Program Review
Self-Study Phase

Outline and Details

Our Collective Impact

Our Practices

Our Learning Community

Our Program Structures

Our Commitment to Learners

July 2020

NIC

Program Review

The Program Review process includes seven phases as outlined below. This booklet outlines the components of the Self-Study Story – the third phase.

[DRAFT] Curriculum Renewal and Program Review Timetable: North Island College

	Phases and Actions	Year 1 Program Review				Year 2 Program Review			Year 3 Program Review			Year 4 Ongoing Renewal Activities			Year 5 Ongoing Renewal Activities			Year 6 Ongoing Renewal Activities			Year 7 Ongoing Renewal Activities		
	Semesters	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
1	Planning Phase	▓																					
2	Data Gathering and Analysis Phase		▓	▓	▓																		
3	Self-Study Phase			▓	▓																		
4	External Review Phase		▓	▓	▓	▓																	
5	Final Report and Action Plan Phase					▓	▓																
6	One Year Follow-Up Phase						▓	▓	▓	▓													
7	Ongoing Curriculum Renewal Phase								▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

1. Planning Phase Includes: Choosing Lead/Co-Leads for Program Review, Kick-Off Meeting, Communication to Faculty, Plan Data Gathering Activities, Write Questions and Surveys

2. Data Gathering and Analysis Phase Includes: Institutional Research Package Data, Gathering Feedback from Students, Faculty, Alumni, Employers, Consolidating Data, Analyzing Data

3. Self-Study Phase Includes: Orientation Meetings for Faculty, Discussion of Outline, Writing Draft Version, Sharing Draft Version with Faculty, Submitting Final Version to Dean

4. External Review Phase Includes: Nominating and Choosing Reviewers, Choosing Dates, Organizing Campus Visit, External Review Team On-Site Visit, Writing and Submitting Report

5. Final Report and Action Phase Includes: Reflecting on Self-Study, Data, External Review Report, Writing Final Report and Action Plan, Submitting Final Version to Director, CTLI

6. One Year Follow-Up Phase Includes: Undertake Action Items, Discussing Action Item Progress with Faculty, Submitting One Year Follow-Up Report to Dean, Meeting to Share Results

7. Ongoing Curriculum Renewal Phase Includes: Years 4-7 Undertake Ongoing Feedback Gathering from Students, Faculty, Alumni, Employers, Gather Learning Outcome Evidence

Self-Study Story: Outline of Components
Key Dimensions of Quality

This guide provides an outline of key dimensions of the North Island College Program Review and is intended to help you plan and organize your Self-Study Story. The outline includes five dimensions of quality informed by research: commitments, structures, community, practices, and impact/outcomes. A sixth section provides an opportunity to summarize key learning and identify next steps. Core ideas and extending questions are provided within each of the core six sections. These prompts are aligned with the key dimensions of quality and are intended to assist you in reflecting on a variety of aspects of your program. Given that Program Review at NIC is a faculty-driven, reflective process, you are encouraged to focus on areas most pertinent as identified by faculty, students, and other community members engaged with your department.

Before you begin the self-study, make time to gather appropriate evidence from various sources and saved documents from past years of feedback activities. As you gather or review evidence and reflect on these five dimensions, you are encouraged to engage with those individuals and groups who directly and indirectly contribute to and are impacted through your program. This includes current and past students, as well as faculty members and staff. You may also choose to engage others who you believe will provide valuable insight into your program. For example, you may wish to connect with internal colleagues and external partners (e.g., internally – Aboriginal Education, Centre for Teaching and Learning Innovation, Office of Global Engagement; externally – regional, national, or international colleagues, employers, or discipline associations).

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

Finally, as you compile, analyze, and reflect on evidence and then plan your Self-Study Story, consider the ultimate purpose and your audience. The overarching purpose of your Self-Study is to reflect on the evidence gathered to identify strengths and areas for growth and enhancement. The primary audience includes those individuals and groups directly or indirectly impacted through your program, as well as the External Review Team. As a result, your final product should include a combination of descriptive information and critical reflection. The descriptive components provide the necessary context for readers, as well as the evidence to support your reflections. The reflective aspect of your Self-Study is what sets it apart from other processes and existing products (e.g., program description on your website, course outlines, enrolment statistics, and program handbook). The reflective components are the crux of your Program Review and, together with the observations and recommendations from the external reviewers, provide the foundation for your action plan. The completed product, together with the external review team report and your final report, action plan and follow-up reports are posted online following the completion of the review cycle.

Please contact the Centre for Teaching and Learning Innovation at any time with any questions or needs you have in undertaking this Self-Study Story.

