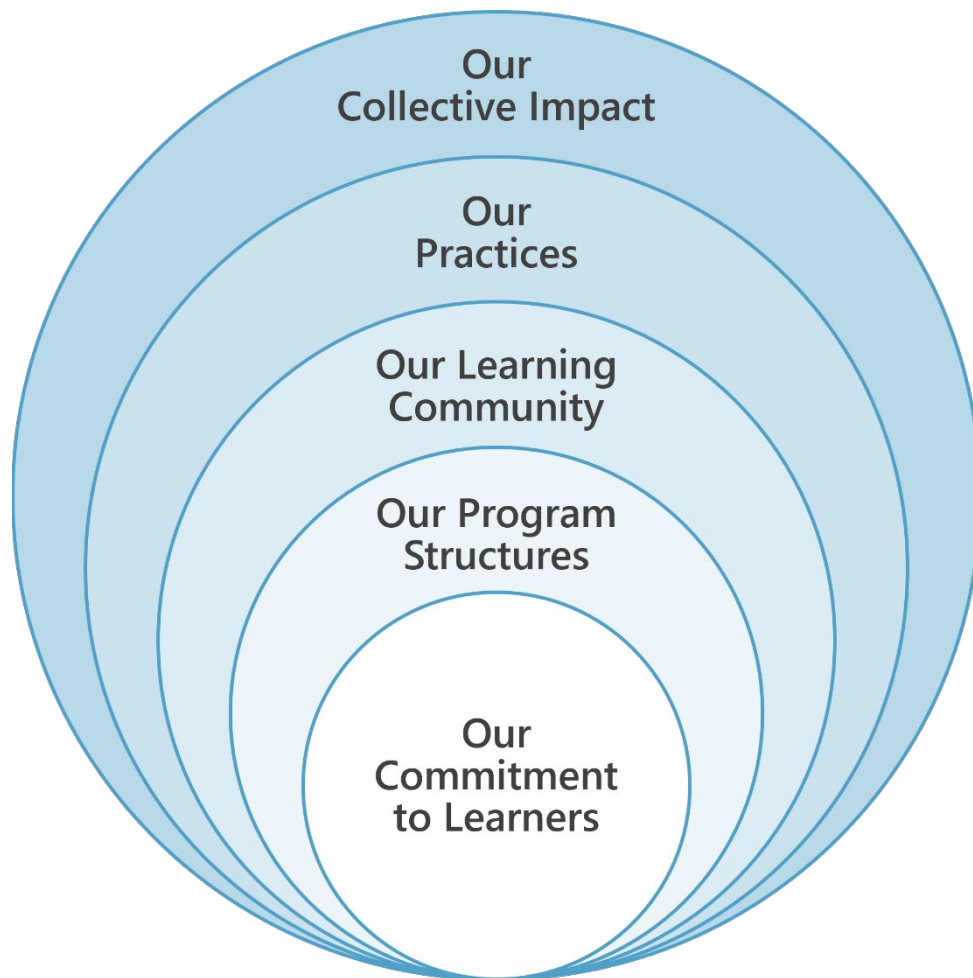


NORTH ISLAND COLLEGE



Program Review Self-Study Guide



October 2023

Self-Study: Outline of Components

Key Dimensions of Quality

This guide provides an outline of key dimensions of the North Island College program review process and is intended to help you plan and organize your self-study. The outline includes five dimensions of quality informed

The self-study is your opportunity as a department or program area to *tell your story*. Self-study should be a cohesive narrative that depicts the history, culture, values, and future directions of your department or program area.

by research: commitments, structures, community, practices, and impact/outcomes. A sixth section provides an opportunity to summarize key learning and identify next steps. These prompts are aligned with the key dimensions of quality assurance and are intended to assist you in reflecting on a variety of aspects of your program. Given that program review at NIC is a faculty-driven, reflective process, you are encouraged to focus on areas most pertinent as identified by faculty, students, and other community members engaged with your department.

The development of the self-study should not begin until phase 2: data gathering, is complete or almost complete. The self-study is a data-driven document that relies on the information gathered through phase 2 to paint an accurate picture of the department or program area. It's encouraged that the relationships you strengthened through phase two (by connecting with students, alumni, industry partners and regional, national and international colleagues, employers and discipline associations) are maintained throughout the writing of the self-study, as you may want to return to them for further insight and information about how your programs impact or are impacted by them.

