

Quality Assurance Process Audit

Institutional Report & Self-Study

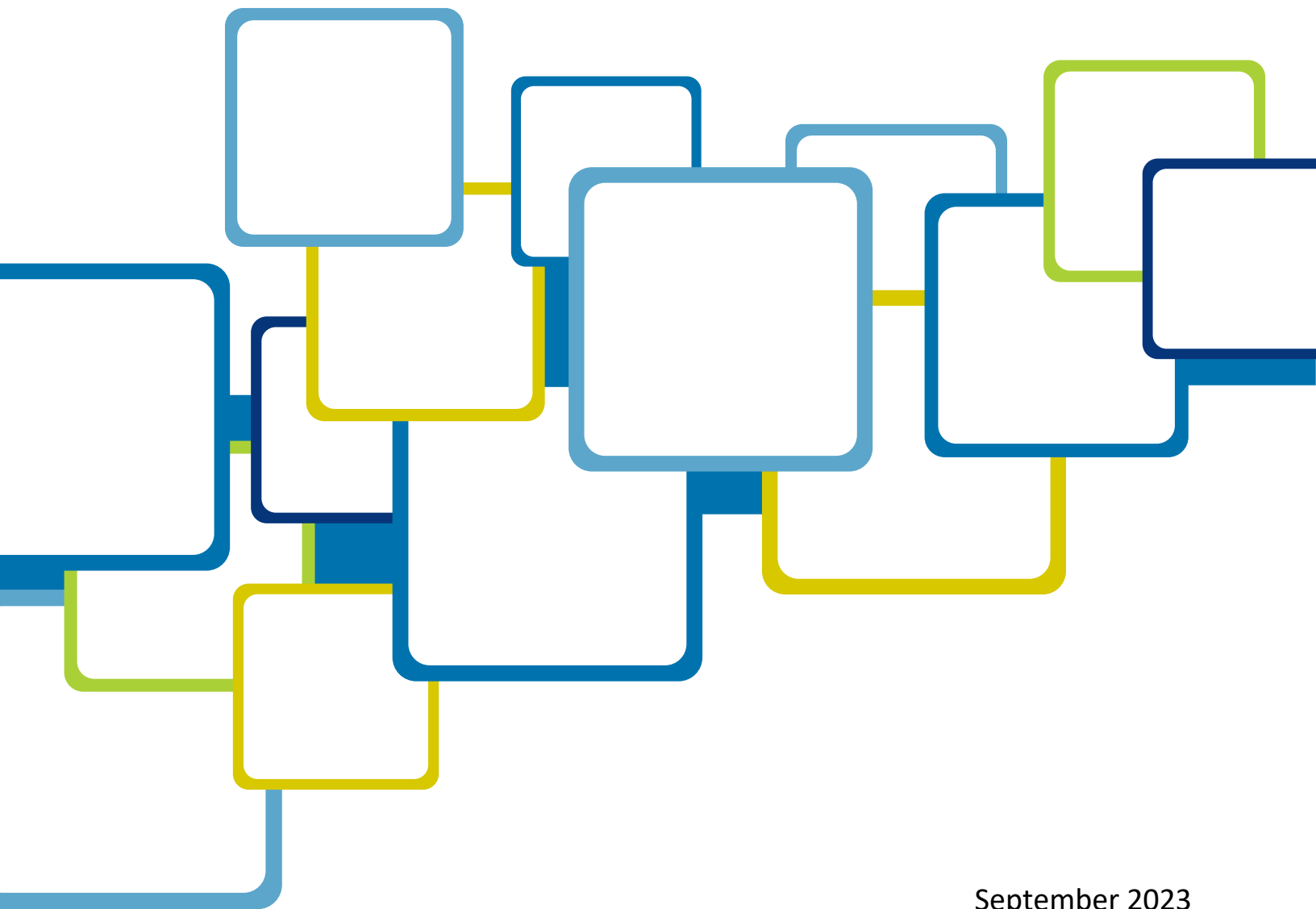


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INSTITUTIONAL PROFILE

Territorial Acknowledgement

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.

Orientation to North Island College

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km² covering the middle to northern Vancouver Island and parts of the BC Central Coast from Bamfield to Bella Coola. With 169,000 residents in its region, NIC serves the largest population of all BC rural colleges. The College is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

NIC's story is one of innovation, change, challenge, and success. Established in 1975 as a distance education institution, the College originally served residents in remote logging camps and coastal communities through 24 learning centres.

In the 1990s, as population in resource-dependent communities declined, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus plus NIC@St. Joe's at the former St. Joseph's General Hospital), Port Alberni and Port Hardy as well as a learning centre in Ucluelet.

NIC offers a full range of credentialed programming as well as educational, financial aid, accessible learning, counseling and student advising services, including dedicated employment support with work-integrated learning and a nationally accredited cooperative education program.

NIC has approximately 145 regular faculty members, along with 75 sessional faculty with active appointments for a total of 220 faculty members. There are approximately 176 support staff and 56 administration members.

In keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed communities through digital learning and video conferencing, as well as onsite programming in communities based on the specific needs of local First Nations and community partners.

In 2021, the institution developed a strategic plan, *BUILD 2026*, which includes a mission and vision statement to provide a pathway for the next five years. The [Engage with NIC website](#) hosts all the strategic plans along with updated and related strategic projects.

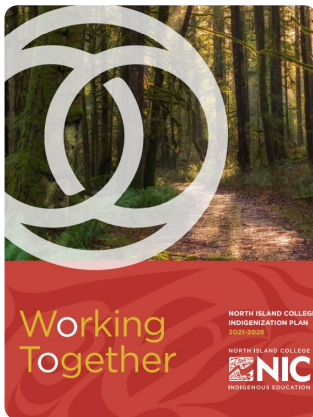
- **NIC's Mission:** Working together, NIC builds healthy and thriving communities, one student at a time.
- **NIC's Vision:** By 2026, NIC will deliver BC's best individualized education and training experience.

NIC will be building its first on-campus housing project which is being constructed on the Comox Valley Campus. The [Student Housing Commons](#) will be a multi-generational, inclusive, accessible, Indigenized, welcoming space for students. Also on campus is an expansion to the existing Beaufort Childcare Centre. A new [Centre of Excellence in Early Learning](#) will provide more child care spaces and additional classroom space for NIC's Early Childhood Care and Education programs.

NIC has an active [Indigenous Education Council \(IEC\)](#) which includes representatives from the 35 Nations, Métis Chartered Communities, and Indigenous organizations. The IEC provides guidance in the delivery of education and support services relevant to the needs of Indigenous people and to ensure that the College works with Indigenous people in culturally appropriate ways.

Under the leadership of the IEC, NIC and representatives of the First Nations signed the Colleges and Institutes Canada's (CICan) [Indigenous Education Protocol](#) in 2015, affirming our collective commitment to Indigenous learners and communities in the region.

NIC marked National Indigenous Peoples Day June 21, 2021, with the launch of [Working Together](#), the first Indigenization Plan in the College's history. [Working Together](#) confirms NIC's commitment to reconciliation with goals and actions that integrate and honour local Indigenous cultures, histories, languages, and ways of knowing and being in NIC curriculum, teaching, planning and operations. More details: [NIC Reconciliation, Indigenization and Decolonization website](#)



At NIC we have come to realize that the evolution of Indigenization and international education is integrally tied to the concept of what it means to be Indigenous-serving. In 2023, NIC released an institutional plan called, *Journeying Together* which is built on the foundation of the *Working Together* plan.

Journeying Together is a transformative approach to Indigenization and internationalization.

Our vision of weaving Indigenization and internationalization is rooted in NIC's collective commitment to become a truly Indigenous-serving institution, toward a future reimagined for the well-being of this generation and those yet to come. Our goal is to leave a legacy of hope that aligns with the beliefs and aspirations of the Indigenous people and the communities we serve. (*Journeying Together*, p.2)

Journeying Together is rooted in our responsibility to uphold the inherent commitments of truth and reconciliation, decolonization, the Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the United Nations Sustainable Development Goals (UNSDGs). It is an opportunity to build a new network of academic and social exchange worldwide. It is the start of an ongoing process to develop opportunities that lift up and engage Indigenous students and communities with the world.

NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for *Journeying Together* and the plan is being used as a model by researchers and other educational institutions to explore transforming international education in Canada and around the world. More details: [Journeying Together website](#)

North Island College is proud of the hard work accomplished over the almost 50 years of offering student learning experiences.

As of September 2023, there are 117 credentialed programs offered by North Island College through five academic areas:

- Health and Human Services including Access and Learning
- Trades, Apprenticeship and Technical Programs
- Arts, Science and Management including Upgrading (Adult Basic Education)
- Continuing Education and Training
- Indigenous Studies

Note: The words instructor, educator, faculty, or faculty member are used interchangeably in this document, and all mean the same thing.



The chart below details North Island College’s enrolment activity for 2022 – 2023.

Fiscal Year FTEs 2022/23¹	Domestic²	International	Total³
Degree Programs	178	5	182
Non-degree Undergraduate Programs	749	403	1,152
Total: Undergraduate Programs (not including other program activity below)	927	407	1,334
Adult Basic Education	167	–	167
Continuing Education	241	1	242
Trades	926	1	927
Total: Other Program Activity	1,334	2	1,336
Grand Total³ (Combined totals of Undergraduate Programs and Other Program Activity)	2,261	409	2,670

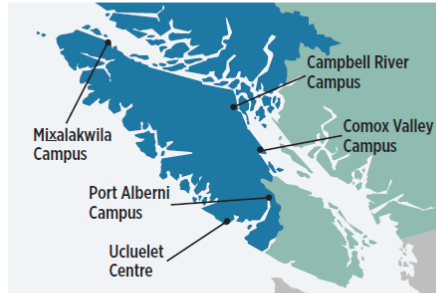
Notes

1. *These numbers are calculated from internal FTE enrolment data and may differ from those reported for the Accountability Framework performance measure reported in the IAPR (which are determined by the Ministry of Post-Secondary Education and Future Skills).*
2. *Indigenous student headcount in the current year is understated due to incomplete data; therefore, Indigenous student data for the current year should not be included in trend analyses and isn't split out for 2022/23. Indigenous status gets reconciled with our data early in the following fiscal year.*
3. *Totals may not precisely sum due to rounding.*

The *Fast Facts* infographic below summarizes some helpful information about NIC.

NIC North Island College 2022/23 Fast Facts

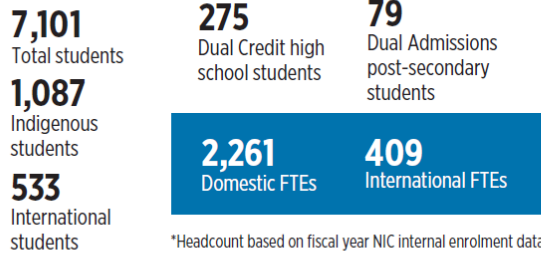
NIC REGION



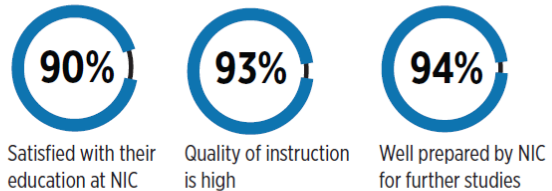
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km² service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

STUDENT ENROLMENT*

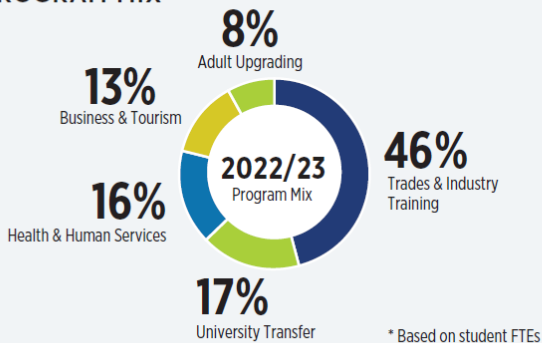


NIC STUDENTS SAY*

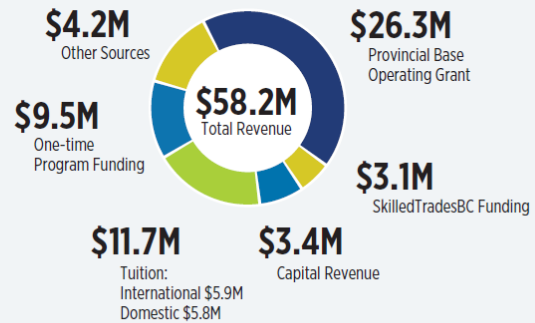


*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

PROGRAM MIX*



COLLEGE REVENUE

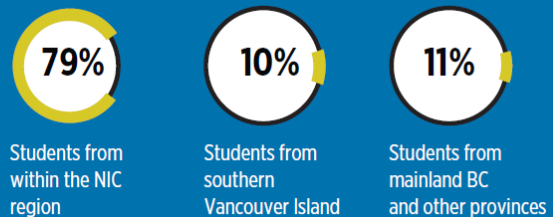


2022 AWARDS*



*as of September 30, 2022

DOMESTIC STUDENT ORIGINS



Student Enrollment for 2022–2023 Academic Year

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
Full-Time Equivalent (FTE)	2,670	N/A	209	2,461

Campus Locations

North Island College has four campuses and one centre all located in the mid to northern areas of Vancouver Island. The College serves a regional area of 80,000 km².

Campbell River Campus - ᑭᐱᐱᐱᐱᐱ NIC respectfully acknowledges we operate within the unceded traditional territory of the Wei Wai Kum, We Wai Kai and Kwiakah First Nations. The Campbell River campus shares its location with Timberline Secondary School. The shared location helps to ease the transition for students as they move from high school into post-secondary. It also provides opportunities for high school students to begin their trades careers while still in high school through the Youth Train in Trades program. The Campbell River campus is also home to the Third Course Bistro and the Centre for Applied Research, Technology, and Innovation (CARTI). More [info](#)

Comox Valley Campus (Courtenay) - čěčhaθeč Gilakas’la NIC respectfully acknowledges we operate within the unceded territory of the K’ómoks First Nation. The Comox Valley campus on Ryan Road first opened its doors in 1992. Since that time, the campus grew as demand for programming rose. The campus is home to the Shadbolt Studios, a modern Trades Training Centre, the Stan Hagen Theatre and is located next to the Comox Valley Aquatic Centre and the Comox Valley Hospital. In 2019, NIC opened a new learning space at the former St. Joseph’s Hospital in Comox. NIC is leasing the former Surgical Day Centre space on the first floor of the building. More [info](#)

Port Alberni Campus - ᑭᐱᐱᐱᐱᐱ NIC respectfully acknowledges we operate within the unceded traditional territory of the Hupacasath and Tseshaht First Nations. Located on Roger Street, the Port Alberni campus provides classrooms for programming including nursing, early childhood care and education, university studies classes and more, along with the bookstore and library. The campus is also home to the Culinary Arts Building, the location of the Roger Street Bistro. Along with the Roger Street campus, NIC’s Tebo Vocational Centre on Tebo Avenue provides shops and equipment for Trades training students. More [info](#)

Port Hardy Campus - Gilakas'la NIC respectfully acknowledges we operate within the unceded traditional territory of the Kwaguł. NIC's Miḡalakwila campus serves students throughout Northern Vancouver Island, including Port Hardy, Port McNeill, Port Alice, Alert Bay and Sointula. Located in the heart of Port Hardy at the Thunderbird Mall, the 6,000 square foot campus is centrally located for students and provides a modern, up-to-date, and student-focused location to support student learning. NIC was honoured to receive the Kwak'wala name Miḡalakwila, meaning "maker of what's been dreamt about." The Elders chose Miḡalakwila because they believe the College is a place where your dreams for the future can come true. More [info](#)

Ucluelet Centre - ḷuuḡaaḡateḡicuu NIC respectfully acknowledges we operate within the unceded traditional territory of the Yuuluḡifḡath First Nation. The West Coast of Vancouver Island has been served by NIC for more than 40 years. Tutors travelled to students in Bamfield, Tofino, Ahousaht and Ucluelet. Today, students can access services through the Ucluelet Centre, which provides classrooms and technology-based access to health care, business, university studies and adult basic education courses. More [info](#)

Program Offerings

Total number of credential programs offered by credential level is 117.

Credential Type	# Programs
Advanced Certificate	1
Advanced Diploma	3
Apprenticeship	16
Associate Degree	3
Bachelor's Degree	4
Certificate	44
Developmental Certificate	1
Diploma	21
Post-Degree (Post-Graduate) Certificate	1
Post-Degree (Post-Graduate) Diploma	7
Continuing Education/Short Certificate	16
TOTAL	117

See *Appendix 1: NIC Credential List* for a complete listing of all credentials – also found on the NIC website: <https://www.nic.bc.ca/programs/>

NOTE: There are two applied degree programs offered at North Island College.

