi-media resources (podcasts, Ted Talks, etc.)
- Online note packages (e.g., digital collections of course notes outside of textbooks)
- Printed note packages
- Printed textbooks
- No preference
- Other (please specify)

20. Do you use any of the following student academic supports? (Select all that you use or have used.)

- Early assist
- Educational advisors
- Library
- Math support
- Peer tutoring
- Student technical survives
- Writing support

21. Would you recommend North Island College to others?

- Yes, please explain
- No, please explain

Alumni Survey Questions

Demographic questions

1. How old are you?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-64
- 65+
- Prefer not to answer

2. Do you identify as Indigenous? (First Nations, Inuit, or Métis)

- Yes
- No
- Prefer not to answer

3. Were you an international student when you attended NIC?

- Yes
- No
- Prefer not to answer

4. Why did you choose to attend North Island College? (Please select all that apply.)

- Able to continue working
- Able to stay with family or in the community
- Able to study the course or programs I desire
- Affordability
- Influenced by family members
- Influenced by guidance counsellors
- Influenced by peers
- Influenced by teachers
- Influenced by the Office of Global Education and/or international recruiters
- Reputation of NIC and its faculty
- Small class sizes
- Supportive learning experiences
- Prefer not to answer

5. What were your original learning intention(s) when you were initially accepted to North Island College? (Please select all that apply.)

- To earn a NIC credential
- To take course(s) for transfer to another institution
- To take course(s) for interest not leading to a credential
- Prefer not to answer.

Share any other reason(s).

6. What year did you graduate or leave North Island College?

- 2022
- 2021
- 2020
- 2019
- 2018
- Other (please specify)

7. Identify any barriers you faced while studying at North Island College? (Please select all that apply.)

- Access to a computer
- Access to childcare
- Access to housing
- Access to wi-fi (internet connectivity)
- Availability of courses
- Cost of learning materials (textbooks, learning resources, computer, etc.)
- Cost of living
- Cost of tuition
- Insufficient time to study
- Language and/or cultural barriers
- Scheduling of courses
- Transportation
- Work commitments
- No barriers existed for me
- Other (please specific)

Indigenous and Intercultural Questions

1. Did the course/program you took include any Indigenous perspectives or knowledge?

- Yes
- No

If answered yes: Were the Indigenous perspectives and knowledge presented in an accurate and respectful manner?

- Yes
- No
- Not applicable

2. Did the course/program address the impact of colonization and residential schools on Indigenous peoples?

- Yes
- No
- Not applicable

3. Did the course/program include any Indigenous ways of knowing, learning, and teaching?

- Yes
- No
- Not applicable

4. Was the course/program environment inclusive and respectful of Indigenous cultures and traditions?

- Yes
- No
- Not applicable

5. Did the course/program adequately prepare you to work with Indigenous peoples in your field?

- Yes
- No
- Not applicable

6. Did the course/program increase your awareness and understanding of Indigenous peoples and cultures?

- Yes
- No
- Not applicable

7. Would you recommend this course/program to other students interested in learning about Indigenous perspectives and knowledge?

- Yes
- No
- Not applicable

8. What specific things did the course/program do well in terms of Indigenization?

- (Open-ended response)

9. What specific things could the course/program have done better in terms of Indigenization?

- (Open-ended response)

Questions about Learners

1. If available at the time when you were at NIC, would you have taken a co-op (work) term?

- Yes
- No
- Unsure

2. If there were more courses at NIC that could be applied towards a credential (at NIC or another institution), would you have considered staying for an additional year?

- Yes
- No
- Unsure

3. Did you feel limited by the availability of courses scheduled in each term?

- Yes
- No
- If yes, what was missing?

4. Were there courses not offered at NIC you would have liked to have taken?

- Yes (please specify)
- No

5. What do you consider to be the most valuable skills, knowledge, or abilities you gained from your NIC xxx courses? (Please check all that apply).

