**XXX Program/Program Area**

**Self-Study**

****

**Institutional Program Review Process**

Date

**NOTES**

1. How you chose to organize the content in each of the six sections is up to your department. There are some ‘mandatory’ headings outlined in each section, as these correspond with the requirements of The Minister of Advanced Education, Skills & Training, and the Degree Quality Assessment Board (DQAB) and NIC’s Working Together Indigenization Plan If your department would like guidance or ideas as to how to organize each section in the self study, please refer to the Self-Study Exemplar. You are welcome to use the headings used in the exemplar if you deem them appropriate for your self-study.

2. Items that are of a collective agreement nature **are not** to be included in the self-study (e.g., changes to faculty workload, allocation, and timing of CD/PD time, changing job responsibilities, chair release time, etc.).

3. Statements and suggestions are to be data driven and should include appropriate documentation (such as charts and graphs from collected data, themes and quotes from focus groups and surveys, etc.). Opinions, assumptions, or anecdotal evidence are not to be presented as fact.

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

**A picture containing plant, leaf, fern

Description automatically generated**

**Table of Contents**

Contents

[Summary 6](#_Toc147161356)

[Introduction 6](#_Toc147161357)

[Program Overview 8](#_Toc147161358)

[Mandatory: Faculty Overview 8](#_Toc147161359)

[Mandatory: Student Demographics 8](#_Toc147161360)

[A. Commitment to Learners 9](#_Toc147161361)

[B. Program Structures 10](#_Toc147161362)

[Mandatory: Appropriateness of Program’s Structure, Admission Requirements, Method of Delivery and Curriculum against Programs Educational Goals and Standards 10](#_Toc147161363)

[Mandatory: The Adequacy and Effective use of Resources (physical, technological, financial, student support, and human) 10](#_Toc147161364)

[C. Learning Community 11](#_Toc147161365)

[Mandatory: Quality of Teaching and Supervision 11](#_Toc147161366)

[D. Practices 12](#_Toc147161367)

[Mandatory: Methods and Approaches Used to Assess and Evaluate Student Learning and Growth 12](#_Toc147161368)

[Mandatory: Methods and Approaches Used to Give and Collect Feedback and Collect Data 12](#_Toc147161369)

[Mandatory: Indigenization in the Program 12](#_Toc147161370)

[Mandatory: TRC Calls to Action 12](#_Toc147161371)

[Mandatory: CICan’s Indigenous Education Protocol 12](#_Toc147161372)

[Mandatory: NIC Working Together Indigenization Plan 12](#_Toc147161373)

[E. Collective Impact 13](#_Toc147161374)

[Mandatory: Evidence that Learning Outcomes Meet Program, Receiving Institution, Accrediting Body, and/or Professional Association Goals 13](#_Toc147161375)

[Mandatory: Graduate Employment Rates, Employer Satisfaction Levels, and Advisory Board Satisfaction Levels 13](#_Toc147161376)

[F. Key Learning and Next Steps 14](#_Toc147161377)

Acknowledgements

Some details here.

**Self -Study Lead:**

**Self- Study Team:**



**Centre for Teaching and Learning Innovation Facilitators:**



**Dean:**

**Department Head:**

## Summary

Add details here.

## Introduction

The Minister of Advanced Education, Skills & Training 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.

With the end in mind and knowing that program self-studies will be part of the Quality Assurance Process Audit (QAPA) administered by DQAB, 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 (these are embedded and highlighted in various sections of the self-study and the chart below outlines in what section of this self-study these items 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/Section C |
| 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

### Mandatory: Faculty Overview

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)**.

### Mandatory: Student Demographics

Provide graduate and student satisfaction levels, enrolment statistics, and graduation rates **(DQAB Item #4)**.

## A. Commitment to Learners

## B. Program Structures

### Mandatory: Appropriateness of Program’s Structure, Admission Requirements, Method of Delivery and Curriculum against Programs Educational Goals and Standards

**Program Structure**

Add details here.

**Admission Requirements**

Add details here.

**Method of Delivery**

Add details here.

**Curriculum**

Add details here.

### Mandatory: The Adequacy and Effective use of Resources (physical, technological, financial, student support, and human)

**Physical Resources**

Add details here.

**Technological Resources**

Add details here.

**Financial Resources**

Add details here.

**Student Support Resources**

Add details here.

**Human Resources**

Add details here.

## C. Learning Community

### Mandatory: Quality of Teaching and Supervision

Faculty performance including the quality of teaching and supervision and demonstratable currency in the field of specialization.

## D. Practices

### Mandatory: Methods and Approaches Used to Assess and Evaluate Student Learning and Growth

The adequacy of the methods used for evaluating student progress and achievement to ensure program’s stated goals have been achieved.

### Mandatory: Methods and Approaches Used to Give and Collect Feedback and Collect Data

Add details here.

### Mandatory: Indigenization in the Program

Add details here.

### Mandatory: TRC Calls to Action

Add details here.

### Mandatory: CICan’s Indigenous Education Protocol

Add details here.

### Mandatory: NIC Working Together Indigenization Plan

Add details here.

### 

## E. Collective Impact

### Mandatory: Evidence that Learning Outcomes Meet Program, Receiving Institution, Accrediting Body, and/or Professional Association Goals

Add details here.

### Mandatory: Graduate Employment Rates, Employer Satisfaction Levels, and Advisory Board Satisfaction Levels

Add details here.

## 

## F. Key Learning and Next Steps