1. The Bachelor of Science in Nursing Degree (BSN) program offered in partnership with Vancouver Island University (VIU). The credential is issued by VIU.
2. The Bachelor of Business Administration Degree program has three options:
 - Bachelor of Business Administration – Accounting Degree
 - Bachelor of Business Administration – Management Degree
 - Bachelor of Business Administration – Marketing Degree

International Partnerships Involved in the Delivery of Programs Which Result in the Conferring of a Degree

North Island College is committed to enhancing student experience through international learning opportunities and is part of a diverse international network that prepares students for global success. NIC does not have any partnerships that result in the conferring of a credential by the College.

NIC has agreements with institutions for the following:

- Incoming and outgoing Faculty Exchanges
- Incoming and outgoing Study Abroad (Field Schools, Summer Schools)
- Incoming and outgoing Student Exchanges

NIC has agreements with institutions for the following incoming and outgoing student experiences:

- Visiting Students (research, practica, other)
- Virtual exchange and Collaborative On-Line International Learning (COIL)

Each of the above items involves Indigenous and non-Indigenous programming and participants.

North Island College is also engaged in capacity building projects in various parts of the world that engage administrators, staff, and faculty in partnership development of socially and culturally appropriate curriculum development, gender mainstreaming, student supports, facility and equipment needs and training opportunities in a variety of program and service areas.

Impact of Institutional Mandate on its Quality Assurance Mechanisms

The work of quality assurance is guided by the Ministry's institutional mandate letter of June 2023 namely these key areas:

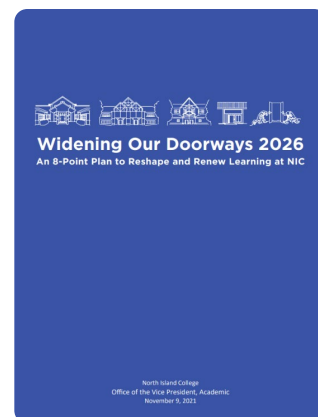
- Continue working towards lasting and meaningful Reconciliation by delivering on specific commitments as outlined in the Declaration of Rights of Indigenous Peoples Act action plan
- Adopt the Gender-Based Analysis Plus (GBA+) lens to ensure gender equity is reflected in operations and programs
- Deliver educational and training programming as described in StrongerBC Future Ready Action Plan
- Work with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making
- Provide culturally sensitive and safe learning environments for Indigenous learners to maximize their success in post-secondary education
- Develop and implement protections for international students that support their fair treatment

Many of the items above are incorporated in the institutional program review process, new program development process, integrated enrolment management planning and other program renewal and alignment activities.

Quality assurance is also reflected in the institution's strategic plans and initiatives guided by the College and Institute Act and institutional Mandate Letter. BUILD 2026, the institution's strategic plan was created in 2021 along with Working Together, NIC's Indigenization Plan. These two plans along with Widening Our Doorways 2026, NIC's Academic Plan, create the foundation for quality assurance. See Appendix 5: NIC Strategic Plans for copies of each plan and update reports.

NIC has created new programming to support local communities and the needs of students. A new island pre-health science advanced diploma program was launched in Fall 2023 giving students an opportunity to start their health career and then transfer to other BC institutions for completion. The Motion Picture Training collection of micro-credentials is supporting the growing film and motion picture industry on Vancouver Island through online and in-person training.

The Centre for Teaching and Learning Innovation (CTLI) co-ordinates and manages the institutional program process and quality assurance activities while providing supports on the submission of new and revised changes to programs and courses. CTLI also provides faculty professional learning opportunities and supports enhancements of student learning experiences and curriculum development.





QUALITY ASSURANCE POLICIES & PRACTICES

The next pages offer an overview of NIC's quality assurance policies and practices. This section will outline how internal processes gauge things such as: how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, how learning outcomes are being achieved, and how student progress is assessed and measured. Following these introductory pages is NIC's Academic Quality Framework which serves as an organizer outlining quality assurance and enhancement practices.

Introduction to Quality Assurance

Since the institution's inception in 1975, North Island College (NIC) has experienced growth in student enrolment, academic program offerings, along with services and infrastructure growth. NIC began as a distance education institution. The College originally served residents in remote logging camps and coastal communities through 24 learning centres. It was not until the early 1990's that buildings and campuses were established.

NIC's rural location with campuses spread over large geographical locations combined with difficulties in hiring specialized faculty has severely limited the College's ability to fully undertake quality assurance and quality enhancement activities. Instructors and deans have expressed wishes for a teaching and learning centre to support quality student learning and curriculum renewal work. Over the years, employees have also required more data and insights into the status and functionality of programs and courses. Instructors also requested an institutional course survey to systematically gather feedback on the student learning experience. In addition, instructors required more opportunities to learn about teaching pedagogies; however, there was no role or department which supported quality enhancement in a formal way.

Over the decades, most of the day-to-day work around program quality and instructional activities happened informally at the instructor and class level. Because of the informal nature, North Island College does not have any details about how frequently or how widely spread this activity happens. NIC does not have any evidence to demonstrate how the programming is current or how student progress is assessed or measured. This activity does happen; however, it occurs organically across some departments (e.g., program surveys, exit interviews, instructor and course feedback tools, informal conversations) and at various times without documentation or summary reports. Instructors are passionate about teaching and have many ways they enhance the quality of learning.

In alignment with the College and Institute Act, North Island College has an Education Council including three standing committees: Curriculum Committee, Planning and Standards Committee and a Fast Track Committee. These committees adhere to the prescribed governance processes by supporting the creation and updating of academic policies, as well as ensuring all new programs and courses are created and revised following all the requirements.

Beginning in the early 2000's, NIC established academic and quality assurance policies (Section Three: Educational Policies), procedures and practices that supported the enhancement of quality teaching and learning, academic progression, new courses, and program development, along with supports for student learning. These policies have nudged the College along the path of continuous enhancements to the student learning experience, but there is more to do. Some of the policies require a thorough review and new policies also need to be created. See *Appendix 4: NIC Policies Associated with Academic Quality* for copies of all the policies.

Over the years, NIC has received complimentary feedback from its students through the BC Outcomes project which surveys graduates of all post-secondary institutions. Aggregated results of diploma, associate degree, and certificate students from 2020 to 2022 indicate that 90% of graduates were satisfied with their education at NIC, 93% felt the quality of instruction was high and 94% felt well prepared for further studies. Degree graduates from Bachelor of Science in Nursing (BSN) and Bachelor of Business Administration (BBA) programs indicate an 85% satisfaction rate with their education, 85% felt the quality of instruction was high and 97% felt prepared for a job. While this is only one source of student feedback, it does align with other informal data.

Much of North Island College's quality enhancement activities are rooted in institutional policies. Aligned with [Policy 3-07](#), NIC ensures that all new programs fit within the mandate of the College and align with strategic and academic plans to address labour market needs. A recently enhanced program review process ([Policy 3-11](#)) requires all credentialed programs to engage in a review every seven years supported by a newly created [teaching and learning centre](#).

The program review process only began in late 2019. Most of those initial programs are still engaged in the process because of challenges associated with the pandemic, difficulties finding external reviewers, staffing issues, and trouble accommodating schedules to move faculty through this process.

There are seven phases of the NIC [Program Review](#) process. Programs can progress through the first five phases (1. Planning, 2. Data Gathering and Analysis, 3. Self-Study, 4. External Review, 5. Final Report and Action Plan) within one year or over two academic years. Departments decide what timing plan works best for them and their programs. Phase Six (One-Year Follow-Up Report) happens approximately a year or so later. Phase Seven (Ongoing Curriculum Development) occurs in the five to seven years between program reviews.

All the reports developed during the program review process are shared via an internal SharePoint team site, and the schedule and final reports are posted on an institutional [webpage](#). See *Appendix 8: NIC Program Review Process* for more details.

Since 2021, NIC has some new activity around quality assurance. An [Academic Quality Enhancement Working Group](#) has been created to support the process of the Quality Assurance Process Audit (QAPA) and the activities beyond. A comprehensive online course (Academic Quality Primer) was created for employees and students to learn more about quality assurance, quality enhancement, and quality instruction. See *Appendix 11: NIC Self-Study Activities and Resources* for more details.

By far the most significant change to quality assurance has been the development of North Island College's institutional strategic plans. These plans collectively provide direction, benchmarks, and milestones to all employees and students to ensure the College is focused on its commitment to student learning. See *Appendix 5: NIC Strategic Plans* for copies of all the plans and this [public engagement site](#) where the plans are listed along with dashboard reports.

The figure on the next page provides a historical timeline of actions with regards to quality assurance at NIC.

Timeline: Quality Assurance at North Island College

- 1975** Institution Creation
- 1990's** Development of Campuses and Expansion of Programming, Video Conferencing (Interactive Television – ITV) Broadcasting Courses
- 2000's** Program Development and Revision Policies Begin
- 2010's** Teaching and Learning Committee Supports PD Activities
- 2016** Multi-Year Planning Process Begins (ends in 2020)
- 2019** Revision of Program Review Policy to Align with QAPA Requirements, Business Administration (Undergraduate + Post-Graduate) and Human Services selected a Program Review Pilots with Limited Supports
- 2020** Director, Teaching and Learning Innovation Starts – Responsibility for QAPA and Program Review Process, Learning Technologies, Teaching Pedagogies, Course Surveys, New Faculty Orientation etc.
- 2021** *BUILD 2026 – Strategic Plan, Widening Our Doorways 2026 – Academic Plan and Working Together* Indigenization Plan all launched, Eight New Program Reviews Underway
- 2021** Academic Quality Enhancement Working Group Begins
- 2022** Business Administration Completes Program Review Final Report and Action Plan
- 2022** Program Review Policy Updated – Minor Changes Due to Org Structure
- 2023** Academic Quality Primer Online Course Developed for All Employees and Students, Education Team has QAPA Discussions and Learning, Guest Presenter on QAPA Process, Ongoing Updates (January onwards)
- 2023** Academic Quality Enhancement Working Group Reconstituted and Relaunched with Broader Membership (January)
- 2023** New Digital Course Management System – Curriculog (Jan to May)
- 2023** Integrated Enrolment Management Work Begins
- 2023** Program Review Feedback Luncheon and Sharing Session (March)
- 2023** Quality Student Learning Initiative – Definition of Quality, Strengths, and Areas for Improvement for NIC (April to June)

Education Policies Related to Academic Quality

- 3-04 Internationalization
- 3-06 Community Code of Academic, Personal and Professional Conduct
- 3-07 Program Revisions and New Program Approval
- 3-11 Program Review
- 3-12 Instructional Key Dates
- 3-15 Course Revisions and New Course Approval
- 3-17 Accommodations and Accessible Learning Services for Students with Disabilities
- 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs
- 3-22 Program and Course Credentials
- 3-33 Evaluation of Student Performance
- 3-35 Course Outline
- 3-37 Academic Standing and Progression

Another facet of quality assurance is a new integrated enrolment planning process that ensures the institution is continuously reviewing and adapting enrolment numbers based on internal and external factors such as demographics, Ministry mandates, enrolment trends, budget parameters and most importantly, student demand. The intent is to plan two-three years out via a three-step process: 1. planning cycle, 2. planning assumptions and projections and, 3. decadal enrolment plans and presentations. This process is building a cohesive forward-thinking activity for planning programming. Building upon the integrated enrolment planning process will be work on a future Strategic Enrolment Management Plan. For more details see *Appendix 2: NIC Integrated Enrolment Planning*.

Other advancements include the Registrar's office launching a new digital course management system (called Curriculog) to help streamline and digitize course and program submissions and revisions for Curriculum Committee activity.

In sum, a robust culture of continuous reflective practice and ongoing program reviewal practices does not exist in a fulsome way. Several good policies related to academic quality (see left sidebar and Policies & Procedures – Section Three: Educational Policies) have been developed and are working well. Faculty and support areas have engaged in quality practices through informal means but always with an eye to provide the best quality experience for students.

NIC is aware of the need to build, resource, plan and grow a formal plan around quality assurance and enhancement activities across all program areas. Through the QAPA process and related conversations and planning sessions, NIC feels it is on the path to embrace the work involved to ensure academic quality through the enhancement of student learning experiences.

Academic Quality Framework

North Island College has developed an Academic Quality Framework that guides the work of quality student learning, in addition to the work ahead in the areas of quality assurance, quality enhancement and improvement of teaching and learning practices. See framework on the next page and also found in *Appendix 7: NIC Academic Quality Framework*.

QUALITY ASSURANCE: This section covers the obligatory assessment and review of policies, processes, legislation, and Ministry-mandated accountability measures:

- **Provincially mandated quality assurance activities**
 - College and Institute Act, Mandate Letters, Institutional Accountability Plan and Reports and Degree Approval
- **Institutional Governance, Priorities and Actions**
 - Board of Governors, Education Council and Committees
 - Mission and Directions: Strategic Plans and Dashboards
 - Educational Policies and Procedures
 - Program and Course Development
- **External Accreditation and Regulation Bodies**

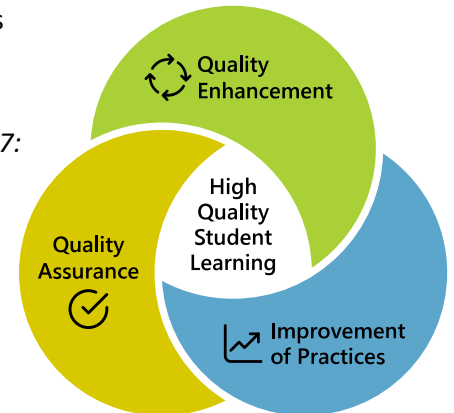
QUALITY ENHANCEMENT: This section outlines the individual and department actions to review, renew and reflect on the student learning experiences through work on enhancing courses and programs, and includes:

- **Cyclical Review, Reflection and Renewal**
 - Learning Outcome Development, Alignment and Exemplars
 - Program Review and Renewal
 - Feedback on Academic Programming
- **Design, Redesign and Alignment of Student Learning Experiences**
 - Constructive Alignment of Enhanced Learning Experiences for Students

IMPROVEMENT OF PRACTICES: This section is the work of faculty and deans improving and advancing their practices and pedagogies to ensure instruction and assessment is evidence-informed, relevant, and aligned. The activities in this section will be developed through a forthcoming teaching and digital learning plan in 2024.

- **Improvement and Advancement of Instructional Practices and Pedagogies**
 - Teaching and Learning Improvement and Advancement
- **Institutional Supports and Resources**

The components of the framework are outlined in the following pages under three sub-sections (Quality Assurance, Quality Enhancement, & Improvement of Practices) with a short summary of the status and anticipated changes of updates planned.





Quality Assurance

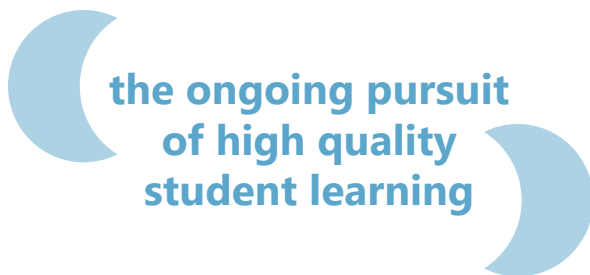
- **Provincially Mandated Quality Assurance**
 - BC Government Legislation: College Act
- **Ministry of Post-Secondary Education & Future Skills**
 - Institutional Mandate Letters
 - Institutional Accountability Plan & Reports
 - Degree Quality Assessment Board (DQAB)
 - Degree Authorization
 - Quality Assessment Process
 - Quality Assurance Process Audit (QAPA)
- **Institutional Governance**
 - Board of Governors
 - Mission & Direction: Strategic Plans
 - Education Council & Standing Committees
 - Education Policies & Procedures
 - Program & Course Development
- **External Accreditation & Curriculum Regulation Bodies**

Quality Enhancement

- **Cyclical Review, Reflection & Renewal**
 - Learning Outcomes
 - Institutional Learning Outcomes
 - Program Learning Outcomes
 - Program Curriculum Mapping
 - Alignment of Course Learning Outcomes
 - **Program Review & Renewal**
 - Biennial Program Scan
 - Program Review Process & Renewal
 - **Feedback on Academic Programming**
 - Program Advisory Committees
 - Student Feedback Survey
 - Student Engagement Survey
- **Design, Redesign & Alignment of Student Learning Experiences**
 - Teaching & Learning Principles & Responsibilities of Educators
 - Flexible & Accessible Learning Design
 - Evidence-Based & High Impact Pedagogies & Practices
 - Indigenous & Intercultural Learning
 - Program & Course Redesign Process
 - Feedback & Data Gathering Methods

Improvement of Practices

- **Improvement & Advancement of Instructional Practices & Pedagogies**
- **Teaching & Learning Improvement & Advancement**
 - Critical Reflection of Instructional Practices
 - Advancement of Instructional Pedagogies
 - Exemplars of Excellence in Teaching & Learning Practices & Pedagogies
 - Feedback & Evidence Gathering of Teaching & Learning Improvements
- **Institutional Supports & Resources**



Quality Assurance

Quality assurance refers to the policies, procedures, systems, and practices internal and external to the post-secondary institution designed to achieve, maintain, and enhance the quality of academic programming.



