

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, November 29, 2023
2:00 p.m. - 4:00 p.m.
Teams

AGENDA

1. Call to Order Donna Danielson 2:00
2. Approval of Agenda
3. Approval of Minutes, October 25, 2023
4. Chair's Report..... 2:05
5. New Business
 - 5.1. Program Review Metric for Vision 2026.....Lori McElroy 2:10
 - 5.2. Biology First Annual Follow-Up Report..... Layne Myhre, Jeff Dyck, Brett Favaro 2:30
 - 5.3. Criminology Self-Study Report Mike Larsen, Dan Lett, Melinda Bige, Shelley Boyd 2:45
 - 5.4. Counselling Third Annual Follow-Up Report...Sarah Hickinbottom Brawn, Zahia Marzouk, Billeh Nickerson, Shelley Boyd 3:15
6. Items for Discussion
7. Manager's Report for OPAMelike Kinik-Dicleli 3:35
 - 7.1. Marketing Management Program Review Timeline
 - 7.2. Status of Program Reviews
8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting
Wednesday, October 25, 2023
2:00 p.m. – 4:00 p.m.
MS Teams Online

Voting Member Quorum: 8		
Adam Khan Aimee Begalka Craig Wright David Burns Donna Danielson, Chair Fergal Callaghan, Vice-Chair	Jeff Dyck Jennifer Gao Krista Gerlich-Fitzgerald Lindsay Norris Meredith Haaf Tomasz Gradowski	
		Non-voting
		Catherine Schwichtenberg Melike Kinik-Dicleli
Regrets	Senate Office	Guests
Alan Davis Cherylynn Bassani Hao Ma Laura McDonald Logan Masilamani Nishan Perera Zena Mitchell	Sonia Banwait	Brett Favaro Dominic Bernard Heather Cyr Martina Solano Bielen Melinda Bige Nancy Norman Shelley Boyd

1. Call to Order and Territorial Acknowledgement

The Chair, Donna Danielson, called the meeting to order at 2:00 p.m.

2. Approval of Agenda

The Chair requested to add two discussion items: 6.1 External Review Team and 6.2 Workshop for Program Reviewers.

Fergal Callaghan moved the agenda be confirmed as amended.

The motion carried.

3. Approval of Minutes, September 27, 2023

Tomasz Gradowski moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair informed that the three programs approved from the September meeting were reported to Senate on Monday. The HCA program has been discharged as it has now completed full review.

The Chair also informed they have successfully signed up more programs for review for Spring 2024.

Lastly, the Chair reminded the committee that the February SSCPR meeting date has been changed to February 21, 2023 from February 28, 2023 to accommodate convocation week.

5. New Business

5.1. Brewing and Brewery Operations Quality Assurance Plan

The Chair summarized the reviewer's comments and informed that revisions were made by the proponent upon receipt of the suggested edits. Dominic Bernard, Martina Solano Bielen and Brett Favaro were present to answer questions.

The Chair noted the report had significant mentioning of the resources, funding and equipment required for the program and asked for reviewer feedback. Reviewers suggested all programs have different needs and specifying extra need of resources is justified, however phrasing of requests can be altered, while also highlighting actions and goals that the program has completed or are currently in progress. The committee emphasized the importance of ensuring goals and actions are clearly documented and within the purview of the program faculty. This is a protective standard to ensure that accountability for actions falls within faculty's scope as the QA plans are regularly reviewed.

Action Items:

- Donna Danielson and Aimee Begalka will connect with proponent to offer assistance in editing wording and phrasing regarding the resources required for the program
- Specify person(s) responsible in the 'led by' section

Tomasz Gradowski moved THAT the Senate Standing Committee on Program Review accept the Brewery and Brewery Operations Quality Assurance Plan as amended.

The motion carried.

5.2. English First Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Heather Cyr and Shelley Boyd were present to answer questions.

The Chair informed there were inconsistencies with the dates listed in the Follow-up Report and those in the Quality Assurance Plans (which must not be changed). Those dates & timelines were revised since connecting with the proponent.

A reviewer noted that completion dates were missing from some of the steps in the report.

Action Items:

- Add completion dates to steps where missing

Craig Wright moved THAT the Senate Standing Committee on Program Review accept the English First Annual Follow-Up Report as amended.

The motion carried.

Fergal Callaghan moved THAT the program submits another annual follow-up report next year.

The motion carried.

5.3. Education Assistant Program First Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made based on the suggested edits. Nancy Norman, Melinda Bige and Shelley Boyd were present to answer questions.

A committee member inquired why the completion date under strategy 4 is listed as unfeasible. The proponent explained that action on said goal will occur by completion date, however not as frequently. The committee suggested to include a rationale as to why the follow-up is decreased

Action Items:

- Add rationale to goal #1 under strategy 4 to make it measurable

Tomasz Gradowski moved THAT the Senate Standing Committee on Program Review accept the Education Assistant Program First Annual Follow-Up Report as amended.

The motion carried.

Tomasz Gradowski moved THAT the program submits another annual follow-up report next year.

The motion carried.

6. Items for Discussion

6.1. External Review Team

The Chair asked committee members if they were interested in volunteering with selecting external reviewers. There were no new volunteers. The Vice-Chair offered to continue in this role, and the Chair will continue as the second rater.

The Chair asked for committee members' thoughts on making the provision of KPU's member on an upcoming ERT part of the process for kicking off program review. Rather than asking Deans to delegate someone, the Chair wanted to make it more faculty driven. The Chair trialed inviting incoming programs to participate as a means of learning about PR processes. Two faculty members volunteered. One offered to join the next ERT in order to provide guidance to their own team. Another volunteered as a means of giving back for support received during their PR journey. The committee was in favor of the idea.

6.2. Workshop for Program Reviews

The Chair informed the committee that she and the Quality Assurance Manager attended the curricular mapping workshop hosted by the Teaching and Learning Commons in September and

shared the committee may also find it beneficial and informative. She asked members for their feedback on attending a workshop on curricular mapping and developing PLOs and CLOs, designed specifically for program reviewers. Craig Wright from Teaching and Learning Commons provided a brief overview of what the workshop would entail. Members agreed it would be beneficial to familiarize themselves with the process and vocabulary to offer more informed feedback in reviews.

The committee discussed to find a date in early December for members to meet with Teaching and Learning Commons for an in-person workshop. Donna and Craig will follow up.

7. Manager's Report for the Office of Accountability and Planning

Melike Kinik-Dicleli, Manager, Quality Assurance presented the OPA report.

8. Adjournment

The meeting adjourned at 3:18 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.1

Meeting Date: November 29, 2023

Presenter(s): Lori McElroy, AVP, Planning & Accountability

AGENDA TITLE: VISION 2026 METRIC ON PROGRAM REVIEW

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The President and I are in the process of developing metrics for the goals in VISION 2026. Most of the goals in VISION 2026 were also in VISION 2023, so metrics already exist for these. However, we are reviewing and changing some of these metrics.

Goal E1: *Ensure continuous improvement of all KPU programs and services, is one of the goals in VISION 2026 that was also in VISION 2023.* The metric focused on program review and was the number of completed program reviews. The challenge with this metric is that it was difficult to interpret as the number of reviews completed in a year varies. We created a target which was that the average of the past three years should exceed 9. The logic was that would mean that all programs are compliant with the policy AC3,¹ that is, to be reviewed every 5 years for degree programs and every 7 years for non-degree programs. The target was never achieved. It was also difficult to understand and wasn't updated as the number of programs increased. A new metric is needed.

The Board of Governors approves the metrics.

¹ AC3 states: All programs will be scheduled for review on a regular basis. Degree programs will undergo review at least once every five (5) years and all non-degree programs will undergo review at least once every seven (7) years.

Key Messages

We are proposing a new metric that more directly ties to the policy. Specifically, the percentage of programs that are compliant with policy AC3. This number is currently less than 100%. The target would be 100%, as the Ministry expects we are fully compliant.

For this metric we need a clear definition of compliance. A program review is considered complete when the Quality Assurance Plan has been approved by the SSCPR. The next review is scheduled to start within five or seven years of that date, depending on whether or not it's a degree program. The challenge is that a few program reviews start on time but get delayed, some by years. So, although they may have started the review within the time period, they can't be considered compliant because the review is taking too long. A review can't result in improvements until the progress on the approved Quality Assurance Plan has started.

Given the purpose of program review, and this goal, is about improvement, we need to set a time limit for completing the review (not just starting it) to ensure the focus is on program improvement, not just doing a program review. In the *Program Review Guide #1: Getting Started*, a program review should take about 16 months. Sometimes it takes longer because of the timing of the non-teaching term for the person leading the review, or other reasons. At the most, the Quality Assurance Plan should be approved within 24 months of starting the review. Therefore, we could define compliance to encompass the following situations:

- The program is between program review. In other words, the Quality Assurance Plan was approved less than 5 years ago for degree programs, or 7 years for non-degree programs; OR
- The program review is underway AND:
 - Started on time. That is, it began within 5 or 7 years of approval of the Quality Assurance Plan, depending on whether it's a degree or non-degree program AND
 - Is progressing appropriately, that is, it is less than 24 months since the review began.

In all other cases, the program would be considered not in compliance with policy AC3.

I further recommend amending policy AC3 to include this information.

When revising policy AC3, we should consider whether it is reasonable to have two different time frames for program review, depending on whether the program is a degree or non-degree. There is no logic to allowing more time between program reviews for non-degree programs. Quality of these programs is just as important as the quality of degree programs. Therefore, I propose changing the following part of policy AC3:

All programs will be scheduled for review on a regular basis. Degree programs will undergo review at least once every five (5) years and all non-degree programs will undergo review at least once every seven (7) years

To:

All programs will be scheduled for review at least once every five (5) years.

If the committee agrees, we will draft the recommended changes to the policy and bring them back to SSCPR to vote on.

Implications/Risks

KPU is required by the Ministry to ensure our programs are compliant with the program review policy. A clear definition of compliance is needed to be able to effectively monitor compliance.

Consultations

President Alan Davis

Provost Diane Purvey

David Burns, AVP, Academic

Attachments: N/A

Submitted by: Lori McElroy, AVP, Planning & Accountability

Date submitted: November 23, 2023

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.1

Meeting Date: November 29, 2023

Presenter(s): Layne Mhyre, Jeff Dyck, Brett Favaro

AGENDA TITLE: BIOLOGY FIRST ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: **THAT the Senate Standing Committee on Program Review accept the Biology First Annual Follow-Up Report as attached.**

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Biology First Annual Follow-Up Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

November 8, 2023



Biology First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: October 20, 2021

Date of External Review Site Visit: March 29, 2022

Date Quality Assurance Plan approved by SSCPR: October 19, 2022

Date First Annual Follow-Up Report submitted: November 8, 2023

FIRST PROGRESS REPORT

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: November 2022

GOAL 1: Improve student progression and overall program quality by restructuring program curriculum design, with specific attention to program options and incorporation of improved ethics, writing, sustainability, industry-oriented, and Indigenous content.

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Establish regular meeting schedule with Program Advisors and Course Sub-Committees for all multi-instructor courses (1st and 2nd year); establish Program Design Sub-Committee (PDSC).	Program/Department Chairs	Nov 2022	<u>Completed</u> Nov 2022	Completed a) There are now regular meetings (minimum semi-annually) between BIOL co-chairs and program advisors, in addition to ongoing dialogues. FSH Advising has increased their communications with all departments. b) Program Design Sub-Committee (termed “Program Curriculum Design Sub-Committee”) was established November 4 2022. c) Course Sub-Committees for all 1 st and 2 nd year multi-instructor courses have been established and now meet regularly (semesterly), including BIOL 1110, 1210, 1160/1260, 2320, and 2321. Sub-Committees include Faculty and Lab Staff.
Review curricular content of 1st and 2nd year core program courses, including requirements for course articulation, and restructure	Biology Program Design Sub-committee	Nov 2022	<u>Completed</u> May 2023	Completed.

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
content to improve student progression through the program and reduce DFW rates.				<p>a) The PDSC began meeting in Fall 2022 to review program content, and continued to meet regularly (Nov 4 2022, Jan 20 2023, March 31 2023), to discuss content restructure in first and second year courses.</p> <p>b) Individual course sub-committees began work on curricular review for individual courses in spring 2023. Course Outlines for 1110 and 1210 have been approved for some of these curricular changes (more are planned). Updated course outlines for BIOL 2320 and 2321 (the highest DFW courses) are currently moving through governance.</p>
Request additional information from OPA regarding student and program data, such as sources of DFW rates, as suggested by External Review Committee.	Program/Department Chairs	Nov 2022	<u>Completed</u> May 2023	<p>Completed.</p> <p>a) Additional analysis of BIOL DFW rates was completed in spring 2023. The original analysis noted that DFW rates in BIOL were high compared to other FSH departments, especially in 2nd-year; however, the additional analysis revealed that especially low DFW rates in departments with professional programs (EPT, Brewing, Horticulture, CADD) were affecting the average significantly. BIOL actually has lower DFW rates when compared to other natural science departments (CHEM, PHYS, MATH). It was determined that, given our ongoing efforts to streamline our content-heaviest courses from 2nd year (see other action items), the program should arrive at acceptable DFW rates without need for further action.</p> <p>b) Additional data on DFW sources has also been requested from OPA for future planning and the next round of Program Review, but this is not something that has been routinely tracked in the past. Discussion on how to obtain such data is currently ongoing; likely this will be via new student surveys.</p>
Consult with the Office of the AVP Indigenous Leadership, Innovation, and Partnerships and	Program/Department Chairs	Nov 2022	<u>Completed</u> May 2023	Completed. The new Office of the AVP Indigenous Leadership has been very busy with similar requests from many departments, but some consultations

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
the Teaching and Learning Commons regarding plans to Indigenize and Decolonize curriculum in the program.				<p>have occurred, particularly with individual instructors of the new KPU Native Studies department. Progress includes:</p> <ul style="list-style-type: none"> a) Plans to Indigenize and Decolonize Biology curriculum have been discussed within and approved by the department in May 2023. The plan includes the following items: <ul style="list-style-type: none"> I. Adding Indigenous content to Ecology courses (1110, 1112, 2322) including Indigenous land management, sustainable ecosystems, ethnobotany, and local connections to land. II. Earmark field trip and honoraria budgets for local Indigenous ecology field trips and guest speakers in relevant courses. III. Developing specific units on Indigenous biology (ethnobotany, Indigenous land practices, etc.) for upper year classes (3165, 3225, etc.) IV. Develop a specific Indigenous Biology Course in partnership with Indigenous Studies instructors. V. Adopt UDL principles and language in Course Outlines to include broader learning outcomes that support Indigenous ways of knowing, qualitative research, and non-Western modes of inquiry. VI. Decolonize our Curriculum by adopting more universal and empathy-informed pedagogy, using appropriate Indigenous terms and names in course lectures, and removing units teaching Eurocentric “great men” historical perspectives of Biology. b) Plans to develop a new course in Indigenous Biology (in partnership with the Indigenous Studies department) have been approved at the department and Faculty level, and Course Outline development is underway, with plans for implementation by Spring 2025.

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
				<ul style="list-style-type: none"> c) Indigenous partnership with Kwikwetlem First Nation for student Honours research has been created after consultation with the AVP Indigenous Leadership (begun Spring 2023). d) Implementation of the above Indigenization Plan is underway at the level of individual course leads and sub-committees.
Review program core and elective courses for restructure, including investigation of options for degree streams. Design preliminary restructure plan with reduced program credit total and more elective options in senior years (3rd and 4th).	Biology Program Design Sub-committee	Nov 2022	<u>Completed</u> May 2023	<p>Completed.</p> <ul style="list-style-type: none"> a) Degree streams were investigated in discussion with the FSH Dean's Office and the Office of the Provost. There is not currently support at the institution to implement formal streams (i.e. modifications to credentials granted), but department-level formalized "Concentrations" as used by the Math BSc program would be supported. It was decided that the implementation of the current D7 with increased flexibility is first required before any assessment of developing Concentrations, which requires a higher student population at the senior level and more elective options. We will revisit this at the next Program Review cycle. b) Preliminary plans were crafted by the Program Curriculum Design Committee for several versions of the Programs (both BSc and BSc Honours) that include reduced credit totals and fewer required courses in 3rd and 4th year. These plans were brought to the Faculty Curriculum Retreat in June 2023 for review and discussion by the department.
Hold Program Design retreat for entire department to establish final curriculum design plan for core degree – this retreat should focus on student progression, prerequisite structure, Indigenization and decolonization of course content, program flexibility, incorporation of recommendations	Entire Department	May 2023	<u>Completed</u> June Aug 2023	<p>Completed. The retreat was held on June 7, 2023. Results of the retreat included:</p> <ul style="list-style-type: none"> a) Completion and approval of a full Curriculum Map for all three programs (BSc BIOL, BSc Honours BIOL and BIOL Minor) that was started by the PCDC at the Teaching & Learning Curriculum Mapping workshop in January 2023

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
to curriculum (ethics, sustainability, biotech, etc.). Faculty will also discuss program-wide teaching philosophy, including inclusive teaching practices (such as UDL) and decolonization of curriculum.				<ul style="list-style-type: none"> b) Plans to reduce prerequisites in senior courses to improve progression and reduce credit totals brought forward by the PCDC were reviewed and voted on c) A full Program Change D7 form was produced including dramatic increases in flexibility and space for new courses in sustainability, biocomputing, and Indigenization to be developed. Subsequent consultations on this D7 took place throughout the Summer and it was approved by the full department Faculty vote in August 2023.
Design new courses to serve identified needs, including writing course, ethics content, Indigenous content, expanded elective options, etc. as identified by above steps.	Course leads and Biology Program Design Sub-committee	Sep 2023	Aug 2024	<p>Ongoing.</p> <ul style="list-style-type: none"> a) New courses in Indigenous Biology, Global Change/Sustainability, and Biocomputing are being developed currently by Biology Faculty. b) Program D7 (currently in governance) includes expanded choices in upper year course selections which will make room for these new courses. c) A new Scientific Writing course for FSH has been proposed, with interest from several departments. d) The BIOL 3180 Research Methods course has been redesigned as Writing Intensive. e) Additional bio-ethics, bio-computing, sustainability, and Indigenous content are being planned for existing courses at all levels of the program.
Incorporate the Office of Teaching & Learning writing content into existing core courses at the 1st year level.	Course leads	Nov 2022	Completed May 2023 Aug 2024	Completed. Current T&L writing workshops have been formally incorporated into all BIOL 1110 and 1210 labs. Further T&L writing content is in development, and will likely be incorporated in future.
Course Outline revisions – incorporate Program Design Subcommittee	Individual Course Leads/Instructors	May 2023	Aug 2025	Ongoing. New Learning Outcomes are being developed for all courses as Course Outlines are updated, following SMART guidelines and including addition of

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
recommendations and ensure that all Learning Outcomes follow SMART guidelines, incorporate sustainability content and industry-specific recommendations, Indigenization and Decolonization recommendations, etc.				recommended content. Some of these have already been incorporated (BIOL 1110, 1210, 2320, 2321, and 3150), others are still in progress. We plan to submit more updated Course Outlines as they are completed in 2024.
Consult with the Teaching and Learning Commons and explore the use of BioMAPS/BioCore/BioSkills guides for assessing student achievement.	Individual Course Leads/Instructors	Sep 2023	Aug 2024	Ongoing. These tools are to be used by our course leads in the updating of our Course Outlines noted above. Some changes have already been incorporated. We are hoping to arrange a Faculty workshop for using these tools some time in 2024, supported by T&L.
Implement new Program Changes agreed upon at the Program Design Retreat – the plan is to submit Program Change paperwork for implementation by Fall 2024.	Program/Department Chairs	Apr 2024	Sep 2024	Ongoing. Following the Program Retreat, the D7 program change documents have been created in consultation with the FSH Dean's Office, Office of the Provost, Vice-Chair of Senate, and Office of the Registrar. This D7 is currently moving through governance for implementation in Fall 2024.

Biology First Annual Follow-Up Report

GOAL 2: Incorporate more experiential learning and hands-on opportunities into program; this should include all levels of the program, including senior research projects, laboratory content and field work at junior and senior levels, and external work study opportunities.

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Construct and submit Honours option as Program Change D7 with attendant Course Outlines for Honours research courses in Biology.	Program/Department Chairs	Nov 2022	<u>Completed</u> Nov 2022	Completed. The BSc Honours in Biology was submitted and approved for implementation Fall 2022, and the first Honours graduates completed their Honours degrees in Spring 2023.
Initiate discussion with Dean's Office and KFA about funding sources to support Faculty research to provide Faculty advisors for students in senior research courses.	Program/Department Chairs	Nov 2022	<u>Completed</u> Dec 2022	Completed. The discussion has been initiated, leading to an ongoing dialogue between the Dean's Office and the Office of Research Services regarding release and support for Faculty research. Improvements include the new Kompliment Grant program, ORS support for lab technician time to enact Student Research and Innovation grants, and internal department support for writing Faculty 0.6% PD Fund applications.
In accordance with Goal 1, program restructure should include incorporation of additional experiential learning and research opportunities in lab content and field work. This will include consideration of degree stream structure, which should focus on industry-appropriate specializations.	Program Design Subcommittee and individual course leads	Jun 2023	<u>Completed</u> Aug-June 2023	Completed. Discussions at Faculty Retreat regarding increased experiential learning and research opportunities included the addition of a laboratory component to the Evolution Course, BIOL 3150 (moved to third year from 4150), as a required core laboratory course, as well as incorporation of Co-Op options. It was decided that updated Course Outlines and new course development to include more focus on biocomputing, Indigenization, sustainability, and biotech skills.
Consult with Career Development Centre regarding the feasibility and steps required to implement a Co-op option for the Biology program. If feasible, a Co-op Coordinator should be appointed as required.	Program/Department Chairs	Nov 2022	<u>Completed</u> Aug 2023Dec 2022	Completed. Initial discussions took place in 2022, but additional consultations occurred throughout the development of our D7 Program Change form. The discussions determined that no Co-op Coordinator is required within the department, as the expanded Career Development Centre team manages the details of Co-op. The Co-op option has been included in the current D7 form moving through governance.

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Explore options for student research presentations at the institutional, regional, and national/international level, and build list of such opportunities and potential funding sources, to be updated annually. This will involve coordination with the Teaching and Learning Commons, and the FSH communications and events team.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027) Completed Aug 2023	Completed (updates ongoing). The Office of Research Services is planning a KPU Research Day in Spring 2024 in cooperation with Teaching & Learning. The Biology Department will participate with support from the FSH communications and events team, and this event should be annual going forward. We have also compiled a list of conference opportunities for current research students that will continue to be updated annually. This past year, our students were able to present their work at several different international conferences and local events.
In accordance with Goal 1, develop specific courses focused on experiential learning. These courses should address industry needs, sustainability goals, and may serve as core components of degree streams.	Course leads and Biology Program Design Sub-committee	Sep 2023	Aug 2024	Ongoing. New course development for BIOL 3150: Evolutionary Biology including laboratory component is moving through governance. Lab development for new courses in biotechnology are also currently being developed by department Faculty.
Work with the Applied Genomics Centre, the Office of Research Services, and individual Faculty industry partners to increase industry-relevant content in existing courses and to capitalize on student research opportunities, such as the SRIG grants for senior research students, post-graduate internships, and other student-directed research opportunities.	Program/Department Chairs, Research Faculty	Nov 2022	Ongoing (Nov 2027) Completed Aug 2023	Completed (and ongoing). Several opportunities have been capitalized upon in cooperation with the AGC and ORS, including: <ul style="list-style-type: none"> a) Incorporation of the new SRIG grants into the curriculum of the senior research courses (all students now write an SRIG application). b) Post-graduate internships funded by the ORS in cooperation with the Office of the Provost have supported recent Biology graduates in employment within the AGC. c) Discussions have taken place with Industry Partners to support the upcoming plans for Co-op in Biology; a list of potential employers compiled from Industry Partners will be submitted to the Career Development Centre to assist Co-op students in finding placements. d) Increased industry partnerships in the AGC have been used to support additional hiring of Biology students for extracurricular research at KPU.

Biology First Annual Follow-Up Report

GOAL 3: Improve program resources and connections, as well as facilities, particularly laboratory space on Richmond campus.

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Update Program Advisory Committee membership and replace outgoing members – schedule PAC meetings for the coming year.	Program/Department Chairs	Nov 2022	Nov 2022 <u>Completed March 2023</u>	Completed. Membership was updated in Fall 2022 and renewed with replacements of outgoing members in Spring 2023. PAC meetings were scheduled for Fall 2022, Summer 2023 (informal meet/greet event of all FSH PACs) and Fall 2023 (upcoming in November).
Coordinate with Career Development Centre and FSH Communications and Event team to organize career fair/Biology student event to be held regularly in Spring; this event can be used to connect with Biology-intended/declared students as well.	Program/Department Chairs	Nov 2022	Ongoing (May 2023) <u>Completed May 2023</u>	Completed. Discussions were held through Fall 2022 regarding a plan for Spring 2023 implementation. This plan fell through but further discussions resulted in the decision to combine this event with the new ORS KPU Research Day. Further, new efforts were made with the FSH Advising team to increase Biology student declarations through the broader Declaration Day event, resulting in increased Biology-declared students for the 2023/24 AY.
Pursue connections with graduate/alumni groups and professional accreditation organizations, such as the BCCAB. The first steps will be reaching out to these organizations, starting with the BCCAB and beginning a dialogue.	Program/Department Chairs	Nov 2022	<u>Completed Dec 2022</u>	Completed. The Biology BSc and BSc: Honours programs have been accredited by the BCCAB (BC College of Applied Biologists). Contact was made in Fall 2022 to open a dialogue. Our program was submitted for review in Jan 2023 and approved for accreditation that spring. As of Fall 2023, all KPU Biology graduates can register as Biologists in Training, or as Registered Professional Biologists with 3 years work experience.
Assess the department Operating Budget for unused allocations that can be repurposed towards online journal access options and other library resources.	Program/Department Chairs	Nov 2022	<u>Completed Nov 2022</u>	Completed. There are insufficient unused allocations in the Operating Budget, but discussions with the Librarians have led to improved journal access options and other library resources despite this, thanks in part to improvements across the University.
Update department information board in Surrey Spruce; student study space has been expanded in Spruce atrium already – inquire with Facilities about the possibility of seating	Program/Department Chairs	Nov 2022	Dec 2022 <u>Dec 2023</u>	Not completed. This was intended to occur throughout 2023, not in 2022, as it requires departmental approvals (Dec 2022 was likely a typo). Discussions in Biology Faculty meetings May and Aug 2023 have taken place about what new content to include on these boards. Progress so far includes: a) A new poster for the AGC was placed in the Surrey information board.

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
in the wider upstairs area outside Spruce 204 for Biology-specific study area.				<ul style="list-style-type: none"> b) Assignment of upkeep for the boards at Surrey, Richmond, and Langley campuses was made to specific lab staff, although new material has not yet been put up. c) The wall area around the board in Surrey has been approved for use in posting Biology student research posters, which have been put up. d) Inquiry was made with Facilities regarding seating in the upstairs of Spruce outside 204, and this location has been added to the furniture rotation.
Consult with the Teaching and Learning Commons regarding new/additional English language resources that can be incorporated into existing courses.	Program/Department Chairs	Nov 2022	<u>Completed</u> Aug 2023	Completed. Inquiries have been made, and all existing resources that are relevant have been incorporated. However, additional resources may become available in future.
Obtain quotes and submit Capital budget requests for Richmond lab renovation and equipment upgrades.	Program/Department Chairs	Nov 2022	<u>Completed</u> June Aug 2023	Completed. The quotes and requests were made in the 2023 budget. The Richmond lab renovations have been approved and are currently underway, with completion expected for Spring 2024. Equipment upgrades for Richmond campus (spectrophotometers, microscopes, lab benches) were also requested, have also been approved, and have been purchased. Additional equipment upgrades are planned for next fiscal year (lab computers in Richmond).
Reach out to departments at UBC and SFU to investigate the potential for research partnerships with our program Faculty.	Program/Department Chairs	Nov 2022	Nov 2024 <u>Completed</u> <u>Nov 2023</u>	Completed. Several research partnerships have been made or are in the process of being made with individual researchers at UBC and SFU. No formal partnerships have been made at the department level, as this has been deemed impractical. Additional connections are likely as research is thriving in the department through connections with the AGC.

Biology First Annual Follow-Up Report

GOAL 4: Improve program enrollment rates

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Explore outreach options for improving enrollment, such as making use of the KPU marketing team, the Biology Department website, and local community organizations. Consultations with KPU marketing and the FSH communication and events team, to take place within the first 3 months of the review period, will inform specific actions to support this effort; this will include increased presence at KPU events such as Open Houses, KPU Day, etc. Community and local industry connections will be particularly important in the context of Co-op development.	Program/Department Chairs	Nov 2022	Nov 2027	Ongoing. Enrollments in Biology courses are increasing post-pandemic. a) A department website sub-committee has been formed, which has developed content for a new and updated version of the Biology website as of August 2023. b) Meetings with KPU Marketing and FSH communications and events teams have taken place, resulting in creation of a document of language specific to the Biology programs for marketing purposes. c) A Biology Outreach sub-committee has been formed in May 2023 to ensure BIOL representation at outreach events, including the Open Houses, KPU Day, Science Rendezvous, and Science Challenge. d) BIOL researchers have undertaken to expand industry partnerships (particularly via the AGC) and compile employer lists for Co-Op development. There has also been increased ORS outreach in the form of invited guests (industry and government tours of the AGC and Biology research lab spaces) and outreach events (ORS Research Day).
Update the Biology Department Website with information about industry partnerships, research opportunities, and career paths associated with the Program, including links to the AGC and partner websites.	Program/Department Chairs	Nov 2022	May 2023	Not completed. A department website sub-committee was formed in Fall 2022, which has had multiple meetings and developed content for a new and updated version of the Biology website, including Faculty bios, information about research opportunities and industry partnerships, career paths, etc. Full implementation of the new website has been delayed by IT because of upcoming changes to all KPU website templates.
Examine course offerings and lab use to increase the ability to offer a wider range of courses across the different campuses – consider alternation of elective offerings.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027) Compl	Completed. a) Exploration of options to expand the Richmond biology lab has resulted in approved Capital Request for renovation of room 3550 to accommodate all second-year molecular biology lab courses (including

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
			<u>eted Nov 2023</u>	2320, 2321, and 2330), which was not previously possible. The lab is expected to be usable for Spring 2024 and these courses are currently scheduled to run on both Richmond and Surrey campuses. b) The program restructure (the D7 program change currently moving forward through governance) will permit greater elective options in course offerings each year. This will include new courses under development which can alternate to increase options.
Restructure of second-year high DFW course curriculum will help distribute content to improve student success and attractiveness of the program. The program restructure will also address student language issues by incorporating language resources into first-year courses and develop writing-intensive offerings. The department is also exploring the possibility of revising the B in English 12 requirement to a C+ to improve enrollments.	Program Design Subcommittee and individual course leads	Jun 2023	<u>Completed</u> Aug 2023	Completed. a) Second-year curriculum in BIOL 2320 and 2321 has been restructured to improve DFW rates (new Course Outlines with some of these implemented changes are going through governance currently). Additional changes are planned for labs in the 2024/2025 AY. b) More language resources have been incorporated into first-year biology courses (1110 and 1210) and BIOL 3180 was modified for writing-intensive status. c) The B in English 12 requirement was lowered to C+ in alignment with other programs at KPU to improve enrollments.
Establish course sub-committees to improve communication and consistency in courses with multiple instructors.	Program/Department Chairs	Nov 2022	<u>Completed</u> Nov 2022	Completed. Sub-committees for all multi-instructor courses in first and second year have been established as of Fall 2022 and have been meeting regularly.
During program restructure, instructors will discuss assessment methods to incorporate greater use of formative assessments, assignments, and assessments other than exams wherever possible. This will also improve program attractiveness.	Entire department	Jun 2023	Aug 2024	Ongoing. Discussions on pedagogy took place during the Program Retreat and at the Spring 2023 Biology Department meetings. Workshops on modern pedagogy and assessments were held by Teaching & Learning in Spring 2023. T&L representatives have also been invited to speak at two of our Department meetings (Feb 2023 and May 2023). Further discussion is planned and we hope to arrange T&L-supported workshops on UDL pedagogy for summer 2024.

Biology First Annual Follow-Up Report

GOAL 5: Coordinate Faculty and staff resources as needed to maintain program/course quality.

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Compile data and update the Ed Plan document with all past data regarding teaching loads, release/leaves, NRs, including areas of expertise and research project supervision which has not previously been tracked; compile a similar document for lab staff.	Program/Department Chairs, Lab Coordinator	Nov 2022	<u>Completed</u> Jan 2023	Completed. a) The Ed Plan document has been updated with all available data regarding teaching loads, release/leaves, Expertise and NR assignments going back several years, and will continue to be tracked going forward. b) It has been decided that the Ed Plan going forward will take the form of standardized FSH templates. It was therefore decided that additional relevant data from this action item should reside with other documents rather than the Ed Plan, maintained by the Chairs. Areas of Expertise is also being tracked by the Search Committee in the QFL. c) Lab staff are being tracked by the Lab Coordinator and Dean's Office using Lab Assignment documents, as this information involves BCGEU staff outside the purvey of KFA Faculty.
Consult with the Dean's office to create a faculty/staff renewal and appointment plan.	Program/Department Chairs, Lab Coordinator	Nov 2022	<u>Completed</u> Jan 2023	Completed. Consultations have occurred that have given greater clarity to the process of staff renewal/appointment. Given the small scale of our department and the nature of language around Regularization in the Collective Agreement, it was not possible to write a multi-year master plan; however, the consultations resulted in: a) Plans for upcoming hires to fill recent retirements and the writing of new job descriptions to address specific needs identified by this Program Review. b) The creation of a standing "staffing" agenda item for monthly chair meetings with the Dean's Office.

Biology First Annual Follow-Up Report

Actions Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to date/Reasons for Lack of Progress
Explore options for time release for Faculty to supervise additional undergraduate research projects as enrollment increases, and build list of such opportunities and potential funding sources, to be updated annually.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027) <u>Completed Nov 2023</u>	Completed. Consultations to explore time release options with the Dean's Office and the Office of Research Services have taken place. A document/list of time release options has been compiled by the Chairs. Updates are made in consultation with the Applied Genomics Centre and the ORS Research Facilitator. Faculty have been encouraged to apply for the 0.6% PD Fund (with considerable success, leading to several new Faculty research projects), and funding support has expanded from the AGC and ORS for work on specific grant-funded research programs, including AGC time release for additional Biology Faculty.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Biology First Annual Follow-Up Report

PROGRAM UNDER REVIEW: Biology

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: It is a comprehensive first annual follow-up report which provides a detailed explanation of the specific content and progress of the five major goals: restructuring the curriculum, emphasizing experiential learning, improving resources and facilities, enhancing enrollment rates, and coordinating faculty and staff resources. The completed progress includes a detailed process, and there are reasonable explanations for those not yet completed. The only drawback is that there is no specific individual mentioned as the person responsible for each strategy.

Reviewer #2: This is a wonderfully complete document for a first year follow up – well done. There are a few ongoing items that remain but the vision of the program here is clear and thoughtful.

The Report (click on the box that corresponds to your recommendation):

- ☒ Reviewer #1: Recommend for approval by the SSCPR as is
- ☒ Reviewer #2: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- a) Progress to date is unclear.
- b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
p.2 DFW Rates	In this section the document dismisses, a little bit, the issue of high DFW rates as a statistical issue of choosing the wrong programs to which to compare BIOL data. That is a fair point but the issue is arguably not the <i>relative</i> performance of science departments but is rather that 30-40% DFW rates are a good reason to revisit the nexus of assessment, curricula, resources, teaching and learning, etc. (a problem of <i>absolute</i> terms). There are some good ideas elsewhere in the document about some of these courses but looking at some key first year courses it is clear that BIOL would be in a much better position if we could address those rates.	Agreed – we have subsequently had meetings with OPA about how to go about requesting this data. They have given us some suggestions of how we can pull more granular data and have begun supporting us in this regard. We have also gone ahead with content reduction plans (new Course Outlines have been submitted to Governance for the two courses with highest rates, BIOL 2320 and 2321). The Action Item was to request data from OPA, which has been

Issue (page #)	Suggested Action	Program's Response
		completed, but once we get further data, we hope to take additional action depending on our findings.
Page 11	Completed date and the explanation don't match	I'm not sure which item this refers to – if it refers to the Richmond renovations, the Action Item and related completion date was for submission of the Capital Requests, which took place in June 2023. The date of Spring 2024 in the explanation refers to the date that the renovations will be finished, something we could not specify in our QA plan because it depended on funding decisions.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
P.3 The name of the new department is " Indigenous Studies."

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.2

Meeting Date: November 29, 2023

Presenter(s): Mike Larsen, Dan Lett, Melinda Bige, Shelley Boyd

AGENDA TITLE: CRIMINOLOGY SELF-STUDY REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Criminology Self-Study Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Criminology Self-Study Report

Criminology Self-Study Report Appendices

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

October 31, 2023

REPORT: Criminology Program Review Self Study Report

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: Congratulations to the criminology department for a thorough and an in-depth self-study report. Section 2.2 (Skills development) I would like to sincerely appreciate the excellent analysis linking essential skills with the student survey and the detailed breakdown of each skill component. This is the first time I saw this kind of an analysis and it was so insightful. I have made a few minor suggestions to improve the contents of this report.

Reviewer #2: Overall, the document is clear and very well-written, and it demonstrates that KPU's Criminology programs are generally thriving and are a great asset to KPU and the communities we serve. Although the programs are doing well, the department has been able to identify areas in which improvements can be made.

