

Comprehensive Program Review

FINAL SUMMARY REPORT

Diploma in Law Enforcement Studies and Bachelor of Law
Enforcement Studies

School of Criminal Justice and Security
Justice and Public Safety Division

Program Review Team Members:

- Greg Keenan, Program Director
- Dr. Stuart Ruttan, Dean

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Final Summary Report (FSR)
*Diploma in Law Enforcement Studies and
Bachelor of Law Enforcement Studies*

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1. Self-Study Report Summary

Conclusions

The Law Enforcement Studies Diploma (LESD) program continues to be a strong program at JIBC and does a good job of retaining and graduating students, and supplying the labour market with qualified law enforcement personnel. It remains financially viable for the short term, based on the standard tuition and faculty and staff cost increases. One area we are currently addressing is the inclusion of workplace integrated learning, which will further enhance our students' abilities to meet prospective employers while still in the program.

The Bachelor of Law Enforcement Studies (BLES) program has become more versatile in offering asynchronous delivery to offer graduates a way to return and complete a degree at a less than full time pace. This allows students to work and start a career.

LESD is still advertised as an in-person program. Our most recent experience as a result of covid has shown we can adapt to offer a mix of delivery modalities. However, this is something that needs to be planned and communicated in advance of accepting new applications so that students clearly understand the learning environment and choices. This also needs to be rolled out in collaboration with Centre for Teaching, Learning and Innovation (CTLI), Technology Services (TS), communication and marketing, the registration office, and others.

BLES has a face-to-face and an online version, so the opportunity lies in adapting this to make a combination of more synchronous/asynchronous offerings. Student feedback based on JIBC's pandemic response to program operations showed space for some mix of these modalities.

While the current program versions are viable given the environments in which they operate, continued program growth will require additional funding at the front end and building a financial plan across a longer horizon which will allow for more human resource support. This support will need to focus on both the onsite and virtual student, as well as faculty upskilling in the application of learning technologies and practices.

Recommendations

1. Review the opportunities and challenges to redesign entry pathways into enrolling all applicants into BLES with a LESD exit.
2. Continue to maintain and enhance PAC membership from key stakeholders, industry and increase post-secondary sector membership.
3. Work with the Registration Office, BC Council on Articulations and Transfers (BCCAT) and the Western Regional Criminology Articulation Committee (WRCAC) to articulate more of our courses with other institutions.
4. Develop a new BLES communication and marketing strategy to not only improve applicant numbers, but also to retain students after being offered a seat.

5. Investigate ways to partner with Indigenous educational institutions to develop pathways for Indigenous students to enroll and succeed in JPSD academic programs.
6. Engage in program curriculum mapping for both LESD and BLES to ensure all skills, learning objectives and learning outcomes are clearly identified, sequenced, and linked.
7. Urgently review all LESD and BLES courses with low satisfaction levels and address areas for improvement.
8. Develop methods of receiving employer feedback regarding our graduates to improvement opportunities for graduate employment.
9. Continue to review multiple delivery modes and class size options in support of program growth and student needs.
10. Continue to expand the ways Work Integrated Learning (WIL) can support our programs and benefit our students.
11. Review the global issues with evaluation and grading and develop templates to assist faculty to assess and grade more consistently.
12. Work with faculty to identify the areas for improvement related to advising students, faculty development, and support for the learning management system.
13. Work with support areas and resource centers to develop solutions for evenings, and potentially weekends to allow growth and flexible learning.
14. Support the focused work with other program areas to analyze hyflex learning hardware/software as part of the larger review of flexible learning options for students.

Future Directions

LESD and BLES have opportunities for growth into new markets, including non-traditional geographic boundaries, and demographic profiles. We also can move to a degree with a diploma exit. This purposeful shift does not come without some risk, as new resource requirements both programmatically and institutionally will be required. However, with these changes we can improve the program profile in the market.

The program team will explore different approaches to how classes are delivered. This includes not only the structure but also composition of our current cohort model: cohorts in core topic areas versus more open selection of non-core courses in independent registration through our student information system. The goal is that the student will be able to choose one of these classes from multiple modes of delivery: face to face, online or hybrid.

2. External Review Team (ERT) Report Summary

On May 16, 2022, the External Review Team (ERT) convened to review the Self-Study Report for LESD/BLES, meet with the various stakeholders, and provide an oral summation of findings, recommendations, and suggestions at the conclusion of the visit.

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.

The external review committee agreed with the 14 recommendations and has offered a few other options to consider.

3. Self-Study Team Response to ERT Report

The Self-Study review team appreciated the feedback provided by the ERT. We have incorporated the additional recommendations into our action plan. As well, we concur with the ERT to not eliminate LESD entry pathway, but enhance the opportunity to carry on into the BLES program.

4. Final Recommendations & Action Plan

The external team reviewed recommendations #2-#14 and agreed, in part, with the recommendations. They added comments to most of the recommendations, including recommendation #1. As a result, the self-study team revised its original recommendation 1 to reflect the ERT feedback.

1. Continue enroll students into the LESD program with more of a focus to encourage these students to continue into the BLES.
2. Explore the 3.0 GPA admission requirement for BLES if redesigned into a four-year degree.
3. Enhance PAC membership from key stakeholders, industry and increase post-secondary sector membership.
4. Work with the Registration Office, BC Council on Articulations and Transfers (BCCAT) and the Western Regional Criminology Articulation Committee (WRCAC) to articulate more of our courses with other institutions.
5. Work with Communications & Marketing to develop a new BLES communication and marketing strategy to not only improve applicant numbers, but also to retain students after being offered a seat.
6. Engage in program curriculum mapping for both LESD and BLES to ensure all skills, learning objectives and learning outcomes are clearly identified, sequenced, and linked.
7. Review all LESD and BLES courses with low satisfaction levels and address areas for improvement.
8. Develop methods of receiving employer feedback regarding our graduates to improve opportunities for graduate employment.
9. Continue to review multiple delivery modes and class size options in support of program growth and student needs.
10. Expand the ways WIL can support our programs and benefit our students.

11. Review evaluation and grading issues and develop templates and practices to assist faculty to assess and grade more consistently.
12. Work with faculty to identify the areas for improvement related to advising students, faculty development, and support for the learning management system.
13. Work with support areas and resource centers to develop solutions for evenings, and potentially weekends to allow growth and flexible learning.
14. Support the focused work with other program areas to analyze hyflex learning hardware/software as part of the larger review of flexible learning options for students.

The ERT added the following recommendations:

15. Addition of a tabletop scenario (or capstone project) for students to tie-in all the aspects of their learning. This may be a scenario or situation that runs throughout the program
16. Regarding the selection of the learners/students and the cohorts-faculty indicated they would like the learners to be mixed up, if all Delta residents, mix with Vancouver, Surrey etc. This would be a good way for the learners to expand their views.