Aligned with the Academic Quality Framework, this section shares the components along with the status and anticipated enhancements and updates.

Provincially Mandated Quality Assurance: Overview

BC Government Legislation: College and Institute Act

The College and Institute Act outlines what North Island College can offer for programming and relays specific duties and responsibilities of the Board of Governors, Education Council and its standing committees.

[College and Institute Act \(RSBC 1996\) Chapter 52](#)

Ministry of Post-Secondary Education and Future Skills

Institutional Mandate Letter

NIC is issued a mandate letter that outlines statutory obligations and government priorities that guide the institution's work and academic programming priorities.

See *Appendix 3: NIC Ministry Mandate Letter*.

- NIC's Mandate Letter – [June 22, 2023](#)

Institutional Accountability Plan and Reports

NIC's Institutional Accountability Plan and Report includes goals, objectives, and performance measure results along with information to describe NIC's role in providing services to our students and communities.

- [NIC Institutional Accountability Plan & Report \(2022/2023 Version](#) available in late Fall after approved by Ministry)

Degree Quality Assessment Board (DQAB)

[DQAB](#) oversees the approval of degrees. North Island College has two applied degrees: Bachelor of Business Administration with three options: [Marketing](#), [Management](#) and [Accounting](#). NIC also has a [Bachelor of Science in Nursing](#) partnership with [Vancouver Island University Bachelor of Science in Nursing](#) program using the same concept-based collaborative curriculum.

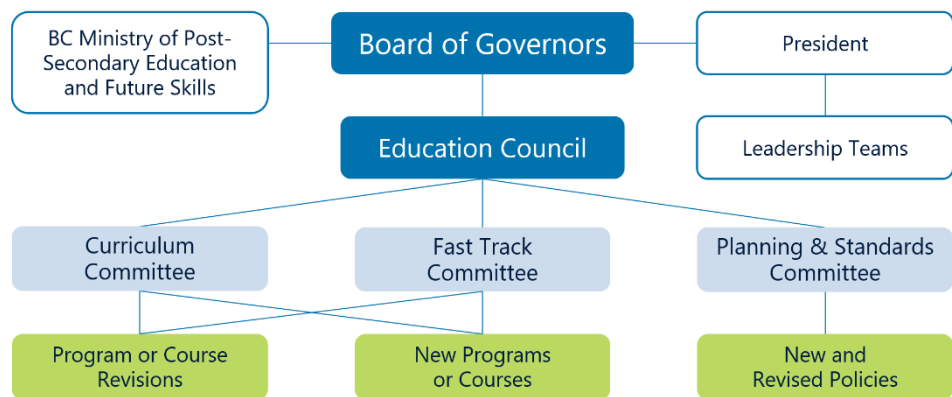
Institutional Governance Priorities & Actions

North Island College Governance & Direction

North Island College abides by legislated structures and governance processes to function as a college. Per the College and Institute Act, the institution has a governance structure including a Board of Governors and an Education Council. NIC's Institutional mandate, as directed by the College and Institute Act, is to provide comprehensive education across key areas (first- and second-year levels of a baccalaureate degree program, courses of study for an applied degree program, post-secondary education or training, adult basic education, and continuing education) serving the people and communities of an 80,000 km² region of northern Vancouver Island and the adjacent mainland.

Board of Governors, Education Council and Committees

The governance structure is composed of a Board of Governors and an Education Council. The Board has overall fiduciary and financial responsibility for the College and is responsible for determining programs that are offered. This work is in partnership with our Education Council. Education Council has an advisory role to the Board on various educational policies and academic programming as outlined in the following figure.



- Board of Governors Members, Bylaws, Committees, Meetings, Mandate Letter and Appointments: More Info: [Link](#)
- Education Council Members, Election Rules, Schedule of Meetings: More Info: [Link](#)
 - Curriculum Committee – This committee reviews new curriculum revisions, gives constructive feedback to curriculum developers, and recommends completed curriculum documents to Education Council.
 - Policy and Standards Committee – This committee makes recommendations for approval of new and revised policies on education and student services.
 - Fast Track Committee – This committee meets as necessary for quick, one-time-only, approval of curriculum when timelines of the normal approval process cannot be met.

Upcoming Enhancements: Curriculum Committee

- Support from Centre for Teaching and Learning Innovation to assist instructors in writing effective learning outcomes aligned with assessments
- Improved collection of self-serve resources on writing program and course learning outcomes along with new support model for helping instructors in writing Indigenous and intercultural learning outcomes and course components

Mission and Directions: Strategic Plans and Dashboards

The past few years have seen significant work in the development of key strategic plans. These plans contain action items with deliverables around academic quality, and student learning. A dashboard report update combined with annual reporting activities shares the progress with the NIC community including the Board of Governors, and through to the Institutional Accountability Plan and Report. See *Appendix 5: NIC Strategic Plans* for all the plans and reports.

1. *BUILD 2026* – Institution Strategic Plan (2021)
 - Dashboard - Year 2 Report 2 (right menu item - June 2023)
2. *Working Together* – Indigenization Plan (2021)
 - Dashboard - Year 1 Report 1 (right menu item - June 2022)
3. *Widening Our Doorways 2026* – Academic Plan (2021)
 - Dashboard - Years 1 and 2 Report (right menu item - September 2023)
4. *Journeying Together* – Indigenization and Internationalization Plan (2022)
 - Year 1 Report and Year 1 Dashboard (September 2023)
5. *The CARE² Plan* – Mental Health and Well-Being Plan (2021)
 - Dashboard - Year 1 Report (right menu item - June 2022)

Other strategic developments include:

- *Accessibility Plan 2023 – 2026* (2023) – and related website resources
- Centre for Teaching and Learning Innovation (CTLI) – teaching and learning centre launched in 2020
- *Community Engagement Strategy* – a framework and guiding principles for collaboration between NIC and the communities (2023) - website
- Integrated Enrolment Planning Cycle and Process (2023) and forthcoming Strategic Enrolment Management Plan (2024)
- New on-campus student housing project underway for move-in Fall 2025
- New childcare spaces and NIC Early Childhood Care and Education program space being built to also open in Fall 2025

Indigenous strategic developments:

- Working Together Working Group (See *Appendix 6: NIC Indigenous Education*) was established to:
 - provide a centralized group for faculty to seek support for their own Indigenization efforts
 - relieve the burden of Indigenous staff and faculty sitting on committees
 - hold the institution accountable to the Working Together Plan
 - act as an advisory group for the Curriculum Committee regarding course or program changes related to Indigenous-led education
 - serve as an advisory group on policy review by ensuring pan-Indigenous perspectives are incorporated into new or revised policies
- Indigenous Core Competency module is under development for all NIC employees to be piloted in 2023/24
- New Associate Director and Manager of Indigenous and Regional Partnerships introduced to support Indigenous-led and community-based education and training
- Opening of Q̄ə pix ʔidaʔas, the Indigenous Gathering Place in Campbell River provides a culturally relevant space for connection and celebration

International and global engagement strategic developments:

As a result of the Journeying Together Plan, and our work to become Indigenous-serving, together, the Office of Indigenous Education and Office of Global Engagement are developing:

- International Indigenous Learning Symposium – Spring 2024
- CCSIF/NSERC Virtual Technology project – Indigenous culture revitalization (\$360,000 over 3 years)
- Global Skills Opportunity (Federal - GSO) Professional Development PD-Indigenous COIL-VE framework: Galgapoła – Supporting one another: What does it mean to be an Indigenous-serving Institution?

Upcoming Enhancements

The following annual reports or new plans are in the works or not fully through their approval processes to be on the website. Their status is provided below.

1. *BUILD 2026* – Institution Strategic Plan
 - Dashboard - Year 3 Report 1 (January 2024)
2. *Working Together* – Indigenization Plan
 - Dashboard - Year 2 Report (Fall 2023)
3. *Widening Our Doorways 2026* – Academic Plan
 - Dashboard - Year 3 Report (September 2024)
4. *Journeying Together* – Indigenization and Internationalization Plan
 - Dashboard - Year 2 Report (Fall 2024)
5. *The CARE2 Plan – Mental Health and Well-Being Plan*
 - Dashboard - Year 2 Report (Fall 2023)
6. *People Plan* (late Fall 2023)
7. *Employee Communications Plan* (January 2024)
8. *Community Engagement Strategy*
 - Updates from the Community Engagement Advisory Committee (2024)
9. *Accessibility Plan 2023-2026*
 - Updates from the Accessibility Advisory Committee (2024)
10. *Combined Teaching and Learning/Digital Learning Strategy* (late 2024)

Educational Policies and Procedures

Quality assurance is a priority for NIC as reflected in our policies and procedures which are developed in consultation with relevant interest groups. All academic policies are reviewed and approved by NIC’s Education Council and Board of Governors. [Section 3](#) of NIC’s Policies and Procedures contains these education policies that have a direct relation to quality assurance:

3-04 Internationalization

Purpose: This policy guides the institution in the process of internationalizing its programs and services through providing opportunities for study and travel, projects, and participating in funding agencies.

Status: Last updated May 2004

Upcoming Enhancements: Review in 2024 to incorporate aspects of intercultural and Indigenous perspectives into a globally aligned curriculum

3-06 Community Code of Academic, Personal and Professional Conduct

Purpose: This policy describes the principles, definitions, expectations, and responsibilities that support a welcoming, safe, and inclusive environment.

Status: Last updated April 2023

3-07 Program Revisions and New Program Approval

Purpose: This policy defines the processes by which program revisions and new programs are approved and identifies the requirements and approving bodies for different types of programs.

Status: Last updated June 2020

3-11 Program Review

Purpose: This policy defines the institutional process for a formal review of all program credentials and program areas.

Status: Last updated August 2022 with minor changes to role titles due to changes in new president and organizational structure.

Upcoming Enhancements: Review in 2024 - fine tune timelines, adjustments for accredited programs and trades, new components related to curriculum renewal activities, learning outcomes, Indigenous and intercultural perspectives, connect to new policies around program advisory committees etc.

3-12 Instructional Key Dates

Purpose: This policy allows the College to plan and publish the key dates for the instructional year and inform all members of the College community of these dates.

Status: Last updated April 2016

3-15 Course Revisions and New Course Approval

Purpose: This policy defines how course revisions and new courses are approved.

Status: Last updated June 2020

3-17 Accommodations & Accessible Learning Services for Students with Disabilities

Purpose: This policy describes the principles, definitions, responsibilities, and processes pertaining to the administration and provision of reasonable accommodations and accessible learning services.

Status: Last updated May 2022

3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs

Purpose: This policy provides a process and criteria to guide decision making for program suspension, relocation, or cancellation of academic program credentials.

Status: Last updated March 2015

3-22 Program and Course Credentials

Purpose: This policy establishes guidelines and definitions to identify NIC credentials that will be awarded to students upon successful completion of programs or applicable courses

Status: Last updated September 2023

3-33 Evaluation of Student Performance

Purpose: This policy guides how and when students are evaluated in courses that lead to an academic program credential or that are part of a learning pathway, including setting out the expectations and procedures related to final examinations.

Status: Last updated September 2021 because evaluation breakdown is no longer required to be included on the Approved Course Descriptions (ACDs)

Upcoming Enhancements: Review in 2024 - to better align with learning outcome policy, course inventory activity, new digital curriculum management system process, updated language etc.

3-35 Course Outline

Purpose: This policy ensures course outlines are developed, revised, provided to students and managed consistently across the College and in line with policies.

Status: Last updated September 2021

Upcoming Enhancements: Review in 2024 – to make more current and aligned with Policy 3-33, ensure more consistency in the contents of the course outline, make more accountable pieces and better storage and retrieval process, and include considerations required for transfer of courses etc.

3-37 Academic Standing and Progression

Purpose: This policy outlines minimum academic standards and general minimum progression requirements.

Status: Last updated in Fall 2023

Employment Policies for Academic Personnel

These two Human Resources policies are aligned with academic quality programming.

2-05 Discrimination in Hiring

Purpose: This policy outlines the College's commitment to hiring the most qualified applicant for any College position and demonstrating judgement and sensitivity to the principles of recruitment and the BC Human Rights Act.

Status: Last updated 2003

2-16 Employee Recognition

Purpose: This policy is about employee recognition programs to assist the College in recognizing and reinforcing the achievements and contributions of employees.

Status: Last updated 2004

Program and Course Development

NIC's [Policy 3-07](#) focuses on the development of new programming. New courses and programs are aligned with the College's strategic plan, [BUILD 2026](#), integrated enrolment planning process, government requirements and legislation, along with meeting the educational needs of students, and satisfying labour market demand and societal needs. See [Appendix 9: NIC Program and Course Development and Revision](#) for more details and documents.

Course updates and new course processes are outlined in [Policy 3-15](#). NIC uses a new digital curriculum management system ([Curriculog](#)) to manage the processes of course and program changes. Proponents complete required fields adding information, updates or new course details and obtain the approvals to reach the Curriculum Committee stage. Curriculum Committee members provide feedback and recommend the updates and changes to Education Council.

Developing a new program follows a more rigorous process. This process follows [NIC Policy 3-07: Program Revisions and New Program Approval](#) with specifics found in Appendix A of the policy, page 5 and onwards.

Program development is a consultative process that brings together interest groups including faculty, staff, external partners, and institutional research to support the gathering and interpreting of relevant data to inform the proposal, approval, planning, and implementation processes.

All new program proposals begin with the dean bringing the request to the Education Team for approval via a Program Concept Form. The Program Concept then goes to Leadership Team for review. If approved, the decanal area will complete a Program Feasibility Form intended to identify short- and long-term demand for the program, associated costs, and impacts to the institution. There are also consultations required as part of the feasibility process.

For credentialed program development that requires Indigenous community planning components, there are some additional components to consult with the Indigenous Education Council. The dean seeks approval at the Education Team Level with review by the Leadership Team.

The decanal area then develops a program submission through the Curriculum Committee process seeking Education Council approval. Tuition approval requires an additional step. Then there is the Post-Secondary Institutional Proposal System (PSIPS) review, if applicable. Finally, there is the Board of Governors approval of the credential and the tuition.

It could take a year or more to have a proposed program reach Education Council and Board of Governors for approval and then go through public comments from the

province. Instructors and deans also need to consider at least another 12 months prior to implementation to undergo suitable recruitment and admissions management.

A new program may come about because of an action item in the program review process or from a department undertaking regular reflections and renewal activities to enhance the program or from a dean or others who feel the community of learners would benefit from a new program. A new program may also come about as part of a Ministry supported direction.

External Accreditation and Regulation Bodies

This section outlines the quality assurance activities that are governed and undertaken by external accreditation and regulation bodies. The body and then the aligned programs are presented with a status update.

Canadian Association of Schools of Nursing (CASN) – for Nursing programs

CASN/ACESI (Canadian Association of Schools of Nursing/Association canadienne des écoles de sciences infirmières) is the national accrediting body for nursing education in Canada. More info: [Link](#)

- **Bachelor of Science in Nursing (BSN) Degree:** Most recent accreditation of BSN program was 2022. This is a 5-year accreditation with interim reports. NIC will apply for extension of 2 years to match VIU as BSN program is aligned with VIU's. Upcoming accreditation date is 2027 (if 2-year extension is granted this will be 2029).

BC College of Nurses and Midwives (BCCNM) – for Nursing Programs

The British Columbia College of Nurses and Midwives (BCCNM) is a health regulator and licenses practical nurses, nurse practitioners, registered nurses, registered psychiatric nurses, and midwives. More info: [Link](#)

- **Status of Bachelor of Science in Nursing (BSN) Degree:** Most recent accreditation is 2020 with the next accreditation in 7 years (2026) with no interim reports required.
- **Status of Practical Nursing (PN) Diploma:** Most recent accreditation of Campbell River campus was in November 2021. Comox Valley (CV) and Port Alberni (PA) campuses were in October of 2022. Next accreditation is February 2027 for Campbell River campus and in January 2028 for CV and PA campuses. The cycle is every 5 years without terms and conditions.
- **Status of Practical Nursing Access Program (PNAP):** This program is for students who have taken Health Care Assistant certificate and want to move on to Practical Nursing. Most recent accreditation was 2022. The cycle is every 3 years for a new program. The next accreditation is September 2025.