The Criminology Department is grateful for this overall assessment, and for the detailed and helpful recommendations. We have taken steps to respond to the recommendations, and we have revised and updated the Self-Study Report. I have added notations below each recommendation to indicate how we have responded – Mike Larsen, on behalf of the Criminology Program Review team.

Of the comments I make for each chapter, there is one recurring suggestion that I think would be a big help to future readers of the document (and also to the program when they are writing their QA Plan). It would be great if recommendations could be more clearly identified/highlighted where they arise in the main text (chapters 2 to 5). This will ensure that you don't inadvertently leave out some recommendations when you list them in chapter 6 (I noticed some examples of apparent recommendations in chapters 2 to 5 that don't appear in chapter 6). This is important for later stages of the process, such as the QA Plan where it will be difficult to justify pursuing an action if it is not a clear recommendation in this report. Having recommendations more clearly listed/identified within chapters 2 to 5 will also help readers of chapter 6 who may want to go back to a previous chapter to find the justification for a recommendation.

This is an important recommendation. We agree completely, and we have revised the SSR. After some discussion, we decided that the best approach would be to include a footnote in the text of the SSR each time a finding leads to a recommendation. Some of these are already identified with 'Moving forward ...' language, while others are simply stated as findings. We reviewed the entire SSR and footnoted all recommendations. We then worked backwards from the list of recommendations in Chapter 6 to ensure that all recommendations in that chapter are mirrored by language and footnotes in the body of the SSR.

The Report (select the box that corresponds your recommendation):

- ☐ Recommend for approval by the SSCPR as is
- ☒ Reviewer #1 & #2: Recommend for approval by the SSCPR pending further action (see below)
- ☐ Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Program Overview

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: No additional comments

Reviewer #2: Very well written, comprehensive, and a pleasure to read. A couple of comments/questions:

Section 1.1, table on pages 6 to 8: Does "curriculum effective date" mean the date at which the program was last revised? Perhaps clarify what it means or use a different term.

This is the language that was in the template that we received from OPA. It is the date that the programs were last revised.

Section 1.1, table on page 9: Why are 3000- and 4000-level courses not listed too?

The intention of this table is to show the high degree of overlap between the first years of the different credentials. We kept this focused on the 1000 and 2000-level courses because all credential require courses at these levels, and this helps to show the overlap between the programs. The degree of comparability fades after the 2000-level, as some credentials (BA, Honours) require specific upper-level courses, while others (Certificate) do not. As noted in the SSR, "Lists of additional required and elective ("choose one / two / three of ...") courses are also common across the different credentials, meaning that students who focus on Criminology in their first and second year of undergraduate studies are able to commit to the program that fits their goals and intended career pathway without barriers".

Put differently, we wanted to highlight the fact that students who start their studies in Criminology with a Certificate or Diploma in mind will find that the required courses they take in their first year will serve them well if they subsequently decide to pursue a more advanced CRIM credential.

The full list of required courses for all credentials can be found in the Curriculum Map appendix.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Click here to enter text.

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

- ☐ **Meets the Standard**

Additional Comments (if necessary):

- ☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #1: Exceptional details. Refer to page 21-22 "Criminology Program Learning Outcomes Overview" chart (by the way, this is an excellent analysis). It is very clear that the BA Honours and the BA major shares the same PLOs with the exception of the BA not relating to the last PLO, which is understandable. This is very clearly reflected in the curriculum map in appendix B. For the Minor, Associate degree, Diploma and the certificate, understandably the PLOs are different to those of the Honours and the Major. Yet, I only see one curriculum map and I cannot clearly identify PLOs specific to Minor, Associate degree, Diploma and the certificate in that curriculum map. If you have embedded the PLOs specific to Minor, Associate degree, Diploma and the certificate into the same curriculum map, please add a note clearly explaining what you did. If not, you need to add a second curriculum map for the Minor, Associate degree, Diploma and the certificate.

The chart shows all credentials: Honours, BA, Minor, AA, Diploma, and Certificate. It could be that the credentials below the BA were cut off when Reviewer #1 was looking at the document (the tables were a bit finicky when we were compiling the report). Rest assured that they are there.

PLOs for all credentials can also be found in the Curriculum Map in the appendix.

The BA Honours and Major share *most* PLOs, but there are some differences. For example, PLO#8 for Honours is "Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]", while PLO#8 for the Major is "Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE]". The Honours is one step higher in Bloom's Revised Taxonomy, reflecting the program requirement for students to dedicate an entire course to the development of an original literature review.

Generally, we have tried to keep the PLOs similar for all credentials, but to 'cascade' them in terms of complexity. PLO#2 is a good illustration of this. It is generally about giving an oral or digital media presentation. For Honours, PLO#2 opens with "Plan and deliver ...", and we have assigned it a high level in Bloom's Taxonomy (owing to the fact that all Honours students must plan and present both a research proposal and a final thesis presentation). For the Minor, we drop down to "Prepare ...", suggesting that a lesser level of planning is involved. For the Certificate, this drops all the way down to "Explain a concept, process, or event ...", reflecting the fact that preparing major oral or digital media presentations are not something that students will necessarily master in this credential.

Another point of distinction between the credentials is PLO#10. This is exclusive to the Honours, BA Major, and AA credentials, in part because students in these programs must take CRIM 1215 Interpersonal and Professional Development as a required course. This course emphasizes the development and practice of interpersonal and professional skills, providing a foundation that is built upon in upper-level courses.

We hope that this clarifies the concerns noted above.

Reviewer #2: Overall a very good chapter with a strong analysis of how the program helps students develop the seven skills and where improvements can be made. The development of PLOs and the subsequent curriculum mapping and analysis are also very good, though I have a few suggestions:

- For the benefit of the reader, could you cite a reference to an overview of Bloom's Revised Taxonomy?

Absolutely. We have cited three sources, including a canonical journal article and two university websites. The Iowa State University site is particularly helpful.

- It would be good if you could briefly explain the meaning of the differences in some of the PLOs wrt to the different programs. For example, what is the difference between the "prepare" and the "plan and deliver" versions of PLO#2? Would "preparing" not also involve "planning" and perhaps "delivering" too? Another example: "Analyze" vs "critique" vs "critically examine" in the different versions of PLO#4 – perhaps briefly explain how these wordings differ in practice.

We have included an explanatory note in text, indicating that we have attempted to use words that correspond to the cognitive levels associated with the different tiers of Bloom's Revised Taxonomy.

To be honest, I'm not sure if there is more clarity that we can provide *at this time*. This is the first time CRIM has undertaken a formal curriculum mapping process, and a big part of the exercise is going to be aligning what and how our faculty teach with the concepts embedded in these PLOs. We tried to provide a workable guide without being too prescriptive. I think that we will be looking to the departmental working groups / communities of practice and our curriculum review teams to help 'operationalize' these terms in ways that make sense and are consistent.

I certainly have some ideas about how concepts might be distinguished in practice. For example, 'plan and deliver' might be understood to require the student to make appropriate (and creative) decisions about the format of an oral presentation, matching style and content to their chosen topic and audience. This is the case with our Honours Proposal and Thesis presentations, which are given broad parameters (x number of slides max, x number of minutes) and then workshopped iteratively by the students. On the other hand, oral presentations in mid-level courses typically involve a greater number of guidelines related to structure, format, and content - hence the 'Prepare' we see with the Minor and AA PLOs. For me, this is similar to the distinction between gourmet cooking and being proficient with a recipe.

All of which is to say that I am confident that we will arrive at a collegial understanding of how we can and should differentiate these terms and apply these differences in practice as we begin to 'work with' our new PLOs and curriculum maps.

- On page 18, under "Speaking Effectively", there are three recommendations: one about PLO#2, one about PLO#10, and one about the development of speaking skills. While the first two are listed in chapter 6, the one about speaking skills seems to be missing from chapter 6. Note that all recommendations from chapters 1 to 5 should be repeated in the list in chapter 6.

We have footnoted this recommendation to refer to 6.2, 6.3, and 17 in Chapter 6.

- The same is true for the second and third bullets (regarding collaboration skills) under the

heading "Working Effectively With Others" and the fourth bullet point (on problem solving skills) under "Resolving Issues or Other Problems".

All of these bullets now include footnotes pointing to specific recommendations. We emphasize that the working groups mentioned in recommendations 8 and 17 will have broad mandates to follow up on the SSR's findings regarding skills, CLO-PLO alignment, and laddering.

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2:

- Overall this chapter is comprehensive and identifies many strengths as well as important issues that need to be addressed. My main comment is a structural one. I think it could be structured more clearly to help the reader keep track of what the main focus of a given section is. Here is one example from within section 3.1: I may be interpreting this incorrectly, but the structure suggests to me that "Areas for Improvement" (non-italicized bold heading) is a subsection within "Are the program learning outcomes relevant to the current needs of the discipline/sector?" (italicized bold heading). However, I am not sure about that as there are items within the "Areas for Improvement" section that don't seem to be directly related to the needs of the discipline/sector. Is it possible to restructure or reformat the headings and subheadings so that it is clear which is which and so that items addressing similar issues/themes are grouped together? I think that would greatly help the reader keep track of the authors' arguments.

I think that I have addressed this in the revisions. **Bold size 14 font** is used for the headings provided in the SSR template. ***Bold italic*** is used for the questions that were nested under those headings in the template. **Bold** is used for sub-themes under the italicized headings.

- It would be great if recommendations could be explicitly listed/identified as such when they arise in the main text. They are listed in chapter six, but if they could also be highlighted clearly within chapters two to five (e.g. with bullet points or numbering and/or by explicitly using the words like "recommend" or "recommendation") that would ensure that the recommendations within each chapter are easily identified and would also ensure that each recommendation's link to its supporting evidence can be easily found.

We have added footnotes for all explicit recommendations and findings that lead to recommendations in Chapter 6. Using the search function for "#4" will pull up both the footnote(s) where this recommendation connects / originates and the formal recommendation in Chapter 6, for example.

- At the end of the section "Is demand for the program sustainable?", perhaps clarify that the quoted figures are "per section". For example, could write "...\$15,712.75 per section..." and "...\$9,372.73 per section."

I have made this revision, as recommended.

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:☒ **Meets the Standard**

Reviewer #2: A good chapter. Just a couple of comments:

- In 4.2, at the end of the section headed “Are students performing satisfactorily in courses?”, the very high DFW rates of CRIM 2204, 3512 and 2330 are mentioned, but no concern is expressed. It would be good to comment on why the department does not find these rates concerning. Alternatively, if there is actually concern about these rates, that could be expressed and a recommendation could be made to look into the reasons for the high rates.

I added a footnote about this. In brief, the high-DFW courses are all ‘psychology’ courses (ex. Psychological Theories of Crime, Mental Disorder and Canadian Law). I spoke with Instructors who specialize in these areas, and they note that these courses are more interdisciplinary in nature than other CRIM courses at the same levels, and also more detail-oriented. Students who are familiar with the predominantly sociological / socio-legal perspectives associated with CRIM 1100, CRIM 1101, and many other courses need to ‘shift gears’ when taking the more psychology-focused courses.

The working groups that we are establishing to look into PLO-CLO alignment, skills development, and laddering will have an opportunity to consider these courses as part of their work.

- Under the heading “Are graduates of the program successful?”, there seems to be a large discrepancy between the alumni survey report (Q 22) and the administrative data report (exhibit 22) regarding the percentage of graduates employed in a related field. The former says 24% and the latter says 58%. Could you comment on that discrepancy? (Or if I am misunderstanding the numbers and they relate to two different things, perhaps you could clarify that.)

These findings are from two different survey instruments, with two different sample populations and different response rates. We agree that there is a discrepancy here, but we don’t have a definitive explanation for why.

We discussed this, and we have some ideas.

It is possible that the sample groups have different ideas about what it means to work ‘in a related field’, with some interpreting this to mean a field commonly associated with Criminology (policing, courts, corrections) and others taking a broader approach (encompassing the civil service, nonprofit program development or administration, etc.).

It is also possible that a higher percentage of alumni respondents are pursuing further education at present, working towards specific roles in CRIM-related fields (ex. Working at a restaurant while enrolled in law school or an MA program).

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #1: Page 51 – Does assessments methods allow students to demonstrate they have achieved in learning outcomes – At the instructional design stage, program learning outcomes play a minor role when evaluation assessments. The emphasis at instructional level is at the course learning outcomes. I am wondering whether the statement that alludes to program learning outcomes “Criminology faculty

generally agree (somewhat or strongly) that assessment methods align with **program learning outcomes**" is an error. I did not see an analysis of assessment alignment with PLOs. I believe you are referring to course learning outcomes at this point. Please clarify

In the faculty survey instrument, Q. 13 reads: "Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following", and the first statement is "Assessment methods align with program learning outcomes". 53% of respondents indicated 'somewhat agree' to this, and 40% indicated 'strongly agree'. Our SSR section on this is based on these responses.

I agree that there is a closer connection between instruction and CLOs in most cases, but many of our PLOs are related to AC9 Essential Skills (communication, collaboration, problem-solving, etc.).

Faculty in CRIM often have discussions about whether and to what extent our courses build competencies related to reading, critical thinking, numeracy, writing, teamwork, and problem solving. These discussions cut across course areas. Faculty within specific teaching areas (ex. Specialists in law or criminological theory) often have more focused conversations about CLOs and laddering. In this sense, I would say that the survey respondents were likely reporting genuinely on their understanding of how their assessment methods align with PLOs (but skipping the mid-point of alignment with CLOS).

Exhibit 22 - **KPU Criminology Program Student Outcomes Data Compared with Ministry Targets**. Please clarify what you mean by program student outcome data. Are you referring to student survey results?

Not in this case. This is based on the Administrative Data Report, which specifically deals with "BC Student Outcomes". I have added an excerpt from the ADR Glossary to footnote 110 to clarify this.

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: In page 56 you refer to advance engagement with specialized software for Honours students – obtaining relevant licenses. In page 62, the program has identified this as a recommendation. I would recommend to add some language around the need to follow the processes to procure these software (if they are new) through appropriate channels. This will help the program implementation team to add these as action items to the quality assurance plan.

We added this language, as recommended.

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2: Another good chapter. However, there are some identified issues that don't seem to have made it into the list of recommendations in chapter 6:

- Challenges posed by reduced availability of audio-visual and computer equipment.

We have a recommendation that deals with the procurement of some additional hardware and software. Beyond this, the challenges that arise with 'rooming' courses into labs are not resolvable at the Department level. The best we can do is to ensure that (1) CRIM completes scheduling and timetabling early, before rooms are assigned to courses from other programs, and (2) coordinate with our colleagues in other programs who teach lab-based courses to work on mutually agreeable schedules. We are doing these things, and this has helped to address the challenges that we mention in the SSR.

- The suggestion that the program "can improve our communication with students about the nature and usefulness of Library resources".

We added this recommendation.

- The desire to have more classrooms that can accommodate a circle-based layout and the fact that the program "would encourage KPU to designate some classrooms as 'circle-first' spaces". Although this is outside the direct control of the department, a recommendation could be for you to connect with the relevant authorities at KPU to see if such spaces could be offered (if it the dept considers it to be important).

(Perhaps you intentionally decided not to pursue these issues, but I just want to make sure that you don't inadvertently leave out recommendations that are important to the program. When it comes to writing your QA Plan, it will be difficult to justify addressing issues that have not been listed as recommendations in this document.)

We appreciate the advice. The circle-based classroom idea is something that was raised by other Departments in Arts and discussed by Faculty Council, so we have mentioned it here in the hopes of being part of further discussions, should they occur.

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2:

- The first recommendation to “maintain a ‘living’ curriculum map” sounds like a good idea to me. However, it doesn’t seem to be explicitly listed in any of the previous chapters. Note that the list in chapter 6 should be a repetition/compilation of recommendations that have already been identified and stated in previous chapters.

We added this and we have ensured that the recommendations are mirrored in-text and in Chapter 6.

- Please go through all of the recommendations listed in chapter 6 to ensure that they are explicitly stated in a previous chapter. Also, make sure that every recommendation that is listed in a previous chapter is also listed in chapter 6. This will make it easier for the program to keep track of all the important issues that were identified in the Self-Study and will ensure that none are overlooked when it comes to later stages of the process, such as developing the Quality Assurance Plan. To help with this, I suggest that recommendations could be more explicitly identified as such where they arise in the previous chapters (e.g. with bullet points or numbers, or by explicitly using the words like “recommend” or “recommendation”). That would also make it easier for a reader of chapter 6 to locate the justification for each recommendation.

We have done this using footnotes.

- Recommendation 17 is identified in chapter 2, but it is listed here under recommendations associated with chapter 3. This will make it difficult for a reader of chapter 6 to go back and find the justification for the recommendation. The same is true for recommendation 25, which is listed under “Resources, Services and Facilities”, but was identified in the previous chapter on “Effectiveness of Instructional Delivery”. There may be other examples. Please try to correlate the list in chapter 6 with the previous chapters so that readers can more easily cross-reference each recommendation in chapter 6 with its justification in a previous chapter.

We added an explanatory note to the Chapter 6 discussion on recommendations and embedded footnotes for all recommendations in-text. We hope this addresses this issue to the satisfaction of the SSCPR.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Criminology Self-Study Report

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Page 10. Section 1.2, third line of second paragraph: Should "lift" be "list"? Yes. Revised.
Page 22. Section 2.3, PLO#1 for the minor, associate degree, and diploma: Typo in "Analyze". (Also in Appendix C.) Revised.
Page 22. Section 2.3, PLO#3 for the certificate: Typo in "Crompare". (Also in Appendix C.) Revised.
Page 28. First footnote of chapter 3. Presumably the "MA" in "MA Major in Criminology" should be "BA"? Yes. Revised.
Pages 45 to 47. Tables in Section 4.1. "Associates of Arts" should be "Associate of Arts". (Some instances within the main text too.) Revised.



KWANTLEN
POLYTECHNIC
UNIVERSITY

Criminology Program Review Self-Study Report

Report Submission Date: October 27, 2023

Program Review Team Members:

Mike Larsen (Lead Author)

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List of Acronyms

CLO: Course Learning Outcomes

KPU: Kwantlen Polytechnic University

PLO: Program Learning Outcomes

Acronyms for Program Review Data Sources:

ALUM: Alumni Survey

ADR: Administrative Data Report

DSEC: Discipline Sector Survey

FAC: Faculty Survey

STU: Student Survey

Memo from Dean/Associate Dean

TO: Senate Standing Committee on Program Review

FROM: Shelley Boyd, Dean, Faculty of Arts; Melinda Bige, Associate Dean, Faculty of Arts

DATE: 27 October 2023

SUBJECT: Certificate in Criminology; Diploma in Criminology; Associate of Arts Degree in Criminology; Bachelor of Arts, Minor in Criminology; Bachelor of Arts Major in Criminology; Bachelor of Arts (Honours) Major in Criminology credentials

First, we would like to express our gratitude for the perseverance, deep knowledge, and reflection that have gone into writing this Self Study Report for Criminology. The Self Study is an insightful, detailed analysis on the program's many strengths and areas in need of improvement; the study poses constructive and tangible steps forward. The department has been proactive and highly engaged in supporting students over the years, and this commitment continues to be strong as made evident by the program's conclusions and recommendations.

The last Program Review for Criminology was in 2012, and as a result the department has grown to understand some of the challenges students are facing, and aims to meet those challenges, particularly as the student body has grown and the student profile has changed over time at KPU. Criminology's well-considered and highly engaged approach to address these concerns is commendable.

Areas identified as in need of some improvement include consistency in course coverage of specific Program Learning Outcomes and essential skills, such as "Speaking effectively" and "Working Effectively with Others." In addition to this important work, Criminology plans to be continually updating its programming as new courses or course revisions are created through a "living map," which would include updated PLO recommendations and implementing the relevant PLO's and imbedding these in the programs. This approach is forward-thinking and a solid plan, ensuring that Criminology is always reflective and intentional with curriculum developments.

Criminology is also committed to deepening the coverage of Indigenous content in courses and programs as well as decolonizing curriculum, which is significant. The program is planning to reflect on including INDG courses (such as INDG 1100) or other courses (in Policy Studies or POST) in the list of non-Criminology courses (either as electives or requirements) associated with their programs. While these interdisciplinary considerations are important, the department will want to consider carefully the capacity of other areas and which departments are in a better position to meet student demand for any future requirements (versus recommended electives) so students do not face challenges in accessing courses needed for graduation. The Dean's office is happy to discuss this as Criminology is further into the process of Program Review.

The department also plans to revise the Honours program to bring it within the 120-credit range, which is a wise decision and will help to make this important and dynamic program more manageable for students rather than continuing to treat it as an *additional* required suite of courses.

The department noted that it voted to discontinue the Bachelor of Arts in Community Criminal Justice back in 2022. The department will want to pursue the final steps in having the program formally discontinued through the university governance process so it no longer appears in the University calendar.

The areas of predominant concern lie within developing and enhancing Criminology's strengths within the 1000-2000 level, and the Diploma, Certificate, and Associate of Arts degree. These values outline team work/collaboration, community, and experiential and service learning. The hope is to support student entry into their chosen fields at the earlier achievement level by integrating important learning outcomes within the curriculum as well as more opportunities for hands-on, applied learning.

Though there are experiential/service learning opportunities that are exemplary in Criminology, they are not always available or accessible. The Criminology Self Study outlines the core weakness as less access to career specific jobs for students who complete Certificate, Diploma, and Associate of Arts programs. As such, the goal in Criminology is to connect learners with career opportunities to support their entry into careers relevant to their area of study, or more advanced programming that will offer them entry into their career of choice. The reality, so far, is that students who obtain a BA level program are more likely to achieve the career path of their choice (than a student with a certificate, diploma, or AA). *Some of the ways* in which Criminology aims to strengthen this weakness is through offering experiential learning and service learning at the 1000 level or consider a practicum 'lite' model. Developing a "Community of Practice" group for the 1000 level also supports this aim. The Dean's office is enthusiastic in its support for finding thoughtful and sustainable ways of enhancing the polytechnic strengths of the department at the earlier stages of study, and is also happy share some curriculum developments happening in *other* departments that may also help these Criminology students transition to work after two years of study and beyond so that more students in Criminology have a clearer career paths forward upon graduation.

The effectiveness of instructional delivery can be improved by pursuing the following priorities from this Self Study: reframing group work in the realm of team work, and creating communities of practice to make recommendations for curricular and instructional delivery which supports students at the 1000 level. Further supports for learners, an Education Plan that reflects the high demand for courses, a regularly updated website and social media presence, and faculty collaboration opportunities that lead to events such as conferences or collaborative approaches to teaching are all important ways of continuing to ensure the high-standards of Criminology programs and student engagement and success.

Further updates to Criminology, which directly support students, would be embodied in an updated physical space with equipment, alumni connections, a re-emergence of the Criminology Student Association, and supporting faculty familiarity through career services and advising

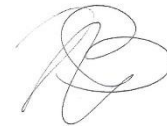
services. The Dean's office is happy to find ways to support some of these recommendations within the Faculty Arts. By acting on these findings, Criminology will have a more thorough understanding of the program relevance, student demand, effectiveness of Instructional Delivery, Student Success, and Resources within service and facilities.

Finally, the Dean's office would like to acknowledge the strengths as outlined by the Self Study, particularly the influential and dedicated faculty with a diversity of backgrounds, perspectives, and expertise. There is also an overall general student satisfaction, performance, and involvement within Criminology. As a result, the Criminology department is popular with students and continually covers the PLOs, essential skills through curriculum, and universal design within the predominance of the curriculum. Criminology's programs overall offer exceptional learning opportunities to students through a watershed Open Educational Resource, practicum, an Honours' option, and a highly engaged Program Advisory Committee (PAC). Finding ways to extend experiential learning to lower-level courses will only serve to strengthen an already high-quality suite of program offerings.

We would like to extend gratitude to the members of the Criminology Department for their excellent Self Study and deep care for students. Furthermore, we would like to commend the department for its approach toward growing community and student satisfaction. We look forward to seeing the program evolve in career development for students earlier in their studies. Congratulations on your successful program review and Self Study.



Shelley Boyd, Dean, Faculty of Arts
Faculty of Arts



Melinda Bige, Associate Dean,

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

The Criminology Department is an undergraduate program within the Faculty of Arts at KPU. Our campuses are located in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of the Kwantlen First Nation, which gifted its name to this university. KPU has five campuses spread across the Lower Mainland, with two in Surrey, one in Richmond, one in Langley, and one in Cloverdale.

Criminology has been part of KPU since 1981 when the institution separated from Douglas College with a mandate to serve as the community college for the region south of the Fraser River. KPU's original Criminology offerings were based on the well-established programs then on offer at Douglas College, beginning with a one-year Certificate and a two-year Diploma. Criminology at KPU has remained popular since its inception, and the program has grown both in response to student interest and in response to the growth and maturation of KPU.

In the 1990s, a two-year Associate of Arts Degree in Criminology was added as part of the provincial BC Council on Academic Transfer initiative, and this degree served as a popular segue into SFU's BA program. The Department focused on providing students with a high-quality liberal arts education that could prepare students to transfer into more advanced studies.

The Department took a major step forward in 2004 with the launch of its Bachelor of Arts in Community Criminal Justice (CCJ), followed by the launch of the Bachelor of Arts, Major in Criminology in 2006. The BA Major was substantially based on the SFU BA Major in Criminology. The introduction of Baccalaureate degrees allowed the Department to pivot from functioning as a 'sending' program to being a comprehensive undergraduate program. With this pivot came a range of new courses and initiatives, including a 9-credit Practicum and a 12-credit Honours program.

Criminology continues to grow, both in terms of ongoing program and curricular development and in terms of the number of students and faculty members associated with the program. An important source of growth and sustainability is the strong demand for lower-level elective courses in Criminology from students pursuing other programs. This demand gives the Criminology Ed Plan a 'flat pyramid' shape, with many sections of the foundational CRIM 1100 Introduction to Criminology course offered each semester (sometimes 20 or more), in addition to multiple sections of CRIM 1101 and CRIM 1107. The pool of students completing Criminology courses exceeds the pool of students Completing Criminology programs, and CRIM 1100 is now one of the most popular courses in the Faculty of Arts.

Criminology is an inherently interdisciplinary academic discipline, interweaving perspectives with roots in philosophy, sociology and socio-legal studies, psychology, law, cultural studies, Indigenous studies, economics, and history (*inter alia*). It is often referred to as a 'rendezvous subject' - a place where shared interests in questions of wrongdoing, social control, justice and injustice, and moral regulation intersect and blend. It is also a discipline that is closely connected to the institutions and professions of criminal justice, as a pathway to employment and as a source of scholarship and critique. This blend of backgrounds and perspectives is well-reflected in the Criminology Department, which is composed of a diverse mix of faculty colleagues who share a commitment to teaching excellence and a desire to support our students on the many exciting pathways that flow from an education in Criminology.

Program Name	Bachelor of Arts, Major in Criminology
Program Level	Undergraduate
Credential	Baccalaureate Degree
Credits Required	120
Discipline and specializations if applicable	Students have the option to declare into a Co-operative Education option prior to completion of 90 credits, and provided that they earn a program GPA of 2.7.
Date established and last revision	2006

Program Name	Bachelor of Arts (Honours), Major in Criminology
Program Level	Undergraduate
Credential	Baccalaureate Degree (Honours)
Credits Required	132
Discipline and specializations if applicable	Students have the option to declare into a Co-operative Education option prior to completion of 90 credits, and provided that they earn a program GPA of 2.7.
Date established and last revision	2006, Curriculum effective date: 2015

Program Name	Bachelor of Arts, Minor in Criminology
Program Level	Undergraduate
Credential	Minor in Criminology (to accompany a Baccalaureate Degree in another program)
Credits Required	39
Date established and last revision	2006, curriculum effective date: 2017

Program Name	Associate of Arts Degree in Criminology
Program Level	Undergraduate
Credential	Associate Degree
Credits Required	60
Date established and last revision	1994(?), curriculum effective date: 2011

Program Name	Diploma in Criminology
Program Level	Undergraduate
Credential	Diploma
Credits Required	60
Date established and last revision	1981, curriculum effective date: 2011

Program Name	Certificate in Criminology
Program Level	Undergraduate
Credential	Certificate
Credits Required	30
Date established and last revision	1981, curriculum effective date: 2011

Admission Requirements and Laddering

Admission to the Criminology program is classified as open intake, with no set cap on students admitted (an exception being the Honours program, which has a *de facto* cap based on the class size of the CRIM 5010 Honours Seminar, which is offered once per year). All applicants to undergraduate studies in the Faculty of Arts must satisfy the Faculty of Arts Admission Requirements, including the Undergraduate English Proficiency Requirement.

Admission requirements for specific programs differ according to the credential.

Students pursuing a Major in Criminology must be admitted to the Faculty of Arts. Students intending to graduate with a BA Criminology must declare the credential by the time they complete 60 credits of undergraduate coursework. At the time of declaration, students must (1) be in good academic standing with the University, (2) have completed a minimum of 18 credits of undergraduate coursework, including 3 credits of ENGL at the 1100 level or higher and 6 credits at the 1100 level or higher in Criminology, all with a minimum grade of C or higher.

Students pursuing a BA (Honours) Major in Criminology must satisfy all of the admission requirements for the BA Major, and also be admitted to the program with the permission of the Criminology Honours Committee. In order to be considered for Honours Courses, students normally must (1) have completed 90 credits or more at the time of application, (2) achieve a CGPA of 3.5 or higher, (3) have completed CRIM 3104 Qualitative Research Methods and CRIM 4410 Policy and Program Evaluation, and (4) submit an application package that contains a brief overview of the proposed thesis project. Spaces in the Honours program are limited, with a maximum of 10 students admitted in each Fall cohort. The program conducts three rounds of intakes - Fall, Spring, and Summer, and all students start their Honours courses in Fall.

The Associate of Arts Degree Framework requires students to complete 60 semester credit hours of first-year and second-year courses with a minimum grade of 'C' in all courses, including a minimum of 21 credits in Arts at the second-year level taken in two or more subject areas. The Framework also requires that the courses used as part of the Associate of Arts Degree in Criminology be transferable to one of a list of receiving postsecondary institutions.

Criminology programs are designed to ladder.

Three core courses - CRIM 1100 Introduction to Criminology, CRIM 1101 Introduction to the Criminal Justice System, and CRIM 1107 Canadian Legal Systems - are required for all programs. Lists of additional required and elective ("choose one / two / three of ...") courses are also common across the different credentials, meaning that students who focus on Criminology in their first and second year of undergraduate studies are able to commit to the program that fits their goals and intended career pathway without barriers.

CRIM 1100, CRIM 1101, and CRIM 1107 also serve as the main prerequisite (or in some cases, co-requisite) courses for students seeking to register in more advanced Criminology courses. These courses provide a base of knowledge in theory, law, and the design and functions of the Canadian criminal justice system that is expanded upon as students progress in their studies.

	BA Major Criminology	Minor in Criminology	Associate of Arts Degree in Criminology	Diploma in Criminology	Certificate in Criminology
Required 1000- and 2000-level CRIM courses	CRIM 1100 CRIM 1101 CRIM 1107 CRIM 1207 CRIM 1208 CRIM 1215 CRIM 2103 CRIM 2330 CRIM 2331 CRIM 2341 One of: CRIM 2204 CRIM 2205 CRIM 2211 CRIM 2214 CRIM 2249	CRIM 1100 CRIM 1101 CRIM 1107 CRIM 2330 CRIM 2331 CRIM 2341	CRIM 1100 CRIM 1101 CRIM 1107 CRIM 1208 CRIM 1215 CRIM 2103 CRIM 2330 CRIM 2331 CRIM 2341 Two of: CRIM 1207 CRIM 2204 CRIM 2205 CRIM 2211 CRIM 2214 CRIM 2249	CRIM 1100 CRIM 1101 CRIM 1107 CRIM 1207 CRIM 1208 CRIM 2103 CRIM 2330 CRIM 2331 CRIM 2341	CRIM 1100 CRIM 1101 CRIM 1107 Three of: CRIM 1207 CRIM 1208 CRIM 2204 CRIM 2205 CRIM 2211 CRIM 2214 CRIM 2249

KPU is a member of the BC Council on Admissions and Transfer (BCCAT), an organization that oversees articulation agreements across institutions in the province. A KPU Criminology representative attends annual articulation meetings and coordinates articulation between KPU's program and other Criminology programs in the province. There is a strong commitment to articulation and transferability across BC Criminology programs, and core courses generally articulate without complication. More specialized courses (of a higher level) that do not have

direct equivalents in other programs are generally accepted as equivalent credit at the appropriate level.

Criminology, like many KPU programs, initially offered two-year programs that were designed with transferability in mind. Students often completed two years of studies at KPU before transferring to a Baccalaureate program at SFU or another institution. This transition remains possible, but the development of the BA Major in Criminology has allowed the program to retain an increasing number of students. The combination of small class sizes, a diverse faculty profile, and a range of experiential learning opportunities (Practicum, Honours, Service Learning) makes Criminology an attractive program for students seeking a BA. Fostering student retention and enrolment in our more advanced programs remains a priority for the Department.

1.2. Program Department

The Criminology Department is based in the Surrey Main building of the Surrey campus, and this is where the majority of in-person and hybrid courses are offered - though Criminology courses are offered on all campuses except for the Cloverdale tech / trades campus (with Richmond being the second most popular campus). Criminology courses are offered across multiple modalities. Some courses were already being offered online prior to the Covid 19 pandemic and the pivot to online learning, and our Department engaged in professional development and collegial education to develop our online teaching capabilities during the lockdown. The Faculty of Arts has, since the end of the lockdown, identified a rough 30% target for online course sections, and Criminology has consistently kept course offerings close to this target.

When the KPU Criminology Department was first formed in 1981, we had three regular faculty members, supported by a group of contract faculty. Today, we have close to thirty regular faculty members, and our Search Committee works actively to maintain an updated ~~list~~^{list} of qualified sessional instructors. Criminology faculty have a diverse mix of backgrounds and areas of specialization. Some faculty members entered teaching as a second profession, building upon professional careers in policing, law, social work, corrections, and related areas. Others pursued teaching via traditional academic pathways, specializing in Criminology and related areas of research and scholarship.

Many Criminology faculty maintain commitments to nonprofit or community service and pursue programs of research in addition to teaching. KPU Criminology faculty members are often sought for commentary on current and emerging events by the news media, and many faculty members publish across a range of formats. Multiple Criminology faculty members have been nominated for or have won the Dean of Arts Teaching Award, Dean of Arts Service Award, and the Faculty of Arts Research and Scholarly Mentorship Award.

Departmental governance is supported by an elected Department Chair who serves for a three-year term, renewable once, with a 50% time-release per calendar year. For the last several rotations, the Department has elected to split the Chair position and associated time-release between Co-Chairs. This arrangement has proven to be an effective means of dividing labour and ensuring that there are multiple perspectives on complex issues like ed planning and timetable

development. The Criminology Department also maintains a Degree Coordinator position, with a two-section time release, to facilitate curriculum development and to support students pursuing Criminology credentials.

The Criminology Department is actively involved in service to the Faculty of Arts, and Criminology faculty members regularly hold positions on Faculty-level committees. A Criminology faculty member recently served as the Chair of the Arts Faculty Council, and members of the Department have recently served on the Standing Committees on Academic Planning and Priorities, Curriculum, Nominations and Governance, Academic Integrity, and Faculty and International Student Success, as well as numerous ad hoc and awards committees in Arts. Members also serve on Kwantlen Faculty Association (KFA) committees and as faculty representatives. Several members of the Department also serve on the KPU Research Ethics Board, and the Criminology Department is an active participant in University-wide conversations about research and scholarship, Internationalization, and Indigenization.

1.3. Program Purpose

The purpose of the program is to provide learners with engaging, current, and diverse curriculum in Criminology, and to foster and facilitate critical thinking, creativity, and a capacity to think and act in relation to matters of crime, criminalization, justice, and injustice. We support our students in the development of a strong foundation knowledge that focuses on the problem of crime and on understanding the social, cultural, political, and economic forces that interact with the law. Our program recognizes wrongdoing and social control as enduring features of human societies, and as dynamic issues that are constantly changing in response to social and political context. Our goal is to equip students with the skills and competencies they will need to pursue their passions, respond to emerging issues, and make informed decisions.

The Criminology Program supports KPU's mandate to provide excellent educational opportunities to learners in our catchment areas, and to provide learners with the knowledge, core competencies, and skills characteristic of a broad, liberal arts education. We embrace the polytechnic mandate of KPU, and we strive to offer our learners opportunities to engage in applied and experiential learning, conduct original research, and make connections with communities.

1.4. Issues for Program Review

This self-study covers a wide range of issues, incorporating dozens of recommendations. Several overarching themes have guided our work:

1. Curriculum Development

We set out to understand whether our program curriculum is current, relevant, and in line with both the interests of our students and the needs of the discipline sector. As part of this program review, the department formalized its first set of Program Learning Outcomes (PLOs) (specific to

each credential but thematically aligned), and engaged in our first curriculum mapping exercise to determine whether and to what extent our PLOs are reflected in and supported by our Course Learning Outcomes. We view this self-study as an important opportunity to identify gaps in coverage and laddering.

We also sought to understand barriers to degree progression and retention across our programs, particularly as they relate to the 'capstone' experimental opportunities (Practicum, Honours) that we regard as program highlights.

