Comprehensive Program Review

FINAL SUMMARY REPORT

Associate Certificate, Investigation & Enforcement Skills

School of Criminal Justice and Security
Justice Institute of British Columbia

Program Review Team Members:

Stuart Ruttan, Dean

Carol Gardner, Program Manager

Shelley Tiffin, Consultant

Date Submitted: March 7, 2022

Table of Contents

1. Self-Study Report Summary

Conclusions

The IESKAS self-study report is based on program data from 2018. The strength of the program then, as it is now, includes instructors who are highly qualified in the subjects they teach. While most students rated their quality of instruction and program satisfaction highly, some students commented on course content (e.g., questioned relevancy of regulatory vs criminal investigations), instructors (e.g., need to provide timely feedback), and their learning experience (e.g., inadequate activities and/or timelines). The data also highlights a wide gap between the number of students registering for courses and a lower number graduating with a certificate.

Recommendations

1. Take steps to ensure courses meet instructional design principles and are regularly updated to maintain industry "tools of the trade" relevancy.
2. Take steps to recruit, prepare and provide adequate instructor development.
3. Take steps to improve student experience in IESKAS courses.
4. Take steps to identify students in the program and decrease attrition.
5. Broaden the program entry pathways to include key markets and JIBC programs.
6. Introduce fixed program entry points and sequenced course delivery to support student success.

Future Directions

The data demonstrated a shift in the student age, from mid-career professionals seeking a credential to entry level students seeking to enter or advance into investigational professional roles. This shift in demographics allows the program to continue to work with employers requiring skilled employees, and to broaden the entry pathways to the program.

2. External Review Team (ERT) Report Summary

The ERT team reviewed the 2018 data and Self-Study Report and interviewed current faculty and a graduate. They noted that program data from 2018, and that the program has initiated changes including shifting to online and hiring instructors from industry, making it challenging for them to determine whether recommendations will hold in 2022. The ERT team confirmed the six (6) recommendations are supported by the data presented and were consistent with the observed feedback from the faculty and student.

The ERT provided valuable suggestions for program going forward, including seeking graduate/career path/industry employer data, ensuring the online delivery continues to foster valued relationships between students and instructors.

3. Self-Study Team Response to ERT Report

The Self-Study Team appreciates the ERT suggestions noted in the ERT Report Summary above, and they are embedded into the QAAP as action items for follow-up.

4. Final Recommendations & Action Plan

No changes to recommendations, they are:

1. Take steps to ensure courses meet instructional design principles and are regularly updated to maintain industry "tools of the trade" relevancy.
2. Take steps to recruit, prepare and provide adequate instructor development.
3. Take steps to improve student experience in IESKAS courses.
4. Take steps to identify students in the program and decrease attrition.
5. Broaden the program entry pathways to include key markets and JIBC programs.
6. Introduce fixed program entry points and sequenced course delivery to support student success.

5. Appendix 1: External Review Team Report

Comprehensive Program Review

EXTERNAL REVIEW TEAM REPORT

Associate Certificate in Investigation and Enforcement Skills

School of Criminal Justice and Security

Justice Institute of British Columbia

External Review Team Members:

> Jennifer Jasper and Marko Goluza

Submitted to: Stuart Ruttan, Dean

Criminal Justice & Security

Date Submitted:2022-02-25

Table of Contents

1. Background

External review is an integral component of JIBC's program review process, and follows the completion of the internal Self-Study Report. The external review is conducted by a team of three members, two of whom are external to JIBC, and one who is a faculty member from another department. The purpose of the external review is to validate the internal Self-Study Report, conduct a site visit, and provide any additional information regarding program strengths and opportunities for improvement.

Accordingly, on February 23, 2022, the External Review Team (ERT) (see Appendix 1 for ERT membership), convened to review the Self-Study Report for Associate Certificate Investigation and Enforcement Skills, meet with the various stakeholders, and provide an oral summation of findings, recommendations, and suggestions at the conclusion of the visit. This document represents the completion of the external review process and findings.

2. Overview

The External Review Team, in fulfillment of its responsibilities met with:

- ~~Vice President, Academic~~
- Program Director, Academic Planning & Quality Assurance
- School Dean
- Program Director
- Program Manager
- Students (None)
- Graduates (Louise Lathey)
- Faculty (Brian Murray)
- Program Advisory Committee/Industry representatives (None)
- Others: None

The External Review Team focused their review and discussion on the following:

- Whether the programmatic strengths and weaknesses identified in the Self-Study Report are supported by data and on-site findings.
- Whether the recommendations presented in the Self-Study Report are supported by data, a clear rationale, and on-site findings.
- Any additional observations or recommendations for the program improvement.