BC Care Aide & Community Health Worker Registry – for Health Care Assistant Programs

Care aides and community health workers are also known as health care assistants or HCAs. To be eligible to work as an HCA in any publicly funded health care setting in BC, applicants must be registered with the BC Care Aide & Community Health Worker Registry. More info: [Link](#)

- **Status of Health Care Assistant (HCA) Certificate:** Most recent accreditation was finished in April of 2021. The cycle is every 5 years, so the next accreditation is April 2026.

Early Childhood Educators Registry: Ministry of Children and Family Development

Early Childhood Educators (ECEs) play a critical role in providing education and care for young children. To work as an ECE or ECE Assistant in a licensed childcare facility in B.C. you must be certified by the ECE Registry. More info: [Link](#)

- **Status of Early Childhood Care and Education (ECCE):** Since the program profile needs to be updated annually, the last review was in June 2023.

Technical Accreditation Canada (TAC) – for Coastal Forestry Programs

The draw for TAC Accreditation for Coastal Forestry students in BC is to graduate eligible to register with the Association of BC Forest Professionals (ABC FP) as a Technologist in Training (TFT), with the goal of becoming a Registered Forest Technologist (RFT). Employers only hire or promote those with a license to practice. Following the graduation of the first cohort, TAC assigns a review team (includes an Association of BC Forest Professionals (ABC FP) executive) to assess our application, conduct interviews with graduates, employers and instructors, and conduct site visits. More info: [Link](#)

- **Status of Coastal Forestry Programs:** NIC is in the post-graduation phase. We currently have conditional acceptance of our students into the ABCFP based on pursuing accreditation. TAC is the body the ABCFP uses.

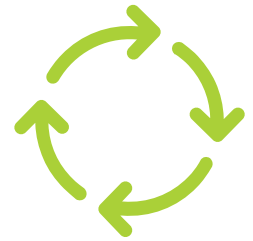
Technical Accreditation Canada (TAC) – for Industrial Automation Programs

Technical Accreditation Canada for the Industrial Automation It is a 3-year accreditation with tri-annual reviews. More info: [Link](#)

- **Status of Industrial Automation Programs:** Current program accreditation has lapsed. The program instructor has had an initial interview with TAC and will soon follow through on the application process when the course change processes have been completed through Curriculum Committee and Education Council.

Quality Enhancement

Quality enhancement is an internally led activity based on qualitative feedback, quantitative data, and engagement with interest groups to ensure there is ongoing reflection and renewal of student learning experiences.

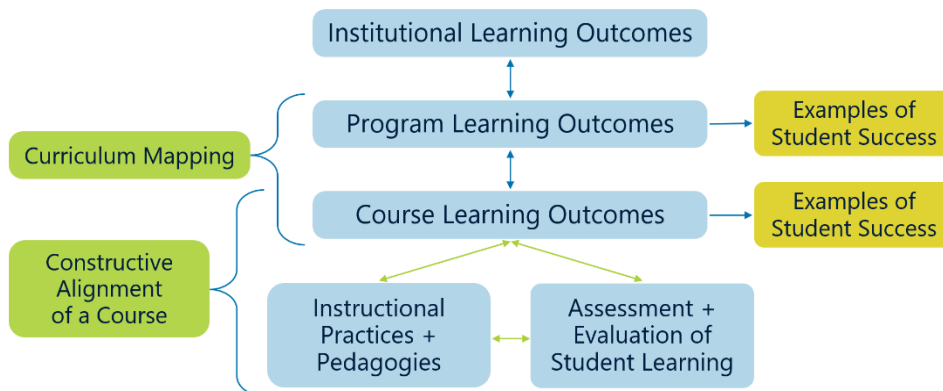


Within the Academic Quality Framework is the quality enhancement section. This is about how and when the policies and processes are applied through ongoing reflective practices and renewal activities. The related sections of the framework are outlined with a summary along with a status of activity.

Cyclical Review, Reflection & Renewal

This section of the Quality Enhancement area focuses on learning outcomes and the relationships between them, and the alignment activities. This section also contains the institutional program review process and a new biennial scan.

Learning Outcome Development, Alignment & Exemplars



This figure outlines the connections between institutional, program and course learning outcomes along with the two associated activities of curriculum mapping and constructive alignment.

Institutional Learning Outcomes

Current: There are no institutional learning outcomes (graduate attributes) developed for North Island College.

Upcoming Enhancements: Development is required to build a set of meaningful graduate attributes or institutional learning outcomes to provide programs with a direction for their development of program learning outcomes. During the development of the upcoming combined Teaching and Learning/Digital Learning Strategy feedback will be considered from the campus community on developing institutional learning outcomes.

Program Learning Outcomes

Current: There is no policy, process, or requirement to have program learning outcomes for a credential or program area. Across the College, there are a few areas which have developed program learning outcomes on their own or with the assistance of the teaching and learning centre. A few programs purposefully collect examples of student success to examine and reflect upon for decision making and renewal activities, but others do not do so as a regular practice.

Upcoming Enhancements: A new policy will be developed directing all program areas to create a set of useful program learning outcomes and gather examples of student success. Related resourcing (self-serve materials, examples) and department training will also be needed. Program learning outcomes will be then aligned with new program and course development, integrated and strategic enrolment management planning, data gathering and curriculum mapping.

Program Curriculum Mapping

Current: Curriculum mapping is the process of associating course learning outcomes with program learning outcomes and aligning aspects of those courses such as teaching and learning activities, with assessments to ensure they are structured in thoughtful ways that advance and enhance the student learning experience. There is no policy, process, or requirement to undertake curriculum mapping. Because there are only a few areas with program learning outcomes, there is very little activity around program curriculum mapping.

Upcoming Enhancements: A new policy will be created to direct program areas to take their program course learning outcomes and engage in a curriculum mapping exercise with the support of the Centre for Teaching and Learning Innovation (CTLI). This mapping exercise will be a core component of program renewal and review, ongoing enhancement of programs and aligned with the work of program learning outcomes and strategic enrolment activities.

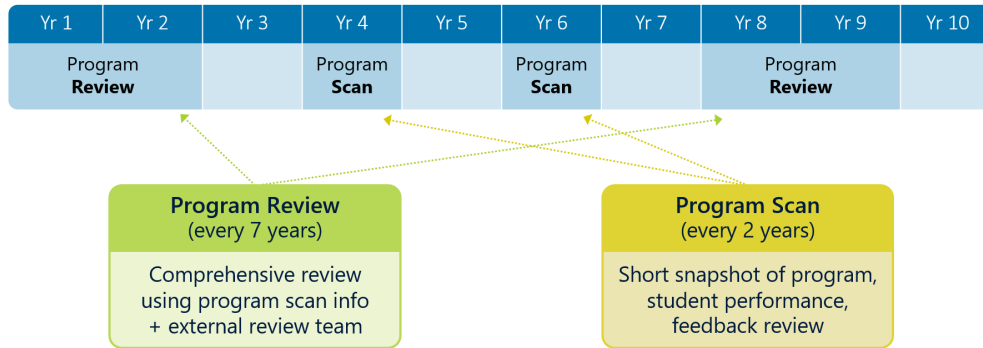
Alignment of Course Learning Outcomes

Current: There is no specific policy or requirement for courses to have updated course learning outcomes, nor are there any accountability measures in place. Not all courses have learning outcomes and those that do may have outdated, incorrectly written, or misaligned learning outcomes. Courses may also use other statements from provincial curriculum and refer to them as learning outcomes. As new or revised programs or courses come forward to the Curriculum Committee, there is a new process (early 2023) to engage with the Centre for Teaching and Learning Innovation before progressing further in the submission details. It will be this consultation that instructors will be required to attend to properly construct learning outcomes that align with assessment and embed ways

to obtain student progress. Also, NIC has not created a formalized process for assessing and measuring the achievements of student learning outcomes.

Upcoming Enhancements: A new learning outcomes policy needs development that focuses on the alignment of assessments and gathering of evidence of student progress and success.

Program Review & Renewal



This diagram outlines the plan to embed a program scan every other year between program review years to provide a required reflection time and data to support ongoing renewal.

There is no interim accountability or data gathering processes between program reviews to distribute the inputs and feedback mechanisms and lessen the data gathering process during a program review. A new program scan will allow for interim accountability measures every two years.

Biennial Program Scan

Current: NIC engages departments in annual discussions about the offerings and direction for their program area/credentials, but it is at a high level and not always relying on detailed data, evidence or input beyond instructor and dean experiences nor with customized reports from Institutional Research and Planning. The program review process is often onerous because departments have little data, no formalized data gathering processes in place and no ongoing way to get feedback about how the program and students are performing.

Upcoming Enhancements: A policy outlining the details and processes is required for departments to engage in a program scan every two years. This program scan is a short snapshot of the program with evidence gathered both by the program area (e.g., summaries of course feedback surveys, an institutional student learning experience survey, department focus groups, or program advisory committee input) and a data package provided by the institutional research office (summary of student numbers, graduation rate, retention rates etc.)

Program Review Process & Renewal



This figure provides an overview of the seven phases that form the current North Island College institutional program review process.

Current: The program review policy ([Policy 3-11](#)) existed prior to 2019, but it was not comprehensive nor aligned with the requirements of the DQAB Quality Assurance Process Audit. It did not involve an external review phase. It also was rarely enacted. In 2019, the policy was updated to include a self-study and external review team as part of seven new phases. It was then rolled out with two program areas, but this was prior to the development of the teaching and learning centre which now supports this work. In 2020, a more fulsome launch of the seven phases began with stunted activity during the first years of the pandemic. As of Fall 2023, there are 10 program areas engaged in program review with four more that began in September 2023. In total there are 41 program areas covering 117 credentials that are organized into a seven-year schedule with a process that is flexible to meet the unique needs of diverse courses, programs, and disciplines. The Vice President, Academic (VPA) oversees the program review process with the director of the Centre for Teaching and Learning Innovation (CTLI) leading the work. Annually the VPA consults with Education Team members and approves the schedule.

Programs progress through seven phases of the program review process with the assistance of the Centre for Teaching and Learning Innovation. Departments can choose to progress through the first five phases in one or two academic years. The institution's program review process consists of seven phases as follows:

1. Planning Phase

The department engages in a couple of kick-off meetings along with planning sessions to organize and outline the entire set of phases.

2. Data Gathering and Analysis Phase

The department examines data that has already been gathered, engages with NIC support areas to learn more about students and learning, creates questions for surveys, and focus groups to gather additional data from interest groups and analyzes the data.

3. Self-Study Phase

The department writes a narrative reflection about program's academic quality reflecting on feedback from the data gathering and analysis phase, aligning with the five key dimensions of quality, while considering future directions, recommendations, and actions.

4. External Review Phase

Three people external to the program/department engage in two-day site visit which consists of interviews with students, faculty, and support members. Two members are external to the College. One is a member from within the College. The external review team provides an assessment of academic quality and comments on the self-study recommendations. The team then writes a summary report with recommendations.

5. Final Report and Action Plan Phase

The department writes a report reflecting on the data gathered, the self-study recommendations, the external review team's report, and reflections about the entire student learning experience. A final draft of this report goes to the dean for feedback.

6. One-Year Follow-Up Report Phase

The department produces an update on the status of action plan items. A final draft of this report goes to the dean for feedback and their feedback may or may not be incorporated into the final version.

7. Ongoing Curriculum Renewal Phase

The department engages in ongoing renewal activities such as completing action plan items, conducting student surveys and focus groups, continuing to meet with the Program Advisory Groups etc. and provides updates to their dean and department area on an ongoing basis.

Public Sharing of Reports

- **Self-Study Report:** Shared via Internal SharePoint site for all employees
- **External Review Report:** Shared via Internal SharePoint site
- **Final Report and Action Plan:** Dean submits to Vice President Academic for additional recommendations and taking to Education Council. Shared via internal SharePoint site, as well as NIC public webpage
- **One-Year Follow-Up Report:** Dean submits to Vice President Academic for additional recommendations and then published on internal SharePoint site, as well as NIC public webpage

For all documents see *Appendix 8: NIC Program Review Process*.

Upcoming Enhancements: Currently all program review support documents are nearly complete in terms of streamlining and simplifying many of the components to ensure the instructors' efforts and time are using an efficient and effective model. Additional forthcoming changes include:

- Clearer templates for ease in writing reports
- Samples/exemplars of each report to guide faculty
- Less content required in reports
- Enhanced data (e.g., retention data, comparison to other institutions) and presented in understandable formats
- Differentiated process for trades, technical and accredited programs
- Engagement of six support areas earlier on in the data gathering phase to provide helpful feedback on their perspectives of student and/or instructor experiences (Indigenous Education, Office of Global Engagement, Library and Learning Commons, Marketing, Future Students and Community Engagement, Educational Advisors, Student Affairs)
- Deployment of course feedback surveys across institution

Feedback on Academic Programming

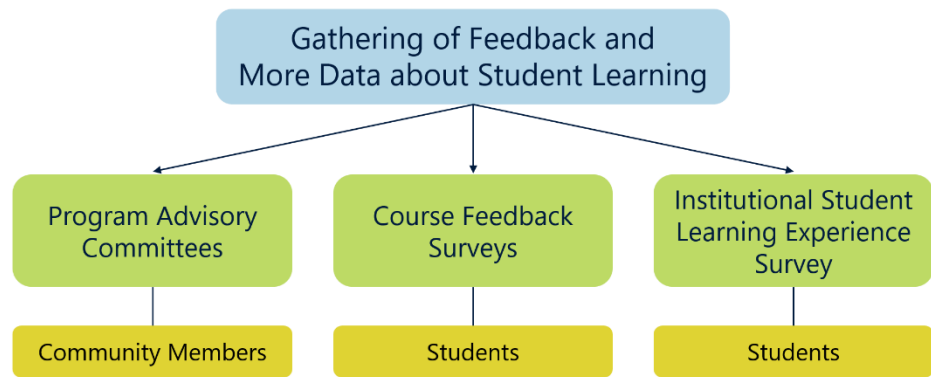


Figure: This section captures the three key areas where more feedback is required to assist leaders and instructors in enhancing the student learning experience.

Program Advisory Committees

Current: There is no policy requiring credentialed programs to have program advisory committees. Currently there are several required committees for Health and Human Services credentials (Early Childhood Care and Education Advisory Committee, Human Services Worker Advisory Committee, Health Advisory Committee) and a newly created Business Administration Advisory Committee.

Upcoming Enhancements: A new policy to outline the requirement of all programs/credentials to have a program advisory committee including details about the membership, terms of reference and number of times to meet. Subsequent training and resources are required to support this new growth.

Course Feedback Surveys

Current: There is no institutional course feedback survey service. If student feedback is undertaken, it is done informally by some instructors. There is no policy or requirement to have students provide course or program feedback.

In 2020 a committee was struck to develop a core set of questions for both mid-point and end of term surveys. The committee recommended the purchase of Blue by Explorance as the platform. Between 2020 and 2022 the director learned the platform, conducted a few pilot studies, and ensured accurate data was being pulled from the Student Information System to allow for accurate data.

During Fall 2023, 70% of course instructors will be offered an invitation to sign up for an end-of-term survey as a phase one of implementation. In Winter 2024 a 100% institution deployment of both mid and end of term versions will occur. The data is formative and as such only goes to instructors.

The Centre for Teaching and Learning Innovation manages the survey. The survey is “opt in” and by default is not required of instructors. Instructors are allowed up to five additional questions to add to the core questions. Instructors receive summary reports within days of the survey closing.

Upcoming Enhancements: A new policy is required to outline the specifics of the course feedback surveys. Resources, supports and communications need creation.

Institutional Student Learning Experience Survey

Current: A student survey focusing on admissions, registration, student life, supports and resources exists and rolls out each year with the data mainly of use to Student Affairs.

During the pandemic, the survey also had questions contributed by the director of the teaching and learning centre. These questions were about learning, and the experiences students were having learning in various ways. Since then, these questions no longer are included.

Upcoming Enhancements: Develop a new survey to obtain data from all students at a certain point in the year ensuring there are questions about instruction, courses, and learning experiences. This data needs to be shared across the institution and sub-sets extracted for use in each department area. This will provide departments with useful information about their students and prevent duplicate surveying activity during the program review process.