A particular area for curriculum development is the priority of more fully integrating courses originally associated with the BA in Community Criminal Justice within the BA Major Criminology and other current programs. In February 2016, the Dean of Arts informed the Criminology Department that revisions to a degree that the Department offered - the Bachelor of Arts in Community Criminal Justice (BA CCJ) - were inadvertently not forwarded to the Ministry of Higher Education for approval. Shortly thereafter, the university determined that the original BA CCJ degree may no longer meet provincial requirements for university degrees and could no longer be offered in its current form. As such, intakes for the program - which were already low at that point - were suspended. After various discussions about the future of the program, with consideration of the time and resources required to reinstate the degree and the low number of students enrolled in the program at the time of suspension of new intakes, the Criminology Department voted in 2022 to discontinue the degree entirely. The 'spirit' of the degree, and its emphasis on community-focused and social justice, remains an important part of Criminology.

2. Retention

Closely tied to the issue of curriculum (and program) development is the issue of student retention. Criminology at KPU started with one- and two-year programs designed to facilitate transfer to other institutions. We now offer full BA programs with exciting experiential learning options, and we want our programs to be desirable and competitive. We want it to be worthwhile for students to continue their studies in Criminology at KPU, and we want our Baccalaureate credentials to open career pathways and pathways to further education for students. With this review, we sought to understand how well we are supporting retention in our BA Major, and whether there are opportunities to improve.

3. Supporting a Changing Learner Profile

A significant portion of learners studying in Introductory-level Criminology courses are not Criminology-intended students. This is true of many programs, and breadth is an important part of any liberal arts education. All students live in societies that are shaped by wrongdoing, law, and criminal justice, and everyone can benefit from spending time thinking about these issues in elective Criminology courses.

Over the last few years, the proportion of International students enrolled in Introductory-level Criminology courses has increased considerably, and most CRIM 1100 students are now International students. We support KPU's open access mandate, and we value our International student learners. At the same time, the growth in popularity of Criminology, coupled with the

Internationalization trends, have changed the learner profile for our students - particularly at the Introductory level. Through this review, we have sought to identify opportunities to better support Criminology Department faculty and Introductory learners.

4. Deepening Community and Discipline Sector Connections

Approaching this self-study, we were aware that students pursuing credentials in Criminology desire opportunities to 'get out of the classroom' and connect with communities, and to engage in forms of experiential learning that involve engagement with community and discipline sector partners. We sought to develop a more comprehensive understanding of where and how we are offering opportunities for such connections, whether these efforts are successful, and how we might deepen and improve them.

5. Fostering and Maintaining a Strong Culture in a Diverse Department

The Criminology Department is diverse, with a large core of regular faculty and an extended network of qualified faculty who provide support on a contract basis. We recognize the importance of a strong collegial culture, and we know that students benefit when faculty members have the opportunity to collaborate, create, and think together. We have also navigated times of collegial strain based on interpersonal conflicts and strong differences in perspective, and we know that these dynamics can impact our work and our students. With this self-study, we sought to develop a better understanding of our collegial strengths, and to identify opportunities to foster and sustain a thriving departmental culture. We were particularly attentive to opportunities to establish communities of practice in core program areas that could enable a collaborative approach to pedagogy, curriculum development, and program progression.

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment

Criminology is a diverse and versatile area of study. Criminology graduates enter careers in policing, law, corrections and community corrections, border services, security intelligence, and private security and investigations. Others enter the nonprofit sector, working in treatment, outreach, advocacy and program delivery roles. Some graduates seek positions - in the public, nonprofit, and private sectors - that focus on policy development, research, analysis, investigation, and evaluation. Many students pursue a Criminology credential because they wish to develop skill sets that will allow them to work directly with people and communities who have been impacted by crime, victimization, insecurity, injustice, or trauma.

The program's focus on critical thinking, communication, intercultural competencies, and interpersonal skills, coupled with a strong coverage of subject matter content, provides educated graduates with a foundation to move beyond entry level positions and pursue career advancement opportunities. Program courses are consistently updated to incorporate new developments in the field, and many courses focus on the application of skills, ideas, and methods to emergent challenges and issues.

For students seeking deeper experience, Criminology offers opportunities for advanced experiential learning (service learning, co-op, practicum), allowing students to build knowledge and skills in placement settings and develop connections with the discipline sector. Students seeking advanced research experience can complete an original thesis project in our Honours program.

Pathways to Further Study

Entry into some desired careers requires additional accreditation and certification. In these cases, completing a Criminology credential - especially a BA, a Minor combined with a BA in a relevant discipline, or a BA (Honours) - provides a strong base of knowledge and skills. For example, entry into a career in public policing in Canada involves an organizational recruitment process that coincides with the completion of a specialized police college program. In many jurisdictions, the technical educational requirement for recruitment is a Grade 12 diploma and a number of postsecondary credits¹, but strong competition for available positions has made a BA or higher credential the standard. Entry into policing and other public safety employment positions also requires the completion of background checks and security clearances.

¹ For example, the recently-formed Surrey Police Service requires a grade 12 diploma or GED and "A minimum of 30 post-secondary credits or an equivalent combination of education, training and experience":

<https://www.surreypolice.ca/recruits>

Students seeking to practice law must first complete an undergraduate degree (BA or higher), earn a high score on the Law School Admission Test (LSAT), and be accepted to a law school. In response to the popularity of this employment pathway, a faculty member in the Criminology Department co-organizes an annual Law School Forum (A partnership between the Faculty of Arts and the Melville School of Business) that brings students together with representatives of law schools, legal practitioners, and alumni.² KPU Criminology graduates are often successful in their applications for admission to law school, and our alumni are enrolled in law programs in BC and across Canada. Students who complete law school and are called to the bar are able to work as lawyers and to specialize in particular areas of practice.

Some students seek to build upon their undergraduate education by applying to graduate (MA) programs in Criminology and adjacent fields, and KPU's Criminology program routinely serves as a successful stepping stone to MA-level work. Admission to graduate programs in Criminology does not require the completion of a BA (Honours) credential, but our Honours program provides students with an outstanding competitive advantage. Honours graduates can claim original research design and data collection and analysis experience, and they complete a major capstone thesis project. Many design projects that involve human participants, requiring the completion of formal Research Ethics Board applications, and all Honours students complete TCPS 2: CORE-2022 (Course on Research Ethics) certification.³ Honours students often submit MA statements of interest that include proposals to deepen and extend their Honours research projects.

The interdisciplinary nature of Criminology means that students sometimes step from their undergraduate education in Criminology into MA programs in adjacent fields, including social work, policy studies, sociology, and environmental policy.

The Criminology Department works with partners across BC to ensure that our programs articulate. Core Criminology courses from KPU are accepted as equivalent to their analogues at partner institutions, and students regularly transfer between programs (starting a degree at KPU and completing it at another institution, for example). Courses that do not have direct equivalents at other institutions go through a transfer credit review process and are consistently accepted as equivalent elective credits at the appropriate level.

Pathways to an Enriched Civic and Personal Life

An education in Criminology helps students to develop the skills to become active and engaged contributors to civic life and participatory democracy. Criminology is directly concerned with matters of justice and injustice, social and moral regulation, inequality, and accountability - as well as the various ways that these issues connect to the development, application, and reform of public policy. Students of Criminology learn about historical and contemporary struggles involving law, rights, and power, and they learn to situate these struggles in relation to social and intercultural contexts. Importantly, they learn about the various ways that institutions, communities, and social movements contribute to change, and about how they can become involved in these efforts.

² KPU Law School Forum: <https://www.kpu.ca/law-school-forum>

³ TCPS 2: CORE-2022 (Course on Research Ethics): <https://tcps2core.ca/welcome>

Through Criminology programs, students develop critical thinking and research skills that are aimed at the demystification of political and media narratives about crime and justice. Students are encouraged to ask ‘says who?’ in response to assertions about these topics, and they are equipped to assess the validity of arguments and evidence. These skills are particularly valuable at a time when issues of crime, justice, and insecurity are increasingly central to politics at the local, provincial and federal levels.⁴

Students of Criminology learn to apply an intercultural lens to the exploration of justice and injustice, and our programs place a particular emphasis on Indigenous perspectives and the ongoing impact of colonization. Graduates are well positioned to engage with the imperatives of reconciliation, both in their individual lives and through collective action.

During their studies, Criminology students encounter many opportunities to engage with their communities through volunteer activities, participation in nonprofit societies, and activism. The program circulates a regular newsletter that lists student volunteer positions in areas related to criminology and social justice.

Students of Criminology also develop active listening and conflict resolution skills, as well as interpersonal and professional skills. These skills are broadly transferrable and applicable in both employment settings and in civic and personal life.

The Career Pathways Map of the program is presented in Appendix A.

2.2. Skill Development

KPU’s Policy AC9 outlines seven skills that all programs are expected to address. Through the BC Outcomes Survey of graduates, the Ministry of Advanced Education and Skills Training uses graduates’ assessments of how their education helped them attain these skills as a measure of the quality of education programs in post-secondary institutions. **Each institution is required to achieve at least 85% of graduates reporting that the program helped them attain these skills.**

The following section of the Self-Study report uses data from the Outcomes Survey (187 respondents) to assess how well Criminology program are designed to help students attain core skills.

According to KPU Criminology Program Student Outcomes Essential Skills data, KPU’s average score is 87%, exceeding the Ministry’s 85% target.⁵⁶

⁴ For example, contestations over whether Surrey will retain the RCMP on contract as its municipal police force or press ahead with the development of an independent Surrey Police Service have dominated local politics for several years. Provincially, the toxic drugs crisis, increases in hate crime, Indigenous land defence actions, and homelessness are key public policy issues. An education in Criminology equips students and graduates to understand these topics and to make informed decisions about how to engage with them.

⁵ ADR Exhibit 11: KPU Criminology Program Student Outcomes Essential Skills Data Compared with Ministry Targets

⁶ Note that Question 10 in the Student Survey also asks “To what extent are the courses you are taking for KPU’s Criminology program helping you develop each of the following essential skills?”, and combined responses of ‘A moderate extent’ and ‘A large extent’ produce scores that differ from the Student Outcomes data. Notably, 80% of

Exhibit 11: KPU Criminology Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Criminology Program (2020-22)	Student Outcome Data for Douglas Criminology Program (Bachelor, Certificate, Diploma) (2020-22)	Student Outcome Data for SFU Criminology Program (Bachelor) (2020-22)	Student Outcome Data for UFV Criminology Program (Bachelor) (2020-22)	Ministry Target
<i>Respondents</i>	187	187	445	77	
Skill Development	87%	91%	82%	89%	≥ 85%
<i>Write Clearly and Concisely</i>	90%	95%	87%	89%	≥ 85%
<i>Speak Effectively</i>	83%	91%	84%	87%	≥ 85%
<i>Read and Comprehend Materials</i>	88%	96%	88%	91%	≥ 85%
<i>Work Effectively with Others</i>	85%	85%	67%	84%	≥ 85%
<i>Analyze and Think Critically</i>	93%	95%	91%	96%	≥ 85%
<i>Resolve Issues or Problems</i>	81%	88%	72%	81%	≥ 85%
<i>Learn on your Own</i>	88%	86%	86%	93%	≥ 85%

Writing Clearly and Concisely

90% of graduate respondents indicate that the Criminology program helps them to write clearly and concisely. Most Criminology courses incorporate Course Learning Outcomes and assignments that involve writing, and several Program Learning Outcomes focus on the application of skills and knowledge through the preparation of written reports - ranging from short papers for Certificate, Diploma, Associate's, and Minor programs to long-form written reports for the BA and BA (Honours). Criminology programs also incorporate a range of different

respondents indicate that KPU Criminology courses are helping them to work effectively with others (either to a moderate or large extent), while all other measures meet or exceed 85%. Similarly, Question 9 in the Alumni Survey asks respondents "To what extent did KPU's Criminology program help you develop each of the following essential skills?".

types of writing, including traditional essays as well as research proposals, literature reviews, and reflexive journals (and, for Honours students, a formal written thesis). Generally, this skill is thoroughly embedded at different developmental levels throughout the Criminology program.

Moving forward, it will be important for Criminology to sustain a strong commitment to developing student writing skills, particularly at a time when the rapid expansion and availability of Generative Artificial Intelligence (GAI) applications presents challenges for assessing the authenticity of written work. Course outline and curriculum updates offer an opportunity to incorporate in-class and iterative writing projects that will help to build this skill.⁷

To help maintain alignment between essential skills, PLOs, and CLOs, the Criminology Department should create and maintain a 'living' curriculum map that informs updates to curriculum and programs and is in turn updated as course outlines are revised.⁸

Speaking Effectively

83% of graduate respondents indicate that the Criminology program helps them to speak effectively. This is lower than the Ministry target of 85%, and indicates an important opportunity for program improvements. Several Criminology Program Learning Outcomes directly relate to the development of speaking skills. For example, BA Major PLO#2 “Plan and deliver an organized oral or digital media presentation on a topic related to criminology” and BA Major PLO#10 “Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics”. However, an assessment of the Criminology Program Curriculum Map shows that Course Learning Outcomes that correspond to these Program Learning Outcomes are spread unevenly throughout our program structures. Many 1000-level courses do not incorporate Course Learning Outcomes that directly emphasize oral communications skills.

We know that Socratic exchanges, group discussions, and oral exams are pedagogical components in many Criminology courses. We also know that Discipline Sector partners recognize communications skills as a priority for prospective employees entering the field.

The Criminology Department should improve our development of student speaking skills by:

- Updating Course Outlines to further emphasize Program Learning Outcome #2 (BA: Plan and deliver an organized oral or digital media presentation on a topic related to criminology).⁹
- Updating Course Outlines to further emphasize Program Learning Outcome #10 (BA: Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics).¹⁰

⁷ See Recommendation #1, in Chapter 6

⁸ See Recommendation #2, in Chapter 6

⁹ See Recommendation #6.2, in Chapter 6

¹⁰ See Recommendation #6.3, in Chapter 6

- Establishing departmental working groups or communities of practice dedicated to core program areas, and tasking these groups with identifying courses where the development of speaking skills will be prioritized at the ‘Introduced’, ‘Developing’, and ‘Advanced’ levels.¹¹

Reading and Comprehending Material

88% of graduate respondents indicate that the Criminology program helps them to read and comprehend material. Multiple Criminology program PLOs address reading and comprehension. For example, BA Major PLO#6 is “Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report”, and BA Major PLO#8 is “Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge”. These PLOs emphasize critical reading and comprehension skills. More generally, BA Major PLO#1, “Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report” - a PLO that is robustly represented across CLOs and ladderred between program levels - requires students to engage with scholarly literature and other sources of knowledge.

Criminology programs emphasize different forms of literacy, and students are taught to engage with and comprehend scholarly and peer reviewed articles and texts, legal statutes and decisions, news media articles, and a range of policy and research reports prepared by government and non-profit organizations.

Moving forward, Criminology can continue to build student reading and comprehension skills by expanding our use of accessible Online Educational Resource (OER) materials.¹² A number of faculty members recently collaborated on the production of an edited OER volume for use in Introduction to Criminology (CRIM 1100) courses. This resource was composed with KPU’s students in mind, and it is current, accessible, and adaptable.

Working Effectively with Others

85% of graduate respondents indicate that the Criminology program helps them to work effectively with others. While this meets the Ministry target, there is room for improvement. BA Major PLO#9 is “Reflect on personal contributions to a planned collaborative project through reflexive writing”, and BA Major PLO#10 is “Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics”. These are the only BA PLOs that specifically emphasize collaboration.

A review of our Program Curriculum Map shows that PLO#9 is poorly reflected in CLOs, with significant gaps in coverage and minimal ladderred. This is somewhat deceptive, as most Criminology faculty incorporate planned team activities in their course designs and pedagogy. These pedagogical and evaluation components simply are not reflected in CLOs, which means that they may be addressed unevenly in practice - and without a coordinated sense of development and ladderred between course levels.

¹¹ See Recommendations #6.2, #6.3, and #17, in Chapter 6.

¹² See Recommendation #18, in Chapter 6

The Criminology Department should improve our development of student collaboration skills by:

- Updating Course Outlines to further emphasize Program Learning Outcome #9 (BA: Reflect on personal contributions to a planned collaborative project through reflexive writing).¹³
- ~~Identifying courses where the development of collaboration skills will be prioritized at the 'Introduced', 'Developing', and 'Advanced' levels.~~
- Establishing departmental working groups or communities of practice dedicated to core program areas, and tasking ~~test~~these groups with identifying courses where the development of collaboration skills will be prioritized at the 'Introduced', 'Developing', and 'Advanced' levels.¹⁴

Analyzing and Thinking Critically

93% of graduate respondents indicate that the Criminology program helps them to analyze and think critically. This is an impressive average, and it reflects a strong emphasis on critical thinking and analysis at the discipline level and in our PLOs and CLOs.

Criminology programs develop student critical thinking and analysis skills in a number of ways. Many courses incorporate critical reviews of historical practises and ideas, with the goal of helping students to understand the 'history of the present'. Students are taught to critically evaluate the legacy and impact of structures such as colonialism, systemic racism, patriarchy, heteronormativity, and inequality, with an emphasis on their ongoing impact on how crime is conceptualized and responded to.

Courses also approach the 'what works?' question by critically examining the objectives, premises, and implications of efforts to prevent or respond to wrongdoing. Still other courses teach students to critically analyze gaps between the 'rhetoric' and 'reality' of law. Our methods courses directly focus on the development of analytical skills, and other courses teach students about policy and program evaluation.

Resolving Issues or Other Problems

81% of graduate respondents indicate that the Criminology program helps them to resolve issues or other problems. This is lower than the Ministry target of 85%, and indicates an important opportunity for program improvements. This is a particular priority, as Criminology as a discipline is closely connected to understanding social problems and resolving interpersonal and social conflicts.

Problem solving skills are incorporated in our Program Learning Outcomes. For example, BA Major PLO#3 is "Develop an original proposal to address a current or emerging social, political, or technological problem". An assessment of the Criminology Program Curriculum Map shows that this PLO is not emphasized evenly in Course Learning Outcomes at different levels. Several

¹³ See Recommendation #6.4, in Chapter 6

¹⁴ See Recommendation #8, in Chapter 6

core 1000-level courses, for example, emphasize critical thinking and analysis, but do not incorporate the development of proposals to address problems.

The development of problem solving skills extends beyond PLOs and CLOs that focus on substantive curricular content. It also incorporates the development of interpersonal skills, the ability to organize team projects that involve a division of labour, and conflict resolution skills.

The Criminology Department should improve our development of student problem solving skills by:

- Reviewing course outlines and formally embedding Course Learning Outcomes and assessment methods that contribute to Program Learning Outcome #3 (BA: Develop an original proposal to address a current or emerging social, political, or technological problem).¹⁵
- Establishing departmental working groups or communities of practice dedicated to core program areas, and tasking ~~test~~these groups with Identifying courses where the development of problem solving skills will be prioritized at the 'Introduced', 'Developing', and 'Advanced' levels.¹⁶

Learning on Your Own

88% of graduate respondents indicate that the Criminology program helps them to learn on their own. Many Criminology courses incorporate major projects that involve self-directed learning, and this is reflected in both CLOs and PLOs. Self-directed projects range from research papers to literature reviews to the development of presentations, proposals, and applied research projects. Following through on these projects requires students to develop information literacy and research skills, time management skills, and the capacity to seek out feedback, guidance, and assistance when needed.

Many of our most successful planned self-directed learning activities are designed to incorporate iterative feedback and multiple components, spread across months. For example, major research projects often incorporate proposals or outlines at an early stage, with final products - papers, presentations, or other deliverables - based on feedback. Our small class sizes make it possible for faculty to provide multiple rounds of constructive feedback for each student.¹⁷

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix B.

¹⁵ See Recommendation #6.5, in Chapter 6

¹⁶ See Recommendation #8, in Chapter 6

¹⁷ See Recommendation #15, in Chapter 6

Program Learning Outcomes

This program review represents the first time that the Criminology Program has formalized and defined Program Learning Outcomes. PLOs were not a required curricular component when the Criminology BA was first approved by the Ministry. To arrive at a set of descriptive PLOs for this program review, we compared several reference documents: The BA Major in Criminology Program Proposal (specifically the ‘content’ and ‘distinctive characteristics’ sections) as approved by the Ministry, The current Faculty of Arts BA Framework Degree Learning Outcomes and Ambitions, KPU’s Policy AC9 - Essential Skills, as well as the current descriptions of the program credentials available in Criminology. We cross-referenced these documents with a view to identifying points of thematic intersection, and from these we defined ten core PLOs for our BA Major in Criminology. The PLOs for other Criminology programs were ‘scaled’ (up for Honours and down for other credentials) based on the BA Major PLOs.

The table below provides an overview of Criminology PLOs, with notations regarding the domains from Bloom’s Revised Taxonomy that apply to each. ~~PLOs are designed to align across the credentials. Some programs have fewer PLOs, based on their narrower scope of required courses. Appendix C provides a more detailed PLO Overview table.~~¹⁸ The selection of terms to describe PLOs, such as ‘apply’, ‘plan’, and ‘critique’, is intended to match the dimensions of cognitive process associated with the Revised Taxonomy. Square brackets have been used to provide greater clarity about the intended level of the PLO.

Criminology Program Learning Outcomes Overview

Credential	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11
BA CRIM (Honours)	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]

¹⁸ For an overview of Bloom’s Revised Taxonomy, see:

Krathwohl, D. R., 2002. A revision of Bloom’s taxonomy: An overview. *Theory Into Practice*, 41(4), pp. 212-218
 Bloom’s Taxonomy. Centre for Teaching Excellence, University of Waterloo: Bloom’s Taxonomy | Centre for Teaching Excellence (uwaterloo.ca)
 Revised Bloom’s Taxonomy. Centre for Excellence in Teaching and Learning, Iowa State University: Revised Bloom’s Taxonomy – Center for Excellence in Learning and Teaching (iastate.edu)

BA CRIM (Major)	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report [BT: EVALUATE]	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework [BT: EVALUATE]	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]
BA CRIM (Minor)	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Analyze an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: ANALYZE]	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: ANALYZE]	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation [BT: ANALYZE]	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper [BT: UNDERSTAND]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings [BT: ANALYZE]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]	
Associate Degree CRIM	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: EVALUATE]	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: UNDERSTAND]	Apply an intercultural lens to explain a criminological topic in a short paper or presentation [BT: UNDERSTAND]	Analyze the methods, findings, and ethical aspects of a study in a short paper [BT: ANALYZE]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Summarize the findings of publications on a selected topic in a short paper [BT: UNDERSTAND]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]	Use interpersonal and professional skills in discussions about criminology [BT: APPLY]
Diploma CRIM	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: EVALUATE]	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: ANALYZE]	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation [BT: ANALYZE]	Analyze the methods, findings, and ethical aspects of a study in a short paper [BT: ANALYZE]	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework [BT: APPLY]	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings [BT: ANALYZE]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]	
Certificate CRIM	Explain theories and perspectives about crime, legal systems, and social justice in a short paper [BT: UNDERSTAND]	Explain a concept, process, or event related to criminology to group in an oral presentation [BT: UNDERSTAND]	Compare approaches to addressing current or emerging social, political, or technological problems in a short paper [BT: UNDERSTAND]	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: UNDERSTAND]	Apply an intercultural lens to explain a criminological topic in a short paper or presentation [BT: UNDERSTAND]	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper [BT: UNDERSTAND]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Summarize the findings of publications on a selected topic in a short paper [BT: UNDERSTAND]	Collaborate with colleagues to complete team-based activities [BT: APPLY]	

Results of Curriculum Assessment

Program Learning Outcome Assessment

This program review represents the first comprehensive assessment of defined PLOs for Criminology. Generally, we are satisfied with the PLOs we identified. No current PLO appears to be redundant.

Moving forward, it may be prudent to remove specific reference to criminology from *some* PLOs. This would help us to better integrate elective courses from other departments into our curriculum maps.¹⁹ For example, PLO#2 for the BA Major is “Plan and deliver an organized oral or digital media presentation on a topic related to criminology”. This describes an important learning outcome - but it makes it difficult to assess the scale (I,D,A) fit for non-Criminology courses that incorporate planned oral presentations but do not substantively focus on criminology. By contrast, PLO#3 for the BA Major is “Develop an original proposal to address a current or emerging social, political, or technological problem”, and this outcome is comparatively flexible. A review of PLOs with this in mind is recommended. This would be particularly beneficial in relation to the Associate degree and Diploma, both of which emphasize interdisciplinary breadth.

PLO#1 focuses on the evaluation of theories and perspectives about crime, legal systems, and social justice via a written report. PLO #8 focuses on the preparation of a literature review on a selected topic. There is a middle ground between these outcomes that is not captured in a current PLO: Using appropriate databased and research techniques to locate valid and relevant sources of information (put differently, research and information literacy).

Moving forward, the Department should consider introducing a PLO for information and research literacy. This is an important area of competency, and one that is actively featured in Criminology courses.²⁰

Some Criminology programs - the Minor, Diploma, and Certificate - do not currently include an equivalent to PLO#10 (BA Major Criminology: “Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics”). We know that the capacity to navigate such discussions in a professional manner is an important outcome for our students. At present, there are several required courses (ex. CRIM 1215 Interpersonal and Professional Development) that serve as an ‘anchor’ for this PLO for the BA Major. Moving forward, the Department should consider steps to embed PLO#10 in the Minor, Diploma, and Certificate.²¹

¹⁹ See Recommendation #4.1, in Chapter 6

²⁰ See Recommendation #4.2, in Chapter 6

²¹ See Recommendation #4.3, in Chapter 6

It is important to note that Criminology course Outlines have not, to date, been developed or revised with our PLOs in mind. Before introducing new PLOs, it would be prudent for the Department to comprehensively review current CLOs with a view to aligning course outcomes with program outcomes. Such an effort would likely significantly alter the Curriculum Maps.²²

PLO Coverage and Laddering

The Curriculum Map for the BA Major Criminology is organized by course level, and this makes it ideally suited to visualizing coverage of PLOs and laddering between different levels. To assist with visualization, we colour-coded the map according to the Introduced [I], Developing [D], Advanced [A] scale.²³ Areas with strong coverage and laddering stand out on the map, as do areas with weak coverage and gaps.

Generally, we see good progression between scale levels.

Areas with Strong Coverage and Laddering

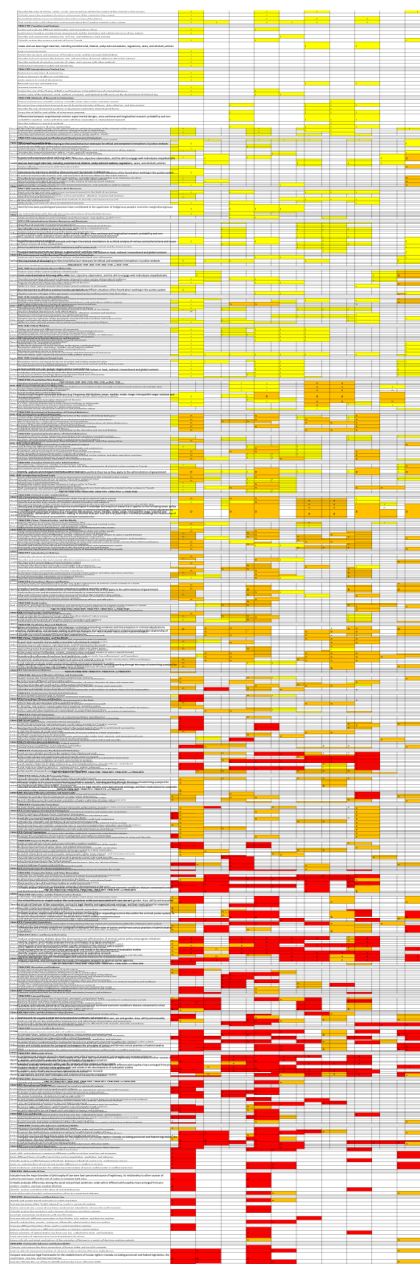
A number of Program Learning Outcomes are represented across our program CLOs, with good laddering between Introductory, Developmental, and Advanced levels. These PLOs appear to require no further strengthening in terms of alignment between CLOs and PLOs.

PLO#1 (BA Major Criminology: Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE])

PLO#4 (BA Major Criminology: Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE])

PLO#6 (BA Major Criminology: Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report [BT: EVALUATE])

PLO#8 (BA Major Criminology: Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE])



²² See [Recommendations #2 and #6.1, in Chapter 6](#)

²³ See Appendix B, BA Major Criminology tab

PLO#10 (BA Major Criminology: Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY])

Areas to Strengthen

The Program Curriculum Maps show that there are several areas where PLOs need to be better integrated in CLOs and / or where laddering between Introductory, Developmental, and Advanced levels should be strengthened.

PLO#2 (BA Major Criminology: Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE])

While we do see evidence of coverage and progression here, there is room for improvement. It is likely the case that current courses already include organized oral or digital media presentation components, but this is not properly reflected CLOs (instead, it is embedded in Evaluation components or in individual course presentations). What is initially required here is better articulation, followed by better emphasis.

PLO#3 (BA Major Criminology: Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE])

This partially aligns with the AC9 Essential Skill: solving issues or other problems. There is a clear need for us to further embed this PLO in CLOs, especially at lower levels. At higher levels, a number of courses feature research proposals, proposals for change or law reform, or other major projects that align with PLO#3. CLOs for lower-level courses should be reviewed with a view to embedding problem-solving components - both in terms of substantive problem-oriented pedagogy and assignments, and in terms of situational problem-solving (ex. the planned organization of group projects).

PLO#5 (BA Major Criminology: Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE])

This is a vitally important PLO for Criminology. We decided to interpret this PLO to incorporate our commitment to decolonization and the indigenization of knowledge within our programs. At present, we see reasonable coverage of this PLO at the Introductory level, and good coverage at the Advanced level, but there is room for more robust incorporation at the Developing level.

Moving forward, it is recommended that the Department establish a departmental committee to study Indigenization and Decolonization, and to make recommendations for curriculum / program changes, with a view to incorporating these changes in CLOs that intersect with PLO#5.²⁴

²⁴ See Recommendation #5.2.1, in Chapter 6

PLO#7 (BA Major Criminology: Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework [BT: EVALUATE])

At present, this PLO is not adequately reflected in CLOs at the 'Advanced' level.

Moving forward, the Department should review the outlines and CLOs for upper-level courses, with a view to embedding PLO#7.²⁵

Areas that Require Improvement

One PLO is poorly reflected across CLOs. This does not necessarily reflect a lack of coverage, but it does reflect a lack of specificity and alignment. Course outline changes and program changes should prioritize this PLO.

PLO#9 (BA Major Criminology: Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE])

This is a 'two-pronged' PLO, in the sense that it is intended to capture both planned collaborative activities and self-assessment of contributions to such activities. We regard this as a vitally important PLO, and the program review indicates that we need to do more to embed and ladder this outcome across our courses.

At a 2023 Departmental retreat, we discussed this finding and considered possible responses. We noted that 'collaborative activities' are often framed as 'group work' in our courses, and that this can generate a negative connotation for students. We also noted that many of our CLOs focus on individual knowledge and achievement, as opposed to collaboration. We recognized that our Discipline Sector partners clearly emphasize collaborative capacity as a core competency for prospective entrants to the field.

Moving forward, the Department should update Course Outlines to further emphasize Program Learning Outcome #9 (BA: Reflect on personal contributions to a planned collaborative project through reflexive writing).²⁶ We should also establish departmental working groups or communities of practice dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law) and develop consistent capstone assignments that will be associated with these courses. Some of these capstone assignments should focus on collaboration and reflexive writing.²⁷

Unattached Courses

²⁵ See Recommendation #6.6, in Chapter 6

²⁶ See Recommendation #6.4, in Chapter 6

²⁷ See Recommendation #8, in Chapter 6

The Program Curriculum Maps list two types of courses: courses required to complete a program and courses that are part of groups, from which students must complete a certain number. Many Criminology courses are currently included in our programs as electives only, and they are therefore not represented in the Program Curriculum Maps. These courses can be grouped into two general categories: (1) courses that were developed as components of the now-discontinued BA in Community Criminal Justice (CCJ), and (2) courses that have been developed recently to reflect emerging issues in the field and areas of faculty specialization and student interest.

There is nothing inherently problematic about having courses that exist only as electives (indeed, the BA Major in Criminology requires students to “Select 15 additional credits of any CRIM courses at the 3000 or 4000 level). However, it would be prudent for the Department to review the current groupings of courses and determine whether any of the current elective-only courses should become part of a grouping – with a particular emphasis on courses that were originally associated with the BA CCJ. This process should be guided by a comparison of the grouping name / purpose with the substantive content of the courses, and with a view to addressing gaps in PLOs.²⁸

Current Elective-only Courses

CRIM 2355 Police Deviance and Accountability (can count towards Diploma)
CRIM 3000 Justice / Injustice
CRIM 3115 Crime Mapping
CRIM 3120 Organized Crime
CRIM 3211 Policing and Community
CRIM 3217 Women, Crime, and Justice
CRIM 3260 Victimology (proposed, in development)
CRIM 3270 Substance Use and Harm Reduction
CRIM 3310 Restorative Justice
CRIM 3512 Mental Disorder and Canadian Law
CRIM 3800 Service Learning in Criminology and Justice
CRIM 3911 Green Criminology
CRIM 4205 Surveillance, Privacy, and Control
CRIM 4240 Indigenous Peoples and Justice
CRIM 4245 Indigenous Activism
CRIM 4310 Wrongful Convictions
CRIM 4400 Ethics and Professional Development
CRIM 4800 Practicum in Criminology and Justice
CRIM 4900 Special Topics

Courses from other Programs

²⁸ See Recommendations #3 and #5.1, in Chapter 6

Some Criminology programs requires students to complete courses from other programs - English, Philosophy, Sociology, Psychology, History, and Anthropology. This is entirely appropriate, given Criminology's status as an interdisciplinary discipline and 'rendezvous subject'. However, the non-Criminology required or elective courses currently associated with our programs reflect a dated understanding of the range of courses on offer at KPU, and particularly within Arts.

This program review represents an important opportunity for Criminology to review connections with other programs. Moving forward, the Department should conduct a review of non-Criminology courses associated with Criminology programs, and determine whether this list of courses should be revised or expanded. This process should be guided by an understanding of our Program Learning Outcomes.²⁹

Specific items for consideration:

The Criminology Department should study the following questions:

Should Indigenous Studies (INDG) courses be added to the elective or required courses associated with Criminology Programs? The Criminology Department has expressed commitments to Indigenization and Decolonization. In part, this will involve a review of existing CLOs. The Department should also consider whether adding INDG courses to the list of required or elective courses for Criminology programs would meet our PLOs and advance our commitments.³⁰

Should ~~Policy Studies~~ courses from other Arts departments be added to the elective or required courses associated with Criminology Programs? Our Outcomes, Alumni, and Discipline Sector surveys indicate that many Criminology graduates go on to work in the nonprofit and public sector (government / policy) fields. Embedding courses from ~~these~~ Policy Studies or other programs in our degrees may help to equip Criminology students to work in important areas within our discipline sector.³¹

²⁹ See Recommendation #5.2.2, in Chapter 6

³⁰ See Recommendation #5.2.1, in Chapter 6

³¹ See Recommendation #5.2.2, in Chapter 6

3. Program Relevance and Demand

3.1. Relevance³²

In summary

Criminology programs are popular, and demand has been increasing in recent years. The Criminology Department has grown to meet this level of interest, and the level of unmet demand has decreased. The BA Major in Criminology is our most popular program, and demand remains strong - though a recent slight dip in enrolment underscores the importance of recruitment and retention efforts. Increasing and highlighting opportunities for experiential learning, applied research, and career preparation are likely to boost recruitment and retention.

Student outcomes data show that our programs are highly satisfying, but we could improve their perceived usefulness. Our current students and graduates believe that our Program Learning Outcomes are relevant to their career goals, though this view is more strongly held with students enrolled in more advanced degrees; students in Associate, Diploma, and Certificate degrees are less certain about the relevance of the curriculum. Generally, we can do more to emphasize *why* we are teaching *what* we are teaching, and *how* our learning outcomes connect to pathways for employment.³³

Our faculty is united by our passion, engagement, and student-centred focus, but differentiated by our diverse mix of perspectives and backgrounds. This is regarded as a key program strength. Other strengths include our broad and varied mix of course offerings, the experiential and capstone learning opportunities we offer for our students, and the combination of small class sizes and creative pedagogy.

We have some clear priorities for program development. Students are seeking more - and more accessible - applied, practical, and experiential learning opportunities, and more robust connections to the field and discipline / sector. Faculty are seeking opportunities to deepen and extend collaborations related to curriculum development, laddering, course design, and pedagogy, as well as opportunities to focus on meeting the needs of International students in introductory courses. We also want to coordinate our efforts to decolonize our curriculum.

Our programs incorporate Indigenous content in several ways, including through Course Learning Outcomes for our core Introductory courses and through two dedicated courses on Indigenous justice and activism. We have an opportunity to extend and deepen the coverage of Indigenous content in courses and programs.

³² This portion of the self-study relies on the results of surveys distributed to students and alumni. It is important to note at the outset that response levels for students enrolled in or graduates of the **MABA** Major in Criminology were considerably higher than response levels for students pursuing or having completed other credentials.