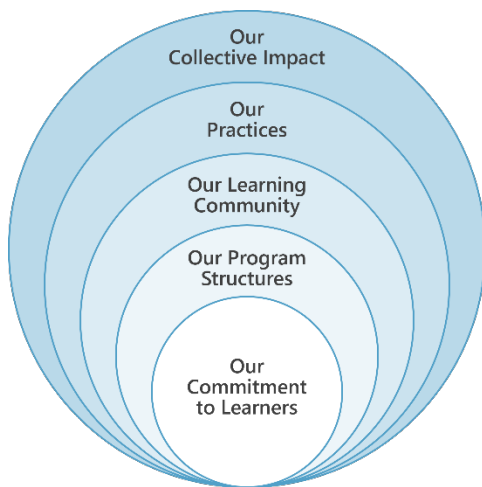
You are also encouraged to use approaches and information sources that are most relevant to your discipline,

Connect with CTLI to explore diverse and creative ways to present your narrative, including video components, visual depictions, creative writing and more.

industry, or profession. Consider how you might use a combination of existing evidence, relevant literature, and new information to help you reflect on what is working well and where there are areas for enhancement. This may include a combination of qualitative and quantitative evidence. There is a list of possible sources of evidence at the end of this guide. Please note that you may not have access to all the evidence listed; however, please feel free to contact your dean to discuss existing sources and ideas or what additional evidence you may want to collect and how you might go about collecting this evidence.

Finally, as you compile, analyze, and reflect on evidence and then plan your self-study, consider the ultimate purpose and your audience. **The overarching purpose of your self-study is to reflect on the evidence gathered to identify strengths and areas for growth and enhancement.** The primary audience includes those individuals and groups directly or indirectly impacted by your program, as well as the external review team. As a result, your final product should include a combination of descriptive information and critical reflection. The descriptive components provide the necessary context for readers, as well as the evidence to support your reflections. The reflective aspect of your self-study is what sets it apart from other processes and existing products (e.g., program description on your website, course outlines, enrolment statistics, and program handbook). The reflective components are at the heart of your program review and, together with the observations and recommendations from the external reviewers, provide the foundation for your action plan. The self-study, external review report, final report, action plan, and follow-up reports will be uploaded to the MyNIC portal, and the final report and action plan will be uploaded to the NIC website. Please contact the Centre for Teaching and Learning Innovation at any time with questions you have while writing a self-study.

Overview of Key Dimensions of Quality



The circular diagram that serves as an organizer for the key dimensions of quality shows how each dimension is nested within each other. The first dimension, “our commitment to learners” sits nested at the core of this diagram. Building outwards from this key dimension through the encompassing circles will allow you to share how your program, learning community and practices aid in the collective impacts and achievements of everyone in the learning community.

A. Commitment to Learners

Reflection on the values, philosophy, and alignment components of program, outlining the needs and expectations of students, the institution, and the discipline, industry, or profession.

B. Program Structures

Reflection on the development of the program, the student learning journey through the program, how the program evolved, and how it is currently delivered and scheduled.

C. Learning Community

Reflection on the interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities to establish a learning community.

D. Practices

Reflection on teaching and learning practices; the methods or approaches to fulfil the stated commitments and engage in reflective practice.

E. Collective Impact

Reflection on the accomplishments and contributions of faculty and students from the program including learning experiences, opportunities, and outcomes.

F. Key Learning and Next Steps

Reflection on faculty learning experienced through the self-study process and an identification of areas for feedback from the external review team.

Self-Study: Details

The NIC self-study is meant to be a collaborative and faculty-led experience. The output is a document that should share essential components of the program under review and highlight key areas for further exploration. Please keep these parameters in mind when writing the document:

- it is a reflective document telling a story of student learning in your program (not a business report or proposal document) - professionally written and presented for an external/public audience
- it is a public document that will be shared with external review team members and with the NIC community
- your dean will provide feedback on a draft version of the self-study and the department is asked to consider the feedback in a final revision
- items that are of a collective agreement nature **are not** to be included in the self-study (e.g., faculty workload, amount or timing of CD/PD time, job responsibilities, release time for chairs, etc.)
- statements and suggestions are to be data driven. Opinions, assumptions, or anecdotal evidence are not to be presented as fact.
- try to keep it no longer than **20 - 25 pages** of core components (not including a title page, table of contents, summary, and program overview sections; appendices, or special documents)
- number of appendices is unlimited (e.g., size, sensitivity of data)
 - include footnotes/reference appendices when possible
 - while you will want to include some charts/data/graphs directly in self-study to aid the reader in visualizing the evidence of facts and statements, more detailed charts/data/graphs should go in appendices as references to keep the core report focused on interpretations of that data, reflections, and suggested next steps
 - reports, Excel spreadsheets you receive from NIC's Institutional Research department are not to be included as appendices but rather integrated into your self-study
- formatting - follow the guidelines laid out in the self-study template. Consider: 1.08 line spacing, 11-point Calibri font, .8-inch margins for optimal readability, page X of Y in footer for tracking number of pages; avoid: underlining titles, overuse of italics - instead use styles for headings to create a table of contents more easily (e.g., Heading 1, Heading 2, Heading 3)
- contact the Centre for Teaching and learning Innovation for formatting and style support if needed