Design, Redesign & Alignment of Student Learning Experiences



This figure outlines the work involved after data has been collected, learning outcomes have been aligned with program learning outcomes and ongoing feedback mechanisms are put in place. This is the designing, redesigning, and aligning of student learning experiences through individual, department and faculty-wide work sessions with the support of the Centre for Teaching and Learning Innovation.

Teaching and Learning Principles and Responsibilities for Educators

Current: There is no formal or informal set of principles and responsibilities for faculty to guide them in exercising their professional responsibilities except the items that are part of the job description postings. There are often inconsistent understandings about what encompasses the role of an educator particularly around ethical principles and core responsibilities. Faculty members need clarity to be able to build on the enhancement of student learning experiences and the work of redesigning and renewing curricula.

Upcoming Enhancements: Develop an NIC Teaching and Learning Principles and Responsibilities document. The intent of this document will not be to provide a list of binding rules, or a systematic code of conduct that will apply automatically in all situations and govern all eventualities. Departments will be expected to discuss the Teaching and Learning Principles and Responsibilities and to develop interpretations and examples relevant to their specific discipline or program. Similarly, the intent is not to undermine the principle of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner. See examples: [VIU](#), [University Alberta](#), [Queen's University](#)

Flexible & Accessible Learning Design

Current: To align with strategic plans and needs of students, NIC needs to address the flexibility and accessibility of courses and programs. Currently this is being done informally by instructors without any tracking or data gathering.

Upcoming Enhancements: In alignment with program learning outcomes and outcomes of the program review process, develop a set of resources and guidelines to help instructors redesign learning experiences for maximum flexibility and accessibility in design (e.g., Universal Design for Learning, open pedagogies, multi-modal delivery formats, reduction of pre-requisites, prior learning assessment and recognition, online learning etc.).

Evidence-Based & High Impact Pedagogies & Practices

Current: For some instructors, teaching using evidence-based, high impact practices is a part of their course redesign work. Some instructors need support and resources to assist them in rethinking, redesigning, and renewing curriculum with a focus on evidence-based and high-impact practices. There is no formal capturing of examples demonstrating how pedagogical changes impact the student learning experience.

Upcoming Enhancements: Develop a collection of evidence-based and high-impact pedagogies and practices along with instructor training to align with course and program redesign workshops. Develop data gathering methods.

Indigenous and Intercultural Learning

Current: *Working Together* and *Journeying Together* are two key plans that are just getting off the ground. Faculty are in the early stages of gaining understandings about Indigenous and intercultural aspects and how best to incorporate these into their courses and classes. The Working Together Working Group provides one avenue to get input and learn more about including Indigenous perspectives in the development of new courses and programs.

Upcoming Enhancements: More supports, resources and engagement between instructors and teaching and learning faculty developers via workshops and course design sessions. There needs to be an increased awareness of the support from the Working Together Working Group. In addition, in 2024 there will be a new Indigenous Core Competency module for all NIC employees.

Feedback & Data Gathering Methods (Courses and Programs)

Current: There is no formalized process for gathering feedback or data on programs, courses or learning experiences unless done in an informal way by instructors or departments. In addition to course feedback surveys, this section refers to a more structured process for gathering feedback and data on successes and gaps in student learning between program review processes.

Upcoming Enhancements: Create a policy that outlines the processes required for more organized and regular feedback, as well as data gathering.

Program and Course Redesign Process

Current: There is no formalized or organized program or course redesign process. However, once a course is redesigned or updated, there is a policy that outlines how those changes need to be approved by the governance process.

NIC has historically used a manual document process utilizing SharePoint and shareable files along with tracking changes in MS Word documents to manage curriculum development (new/revisions to courses and programs). The objective for implementing the new software solution was to resolve some significant issues around efficiencies, workflow, approval processes and movement away from outdated formats.

NIC has implemented DIGARC software to address the identified issues and advance the College with its curriculum processes. NIC has implemented both Curriculog and Acalog from DIGARC. Curriculog was launched in January 2023 and is a curriculum management system that automates the process of curriculum approvals for new programs, courses and revisions to courses and programs. Curriculog is a transparent, understandable, guided process with an automated workflow.

Upcoming Enhancements: Create resources for instructors to progress through a program or course redesign process that will align with the new digital curriculum approval processes.

Improvement of Practices

After quality assurance and quality enhancement activities comes the work of instructors and deans to improve, enhance and advance teaching and learning practices. There will be expectations to gather exemplars of quality teaching and learning activities.



More details on this area will come in 2024 with the development of a combined Teaching and Learning/Digital Learning Strategy. In the interim, a Teaching and Learning in Post-Secondary Education Program will be developed along with an enhanced New Faculty Orientation to Teaching Program.

Teaching and Learning Improvement & Advancement

Critical Reflection of Instructional Practices

This is done by instructors in various ways. The next steps involve more engagement by instructors at the department level in reflective activities. In 2024, more specific training and supports will be provided for enhanced activity.

Advancement of Instructional Pedagogies - Commitment to Faculty Professional Development and Scholarship

Students in all programs, disciplines, campuses, and delivery formats have the right to receive instruction from qualified instructors. For some programs, instructor qualifications are managed by the province or by accrediting agencies. All instructors, regardless of program or discipline, should be able to demonstrate mastery of teaching, professional collegiality, and subject area expertise. Instructors must also demonstrate a commitment to learner-centered instruction by continually learning new pedagogical skills and competencies that meet the needs of learners. Instructors in trades programs must meet the specific requirements of the trade or technical studies discipline.

NIC requires those instructors who teach non-degree transfer courses in business, university studies, health and human services, and adult upgrading to hold a master's degree or equivalent in the subject discipline with appropriate post-secondary and/employment experience, certifications, and demonstrated competencies. Instructors who teach certificate, diploma, associate degree, or degree program courses that are designed to transfer to a degree hold a master's or doctorate degree in the subject discipline or a closely related area.

NIC's collective agreement provides 22 days of professional development time each year and institutional funding to support related endeavours, but the effects on the enhancement of teaching practices are not shared in a formal manner.

There is not sufficient evidence gathered to assess professional development impacts on student learning at this time.

Instructors can apply to one of two funding opportunities to obtain financial support for engaging in professional development. Faculty members can also undertake professional learning without institutional funding or engage in events, activities and learning experiences that do not cost anything. To receive funding, instructors must provide details on the event, how it will benefit them and how it aligns to their professional development plan. Currently there are no formal accountability measures in place. The College does not ask instructors to document impacts and changes from the activity. This prevents NIC fully knowing the extent of the professional learning and scholarship activity going on across the institution.

There are several other avenues for intentional professional development. Instructors in every department complete professional development plans each year and submit to their deans. In these plans, faculty are encouraged to set goals and identify areas where they would like to seek growth. These plans are formed in conversation with the instructors' dean(s) which are then revisited at the end of the year.

Exemplars of Excellence in Teaching & Learning Practices & Pedagogies

There are no organized activities around gathering exemplars of excellence in teaching practices and pedagogies by instructors or departments.

Feedback & Evidence Gathering of Teaching & Learning Improvements

There are no organized activities around gathering feedback nor evidence of improvements in teaching and learning. When an instructor makes a change in their practice, or redesigns their course there is no evidence or feedback that is formally gathered to assess the impact of that change.

Institutional Supports for Quality Assurance and Enhancement

The following departments or areas assist instructors, deans and support staff with their questions and needs in developing quality student learning experiences.

Centre for Teaching and Learning Innovation (CTLI)

Until early 2020, NIC was without an established teaching centre or a centralized area for instructional support. NIC faculty members did not have the resources, conversations, or opportunities to reflect more critically on their practice and engage in the scholarship of teaching and learning.

In late 2019, NIC hired a director (reporting to the Vice President, Academic) for advancing a college culture of teaching and learning, including quality enhancement activity (QAPA preparation, program review, curriculum development etc.) and starting up the Centre for Teaching and Learning Innovation (CTLI). As of Fall 2023, there are 3.5 FTE regular positions (1 for learning technologies, 1 for administrative support, 1 for program review and curriculum development, .5 for teaching and learning support). There are also 3.0 FTE sessional year-long sessional appointments as entry level educational developers who are scaling up their skills and experiences to contribute to quality assurance and enhancement work. When financially possible, the intent is to convert the 3.0 FTE sessional appointments to regular positions to support the ongoing needs of quality enhancement, teaching and learning and professional development.

In early 2020, due to the impacts of the pandemic pressing on the insufficient learning technology platforms, the staff spent significant time supporting instructors moving to online teaching, at the same time as installing new platforms and systems. A lot of the core resources for program review, along with a plan and suitable staffing, didn't have time to be fully developed. More recently the centre has extended its services, supports and instructor engagements through four key areas: learning technologies, teaching and learning practices, scholarly activities and quality enhancement work – which includes support and operations of the entire institutional program review process.

Also in 2020, the director began developing the [Teach Anywhere website](#) to publicly house instructional resources, along with related videos, handouts, and instructions to support quality teaching and learning activity. The site now has 200 pages and functions as the main site for all teaching and learning information including program review activity. CTLI also has designed a complimentary [Learn Anywhere website](#) for students with the intent that when students are supported for their learning, instructors and instructional activity is also enhanced. See screenshots of Teach Anywhere and Learn Anywhere on the next page.

Examples of instructor supports on Teach Anywhere site:

- [Program Review and Renewal](#)
- [New Faculty Orientation to Teaching](#)
- [Team-Based Learning Workshops](#)
- [Instructor Support for all Learning Technologies](#)
- [Brightspace](#) and [Kaltura](#) Learning Sessions
- [Pedagogies and Practices Sessions](#)
- [Faculty Academic Integrity Matters \(AIM\) Tutorial](#)

The Centre for Teaching and Learning Innovation will continue to develop new and enhance existing resources and processes to support the program review process.

TEACH ANYWHERE

Teaching and Learning Supports for North Island College Instructors

ESSENTIALS ▾ COURSE DESIGN ▾ LEARNING TECHNOLOGIES ▾ PRACTICES + PEDAGOGIES ▾ PROGRAM REVIEW + RENEWAL ▾ 🔍



Do You Teach with Metacognitive Strategies?

September 3, 2023

Want to teach more metacognitively – to help students learn how to learn? Check out the new resource on this site sharing a curated collection of some helpful and practical strategies to help your students learn better. You'll find a handout summarizing (PDF Version) highlighting the top 10 teaching strategies ...

[Continue Reading...](#)



2023 Faculty Academic Integrity Matters (AIM) Tutorial

September 1, 2023

CTLI is delighted to present a newly developed 2023 Faculty Academic Integrity Matters Tutorial. This is an instructor learning resource designed to address the changing landscape of ethical behaviour in post-



Studio23 – Nov 1-2, 2023: Teaching + Learning Opportunity in Vancouver!

September 2, 2023

Reignite Your Teaching and Facilitation Practice! Cost: \$275.00 for BC Post-Secondary Institutions (if no access to NICFA funds – see BCcampus BC Rural and Remote Travel Grant) Learn More: <https://studio23.bccampus.ca/> Join BCcampus this November 1 and 2 for an in-person Studio23

[Continue Reading...](#)



BCcampus Open Textbook Collection

September 1, 2023

Creating a Better User Experience for the B.C. Open Collection Link to IMPROVED BC Open Collection:



NIC
CENTRE FOR TEACHING & LEARNING INNOVATION

North Island College's Centre for Teaching and Learning Innovation (CTLI) has four areas of support for instructors: 1) teaching and learning practices and pedagogies 2) integration and appropriate use of learning technologies and online course design 3) program review and quality assurance activities and 4) evidence-gathering and scholarly teaching activities to advance practice.

Brightspace Resources

Brightspace Resources are found under [Learning Technologies > Brightspace](#) which include videos, step-by-step instructions etc.

Educational Development

For those interested in the work of teaching and learning centre staff – a [collection of resources](#) for you.

Latest Posts

Do You Teach with Metacognitive Strategies? Studio23 – Nov 1-2, 2023: Teaching + Learning Opportunity in Vancouver! 2023 Faculty Academic Integrity Matters (AIM) Tutorial

LEARN ANYWHERE

Resources for North Island College Students

SUPPORTING LEARNERS ▾ DIGITAL TECHNOLOGIES ▾ LEARNER RESPONSIBILITIES ▾ LEARNING STRATEGIES ▾ DIGITAL LEARNING ▾ 🔍



Fall 2023 – Welcome NIC Students!

September 3, 2023

Welcome to (or back to) North Island College. This website has been designed for you – the NIC student. It has resources and tips for enhancing your learning experiences regardless of what topic or subject you are studying. Check out these top pages to get your term off to a ...

[Continue reading...](#)



Technology Readiness Checklists – Are You Ready?

September 2, 2023

Students taking classes at North Island College will be engaged in learning that may require use of digital technologies. Check out the webpages below to see how many of the items you can already check off (and others on the lists you will attend to in the next month) as ...

[Continue reading...](#)



RECENT POSTS

Fall 2023 – Welcome NIC Students! Technology Readiness Checklists – Are You Ready? Tour of NIC's Brightspace Learning Environment Learning Strategies That Work Academic Integrity Matters (AIM) Tutorial for Students

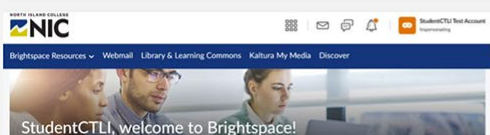
CALENDAR OF POSTS

September 2023						
M	T	W	T	F	S	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

← Aug

ABOUT SITE

This site was created by the Centre for Teaching and Learning at North Island College with support from Student Services. The site is for students to help them learn digitally and be successful in their studies.



StudentCTLI, welcome to Brightspace!

Tour of NIC's Brightspace Learning Environment

August 31, 2023

MOST (not all) courses are in Brightspace, NIC's digital learning environment. We are here to help you uncover all the essential items to know about Brightspace from how to log in and navigate around to locating your



Learning Strategies That Work

August 30, 2023

As you begin the term, take a peek at six learning strategies that work! All six of these strategies have decades of research behind them. They have helped students learn how to learn and given them more ways to

Institutional Research and Planning (IRP)

The office of Institutional Research & Planning (IRP) exists to help North Island College 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 members of the College community including students, faculty, staff, administrators and NIC's Board of Governors, as well as to government, British Columbia, and federal post-secondary system research programs.

A specialized position called a Senior Research Analyst: Program Quality was filled in January 2022. This role works closely with the Centre for Teaching and Learning Innovation staff to support program review and other quality assurance and enhancement activities.

Library and Learning Commons

The Library and Learning Commons is a collaborative, inclusive environment providing learning opportunities, study and meeting spaces, and access to information resources and services such as: research help, peer tutoring, math, writing and student technical support. Instructors can obtain support from librarians to help them with their practice, design, and teaching of their courses.

Centre for Applied Research, Technology, and Innovation (CARTI)

NIC's Centre for Applied Research, Technology, and Innovation (CARTI) connects NIC expert staff and students with local businesses and organizations to develop innovative solutions to current challenges. NIC is committed to fostering applied research and social innovation projects as fundamental experiential learning opportunities where students develop transferable skills while increasing the College's contribution towards the socioeconomic needs of the community. CARTI offers services to support research project development, project management and funding.

Office of Global Education (OGE)

Global learning is a strategic priority for NIC that commits to expanding international enrolment and international partnership agreements while maintaining a high level of international student satisfaction that NIC provides a supportive learning environment. The Office of Global Engagement (OGE) staff support the College in meeting its internationalization goals with an executive director, three managers, a Global Learning Facilitator, advisors, admissions officers and recruitment specialists. This team supports learning outside of the Canadian cultural context and helps develop skills for success in an interconnected world.

OGE's global engagement goals include:

- Building capacity in the College and communities, to meet the needs of international students
- Developing and supporting internationalization at home and education abroad opportunities
- Developing and implementing contract training, projects, and applied research

The College's integrated enrolment planning process has identified optimal international student enrolment at 600 FTEs by 2026, or one-fifth of 3,000 total FTEs (i.e., international and domestic). On our way to achieving this target, NIC enrolled 409 international student FTEs in 2022/23 with a healthy recovery after two successive years of decline due to ongoing, wide-ranging global impacts from the COVID-19 pandemic.

International student enrolment is expected to continue to grow in 2023/24 with additional intakes at each of NIC's Port Alberni, Comox Valley, and Campbell River campuses. New international student cohorts are planned in Early Childhood Care and Education, Health Care Assistant, and Culinary Business Operations to help meet local labour market needs in high-demand community care, health care and food and beverage occupations. Beyond enrolling international students, OGE connects all members of the NIC community – students, staff, and faculty – with study abroad and international partnership and project opportunities.