³³ See Recommendation #9, in Chapter 6

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Criminology Program Student Outcomes data indicate that our programs exceed Ministry targets for Satisfaction (92% compared to the 90% target) and Quality (94% compared to the 90% target). Student Outcomes data on the Usefulness of our programs is lower than the Ministry target (76% compared to the 90% target). Usefulness measures are derived from respondents who describe their program of study as 'very' or 'somewhat' useful in their current occupation. This suggests an important area for improvement in program design, though it is important to recognize that comparative data for Douglas College, SFU, and UVF Criminology programs also shows Usefulness measures below the 90% Ministry target.³⁴

Satisfaction with program curriculum and relevance to career goals

Alumni survey respondents generally report positive satisfaction with program curriculum. 84% indicate that they are 'somewhat' or 'very' satisfied with the curriculum. 85% of current students also report positive satisfaction.³⁵ Alumni survey data shows that a significant majority of program graduates for the BA Criminology Honours program and the BA Major Criminology program find the Program Learning Outcomes to be either 'Very relevant' or 'Somewhat relevant' to their career goals. No PLO was deemed 'Not at all relevant' or 'slightly relevant' by a majority of respondents.³⁶

Student survey respondents generally have a good regard for the relevance of Criminology program curriculum to their career goals.³⁷

#	Thinking of KPU's Criminology program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	3%
2	Somewhat disagree	2%
3	Neither agree nor disagree	6%
4	Somewhat agree	53%
5	Strongly agree	37%
	Total number of respondents	106

³⁴ ADR

³⁵ ALUM Q4: The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Criminology program? and STU Q4: Overall, how satisfied are you with the curriculum of KPU's Criminology program?

³⁶ ALUM [Q3Q.3](#) and STU [Q9Q.9](#): Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

³⁷ STU Q4: Thinking of KPU's Criminology program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?

Only six graduates of the Diploma program responded to the alumni survey, but their responses demonstrate a much more ambivalent attitude towards the relevance of our PLOs (with responses distributed evenly between the low- and high-relevance categories). Bearing in mind the small sample size, it is worth considering the implications of this finding. A two-year diploma is a credential that facilitates entry into a small - and likely narrowing - range of careers in the discipline sector. These careers might include loss prevention or office assistant positions, with limited opportunities for advancement or for the application of skills and PLOs related to research and analysis.³⁸

For Honours graduates, PLOs related to the critical evaluation of theories and perspectives (PLO#1), the development of original research proposals (PLO#3), the development of comprehensive literature reviews (PLO#8), and the use of interpersonal and professional skills in complex discussions (PLO#10) were highlights, scoring highly relevant to graduate career goals. This is consistent with the objectives and design of the Honours capstone courses. Of concern, 34% of Honours graduates found that the design of original research projects from conception through to proposal (PLO#7) was either slightly or not at all relevant to their career goals. Experience developing a research proposal is important for learners who pursue graduate level education (11% of alumni respondents reported MA-level education experience³⁹), and Honours has traditionally been positioned as a stepping-stone to graduate school. The survey data suggests that we should do a better job of demonstrating the relevance of research design (itself a form of problem-solving) for students pursuing careers in the discipline sector.⁴⁰

BA Major graduates highlighted the value of PLOs related to the critical evaluation of theories and perspectives (PLO#1), interpreting and critically evaluating the methods, findings, and ethics of research (PLO#6), and using interpersonal and professional skills in discussions about complex topics (PLO#10). The PLOs regarded as least relevant for graduates' career goals were developing original proposals to address current or emerging problems (PLO#3 - 64% indicating somewhat or very relevant) and reflecting on personal contributions to planned collaborative projects through reflexive writing (PLO#9, at 63% somewhat or very relevant).

Generally, Discipline Sector respondents spread their assessment of the relevance of PLOs across the 'somewhat important', 'very important', and 'essential' categories. PLOs related to critically evaluating theories and perspectives (PLO#1), critically reflecting on qualitative and quantitative data collection and analysis methods (PLO#7) and conducting literature reviews (PLO#8) were

³⁸ ALUM Q3 Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

³⁹ ALUM Q29Q.20 What is the highest credential you have earned or are currently pursuing since completing KPU's Criminology program?"

⁴⁰ ALUM Q3 Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

regarded as less important. These findings are consistent with the demographics of our respondents, most of whom work in front-line service roles that rely on strong interpersonal communications skills.

Given the diversity of the sector - ranging from law and advocacy to policing and community corrections - we would expect to see variation in the assessed value of PLOs. One area of remarkable consistency in discipline sector responses concerns the importance of entry-level employees' ability to use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics (PLO#10), with 100% of respondents regarding this as 'very important' or 'essential'. A strong majority also regarded the ability to reflect on personal contributions to collaborative projects as being very important or essential.⁴¹

Generally, faculty are satisfied with the program curriculum, with 77% reporting 'very satisfied' or 'somewhat satisfied'.⁴² Where there are areas of dissatisfaction, faculty offer a range of suggestions for program curriculum improvement. Faculty survey respondents regard the program curriculum as relevant to the needs of the discipline, and as a strong preparation for further education in the field, but we are less convinced of the value of our current curriculum as preparation for entrance into a career. Put differently, we have high regard for the academic value and general relevance of our curriculum, but there is room to improve its capacity to serve as a transition to work.⁴³

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	5%	0%	42%	53%	19
2	The program prepares students for a career in the discipline/sector.	5%	16%	0%	47%	32%	19
3	The program prepares students for further education in the field.	0%	0%	5%	37%	58%	19

Reflecting on the BA Major and the Honours program, Criminology Department faculty members generally regard our PLOs as being somewhat or very relevant to the current needs of the discipline / sector. Notably, 100% of respondents regard both the capacity to plan and deliver organized oral or digital media presentations (PLO#2) and the capacity to conduct a comprehensive literature review (PLO#8) as being somewhat or very relevant. All other PLOs also score near 90% positive, with the notable exception of 'Reflect on personal contributions to a

⁴¹ DSEC Q5: Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?

⁴² FAC Q3: Overall, how satisfied are you with KPU's Criminology program curriculum?

⁴³ FAC Q1: Thinking of KPU's Criminology program as a whole, indicate the extent you agree with the following.

planned collaborative project through reflexive writing' (PLO#9), which 27% of faculty regard as being either slightly or not at all relevant to the current needs of the discipline / sector.⁴⁴

Faculty also hold generally positive views of the PLOs for the Associate of Arts, Minor, and Diploma programs, though the survey data shows a higher proportion of 'slightly relevant' responses. This holds true for the Certificate as well. Notably, faculty have consistently high regard for the relevance of PLOs related to interpersonal skills and collaboration, regardless of the program credential in question, but we are more ambivalent about the relevance of methodological knowledge and research and analytical skills for our lower-credit credentials. We seem confident about the merits and relevance of our PLOs for the BA, and generally less so when considering the curriculum for our Certificate. This may reflect a difference in faculty perspectives on the relevance of the program credentials themselves.

Program Strengths

Current students and program alumni provided valuable feedback on the strengths of the program curriculum, emphasizing a few consistent themes. These themes were echoed by faculty survey respondents.⁴⁵

- **Quality of faculty instruction:** The most prevalent theme is an emphasis not on curricular content, but rather on the ways in which faculty members deliver curriculum. Students highlight the high caliber of instruction, the approachability of faculty, the diversity and depth of faculty subject matter expertise, and faculty passion and engagement. Some students noted the mix of different pedagogical styles and approaches they encountered during their degree.⁴⁶
- **Diverse faculty profile and applied experience:** Many students commented on the importance of learning from faculty members with applied and professional experience working in the discipline sector - for example, in policing, law, and community corrections. Alumni respondents in particular emphasized the value of hearing about the lived experiences of people working in careers that they were considering. Faculty members also highlighted the diversity of the Department as an area of curriculum strength, noting that it allows students to be exposed to a wide range of professional perspectives and areas of experience.
- **Breadth, variety, and applicability of curriculum:** Many student and alumni respondents highlighted the diversity of topics taught in Criminology. Students noted that the program provided them with a broad understanding of the justice system, an understanding of a

⁴⁴ FAC Q2: Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.

⁴⁵ ALUM Q5: Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program. STU Q6: Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program. AC Q4: Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program

⁴⁶ See Recommendation #20, in Chapter 6.

diverse range of theories, and many options to choose from when selecting courses. Students also commented on the value of being exposed to a range of different faculty perspectives. As one alumnus noted, “KPU’s Criminology program lets students experience society’s problems through many different points of view. Sometimes conflicting views are taught in different classes but I think this is a strong point as it elaborates the student’s ability to apply their critical thinking skills and the ability to critique certain ways of thinking”. Students also highlighted the importance of courses that emphasized the practical applicability of curriculum. Faculty survey respondents also highlighted the breadth and variety of the courses offered as a curriculum strength.

- ***Class size and pedagogy:*** Some student and alumni respondents highlighted the value of opportunities to engage with guest speakers. Others commented on opportunities to learn through field trips (ex. to courthouses), and through experiential learning - particularly practicum and Honours. Students also emphasized the value of KPU’s small classes, noting that this presents opportunities for discussion, rapport-building, and the posing of questions that would not be possible in larger groups.⁴⁷
- ***Strong capstone offerings:*** Faculty survey respondents noted that the capstone learning experiences embedded in the program - particularly the Practicum and Honours Program - were important areas of program strength. These experiences highlight the applied and ‘polytechnic’ aspect of KPU, and of Criminology. Student and alumni survey respondents also mentioned experiential learning opportunities as a program highlight.⁴⁸

Areas for Improvement

Current students, program alumni, and faculty provided valuable feedback on areas where Criminology curriculum would benefit from improvement, with a number of key themes emerging.⁴⁹ In some respects, these suggestions reflect a desire for us to grow and further emphasize areas of recognized program strength.

- ***Ed planning and course availability:*** Many student and alumni respondents mentioned frustration about the availability of certain courses, especially required courses and upper-level courses. They suggested that courses be offered more often, with a wider range of time slots and modalities, and particularly in the Summer. Some students expressed concerns about wait lists and unmet demand. One alumnus noted that “... I would be selecting courses based on availability thus, I would take 1st and 2nd year courses when in my 4th year and would have already been familiar with the curriculum ...”. It is worth noting that the

⁴⁷ See Recommendation #16, in Chapter 6.

⁴⁸ See Recommendation #13, in Chapter 6.

⁴⁹ ALUM Q6: Thinking of KPU’s Criminology program’s curriculum as a whole, please provide any suggestions you have for improvement. STU Q7: Thinking of KPU’s Criminology program’s curriculum as a whole, please provide suggestions you have for improvement. FAC Q5: Thinking of KPU’s Criminology program’s curriculum as a whole, please provide any suggestions you have for improvement.

timeframe of this program review encompasses the pandemic and lockdown, which involved considerable flux in course modality and timetables. Some of the suggestions noted by survey respondents have already been addressed.⁵⁰

- **Career pathway connections:** Student and alumni respondents suggested that our programs should incorporate more opportunities for students to connect with the discipline sector and with prospective employers in the field. Others suggested that courses should incorporate clearer connections between CLOs and the requirements of entry-level positions in the field. Several students and alumni enrolled in Associate of Arts, Diploma, and Certificate programs noted a desire for courses that incorporate an emphasis on viable career pathways. One alumnus called for “A bridge that connects u [sic] with workplaces”.⁵¹
- **Emphasis on practical and applied learning:** Student and alumni respondents emphasized the value of experiential learning opportunities, and suggested that more emphasis should be placed on this. Some students called for mandatory practicum or service learning components in Criminology programs to ensure that all students had the opportunity to engage in learning in a community context. As one alumnus respondent put it, “Perhaps more hands-on. Field trips is a silly way of putting it, but being in a more ‘field’ environment could help bring context to the topics we learn about in a classroom setting”. Another noted “every class should have a hands on portion in addition to the academic (essays, readings, etc.)”. Faculty respondents suggested that Criminology programs would benefit from a greater emphasis on the development of technology skills and digital literacy, and from a rebalancing of CLO delivery to emphasize practical and experiential learning. This might involve a coordinated approach to pedagogy and assignment design or a deliberate effort to embed more experiential and applied components in CLOs through curriculum review.⁵²
- **Honours within the BA timeframe:** Some student and alumni respondents noted that the Honours program is an attractive applied research opportunity, but that its design as a cluster of additional courses (and credits) that must be completed in addition to the 120 credit hours associated with the BA Major is a barrier. Given the clear desire for more - and more accessible - experiential learning opportunities in our programs, a program revision to the BA Honours program to bring it within the scope of 120 credits seems like an excellent opportunity.⁵³
- **Faculty collaboration:** Faculty survey respondents noted that there is a need for more - and more structured - opportunities for collaboration and coordination on curriculum development, course planning, and pedagogy. It is clear that members of the Department value thinking and acting together, and that it is difficult to accomplish this on a purely *ad hoc* basis. Specific priorities for collaboration include developing consistent major assignments for use across different sections of core Introductory courses, coordinating expectations

⁵⁰ See Recommendations #15 and #21, in Chapter 6.

⁵¹ See Recommendations #11 and #14, in Chapter 6.

⁵² See Recommendations #17, #22, and #23, in Chapter 6.

⁵³ See Recommendation #10, in Chapter 6

regarding assignment weighting and class policies, ensuring consistency across modalities, and discussing appropriate laddering between prerequisite and advanced courses.⁵⁴

- ***Decolonizing and Indigenizing curriculum:*** Faculty survey respondents noted the need for a more deliberate approach to decolonizing Criminology. Such an approach might encompass, *inter alia*, a process for applying a decolonizing lens to the process of course outline revision, opportunities for collective professional development focusing on content and pedagogy, and the incorporation of Indigenous Studies (INDG) courses into Criminology program requirements. Several student and alumni survey respondents echoed this suggestion, with one student noting that “while most professors recently have made it a requirement for their course specifically, I think that incorporating Indigenous Awareness modules as a mandatory component [would be a good idea]”.⁵⁵
- ***Planning for International student success:*** Some of the longest and most detailed faculty survey responses concerned the challenges associated with the recent and rapid growth of International student enrolment in Criminology courses, particularly at the Introductory level, and especially in the context of CRIM 1100 - Introduction to Criminology. Teaching these courses in a way that delivers on Program Learning Outcomes can be complicated by the existence of significant disparities in English language proficiency within a class and by significant disparities in knowledge, education and experience. For example, students who ~~enter Criminology having completed secondary education in KPU’s Lower Mainland~~ ‘catchment area’ can reasonably be expected to have a foundation of knowledge related to Canadian political systems, law, history, and - importantly - the relationship between Canada and Indigenous peoples. Introductory Criminology courses incorporate some review of these topics, but are generally intended to build upon and deepen this foundation. In an Introductory class where a significant majority of students are International students, faculty must navigate a tension between covering foundational elements to support International learners and covering CLOs to ensure that the course functions as a strong prerequisite for more advanced studies. Faculty are committed to supporting International students, and this requires some coordination and planning.⁵⁶

Faculty survey respondents also suggested that the Department and program might be re-named to ‘Criminology and Legal Studies’ to reflect its interdisciplinary nature, that greater emphasis should be put on differentiating between the content of the different credentials offered, and that Criminology develop a graduate program.

Discipline sector respondents offered some important recommendations regarding skills, knowledge, and training that would be assets for entry-level applicants in their organizations. Some of these recommendations cover existing PLOs, underscoring their importance: critical thinking and problem solving, intercultural awareness and competencies, the ability to work in a team environment as well as independently, and adaptability. Other recommendations cover

⁵⁴ See Recommendation #20, in Chapter 6.

⁵⁵ See Recommendations #5.2.1 and #12, in Chapter 6.

⁵⁶ See Recommendation #24, in Chapter 6.

areas for further emphasis: extended knowledge of mental health, reintegration, trauma-informed practice, and above average skills with common office software applications. One discipline sector partner emphasized: “experiential learning is so invaluable and makes students so much more valuable to a potential organization / firm”.⁵⁷

Missing topics and emerging trends

Alumni and current student respondents commented on course topics they thought to be missing or underrepresented in the current program curriculum. These recommendations were varied, but four main clusters emerged: mental health and trauma, forensics, law, and experiential learning. The table below provides an overview of key themes.⁵⁸⁵⁹

	Alumni	Students
Mental health and trauma	Mental health, trauma-informed practice	Trauma-informed practice, empathy and interpersonal skills (at different levels)
Forensics	Forensics and forensic investigations	Forensics and forensic investigations
Law	More specific and specialized: advanced criminal, sentencing, contract	Legislating and law-making, labour law
Experiential learning	Field studies, real-world applied learning, hands-on projects, connections with workplaces and discipline sector	Practical applications of learning, connections with workplaces and discipline sector

Faculty respondents also addressed potential gaps in topic coverage, suggesting that historical courses (e.g., history of crime or law), a course on technology, crime, and justice, a course on victimology, and a course on international or globalized crime might be valuable additions to the program.⁶⁰

A specific faculty recommendation that merits emphasis is the development of a **2000-level special topics course**. Such a course could be integrated into one of the ‘groups’ of courses required for program completion, and it could allow faculty to focus on emerging issues or areas of specialization not otherwise covered by the curriculum. The current CRIM 4900 Special Topics seminar plays a similar role, but it is designed for more advanced students who are generally enrolled in a BA. A 2000-level special topics course could also serve as an opportunity to embed

⁵⁷ DSEC Q6: What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

⁵⁸ ALUM Q7: What topics, if any, are missing from the program? STU Q8: What topics, if any, are missing from the program?

⁵⁹ See Recommendation #12, in Chapter 6.

⁶⁰ FAC Q5: Thinking of KPU’s Criminology program’s curriculum as a whole, please provide any suggestions you have for improvement.

CLOs that address PLOs that require further emphasis, particularly as they relate to collaboration, interpersonal and professional skills, and problem-solving.⁶¹

Discipline sector respondents offered recommendations about emerging trends in the sector that Criminology students should be prepared for. Some recommendations focused on particular careers and discipline areas, including case work management for youth and emerging challenges in correctional settings, as well as challenges associated with aging offenders. Some recommendations were more cross-cutting: emerging technologies, an increased focus on mental health, diversity, and the efficacy of empirically supported practices.⁶²

Does the program have the connections to the discipline/sector needed to remain current?

Discipline sector respondents overwhelmingly reported that they are satisfied with the opportunities they have to stay connected to KPU's Criminology program (with 91% indicating either 'very' or 'somewhat' satisfied). This is likely a reflection of the strong relationships that we cultivate and maintain with placement representatives for the Practicum program (who likely represent a significant portion of our survey respondents).⁶³

It is important to acknowledge that the close connections between the program, sector, and students that characterize the Practicum are not indicative of general trends. Many student and alumni survey responses indicate that we need to improve connections between students, alumni, and the discipline / sector.

Discipline sector respondents offered some valuable suggestions about how we could build better connections with them. They propose that program representatives (beyond the Practicum Coordinator) could attend practicum placement settings to get a better understanding of the work. Respondents also indicated that they would be willing to attend more classes, deliver presentations, and deliver job posting information - an offer that we will certainly follow up on. Some respondents proposed that KPU Criminology faculty and students might bring more programming into correctional settings, by leading classes.⁶⁴⁶⁵

67% of discipline sector respondents also indicated that they were very interested in participating in projects that connect program students with the industry or sector, which offers an important opportunity for the expansion of experiential learning programming.⁶⁶ Ideas for such projects include student participation in informational sessions at local schools and student participation in the delivery of life skills programs.⁶⁷

⁶¹ See Recommendation #7, in Chapter 6.

⁶² DSEC Q7: What are the emerging trends in the sector that KPU Criminology students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

⁶³ DSEC Q13: How satisfied are you with the opportunities you have to stay connected to KPU's Criminology program?

⁶⁴ DSEC Q14: What can KPU's Criminology program do to build better connections with the discipline/sector?

⁶⁵ See Recommendation #11, in Chapter 6.

⁶⁶ DSEC Q15: Please rate your level of interest in participating in projects that connect program students with the industry or sector.

⁶⁷ DSEC Q16: Please share any project ideas you have to connect program students with the industry.

Does the program include appropriate Indigenous content?

Criminology incorporates Indigenous content in several different ways.

We offer two upper-level courses that directly focus on Indigenous content:

CRIM 4240 Indigenous Peoples and Justice

Students will examine the historical and contemporary experiences of Indigenous peoples and the justice system in Canada utilizing a decolonized perspective. They will explore systemic and institutional racism as well as the impacts of residential schools and the effects of colonialism on traditional values and culture. Students will learn about evolving Indigenous legal rights and the challenges Indigenous peoples face relating to land claims, self-government, and access to resources. They will also examine risk factors relating to victimization and criminalization. Students will gain insight and understanding of various Indigenous teachings, worldviews, culturally relevant healing, crime prevention, and restorative justice, through learning from an Indigenous perspective.

CRIM 4245 Indigenous Activism

Students will examine historical and contemporary Indigenous activism in the Americas. They will critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous people's collective resistance and attempts to protect inherent rights and lands. Students will study Indigenous mobilization, political organization, self-determination, resurgence, and regeneration of communities and cultures. They will examine collective strategies and tactics, specific examples of struggle, visions of social alternatives (anti-capitalist, anti-statist, anti-colonial, etc.), and community social relations.

CRIM 4245 is cross-listed with INDG 4245, offered by the Indigenous Studies program (INDG). Both courses are affiliated with the Minor in Indigenous Community Justice - a credential that can be combined with a Major in Criminology or another discipline.

Additionally, we have embedded specific Course Learning Outcomes (CLOs) related to Indigenous content in several of our Introductory courses:

CRIM 1100 - Introduction to Criminology

Explain the impact of colonization on Indigenous people in relation to the Canadian criminal justice system

Discuss the application of traditional criminological theory to the lived experience of Indigenous peoples in Canada

CRIM 1101 - Introduction to the Criminal Justice System

Describe the role of the federal, provincial/territorial, municipal, and Indigenous governments in the criminal justice system

CRIM 1107 - Canadian Legal Systems

Describe and compare the common law, civil law, and Indigenous legal systems

CRIM 1208 - Introduction to Research Methods

Describe Indigenous research methods

Many other Criminology courses incorporate Indigenous content, though this is not always directly reflected in CLOs. For example, courses that address the history and development of criminal justice institutions and processes in Canada engage with the history and lasting impacts of colonialism. Courses that address the philosophy and methods of restorative justice explore its deep connections to Indigenous justice traditions. Courses that deal with court decisions and the Charter address landmark cases such as *R. v. Gladue*, [1999] 1 S.C.R. 688 and *Delgamuukw v. British Columbia*, [1997] 3 S.C.R. 1010. Many courses incorporate a discussion of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Truth and Reconciliation Commission, both of which have direct implications for criminology, criminal justice, and law.

In 2021, when the Tk'emlúps te Secwépemc First Nation announced that they found evidence of the unmarked graves of 215 children at the site of the Kamloops Indian Residential School, the Criminology Department engaged in an urgent discussion about our shared obligations to justice and reconciliation. Among other initiatives, twenty-seven Criminology faculty co-signed a letter entitled '215, and our Response'. An excerpt from the letter is copied below:

The ethos of these institutions was “to kill the Indian in the child”, a practice of systematic cultural genocide that supported the broader settler-colonial project. The final reports of the Truth and Reconciliation Commission acknowledge that many children died in the residential schools (over three thousand, by the estimates of the TRC), and that many of their graves remain unmarked today.

We recognize and condemn these deaths, alongside the abuses, trauma, and oppression endemic to the residential school system, as profound injustices.

We acknowledge that these injustices are part of the history of our present, that their effects and implications are felt by generations of people alive today, and that colonialism in Canada is ongoing.

We stand in solidarity with Indigenous peoples, and we recognize that we must work to decolonize our minds, our actions, and our institutions.

In the spirit of reconciliation, we make the following commitments:

- *We commit to political action and organizing in support of efforts to realize justice for the victims of Canada’s residential schools. We will actively support calls for action*

from Indigenous communities, including calls for transparency, investigation, and accountability.

- *We commit to furthering our own education and understanding regarding residential schools, settler-colonialism, and the calls to action of the Truth and Reconciliation Commission.*
- *We commit to taking individual and collective action, as educators, to ensure that our courses and programs reflect a meaningful and sustained commitment to decolonization. In doing this, we recognize that systemic injustices, oppression, inter-generational trauma, and murder and deaths in state institutions are issues that can and must be addressed by criminology.*

The final commitment in the letter reflects an important priority for ongoing work. Part of this work can involve formalizing Indigenous content in the CLOs and descriptions of existing courses. We also have the opportunity to consider whether to incorporate Indigenous Studies (INDG) courses in the lists of non-Criminology courses associated with our programs. Our efforts to Indigenize and decolonize Criminology should be guided by a Department-level standing committee.⁶⁸

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

As criminology is a complex interdisciplinary field of study, the faculty who comprise the KPU Criminology Department must have sufficient breadth and depth of expertise to support students in their completion of a degree in this field.

Courses in the department are taught by 26 full-time regular faculty, 9 part-time regular faculty, and multiple NR1 and NR2 instructors. The credentials attained by our instructors are many and varied. For regularized faculty, most instructors have attained at least an MA (7) or PhD (25) in law, education, or a social sciences discipline (e.g., criminology, sociology, psychology, counselling). Three faculty members that have PhDs also have either a JD or LLB. Two faculty members have each earned a Doctorate in Policing Studies as well. Similar patterns of credentials can also be seen in our ever-changing pool of NR1 and NR2 faculty. Our instructors have worked in varied career fields as well, including policing, advocacy and activism, corrections, restorative justice, Indigenous justice, social justice, law, counselling, conflict resolution, forensic psychology, program evaluation, public policy, and academia. These career backgrounds align with the passions and career possibilities of students noted in the Pathways map.

The KPU Criminology Department offers a total of 53 courses to students, in areas such as criminal justice, law, criminological theory, research methods, advocacy, policing, and

⁶⁸ See Recommendation #5.2.1, in Chapter 6.

corrections. All faculty are qualified to teach multiple sections of lower and upper division courses, where nine is the median number of distinct Criminology courses that instructors are qualified to teach. Our faculty support students in their classroom education as well as via experiential learning. Instructors are educated in theory, qualitative and quantitative methods, and some even possess specialized technological knowledge in areas like crime mapping. Some faculty have written undergraduate textbooks, including *The Colonial Problem: An Indigenous Perspective on Crime and Justice in Canada*, *The Psychology of Criminal and Violent Behaviour*, and *Troubling Criminology*, all of which are popular with our students. These publications are in addition to the CRIM 1100 OER mentioned previously to which multiple KPU Criminology instructors contributed.

Many instructors in the department conduct research. The diverse subject matter of Criminology faculty's research includes but is not limited to: surveillance, moral panic and regulation, LGBTQ2S+ issues, Indigenous justice, race and racialization, public criminology and media, organized crime, terrorism, radical criminology, green criminology, whistleblowing, deception detection, law and legal theory, restorative justice, mental health in first responders, trauma informed care, freedom of information and privacy, policing, social media, harm reduction, and substance use. Faculty regularly publish in high impact academic journals, give conference presentations and media interviews, and liaise with municipal, provincial, and federal government agencies about their research. Conducting research helps our faculty to remain current in their knowledge to provide the most up-to-date content in their classes for Criminology students.

Collectively, does the department have the expertise needed to deliver the curriculum?

Given the wide scope of credentials, teaching experience, and research knowledge of the KPU Criminology faculty outlined in the previous section, the department does indeed possess the expertise required to deliver the curriculum overall. However, for some course subjects, there is less collective expertise than others. One improvement that could be made is to hire more instructors who teach courses about Indigenous justice and activism. However, as the new Indigenous Studies Department at KPU continues to grow, it will likely become easier to attract instructors with the knowledge and skills required to teach those courses.⁶⁹

⁶⁹ See Recommendation 5.2.1, in Chapter 6.

3.3. Student Demand

Who takes the program?

Most student survey respondents (75/106) were enrolled in the BA Major in Criminology program, and half of respondents had completed over 60 credit hours in Criminology. An overwhelming majority of respondents indicated that their main reason for enrolling in their program was to prepare for a specific career or job.⁷⁰ This is consistent with student survey data showing a strong desire for connections to the discipline sector and opportunities for practical and experiential learning.

#	What was your main reason for enrolling in the Criminology program? - Selected Choice	Percentage
1	To prepare for a specific career or job	64%
2	To improve my job prospects and/or earning potential	23%
3	To prepare to transfer to another institution	3%
4	To qualify for graduate studies	6%
5	To qualify for the Post-Graduation Work Permit program	0%
6	Other, please specify	4%
	Total number of respondents	104

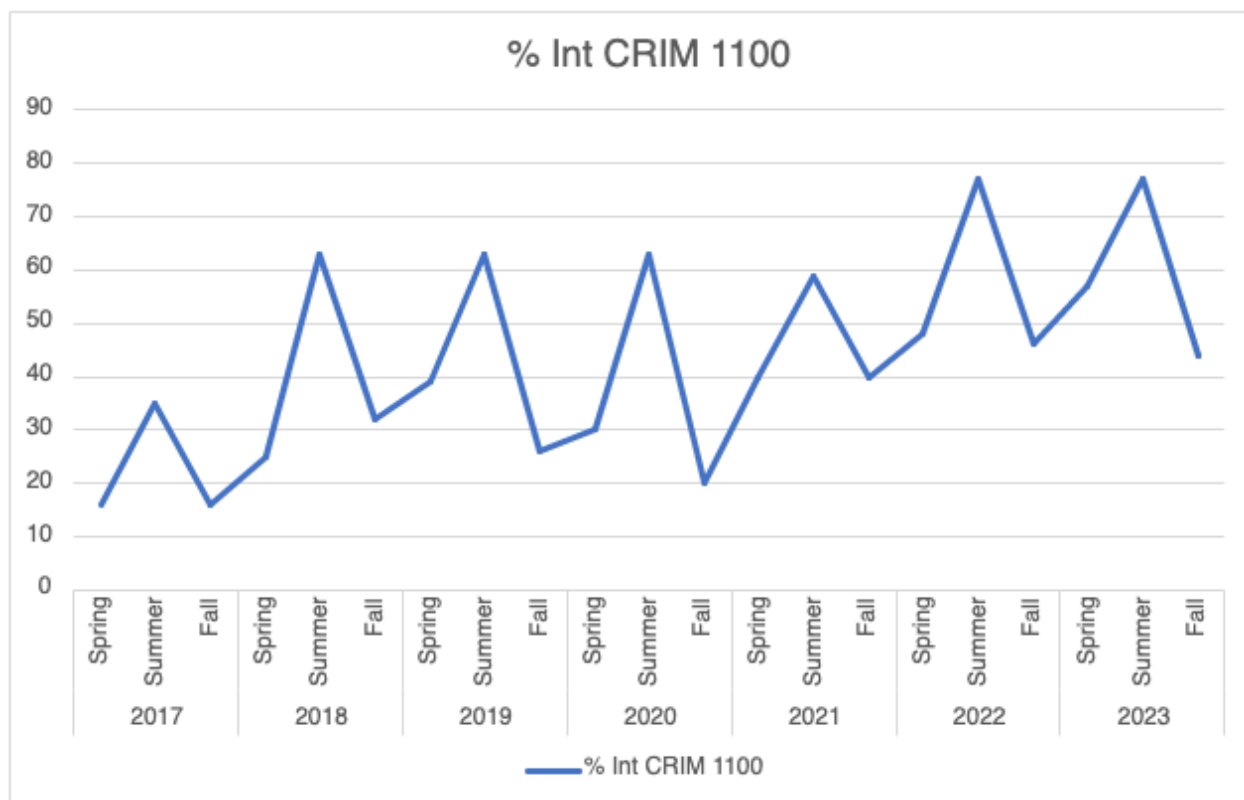
The demographic profile of Criminology Program students has been generally stable over the past five academic years. Just over half of students identify as Women (52% in AY 2022 / 23), which is lower than the Faculty of Arts average (61%). The majority of our students are 22 years of age or younger (77% in AY 2022 / 23), higher than the Faculty of Arts average (69%).⁷¹ These demographic trends are generally stable, fluctuating up or down by a few percentage points annually.

A growing proportion of Criminology students are International students (9% in AY 2022 / 23, up from 7% in 2018 / 2019), considerably lower than the Faculty of Arts average (30% in AY 2022 / 23, up from 14% in 2018 / 19). The actual percentage of International students in Criminology courses - as opposed to programs - is considerably higher, as lower-level Criminology courses (especially CRIM 1100 Introduction to Criminology) are highly popular electives.

⁷⁰ STU Q3: What was your main reason for enrolling in the Criminology program?

⁷¹ ADR Exhibit 2: Has the demographic profile of Criminology Program declared and intended students changed over the last five years? ADR Exhibit 3: Demographic Profile of Faculty of Arts Students by Academic Year

For example, data from the Power Bi dashboards maintained by the Office of Planning and Accountability indicate that the percentage of CRIM 1100 students who were International students increased from 16% in Spring 2017 to 57% in Spring 2023, and fully 77% of Summer 2023 students were International students.



The International Student Profile is presented in Appendix D.

Is demand for the program sustainable?

Demand for Criminology courses is growing. Student headcount in Criminology courses in Academic Year 2022/23 was 3,541, reflecting a 15 % increase since Academic Year 2018 / 19. Demand has grown steadily, save for a dip in 2020/21. The Faculty of Arts has, in general, seen a 4% increase in demand over the same period.⁷²

Demand for Criminology programs has changed over the last five years.⁷³

⁷² ADR Exhibit 4: Has demand for Criminology courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Criminology courses compare with demand for Faculty of Arts courses at the same level over the same period?

⁷³ ADR Exhibit 5: Has demand for the Criminology Program changed over the last five years? How does it compare with demand for Faculty of Arts programs at the same level over the same period?

The BA (Major) program remains highly popular, with 399 students enrolled in 2022 / 23, though there has been a 5% decline in enrolment since 2018 / 19. The BA (Minor) has seen a 29% increase in popularity over the same period, with 53 students enrolled in 2022 / 23.

Of concern, we have seen a 33% decrease in demand for our BA (Honours) program, down from a high of 13 students in 2020 / 2021 to 8 students in 2022 / 23. This trend can and should be addressed through a program revision to bring the Honours program within the 120 credit range, instead of treating it as an additional suite of courses beyond the number of credits required by the BA.

The Diploma in Criminology has seen a surge in popularity, with 45 students registered in 2022 / 23, an increase of 350% over the past 5 years. The Associate of Arts in Criminology has seen a 21% decline (with 34 students enrolled in 2022 / 23), the Certificate has seen a 38% decline (with 5 students enrolled in 2022 / 23).

The largest Criminology programs in BC are offered by SFU, Douglas College, UFV, and KPU.⁷⁴

SFU offers credentials from Certificate through to doctorate, and its popular BA program had 1,230 students in 2019 / 20. Douglas College's program is anchored by a popular Diploma, with 1,119 students enrolled in 2020 / 21. Douglas also offers a BA program that has grown in popularity, with 82 students in 2020 / 21. UFV offers an MA program that has seen a decline in enrolment in recent years, as well as a sizeable BA program, with 505 students in 2020 / 21.

By comparison, KPU had 423 BA students in 2020 / 21, and 525 students overall. KPU's BA program is comparable in size to UFV's, smaller than SFU's, and larger than Douglas'. KPU's Criminology Diploma is modest in size (54 enrolled in 2021 / 21), but interest and enrolment have grown in recent years. Diplomas have also grown in popularity at VIU and Douglas. Many BC postsecondary institutions offering Criminology programs do not offer an Associate of Arts option. Douglas' AA program had only one student enrolled in 2019 / 20, compared to KPU's 53. NVIT's AA program is the only other of note, with 23 enrolled in 2021 / 21. Our certificate program is notably smaller than comparable programs offered at other institutions, and it has seen a decline in interest at a time when other Criminology certificate programs have grown.

The fill rate for Criminology courses has increased slightly in recent years (30.2, up from 30.1), and it is notably higher than the average fill rate for the Faculty of Arts (25.5).⁷⁵

Criminology has a 'flat pyramid' seat fill structure that is comparable to the general structure of the Faculty of Arts: Most students are enrolled in first-year courses, and enrolments trend downwards by course level (3,720 in year 1 and 559 in year 4 in AY 2021 / 22, for example). This

⁷⁴ ADR Exhibit 6: How do KPU Criminology Program enrolment trends compare with overall enrolment trends in similar programs in BC?

⁷⁵ ADR Exhibit 7: Has there been a change in average filled seats per class in Criminology courses? How do they compare with Faculty of Arts courses at the same level? Is demand steady, declining, or increasing?

reflects the popularity of first year Criminology courses as electives.⁷⁶ Improving recruitment into more advanced credentials - and retention of students in these credentials - are important objectives for the Criminology Department.

The cost of instruction for Criminology, as of 2021/22, was \$15,712.75 per section, and the Criminology Tuition Revenue was \$25,085.48 per section, resulting in an Average Net Revenue of \$9,372.73 per section. This reflects 240 classes running at an average 30.2 seats filled per class. In total, 23% of seats in Criminology were filled by International students, though these seats are clustered in the lower level courses.⁷⁷

Does the program have the capacity to meet demand?

Enrolment tracking data shows that unmet demand numbers for Criminology courses have improved in recent years. This has coincided with a reduction in fill rates. Unmet demand pressures have been higher in Spring and Summer semesters.

The greatest source of unmet demand has been the popular CRIM 1100 Introduction to Criminology course. This is a required course for all Criminology programs and a popular elective for students in other Arts programs or from other Faculties. We consistently offer more sections of CRIM 1100 than any other course, with the CRIM 1101 Introduction to the Criminal Justice System coming in second in terms of demand. The Department Ed Plans and timetables have incorporated an increased number of CRIM 1100 sections in recent years, and we regularly open up additional sections during the registration period in response to high demand.

Does the program have effective outreach to ensure demand?

The Faculty of Arts and KPU engage in extensive marketing and recruitment activities. The Criminology Department does not engage in independent outreach activities. We do participate in Faculty of Arts Open Houses for prospective students, and we deliver mock lessons to secondary students as part of broader KPU recruitment events, in partnership with the Future Students Office.