Overview of Key Dimensions of Quality

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

A. Our Commitment to Learners

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

B. Our Program Structures

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

C. Our Learning Community

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

D. Our Practices

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

E. Our Collective Impact

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

F. Our Key Learning and Next Steps

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

Self-Study Story: Details

The NIC Self-Study Story is meant to be a collaborative and faculty-led experience. The output is a document that should share essential components of your story and highlight key areas for further exploration. Please keep these parameters in mind when writing the document:

- it is a reflective document telling a story of student learning in your program (not a business report or proposal document) - professionally written and presented for an external/public audience
- try to keep it no longer than approximately 20-25 pages of core components (not including pages for title page, table of contents, summary and program overview sections; appendices, special documents)
- number of appendices is unlimited but keep realistic for sending via email (e.g., size, sensitivity of data)
  - footnote/reference appendices when possible
  - many of your charts/data/graphs should go in appendices as references to make the core report focused on interpretations of that data, reflections and directions for consideration
  - reports, Excel spreadsheets you receive from NIC's Institutional Research Department are not to be included as appendices (they are for internal use only)
- formatting - Consider: 1.08 line spacing, 11-point Calibri font, .8 inch margins for optimal readability, page X of Y in footer for tracking number of pages; avoid: underlining titles, overuse of italics -instead use styles for headings to more easily create a table of contents (e.g., Heading 1, Heading 2, Heading 3)
- contact the Centre for Teaching and learning Innovation for formatting and style support if needed

Title Page

Include: Program Name, Program review lead and co-lead names, Date of submission, NIC logo, no footer

Table of Contents

Using styles for levels of headings, have the table of contents create from the document's pages

Summary

A one to two-page high-level summary of: the self-study story's highlights including a summary of key recommendations emerging from the program review process.

Program Overview

A two-page summary that outlines the essential facts, stats, and details of your program:

- Composition of the program review group, department, unit
- Names of programs/credentials offered within the program review group
- Mission/vision/purpose of the program review group
- Description of the basic structure of the program (or the components of the review group if not a single program), admission requirements, admission model, courses required for credential completion (where applicable)

A. Our Commitment to Learners

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

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

Core Ideas

1. Describe what you want students to experience, develop, and accomplish during their time in your program (e.g., mission, goals, program learning outcomes, learning intentions, attributes).

2. Describe what key stakeholders will expect students to experience in your program. Key stakeholders may include students, parents, family, discipline, profession, employers, and community partners.

   - reflect on similarities and differences in expected outcomes among stakeholder groups

3. Provide details on the extent to which your program's mission and goals align with the standards and expectations of the credential (e.g., articulation, accreditation, association or industry standards).

4. Reflect on the alignment to and contribution of your program to the mission and objectives of NIC's institutional strategic plan, the values and mission of the institution etc.

5. Describe any known factors positively and/or negatively affecting your program's abilities to your commitments to your learners?

Extending Ideas

- What are your key takeaways about current program commitments?

- Considering what you have learned about current commitments and expectations, how might these commitments affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?

- What are some possible next steps to enhance the development and/or alignment of your commitments?

B. Our Program Structures

The purpose of this section is to describe the **roots and design of the program**, as well as how, and why, the program has evolved over time highlighting key milestones, developments and accomplishments as it relates to the student learning experience.

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

Core Ideas

1. Describe and reflect on how and why your program came to be. Identify changes that have occurred since your program was first developed. Reflect on some of the reasons for these changes including internal and external factors.

2. Describe the anticipated learning journey for students as they progress through your program. Identify and describe the key learning opportunities students may experience through your program.

3. Describe how your program is currently delivered and scheduled. Reflect on how well the methods of delivery and scheduling meet student needs and whether there are any barriers to accessing learning opportunities for current or future students.

4. Outline how learning experiences and opportunities are designed to meet the needs of the program. Reflect upon the ways and methods through which faculty develop curriculum, courses, and classes. Describe how the program ensures students have optimal opportunities for core concepts are being introduced, reinforced, practiced, and evaluated throughout the program to build learning skills, knowledge, and applications.

5. Highlight what resources are currently available to support student learning (e.g., specialized facilities, equipment, community partnerships). Consider what resources are essential to student learning, as well as additional resources to enhance the learning experience. Reflect on whether gaps exist in essential and/or non-essential resources.

6. Think about what sets your program apart from similar programs across the region, province and beyond. Describe how you convey your program purpose and unique characteristics to stakeholders.

Extending Ideas

- What are your key takeaways about current program structures?

- How might what you have learned about current structures and design affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?

- What are some possible next steps to enhance existing structures including identifying and responding to emerging needs?

C. Our Learning Community

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

This includes identifying **interactions and relationships between and among faculty and students** within the program, as well as engagement with **broader communities** (e.g., institutional, regional, discipline, industry, or profession specific relationships).

Core Ideas

1. Describe and reflect on the composition of faculty within your program. Share a summary of the characteristics of the faculty members, as well as their experience, expertise and currency in the field of specialization as they contribute to the learning community.

2. Describe the composition of students within your program. Share a summary of key characteristics.

3. Highlight previous and current partnerships and collaborations with members outside of your program. Reflect on how these relationships were developed and are nurtured, as well as how these partnerships contribute to student learning and development.