3. Summary of Findings

Self-Study Report Recommendations

The data in the report and in the accompanying data package was collected in 2018. Substantial changes have been made in the program since that time including that courses have pivoted to an online

environment, and more faculty from outside policing services have been recruited. The recommendations as outlined in the report were based on this data and as such it is challenging for us as reviewers to determine whether the recommendations will still hold within the new program environment. The use of historical data makes it is challenging to determine if the improvements noted in the self-study are anecdotal.

The data package – specifically the feedback from the students - suggests accessing instructors can be a challenge, especially at the end of a course where the student can get feedback. However, the instructors do make themselves available and are actively engaged in student learning. Consider scheduling a student directed end of class session with students so they can choose to get feedback on how they did in the class overall vs just feedback on individual assignments.

It was clear how the self-study report supported the 3 of the 5 initiatives listed under the Relationship to the JIBC Strategic Plan. The first, IE current and emerging labour markets was not directly addressed nor was the 4th bullet which speaks to how innovative e-learning and simulations are used.

Some key terms could be defined better e.g. "key markets" and "student success". Clearer definitions will provide more direction around metrics when creating the subsequent action plan for implementation and monitoring of progress. The report could include a definitions section or be sure to explain key terms when first introduced in the report.

The geographical data supports the delivery model of 2022 as more students are able to access the online courses regardless of their location. The JI could consider marketing the program throughout Canada.

Overall, the 6 recommendations noted in the self-study report are on point with the data presented. We also observed the feedback from faculty and the student to be consistent with the recommendations.

Site Visit Findings

Based on the External Review Teams' interview with the faculty member, Brian Murray, it appears that there have been efforts made to recruit faculty from outside policing. From the anecdotal evidence (Mr. Murry and Ms. Lathey's observations) of the student population, this is an improvement to the program and is working towards satisfying Recommendation #1.

Additionally from this interview, it appears that the program area has made efforts to use non-police scenarios in the courses. This directly addresses the majority of feedback presented by the students in the data-package who found that some course material was police centric.

Lastly, Brian Murray outlined a clear and thorough onboarding process covering expectations of program faculty, course content, JIBC policies and procedures, and teaching in an online environment. This information was covered using several modalities including video tutorials, live coaching support and printed supplemental materials. We recommend continuing to formalize and integrate instructor onboarding and to ensure that existing faculty are provided with similar training.

The External Review Teams' interview with the program graduate, Louise Lathey, served to reinforce the feedback presented in the report. Given that this student completed the program prior to the program changes, her feedback does not inform how the recommendations apply to the new program format.

There could be opportunity for the program to work with employers formally to determine how mandatory courses and completion of the certificate would benefit progression or retention in different circumstances. Both the student and faculty referenced "mandatory" courses affirming industry belief that the JI offers training that industry sees as required. This would also be important to identify if students are required to enroll in the program to access courses.

The recommendations around identifying students would serve the program well as they could get better data from graduates, clearly define key markets and see which members of like-minded industries they could approach ion other jurisdictions. We say that because while the student and faculty was positive, they had more things to say about the credibility of the JI in general versus this specific program.

Additional Suggestions/Recommendations

Data is required from program graduates to fully understand the impact of this program. The External Review teams suggests that the program area work with Institutional Research to design and deliver a survey for program graduates to determine 1) career pathway of students (pre- and post-graduation) 2) longer term impact of the learning 3) if program completion has resulted in career advancement. This would not only better inform program planning but also help define the metrics for the subsequent action plan.

Based on both the data from the self-study and the student interview during the site visit, the value of a JI education is the interaction with the instructors and the relationships formed between the student and the faculty member; in moving to online, find ways to continue to foster this aspect of the student experience.

The program area may want to consider working with industry to determine what courses industry requires, and engage with students completing employer-mandated courses to promote continuation/completion of the Associate Certificate.

4. Concluding Comments

The program area has made significant strides in addressing learner and faculty needs. It would be interesting to compare survey results from this report with current results to determine if the changes made have resulted in improvements as suggested in the self-study.

5. Appendix 1: External Review Team Membership

Academic Representative from Post-Secondary Institution:

Jennifer Jasper

Program Director, Centre for Conflict Resolution, Justice Institute of British Columbia.