- Ability to work in small groups
- Communication skills (oral, written, and visual)
- Critical thinking skills
- Following complex instructions
- Increased knowledge base in specific subject areas
- Lab techniques
- Organizational skills
- Presentation skills
- Problem solving skills
- Research skills
- Time management
- Others (please specify)

6. What did we do well in the xxx program/program area? What were our strengths?

7. What improvements could be made within the xxx program/program area?

8. In what area(s) would you recommend the xxx school/program/program area expand its programming? (Add specific areas specific to your school/program/program area) Select all that apply.

9. How would you respond to the following statement: I had the opportunity to engage in significant and meaningful “out of classroom” (e.g., field trips, guest speakers, community projects, volunteering, etc.) learning experiences during my time at North Island College.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

10. Are there any additional credentials you would like to see available within the xxx department?

11. What did you do after completing your studies at North Island College?

12. Would you recommend others to come to North Island College?

- Yes (please explain why)
- No (please explain why)

Faculty Survey Questions

Indigenous and Intercultural Questions

1. **Have you received any training or professional development related to Indigenization in education?**
 - Yes
 - No
2. **How do you define "Indigenization" in education?**
3. **How have you integrated Indigenous perspectives and knowledge into your course content, curriculum materials, resources and online course components?**
 - A. Created a specific unit or module on Indigenous knowledge and perspectives
 - B. Incorporated Indigenous knowledge and perspectives throughout the course
 - C. Have not yet integrated Indigenous knowledge and perspectives

If answered A or B → How have you ensured that Indigenous perspectives and knowledge are accurate and respectful?

- Consulted with Indigenous community members or organizations
 - Used peer-reviewed and credible sources
 - Attended workshops or conferences on the topic
 - Other (please specify)
4. **Have you incorporated Indigenous ways of knowing, learning, and teaching into your pedagogical approach?**
 - Yes
 - No

If answered yes, please elaborate on how you have done so.

5. **How have you addressed the impact of colonization and residential schools on Indigenous peoples in your course(s)?**
 - Created a specific unit or module on the impact of colonization and residential schools
 - Incorporated discussions on the impact of colonization and residential schools throughout the course
 - Have not yet addressed the impact of colonization and residential schools

6. **Have you included Indigenous perspectives in your assessments and evaluations?**
 - Yes
 - No
 - If yes, please elaborate on how you have done so:

7. **How have you worked to create a culturally safe and inclusive learning environment for Indigenous students?**
 - Established relationships with Indigenous community members or organizations
 - Provided Indigenous student support services and resources
 - Included Indigenous perspectives in the classroom environment (e.g., artwork, language, cultural practices)
 - Other (please specify)

8. **Have you consulted with Indigenous community members or organizations in the development of your course content, curriculum, or pedagogical approaches?**
 - Yes
 - No

9. **What additional steps could you take to Indigenize your course content, curriculum, or pedagogical approaches?**

Questions about Learners

1. What are we doing well and should continue doing? (i.e., our programming, formats for delivery, content, assessments, teaching strategies etc.)
2. What are we not doing well? What can we do to improve?
3. What ideas do you have to improve student retention in our courses (from term to term, from year to year)?
4. What kind of programming packages/pathways/combinations of courses could we offer to incoming students with an aim to increase numbers?
5. What creative ways could we consider reaching a broader audience of incoming students?
6. What are some burning questions, areas for exploration, and needs for

programming that we have.

7. How might the program review process benefit us? What might we be able to learn as we engage in the various phases? (i.e., data gathering, self-study, external review team, final report and action plan items including program renewal)

8. What are your 5-year goals for your discipline area(s)?

9. What does a successful NIC graduate in xxx look like (i.e., skills, abilities, knowledge)?

10. How are we being responsive, flexible, and supportive to provide more access points for a wider variety of learners in our classrooms and program?

11. What kind of delivery formats / learning pathways/ combinations of courses (programming packages) / groupings-cohorts of students or other strategies could we offer to incoming students with an aim to increase numbers?

12. What kind of scheduling and timetabling ideas (terms, days of the week, hours of the day, compressed or intersession) could we offer to students to improve access to learning?

13. How are Indigenous perspectives weaved into the curriculum of the xxx program? How would you recommend developing a deeper integration of these perspectives?

14. The NIC College Plan BUILD 2026 highlights place-based learning. How does the xxx program feature this type of learning? How can we better infuse this approach and highlight this type of experience?