The Department website and social media accounts represent important opportunities to engage in recruitment and retention, and to raise awareness of our programs and the work of our faculty and students. Moving forward, the Department should refresh and update its website on an annual basis (at minimum), and make more extensive use of social media platforms.⁷⁸

⁷⁶ ADR Exhibit 8: How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for Faculty of Arts upper level and lower level courses?

⁷⁷ ADR Exhibit 9: Cost Structure of Average Class for Criminology, Faculty of Arts UG, and All KPU UG Courses for Academic Year 2021/22

⁷⁸ See Recommendation #19, in Chapter 6.

4. Effectiveness of Instructional Delivery

In summary:

Criminology is a large program with sustained student interest. Students are performing satisfactorily in our courses, and most performance trends closely resemble Faculty of Arts averages. Criminology students can take a number of pathways when they leave our program, including further education, training, or employment in a related field. Most students enter our program with an aspiration to enter a criminology-adjacent career, and while the employment data for graduates is strong, most students do not directly enter jobs in the discipline / sector after graduation. Our discipline sector partners have positive views of our students and graduates.

Our programs offer students opportunities to acquire the PLOs, though there is room to improve the consistency and depth of coverage in relation to presentation skills, coverage of methods, and the interpretation of research findings. The majority of students believe that our programs provide opportunities for the development of essential skills, though again, there is room to improve our coverage of speaking and presentation skills and collaboration skills.

Students report a high level of satisfaction with experiential and community-engaged learning opportunities, and this is a program strength. These opportunities are clustered in our more advanced credential programs and at the upper levels, though, limiting student access. Students are seeking more opportunities to engage in experiential learning and to connect with the discipline, both for learning and to develop opportunities for post-graduate employment.

The strengths of our instruction include our passionate and engaged faculty, the opportunities we offer for applied learning, the variety of courses, instructional approaches, and perspectives that characterize our program, and our small class sizes.

We have opportunities to improve the availability and consistency of courses, including online courses, and to establish clearer and more consistent expectations. We can also strengthen the program by providing faculty members with more opportunities for coordination and collaboration, and by taking steps to further support the unique needs of International learners at the Introductory level.

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

Faculty, students, and alumni have differing views on the question of whether our programs provide students with appropriate opportunities to acquire the Program Learning Outcomes (PLOs), though there are a few common trends. Generally, a majority of respondents in all surveys believe that our programs offer such opportunities to a moderate or large extent. Faculty are more confident that this is the case with our BA Major, Minor, and AssociatesAssociate of Arts programs than we are with our Diploma or Certificate. Current students appear to be of a similar view (though survey data does not represent all programs).

All survey respondents regard the program as providing strong opportunities for students to develop their understanding of criminological theories (PLO#1). They also regard the specific PLOs associated with the Honours program to be strongly supported.

Our alumni survey respondents (from all programs with adequate data to report) highlight PLO#9, related to collaboration and reflection on collaborative contributions, as an outcome that requires further support. Faculty regard the development of an intercultural lens (PLO#5) and the development of a capacity to interpret research findings (PLO#6) as areas that require strengthening.

The tables below provide a condensed overview of respondent views, organized by program and common PLO theme.⁷⁹ Green cells indicate positive views of 90% or higher, yellow cells indicate positive views between 60 and 75%, and orange cells indicate positive views of 50% or lower.

	% Alumni view that the program helps students to develop the PLO to a moderate or large extent				
Common PLO Theme	BA Major Criminology	BA Minor Criminology	Associate of Arts in Criminology	Diploma in Criminology	Certificate in Criminology
1. Analyze / apply theories	96	Not enough data to report	100	80	Not enough data to report
2. Deliver an oral or digital media presentation	86		83	80	
3. Analyze / interpret a proposal to address a current or emerging problem	74		83	80	
4. Examine the impact of justice and injustice on communities	85		100	80	
5. Analyze / Apply an intercultural lens to a topic	88		84	60	
6. Interpret / assess research methods and findings	89		84	80	
7. Analyze / Apply qualitative and quantitative research methods	81		N/A	80	
8. Prepare a literature review / summarize research	82		83	75	
9. Collaborate / reflect on collaboration	67		34	50	
10. Use interpersonal and professional skills in discussions	85		84	N/A	

⁷⁹ Data for these tables is based on ALUM 8: To what extent did KPU's Criminology program help you develop each of the following Program Learning Outcomes? FAC Q6: To what extent did KPU's Criminology program help you develop each of the following Program Learning Outcomes? STU Q9: Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Program helping you develop each of the following learning outcomes?

	% Faculty view that the program helps students to develop the PLO to a moderate or large extent				
Common PLO Theme	BA Major Criminology	BA Minor Criminology	Associate of Arts in Criminology	Diploma in Criminology	Certificate in Criminology
1. Analyze / apply theories	100	93	93	80	73
2. Deliver an oral or digital media presentation	94	93	94	74	74
3. Analyze / interpret a proposal to address a current or emerging problem	75	80	80	74	67
4. Examine the impact of justice and injustice on communities	77	87	80	67	67
5. Analyze / Apply an intercultural lens to a topic	75	80	73	67	67
6. Interpret / assess research methods and findings	88	73	74	60	54
7. Analyze / Apply qualitative and quantitative research methods	82	80	N/A	60	60
8. Prepare a literature review / summarize research	88	80	87	67	67
9. Collaborate / reflect on collaboration	88	80	80	66	66
10. Use interpersonal and professional skills in discussions	94	N/A	80	N/A	N/A

	% Student view that the program helps students to develop the PLO to a moderate or large extent				
Common PLO Theme	BA Major Criminology	BA Minor Criminology	Associate of Arts in Criminology	Diploma in Criminology	Certificate in Criminology
1. Analyze / apply theories	99	100	86	100	Not enough data to report
2. Deliver an oral or digital media presentation	87	90	83	67	
3. Analyze / interpret a proposal to address a current or emerging problem	88	90	83	100	
4. Examine the impact of justice and injustice on communities	96	100	84	83	
5. Analyze / Apply an intercultural lens to a topic	86	90	100	67	
6. Interpret / assess research methods and findings	86	60	100	50	

7. Analyze / Apply qualitative and quantitative research methods	91	40	N/A	50	
8. Prepare a literature review / summarize research	87	70	83	83	
9. Collaborate / reflect on collaboration	87	80	83	100	
10. Use interpersonal and professional skills in discussions	93	N/A	100	N/A	

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

This is an area where our program review survey data indicates that we can do more to meet the needs of our students. Only 64% of alumni respondents indicated that they somewhat or strongly agreed that the program provided sufficient practical and applied opportunities to reinforce learning.⁸⁰ 71% of current students somewhat or strongly agreed.⁸¹

Asked about whether work-integrated or community-engaged learning opportunities contributed to their learning, a significant majority of both alumni and student survey respondents indicated that the various opportunities on offer contributed a moderate or large extent. Practicum and applied research projects stood out as particularly impactful, with Co-op scoring notably lower.⁸²

A minority of students and alumni reported having been involved in work-integrated or community-engaged learning opportunities, however. 29% of student respondents report practicum involvement during their studies, with a similar rate for service learning and lab courses. The most common opportunity is engagement in applied research projects, with 60% of students reporting involvement.⁸³

Students find experiential learning opportunities to be meaningful in the reinforcement of learning outcomes, but many Criminology students are not able to partake of these opportunities. The most intensive opportunities - Practicum, Honours, and Service Learning - are

⁸⁰ ALUM Q10: To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?

⁸¹ STU Q11: To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?

⁸² ALUM Q12: Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning. STU Q13: Indicate the extent the following learning opportunities contributed to your learning.

⁸³ ALUM Q11: Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply. STUQ12: Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

embedded in our more advanced programs. Students who complete one- or two-year programs have no comparable opportunities.⁸⁴

Are appropriate opportunities provided to help students acquire the essential skills?

As noted in Chapter 2, KPU's Policy AC9 outlines seven skills that all programs are expected to address, as mandated by the Ministry of Advanced Education and Skills Training.

Criminology Program Student Outcomes Essential Skills data (based on program graduates' self-assessment of their skills development at KPU) show that, for most Measures, Criminology is exceeding Ministry Targets (consistently set at 85%), with an overall program average of 87%.⁸⁵

Our program review surveys allowed for the collection of more granular data. Students, alumni, and faculty were asked about the extent to which KPU's Criminology program facilitates the development of essential skills, and the results are summarized in the table below.⁸⁶

Essential Skills	Combined % indicating 'a moderate extent' or 'a large extent'			
	Faculty	Student	Alumni	Average
<i>Write Clearly and Concisely</i>	60	91	90	80.3
<i>Speak Effectively</i>	73	85	78	78.7
<i>Read and Comprehend Materials</i>	87	94	82	87.7
<i>Work Effectively with Others</i>	80	80	75	78.3
<i>Analyze and Think Critically</i>	80	94	88	87.3
<i>Resolve Issues or Problems</i>	80	89	76	81.7
<i>Learn on your Own</i>	73	94	88	85

Generally, Criminology faculty are more critical than students about our programs' ability to facilitate the development of essential skills, particularly in relation to written communication. Current students appear to have the most positive views. There is considerable variation in responses across the three surveys. Averaging the scores for heuristic purposes, we see that our programs generally meet or exceed Ministry targets for reading and comprehension, analysis and

⁸⁴ See Recommendations #13 and #14, in Chapter 6.

⁸⁵ ADR Exhibit 11: Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

⁸⁶ FAC Q7: To what extent is KPU's Criminology program helping students develop the following essential skills? STU Q10: To what extent are the courses you are taking for KPU's Criminology program helping you develop each of the following essential skills? ALUM Q9: To what extent did KPU's Criminology program help you develop each of the following essential skills?

critical thinking, and independent learning. Areas that require the most improvement are speaking effectively and working effectively with others.

This is consistent with findings from our assessment of Program Learning Outcomes, as we identified PLO#2 (BA Major Criminology: Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]) and PLO#9 (BA Major Criminology: Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]) as areas that required strengthening. Efforts to further develop these PLOs will support better coverage of the associated essential skills.

Does the program design ensure students are prepared for subsequent courses?

A significant majority (93%) of faculty survey respondents report that the prerequisites embedded in our program prepare students for more advanced courses. By contrast, only 62% of alumni hold this view.⁸⁷

Coordinated faculty working groups or ‘communities of practice’ can focus on improving laddering and skills progression between prerequisite and more advanced courses.⁸⁸

Does instruction meet the needs of diverse learners?

The majority of our alumni are either somewhat or very satisfied with the instruction they received in the Criminology program (82%). The level of satisfaction is even higher for current students (94%). 80% of faculty indicate a positive level of satisfaction with the quality of instruction across the program.⁸⁹ Our programs are generally highly satisfying, but there are opportunities to increase the emphasis on areas of strength or implement improvements.

Faculty and students generally hold positive views of how the delivery of program courses meets the needs of diverse learners, though there are differences in emphasis. Of note, only 76% of students agree that our approach to instruction supports their emotional safety in the learning environment.⁹⁰

		Faculty			Students		
#	Area of need	Somewhat agree	Strongly agree	Total positive	Somewhat agree	Strongly agree	Total positive
1	Accommodation of multiple learning modalities	67%	27%	94%	45%	37%	82%

⁸⁷ FAC Q8: Thinking of KPU's Criminology program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

⁸⁸ See Recommendations #8 and #17, in Chapter 6.

⁸⁹ ALUM Q14: Overall, how satisfied are you with the instruction you have received in KPU's Criminology program? STU Q16: Overall, how satisfied are you with the instruction you have received in KPU's Criminology program? FAC Q10: Overall, how satisfied are you with the quality of instruction across the program?

⁹⁰ FAC Q9: Thinking of how the program is delivered, please indicate your agreement with the following. STU Q15: Thinking of how the program is delivered, please indicate your agreement with the following.

2	Effectiveness of curriculum delivery	60%	20%	80%	48%	42%	90%
3	Currency of course materials	53%	27%	80%	34%	52%	86%
4	Ensuring student emotional safety	47%	33%	80%	30%	46%	76%
5	Ensuring student physical safety	33%	53%	86%	24%	61%	85%

Instructional Strengths

Students, faculty, and alumni survey respondents were asked to comment on the instructional strengths of the program, and a number of cross-cutting themes emerged. Many of these themes echo the comments on curriculum strengths outlined in Chapter 3.⁹¹

1. **Passionate, knowledgeable, enthusiastic, and creative faculty:** We approach instruction in different ways, from different perspectives, but when we convey our passion and enthusiasm for the material and for teaching, it makes a strong and positive impression on our students.
2. **Applied learning and real connections:** Our instruction resonates with our students when we are able to connect class content and learning outcomes to real-world applications, experiences, current events, and examples of practice. We have opportunities to emphasize team-based activities in our teaching, setting students up for collaborative work in their future careers.⁹²
3. **Clarity and consistency of expectations:** Students appreciate being able to organize their learning with reference to clear expectations regarding course policies, assignment expectations, and learning objectives and outcomes. When policies and expectations are consistent across courses, students feel more confident and prepared.⁹³
4. **Variety in many things:** We offer a variety of courses, and students are able to make course selections that reflect their interests, strengths, and goals. We also offer many courses across a range of instructional modalities. A diverse faculty ensures that students are exposed to multiple pedagogical approaches and viewpoints. This variety is a clear program strength.
5. **Small class sizes:** Opportunities for creative pedagogy, engaged and participatory learning, collaboration, and the development of student-faculty connections are facilitated by our small class sizes.

⁹¹ ALUM Q15: Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction STU Q17 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction. FAC Q11: Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

⁹² See Recommendation #22, in Chapter 6.

⁹³ See Recommendation #20, in Chapter 6.

6. **Inclusivity:** Students and alumni value our efforts to create inclusive learning environments.

Areas for Instructional Improvement

Survey respondents also provided recommendations about areas for instructional improvement, with several important themes emerging.⁹⁴

1. **Availability and consistency of online courses:** Many faculty first started teaching online when the Covid 19 pandemic and resulting lockdown caused KPU to pivot away from in-person learning. While we have worked collaboratively to share ideas, methods, and resources, our online courses would benefit from improved consistency in design, expectations, and student engagement. At the same time, students appreciate the flexibility of online learning, and they want to see a greater variety of online courses on offer.⁹⁵
2. **Clarity and consistency of expectations:** Just as students appreciate it when we get this right, when we are vague or inconsistent with our policies, our approaches to emergent circumstances, and our expectations, it makes it more difficult for students to navigate our programs.
3. **Promoting student mental health and wellbeing:** Students appreciate it when we offer understanding and flexibility in our courses related to workload stresses, employment pressures, and mental health challenges that they face.⁹⁶
4. **Improved faculty coordination:** Faculty are seeking opportunities for collaboration, updating, and coordination regarding assignments, pedagogy, policies, and approaches to learning outcomes. Of particular interest are opportunities for lateral coordination between faculty teaching the same courses and opportunities for vertical coordination across courses in similar areas at different levels.
5. **Supporting International students:** Faculty report challenges associated with maintaining consistent expectations and meeting the learning needs of International and domestic students in Introductory courses. Possible ways forward include - at the more straightforward end of the spectrum - establishing a departmental working group to coordinate our approach and - at the more structural end of the spectrum - exploring opportunities to stream students or arrive at a more predictable and balanced mix of Domestic and International learners in Introductory courses.⁹⁷

⁹⁴ ALUM Q16: Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction. STU Q18: Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction. FAC Q12: Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

⁹⁵ See Recommendation #21, in Chapter 6.

⁹⁶ See Recommendation #28, in Chapter 6.

⁹⁷ See Recommendation #24, in Chapter 6.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

Criminology faculty generally agree (somewhat or strongly) that assessment methods align with program learning outcomes. We also agree that the range of assessments let students demonstrate what they have learned, and that students are provided clear information on how they will be evaluated - views that are generally shared by students and alumni.

Faculty believe that assessment standards are *not* consistent throughout our program, and students and alumni also report that there is room for improvement with consistency.⁹⁸

The Criminology Department has had several organized conversations - during retreats and Department meetings, and via distribution list - about opportunities to improve assessment consistency. A particular priority is identifying consistent assignments for use across multiple sections of our foundational courses. The Department does not wish to encroach upon the academic freedom of faculty, but there is a desirable middle ground between an atomized (and inconsistent) approach and a rigid structure. Assignment design, weighting, and assessment standards are all topics that can and should be explored by working groups or 'communities of practice'.⁹⁹

4.2. Student Success

Are students performing satisfactorily in courses?

In general, student performance metrics for Criminology courses are closely comparable to general trends across the Faculty of Arts. There are no worrying trends. We see that students tend to do better, on average, as they progress through course levels, and that some courses are consistently more (and less) challenging than others, as measured by DFW rates.

Cumulative grade distribution data for Criminology is generally similar to the distribution for Faculty of Arts undergraduate courses.¹⁰⁰ An appropriate number of students are earning grades of C and above, and grades do not show inflation.

Overall grade trends for Criminology courses are generally comparable to Faculty of Arts trends, with a mean grade of 2.85 in Academic Year 2021/22 at the program level, compared to a Faculty of Arts mean grade of 2.86. Criminology mean grades in 2021/22 are close to where they were

⁹⁸ FAC Q13: Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following. STU Q19: Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following ALUM Q17: Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following

⁹⁹ See Recommendation #20, in Chapter 6.

¹⁰⁰ ADR Exhibit 12: Are an adequate number of students in Criminology courses receiving a grade of C and above? How do they compare with the students in Faculty of Arts courses at the same level?

in 2017/18, having spiked slightly (up to 3.07) during 2019/20 - a trend that is also seen with Faculty of Arts mean grades.¹⁰¹

Criminology's mean grade increases steadily as students progress through different course levels (2.65 for 1000-level courses, up to 3.47 for 4000-level courses, with a jump to 4.13 for the courses associated with the Honours Program). Faculty of Arts student performance data shows a similar trend.¹⁰² Our repeat rate differs from the Arts trend, spiking at 11% for 2000-level courses (compared to 7% for Arts) before declining to 3% for 4000-level courses (5% for Arts).

Repeat rates in Criminology stand at 9% for 2021/22, up from 6% in 2017/18, but close to the Faculty of Arts average repeat rate of 7%.¹⁰³ Our DFW rate - a measure of the percentage of students in Criminology courses who earn a 'D' or 'F' grade, or who withdraw from the course - is the same as the rate for the Faculty of Arts (21%). Criminology's DFW rate has increased from 15% in 2017/18. Data from the Office of Planning and Accountability indicate that Criminology's DFW rate is shaped by several outlier courses - CRIM 2204 (68% for 2021/22), CRIM 3512 (42%), and CRIM 2330 (40%) at the high end¹⁰⁴, and CRIM 3217 (3%), CRIM 2249 (3%), and CRIM 4400 (6%) at the low end.¹⁰⁵ Our most popular course, CRIM 1100 (16 sections), has the same DFW rate as our program average.

Are students making satisfactory progress in the program?

60% of alumni survey respondents report that they strongly or somewhat agree that they were able to take the prerequisite courses when they needed them, and only 52% of alumni indicate that the range of courses offered each term was adequate.¹⁰⁶

Historically, most Criminology courses have high fill rates, and the Department Co-Chairs often work with the Dean's Office to launch additional courses to meet unmet demand in the weeks leading up to the start of a semester. Ed planning must balance demand, faculty availability, and student progression through programs. Numerous student and alumni survey comments recommend that we offer more courses, across more modalities, particularly at the upper level, and particularly in the Summer semester.

¹⁰¹ ADR Exhibit 14: Grade Data for Criminology Undergraduate Level Courses by Academic Year compared with Faculty of Arts

¹⁰² ADR Exhibit 17: Student Performance Data for Criminology Courses for AY 2021/22 by Undergraduate Levels Compared with Faculty of Arts

¹⁰³ ADR Exhibit 15: Do the repeat rate trends in Criminology courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Arts undergraduate courses?

¹⁰⁴ The common denominator for the higher DFW courses is that they are 'psychology' courses that are interdisciplinary in nature and detail-oriented. These courses differ in content and format from comparable CRIM courses at the same level. CRIM 2330 and CRIM 2331 occupy similar spaces in the program structure, but the former emphasizes psychological theories while the latter emphasizes sociological theories (which are often more directly connected to foundational theories learned in CRIM 1100). The shift in content, style, and detail orientation may account for the variance in DFW rates.

¹⁰⁵ OPA Power Bi Dashboard: Fall 21/22 DFW Rate by Course for Criminology

¹⁰⁶ ALUM Q13: Thinking of KPU's Criminology program as a whole, please indicate your agreement with the following.

Moving forward, the Department should review its Ed Plan with a view to improving access to key prerequisite courses.¹⁰⁷

The number of Criminology Program graduates has increased over time, with the exception of graduates of the Associate Degree program. The Faculty of Arts has also seen a decline in Associate Degree graduates over the same time period.¹⁰⁸

In 2021/22, 135 Criminology students graduated with BA degrees, representing just over 30% of *all* Faculty of Arts Bachelor's graduates.

¹⁰⁷ See Recommendation #21, in Chapter 6.

¹⁰⁸ ADR Exhibit 18: Criminology Program Graduate Headcount by Credential and Academic Year ADR Exhibit 19: Faculty of Arts Graduate Headcount by Credential and Academic Year

Exhibit 18: Criminology Program Graduate Headcount¹⁶ by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total ¹⁷	151	171	187	195	207
Bachelor's Degree	95	116	124	130	135
Associate Degree	28	28	23	22	26
Diploma	20	21	31	27	31
Certificate	8	6	10	17	16

Exhibit 19: Faculty of Arts Graduate Headcount by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total	804	893	1,565	1,341	1,327
Associate Degree	74	52	66	55	66
Bachelor's Degree	389	358	440	449	441
Certificate	102	72	203	108	146
Diploma	245	421	862	738	689

Are graduates of the program successful?

Success can be explored in a number of ways. For example, we can consider whether and how KPU's Criminology program serves as a pathway for further education. 46% of alumni survey respondents report that they pursued further education after completing their KPU Criminology program. Their chosen programs reflect the diversity of pathways associated with Criminology, with several attending law school, others entering MA programs in fields adjacent to Criminology, and others pursuing professional designations in programs at JIBC or BCIT. Several alumni report following the 'original' educational pathway offered by KPU Criminology - completing two years at KPU and then transferring to SFU to finish their BA. 94% of Alumni either somewhat or strongly agree that KPU's Criminology program prepared them well for further education. Taken as a whole, these data are encouraging, and they reflect the diverse and 'polytechnic' character of KPU Criminology.¹⁰⁹

¹⁰⁹ ALUM Q18: Have you pursued further education since completing KPU's Criminology program? ALUM Q19: Please list the name of the program and the institution where you enrolled after completing KPU's Criminology program ALUM Q20: What is the highest credential you have earned or are currently pursuing since completing

KPU Criminology student outcomes data show that our students have a lower unemployment rate than students from comparable postsecondary institutions (and significantly lower than the Ministry Target), but a lower level of enrolment in further studies.¹¹⁰

Exhibit 22: KPU Criminology Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Criminology Program (2020-22)	Average Student Outcome Data for Douglas Criminology Program (Bachelor, Certificate, Diploma) (2020-22)	Average Student Outcome Data for SFU Criminology Program (Bachelor) (2020-22)	Average Student Outcome Data for UFV Criminology Program (Bachelor) (2020-22)	Ministry Target
<i>Respondents</i>	187	187	445	77	
Unemployment Rate ¹⁸	5.1%	9.1%	8.2%	6.9%	≤18.9%
Currently Employed ¹⁹	90%	81%	84%	87%	
In a Related Job ²⁰	58%	45%	58%	64%	
Further Studies ²¹	34%	54%	45%	51%	

There is an important distinction between employment in general and employment in a field related to the program that students completed. 24% of alumni respondents report that they are currently employed in a field related to their studies.¹¹¹ 56% of respondents are employed full-

KPU's Criminology program? ALUM Q21: To what extent do you agree that the KPU's Criminology program prepared you well for further education?

¹¹⁰ ~~ADR Exhibit 22: KPU Criminology Program Student Outcomes Data Compared with Ministry Targets~~ ADR Exhibit 22: KPU Criminology Program Student Outcomes Data Compared with Ministry Targets. For greater clarity, "BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU."

¹¹¹ ALUM Q 22: Are you currently employed in a field related to what you studied at KPU?

time, 22% are in part-time positions, and 22% are working on a contract basis.¹¹² Of those working in Criminology-adjacent fields, we see a mix of analyst / program positions, front-line service positions (ex. screening officer, probation officer), and legal services.¹¹³

71% of alumni respondents either somewhat or strongly agree that our program prepared them well for an entry-level job in the industry. When considering this data, is important to bear in mind that many alumni respondents report employment in careers that require further education or professional accreditation beyond a BA. Alumni note that a further emphasis on technical and professional skills (ex. working with Excel spreadsheets or developing interviewing skills) would have helped prepare them for entry-level work in their field.¹¹⁴

Our Discipline / Sector respondents - 83% of whom are partners who have hosted Practicum students and 42% of whom have worked with alumni - generally have a positive view of KPU's Criminology program, as reflected in their description of the top three characteristics that come to mind when thinking of it. 80% of respondents view KPU Criminology, Co-op, or practicum students as being either very well prepared or extremely well prepared to work in their organizations, and 100% view our alumni as being very well prepared.¹¹⁵

Characteristic #1	Characteristic #2	Characteristic #3
Interesting	Basic	Dry
Valuable	innovative	resourceful
Partnership	Supportive	Wellrounded
Thorough	Communicative	Ethical
Keen students	Well managed	
well managed	engaged students	dedicated staff
organized	supportive	caring
Well-rounded graduates.	High number going into youth work.	
well taught enthusiastic profs	great mix of students	well prepared for post college
Progressive	Detailed	All-encompassing

We know that students enter the Criminology program with specific career aspirations in mind, and that they are seeking more and deeper connections to the discipline sector, as well as

¹¹² ALUM Q24: Which of the following best describes your current employment situation?

¹¹³ ALUM Q25: What is your position/role/job title?

¹¹⁴ ALUM Q30: Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

¹¹⁵ DSEC Q4: When you think about KPU's Criminology program, what are the top three characteristics that come to mind? DSEC Q8: Which of the following best describes your previous experience with students and / or alumni in KPU's Criminology Program? Please select all that apply. DSEC Q9: Based on your experience, how prepared were KPU's Criminology co-op, practicum or internship students to work in your organization? DSEC Q11: Based on your experience, how prepared were KPU's Criminology alumni to work in your organization?

additional opportunities for experiential learning.¹¹⁶ Alumni are also clearly seeking more opportunities to stay connected to the Criminology program.

We would like to see our 'employment in a related field' numbers increase and extend our connections to our alumni network. Alumni recommend creating opportunities for networking, sharing job and career postings, and helping to establish workplace connections.¹¹⁷¹¹⁸

¹¹⁶ ALUM Q31: Please indicate the extent you agree with the following statements

¹¹⁷ ALIM Q32: What can the program do to build better connections with alumni?

¹¹⁸ See Recommendation #26, in Chapter 6.

5. Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

The Criminology program is supported by a dedicated Liaison Librarian who leads Library orientation sessions (often embedded in Introductory courses), provides research supports, developed discipline-specific study guides, circulates notices to the Department about new resources (for example, data sets and government information compilations), and works with faculty to ensure that the Library collection reflects our needs. Faculty have an overwhelmingly positive view of the work of our Liaison Librarian, who is regarded as an important partner and an honorary member of the Criminology Department.¹¹⁹

Only 60% of faculty report that the availability of audio-visual and computer equipment is meeting the program's needs. This may be a reflection of a recent shift in KPU policy that saw the removal of stand-alone computers from classrooms and the issuing of faculty laptops that connect to classroom peripherals. One oft-discussed result of this is that faculty must either permit students delivering in-class multimedia presentations to use their issued laptops or arrange to borrow an extra laptop from the Library. This can result in some logistical challenges for faculty who are seeking to support PLO#2 (BA Major Criminology: Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]).

Students are also generally satisfied with the Library resources that they have used, but usage rates for some resources are low. For example, 22% of respondents indicate that they have not accessed print books in the Library, 31% have not used audio-visual and computer equipment, and 20% have not used program study guides. This suggests that we can improve our communication with students about the nature and usefulness of Library resources^{120 121}.

Does the program have the specialized technology needed to deliver the curriculum?

Some Criminology courses involve specialized technology, including Geographic Information Systems (GIS) applications, statistical analysis software, and qualitative data analysis software. Students are not guaranteed to encounter these technologies during their studies, and the majority of student survey respondents have not used GIS software (commonly associated with CRIM 3115 Crime Mapping). Those who have used these resources are generally satisfied with their experiences.

One area where access to specialized technology could be improved is in relation to our Honours Program. Honours students pursue individual thesis projects, and their research designs and data analysis needs vary considerably. It would be impractical to hold the Honours Seminar in a computer lab, and it can be challenging to arrange for separate student software licenses on an *ad hoc* basis. A possible solution that would facilitate advanced engagement with specialized

¹¹⁹ FAC Q14: How well are the following library resources meeting the program's needs?

¹²⁰ STU Q20: How satisfied are you with the following library resources as they apply to KPU's Criminology program?

¹²¹ See Recommendation #31, in Chapter 6.

software for Honours students would be to obtain a laptop with the relevant licenses and keep it in the Criminology Department.¹²²

Does the program have the facilities needed to deliver the curriculum?

Generally, the Department has adequate facilities to deliver curriculum. Challenges can arise when ‘rooming’ courses that require computer labs, as these spaces are also needed by other programs. This can normally be addressed through consultation and advanced planning by the Co-Chairs and Department Assistant. Challenges can also arise when classrooms meet or exceed capacity. We have experienced several instances where classes of 38 students have included several students with support personnel (sign language interpreters, note-takers) and / or mobility aids, and this can result in classrooms running out of space. These challenges are not unique to Criminology, however.

Some Criminology faculty employ circle-based classroom formats and pedagogy, and all standard e-classrooms are organized around a traditional lecture design. Reorienting rooms to accommodate circles (and then putting them back afterwards) requires time and effort. We would encourage KPU to designate some classrooms as ‘circle-first’ spaces.¹²³

KPU’s online teaching resources have expanded considerably since the pandemic ‘pivot’, and a variety of tutorials, templates, and supports are now available.

The Department has a dedicated student space, often referred to as the ‘CRIM Pod’, in the central area of the Surrey Main Criminology Department. This space has the potential to serve as a hub for student activity, a place to form and maintain a sense of shared community, and a resource hub. Some of the existing features of the space are dated and in need of updating. For example, we have several computer work stations that once housed ‘thin client’ devices. These devices were removed during the last round of IT upgrades, leaving unattached (and largely unused) monitors and laptop docks in their wake. Several storage cabinets contain outdated multimedia, and our faculty-maintained lending library would benefit from a refresh. A revitalized student space could also serve as a meeting place for a reinvigorated Criminology Student Association. Criminology has seen thriving student clubs in the past, but the combination of student leaders departing after graduation and the disruption of the lockdown phase of the pandemic drained these groups of membership and momentum.¹²⁴

Does the program have the other support services needed to deliver the curriculum?

KPU’s Criminology program is supported by a number of institutional services that are beyond the direct control of the Department. Students report different levels of satisfaction with these services, with most who use them being generally satisfied. It is worth noting that fully 35% of student survey respondents report not having used KPU Career Services. Given our students’ focus on bridging from university into relevant career pathways, we would hope to see this

¹²² See Recommendation #29, in Chapter 6.

¹²³ See Recommendation #30, in Chapter 6.

¹²⁴ See Recommendations #25 and #27, in Chapter 6.

number increase. We can work towards this by informing students of Career Services and other available resources.¹²⁵ [126](#)

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	11%	0%	4%	16%	36%	33%	85
2	Advising Services	14%	4%	2%	13%	37%	30%	84
3	Career Services	35%	6%	2%	18%	20%	19%	85
4	Accessibility Services	46%	1%	1%	15%	15%	21%	85

¹²⁵ Student Q22: How satisfied are you with the following as they apply to KPU's Criminology program?

¹²⁶ [See Recommendation #28, in Chapter 6.](#)

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

Strengths

Criminology is a large program with a sustained level of student interest. Our courses and programs are popular, and student performance measures are good. Students are generally highly satisfied with their experience in Criminology.

Our faculty is characterized by a diversity of backgrounds, perspectives, and areas of expertise. This makes for a varied and wide-ranging experience for learners, exposing students to a range of different ideas. We are also passionate and deeply committed to education and student success, and we bring energy and creativity to our courses. Our small class sizes support innovative and student-~~centred~~centered pedagogies.

We do a good job of covering most Program Learning Outcomes and Essential Skills through our curriculum and instructional design.

Our experiential learning opportunities, including practicum, service learning, Honours and applied research, and community-engaged learning, are consistently regarded as program highlights. They are engaging, effective in reinforcing learning outcomes, and they provide students with a bridge between theory and practice.

Weaknesses

We need to improve coverage and development of some Program Learning Outcomes and Essential Skills. Some PLOs are underrepresented in our Course Learning Outcomes, and our curriculum review shows gaps in laddering and progression between levels of development. PLOs related to oral communication and presentation skills, collaboration, research methods, and problem-solving are particular priorities.

While experiential learning opportunities are a program strength, they are not always accessible. We have spent years developing formal applied / experiential opportunities, notably our practicum and Honours program, but experiential learning at the 1000- and 2000-levels is comparatively lacking.

Entry into sought-after career pathways and opportunities for further education is facilitated by the completion of BA-level programs. Students who complete Certificate, Diploma, and Associate of Arts programs are less certain about the relevance of the curriculum, and they have some difficulty entering into careers in areas related to Criminology. We need to do more to either connect these learners with career opportunities or support their entry into more advanced programs.

Opportunities

This program review represents our first effort to establish formal Program Learning Outcomes, and to engage in systematic curriculum mapping. The gaps (and areas of over-emphasis) in PLO-CLO coverage represent important opportunities for course outline updates and curriculum revision. In many ways, our curriculum map is a roadmap for program growth.

We have the opportunity to incorporate elective courses - many of which have been developed in response to changes in the field and emergent issues - into the groupings of courses associated with our programs. Doing so will increase program flexibility by allowing students expanded options to satisfy program requirements.

We have an opportunity to extend and deepen the coverage of Indigenous content in our courses and programs.

We have an opportunity to establish faculty working groups to facilitate collaboration and coordination, with an emphasis on consistent policies, shared assignment formats, laddering opportunities between levels of courses, and consistency in expectations.

We have an opportunity to make our Honours Program more accessible by bringing it within the 120 credits associated with a BA.

Challenges

The profile of Introductory learners has changed considerably in recent years, notably in relation to a significant growth in the International student population. This has presented challenges for faculty teaching CRIM 1100, CRIM 1101, and CRIM 1107, who sometimes struggle to deliver curriculum in a way that is consistent, learner-focused, and supportive of progression to more advanced courses. We are currently shifting from a primarily reactive approach to this issue to a more deliberate and coordinated approach, with the goal of supporting all learners.

We sometimes struggle to ensure that sought-after courses and key prerequisite courses are offered in a range of modalities and across the semesters. Effective ed planning and timetable design for a large program requires us to balance a range of factors. We need to keep an eye on gaps in coverage and bottlenecks in order to facilitate student progression through our programs.

6.2. Recommendations

Below is a list of recommendations that are based on the findings of this Self-Study Report. Each recommendation listed here is mentioned in at least one footnote in the main body of the report, and all major recommendations discussed in the main body of the report are mirrored below.

A note on order and subheadings: While the recommendations below are numbered, these numbers do not reflect the order in which they appear in the main body of the Self-Study Report. Recommendations were added, removed, and revised during the drafting of the Self-Study. Additionally, some recommendations straddle more than one report chapter or subheading. Survey data, especially text entry responses, sometimes had implications for more

than one report section, and some major recommendations – notably our planned working groups or ‘communities of practice’ - straddle curriculum review, program relevance, and effectiveness of instructional delivery categories.

Curriculum Review

1. Make a consideration of Generative Artificial Intelligence (GAI) and academic integrity a component of the course outline development and revision process.

1.2. Maintain a ‘living’ curriculum map that informs updates to curriculum and programs and is in turn updated as course outlines are revised.

2.3. Update Criminology programs to add recently-developed courses and courses originally associated with the BA CCJ to the ‘groups’ of courses that students must complete in order to progress through credentials.

3.4. Recommendations based on a Review of Program Learning Outcomes:

- 1. Review Program Learning Outcomes (PLOs) and determine whether the current emphasis on criminological content is appropriate or limiting.**
- 2. Review the Program Learning Outcomes (PLOs) and consider introducing a PLO for information and research literacy. This might help to further differentiate CLOs between existing PLOs (particularly PLO#1 and PLO#8).**
- 3. Review the Program Learning Outcomes (PLOs) and consider steps to embed PLO#10 (Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics) in the Minor, Diploma, and Certificate.**

4.5. Recommendations based on a Review of Program Requirements:

- 1. Review the lists of courses that are currently listed in program groups (ex. ‘choose x courses from the following group’) and determine whether any of the current elective-only courses should become part of a grouping.**
- 2. Establish departmental committees to study particular program areas, and to make recommendations for curriculum / program changes:**
 - 1. A group should focus on Indigenization / decolonization. This group should, inter alia, consider whether INDG courses should be added as elective or required courses for Criminology programs, and advise the Department Co-Chairs and Search Committee regarding departmental teaching expertise gaps related to Indigenous content courses.**
 - 2. A group should focus on other Arts programs with thematic connections to Criminology (including Policy Studies). This group should, inter alia, consider whether courses from ~~this program~~ these**

programs should be added as elective or required courses for Criminology programs.