Self-Study: Template Sections

Title Page

Include: Program name, date of submission, NIC logo, no footer. (see template)

Table of Contents

Using styles for levels of headings, have the table of contents be created from the document's pages. (see exemplar and use the setup in the template)

Summary

A half-page to one-page high-level summary of the self-study highlights, including a summary of key recommendations emerging from the program review process. (see exemplar)

Introduction

This section should include the following statement and chart... (this exists in the template, do not delete)

The Minister of Post-Secondary Education and Future Skills tasked the Degree Quality Assessment Board (DQAB) with developing and implementing a periodic quality assurance process audit of internal program review policies and processes at public post-secondary institutions. The terms of reference for the DQAB establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

North Island College (NIC) has developed an internal self-study template with DQAB considerations in mind. The NIC self-study template includes evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions (DQAB essential elements) as well as a comprehensive overview of the program in its entirety. The DQAB outlines the following as components to be considered in a self-study (with comments and an indication of where in this self-study a reference can be found).

DQAB Item	Sectional Reference
1. Appropriateness of program's structure, admission requirements, method of delivery and curriculum against programs educational goals and standards.	Section B
2. The adequacy and effective use of resources (physical, technological, financial, and human).	Section B
3. Faculty performance including the quality of teaching and supervision and demonstratable currency in the field of specialization.	Program Overview / Section C

4. Graduate satisfaction level, student satisfaction level, and graduate rate.	Program Overview
5. The adequacy of the methods used for evaluating student progress and achievement to ensure program's stated goals have been achieved.	Section D
6. Learning outcomes achieved by students meet the program's stated goals, credential level standard, or any regulatory, accrediting, or professional association requirements.	Section E
7. Graduate employment rates, employer satisfaction level, and advisory board satisfaction level.	Section E

Program Overview

A summary that outlines the essential facts, stats, and details of your program, providing necessary context for the remainder of the document:

- Names of programs/credentials offered within the program review group
- Description of the basic structure of the program (or the components of the review group if not a single program)
- Admission requirements, course matrix completion requirements (where applicable) (hint – instead of listing these out, link to the page on the NIC website where this information is held. That way if anything changes between the completion of the self-study and the external review, there is no need to go in and update or revise the document)
- Vision (where you want to be) and purpose (how you want to get there) of the program review group
- Program learning outcomes – if you do not have these created, look to the program development sheet and articulate the rationale for the program or program area
- Reflect on the alignment to and contribution of your program to the mission and objectives of NIC's institutional strategic plans.
- Do you have any accreditations or industry standards, do you belong to a BCCAT accreditation group? Discipline-specific standards?
- Describe and reflect on the composition of faculty within your program. Share a summary of the characteristics of the faculty members, their experience and expertise, and demonstrated currency in their field of specialization (**DQAB Item #3**).
- Student overview – including demographic data (high level - # of grads, headcounts, employment, age etc)
- Provide graduate and student satisfaction levels, enrolment statistics, and graduation rates (**DQAB Item #4**).
- Top Priorities for action planning moving forward
 - These should be a summary of the top priorities within each of the six thematic areas of the document. Refer to the exemplar to see an example of how this might look.

A. Commitment to Learners

The purpose of this section is to describe the program's **commitment to student learning** by reflecting on the underlying **values and philosophy** of the program.

This reflection includes highlighting the **alignment of program commitments** with the **needs and expectations** of students, the institution, and the broader discipline, industry, or profession.

Reflective Questions

- Describe what you want students to experience, develop, and accomplish during their time in your program (e.g., goals, learning intentions, attributes).
- Share how you feel your program's mission and goals align with the standards and expectations of the credential (e.g., articulation, accreditation, association, or industry standards)
 - What do key stakeholders expect students to experience in your program? Key stakeholders may include students, parents, family, discipline, profession, employers, and community partners.
 - reflect on similarities and differences in expected outcomes among stakeholder groups.
- Considering what you have learned about current commitments and expectations, how might these commitments affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- What are your key takeaways about current program commitments?
 - What are some possible next steps to enhance the development and/or alignment of your commitments?

