

Program Review

Final Report and Action Plan Guide



October 2023

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Territory Acknowledgement

North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.



Preamble

As we continue working through the process of program review and renewal we are guided by the college's overarching, interwoven strategic plans, **BUILD 2026, Widening Our Doorways**, and **Working Together – the NIC Indigenization Plan**. The recommendations put forth (and the action items detailed in the accompanying Action Plan) align with commitments articulated in the guiding documents and are part of our continued effort to meet the needs of our diverse community of learners.

A. Executive Summary

This section should highlight the major points of the report, and describe any results, conclusions, or recommendations found in the report. This can be completed in a bulleted format, outlining key themes or takeaways.

B. Background

This section briefly describes the program review process and who was involved in the external review. This section also includes a listing of the external review team members and the internal stakeholders involved in the external review. By including this background, you are reminding readers that the final report and action plan have come from this whole process and those involved in providing feedback. TIP: Look at the front pages of your External Review Report to copy the list of people involved in the external review.

C. Program Overview

This section includes summary information regarding the program offerings, delivery options, purpose of the program, number of faculty, and other program characteristics deemed relevant (e.g., full-time or part-time, credentials offered, etc.). This section is to remind readers about the program or program area. TIP: Can be copied from the self-study if you had a Program Summary or Overview section.

D. Summary of Strengths and Challenges

This section provides the opportunity to highlight both the strengths and challenges of the program under review. The strengths and challenges of the program articulated in this section should be based on data collected from various sources (e.g., students, alumni, faculty, the community, program advisory committee feedback, etc.). Some challenges may fall beyond the scope of a program review (e.g., resource allocation, facilities, workload concerns, etc.) and should not be part of the review but can be included as topics worthy of discussion at the departmental or institutional level.

E. Self-Study Recommendations

This section should outline the recommendations found in the self-study as they relate to the following five sections. This is nothing more than a reminder of what was in the self-study. **TIP:** Copy the self-study recommendations into the aligned Key Dimension of Quality sections as follows:

Commitment to Learners

Focus: This area focuses on the program's commitment to student learning by reflecting on the underlying values and philosophy of the program. This includes the alignment of program commitments with the needs and expectations of students, the institution and the broader discipline, industry, or profession.

Program Structures

Focus: This area focuses on the roots and design of the program, as well as how and why the program has evolved over time highlighting key milestones, developments, and accomplishments as it relates to the student learning experience. This includes the evolution itself, as well as the mechanisms in place for identifying and responding to emerging needs and changing realities.

Learning Community

Focus: This area focuses on the program as a learning community. This includes interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities (e.g., institutional, regional, discipline, industry, or profession specific relationships).

Practices

Focus: This area focuses on teaching and learning practices, including assessment and evaluation methods and the alignment of these approaches to supportive practices. This includes the methods or approaches members of the department engage in to fulfil the stated commitments while engaging in reflective practice.

Collective Impact

Focus: This area focuses on the accomplishments and contributions of faculty and students from the program. This includes learning experiences, opportunities and outcomes related to the program. This also includes mechanisms in place to help faculty and students reflect upon and recognize accomplishments.

F. Summary of Key Findings from the External Reviewers

This section is meant to summarize the observations, comments and specific recommendations put forth by the

external review team. The department's responses to each of the review team's recommendation will be outlined and commented on in more detail throughout the next section.

G. Program Response to External Reviewers' Recommendations

This section outlines the specific recommendations made by the external review team and the response from the members of the school, department, or program under review.

The recommendations are to be grouped under one of the five categories used throughout the self-study called the Key Dimensions of Quality: *Commitment to Learners, Program Structures, Learning Community, Practices, and Collective Impact*. Also, a NIC strategic plan reference should be included for each recommendation when appropriate.

Each response should include an indication of whether the recommendation is agreed upon and how the recommendation will be addressed with a degree of detail and information. See exemplar for more details.

Exact dates and times tied to specific action items will be part of the accompanying Action Plan document.

H. Indigenization of Teaching and Learning Experiences

Please summarize the program's strategies for improving its approach to Indigenization and remaining accountable to Indigenous communities and learners. By including this section in the program review final report and action plan, the department can ensure that the program is continuously working towards improving its Indigenization approach and remaining accountable to Indigenous communities and learners. If you need assistance, please approach the Working Together Working Group with your questions.

Strategies for Improvement

1. What specific steps can the program take to improve its Indigenization approach?
2. How can the program ensure that its Indigenization strategies are respectful, accurate, and inclusive?
3. In what ways can the program involve local Indigenous communities and perspectives in the development and implementation of its Indigenization strategies?
4. How can the program better engage with Indigenous learners to support their success?
5. How can the program better engage with local Indigenous communities to support reconciliation efforts?
6. How can the program better support faculty and staff in incorporating local Indigenous perspectives and knowledge into their teaching and work?

Considerations for Implementation

7. Based on the reflection and strategies identified above, what are the specific actions that the program will take to improve its Indigenization approach?
8. Who will be responsible for implementing these actions, and what is the timeline for implementation?
9. What resources are needed to support the program in its Indigenization efforts, and how can these resources be obtained?
10. How will the program monitor and evaluate its progress towards improving its Indigenization approach?

11. How will the program ensure that it remains accountable to Indigenous communities and learners in its Indigenization efforts?

Indigenization Accountability Steps

To ensure that the department is on the right track towards Indigenization and remains accountable to the Indigenous community, it is mandatory that the department attend an Indigenous Education Council Meeting to present the action items it will be taking regarding Indigenization. This step is necessary to ensure that the department's Indigenization strategies are respectful, accurate, and inclusive, and that they align with the needs and perspectives of Indigenous learners and communities.

The Indigenous Education Council is a key interest group in the department's Indigenization efforts, and their input and feedback are essential to ensuring that the department's actions are culturally appropriate and responsive. By presenting their action items to the Indigenous Education Council, the department can receive valuable feedback and guidance and can ensure that their strategies align with the Truth and Reconciliation Commission's Calls to Action and CIGan's Indigenous Education Protocol.

The presentation should include a summary of the department's reflection on its current Indigenization approach, the strategies identified for improvement, and the action plan developed to implement these strategies. The department should be prepared to answer questions and receive feedback on these strategies from the Indigenous Education Council.

The Indigenous Education Council Meeting should be scheduled at a mutually convenient time, and should be attended by the department head, program coordinators, faculty members, and other relevant staff members. The department should be prepared to provide evidence of its Indigenization efforts, such as course outlines, syllabi, and assessments, to demonstrate its commitment to Indigenization.

I. Summary

This section summarizes the department's thoughts on the review process, the results of the review process, and the focus of the program moving forward.

J. Action Plan

This section includes a brief overview of the Action Plan development process recognizing the recommendations from the self-study and the external review report along with any new ideas since the self-study.

Access the Action Plan template (in legal paper size) and complete it following the format and examples in the template. Append the Final Report as a second document or create a 'section break' in the Word document of the Final Report Template and add the legal sized pages with the action items at the end of the document.

You will be considering a collection of actionable activities your department wants to undertake to enhance the program and ensure student learning is of a high quality. Consider how many and who will be involved in each action item and be clear on their duties, progress reporting and final outcomes.

You want all regular faculty members to take on a number of action items as the lead and join other action items as a team member.

Note: Resources related to workload, job compensation, chair release (and related collective agreement items) are not suitable for this action plan. Instead, take these action items to NICFA.

Dean Feedback: Provide a final draft to your dean and give them a month to reply with feedback and suggestions. Decide how you wish to incorporate some or all the dean's feedback into the final version. Consult with CTLI if you have any questions.