15. Are there additional themes or topics that should be integrating into current curriculum (e.g., environmental sustainability, specific north island topics, eco/indigenous-tourism, etc.)

16. What are the benefits, challenges, and opportunities of relationships between the xxx program and the xxx program(s)?

17. What are the benefits of maintaining current partnership agreements?

18. Are there possible transfer/partnership agreements that could strengthen the program?

19. What other thoughts or ideas would you like to share?

Community Survey Questions

Demographic questions

1. Who are you? (Please select all that apply).

- Small business (less than 10 employees)
- Medium business (11 -25 employees)
- Large business (more than 25 employees)
- Government organization
- Non-profit organization
- Professional Body
- Volunteer organization
- Other (please specify)

2. What term would best describe your role within your organization.

- CEO
- CFO
- COO
- Director
- Executive Director
- Assistant Manager
- Manager
- President
- Technician
- Other (please specify)

2. Where are you located? (Select your best response).

- Comox Valley region (Cumberland, Courtenay, Comox, Campbell River)
- North Vancouver Island (but not Comox Valley region)
- Mid/West Vancouver Island (Parksville, Qualicum, Port Alberni, Nanaimo, Ucluelet, Tofino)
- South Vancouver Island (Duncan, Victoria, Saanich Peninsula)
- Across all of Vancouver Island
- Greater Vancouver
- British Columbia (outside of greater Vancouver)
- Canada (outside of British Columbia)
- Other (please specify)

3. How aware are you of North Island College's xxx program(s)?

- Very aware
- Mostly aware
- Somewhat aware
- Not aware at all
- Other (please specify)

4. What is your current or previous relationship(s) with North Island College? (Please select all that apply).

- Attended North Island College as a student
- Collaborated with/liased with a North Island College instructor
- More than once hired a North Island College graduate
- More than once offered a non-paid work experience
- More than once offered co-op students a paid work experience
- One time hired a North Island College graduate
- One time offered a non-paid work experience
- One time offered co-op students a paid work experience
- Participated at events or festivals
- Taught at North Island College as an instructor
- Volunteer
- I have no relationship to North Island College
- None of the above

Questions about Learners

1. If a potential candidate's résumé indicated they had graduated from North Island College, how likely is this to give you confidence in considering that candidate for hire?

- Highly likely
 - Likely
 - Somewhat likely
 - Not likely
 - Not applicable (i.e., don't hire)
- Please share any further details regarding your response

2. Based on your experience as a member of our community, how responsive to the current labour market are North Island College's xxx program(s)?

- Very responsive
- Mostly responsive
- Somewhat responsive
- Not responsive
- Not applicable
- Other (please specify)

3. What is North Island College's xxx program doing well?

4. Do you see any gaps in North Island College's current xxx program offerings?

- Yes (please specify)
- No
- Unsure

5. What suggestions do you have for North Island College's xxx program to enhance or improve current programming and/or graduate attributes?

6. How can we better educate and communicate with the xxx sector about the NIC xxx program? (Please select all that apply).

- Email
- Meetings
- Newsletter
- Phone messages
- Presentations
- Social Media
- Website
- Other (please specify)

7. What is the perception of the NIC xxx program in the community xxx sector?

- Excellent
 - Very good
 - Average
 - Poor
- Please share the reasoning behind your choice

8. How important is the level of post-secondary education for the xxx sector? Please provide a response to each level of education.

- a. One-year certificate or a collection of first year courses
 - High value
 - Medium value
 - Low Value
- b. Two-year diploma
 - High value
 - Medium value
 - Low value
- c. Three-year advanced diploma
 - High value
 - Medium value
 - Low value
- d. Four-year degree
 - High value
 - Medium value
 - Low value

9. Would you be interested in participating in “out of classroom” learning experiences with North Island College students (e.g., being a guest speaker, hosting an onsite visit, facilitating a community-based project, accepting students as volunteers, etc.)? If yes, please specify.

9. Please share any additional thoughts or comments.

Appendix D – Focus Groups: Designing, Facilitating and Summarizing Inputs

Coming