B. Program Structures

The purpose of this section is to describe 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.

You are encouraged to reflect on the **evolution** itself, as well as the mechanisms in place for **identifying and responding** to emerging needs and changing realities.

Reflective Questions

- Describe and reflect on how and why your program came to be. Identify changes that have occurred since your program was first developed. Reflect on some of the reasons for these changes including internal and external factors. How did these changes work to support the delivery of your programs and the student experience?
 - Consider placing a more detailed overview of changes in the appendices and including a high-level overview in the self-study itself.
- Reflect on the appropriateness of the program's structure, admission requirements, method of delivery, and curriculum against the programs educational goals and standards (**DQAB Item #1**).
- Discuss the adequacy and effective use of resources (physical, technological, financial, student support, and human) (**DQAB Item #2**).
 - Comment on how physical, technological, financial, and human resources are allocated in support of the program. Also, highlight what resources are currently available to support student learning (e.g., specialized facilities, equipment, institutional supports, community partnerships, etc.). Reflect on whether gaps exist in essential and/or non-essential resources.
- What is the anticipated learning journey for students as they progress through your program? Identify and describe the key learning opportunities students may experience through your program.
- Consider what sets your program apart from similar programs across the region, province, and beyond. Describe how you convey your program purpose and unique characteristics to stakeholders.
 - Take into consideration rural needs, community-driven approaches, the needs of students, etc.
- How might what you have learned about current structures and design affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- What are some possible next steps to enhance existing structures including identifying and responding to emerging needs?

C. Learning Community

The purpose of this section is to describe and reflect on your program as a **learning community**.

This includes identifying **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).

Reflective Questions

- Discuss/describe faculty community, reference CVs, and speak to working relationships within the department. How often are faculty meetings held? What does the department do to cultivate a sense of community and belonging with and between faculty?
- Indicate how the quality of teaching and supervision is measured and how those results are used by faculty (**DQAB Item #3**). (student feedback)
- Describe the composition of students within your program. Share a summary of key characteristics. Include graphs, charts, quotes, stories and anything else relevant and necessary to paint a picture of the student body within the department. (how many hours they work a week, what their satisfaction levels are, etc.)
 - Include accolades, quotes, student success stories,
 - Is this reflective of the student body that you would like to see in the program
- Consider how faculty and students build and nurture a sense of community within your program (e.g., classroom activities, clubs and study groups, program events, outreach activities, etc.). Describe current levels of morale and sense of belonging. Reflect on how this might impact both the learning environment, instructional strategies, and evaluation practices.
- Highlight previous and current partnerships and collaborations with members outside of your program. Reflect on how these relationships were developed and are nurtured, as well as how these partnerships contribute to student learning and development.
- Who are your interest groups what are the relationships with them, how are relationships created and nurtured?
- How might what you have learned about your current learning community affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- Reflect on your key takeaways about your program as a learning community.
 - What are some possible next steps to enhance the sense of community within your program?

D. Practices

The purpose of this section is to describe and reflect upon **teaching and learning practices**, including assessment and evaluation methods and the alignment of these approaches to supportive practices identified in the literature and research.

More specifically, this section is a description of the **methods** or **approaches** members of the department engage in to **fulfil** the stated **commitments** while engaging in reflective practice.

Reflective Questions

- Describe the ways in which student needs and learning goals are identified. Outline the approaches used to support students in reaching their personal goals, as well as course and program level goals. Reflect on the extent to which these supports, or strategies enhance student learning and development.
- Outline and provide details on the methods and approaches used to design learning opportunities for students to engage in the learning community. Describe the teaching strategies and learning methods used and how they contribute to fostering an inclusive, caring, and accessible learning experience for all students. Explain how these approaches align with supportive practices identified in the literature, including approaches for accommodating learners with diverse and varied needs.
- Describe the methods and approaches used to assess and evaluate student learning and growth. Consider how these align with supportive practices identified in the literature and the extent to which they provide you with the information needed to both support learning and assess demonstration of learning outcomes rates (**DQAB Item #5**).
- Describe the methods used to give and receive feedback and collect data. Reflect on the degree your methods and approaches provide you with the information needed to determine the extent to which your program's mission, learning outcomes, and goals are being achieved (**DQAB Item #5**).
- How do program staff and instructors engage in ongoing reflective practices?
- How might what you have learned about current practices affect your program moving forward (e.g., pedagogy, assessment, evaluation)?

