Defining Quality Student Learning
Five Themes Informed by NIC Campus Community Members

NORTH ISLAND COLLEGE · NIC

Approximately 100 NIC campus community members including students, support staff, instructors, and administrators shared their thoughts on the question, "*What is quality student learning?*". Over the course of seven Quality Student Learning Part 1 sessions and five Quality Student Learning Part 2 sessions held from April – June 2023, the following five themes emerged. These five themes represent what quality student learning at NIC should be all about. Two sub-themes follow under each theme. Within each sub-theme are the exact phrases or words submitted via online polls and discussion sessions.

1. Accessible, Relevant and Responsive Education Aligned to Student Needs

Sub-Theme: Relevant, Meaningful, Effective, Current, Authentic

- Applicable to real-world situations, real-world skills
- Interactive learning
- Meaningful and relevant learning
- Asse to their community
- Value for their money
- Responsive to global events and real-world issues
- Relevant instructors
- Learning that is appropriate and effective
- Current and relevant information for engaged learners
- Meaningful to their future employment and lives
- Rich learning experience
- Assurance that the education students are receiving is of the most current and evidence-based
- Learning that is meaningful for students
- Authentic and connected to students' lives
- Relevant
- Access to quality instruction with current and relative material
- Applicable and relevant
- Students apply their knowledge in their own contexts
- Efficient and effective
- Relevant, contextual, accessible, and responsive
- Provide students with relevant and meaningful information
- Meaningful education
- Impactful and life changing education
- Effectiveness and impact
- Relevant content
- Learning that connects with you personally
- Rigorous course content
- Application of learning
- Hands-on experiential learning
- Relevant real-world and current learning

Sub-Theme: Accessible and Responsive to Student Needs

- Learning that is best for everyone
- Responsive to student needs
- Learning that can be adapted to their needs
- Accessible education
- Responsive, relevant and customized learning
- Education delivered in accessible ways, with meaningful connections to relevant materials
- Accessible
- Responsive to their needs
- Accessibility, flexibility, making the experience enjoyable
- Based on universal design for learning
- Individualized to make learning relevant
- Programming and courses are accessible and available and affordable
- Website and marketing make programming easy to locate
- Affordable – tuition, grants, scholarships
- Welcoming – individualize information and support for pre-applicant through to graduation
- Flexible course loads
- Various learning options
- Universal design for learning
- Removing barriers – plain language, checking assumptions, getting students to place where they can start to learn
- Individualized learning with variety of access points such as micro credentials, soft and hard skill development
  Individualized and customized learning

2. Engaged and Interactive Learning Focused on Core Competencies and Knowledge

Sub-Theme: Engaged Learners and Interactive Learning

- Students are engaged, excited and feel safe to take chances
- Interactive learning environment with quality feedback
- Ability to interact with students
- Active engagement
- Being engaged, curiosity driven
- Engaged students/learners
- Students are engaged and active learners
- Students are engaged learners actively participating in their learning journey
- Quality student experience and engagement
- Comprehensive and engaging experience
- Energetic, engaged and challenging learning
- Student engagement
- Engages students in the learning process
- Students engaged in their learning
- Engaging
- Students gain valuable education that is student-centered, relevant, and engaging
- Interactive learning for students

Sub-Theme: Core Competencies, Abilities and Skills

- Develops key learning outcomes
- Learn current content and keep learning
- Come out with knowledge they need
- Students have met the learning outcomes
- Knowledge, skills, and competencies that are relevant, meaningful, and applicable to needs of students
- Using methods to ensure students are meeting learning outcomes
- Learning that measurable achieves learning outcomes
- Students gaining understanding of targeted learning outcomes in an efficient and effective way
- Ensuring students get the relevant skills and knowledge they require
- Learning that ensures students get the knowledge, skills, and abilities to be work ready in the world they chose
- Learning outcomes achieved with a respectful/professional experience along the way
- Course content that matches what employers are looking for skill sets to hire upon graduating
- Graduates meeting learning outcomes of courses and programs
- Executive skills
- Defined outcomes
- Communication skills
- Reading, writing and oral skills
- Students leaving with skills, knowledge and experience needed to be successful both as citizens and in future employment journeys