5.6. ***Recommendations based on Reviewing and Updating Course Outlines and Course Learning Outcomes:***

- 1. Update Course Outlines to (1) emphasize connections between Course Learning Outcomes and Program Learning Outcomes and (2) move key assessment and content features into Course Learning Outcomes where appropriate.***
- 2. Update Course Outlines to further emphasize Program Learning Outcome #2 (BA: Plan and deliver an organized oral or digital media presentation on a topic related to criminology).***
- 3. Update Course Outlines to further emphasize Program Learning Outcome #10 (BA: Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics).***
- 4. Update Course Outlines to further emphasize Program Learning Outcome #9 (BA: Reflect on personal contributions to a planned collaborative project through reflexive writing).***
- 5. Update Course Outlines to further emphasize Program Learning Outcome #3 (BA: Develop an original proposal to address a current or emerging social, political, or technological problem).***

6. Review the outlines and CLOs for upper-level courses, with a view to embedding PLO#7 (BA: Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework).

6.7. ***Design and develop a 2000-level 'Current Issues in Crime and Justice' course to serve as a 'special topics' course that also focuses on the development of communications skills.***

8. Establish departmental working groups or 'communities of practice' dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law) and develop consistent capstone assignments that will be associated with these courses. Ensure that ~~the~~ assessment methods and capstone assignments directly connect to Program Learning Outcomes and Essential Skills, and consider the 'laddering' of skills through the 'Introduced', 'Developing', and 'Advanced' levels.

Program Relevance and Student Demand

- ~~7-9.~~ **Update program materials, course presentations, and web assets to better emphasize why we are teaching what we are teaching, and how our learning outcomes connect to pathways for employment.**
- ~~8-10.~~ **Complete a Program Revision for the BA Criminology (Honours) program to bring the program within the 120 credits required by the BA.**
- ~~9-11.~~ **Develop recurring events (ex. career forums) that will allow students to connect with a diverse group of discipline sector representatives and showcase the range of career pathways associated with Criminology. Create opportunities for discipline sector representatives to serve as guest speakers in classes, and for Criminology faculty to visit discipline sector workplaces.**
- ~~10-12.~~ **Update course outlines and / or develop new courses to (1) ensure coverage of key themes, including (inter alia) anti-racism, Truth and Reconciliation, and comparative and international criminology, and (2) incorporate sought-after content areas, including mental health and trauma, forensics, technology, and specialized areas of law.**
- ~~11-13.~~ **Showcase existing experiential learning opportunities (Practicum, Honours, Service Learning, Co-Op) in lower-level courses, and provide incentives for students to declare into credentials that offer these opportunities.**
- ~~12-14.~~ **Develop experiential learning opportunities for students enrolled in the Associate of Arts credential (and other < BA credentials). Opportunities could include service learning or a 'lite' practicum.**
- ~~13-15.~~ **Update the Ed Plan to ensure that required and high-demand courses are offered across the semesters.**
- ~~14-16.~~ **Maintain small class sizes and take advantage of the Instructor : student ratio by incorporating pedagogical features such as discussions with guest speakers, iterative assignments, debates, and team-based learning in class designs.**
- ~~15-17.~~ **Establish departmental working groups or 'communities of practice' dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law). Task groups with reviewing course outlines and course presentations in these areas, at different levels, to (1) eliminate unnecessary duplication of content, (2) ensure effective laddering and skills progression, ~~and~~ (3) ensure that there is parity in the coverage of PLOs and CLOs across modalities, and (4) explore opportunities to embed more experiential and applied components in CLOs.**
- ~~16-18.~~ **Continue to lead in the adoption of Open Educational Resources. Develop new OER texts for core courses / areas.**

- ~~17-19.~~ *Support outreach to prospective students by ensuring that the Criminology Department website is updated, reviewed, and refreshed at least annually. Make more active use of Department social media platforms to showcase faculty and student work.*

Effectiveness of Instructional Delivery

- ~~18-20.~~ *Foster and maintain faculty passion for teaching through planned collaborative activities (conferences, speaker series, team teaching, workshops). Establish a departmental working group or 'community of practice' to coordinate collaborative work on assignment design, weighting, and assessment standards (or task other working groups with this work).*
- ~~19-21.~~ *Update the Ed Plan to ensure that required and high-demand courses are offered in a range of modalities.*
- ~~20-22.~~ *Reframe 'group work' as team work and consistently incorporate team-based activities in core Criminology courses.*
- ~~21-23.~~ *Increase the use of guest speakers and other practices that connect course content to the discipline sector and showcase the practical applications of learning.*
- ~~22-24.~~ *Establish a departmental working group to study and make recommendations for curricular and instructional changes to meet the needs of International students, particularly at the 1000-level.*

Resources, Services and Facilities

- ~~23-25.~~ *Reinvigorate the Criminology Student Association to provide students with a shared sense of community.*
- ~~24-26.~~ *Working in partnership with the Alumni Association, improve communication and relationships with alumni, and offer alumni opportunities to connect with current students and with the discipline sector. Offer more alumni-focused events.*
- ~~25-27.~~ *Update the Criminology Department student space to improve its usefulness to students.*
- ~~26-28.~~ *Improve faculty familiarity with Career Services and Advising Services. Work on Criminology-focused Career and Advising materials, and inform students of Career Services and Advising opportunities. Improve faculty familiarity with KPU services intended to promote and support student mental health and wellbeing, and ensure that student mental health is supported in Department and course policies.*
- ~~27-29.~~ *Explore opportunities within the current budget and procurement processes to acquire one or more laptops equipped with specialized software (GIS, qualitative and quantitative data analysis software) for use by students in the Criminology Department.*

30. Explore opportunities to establish one or more classrooms commonly used by Criminology as a 'circle-first' space so that desks and chairs are oriented in a circle format by default.

31. Improve communication with students about the nature and usefulness of Library resources, with an emphasis on resources that are relevant to Criminology and to specific courses.

7. Appendices

Appendices are provided in separate document.



Criminology Program Review Self-Study Report Appendices

November 2023

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Appendix A: KPU Criminology Career Pathways

Your Passion or Interest	Your KPU Criminology Credential
Social Justice Criminal Justice Restorative Justice Indigenous Justice Youth Justice Law / Law Reform Policy Development Trauma-informed Practice Harm Reduction Rehabilitation Public Safety Advocacy Community Organizing Front-line Services	BA Major (Honours) BA Major BA Minor Associate of Arts Diploma Certificate

Career Pathways	
Positions	In these Sectors
Officer / Peace Officer	Policing / Law Enforcement Sheriff
Policy Analyst	Corrections
Data Analyst	Community Corrections - Parole and Probation
Researcher	Border Services
Program Coordinator	Transportation Security
Consultant	Legal Services
Investigator	Victim Services
Communications Coordinator	Restorative Justice
Support Worker	Ombudsperson / Complaints Office
Safety Manager	Public Policy
Educator / Facilitator	Nonprofit Client Service
Outreach Worker	Youth Programs and Outreach
	Nonprofit Research and Advocacy
	Private Security and Investigations

Pathways to Further Study	
Program of Study	Possible Career Outcomes
MA in Criminology or a related discipline Master of Laws (LLM)	University Professor / Instructor Senior Researcher Senior Analyst Program Director Director / Executive Director Operations Manager Investigator
Law school - Juris Doctor (JD) (entry requires the completion of a BA and satisfactory completion of the Law School Admission Test / LSAT)	Lawyer

Appendix B: Program Curriculum Map

PROGRAM COURSES AND THEIR CLOs	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report (BT: EVALUATE)	Plan and deliver an organized oral or digital media presentation on a topic related to criminology (BT: CREATE)	Develop an original proposal to address a current or emerging social, political, or technological problem (BT: CREATE)	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data (BT: EVALUATE)	Apply an intercultural lens to critique a criminological topic in an organized research project (BT: EVALUATE)	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report (BT: EVALUATE)	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework (BT: EVALUATE)	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge (BT: EVALUATE)	Reflect on personal contributions to a planned collaborative project through reflective writing (BT: EVALUATE)	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics (BT: APPLY)
<i>For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:</i>										
<i>Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.</i>										
<i>Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.</i>										
<i>Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.</i>										
CRIM 1100: Introduction to Criminology										
Define the discipline of criminology	I									
Explain how crime is a social phenomenon	I									
Identify, describe, and critically analyze the various ways that crime is measured										
Report major trends in crime in Canada										
Analyze the role of social and historical context in crime and criminalization	I									
Analyze the effects of media representation on criminological issues	I									
Apply various interdisciplinary theories to the study of crime and criminalization	I									
Identify and define major types of crime in Canada	I									
Describe the social and economic impacts of crime and criminalization										
Critically assess opposing points of view on key criminological issues	I									
Explain the impact of colonialism on Indigenous people in relation to the Canadian criminal justice system	I									
Discuss the application of traditional criminological theory to the lived experience of Indigenous peoples in Canada										
CRIM 1101: Introduction to the Criminal Justice System										
Identify the agencies and organizations that make up the Canadian criminal justice system	I									
Describe the role of the federal, provincial/territorial, municipal, and Indigenous governments in the criminal justice system	I									
Explain the importance of the Canadian Charter of Rights and Freedoms as it relates to the criminal justice system	I									
Describe the roles of victims, police, courts, and corrections within the context of the criminal justice process	I									
Critically assess the mandates of various components of the criminal justice system	I									
Respectfully debate issues in criminal justice policy using valid evidence	I									
Find and describe valid information and research about the Canadian criminal justice system	I									
CRIM 1107: Canadian Legal Systems										
Explain and evaluate different philosophies and perspectives of law	I									
Explain basic Canadian constitutional arrangements and the legislative and judicial processes of law-making	I									
Describe and compare the common law, civil law, and Indigenous legal systems	I									
Critically analyze the purpose and role of law in Canada	I									
Locate and use basic legal materials, including constitutional, federal, and provincial statutes, regulations, cases, and scholarly articles	I									
Analyze legal arguments	I									
Explain the structure and processes of Canadian courts and the rationale behind them	I									
Describe and evaluate how the training, role, and regulation of lawyers addresses the public interest	I									
Describe methods of selection and role of judges, and compare with other methods	I									
Explain basic concepts in public and private law	I									
CRIM 1207: Introduction to Criminal Law										
Explain basic principles of criminal law	I									
Analyze elements of offences and defences	I									
Apply analysis to conduct descriptions	I									
Research case law and statute law	I									
Interpret statute law	I									
Explain the role of the Charter of Rights and Freedoms in the definitions of criminal behaviour	I									
Explain some of the historical, social, political, economic, and ideological influences on the development of criminal law	I									
CRIM 1208: Methods of Research in Criminology										
Distinguish between scientific and non-scientific claims about crime and crime control										
Recognize how criminological research results from the interplay of theory, data collection, and data analysis										
Describe the role of empirical evidence in developing and testing criminological theory										
Assess the reliability and validity of crime measurements										
Differentiate between experimental and non-experimental designs, cross-sectional and longitudinal research, probability and non-probability sampling, and quantitative and qualitative approaches in criminological research										
Describe Indigenous research methods										
Describe major sources of crime-related data										
Analyze how established ethical guidelines impact research in criminology										
Calculate and interpret univariate statistics (e.g. mean, mode, median, range)										
CRIM 1215: Interpersonal and Professional Development in Criminology										
Define the importance of developing professional behaviour necessary for ethical and competent interactions in justice contexts	I									
Explain theories of effective interpersonal communication	I									
Describe the interaction between ethics, values, and self-awareness	I									
Express and understand active listening skills, reflection, objective observation, and the skill to engage with individuals empathetically	I									
Develop increased self-understanding, particularly related to communication and learning styles	I									
Employ effective interviewing skills through practice	I									
Summarize the barriers to effective communication, particularly in difficult situations often found when working in the justice system	I									
Describe how to manage conflict and confrontation, and enlist client cooperation in an interview situation	I									
Show humility and ethical decision making in the context of interpersonal relations	I									
Understand the concepts of cultural and emotional intelligence, and apply these skills in context	I									
PSYC 1100: Introduction to Psychology: Basic Processes										
Read and critically evaluate current peer-reviewed research in the field of psychology	I									
Describe basic psychological processes such as perception, attention, learning and memory	I									
Apply rudimentary research and statistical methods to describe and interpret research	I									
Write clearly and concisely about psychological concepts	I									

PROGRAM COURSES AND THEIR CLOs	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
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Identify how basic psychological processes have contributed to the oppression of Indigenous peoples and other marginalized groups	I		I	I	I					
Use critical thinking skills through discussion and analysis of psychological issues	I		I	I						
Apply psychology theories and concepts to real life scenarios, case studies, or challenges			I	I						
SOCI 1125: Introduction to Society: Processes and Structures										
Describe and apply the "sociological imagination"										
Describe the basic elements of social structure at the macro-sociological level										
Explain social processes that occur at the micro-sociological level										
Analyze the dynamics between macro level structures and micro level social processes										
Apply fundamental sociological concepts and major theoretical orientations to a critical analysis of various social phenomena and issues	I			I						I
Evaluate social issues in terms of their relevance to their own social context and the larger society										I
Compare and contrast cultures, groups, organizations, and social institutions in local, national, transnational and global contexts										I
Analyze social inequalities Learn from diverse and marginalized ways of knowing				I	I					I
Produce sociological reports		I	I			I				
ONE OF PHIL 1100, PHIL 1110, PHIL 1145, or PHIL 1150										
PHIL 1100: General Introduction to Philosophy										
Explain some of the central problems of philosophy										
State several leading philosophical theories										
Describe how leading philosophical theories attempt to solve certain philosophical problems	I		I	I						
Present standard objections to leading philosophical theories	I			I	I					
Write in a clear, rational manner about some central problems in philosophy								I		
Recognize and reconstruct arguments in a philosophical text										
Develop precise criticisms of the arguments considered in the readings and in class discussion				I	I					I
PHIL 1110: Introduction to Moral Philosophy										
Explain some of the central ethical theories	I					I		I		
Apply ethical theories to a variety of contemporary moral problems	I		D	D				D		
Describe some of the principal advantages of each ethical theory	I									
Develop detailed objections to each ethical theory	D									
Recognize and reconstruct arguments in a philosophical text								I		
Develop precise criticisms of the arguments considered in the readings and in discussions								I		I
Write in a clear, rational manner about certain contemporary moral problems	I		I					I		
PHIL 1145: Critical Thinking										
Define and distinguish different types of arguments	I			I	I	I				
Identify premises and conclusions found in argumentative writing	I			I	I	I				
Evaluate the strength of arguments found in a variety of contexts	I			I	I	I				
Construct clear and directed objections to weak arguments	I			I	I	I				
Identify the use of rhetorical devices	I									I
Recognize ambiguity, vagueness, and the use of jargon in writing	I									I
Recognize common errors in reasoning	I									I
Present strong, well-organized arguments both written and oral	I	I	I	I	I	I		I		I
PHIL 1150: Introduction to Formal Logic										
Recognize various argument structures in verbal and written communication	I	I		I	I					I
Set arguments into a standard logical form	I			I	I					
Distinguish fallacious from deductively valid argument forms	I			I	I					
Symbolize and evaluate arguments in the Propositional Calculus	I			I	I					
Symbolize arguments in the Predicate Calculus	I			I	I					
CRIM 2103: Quantitative Data Analysis I										
Develop research questions that can be appropriately answered using quantitative analysis			I	I		D	D			
Assess the appropriateness of data analytic techniques in relation to the research question posed and type of available data			I	I		D	D		I	
Conduct and interpret hypothesis testing			I	I		D	D		D	
Conduct and interpret univariate analyses (e.g. frequency distributions, mean, median, mode, range, interquartile range, variance and standard deviation)	I			D		D	D			
Conduct and interpret bivariate analyses	I			I		D	D		D	
Use statistical software to manage and analyze quantitative data	I					D			I	
Evaluate the results of research carried out and reported by others						I				
CRIM 2330: Psychological Explanations of Criminal Behaviour										
Employ both psychological and biological terms in the analysis of criminal behaviour	D			D				D		
Show knowledge of the foundations of psychological and biological explanations	D			D		D		D		
Assess critically the methodology underlying psychological explanations of criminal behaviour	D					D	D	D		
Integrate psychology with other forms of criminological knowledge	D			D				D		
Conduct research using techniques appropriate to the discipline and present findings	D					D	D	D		
CRIM 2331: Sociological Explanations of Criminal Behaviour										
Identify the core concepts of the sociological theories of criminal and deviant behaviour										
Distinguish sociological approaches from biological, psychological, and other perspectives	D									
Locate the theoretical perspectives in their historical context										D
Analyze critically the theoretical perspectives' strengths and weaknesses				D						
Apply theoretical approaches to contemporary criminological problems	D		D	D				D		
Explicate the theoretical assumptions underpinning criminal justice policies and other regulatory practices	D							D		
Evaluate and implement the integration of sociological theories	D	I			D			D		
CRIM 2341: Canadian Criminal Justice Administration										
Examine widely-held and competing views on the role of the components of criminal justice systems in Canada										D
Identify, explain, and compare traditional and critical socio-political theories as they apply to the administration of government	D			D				D		D
Apply a theoretical framework to analyze phenomena and trends in the criminal justice system	D			D						

PROGRAM COURSES AND THEIR CLOs	PROGRAM LEARNING OUTCOMES									
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	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report [BT: EVALUATE]	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework [BT: EVALUATE]	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal systems, or social justice topics [BT: APPLY]
Identify important components of schemes of accountability	D									
Examine the origins and sources of criminal justice policy in Canada				D						
Find, summarize, and analyze valid information and research on a topic relevant to criminal justice systems in Canada			D	D				D	D	
ONE OF CRIM 2204, CRIM 2205, CRIM 2211, CRIM 2214, or CRIM 2249										
CRIM 2204: Criminal Justice and Psychology										
Identify and explain the fundamental tenets of the Canadian criminal justice system	D		D	D				I		
Identify and explain basic tenets of Canadian criminal procedure and evidence	I		I	D				I		
Identify and critically evaluate contemporary psychological knowledge and empirical research as it applies to the following areas: police investigative procedures and techniques trial advocacy in criminal proceedings evidence and trial procedure in criminal adjudications jury selection, deliberation, and decision-making in criminal trials pre-trial and trial publicity in criminal proceedings the relationship of mental disorder to criminal responsibility and legal competencies	D		D	D				D		D
CRIM 2205: Crime, Criminal Justice, and the Media										
Critically analyze how media shapes public perceptions of crime and criminal justice	D	I								
Differentiate between information, entertainment, and infotainment in the media	I									
Apply various theoretical frameworks to an understanding of the role of the media	D			D						
Evaluate the construction of offenders, victims, criminal justice, and legal players in various media formats				D			D			
Critically analyze the influence of media on legal institutions, such as courts, law enforcement, and lawmakers		I		D						D
Research and apply contemporary understandings of crime and criminal justice to media constructions of fact and fantasy	D		I			D	D			
Identify and critically evaluate media constructions of historical and contemporary events	D			I	I					
Evaluate the significance for crime and criminal justice of emerging forms of online media	D									D
CRIM 2211: Introduction to Policing										
Explain the structure of policing in Canada	D									
Describe and analyze the major trends affecting contemporary policing				D	I					
Describe and compare different policing philosophies	D									
Describe and analyze the role and function of the police and of policing						D		I		
Explain the causes and implications of police subcultures	D			D						
Apply their understanding of police powers to concrete situations				D						
Describe accountability mechanisms in policing	I			D	I					
CRIM 2214: Corrections: Theory and Practice										
Explain the history of correctional practices and philosophies	D									
Identify, describe, and analyze current correctional practices and philosophies	D									
Analyze the causes and characteristics of current trends in correctional populations				D	I					
Find and summarize valid social science research on a variety of corrections-related topics						I		D		
Attend to and describe the lived experience of correctional officers and offenders	D			D						
CRIM 2249: Youth Justice										
Analyze critically the historical and contemporary youth justice models in a Canadian context								D		D
Place theories of youth criminality and approaches to the social control of youth in an historical perspective								D		
Analyze critically theories of youth criminality	D			D						
Analyze critically responses to youth criminality		I								
Explain the role of the media in the perception of youth criminality										
CRIM 3104: Qualitative Research Methods										
Distinguish between quantitative and qualitative approaches	D	D					A	A		
Describe and critically assess different qualitative approaches (e.g., interviewing, ethnography, action research)	D					D	D	D		
Identify and assess variables specific to the context of qualitative research	D	D				D	A	A		
Identify the needs of research participants and appropriate ways to respond						D	D	D		
Frame, plan, and carry out qualitative research, appropriate to context			D			D	D	D		
Identify and explain strategies for data analysis (e.g., generating typologies, grounded theory, metaphors)							D			
Manage and analyze qualitative data (e.g., content analysis, coding, software)							I			
Evaluate the results of research conducted and reported by others	D	D	D			D	D	D		
Identify and explain ethical concerns in qualitative research	D	D				D	D	D	D	
Explain how findings from data fit within a broader theoretical framework	D	D				D	D	D		
Apply ethical principles in the process of conducting qualitative research, including working through the steps of submitting a project for review by the Research Ethics Board (REB), if appropriate							D			
TWO OF CRIM 3100, CRIM 3111, CRIM 3113, or CRIM 4112										
CRIM 3100: Advanced Theories of Crime and Community										
Define community and describe its components as relevant to criminology	D									D
Describe and critically assess the explanatory principles of various theories of crime and community	D							D		
Describe and critically assess the empirical literature on theories of crime and community				D		D	D			
Describe and critically assess how theory and research guide public policies to reduce crime in local communities		A			D			A		
CRIM 3111: Contemporary Sociological Criminology										
Explain the foundations of theorizing in sociological criminology	A									
Analyze and discuss recent theoretical developments in the field	A							A		
Assess critically the strengths and limitations of relevant empirical research						D	D			
Evaluate the integrative compatibility among theories in sociological criminology and other scientific disciplines	D									
Assess critically policy implications arising from conceptual developments in sociological criminology		D	D							
CRIM 3113: Critical Criminology										
Critically assess the assumptions of conventional and critical approaches in criminology	A									
Interpret, differentiate, and apply critical approaches	A									
Evaluate the pivotal role of cultural and structural factors in critical analysis	A			A				D		
Critically deconstruct notions of crime, harm, and related phenomena	A			A						
Analyze key criminological issues using methods of inquiry central to critical approaches						D	D			
Describe and illustrate forms of social injustice and inequality at the local, national, and international levels					D					
Formulate individual and collective action plans that promote social justice and equality			A						D	

PROGRAM COURSES AND THEIR CLOs	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report [BT: EVALUATE]	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework [BT: EVALUATE]	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE]	Reflect on personal contributions to a planned collaborative project through reflective writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal systems, or social justice topics [BT: APPLY]
Explain structured opposition to the "critical project"										
Unpack social relations of power and privilege	A	D								D
CRIM 4112: Contemporary Psychological Criminology										
Evaluate critically the theoretical foundations of psychological criminology	A			A	A			A		
Assess critically the strengths and limitations of empirical research in psychological criminology	A			A	A	A	A	A		
Evaluate alternative methods of conducting research in the field	A		A	A	A	A	A	A		
Assess the heuristic value of theoretical models in psychological criminology	A									
Assess critically policy implications arising from conceptual developments in the area	A		A	A	A			A		
ONE OF CRIM 3118, CRIM 3213, CRIM 3249, CRIM 4201, CRIM 4235, or CRIM 4410										
CRIM 3118: White-Collar & Corporate Crime										
Identify, describe, and differentiate various forms of white-collar crime and corporate crime	D									
Critically analyze the sources of white-collar crime and corporate crime and their relation to social harm	D									
Describe structural features of the corporation, such as its legal identity and organizational ontology, and their implications for corporate and white-collar criminal propensity and culpability	D									
Appraise theoretical explanations of white-collar crime and corporate crime	D		D					A		
Critically analyze the social implications of white-collar and corporate crime			D	D				A		
Discuss and debate legal and societal responses to white-collar and corporate crime										D
CRIM 3213: Community Corrections										
Identify and explain the general principles of community-based corrections	D							D		
Explain the differences between traditional correctional practices and community corrections	D			D				D		
Analyze the administration and organization of probationary-based measures	D							D		
Critically evaluate the effectiveness and challenges around conditional sentencing	D			D				D		
Identify and critically evaluate intermediate sanctions available in the criminal justice system	D							D		
Identify and critically evaluate conditional release options available in the criminal justice system	D							D		
Evaluate the administration and effectiveness of community correctional programs	D							D		
Evaluate the significance of community variables relating to community correctional programs	D							D		
Critically evaluate the principles, values, and effectiveness of restorative justice approaches to crime and disorder	D			D				D		
CRIM 3249: Issues in Youth Justice										
Analyze critically the social construction of youth problems and the role of the media	A									
Examine critically various theoretical perspectives to account for specific youth crime	D							D		
Examine and analyze the gendered nature of youth justice	A	D								
Examine and analyze the representation of minority youth in youth justice	D				D					
Analyze critically the culture of youth crime with respect to formal and informal institutions			A							
Examine and analyze the subculture of youth homelessness, drug use, deviance/crime			A							
Analyze critically current sentencing practices for youth			A			D				
Examine and analyze current rehabilitative and alternative measure programs for youth			A			D				
CRIM 4201: Community Safety and Crime Prevention										
Critically assess and compare crime prevention in Canada and internationally		A						A		
Evaluate crime prevention initiatives at municipal, provincial, and national levels	D	A				A		D		
Apply theories of crime and crime control to crime prevention	A	A				A		A		
Critically analyze and evaluate elements of the physical environment and social and economic conditions that are connected to crime and that form the basis of crime prevention and public safety initiatives	A	A				A		D		
CRIM 4235: Minorities and the Criminal Justice System										
Use critical theories to unpack analyze the social practices and biases associated with race, sex and gender, class, ability and sexuality	A			A			D			D
Critically analyze the relationships between stakeholders and groups affected by the majority-minority separations			A	A						
Critically analyze the factors leading to majority-minority separations in communities										
Critically analyze, explain and evaluate various practices of managing or responding to minorities within the criminal justice system, in terms of criminalization, victimization, marginalization, policy-making and employment			A	A			D			A
Evaluate diverse interpretations of equality with a critical framework	A	A			A			A		
Compare and contrast several approaches to developing inclusive community orientation within the criminal justice system			A	A		A	D		D	
Differentiate and critically analyze the juxtaposition between the principles of justice and fairness versus practices of administrative expediency		A					D			A
CRIM 4410: Policy and Program Evaluation										
Analyze contemporary debates about the development and effectiveness of criminal justice policy and program initiatives	A		A	A	A	A		A		
Identify, explain, and critically evaluate theories and models of program evaluation	A		A	A	A			A		
Identify goals of evaluation research within specific contexts of the criminal justice system	D		D	A		A	A	A		
Conduct assessments of criminal justice agency goals and needs in the development of evaluation studies	A	D	A	A	A					A
Identify, explain, and critically assess various approaches to evaluation research	A		A	A	A	A	A	A		
Develop appropriate research methodologies and outcome measures for evaluation studies		D			A	A	D	A		A
Analyze, interpret, and communicate the results of evaluation research to criminal justice agencies	A	A			A	A	D	A		A
ONE OF CRIM 3302, CRIM 3305, CRIM 3307, CRIM 3351, CRIM 4300, or CRIM 4301										
CRIM 3302: Procedure and Evidence										
Explain the principles of criminal procedure and evidence	A									
Critically analyze legal and practical problems in criminal procedure and evidence	A		A	A						
Apply the general principles of criminal procedure and evidence			A							
Develop and present cogent legal and policy-oriented arguments on current topics in criminal procedure and evidence				A						
Locate, use, and interpret relevant case law and statutory material										
Critically assess policy justifications underlying the rules of procedure and evidence	A			D						
Compare and contrast the law relating to civil and criminal process and evidence				D						
CRIM 3305: Law and Society										
Apply and critically assess various theoretical models describing law and its operation in contemporary society	A			A	D					
Properly employ socio-legal and sociological terms in the analysis of law	A									
Identify historical foundations of sociological explanations of law	D									

PROGRAM COURSES AND THEIR CLOs	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report (BT: EVALUATE)	Plan and deliver an organized oral or digital media presentation on a topic related to criminology (BT: CREATE)	Develop an original proposal to address a current or emerging social, political, or technological problem (BT: CREATE)	Critically examine the impacts of different forms of justice and institutions using a case study or systematic analysis of data (BT: EVALUATE)	Apply an intercultural lens to critique a criminological topic in an organized research project (BT: EVALUATE)	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report (BT: EVALUATE)	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework (BT: EVALUATE)	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge (BT: EVALUATE)	Reflect on personal contributions to a planned collaborative project through reflexive writing (BT: EVALUATE)	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics (BT: APPLY)
Explain historical foundations of legal practices in Canada	D					A	D			
Critically assess the methodology underlying sociological and historical studies of law										
Analyze and discuss law's relationship to extra-legal concepts and processes	A			D						
Analyze and discuss the relationships between law and other forms of regulation and governance	D			A	D					
Analyze and evaluate the rhetoric of law reform agendas			A					A	A	A
CRIM 3307: Issues in Conflict Resolution										
Critically assess theories and models of conflict resolution	A			A	A			A		
Apply skills and techniques common to different conflict resolution practices and strategies	A									A
Apply different forms of conflict resolution such as negotiation, mediation, and advocacy	A									A
Critically analyze conflict between individuals, between individuals and groups, and between groups	A							A		
Apply an understanding of cultural and gender differences in conflict resolution	A			A	A					A
Apply techniques and strategies for addressing relationships of power and hierarchy in conflict resolution	A			A	A					A
CRIM 3351: Philosophy of Law										
Evaluate how the major branches of philosophy of law view law's perceived source of legitimacy, its relationship to other sources of authority and power, and the role of judges in applying legal rules	A			A						
Critically evaluate differences among the social and political conditions under which different philosophies have emerged from pre-modern, modern, and post-modern thinking	A			A						
Identify, analyze and critique the ideas of selected theorists	A							A		
Apply philosophical models and perspectives of law to current legal debates				A	D					D
CRIM 4300: Administrative and Regulatory Law										
Identify and explain trends and cycles in public regulation	A			A	D					
Evaluate meanings of the "public interest" as used in a variety of contexts	A									
Explain and evaluate a range of regulatory mechanisms intended to advance the public interest				A						
Critically analyze the mechanics and outcomes of common regulatory regimes	A			A						
Associate appropriate mechanisms with specific goals	A									
Evaluate critically different approaches to fact-finding, rule-making, and decision-making										
Identify stakeholders, people, and groups affected by administrative decision-making				A	A					
Compare different branches of law used to control regulatory regimes	A			A						
Analyze critically and assess different approaches to statutory interpretation	A			A						
Extract principles of administrative law from case law, authoritative texts, and legislation				A						
Apply principles of administrative law to hypothetical situations				A						
Assess critically and adapt applications of the principles of fairness in a variety of decision-making contexts				D						D
CRIM 4301: Community Advocacy and Human Rights										
Compare and contrast the three generations of human rights and equality concepts				A						
Analyze critically important intellectual advances in the evolution of human rights theory	A	A		A	A					D
Compare and contrast legal frameworks for the establishment of human rights in Canada, including provincial and federal legislation, the constitution, case law, and international law	A	A		A						
Evaluate critically the use of law to identify and resolve issues of human rights	A	A		A	A					D
Compare and contrast other means of articulating and advancing human rights interests	A			A	A					

Appendix C: Program Learning Outcomes

Credential	Description	Credits Required	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11
BA CRIM (Honours)	The Bachelor of Arts, Major in Criminology program provides students with a broad, liberal education in social science, criminal justice, and law. Students learn scientific research methods, legal, philosophical and theoretical approaches to aid in understanding crime and related social problems, and social responses to crime. The BA degree program builds on the central core of method and theory and affords students opportunities to hone abstract, logical thinking, and critical understanding of the issues, arguments, and debates that shape the discipline's character and aims.	132	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]
BA CRIM (Major)	The Bachelor of Arts, Major in Criminology program provides students with a broad, liberal education in social science, criminal justice, and law. Students learn scientific research methods, legal, philosophical and theoretical approaches to aid in understanding crime and related social problems, and social responses to crime. The BA degree program builds on the central core of method and theory and affords students opportunities to hone abstract, logical thinking, and critical understanding of the issues, arguments, and debates that shape the discipline's character and aims.	120	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report [BT: EVALUATE]	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework [BT: EVALUATE]	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge [BT: EVALUATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	
BA CRIM (Minor)	The Minor in Criminology provides students with key concepts and issues in social science, criminal justice, and law. Students learn approaches to help understand crime, related social problems, and social responses to crime. The social impact of crime is given a dedicated focus within this field of study. Students will apply these skills and concepts to emerging issues in criminology theory and criminal justice policy.	39	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Analyze an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: ANALYZE]	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: ANALYZE]	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation [BT: ANALYZE]	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper [BT: UNDERSTAND]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings [BT: ANALYZE]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]		
Associate Degree CRIM	While obtaining the benefits of study across several disciplines, students in this program concentrate on theories of crime, law, and the administration of justice in Canada. Students are immersed in a multidisciplinary approach to understanding crime in context, how different communities respond to crime in Canada, crime statistics, and different methods that can be used in researching crime and social control.	60	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: EVALUATE]	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: UNDERSTAND]	Apply an intercultural lens to explain a criminological topic in a short paper or presentation [BT: UNDERSTAND]	Analyze the methods, findings, and ethical aspects of a study in a short paper [BT: ANALYZE]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Summarize the findings of publications on a selected topic in a short paper [BT: UNDERSTAND]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]	Use interpersonal and professional skills in discussions about criminology [BT: APPLY]	
Diploma CRIM	The Diploma in Criminology contains a core of method and theory courses that provides a foundation for more advanced study of crime and social responses to crime. Electives reflect the multidisciplinary nature of criminology. The required courses and electives afford students of criminology an opportunity to develop abstract logical thinking and critical understanding of the issues, arguments, and debates that shape the discipline's character and aims.	60	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper [BT: ANALYZE]	Prepare an oral or digital media presentation on a topic related to criminology [BT: APPLY]	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper [BT: EVALUATE]	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: ANALYZE]	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation [BT: ANALYZE]	Analyze the methods, findings, and ethical aspects of a study in a short paper [BT: ANALYZE]	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework [BT: APPLY]	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings [BT: ANALYZE]	Collaborate with colleagues to organize a team-based project [BT: ANALYZE]		
Certificate CRIM	The Certificate in Criminology is a 30-credit program offering students an introduction to criminology and other disciplines as well as post-secondary training for careers in criminal justice agencies. On completion of the Certificate, students have the option of entering the Diploma in Criminology, Associate of Arts in Criminology, Bachelor of Arts in Community Criminal Justice, or Bachelor of Arts, Major or Minor in Criminology. Students who want to ensure that they do not have to make up additional coursework should choose their optional criminology courses carefully in consultation with an Academic Advisor and the University Calendar requirements for the applicable Criminology program.	30	Explain theories and perspectives about crime, legal systems, and social justice in a short paper [BT: UNDERSTAND]	Explain a concept, process, or event related to criminology to group in an oral presentation [BT: UNDERSTAND]	Compare approaches to addressing current or emerging social, political, or technological problems in a short paper [BT: UNDERSTAND]	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper [BT: UNDERSTAND]	Apply an intercultural lens to explain a criminological topic in a short paper or presentation [BT: UNDERSTAND]	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper [BT: UNDERSTAND]	Explain qualitative and quantitative methods of data collection and analysis in a short paper [BT: UNDERSTAND]	Summarize the findings of publications on a selected topic in a short paper [BT: UNDERSTAND]	Collaborate with colleagues to complete team-based activities [BT: APPLY]		

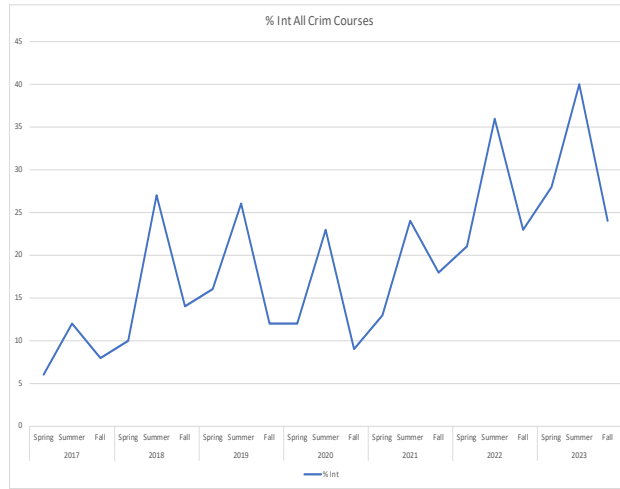
Appendix D: International Student Profile

CRIM 1100	2017						2018						2019						2020						2021						2022						2023					
	Spring		Summer		Fall		Spring		Summer		Fall		Spring		Summer		Fall		Spring		Summer		Fall		Spring		Summer*		Fall		Spring		Summer		Fall							
Section N	14		6		16		16		13		19		17		10		15		18		10		13		14		10		16		18		11		18		16		12		20	
Seats filled total	472		191		541		560		391		665		591		345		521		623		350		450		486		350		558		605		418		746		604		452		751	
% Int	16		35		16		25		63		32		39		63		26		30		63		20		40		59		40		48		77		46		57		77		44	

* Over-enrolment to 38 seats begins

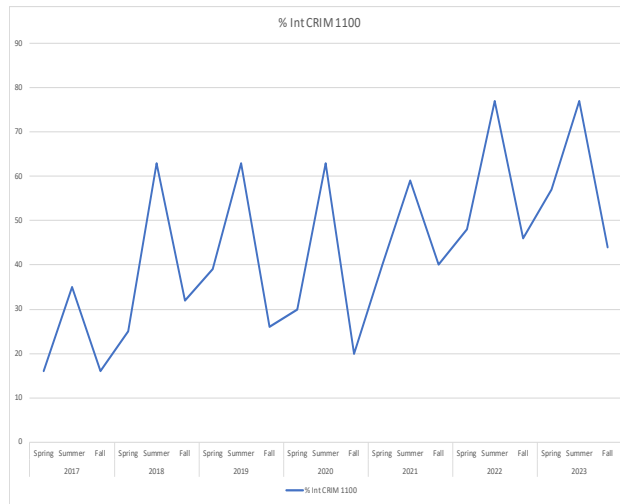
ALL CRIM

Year	Semester	% Int
2017	Spring	6
	Summer	12
	Fall	8
2018	Spring	10
	Summer	27
	Fall	14
2019	Spring	16
	Summer	26
	Fall	12
2020	Spring	12
	Summer	23
	Fall	9
2021	Spring	13
	Summer	24
	Fall	18
2022	Spring	21
	Summer	36
	Fall	23
2023	Spring	28
	Summer	40
	Fall	24



CRIM 1100

	% Int CRIM 1100
2017	Spring 16
	Summer 35
	Fall 16
2018	Spring 25
	Summer 63
	Fall 32
2019	Spring 39
	Summer 63
	Fall 26
2020	Spring 30
	Summer 63
	Fall 20
2021	Spring 40
	Summer 59
	Fall 40
2022	Spring 48
	Summer 77
	Fall 46
2023	Spring 57
	Summer 77
	Fall 44



Appendix E: Administrative Data Report

Administrative Data Report for Criminology Programs

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified the program under review as their intended major on their application. Note that not all of these students declare a major in the program under review.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Criminology Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Criminology Programs (2020-22)	Student Outcome Data for Douglas Criminology Programs (Bachelor, Certificate, Diploma) (2020-22)	Student Outcome Data for SFU Criminology Program (Bachelor) (2020-22)	Student Outcome Data for UFV Criminology Program (Bachelor) (2020-22)	Ministry Target
Respondents	187	187	445	77	-
Satisfaction ²	92%	96%	91%	95%	≥ 90%
Quality ³	94%	98%	94%	95%	≥ 90%
Usefulness ⁴	76%	70%	77%	85%	≥ 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of Criminology Program declared and intended students changed over the last five years?