REQUIRED ITEMS: *By including a summary of your responses to the following set of questions, the College can gather information on how a program is working towards Indigenization and responding to the TRC's Calls to Action and CICAN's Indigenous Education Protocol.*

Indigenization in the Program

1. What steps has the program taken to Indigenize its approach to education?
2. How has the program incorporated Indigenous perspectives and knowledge into its course content and pedagogical approach?
3. What specific strategies has the program implemented to ensure that Indigenous perspectives and knowledge are accurate and respectful?

4. How has the program addressed the impact of colonization and residential schools on Indigenous peoples in its course content and pedagogical approach?
5. In what ways has the program incorporated Indigenous ways of knowing, learning, and teaching into its pedagogical approach?

TRC Calls to Action

1. How has the program responded to the Truth and Reconciliation Commission's Calls to Action?
2. What specific actions has the program taken to address the Calls to Action related to education?
3. How has the program engaged with Indigenous communities to support reconciliation efforts?

CICan's Indigenous Education Protocol

1. How has the program aligned with the Colleges and Institutes Canada's Indigenous Education Protocol?
2. What specific actions has the program taken to support Indigenous learners and communities?
3. In what ways has the program incorporated Indigenous perspectives and knowledge into its curriculum and pedagogical approach, in accordance with the Protocol?

NIC Working Together Indigenization Plan

1. What work is being done to address the goals outlined in the Working Together Indigenization Plan?
2. Are there specific line-items outlined in the Working Together Dashboard that the department or program area is focusing on at this time?
3. What is the department or program area doing to work with Indigenous community members to ensure a respectful approach to Indigenization?

E. Collective Impact

The purpose of this section is to describe and reflect on the **accomplishments and contributions of faculty and students** from your program.

This includes a range of measures to **describe learning experiences, opportunities, and outcomes** related to your program. This also includes mechanisms in place to help faculty and students reflect upon and **recognize accomplishments**.

Evidence of student success – how do we know? Employment rate, satisfaction levels, etc.

Reflective Questions

- Reflect on specific knowledge, skills, attributes, and/or values that students have developed or enhanced through your program. Consider how these align with program mission and goals, as well as how growth is tracked and measured.
- Provide evidence that learning outcomes achieved by students meet the program's stated goals, credential level standard, or any regulatory, accrediting, or professional association requirements (**DQAB Item #6**).
- Describe how students, current and past, and faculty are contributing to the institution, broader community, discipline, industry, or profession (e.g., leadership and volunteer opportunities, employment, research). Reflect on ways in which students and faculty are encouraged and supported to pursue these opportunities.
- Indicate graduate employment rates, employer satisfaction levels, and advisory board satisfaction level (**DQAB Item #7**).
- Reflect on your key takeaways about the collective impact of your program.
- Why do you and your students consider success? Describe the different accomplishments achieved by students, current and past, and faculty over the past several years. Consider how these accomplishments contribute to those directly involved and the broader learning community.
- What are the diverse strengths and contributions of students and faculty? Reflect on how various accomplishments are acknowledged and celebrated.
- How might what you have learned about your collective impact affect your program moving forward (e.g., pedagogy, assessment, evaluation, ways of defining and recognizing accomplishments)?
- What are some possible next steps to enhance outcomes? Monitoring and measuring outcomes?

F. Key Learning and Next Steps

The purpose of this section is to highlight **your key learning** through the self-study process.

Based on the evidence reviewed - conversations, observations, and review of data - describe the **strengths of the program** and **areas for enhancement**, including **future direction** of your program.

This section also provides you with the opportunity to **specify areas in which you would like feedback** from the external review team.

Reflective Questions

1. Describe the strengths of your program using feedback from stakeholders and other evidence reviewed.
2. Outline gaps and areas of concern. Reflect on how you might utilize identified strengths to enhance other areas of your program.
3. Highlight any questions you still have or new questions arising from the self-study. Reflect on how you might further explore these questions. For example, through the external review process, with assistance from other departments, and/or with help from students and colleagues.
4. Outline some key next steps that you are considering for inclusion within your action plan.
5. Highlight specific questions or feedback you are seeking from the external review team to help inform your next steps.

Possible Sources of Evidence

This list presents other ideas for gathering evidence about your program, student learning and activities.

- Data pack from Institutional Research and Planning
- BC Outcomes Data
- 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
- Perceptual data from alumni, students, faculty, other community members (e.g., gathered through focus groups, interviews, surveys, arts-based methods)
- Enrolment statistics, including demographic details
- Retention statistics (from Institutional Research and Planning)
- Graduation rates (from Institutional Research and Planning)
- 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.

Credits: With thanks to Vancouver Island University for structure and ideas for the self-study along with many other institutions who have shared their self-study outlines and templates.