OGE granted 45 study abroad scholarships for students participating in either virtual or physical mobility in 2022/23 including two field schools in Indigenous Language Revitalization (Hawaii), and Advanced Topics in Design (Mexico). OGE also provided two students with the opportunity to enroll in a double business degree with Université Savoie Mont Blanc/NIC (France), and one student to participate in a one-year exchange with University of Transylvania Brasov (Romania). NIC students can study internationally in over 14 countries while benefiting from NIC's low tuition - the lowest on Vancouver Island and one of the most affordable in BC. NIC also hosted exchange students from 14 universities.

OGE expanded international project agreements in 2022/23 by securing a four-year agreement to participate in the Empowerment Through Skills program in Tanzania with Nova Scotia Community College and Saskatchewan Polytechnic as partners. Supported by Colleges and Institutes Canada and the Government of Canada, the program supports the development of community-demand-driven, competency-based, gender and human rights-responsive skills training programs. It aims to increase participation among women and adolescent girls in skills training programs and improve access to business, skills, and gender and human

rights training in their communities. This project supplements our on-going project work with Vancouver Island University and BCIT in Kenya.

Besides faculty delivering international field schools and virtual exchange opportunities, two faculty engaged in international capacity development projects (Kenya, Tanzania) and one participated in the Leave for Change program (Sri Lanka). Three NIC students returned from exchanges and five NIC students are preparing for exchange in 2023 - 2024.

Collaborative Online International Learning (COIL – Virtual Exchange) training was supported for three faculty through Florida International University and further sharing of the results will be done at NIC. COIL programs delivered Digital Design and Development with UFAM – Amazonas Brazil (one instructor plus 12 Canadian students) and nursing with UCLL/France/Rwanda/Finland: Global Nursing project (one faculty plus 3 students).

Office of Indigenous Education (OIE)

NIC is committed to reconciliation, Indigenization, and decolonization through action - a commitment to develop meaningful relationships, listen and learn from the Indigenous communities we are so fortunate to serve. With the support of the Indigenous Education Council, NIC offers a range of comprehensive strategies that empower faculty members. Recognizing the paramount importance of equipping instructors with the tools they need, NIC provides an array of resources to enhance both their personal understanding and the content of their courses. Faculty can tap into the profound wisdom and guidance of Elders, whose invaluable insights enrich the learning experience.

The Indigenous Education Facilitator plays a pivotal role in supporting other faculty members at North Island College. By offering guidance, resources, and expertise, the facilitator assists instructors in effectively integrating Indigenous perspectives, knowledge, and practices into their teaching methodologies. Through workshops, one-on-one consultations, and collaborative initiatives, the facilitator equips faculty with the tools they need to navigate culturally sensitive topics, develop culturally relevant curricula, and foster an inclusive learning environment. Their deep understanding of Indigenous cultures and traditions, combined with their educational expertise, empowers faculty to engage with Indigenous content in respectful and meaningful ways.

The collaborative efforts of the Working Together Working Group foster a shared commitment to cultural inclusivity. This collaborative body consists of Elders, faculty, staff, and administrators from the Indigenous Education team. The group serves as a dynamic platform for dialogue, consultation, and the exchange of ideas

aimed at embedding Indigenous knowledge, perspectives, and practices into every facet of the College's operations.

During the creation of the *Working Together* Indigenization Plan, community consultations and work with the Indigenous Education Council made it clear that there was an inherent need for a core competency course. The mandatory course for staff and faculty will cover foundational information of Indigenous Peoples and local perspectives from Indigenous Nations on whose land NIC campuses reside.

Gathering Places stand as physical and cultural hubs where educators can engage in meaningful dialogue and learning. Anchoring these efforts is the NIC's comprehensive Indigenization plan, a blueprint that drives the institution's holistic approach to embracing Indigenous values, knowledge, and heritage. Through these strategies, North Island College empowers instructors to embark on a transformative journey towards fostering understanding, respect, and reconciliation within their classrooms and beyond.

Student Success and Performance

North Island College supports student success through a variety of helpful resources, people, support mechanisms and student life opportunities. Student Affairs is the group of people who support these resources and services and includes Library and Learning Commons, Peer Tutoring, Counselling, Accessible Learning Services, Student Life, and Housing.

Here are some examples in themed categories that align more specifically with quality enhancement activities. These supports assist students in their learning journey. Academic-related supports are organized in the following [Student Service Links](#) section.

Starting Out

- [Accessible Learning Services](#) – supporting accommodations for learning
- [Advising](#) – creating educational plans based on education and career goals
- [Orientation](#) – preparation for start of studies

Apply Your Learning

- [Research](#) – connect to practical research projects
- [Study Aboard](#) – travel the world and expand education (see International Student Supports below)
- [Student Employment Services](#) – gain employment

Learning Resources

- [Learn Anywhere](#) – Learning resources for North Island College Students
- [Library Research](#) – support for research assistance, library searches, citing materials, developing critical skills to evaluate sources
- [Math Support](#) – assistance in math for business, technology, trades, health, and environment science from qualified math support faculty
- [Peer Tutoring](#) – tutoring from student peers in math, business, science, study skills, English, nursing, and Digital Design + Development
- [Student Technical Services](#) – supporting students with technology questions
- [Writing Support](#) – 1:1 with qualified faculty to get help with planning and/or structuring writing

Health and Well-Being

- [Accessibility](#) – barrier free environment for all persons with disabilities
- [Accessible Learning Services](#) – supporting accommodations for learning
- [Campus Life News](#) – newsletters to keep students informed
- [Counselling](#) – free, professional, and confidential counselling support
- [Early Assist](#) – connects students with campus and community resources
- [Elders in Residence](#) – available to Indigenous students but also to students interested in Indigenous culture or in need of guidance
- [Here2Talk](#) – connecting students with mental health supports
- [Okanagan Charter at NIC](#) – July 2020 adopted the charter
- [Sexual Violence and Misconduct Support](#) – providing all members of North Island College community with safe and secure environment

There are also specialized supports for Indigenous and international students as outlined below.

Supports for Indigenous Student Success

- [Elders in Residence](#) – Indigenous role models who can provide cultural guidance and traditional knowledge
- [Indigenous Education Navigators](#) – help students explore programs, create educational plans and secure financial support
- [Indigenous Counsellor](#) - two-eyed seeing framework that is formed from Indigenous knowledge and ways of being and various Western modalities.
- [Indigenous Programs and Courses](#) – informed by Indigenous ways of knowing and being
- [Priority Admission](#) - students with Indigenous ancestry may be eligible for a priority seat in several programs

- [Financial Support](#) - explore options to help fund education, including scholarship, bursaries, and Nation funding
- [Indigenous Student Lounges](#) – spaces where Indigenous students can connect with each other, Elders and Navigators
- [Gathering Places](#) - provide a culturally relevant space for connection, celebration and learning ([Q̓ə pix ʔidaʔas](#), the Indigenous Gathering Place in Campbell River provides a culturally relevant space for connection and celebration and Port Alberni Campus Gathering Place)
- [Aboriginal Scholars](#) - program strives to empower students through engaging them in the process of creating a self-constructed achievement plan, ensuring students have supports to enable them to complete their program, while also increasing the sense of community and Indigenous awareness on campus
- [More Info](#)

Supports for International Student Success

As NIC recovered from the COVID pandemic, we saw our international student numbers rebound to our third highest level in history. This required NIC to consider how students are prepared before arriving in our communities; supporting them as much as possible to find accommodation; re-vamp the student orientation program based on some lessons learned with virtual orientations from COVID; ensuring we care for students academic and mental health needs as they begin and continue their studies; and address the Truth and Reconciliation Call to Action #93 considering preparing international students as visitors and potential immigrants to this land. International Student Services (ISS) offers a multi-faceted program for new and continuing international students. Some highlights include:

- Together with Office of Indigenous Education, created cultural sharing opportunities during orientation and throughout the year including cedar weaving, Indigenous language exchange, learning about traditional medicines and visiting the K'ómoks First Nation
- Activities like tubing at Mt. Washington, trip to Tofino, potluck and bhangra dancing, festival, and various holiday activities
- Tracking data available through highlighting [Early Assist](#) access for international students in order to consider trends and changes in use
- Building international student leadership with International Peer Connector hiring on each campus
- Engaging with local school districts to answer questions local international high school students may have about transitioning to NIC
- [More Info](#)

3

SELF-EVALUATION APPROACH

This is a general overview of the approach used by NIC to complete its internal evaluation process (self-study) for the QAPA. This section outlines the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/evidence collection procedures; data/evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; and any consultations carried out.

The College is committed to quality education and as such, has approached this self-evaluation as an opportunity for a comprehensive review of our policies and practices that support quality student learning. The Vice President, Academic (VPA), and the director, of the Centre for Teaching and Learning Innovation led the process. They met frequently to collect information, plan consultations, analyze results, make recommendations, and co-write the report. The College's approach to its self-evaluation was collaborative, with a goal to create awareness about the current and upcoming work in quality assurance and quality enhancement while discussing changes and enhancements to improve the quality of student learning. See *Appendix 11: NIC Self-Study Activities and Resources* for more details.

From the beginning it was important to be frank about what North Island College hasn't yet accomplished with respect to quality student learning while highlighting the advancements and successes it has made. The process sought to be efficient by initially inventorying what was working and what wasn't, discussing with instructors and leaders where there were gaps that needed more work, and then coming up with a framework that could engage the campus community and provide more informative conversations. The development of an Academic Quality Framework helped provide structure and organization for an online training course, slide decks for sessions and for planning the sections of the institutional report.

By far the most purposeful engagement was the offering of many Quality Student Learning sessions broken into two parts. The first part was a virtual one-hour

overview of quality assurance, quality enhancement, and the QAPA process. Part two was an in-person, 2.5-hour workshop which engaged participants in discussions, and gathered feedback about the work of academic quality enhancement. Both sessions were open to students and all employees at NIC. Nearly 100 people participated.

To ensure the College community understood the purpose and process of the audit and had an opportunity to contribute to it, the VPA and director made presentations to various groups including the Department Chairs Working Group, the Education Team, and the Senior Leadership Team, among others.

The self-study method was based primarily on a document review and consultations to confirm current practices. Through the comprehensive review, we looked at College policies, procedures, informal practices, supporting documents, samples of programs and courses, and the terms of reference, agendas, and minutes of related committees. We met with individuals and departments to gather information and insights on current practices at the College and their experiences. Our goals were to assess the adequacy and currency of our quality assurance infrastructure, identify any gaps, and develop action plans where we saw opportunities for improvement. In the process, we focused on student success as a primary driver. While there was a particular focus on new program development and program review and renewal processes, we explored quality of instruction, quality of student learning, supports, and services for student success.

Main Issues for Self-Evaluation

- Identification about successes and advancements along with the gaps and areas for enhancement/improvement, awareness about program review process and opportunity to talk about student learning
- Introduction to the topic of quality student learning meaning ‘What is quality? Why is quality learning important?’ to help build a definition of quality which will give NIC a good foundation upon which to do more work
- Feedback on the NIC Academic Quality Framework

Academic Quality Enhancement Working Group

In Fall 2021, the first gathering of the Academic Quality Enhancement Working Group took place with the goal to uncover the preparatory work and discuss the plan for the QAPA process. The group now comes together once a month to discuss the changes and directions needing to happen across the institution to develop a more robust and structured approach to improvement of student learning experiences and ongoing evidence gathering for decision making.

The working group includes the members listed below:

- Vice President, Academic (Co-Chair)
- Director, Centre for Teaching and Learning Innovation (Co-Chair)
- Dean, Arts, Science and Management
- Dean, Trades and Technical Programs
- Dean, Health and Human Services
- Executive Director, Indigenous Education
- Director, Student Affairs
- Registrar
- Director, Institutional Research and Planning
- Education Council Chair and Chairs of Standing Committees
- Department Chairs Working Group Co-Chairs
- Student Representative
- Teaching and Learning Faculty Developer – Program Review, Centre for Teaching and Learning Innovation

Public Sharing

College webpages were developed in early 2023 to outline the work of quality enhancement and program review along with preliminary intentions around an academic quality direction. See Academic Quality Enhancement Web Page: <https://www.nic.bc.ca/about-us/leadership-and-governance/academic-quality-enhancement/> and links from of this page. These pages represent the formalization and public sharing of the commitment to academic quality and the work planned to roll out in the upcoming years.

Academic Quality Primer: Online Course and Modules

An online course called the NIC Academic Quality Primer was designed and built in the institution's digital learning platform, Brightspace. The course has six modules (first three released in mid-January 2023 and other three to be released in mid-January 2024). The modules contain videos, images, examples, and links.

The director of the Centre for Teaching and Learning Innovation designed the modules over the span of a month after being an observer at two QAPA Panel visits in November 2022. The intent was to provide the entire campus community (students and employees) with an opportunity to learn more about quality assurance, quality enhancement and the QAPA process through six core modules in a self-serve format. Slide decks were also designed to capture a summary of each module along with narrated video explanations.

The work of the primer helped shape the NIC Academic Quality Framework and the slide decks were then used in consultations, presentations, and engagement workshops. The primer currently is offered as an open enrolment course, meaning any student or employee can sign up at any time. NIC can see who has joined the

course and the progress they have made with the content. See *Appendix 11: NIC Self-Study Activities and Resources* for screen shots and a [video tour](#) of the course.

Consultations

Several consultations have occurred to ensure everyone is aware of the QAPA process, has insights into what is required of their area and where new policies and processes will evolve after NIC's response to the QAPA Panel's report.

- Leadership Team
- Education Team
- Department Chairs Working Group
- Department Meetings
- Centre for Teaching and Learning Innovation
- Office of Institutional Research and Planning

Evidence Collection Procedures

A variety of evidence collection procedures were used:

- Office of Institutional Research and Planning – data, reports, summaries of institutional data, programs etc. Some used in this report.
- Education Team – discussion with members as a standing item on Education Team agendas (every 2 weeks)
- Associate Deans – documenting all accreditation details for programs
- Program Review Process Reflection Session – 3-hour focus group with administrators and instructors reflecting on past years of program review
- Quality Student Learning Part 1 – polling and chat responses (~100 participants via 7 virtual sessions) – 51 instructors, 3 students, 21 support staff and 12 administrators
- Quality Student Learning Part 2 – definition of quality learning input via sticky note brainstorming session, strengths, and areas for improvement across NIC (46 participants via 5 in person sessions) - focus group
- College Conversation Session (May 8, 2023) – ~120 participants for a virtual hour dedicated to QAPA and related quality framework and took part in online polling questions

Evidence Analysis Procedures Used to Critically Assess Effectiveness of QA Mechanisms

- Theming results of data gathering and feedback processes
- Summary documentation of the data gathered

Outcomes of Analysis

The following is a summary of the feedback received about strengths and areas for improvement for NIC related to quality student learning.

Strengths Related to Quality Student Learning

1. Relationships and Belonging with Students via Small Classes
2. Inclusive and Responsive Supports and Resources
3. Connections to Campus and Local Communities
4. Experienced and Engaged Instructors and Teaching
5. Programming and Graduation Achievements and Employment

Areas for Improvement Related to Quality Student Learning

1. Faculty Hiring, Onboarding, Feedback, Assessment and Professional Development
2. Ongoing Quality Enhancement and Course/Program Renewal
3. Student Supports
4. Communication and Community
5. Programming for College

Defining Quality Student Learning: Five Themes

A key part of the self-study process was engaging the campus community in helping create a North Island College definition of quality student learning. Since quality student learning is the core component of post-secondary education it seemed fitting to weave all the self-study conversations and activities around student learning rather than accountability or program review or academic renewal. It was a topic that was easily understood by students, support staff, administrators and instructors and created immediate engagement in unpacking what it meant to the College community. Because there is no single definition of what is quality student learning, conversations and input was varied and allowed for lots of perspectives and interpretations.

Five themes emerged from the feedback sessions covering the topic of quality student learning:

1. Accessible, Relevant and Responsive Education Aligned to Student Needs
2. Engaged and Interactive Learning Focused on Core Competencies and Knowledge
3. Learner Agency and Continuous Growth Supporting Critical Thinking
4. Respectful, Inclusive and Connected Learning Environments
5. Quality Teaching, Accountable Practices Grounded in Evidence-Based Learning

The five themes will be incorporated into a modern graphic design of a west coast tree with the roots, branches, trunk, and needles being assigned one of the themes. This tree icon will then be built into posters, postcards, stickers, and other materials to act as a launch pad for upcoming work around quality assurance and quality enhancement. See *Appendix 10: NIC Defining Quality Student Learning* for more details on the five themes encompassing the definition of quality.