Exhibit 2: Demographic Profile of Criminology Program Students by Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	1,575	1,550	1,516	1,436	1,350
% Women	50%	50%	51%	51%	52%
% 22 years or younger	78%	76%	74%	76%	77%
% International	7%	6%	5%	7%	9%

How does the demographic profile of Criminology Program students compare with that of students at the same level for the Faculty of Arts as a whole over the same period?

Exhibit 3: Demographic Profile of Faculty of Arts Students by Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	5,805	5,887	5,755	6,146	6,126
% Women	62%	62%	63%	62%	61%
% 22 years or younger	68%	68%	68%	68%	69%
% International	14%	17%	18%	26%	30%

¹ Data reported in this section was obtained from a dashboard that is under development.

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from a dashboard that is under development.

Is demand for the program sustainable?

Has demand for Criminology courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Criminology courses compare with demand for Faculty of Arts courses at the same level over the same period?

Exhibit 4: Student Headcount in Criminology Courses by Academic Year Compared with Faculty of Arts Courses

	2018/19	2019/20	2020/21	2021/22	2022/23	%Change ⁶
Criminology	3,078	3,077	2,835	3,179	3,541	15%
Faculty of Arts	12,122	11,574	11,167	12,306	12,580	4%

Has demand for the Criminology Program changed over the last five years? How does it compare with demand for Faculty of Arts programs at the same level over the same period?

Exhibit 5: Student Headcount in Criminology Program by Academic Year Compared with Faculty of Arts Programs

	2018/19	2019/20	2020/21	2021/22	2022/23	%Change
Bachelor of Arts (Honours) in Criminology	12	11	13	6	8	-33%
Bachelor of Arts (Major) in Criminology	422	411	411	425	399	-5%
Bachelor of Arts (Minor) in Criminology	41	41	58	50	53	29%
Associate of Arts in Criminology	43	53	46	48	34	-21%
Diploma in Criminology	10	38	54	44	45	350%
Certificate in Criminology	8	9	10	6	5	-38%
Intended of Undeclared	1,142	1,117	1,044	957	880	-23%
Criminology Total Headcount	1,575	1,550	1,516	1,436	1,350	-14%
Faculty of Arts Total Headcount	5,805	5,887	5,755	6,146	6,126	6%

⁶ % Change refers to change between 2018/19 to 2022/23.

How do KPU Criminology Program enrolment trends compare with overall enrolment trends in similar programs in BC?

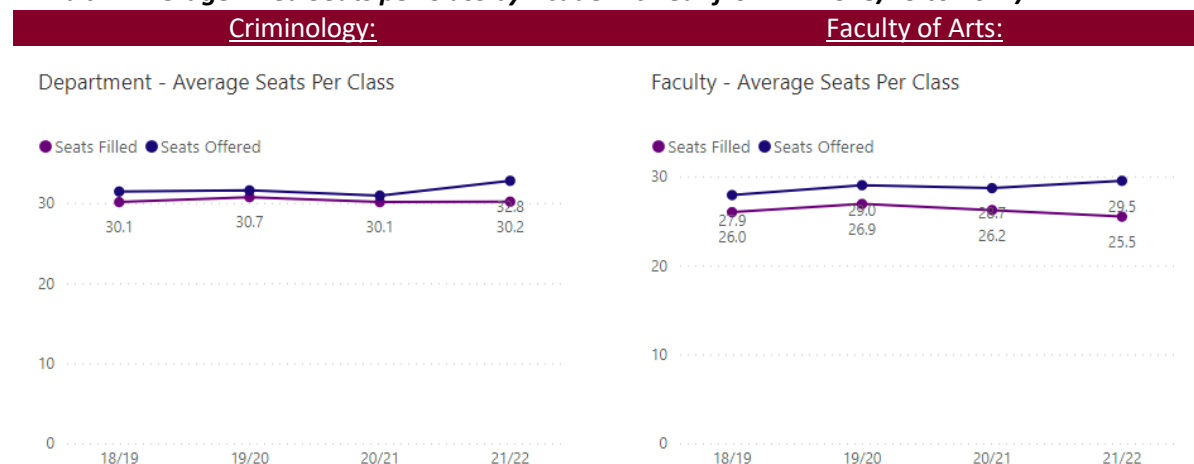
Exhibit 6: Number of Students Enrolled in Criminology Programs at BC Public Post-Secondary Institutions (excluding KPU students) ⁷

	2017/18	2018/19	2019/20	2020/21
Total (excluding KPU)	3,469	3,535	3,500	2,314
CNC	74	78	82	65
Diploma	74	78	82	65
Douglas	1,094	1,153	1,188	1,236
Bachelor	62	86	83	82
Associate	-	-	1	-
Diploma	1,000	1,035	1,063	1,119
Certificate	47	52	58	54
NIC	54	46	44	43
Diploma	54	46	44	43
NVIT	30	25	30	23
Associate	30	24	30	23
Certificate	-	1	-	-
SFU	1,445	1,480	1,352	125
Doctorate	45	48	49	48
Masters	47	47	42	41
Bachelor	1,334	1,361	1,230	
Post-Degree Diploma	11	10	10	11
Certificate	12	17	22	25
TRU	77	70	121	127
Bachelor	77	70	121	127
UFV	531	507	506	519
Master	29	24	22	14
Bachelor	502	483	484	505
VIU	177	186	183	179
Bachelor	68	73	63	179
Diploma	109	113	120	
KPU Total	492	482	510	525
Bachelor	387	432	420	423
Associate	80	43	53	47
Diploma	26	10	38	54
Certificate	7	6	9	9

⁷ Data reported in this section was obtained from a dashboard that is under development. Data are coded by Classification of Instructional Program (CIP). To identify Criminology programs, CIP code 45.0401 was used.

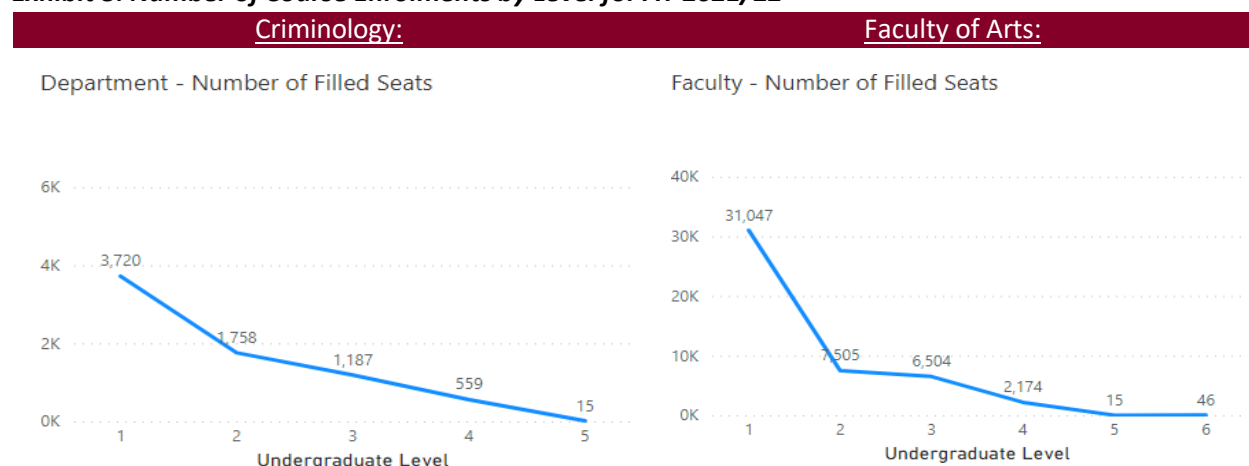
Has there been a change in average filled seats per class in Criminology courses? How do they compare with Faculty of Arts courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2018/19 to 2021/22⁸



How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for Faculty of Arts upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2021/22⁹



How does tuition compare with instructional costs for the average class in your program?

A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

⁸ Data reported in this section was obtained from a dashboard that is under development.

⁹ Data reported in this section was obtained from a dashboard that is under development.

Exhibit 9: Cost Structure of Average Class for Criminology, Faculty of Arts UG, and All KPU UG Courses for Academic Year 2021/22¹⁰

	Criminology	Arts UG	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	30.2	25.5	24.8
Overall % filled by International	23%	37%	43%
Tuition Revenue	\$25,085.48	\$26,688.97	\$28,253.34
Average Net Revenue	\$9,372.73	\$10,976.22	\$12,540.59
Total # of Classes	240	1,850	4,602
Total Net Revenue	\$2,249,456.07	\$20,306,002.41	\$57,711,794.08

*Average Net Revenue = Cost of instruction - tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Spring 2023	242	89%
Fall 2022	182	87%
Summer 2022	402	92%
Spring 2022	221	89%
Fall 2021	297	95%
Summer 2021	581	98%
Spring 2021	312	97%
Fall 2020	452	98%

	Course	Unmet Demand
Spring 2023	CRIM 1100	73
	CRIM 1101	23
	CRIM 1208	21
	CRIM 1215	22
	CRIM 2330	19
	CRIM 3217	26
	CRIM 3249	14

Unmet demand by course is available in the [Enrolment Tracking Report dashboard](#) for each term.

¹⁰ Data reported in this section was obtained from a dashboard that is under development.

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

*Are appropriate opportunities provided to help students acquire the essential skills?*¹¹

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Criminology Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Criminology Program (2020-22)	Student Outcome Data for Douglas Criminology Program (Bachelor, Certificate, Diploma) (2020-22)	Student Outcome Data for SFU Criminology Program (Bachelor) (2020-22)	Student Outcome Data for UFV Criminology Program (Bachelor) (2020-22)	Ministry Target
<i>Respondents</i>	187	187	445	77	
<i>Skill Development</i> ¹²	87%	91%	82%	89%	≥ 85%
<i>Write Clearly and Concisely</i>	90%	95%	87%	89%	≥ 85%
<i>Speak Effectively</i>	83%	91%	84%	87%	≥ 85%
<i>Read and Comprehend</i>	88%	96%	88%	91%	≥ 85%
<i>Work Effectively with Others</i>	85%	85%	67%	84%	≥ 85%
<i>Analyze and Think Critically</i>	93%	95%	91%	96%	≥ 85%
<i>Resolve Issues or Problems</i>	81%	88%	72%	81%	≥ 85%
<i>Learn on your Own</i>	88%	86%	86%	93%	≥ 85%

¹¹ Data reported in this section was obtained from a dashboard that is under development.

¹² Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

*Are students performing satisfactorily in courses?*¹³

Are an adequate number of students in Criminology courses receiving a grade of C and above? How do they compare with the students in Faculty of Arts courses at the same level?

Exhibit 12: Cumulative Grade Distribution for Criminology Courses from AY 2017/18 to AY 2021/22

Cumulative Grade Distribution for Department Courses

Academic Year ● 17/18 ● 18/19 ● 19/20 ● 20/21 ● 21/22

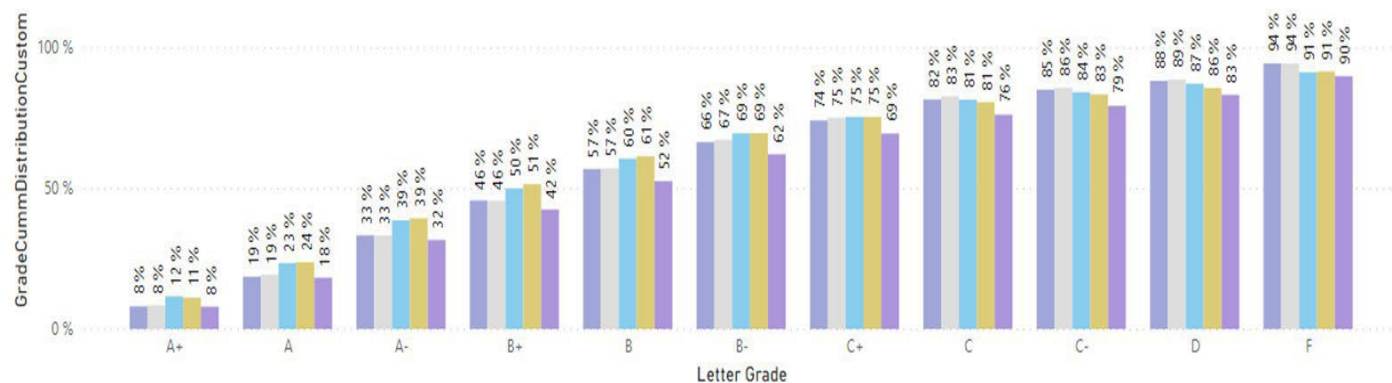
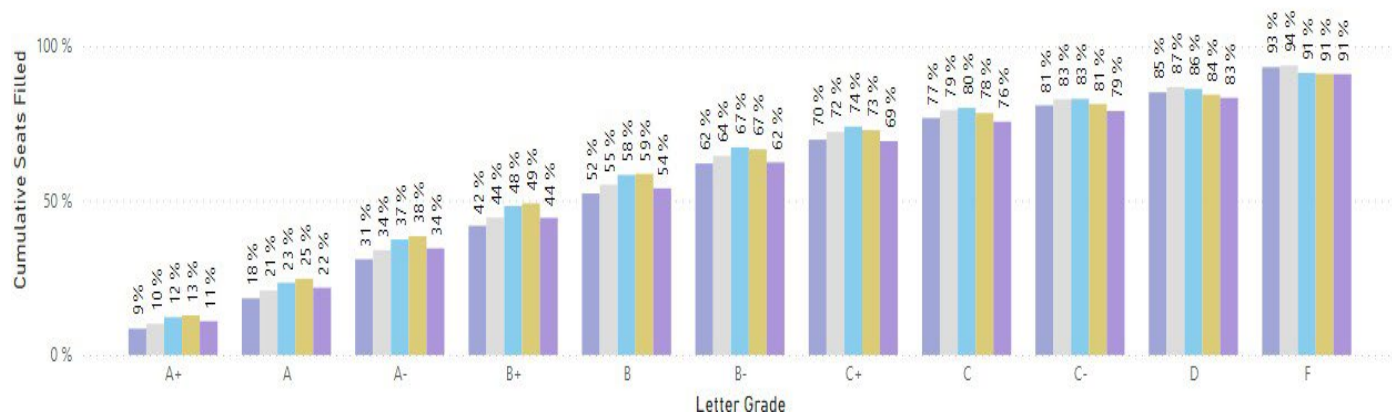


Exhibit 13: Cumulative Grade Distribution for Faculty of Arts Undergraduate Courses from AY 2017/18 to AY 2021/22

Cumulative Grade Distribution for Faculty Courses

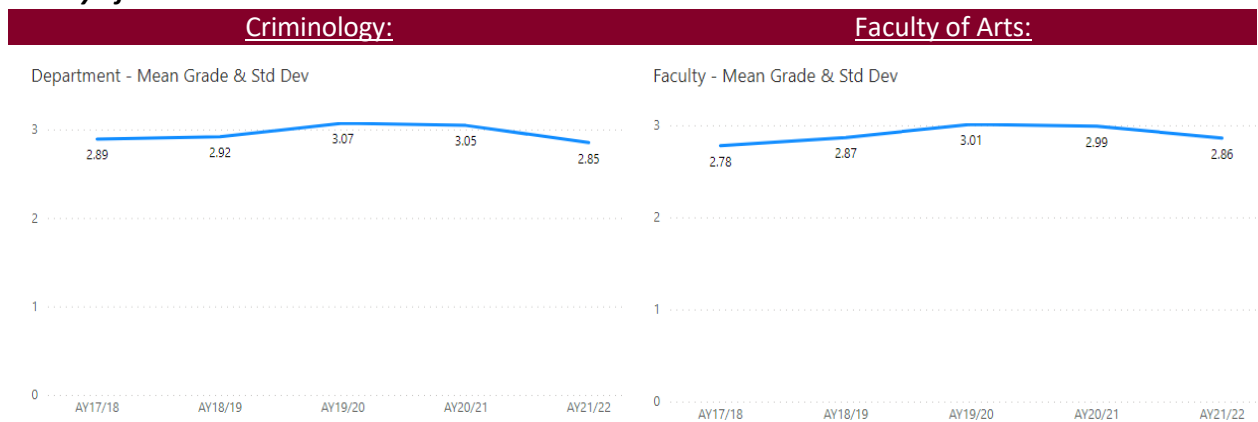
Academic Year ● 17/18 ● 18/19 ● 19/20 ● 20/21 ● 21/22



¹³ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](https://data-home.sharepoint.com)

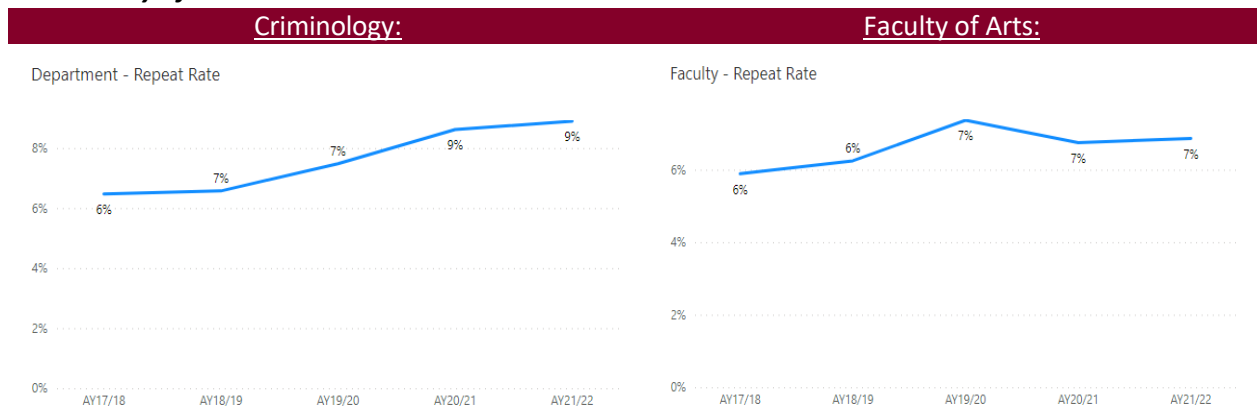
Do the overall grade trends for the Criminology courses indicate an issue? How do they compare with the overall grades for Faculty of Arts courses?

Exhibit 14: Grade Data for Criminology Undergraduate Level Courses by Academic Year compared with Faculty of Arts



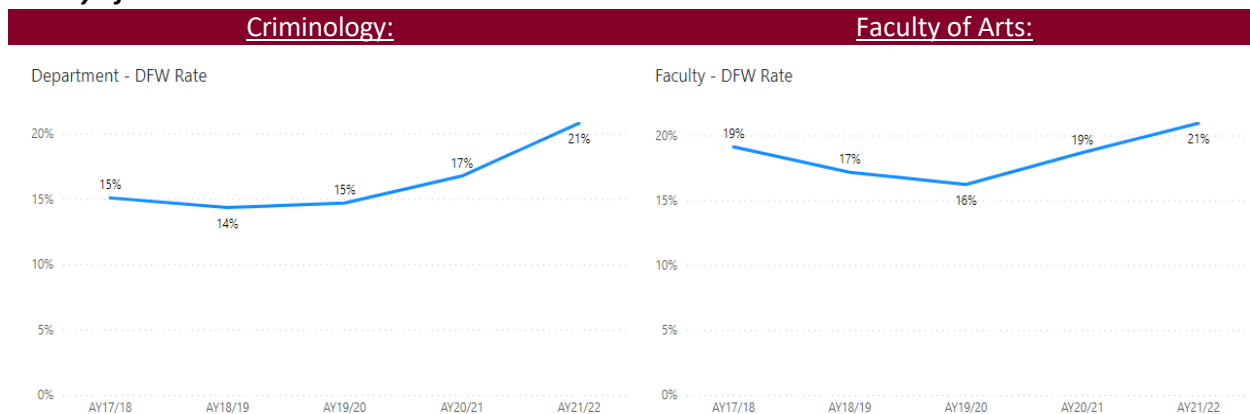
Do the repeat rate trends in Criminology courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Arts undergraduate courses?

Exhibit 15: Repeat Rates in Criminology Undergraduate Level Courses by Academic Year Compared with Faculty of Arts



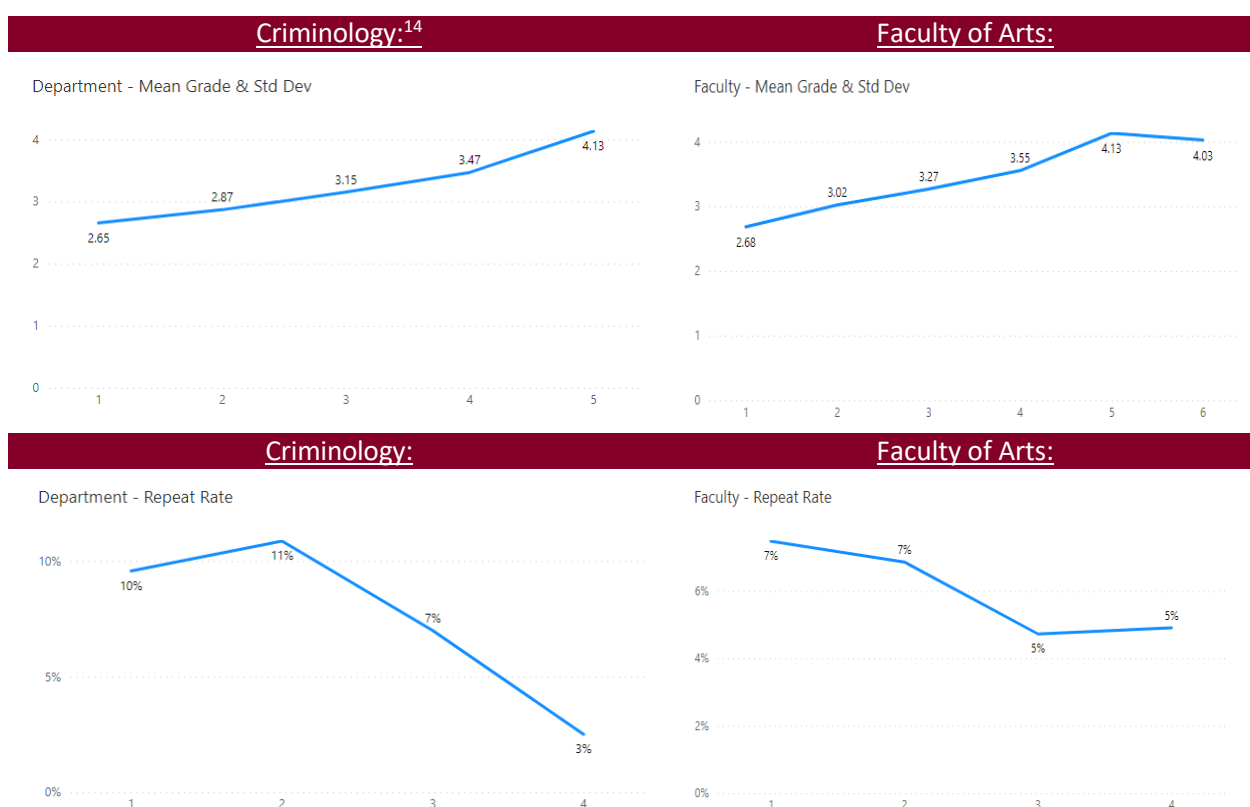
Does the DFW rate trends in Criminology courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Arts undergraduate courses?

Exhibit 16: DFW Rates in Criminology Undergraduate Level Courses by Academic Year Compared with Faculty of Arts



Are there any issues with Criminology students' performance at each level? How do they compare with Faculty of Arts undergraduate courses?

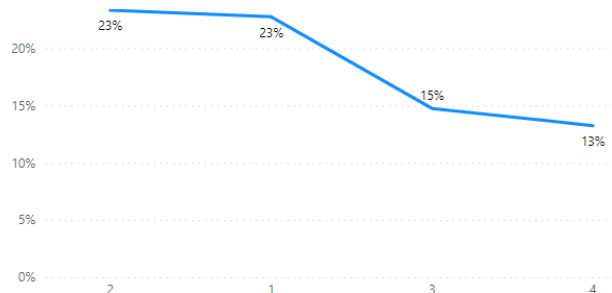
Exhibit 17: Student Performance Data for Criminology Courses for AY 2021/22 by Undergraduate Levels Compared with Faculty of Arts



¹⁴ Note that variations in sample size can affect the Grade Point Equivalent Mean data.

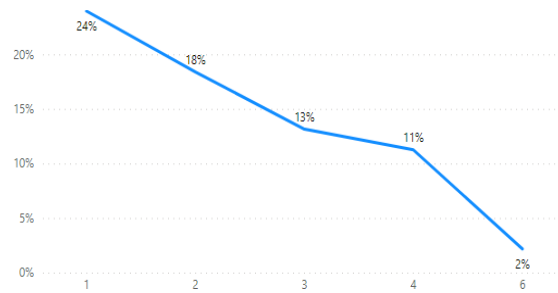
Criminology:

Department - DFW Rate



Faculty of Arts:

Faculty - DFW Rate



*Are students making satisfactory progress in the program?*¹⁵

Has there been a change in the number of Criminology Program graduates over time? How does it compare with Faculty of Arts in general?

Exhibit 18: Criminology Program Graduate Headcount¹⁶ by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total ¹⁷	151	171	187	195	207
Bachelor's Degree	95	116	124	130	135
Associate Degree	28	28	23	22	26
Diploma	20	21	31	27	31
Certificate	8	6	10	17	16

Exhibit 19: Faculty of Arts Graduate Headcount by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total	804	893	1,565	1,341	1,327
Associate Degree	74	52	66	55	66
Bachelor's Degree	389	358	440	449	441
Certificate	102	72	203	108	146
Diploma	245	421	862	738	689

¹⁵ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](#)

¹⁶ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁷ To avoid double counting students, total graduate headcounts presented in Exhibits 18 and 19 are unique headcounts of students for the year, not the sum of the credential counts.

Are Criminology students completing the program within a reasonable time? How does it compare with Faculty of Arts in general?

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 22: KPU Criminology Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Criminology Program (2020-22)	Average Student Outcome Data for Douglas Criminology Program (Bachelor, Certificate, Diploma) (2020-22)	Average Student Outcome Data for SFU Criminology Program (Bachelor) (2020-22)	Average Student Outcome Data for UFV Criminology Program (Bachelor) (2020-22)	Ministry Target
<i>Respondents</i>	187	187	445	77	
Unemployment	5.1%	9.1%	8.2%	6.9%	≤18.9%
Currently	90%	81%	84%	87%	
In a Related Job ²⁰	58%	45%	58%	64%	
Further Studies ²¹	34%	54%	45%	51%	

¹⁸ Unemployment rate of KPU's graduates (of those in the labour market).

¹⁹ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

²⁰ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²¹ Respondents who have taken further studies after taking the program, including those currently studying.

Appendix F: Alumni Survey Results

Criminology Program Review - Alumni Survey Results

The alumni survey was sent to 730 Criminology alumni. A total of 64 alumni responded. The response rate is 9%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1 - What is the highest credential you have earned in KPU's Criminology program?

#	What is the highest credential you have earned in KPU's Criminology program?	Percentage
1	Bachelor of Arts - Honours in Criminology	19%
2	Bachelor of Arts - Major in Criminology	56%
3	Bachelor of Arts - Minor in Criminology	0%
4	Associate of Arts Degree in Criminology	9%
5	Diploma in Criminology	9%
6	Certificate in Criminology	6%
	Total number of respondents	64

2 - When did you complete this credential?

#	When did you complete this credential?	Percentage
1	2023	10%
2	2022	22%
3	2021	27%
4	2020	24%
5	2019	17%
	Total number of respondents	63

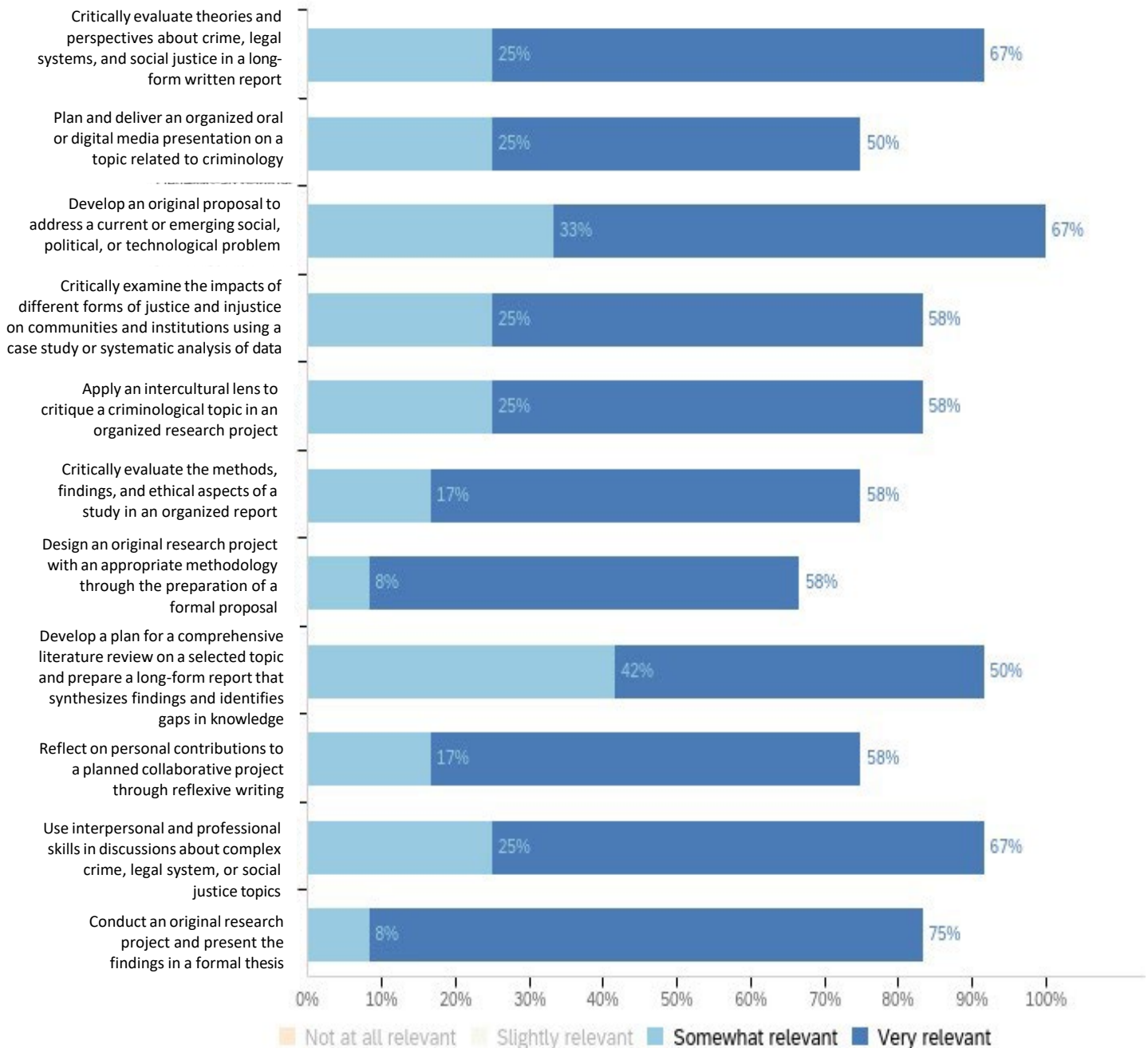
QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

3 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

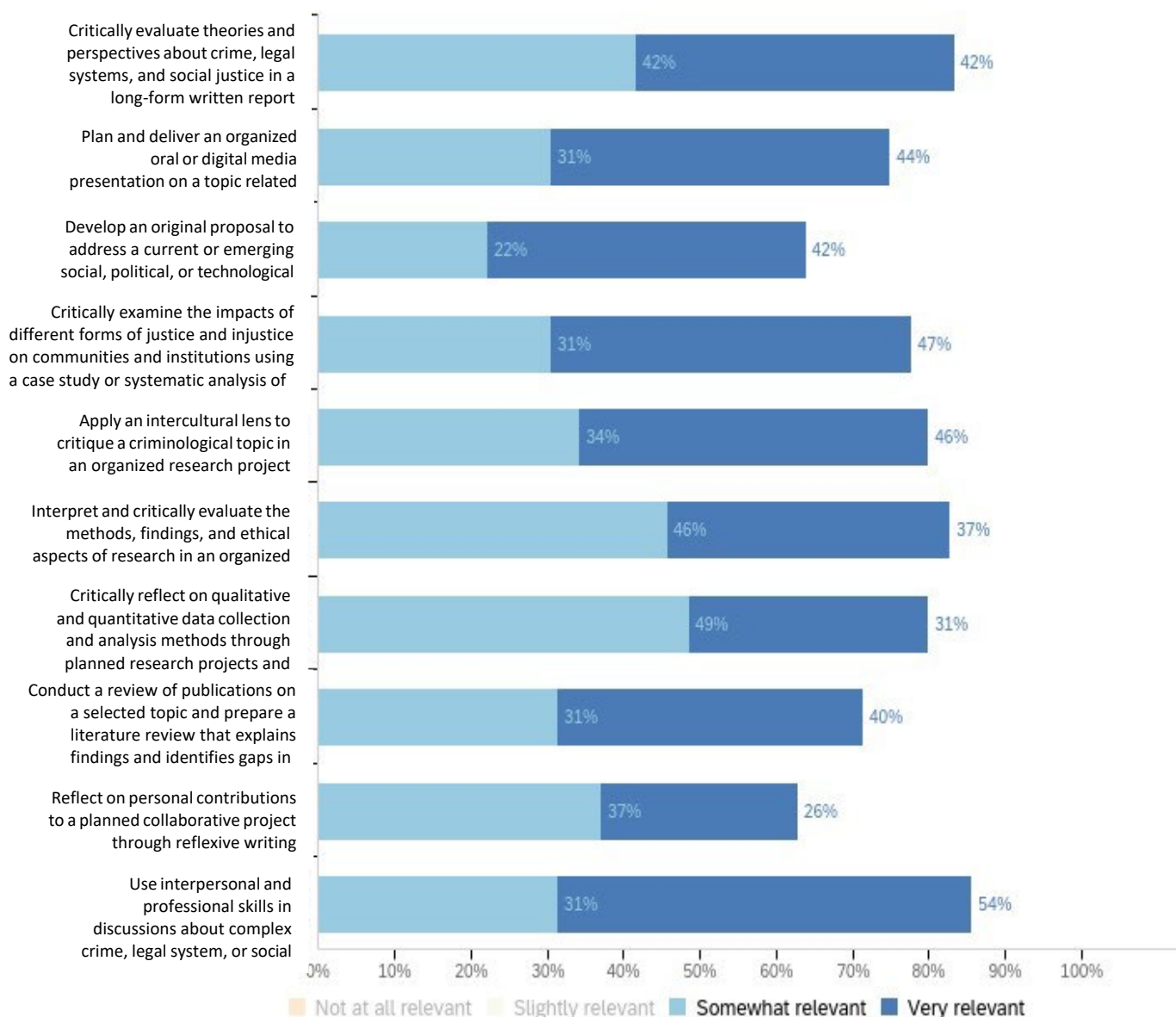
Bachelor of Arts - Honours in Criminology



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	8%	25%	67%	12
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	8%	17%	25%	50%	12
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	0%	33%	67%	12
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	8%	8%	25%	58%	12
5	Apply an intercultural lens to critique a criminological topic in an organized research project	17%	0%	25%	58%	12
6	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report	8%	17%	17%	58%	12
7	Design an original research project with an appropriate methodology through the preparation of a formal proposal	17%	17%	8%	58%	12
8	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge	8%	0%	42%	50%	12
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	17%	8%	17%	58%	12
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	8%	25%	67%	12
11	Conduct an original research project and present the findings in a formal thesis	8%	8%	8%	75%	12

Bachelor of Arts - Major in Criminology



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

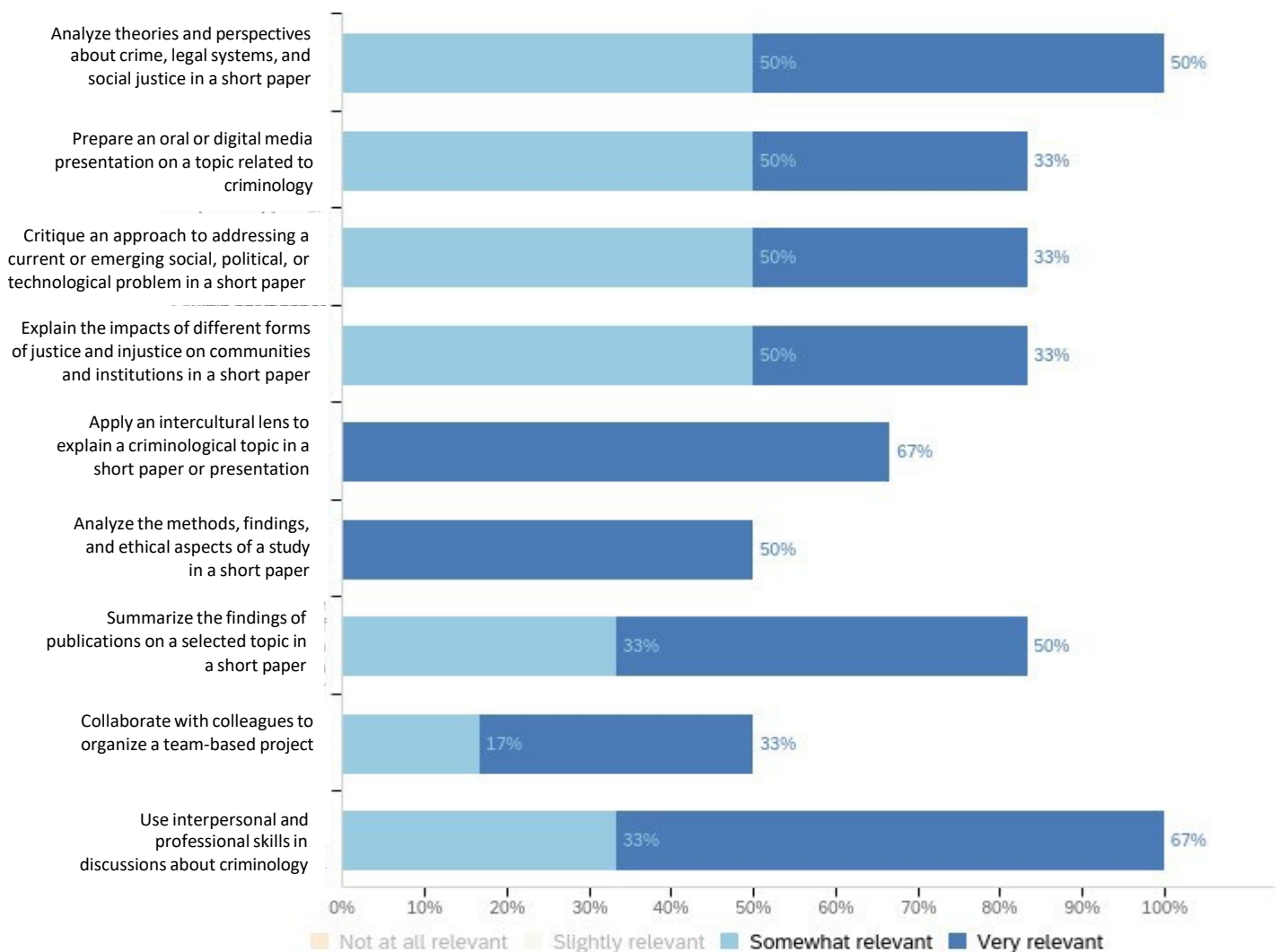
#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	6%	11%	42%	42%	36
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	11%	14%	31%	44%	36
3	Develop an original proposal to address a current or emerging social, political, or technological problem	14%	22%	22%	42%	36
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	3%	19%	31%	47%	36
5	Apply an intercultural lens to critique a criminological topic in an organized research project	3%	17%	34%	46%	35
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	11%	6%	46%	37%	35

7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	3%	17%	49%	31%	35
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	9%	20%	31%	40%	35
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	17%	20%	37%	26%	35
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	14%	31%	54%	35

Bachelor of Arts - Minor in Criminology

Not enough responses to report.