Industry Representative OR Academic Representative from Post-Secondary Institution:

Marko Goluza

Director, Professional Conduct | Insurance Council of British Columbia

6. Appendix 2: Quality Assurance Action Plan (QAAP)

Credential & Name of Program: Associate Certificate in Investigations & Enforcement Skills (IESKAS)

Date: March 7, 2022

#	Action Items* (If no action is to be taken on a recommendation, briefly explain why.)	Lead (Position)	Timeline	Implementation Considerations (resources, budget, personnel, etc.)	Annual Status Update (Was task complete? Was desired result achieved? How do you know? Include outstanding issues.)
1.	**Recommendation/Goal**: *Take steps to ensure courses meet instructional design principles and are regularly updated to maintain industry "tools of the trade" relevancy.*				
1.1.	To address student concerns that material was too "police-centric", engage industry SMEs to work with Instructional designers to ensure courses are designed to consider the job tasks of regulatory investigators.	PM	By March 2024	Additional funds for regulatory SME. Costs included in estimate in 3.2	as of March 2022: • 3 SMEs engaged for 3 course upgrades • 7 Remaining courses TBD
1.2.	When hiring instructors, prioritize backgrounds with recent regulatory investigator experience.	PM	ongoing	Within regular operating budget.	• 3 new instructors hired from industry • PAC is currently assisting in finding eligible instructors from industry
1.3.	Review PAC membership to ensure adequate industry representation to provide best advice (i.e., employers of the program graduates).	PM	By June 2022	Within regular operating budget.	• In progress
2.	**Recommendation/Goal**: *Take steps to recruit, prepare and provide adequate instructor development*				
2.1.	Develop instructional support for regulatory investigators who may not have prior higher ed instructor experience and /or prior experience with JIBC policies and processes.	PM	By March 2024	Additional funds to develop instructor onboarding materials, teaching aids, and continuing instructional support process. Explore inhouse capacity (e.g., CTLI). If none, explore external funding options. Estimate $4000.	As of March 2022: • Available printed materials gathered • Support through watching simultaneous sections

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3.	**Recommendation/Goal**: *Take steps to improve student experience in IESKAS courses.*				
3.1.	Convert f2f to online delivery for added flexibility for geographically dispersed students (from all over the province) to successfully complete the associate certificate while balancing work and life commitments.	PM	By March 2024	Additional funds to develop Blackboard shells with course upgrade materials. Explore inhouse capacity (e.g., CTLI). Costs included in estimate in 3.2.	as of March 2022: • Majority of the program is online • 1 core course remains as f2f
3.2.	To address student concerns about course length, practice opportunities, etc., ensure courses are designed to align learning outcomes to delivery modes, experiential learning, and assessment.	PM	By March 2024	Additional funds to analyze, design, develop, implement course upgrades. Explore inhouse capacity (e.g., CTLI). If none, explore external funding options. Estimate $12,000 per course.	• Updated content and materials in 3 courses • 7 courses remaining
3.3.	Ensure interaction with the instructors and the relationships formed between the student and the faculty member is fostered online. Build expectations (weekly or bi-weekly office hours) into contracts and agreements.	PM	Starting April 2022	Within regular operating budget.	• Starting immediately any new contracts and agreements will contain this language.
4.	**Recommendation/Goal**: *Take steps to identify students in the program and decrease attrition.*				
4.1.	Communication strategy to encourage students who have previously completed some courses, to complete their program requirements.	PM	By September 2022	Within regular operating budget. Explore inhouse, program led strategy Explore Communications & Marketing	As of March 2022: • In progress

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5.	**Recommendation/Goal**: *Broaden the program entry pathways to include key markets and JIBC programs.*				
5.1.	Design and deliver a student outcomes survey for program graduates	PM	Meet with IR to have a conversation by May 2022. Afterwards, establish timelines to develop and implement a student outcomes survey of graduates.	Within regular operating budget. Institutional Research	As of March 2022: • In progress
5.2.	Identify and explore new program entry pathways	PM	Meet with IR and PAC to have a conversation by August 2022. Afterwards, establish timelines to identify and explore new program entry pathways.	Within regular operating budget. Institutional Research	• In progress
5.3.	Communicate to Communications & Marketing the need to develop a strategy to market program to Bylaw Enforcement Officer graduates and to BST, AST and Casino Surveillance program graduates.	PM	By April 2022	Communications and Marketing time & budget.	• Initiated discussions with marketing
6.	**Recommendation/Goal**: **Introduce fixed program entry points and sequenced course delivery to support student success.**				
6.1.	Create a schedule for each intake with a course progression plan for each intake.	PM	By January 2022	Within regular operating budget. RO – Admissions & Registration	As of March 2022: • Completed

#	Action Items* (If no action is to be taken on a recommendation, briefly explain why.)	Lead (Position)	Timeline	Implementation Considerations (resources, budget, personnel, etc.)	Annual Status Update (Was task complete? Was desired result achieved? How do you know? Include outstanding issues.)
6.2.	Operationalize new admissions requirements: application to the program; regular admissions requirements (English)	PM	By January 2022	Within regular operating budget. Communications and Marketing RO – Admissions & Registration	• Completed
6.3.	Develop and implement communication plan regarding changes: website changes; new bulletins; emails; inform PAC	PM	By January 2022	Within regular operating budget. Communications and Marketing RO - Admissions	• Completed