4. Consider how faculty and students build and nurture a sense of community within your program (e.g., classroom activities, clubs and study groups, program events, outreach activities). Describe current levels of morale and sense of belonging. Reflect on how this might impact both the learning environment and learning outcomes.

5. Describe program-level supports or mechanisms currently in place to assist students with their academic and non-academic needs as well as assistance in developing networks, communities of practice and opportunities to enhance classroom learning (e.g., program advising, program clubs, peer mentorship, referral process). Reflect on the extent to which current supports and mechanisms exist, can be sustained by the program, and meet the needs of students.

6. Identify and reflect on the perceived benefits to being a member of your program's learning community.

Extending Ideas

- What are your key takeaways about your program as a learning community?

- How might what you have learned about your current learning community affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?

- What are some possible next steps to enhance the sense of community within your program?

- How might you enhance or develop community engagement?

D. Our Practices

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

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

Core Ideas

1. Describe the ways in which student needs and learning goals are identified. Outline the approaches used to support students in reaching their personal goals, as well as course and program level goals. Reflect on the extent to which these supports, or strategies enhance student learning and development.

2. Outline and provide details on the methods and approaches used to design learning opportunities for students to engage in the learning community. Describe the teaching strategies and learning methods used and how they contribute to fostering an inclusive, caring, and accessible learning experience for all students. Explain how these approaches align with supportive practices identified in the literature, including approaches for accommodating learners with diverse and varied needs.

3. Describe the methods and approaches used to assess and evaluate student learning and growth. Consider how these align with supportive practices identified in the literature and the extent to which they provide you with the information needed to both support learning and assess demonstration of learning outcomes.

4. Reflect on the degree your methods and approaches provide you with the information needed to determine the extent to which your program's mission, learning outcomes and goals are being achieved.

5. Describe how program staff and instructors engage in ongoing reflective practices.

Extending Ideas

- What are your key takeaways about current practices?

- How might what you have learned about current practices affect your program moving forward (e.g., pedagogy, assessment, evaluation)?

- What are some possible next steps to enhance practices?

E. Our Collective Impact

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

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

Core Ideas

1. Reflect on what you and your students consider success. Describe the different accomplishments achieved by students, current and past, and faculty over the past several years. Consider how these accomplishments contribute to those directly involved and the broader learning community.

2. Describe how students have progressed and achieved success in their learning and development based on identified goals (e.g., personal, program, institutional, discipline, industry, or profession). Reflect on whether there are discrepancies by type of goal, student characteristics, and/or year. Consider possible reasons for discrepancies if they exist.

3. Reflect on specific knowledge, skills, attributes, and/or values that students have developed or enhanced through your program. Consider how these align with program mission and goals, as well as how growth is tracked and measured.

4. Describe how students, current and past, and faculty are contributing to the institution, broader community, discipline, industry, or profession (e.g., leadership and volunteer opportunities, employment, research). Reflect on ways in which students and faculty are encouraged and supported to pursue these opportunities.

5. Consider the diverse strengths and contributions of students and faculty. Reflect on how various accomplishments are acknowledged and celebrated.

Extending Ideas

- What are your key takeaways about the collective impact of your program?

- How might what you have learned about your collective impact affect your program moving forward (e.g., pedagogy, assessment, evaluation, ways of defining and recognizing accomplishments)?

- What are some possible next steps to enhance outcomes? Monitoring and measuring outcomes?

F. Our Key Learning and Next Steps

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

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

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

Core Ideas

1. Describe the strengths of your program using feedback from stakeholders and other evidence reviewed.

2. Outline gaps and areas of concern. Reflect on how you might utilize identified strengths to enhance other areas of your program.

3. Highlight any questions you still have or new questions arising from the self-study. Reflect on how you might further explore these questions. For example, through the external review process, with assistance from other departments, and/or with help from students and colleagues.

4. Outline some key next steps that you are considering for inclusion within your action plan.

5. Highlight specific questions or feedback you are seeking from the external review team to help inform your next steps.

Possible Sources of Evidence

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

- Program proposal (new program development documents)

- Program website

- Program map (of courses and connections)

- Department meeting minutes

- Previous program reviews or accreditation reports

- Perceptual data from alumni, students, faculty, other community members (e.g., gathered through focus groups, interviews, surveys, arts-based methods)

- Enrolment statistics, including demographic details

- Retention statistics

- Graduation rates

- Meeting minutes from Program Advisory Council/Group or other community groups

- Employer feedback about students engaged in experiential learning opportunities

- Feedback on students attending graduate studies - grants/scholarships attained, research activity

- Curriculum mapping results (aligning program outcomes to courses, graduate attributes)

- Course outlines from across the program

- Assessment and evaluation strategies and tools

- Student work: Portfolios, capstone activities and projects, culminating displays of learning, undergrad research projects etc.

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