3. Learner Agency and Continuous Growth
Supporting Critical Thinking

Sub-Theme: Empowering Learner Agency, and Reflective Growth

- Self-Exploration
- Constructive (self and other) feedback for learning
- Students have a choice about what study
- Personal growth
- Learning has sustained impact of learner
- students to participate in own learning
- Students who find value in their experience that goes beyond the classroom/course
- Sustained learning that gets internalized, short term and long term
- Reflective learning
- Learning that gives students the tools to be successful on their path
- Producing learners who are well positioned to continue their learning and ready to be fantastic professionals in our community
- Learner-focused assessments
- Learning that prepares students for their future endeavours
- Supporting student learning in a meaningful and transformative way
- Empowering learners in inclusive learning environments
- Ensuring students gain a quality education in their field
- Various methods of assessment
- Help students be successful out of college
- Education assists them in succeeding
- Learning how to self-regulate
- Variety of assessments
- Continuous relevant and meaningful feedback to students for learning
- Builds learner confidence
- Students becoming goal oriented
- Continuous development for all
- Students develop life-long learning habits and enthusiasm for learning
- Reflective/self-evaluation
- Students have the knowledge to prepare for their career
- Students know how to learn how to learn
- Students have a strategy for life-learning and confidence in ability to learn
- Students see themselves in their future careers
- Student readiness
- Meaningful assessments

Sub-Theme: Advancing Deep Understanding through Critical Thinking

- Fosters deep understanding, critical thinking including digital literacy
- Ability to think critically
- Thinking outside of the box
- Students do not forget the material as soon as they write the exam
- Achieving skills that stay with students for life
- Students can think critically in order to solve higher order questions and do more than just regurgitate responses for a test
- Learning how to construct knowledge
- Critical thinking strategies
- Making learning challenging / interdisciplinary
- Core thinking skills (analysis of current events, connecting to theories, compare to discern misinformation)
- Big picture thinking, critical thinking
- Push student to higher level of thinking
- Deeper learning – more than facts -focusing on application, problem solving, connections, transferrable skills

4. Respectful, Inclusive and Connected Learning Environments

Sub-Theme: Respectful Relationships and Connections between instructors and students (and supports)

- Learning that creates relationships between student and instructor
- Learning that creates confidence and respect
- Trust and rely on fellow humans
- Ongoing feedback between instructor and student
- Safe and supportive learning environment using effective teaching strategies and assessing student progress through a variety of methods
- Effective communication
- Instructor-student relationships – building trust and being accessible
- Interconnectedness of people
- Supportive learning
- Fun and happiness in learning connections
- Clear communication (instructor, students and supports)
- Increased collaboration across institution to support learners from students to advising to faculty)

Sub-Theme: Inclusive and Community-Connected

- Student success through student-centered learning
- Learning that is inclusive
- Inclusive
- Inclusive, effective, and engaging
- Indigenized Learning Outcomes (data) including interviews and quotes from Elders, IE and OGE facilitators
- Acknowledging the culture of inviting the value each person has/wants to offer
- Creating safe places for learning
- Decolonized education
- Diverse, diversity
- Community-connected learning
- Connecting individual learning to social/community development
- Contributes to community
- Continuous adapting of curriculum to meet community needs, individual and industry needs
- Focus on multicultural perspectives (Indigenous, international students, connect to lifespan development, how each culture perceives knowledge)
- Customizing CET programming to meet community needs
- College community is robust and has on-site supportive services to meet student needs
- Sense of community
- Interdisciplinary learning
- Building community for learners to know where to get supports
- Sense of belonging and connectedness

5. Quality Teaching, Accountable Practices Grounded in Evidence-Based Learning

Sub-Theme: Quality Teaching – Instructors and Learning Environment

- Providing learning opportunities (instruction, environments) where students can fulfill their educational goals
- Good instruction
- Instructors who relate to students are knowledgeable and have quality teaching skills
- Instructor-Student relationships - Build Trust and Be Accessible
- Creating safe places
- Instructors who have knowledge and skills/transferrable skills
- Instruction provided by experts
- Instructors who relate to students and are knowledgeable, have quality teaching skills
- Instructors who have the knowledge and skills
- Instruction provided by experts
- Courses up to date with current practices and information
- Deans/chairs check in with instructors on PD—CD plan
- Faculty have competencies in how to teach not just content
- Faculty have a variety of teaching methods
- Ongoing refreshed curriculum
- Comfortable and supportive learning environment
- Instructor background and preparedness – instructor evaluations, PD activities, CTLI activities, course evaluations, teaching dossier etc.
- Content delivery is clear, challenging, independent thought, teamwork
- Instructors are responsive and have high quality of engagement in teaching

Sub-Theme: Accountability and Evidence-Based

- Accountable to students, communities, societies
- Accountability
- Evidence-based practices for teaching
- Regular and consistent assessment of faculty, administration, and program areas
- Assurance that the education students are receiving is of the most current and evidence-based
- Obtaining a certificate or degree
- Surveys of students to gain feedback
- Employee satisfaction
- Instructor accountability – instructor evaluations which are transparent
- Data from professional development on numbers using it and impacts of their learning
- Be more aware of where there are complaints of instructors, evidence of issues
- Data about withdrawals and why
- More consistent course outlines, course evaluations
- Class/course surveys for student and faculty course evaluations
- More accountability and data about students and who are accessing services, engagement with supports
- Campus culture that supports/prioritizes professional development
  Learning design is evidence-based