Development of the Institutional Report

The report was drafted through the Offices of the Vice President, Academic and the Centre for Teaching and Learning Innovation (CTLI), in consultation with Academic Quality Enhancement Working Group members and other stakeholders. Some of the feedback included came from the Quality Student Learning Part 1 and Part 2 sessions engaging nearly 100 NIC employees and students in discussions about academic quality. Further evidence for the self-study came from published institutional documents, accreditation reports, Institutional Research and Planning Office institutional and provincial data. The institutional report was shared via iterative drafts to individuals as it pertained to their work. The final version was reviewed in September and shared with the Education Council and Board of Governors before submitting the report to the Degree Quality Assessment Board.

Preparations for Initial Site Visit

In preparation for the site visit, the Academic Quality Enhancement Working Group, along with the members of the Education Team, met with the DQAB Secretariat on March 31, 2023, to learn about the process. The director of the Centre for Teaching and Learning Innovation (CTLI) is coordinating the site visit and arranging for appropriate College representatives to be present for the QAPA Panel Visit on November 16 and 17, 2023.



QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-STUDY

4.1. Overall Process

A. The Process Reflects the Institution's Mandate, Mission, and Values

This section demonstrates that NIC has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs. The process contributes to the continuous improvement of the institution.

Quality Assurance that Aligns with Institution's Mandate, Mission, and Values

North Island College has developed a comprehensive institutional program review process with associated quality enhancement activities in alignment with BUILD 2026, NIC's Institutional Strategic Plan, Working Together - NIC's Indigenization Plan and Widening our Doorways 2026, NIC's Academic Plan. The seven phase process of program review has expectations and actions that must align with the institution's mandate, mission, and values. A broader quality enhancement plan (as outlined in the Academic Quality Enhancement Framework) is in the works.

The institution began the institutional program review process in late 2019 and has made good progress in the past four years but there is still much work to be done. NIC is aware of the gaps and areas for improvement and has a plan for addressing the missing components as well as enhancing existing processes. Program review and quality enhancement activities continually collect feedback and data, with the goal of continually enhancing the quality of the student learning experience.

The philosophy and guiding principles of our approach to program review and quality assurance are summed up by the application of reflective practice. Reflective practices help ensure all academic programs: a) align with the NIC's

mission, values, and strategic plans; b) remain coherent, rigorous, and relevant; c) make the best use of resources available to them; d) engage in continuous improvement based on empirical evidence and collegial judgement and e) draw upon and enhance existing strengths at NIC. These reflective practices are the core of the work related to quality enhancement of academic programming as outlined by the following key principles:

- **Evidence-Informed:** The process is conducted using evidence-based and measurable processes. The evidence serves as a benchmark for program specific practices, needs, and requirements; and can meet institutional strategic goals and BC Quality Assurance Process Audit (QAPA) guidelines.
- **Accountable:** Accountable to program faculty, staff, students, and administrators; Education Council (EdCo); and the Vice President Academic (VPA); industry partners and accrediting bodies; and the Ministry of Post-Secondary Education and Future Skills
- **Strengths-based:** Strengths-based values engagement, connection, and shared via the self-study. The process will honour input by internal and external interest groups, including learners, alumni, employers, associated partners and industry, licensing or accreditation bodies, support staff, instructors, and administration.
- **Flexible:** The process is flexible to adapt to trades and technical programming, accredited programs and timing and adjustments requirement for various programs. The process is flexible as it is aligned with the needs of the faculty, department, and instructors.
- **Aligned:** Aligned program review process are evidenced and action-based, leading to recommendations that demonstrate knowledge and insight into program content, contexts, schedules, trends in the profession, industry and labour market, and future directions, to facilitate short and long-term planning and enactment. In addition, the report development and the related feedback was aligned with the institution's strategic plans and the Ministry of Post-Secondary Education and Future Skills directions.

B. The Scope of the Process is Appropriate

There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics: A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. Also, an assessment conducted by an external panel with a site visit, written report, and institution response to the report. There also must be a summary of conclusions of the evaluation that is made available.

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for ongoing program and institutional assessment and other relevant institutional policies should be attached as an appendix.

How Program Review Policy Was Developed

- Former dean, Diane Naugler, along with Laurie Michaud, former Teaching and Learning Facilitator, revised an existing, yet limited, policy to be more fulsome and aligned with the requirements of Ministry directions and QAPA handbook components
 - Examined policies from other institutions to ensure included all required components, Approved April 2019 - [Link](#)
- Liesel Knaack, director of the Centre for Teaching and Learning Innovation worked with the revised policy during the first 11 program reviews from 2020 to 2022 and built out the phases of the review in more detail
- With changes to institutional organizational structure including new senior institutional leader role names there was a need to update the policy to align with the new phase names and processes.
- Policy was edited from January to April 2022 via consultations with deans, directors, and other members of Education Team. Approved at Education Team Meeting in April 2022, taken by VPA to Planning and Standards (sub-committee of Education Council) in May 2022 and then Chair, Planning and Standards recommended to Education Council in June 2022, Education Council approved June 10, 2022, became effective August 1, 2022

Formal Approval Process of Policy

- **Approval Body:** Education Council
- **Administrator Responsible:** Vice President, Academic (VPA)
- **Steps for Approval**
 - Engagement by deans and directors via consultation and editing
 - Agenda item at Education Team Meeting, recommendation by all members for Vice President, Academic to take to next step
 - VPA takes to Planning and Standards meeting
 - Any edits or fixes are done in consultation
 - Chair, Planning and Standards recommends to Education Council
 - Education Council approves
 - Updated and put on NIC website

Last Reviewal Date of Policy

The NIC Program Review Policy (3-11) was last updated and approved at the June 10, 2022 Education Council. This involved minor changes to titles of positions that changed in the organizational structure after a new president was hired. The planning and data gathering phase was split into two phases rather than combined as outlined in 2019 policy –it is seven phases rather than six. No changes to the process were made. All program reviews that began after the April 5, 2019, version have followed this policy.

Overview of the Program Review Policy and Process

NIC's Program Review process strives to be many of these characteristics:

- **Formative:** provides feedback that identifies program strengths and areas for improvement
- **Collaborative:** uses input from internal and external interest groups including current students, alumni, support areas, administration, program advisory groups, accreditation organizations, peers from other institutions, employers etc.
- **Learning-focused:** ensures students are receiving quality learning experiences with suitable assessments that are aligned with course and program learning outcomes
- **Informative:** helps inform discussions, decision-making, and action plans
- **Evidence-based:** follows evidence-based processes and methodologies
- **Aligned:** links to institutional strategic plans to provide examples of actions and initiatives, recently aligned with suggested Indigenous enhancements from the Working Together Working Group
- **Accountable:** through the development and implementation of evidence-informed action plans and through the ongoing feedback and data to verify the progress of those plans
- **Strategic:** leads to co-ordinated actions that strengthen the program's ability to support students in being successful with the program's learning outcomes and course learning outcomes
- **Iterative:** draws on previous reviews and recommendations, looks for trends and patterns, adjusts to meet instructors and department needs

NIC's Program Review Process Institutional Webpage:

<https://www.nic.bc.ca/about-us/leadership-and-governance/academic-quality-enhancement/program-review/>

The institution's program review process consists of seven phases. The Centre for Teaching and Learning Innovation (CTLI) supports the process through all seven phases. Given that most NIC instructors have never been engaged in program review activity, CTLI provides a variety of levels of engagement and support to facilitate meetings, gather evidence, develop reports, and provide training.

CTLI also manages the entire program review process from organizing site visits with external reviewers, producing documentation and instructor-support materials to keeping progress tracking sheets, meeting with chairs and departments to assist with questions and polishing reports and documents for publication. Instructors can choose what level of support they would like along with the timeline that would best suit their area.

Here is a bit more detail around each of the phases outlining key characteristics.

1. Planning Phase

The department engages in a couple of kick-off meetings along with planning sessions to organize and outline the entire set of phases. These meetings focus on creating awareness, answering questions, and building a plan for engaging faculty members in CTLI-facilitated work sessions.

Documents found in *Appendix 8 – NIC Program Review Process*

- Program Review - Quick Start Guides
- Program Review – Overviews
- Program Review Phases – One and Two-Year Plans
- Program Review – Detailed Timeline of Seven Phases
- Program Review Phases – One and Two-Year Timings for Planning

2. Data Gathering and Analysis Phase

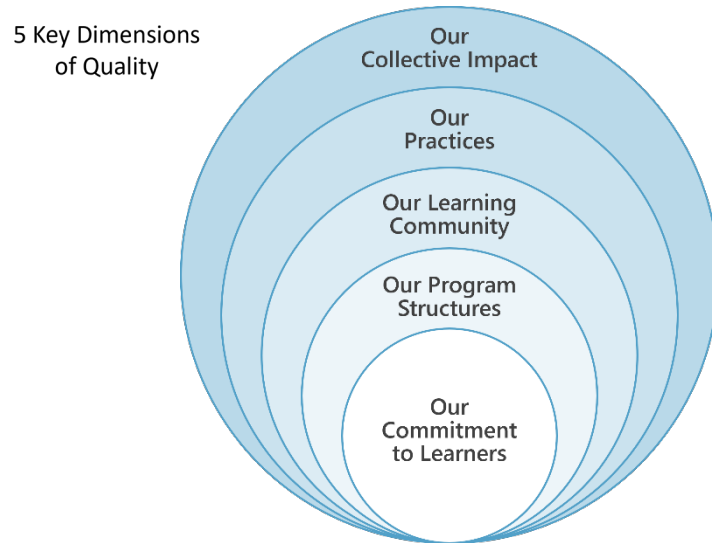
The faculty members examine data summaries from the Institutional Research and Planning office. The department also engages with six support areas (Library, Student Affairs, Office of Indigenous Education, Office of Global Engagement, Educational Advisors and Community Engagement/Future Students) to receive their perspectives and feedback related to their engagements with students and program area. CTLI develops surveys and leads focus groups to gather additional data from a variety of interest groups. Data is analyzed with the support of CTLI.

Document found in *Appendix 8 – NIC Program Review Process*

- Program Review - Data Gathering and Analysis Guide

3. Self-Study Phase

The department writes a narrative reflection about program’s academic quality reflecting on feedback from the data gathering and analysis phase, aligning with the five key dimensions of quality (Commitment to Learners, Program Structures, Learning Community, Practices and Collective Impact), while considering future directions, recommendations, and actions. See *Appendix 8: NIC Program Review Process* for the Self-Study Guide and Template.



The circular diagram serves as an organizer for the Self-Study. Each of the key dimensions of quality is nested within each other. The first dimension, *Our Commitment to Learners* sits at the core of all learning experiences. Building outwards from this key dimension through the encompassing circles allows departments to share quality components of their program structures, learning community and teaching and learning practices that all aid in the collective impacts and achievements of the learning community.

Our Commitment to Learners

This section describes the program’s commitment to student learning by reflecting on the underlying values and philosophy of the program. This reflection includes the alignment of program commitments with the needs and expectations of students, the institution, and the broader discipline, industry, or profession.

Our Program Structures

This section describes the roots and design of the program, as well as how and why the program has evolved over time highlighting key milestones. The student learning journey is outlined along with how course delivery and formats align to student needs. There is also a reflection on the adequacy and use of resources and sharing some distinguishing features.

Our Learning Community

This section reflects on the program as a learning community. This includes identifying interactions and relationships between and among faculty and students within the program, as well as collaborations with broader communities (e.g., regional, discipline, industry, or profession specific).

Our Practices

This section reflects 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. There is also a description of the methods or approaches members of the department engage in to fulfil the stated commitments while engaging in ongoing reflective practices.

Our Collective Impact

This section reflects on the accomplishments and contributions of faculty and students. This includes a range of measures to describe learning experiences, opportunities, and outcomes related to your program. This also includes ways faculty and students recognize accomplishments.

Within the self-study are guiding questions along with required components including how faculty are addressing Indigenization in the program, the Calls to Action from the Truth and Reconciliation Commission of Canada, CIGan's Indigenous Education Protocol and NIC's *Working Together* Indigenization Plan.

The following bolded items outline the DQAB required components and where they are found with NIC self-study. NIC is not always able to provide data or feedback on all the required components. Some self-studies are missing these details. There are plans to build more supports and data to address the gaps.

- **evidence relating to program performance including strengths and weaknesses, desired improvements, and future directions**
 - throughout self-study, specifically in Key Learning and Next Steps
- **continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards**
 - Section B – Program Structures
- **adequacy and effective use of resources (physical, technological, financial, and human)**
 - Section B – Program Structures

- **faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization**
 - Program Overview and Section C – Learning Community (because there are no formalized processes for ascertaining faculty performance, typically you’ll find summaries of CV’s here and full CV’s in the Self-Study’s appendices)

- **learning outcomes achieved by students/graduates meet the program’s stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting, or professional association**
 - Section E – Collective Impact (because there often no program learning outcomes or program goals, this section may just include regulatory, accrediting, or professional association components)

- **continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program’s stated goals have been achieved**
 - Section D – Practices (because there is no formalized gathering of student progress and achievements or aligned with program goals, this is often an informal summary of teaching practices and assessment methods)

- **graduate satisfaction level, student satisfaction level, and graduation rate**
 - Program Overview Section (typically this is a summary of BC Outcomes data and because there hasn’t been alumni activity and there has been no engagement with graduates, other internal data is provisioned to indicate graduation rates) Note: There is a new Alumni Relations Liaison position filled in Summer 2023 that will enhance the relationship and connections with alumni for future engagements and feedback gathering. See *Appendix 12: NIC Alumni Engagement Plan* for more details.

- **graduate employment rates, employer satisfaction level, and advisory board satisfaction level**
 - Section E – Collective Learning (because there exist only a few NIC program advisory committees often requiring some enhancements, there is little information about graduate employment rates or employer satisfaction levels)

Documents in *Appendix 8 – NIC Program Review Process*

- Self-Study Guide
- Self-Study Template
- Self-Study Exemplar

4. External Review Phase (Assessment Conducted by a Panel Including a Site Visit and Report with Recommendations and an Institution Response)

Three people external to the program/department engage in a two-day site visit which includes interviews with students, faculty, and support members. Two members of the team are external to the College. One is a member from within the College but not from the discipline area.

The external review team focuses on providing an assessment of the program area's quality, specifically the following four points:

1. Assessment of the five key dimensions as outlined in the self-study
2. Feedback on the self-study recommendations or action items
3. Responses to the self-study external review team questions
4. Recommendations for program quality enhancements and improvements to support student learning experiences

Within a month after the site visit, the team writes a summary report with recommendations and submits that report to the dean who then shares with the program area. The dean produces feedback to the external review team's report and shares that response with the program area. The dean's feedback along with the external review team's recommendations are incorporated into the Final Report and Action Plan which also get dean feedback and Vice President, Academic Feedback.

Documents in *Appendix 8 – NIC Program Review Process*

- Program Review – Sample Agenda for External Review Visit
- Program Review – External Review Team Member Guide
- Program Review – External Review Guide for NIC Employees
- Program Review – External Review Process Short Guide for Deans
- Program Review – External Review Report Template
- Program Review – External Review Report Exemplar

5. Final Report and Action Plan Phase

The department writes a report reflecting on the data gathered, the self-study recommendations, the external review team's report, dean's feedback, and reflections about the entire student learning experience. Also expected is a summary of the program's strategies for enhancing its approach to Indigenization through strategies for improvement and considerations to implement. A final draft of this report goes to the dean for feedback. The final report is submitted to the Vice President, Academic for feedback.

Documents in *Appendix 8 – NIC Program Review Process*

- Program Review – Final Report and Action Plan Guide
- Program Review – Final Report and Action Plan Template
- Program Review – Final Report and Action Plan Exemplar

6. One-Year Follow-Up Report Phase

The department produces an update on the status of action plan items typically a year or so after the Final Report and Action Plan has been done. Within the report is a required summary of the department's work around Indigenization including challenges and barriers faced and successes achieved. A final draft of this report goes to the dean for feedback. The final report goes to the VPA who may make additional recommendations.

Documents in *Appendix 8 – NIC Program Review Process*

- Program Review – One-Year Follow-Up Report Guide
- Program Review – One-Year Follow-Up Report Template
- Program Review – One-Year Follow-Up Report Exemplar

7. Ongoing Curriculum Renewal Phase

The department engages in ongoing renewal activities such as completing action plan items, conducting student surveys and focus groups, and providing updates to their dean and department on an ongoing basis. There is one overview document in the appendices that outlines activity to support chairs and instructors in the leadership of quality student learning.

Document in *Appendix 8 – NIC Program Review Process*

- Leading Quality Student Learning Series

Policy and Process for New Program Approval that Includes Peer/External Review by Appropriate Experts

This section describes how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for the approval of new programs and other relevant institutional policies should be attached as an appendix.

Overview of Policy and Processes

Policy 3-07, Program Revisions and New Program Approval defines the processes by which program revisions and new programs are approved and identifies requirements and approving bodies for different types of programs. The policy is applied to all programs and courses that are authorized through the Education Council (EdCo) approval process.

The development of a new program proceeds through a formal process, including Program Concept and Program Feasibility documents that are approved by the Education Team. The Program Feasibility Form requires departments to consult with external partners. These partners may include local employers, industry, non-profit organization, school districts, Indigenous communities, and government.

Starting in Fall 2023, the program development process will include an invitation to external partners to participate on program advisory committees.

Description of How the Policy was Developed

Responsibility for the development and review of [Policy 3-07](#) resides within the office of the Vice President Academic. The policy was developed in June 2020 and will proceed through a review process by June 2025. The policy was developed through an established process that included a review and approval by the College's Education Team, a review by the Leadership Team and Planning and Standards committee prior to a final approval by Education Council.

Formal Approval Process of Policy

- **Approval Body:** Education Council
- **Administrator Responsible:** Vice President, Academic (VPA)
- **Steps for Approval**
 - Engagement by deans and directors via consultation and editing
 - Agenda item at Education Team Meeting, recommendation by all members for Vice President, Academic to take to next step
 - VPA takes to Planning and Standards meeting
 - Any edits or fixes are done in consultation
 - Chair, Planning and Standards recommends to Education Council
 - Education Council approves
 - Updated and put on NIC website

When Policy Last Reviewed

- June 2020

C. The Guidelines are Differentiated and Adaptable

This section describes how the guidelines are adaptable to the range of programs and offerings and how they are a measurable, consistent means and direction to undertake. This section also outlines how the guidelines are consistent with the institutional mandate, mission, and vision.

NIC is in the early phases of creating adaptations to support the range of programs and offerings. We anticipate we'll have three variations as follows:

1. Trades and Technical Programs
2. Health and Human Services
3. All other programs

The adaptations are in the supports offered (frequency and type of support from the teaching and learning center) and the work schedule (timing of work sessions to align with instructor workload and scheduling), along with leveraging existing benchmarks and industry data (for trades and health and human services programs such that the institutional data packages will need some tweaking to align with cohort-based accredited programs).

The institution requires all programs ending in a credential engage in the same seven phases including an external review site visit. All programs have the same core components in their reports with a self-study that aligns with the mandate, mission, vision, and strategic goals. The integrity of the entire process is not compromised as the core expectations and outcomes are not changed. In this way NIC has a consistent process across all program areas and credentials.

NIC has done some work with trades programs on these adaptations. We have produced a slightly modified guide that has some language and timeline edits to be more easily understood by instructors. We also have condensed meeting times to align with trades instructors' teaching schedules. We still have work to do on the self-study and other documents to create relatable language, timelines, evidence, and feedback components that will work for the trades.

When we undertake program reviews in the faculty of Health and Human Services, we know that all the programs (except Human Services area) already have accreditation processes, program advisory committees and ways of gathering feedback tied to their profession. We anticipate creating a modified 'quick start guide' to produce a more discipline-specific flavour to the language and the timelines of the program review process. While we will ensure all the health and human service program areas go through the seven phases with the same requirements for the reports and external review process, we will accommodate any work already done for their accreditations make sure no work is duplicated and other components aligned as best to the schedule. There will also be a component of reviewing their accreditation packages and determining what aspects have not been more fully explored and renewed. There is still work to do in this area.

D. The Process Promotes Quality Improvement

Appropriate Accountability Mechanisms for All Programming

The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional, and academic programs in terms of promoting quality improvement. Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

We are still in early days to ascertain if the program review process and program development processes are functioning for vocational, professional, and academic programs. Under the leadership of the director of the Centre for Innovation and Excellence in Learning, the College will implement its first ever combined Teaching and Learning/Digital Learning Strategy which will outline the College's steps to support quality improvement.

How Faculty Scholarship and PD Informs Teaching and is a Foundation for Ensuring Programming is Up to Date

The institution should be able to demonstrate how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date. Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

NIC does not formally track how faculty scholarship and professional development informs teaching and continues to be a foundation for ensuring programming is up to date. No formal data is gathered on this topic. The internal Human Resources leave system doesn't track professional development use. There are no other ways to determine impacts.

Instructors engage in professional development activities throughout the academic year (some informal, some formal, some on-site and some off-site etc.). After they complete their activity, they write a summary and submit to their dean.

The Centre for Teaching and Learning Innovation (CTLI) provides some of this professional development and has some informal perceptions about the impacts of professional development on teaching practices – but mostly this is confidential and instructor-specific.

Any days that instructors require for more intensive professional development requires approval by their dean aligning with a personal plan. Any monies awarded to instructors for travel, admission or participation in a professional development event must result in a summary report shared with their dean and with follow up sharing experiences. There are no ways to track and see aggregated data about professional days taken in various areas or the impacts of the instructor activities. This is an area that NIC has identified for improvement.

How We Know Learning Outcomes are Achieved and Student Progress is Assessed and Measured

The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured. Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

Except for assessment measures toward course level learning outcomes, NIC has not developed a formal process to demonstrate how learning outcomes are being achieved or how student progress is being assessed or measured at the program level. The College has identified that significant work is required to construct program learning outcomes and update or create course learning outcomes for many of the program areas. There is also work required to train instructors how to build aligned assessments that can be assessed against the learning outcomes.

4.2. Review Findings

A. The Adequacy of the Responses to the Sample Program Review

The institution requires a follow-up process for internal program reviews and acts in accordance with it. Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

It is still early days for NIC regarding the adequacy of the program review findings because technically only one program area (Business Administration) just completed the One-Year Follow-Up Report. NIC has yet to realize how adequate the responses are and what tweaks and adjustments might be needed to make the process more effective. With the proposed biennial program scan, updates will also be requested to monitor adequacy of the results and application of the recommendations. There are no institutional policies about the review findings.

B. How the Process Informs Future Decision-Making

The program review ensures the program remains consistent with the institution's current mission, goals, and long-range plan. Describe how the institution meets this criterion. Relevant policies should be attached.

The process is just starting to inform future decision making. After the self-study is complete, the dean reviews and provides some feedback on the department's recommendations. After the external review is written by the external review team, the dean reviews and provides feedback on the recommendations to help inform the writing of the final report and action plan. After the final report and action plan are written, the dean reviews and provides feedback. Each of these touch points allows the dean and instructors to align for future decision making and ensure action plan items match with the strategic plans and faculty plans through a collegial governance model. Deans then use these results to help inform next steps for programs including further development along with program and course edits and changes.

The director of the Centre for Teaching and Learning Innovation (CTLI) also uses the feedback from the deans, the self-study and external review team recommendations, along with the final report and action plan, to help build a list of priorities for support and resources. In addition, key themes and common areas can be noted through reviewing several reports across the institution to pull together a priority list and areas for more engagement. These themes are shared with the Vice President, Academic (VPA) and help both the director and VPA develop next steps, areas to discuss with the Education Team and other aspects to share with Leadership Team members etc. There are no institutional policies guiding direction about the review findings.

The Vice President, Academic will, in consultation with the relevant dean and director of the CTLI, utilize the themes from the program reviews to develop an emerging list of activities to enhance student learning. This list will be shared with President and Vice Presidents and will be acted upon based on a review of priorities, relevancy, and available resources.

C. How the Program Review Findings Are Disseminated

The institution has a well-defined system to disseminate the review findings to the appropriate entities. Describe how the institution meets this criterion. Relevant policies should be attached as an appendix.

The process for sharing reports that are produced throughout the program review process are disseminated as follows according to Policy 3-11 Program Review:

- **Self-Study Report:** Published in one location: NIC Internal SharePoint Team Site for all employees to access
- **External Review Report:** Published in one location: NIC Internal SharePoint Team Site for all employees to access
- **Final Report and Action Plan:** Dean submits to Vice President Academic for additional recommendations and for taking to Education Council and then published in two locations: NIC Internal SharePoint Team Site for all Employees as well as NIC webpage
- **One-Year Follow-Up Report:** Dean submits to Vice President Academic for additional recommendations and then published in two locations: NIC Internal SharePoint Team Site for all employees as well as NIC webpage

NIC program review webpage: <https://www.nic.bc.ca/about-us/leadership-and-governance/academic-quality-enhancement/program-review/>

The institution is working on expanding the awareness of these program review findings and how they can better shared through summary reports, in-person, and

virtual engagements by departments, and sharing high level summaries with support areas, leadership team, and community members.

Institution Assessment

Based on the preceding responses in sections 4.1 and 4.2, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

North Island College has done a significant amount of work over the past decades providing quality student learning experiences to the students of the region. NIC is proud of its achievements and feedback from graduates and community members about how the College is supporting their needs and developing citizens who contribute to the region.

However, NIC knows there are gaps and areas for improvement with respect to quality assurance and quality enhancement activities. The Academic Quality Framework outlines the required components for ensuring quality student learning. As noted earlier in this report, there are many areas requiring enhancements, updates, and new activity from policies, learning outcomes and feedback opportunities to program renewal and instructor professional development and scholarship activities. Action plan items are already being formulated with deliverable dates and related supports and resources. Following the QAPA Panel report, NIC will be building more fulsome action plan details and more clearly lay out the work ahead.

Aside from existing policies and processes, measuring impacts on continuous quality improvement are informally undertaken by instructors and deans. The campus community welcomes the opportunity to obtain more consistent and in-depth feedback along with building more robust courses and programs with learning outcomes and examples of student success. North Island College is on its way to building more formalized processes, touch points and purposeful gathering of evidence and feedback to make informed decisions and demonstrate to the campus community including current and future students how quality student learning is prioritized and valued.

Quality assurance is rooted within the College's strategic plan, *BUILD 2026*, and the College's first ever Indigenous Education plan, *Working Together*. The mechanism to deliver quality assurance is operationalized through the College's academic plan, *Widening our Doorways 2026* and *Journeying Together*, Canada's

first ever Indigenizing internationalization plan. Here is a summary of the strengths and areas for improvement:

Strengths

- Passionate and caring instructors who have engaged in quality assurance and quality enhancement work in organic and informal ways
- Multiple campuses to serve the various regions of northern Vancouver Island
- New leadership team with set of integrated plans and benchmarks
- Robust institutional strategic plan (*BUILD 2026*) with Year 2 dashboard sharing progress and advancements
- Indigenous, International and Mental Health and Well-Being Plans
- Education Council and standing committees, Board of Governors
- First ever housing for students on campus in 2025
- Enhanced childcare spaces and classrooms for ECCE program in 2025
- New integrated enrolment planning process and forthcoming strategic enrolment management plan
- Academic policies developed and are working well
- Program review policy developed and in use
- Program review process resources have been created
- Shareable locations (e.g., webpages on NIC website) and SharePoint team site to host program review reports
- Active participation by instructors, deans, and support areas in program review process – 10 currently in progress and 4 just beginning
- Development of Academic Quality Framework to guide the next chapter of work around quality student learning
- Teaching and learning centre development supporting program quality
- Curriculog – digital curriculum management system in use since May 2023
- Creation of a NIC definition of quality student learning: Five themes to guide next steps in quality assurance and enhancement work across institution

Areas for Improvement

- Better accountability measures to track and gather impacts of action plan items from program review process
- New and updated quality assurance related policies and procedures
- Gathering impacts of professional development and scholarship of teaching and learning activity

- Program and course learning outcomes and exemplars
- Program advisory committees
- Increase awareness of program reviews and their findings
- Increase skills and knowledge of chairs and other faculty around undertaking curriculum and program development and enhancement work
- Enhance instructor knowledge and skills on evidence-based practices and gather data on impacts of changes
- Set of course outline standards and repository for sharing more easily
- More feedback from students on their learning experiences

Institution Measures to Address Areas for Improvement for Continuous Academic Quality

Our upcoming work falls under the following three areas that align with the Academic Quality Framework (See *Appendix 7: Academic Quality Framework*). The following summary points highlight the institution's measures to address the areas for improvement. NIC acknowledges that additional measures may be shared as part of the QAPA Panel report and will incorporate those into the action plan items.

Quality Assurance

Provincially mandated quality assurance activities

- College Act, Mandate Letters, Institutional Accountability Plan and Reports and Degree Approval

Areas for Improvement: Find ways to continually inform and update the College community about the actions and summaries of these activities

Institutional Governance, Priorities and Actions

- Board of Governors, Education Council and Committees
- Mission and Directions: Strategic Plans and Dashboards

Areas for Improvement: More intentional and easy-to-use alignment tools for instructors to use in the program review reports that align with strategic plans, new plans, and dashboard updates

- Educational Policies and Procedures

Areas for Improvement: Comprehensive inventory of all existing educational policies with new policies on learning outcomes, curriculum mapping, program scan, program advisory committees, course outlines, etc.

- Program and Course Development

Areas for Improvement: Training and further resource development for instructors and deans to develop new courses and programs as well as revise and update courses, required consultations efficiently and effectively along with Indigenous and intercultural facilitators to write suitable course and program learning outcomes

External Accreditation and Regulation Bodies

Areas for Improvement: Training and further resource development for instructors and deans to develop aligned and robust curriculum in NIC programs

Quality Enhancement

Cyclical Review, Reflection and Renewal

- Learning Outcome Development, Alignment and Exemplars
- Program Review and Renewal
- Feedback on Academic Programming

Areas for Improvement: Create training and resources for developing program learning outcomes, course learning outcomes and institutional learning outcomes. Provide guidance and supports on how to align outcomes with assessments of learning and gather meaningful exemplars of student success.

Continue to build out the program review process with suggested changes to be an efficient and effective model that is flexible to meet the various programming areas while still ensuring the required components are included.

Develop a collection of feedback mechanisms from program advisory committees to course feedback surveys, and an institutional student learning experience survey to make informed decisions.

Design, Redesign and Alignment of Student Learning Experiences

- Constructive Alignment of Enhanced Learning Experiences for Students

Areas for Improvement: Development of self-serve resources and learning experiences for instructors and deans to create aligned courses and programs.

Improvement Of Practices

Improvement and Advancement of Instructional Practices and Pedagogies

- Teaching and Learning Improvement and Advancement

Areas for Improvement: Engage the campus community in the development of a teaching and learning plan/direction including digital learning activities that will provide a clear direction of the next steps for this area.

Institutional Supports and Resources

Areas for Improvement: Continue to enhance supports and resources such as

- Regular positions in Centre for Teaching and Learning Innovation (CTLI)
- Grow the capacity and the location of the CTLI
- Indigenous enhancement of student learning experiences and academic programming
- International and intercultural enhancement of student learning experiences and academic programming

Other Institution Comments

Quality education is important to North Island College. The focus is on quality student learning, the development of an academic quality framework outlining current and future activities, along with a new teaching and learning centre supporting the program review process demonstrates that commitment. The College values continuous improvement and expects these processes to be enhanced as we experience and gain feedback about their effectiveness.

The College has made investments by adding some staffing resources and structuring the support systems necessary for program reviews and recommendations to be actioned through the Centre for Teaching and Learning Innovation, and the Office of Institutional Research and Planning. However, this is still early days for the process as there is much scaling up, capacity building, and resourcing that needs to occur.

As a small rural institution offering a wide breadth of educational programs across a vast geographical region, NIC strives to serve the students and communities with high quality education experiences and training they might expect to get anywhere else in the province. With lean and limited resources to draw on, NIC must be creative and efficient to achieve goals.













This self-study process was an opportunity to re-examine systems that support quality from a broad perspective and to focus attention on areas that can be enhanced or improved. We welcome the feedback from this audit process and look forward to learning from our peers and their quality assurance experiences.



APPENDICES

Please open the folder (03 – Appendices – Institutional Report and Self-Study) and then the first folder (0 - START HERE - Overview of Appendices). Inside this folder includes a document outlining the items in the Appendices in more detail. The layout looks like the listing below.

Note: In folders 08 and 11, there are additional explanatory summaries of the files within those folders because these folders contain more items.

-  01 – NIC Credential List
-  02 – NIC Integrated Enrolment Planning
-  03 – NIC Ministry Mandate Letter
-  04 – NIC Policies Associated with Academic Quality
-  05 – NIC Strategic Plans
-  06 – NIC Indigenous Education
-  07 – NIC Academic Quality Framework
-  08 – NIC Program Review Process
-  09 – NIC Program and Course Development and Revision
-  10 – NIC Defining Quality Student Learning
-  11 – NIC Self-Study Activities and Resources
-  12 – NIC Alumni Engagement Plan