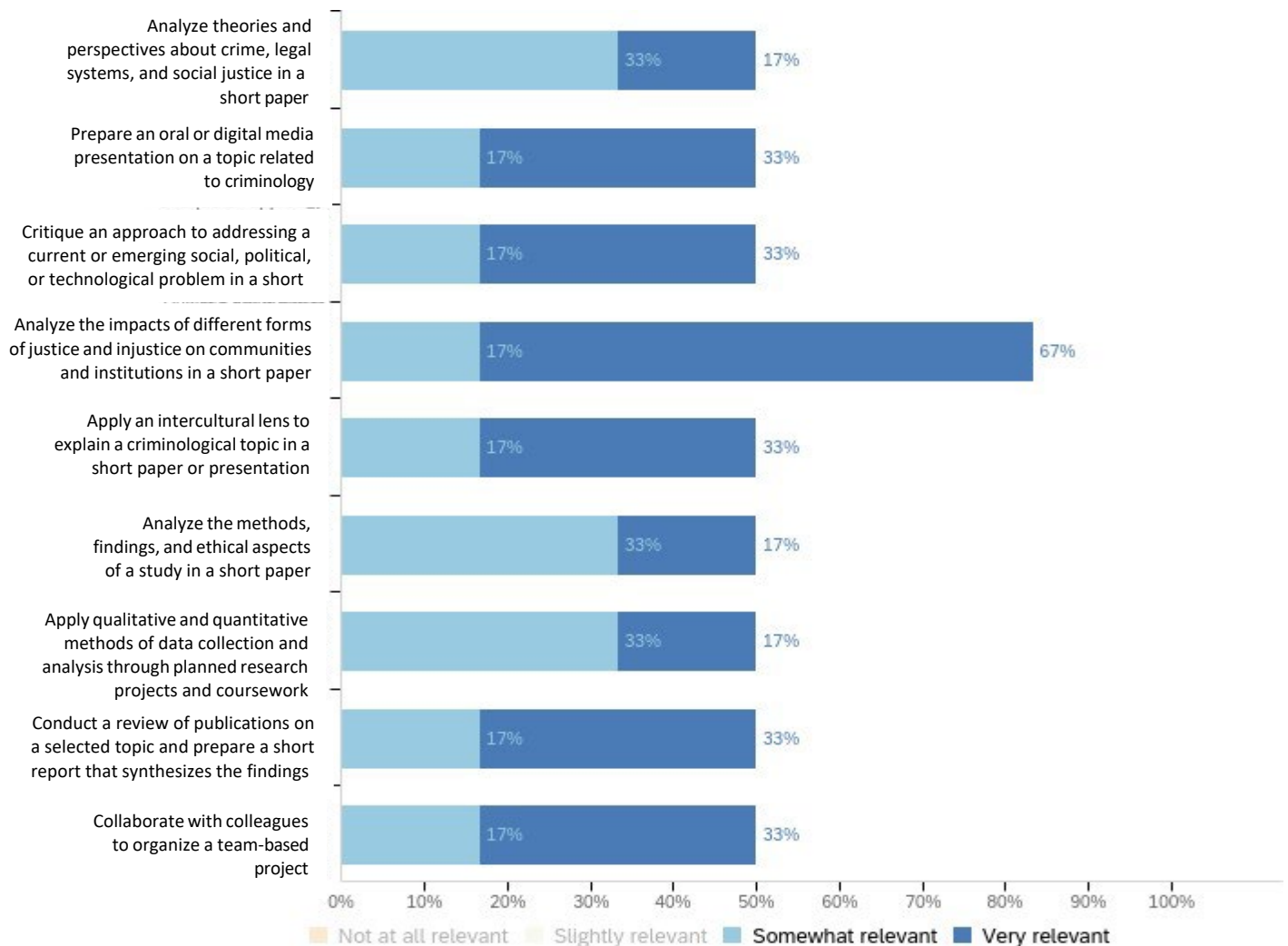
Associate of Arts Degree in Criminology



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	0%	50%	50%	6
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	17%	50%	33%	6
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	17%	50%	33%	6
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	17%	50%	33%	6
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	33%	0%	67%	6
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	50%	0%	50%	6
7	Summarize the findings of publications on a selected topic in a short paper	0%	17%	33%	50%	6
8	Collaborate with colleagues to organize a team-based project	17%	33%	17%	33%	6
9	Use interpersonal and professional skills in discussions about criminology	0%	0%	33%	67%	6

Diploma in Criminology



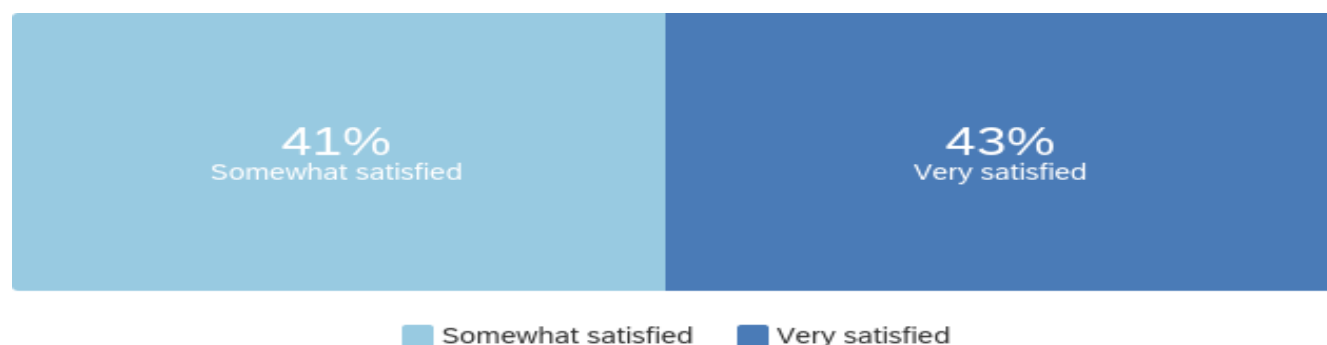
Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	17%	33%	33%	17%	6
2	Prepare an oral or digital media presentation on a topic related to criminology	33%	17%	17%	33%	6
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	50%	0%	17%	33%	6
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	17%	0%	17%	67%	6
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	17%	33%	17%	33%	6
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	33%	17%	33%	17%	6
7	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework	33%	17%	33%	17%	6
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	33%	17%	17%	33%	6
9	Collaborate with colleagues to organize a team-based project	50%	0%	17%	33%	6

Certificate in Criminology

Not enough responses to report.

4 - The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Criminology program?	Percentage
1	Very dissatisfied	2%
2	Somewhat dissatisfied	10%
3	Neither satisfied nor dissatisfied	5%
4	Somewhat satisfied	41%
5	Very satisfied	43%
	Total number of respondents	63

5 - Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program.

a lot of critical thinking on very relevant and important topics

Builds core knowledge and foundations.

Great courses, great instructors, and room to grow as an academic. I think the Honours program in particular was essential for my success in my masters and PhD programs.

A lot of professors bring in guests who are part of the criminal justice system in some way to give a talk. Even doing class circles was good. These are ways students can learn from each other better and from real life people who are connected with CJS.

Some of the best courses I took were those of people who had experience on the field and those that took you to job sites and showed how different jobs went.

I think the 2000 level course could use a teaching style shake up

All the professors in KPU's Criminology program had a passion for teaching. The strength of the program came from the professors willingness for one on one help, all professors emphasized coming to their office after hours to discuss anything that was not understood.

KPU's Criminology program lets students experience society's problems through many different points of views. Some times conflicting views are taught in different classes but I think this is a strong point as it elaborates the student's ability to apply their critical thinking skills and the ability to critique certain ways of thinking.

It is very broad and introduces the many areas of specialty pertaining to criminology. I.e theory, legal system, sociology, psychology etc.

Many different types of education forms (field trips, guest lectures), and different types of criminology classes such as organized crime, or policing focused courses that are not offered at other universities

Professors, and sources of knowledge (Library, textbooks)

The critical thinking and participation aspect.

The passion and enthusiasm from the faculty was amazing and the support and accountability provided by all faculty definitely helped prepare for real-world and workplace expectations/deadlines.

Strengths - certain teachers spend time to provide valuable feedback. As a high GPA student, this was very much appreciated.

Instructors

Most professors are SFU level and create a good curriculum.

Overall stellar program

The forensic investigation/science course about how to discover, collect, and maintain forensic evidence was the best course. Focus on making that course a program

1. Professors coming to teach courses from their field of work related to it (example: **[Instructor Name Redacted]**) 2. Small size class rooms
3. The flexible course schedule availability.

Hiring subject matter experts in the field to teach the subjects of their expertise.

Small class sizes, widespread time slots for classes over the course of a day, good astute professors

Practicum program

It embraces your interests within the Criminology curriculum and further indulges any doubts in regards to our own systems.

The program curriculum gets the students to reflect on the overall analysis of what criminal activity and action means. This analysis expands in to numerous scopes and perspectives.

Diverse learning opportunities, and opportunities to work with faculty.

The interactive learning and having professors that worked in the field were a huge asset to me remaining at KPU for my whole degree

Very white western colonial lens on curriculum. Add courses; Eastern law Religious law Microaggressions - everything that is considered an attack and one's identity but is not considered discrimination according to Western colonial law that benefits white settler societies (e.g., racist adjacent, gendered adjacent, defamation and derogatory language, ignorance, extends to arguing "freedom of speech"

Comprehensive regarding historical and contemporary matters.

Diverse range of instructors with different experience and views/beliefs, allowing for students to hear different approaches to the same ideas. Unbiased education that encourages students to form their own opinions and think critically, instead of having their opinions made for them.

Instructors with a wide variety of experiences and opinions

It teaches about the application of the law, as well as, understanding the formation of law

Indigenous recognition.

The professors are incredible. So kind and passionate about their topics. I did grad school at SFU and it was horrendous especially compared to KPU. A lot of that has to do with professors who encourage creative learning and thinking rather than limiting your ability to learn and think.

Professors being ex-police officers, investigators, etc makes the KPU Criminology program excel. Real life experiences are being provided in our classes.

6 - Thinking of KPU's Criminology program's curriculum as a whole, please provide any suggestions you have for improvement.

more opportunities for students

More practical - this degree does not prepare for working front line. The knowledge is there, but when you're talking to someone who's traumatized, angry, and needs support, books don't really teach how to work with people.

Make co-op mandatory so that students gain experience working in fields related to criminology.

I think my theoretical background was weak because of the focus on the practicality portion of the program and getting students ready to enter the workforce. There's nothing wrong with that, but there was definitely a gap in my own knowledge as an academic. I had to take catch-up courses in my masters program in order to get me up to speed with some of the theoretical concepts that were being discussed.

Doing presentations makes sense because it's important to study specific topics in depth, but students spend more time stressing about the presentation than actually learning. It's a feeling of "quickly get it done and never think about it again".

Connections from the program to jobs. Since I have gotten my degree I have not been able to get a new job in my field.

Classes would get filled very quickly, waitlist could have been improved to automatically by giving an sms notification for when classes became available to fill.

Criminology feels more like a generalist type of study. It give students a very good understanding of how and why problems develop. As understanding is very important in related work. But to me I feel that the lack of specialization can be hurtful when competing for work.

More structured, I would be selecting courses based on availability thus, I would take 1st and 2nd year courses when in my 4th year and I would have already been familiar with the curriculum and therefore redundant to be taking. But only taking because of requirement.

Perhaps more hands on. Field trips is a silly way of putting it, but being in a more "field" environment could help bring context to the topics we learn about in the classroom setting.

Not on criminology alone but the impact of other fields on criminology. For example how education may effect the study of criminology.

More field experience.

In light of covid 19, it was a challenging time with transitioning from in person classes to online forums. I would say more preparation is needed for future instances where classes may convert to a different forum than expected to help students and faculty succeed.

I enrolled in the practicum during my 1st year of school. I can honestly say that it was a waste of time and money. It was incredibly poorly executed, and all parties involved were uninterested in helping me learn nor supported me effectively. I have copy pasted my course feedback verbatim. This disastrous experience is what ruined KPU's reputation and drastically lowered my opinion of the school and its representative who runs the practicum. Verbatim as given for feedback to the course survey.: **[Instructor Name Redacted]** gives conflicting advice and miscommunicates. I communicated to **[Instructor Name Redacted]** about how the practicum supervisors stated "I don't fucking care about nonUBC students, I'm only interested in training them as they are priority, they are the law students, they deserve training" no teacher should await for a student to approve the coordinator's involvement in such disgusting behaviour and as unprofessional as this. This type of behaviour is unacceptable from any practicum placement supervisors or staff, and should immediately be brought to attention by the coordinator. She should've taken control of the situation and self initiated reaching out to discuss this with the supervisor, instead of expecting my further involvement. I already had spoken with the supervisor and was told "that's how lawyers talk, we are blunt, don't take it personal" the fact that **[Instructor Name Redacted]** did not initiate any communication to the supervisors about this is beyond disappointing, as she REPRESENTS KPU, it reflected poorly on how KPU handles these situations. Instead it demonstrated that she prioritized the relationship and practicum placement over student comfort and support. I also communicated to her that I was bored by the third week in January as I was only doing admin work: intake calls and her advice was to "let them take the lead" and "its important to not be demanding" and that "you're not the first to comment that (only admin work)" I informed her of the issues and how I had responded in early January. At her suggestion to "not be too demanding...let them take the lead" I stayed at the clinic hoping she was right and gave it a couple more weeks. However, a few weeks later after I had been approved to attend court by **[Instructor Name Redacted]** and then be scolded by the admin staff for not being there "why do you get special treatment? These are actual law students, with actual degrees, the fact that you aren't here is confusing to me..." it was clear the clinic was not what was expected. If she is aware that students are not happy only doing admin work then she should be a support and ensure she communicates to the supervisors what the expectations are, just like they are stated in the practicum syllabus/agreement. During class meetings, **[Instructor Name Redacted]** emphasized advocating for ourselves and letting the placement supervisor know our wishes and interests. She does not seem to realize that we are in a delicate situation and our grades are determined by someone who has immense authority and influence and is not unbiased. Learning environment Because her communication and direction are conflicting, her attempt to foster a healthy environment where honesty and transparency are important felt skewed. I did not feel comfortable stating what events transpired and discussing with the class my true feelings because after I'd notified her, her silence and inactions spoke volumes. Her comments about the great 15 year

relationship she had with the supervisor and how it is "important to maintain professionalism" and a "respectful relationship" ..., indicated to me she valued it more than ensuring a student is safe and comfortable. I'd clearly explained the emotional abuse and the lack of support, and how they were appalling to say the least. It made me feel that speaking out and voicing how unsatisfied and bored, I was – it would continue to be minimized and not given the attention it deserved. How can I advocate for myself and feel comfortable to ask for more learning opportunities when I had already voiced my concerns to the supervisor directly and in a professional manner as is expected and per protocol and yet my concerns were insufficiently addressed. Instructional/content delivery This course required self reflection from students in terms of the practicum experience. [Instructor Name Redacted] provided basic content and her instructions on the forums were repetitive, constantly asking us for our reflection on the experience, and what we learned from it. Our student groups chats revolve around how repetitive the questions are, and how it is too frequent for the same type of answer. In terms of the instructional/content delivery for the practicum experience, it would be 100000000% better if [Instructor Name Redacted] was actually more involved in the ongoing events and not just act as the initial point of contact. She said "I don't get involved, I did all that in Sept..." this is inexcusable. She should be able to obtain from the supervisors or have a map of what the student is going to be doing to ensure ALL parties are held accountable. Advice, guidance, and grading [Instructor Name Redacted] did not provide clear enough instructions on how the grading from the supervisors would be managed. I feel completely let down by her and the supervisors at the clinic. It was confusing to understand how the supervisors were to grade the students by the experience, or what the process looked like, especially considering that [Instructor Name Redacted] only was present at the clinic for a couple days of the week and was absent in teaching me anything. He left me with his admin staff, and somehow thought that he deserved to grade me. [Instructor Name Redacted] lack of involvement, and lack of communication with the supervisors, and inability to explain the grading process to students led to chaos and unfair treatment. We were just left to our own devices to manage the conversations with the supervisors - this is enabling supervisors to be disrespectful as no expectations or directions are really provided. [Instructor Name Redacted] immediately told me he would grant me a B+ for my midterm without explaining why he thought I deserved that grade. I immediately told him I was an A/A+ student and that a B+ without any explanations was unfair. He stated he "didn't believe in A+, and (he) wouldn't give himself an A+ ever... a B+ in law school is like an A." This logic is so faulty and incomprehensible, it is shocking that KPU allows this relationship to go on. KPU's grading system is NOT dependent on his ridiculous beliefs. KPU has the grading system, and is applied to the practicum for a reason and is not something he can arbitrarily change because he decides so. [Instructor Name Redacted] admitted he gave a previous KPU student a B+ and she became angry because she did not think there were issues, and "thought (I-[Instructor Name Redacted]) didn't like her".... I think that is a justified response from the student.. he ended up giving me an A - 1% less than an A+ simply because he didn't believe in an A+, and then claimed that he thought my communication needed improving, even though he had previously made a point that he wanted text messages for communicating. I refused to communicate via text message because it does not exemplify professional standards and he never replied to my text messages or emails anyways. So while [Instructor Name Redacted] may think that she explained the grading system to students, and that it was unnecessarily simple - the fact is, she needs to be more involved and pay attention to student concerns because at the end of the day, young students may not feel comfortable enough to voice their opinion, or may feel intimidated because of potential repercussions from the supervisor in relation to grades or future references. How can the instructor improve? [Instructor Name Redacted] can improve by actually supporting students when a concern is raised. I requested to be moved to another placement and researched my own placement. She stated she was unaware of what to do and needed to discuss with her department etc, because a student who was requesting to move placements "had never happened before." This excuse is bewildering to me, because she is essentially saying that KPU had no contingency plan for when a student needs to be moved - for whatever reason. Basically by this explanation, a student needs to continue the placement lest they "not fulfill the hours" what if a student has been sexually harassed or assaulted? Does KPU really not have any back up plan for when a student does not want to continue in that placement? The veiled threat of not graduating or passing the course because "this hasn't happened before" and "I don't know what would happen to your already accumulated hours.. " is enough to force any student to begrudgingly comply and complete the hours despite being disrespected at the placement. For all the mental health that [Instructor Name Redacted] purports to support, she is unable to recognize the serious consequences of being subjected to a toxic environment and unsupportive individuals.

Availability

Get rid of professors who try to show off their own knowledge on the subject matter or expect students to improve on their own.

None

Make a program at KPU that is completely focused on Forensic Science as it concerns law enforcement, practices, and getting hired after graduation in the field. Criminological study can be applied but at a minimum in comparison to the forensic aspects of the program. KPU would be the only other institution other than BCIT who does a program like that. But, if KPU focuses on frequent course offerings and hiring proficient professors to teach the material they will out-compete BCIT, retain students at a higher rate, and make more profit. I have spoken to many young people and students so far about this idea and all of them mentioned that they would start and finish a program like that if it was offered

1. Kwantlen 'Polytechnic' University: every class should have an hands on portion in addition to the academic (essays, readings, etc.) 2. The curriculum should be updated with the latest events (including data) where appropriate. Avoid using decade old books with outdated data in them. 3. Have more available classes through all the semesters. Students were left to scramble for classes needed for graduation.

Instructors showing less personal biases and being more open to other and/or opposing worldviews and opinions.

I'm not sure if this is an issue but there is a very stark divide between law enforcement professors and social justice professors. It is pronounced enough that I felt it. I would like to see collaboration between these two sides rather than a divide.

A bridge that connects u with workplaces after degree everyone is lost after there degree

The programs curriculum could improve more interactive assessments, rather than all written forms of instruction and learning.

More practical skills and experiences.

Need more 4 credit classes

I can't believe I'm saying this, but more group work... specifically, something that, in addition to its other, "topical," objectives, meaningfully focuses on working as a group with different people for the purpose of learning something about co-existing with others who may have deep differences in principles or attitudes regarding criminological and criminal justice matters. The program includes significant sections on reflexivity, but those are all as individual and independent investigators/inquirers. All existing group work is somewhat perfunctory, being limited to prosaic "present a report" style assignments, which may be useful in future careers but does not directly (consciously and explicitly) focus on how to, well, get along. The commonalities tend to be extrinsic (e.g., finish the assignment, get a good grade) rather than intrinsic. This perfectly mirrors the intractability of serious, reflexive discussion on criminal justice and other sociocultural matters that we, in my opinion, might want to tackle... collaboratively. Maybe the dramaturgical silence is the lesson itself? But then is it really school or just "life," conservatively?

More Indigenous-focussed courses should be required, not just optional. More on crime prevention as well. I learned all about what may cause crime, what we do when crime takes place, but very little on how to actually prevent crime. **[Course Name Redacted]** was great and should be required.

Some teachers don't value the teaching of the course rather than care about getting their sense of authority out

While the topics of the Criminology curriculum were great and taught me such an in depth understanding of what a Criminologist career entails, adding more specific topics geared towards what a Criminology Degree/Certificate graduate would expect as a future career, instead of broad based ones, would be helpful. For example, since there is already a course that is solely geared towards policing, adding other sole based focused (ex: CBSA course, Intelligence Course, etc.) can really help students narrow down what they would like to do in the future while also getting the opportunity to explore such avenues.

I am of the opinion that KPU's Criminology program's curriculum should offer courses based on those wanting to attend law school.

I would have preferred more online "at your own pace" course rather than attending class.

Perhaps a more intensive methods program with easier options for students to conduct studies with supervision from a professor so that they can be prepared for grad school.

N/a

7 - What topics, if any, were missing from the program?

not sure

Have real people affected by homelessness, addictions, and systemic bias present at schools to hear their perspective. We live so close to DTES, let's hear their voices in a supportive and helpful way.

Criminal process, advanced criminal law, sentencing law

I think more restorative Justice was good to touch on. As well as highlighting new ideas. It would be good for students to brainstorm possible new criminal code rules or new systems to be implemented in the CJS. Mental health in crime is a good one that I didn't learn much about- this would be very good to learn.

I think there needs to be more emphasis on smaller groups and local settings. A lot of the Crim program focuses on theories and not on the practical day to day processes.

Intersectionality, equity, and equality

No topics were missed, program thoroughly covered everything.

I would benefit from more field studies and real world problem solving which I felt was lacking in the program. The program also lacks the ability to help students focus on a career path.

Fieldwork, policing focused courses. As majority of people who take crim go in the field yet the curriculum is very theory focused.

more law

I personally, wish there were more law specific courses. The course with **[Instructor Name Redacted]** (I believe **[Course Name Redacted]**) was very intriguing and wish there were more like that. Examining actual cases and learning, in depth, about the Canadian law system.

More law-related courses.

With the nature of business and retail in the lower mainland it would have been nice to see some coursework geared towards current asset protection models being used with today's retailers to help students better prepare for crisis intervention or compliance type roles.

Classes that focus on cyber crime

NA

Forensics-focus courses

Make resume writing and interviewing (S.T.A.R. method) mandatory course. I learn this on my own, and it was the most valuable skill set. I wished this was included in my curriculum.

None

Forensic Science/Evidence courses and how to become a forensic investigator in the criminological/law enforcement field

1. Aside from the practicum, more hands-on projects/field trips for the majority of the courses taken at KPU.

Not enough about policing.

I can't think of any

Connection with workplaces

There were no specific topics that were missing from the program but some classes were not offered in the year or semester.

Contract law

Violence against trans and nonbinary identities Oppressors versus the Oppressed Suicide: suicidal ideologies, parasuicidal, attempted suicide and completed suicide

I would suggest there be a focus on the epistemology of crime and deviance. This can but does not necessarily need to be connected to learning about the different ways that other societies and cultures in the world approach crime and/or social control. (Good luck describing, let alone teaching, this without being taken to be promoting cultural relativism to the diehard nonrelativists and thus offending them!)

As we see the world change as a result of technology, there should be more on privacy and technology-related crimes. Consider Artificial Intelligence, deep fakes, sponsorship disclosure, photoshop and editing disclosure. Ethics as well. **[Instructor Name Redacted]** does well at discussing such issues in his courses but I would like to see this expanded.

Environmental crime. A one-off special subject course was offered for only one semester called Green Criminology. There are a lot of enforcement jobs in environment.

See above.

N/a

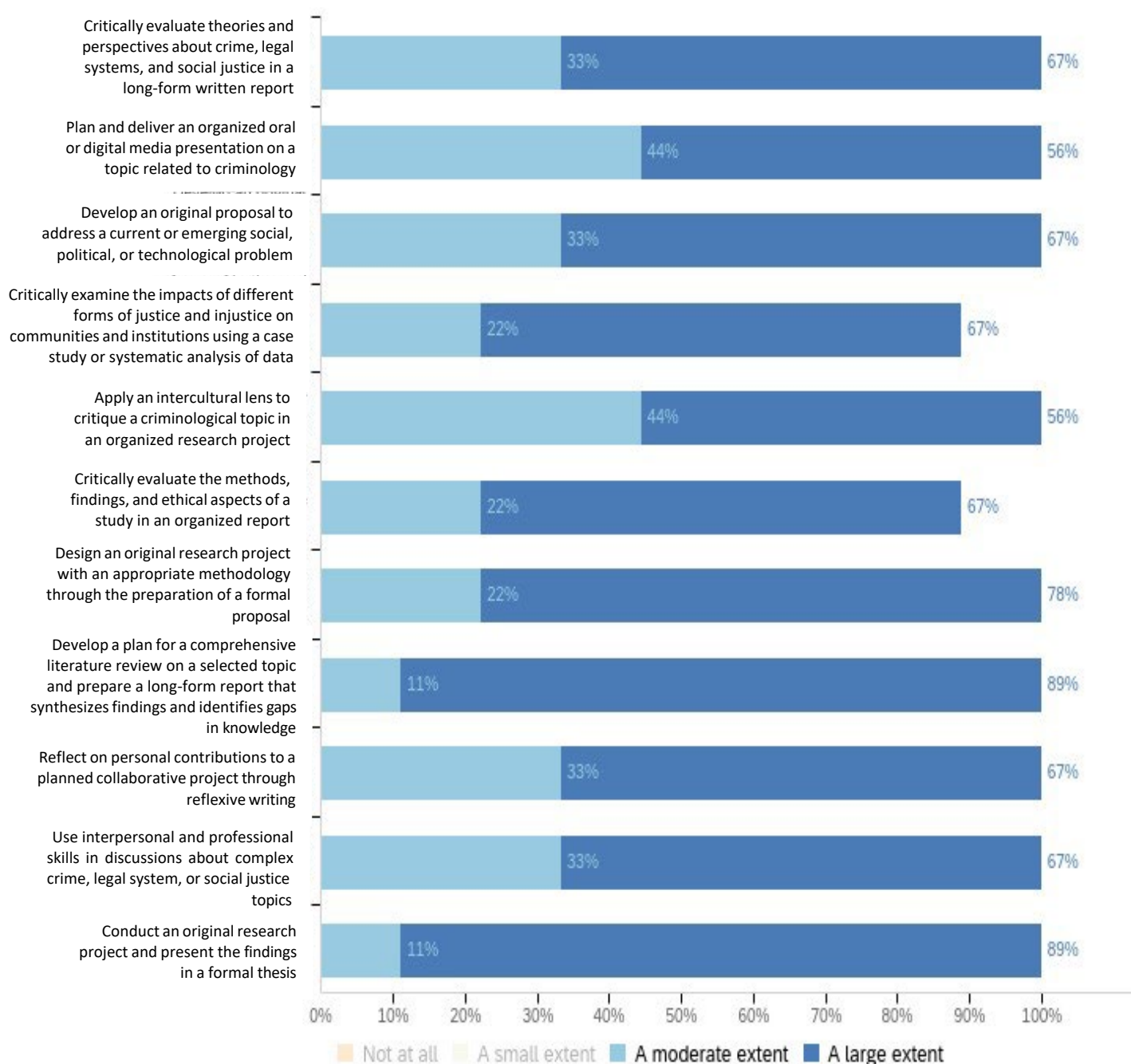
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8 - To what extent did KPU's Criminology program help you develop each of the following Program Learning Outcomes?

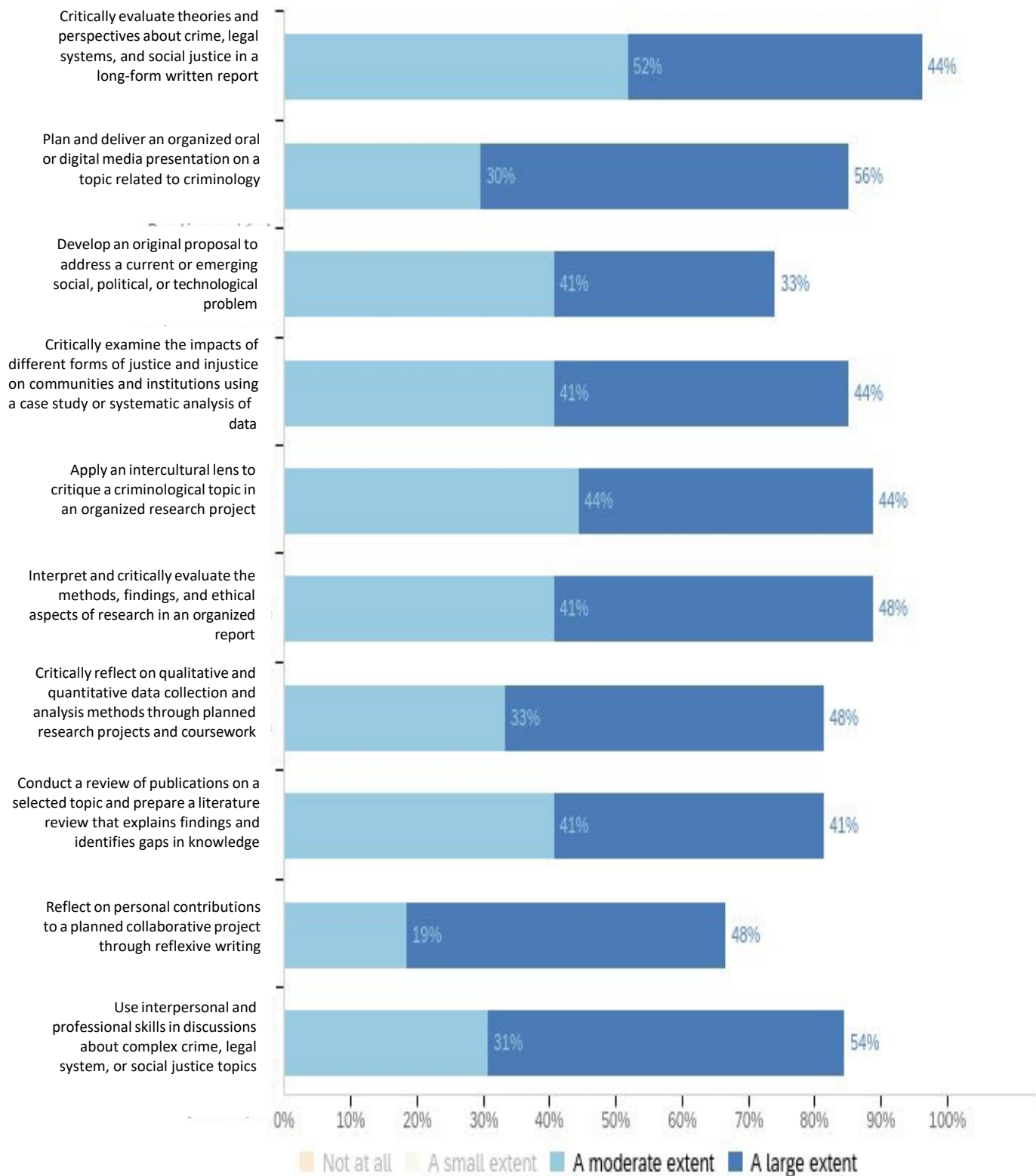
Bachelor of Arts - Honours in Criminology



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	0%	33%	67%	9
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	0%	44%	56%	9
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	0%	33%	67%	9
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	0%	11%	22%	67%	9
5	Apply an intercultural lens to critique a criminological topic in an organized research project	0%	0%	44%	56%	9
6	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report	0%	11%	22%	67%	9
7	Design an original research project with an appropriate methodology through the preparation of a formal proposal	0%	0%	22%	78%	9
8	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge	0%	0%	11%	89%	9
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	0%	0%	33%	67%	9
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	0%	33%	67%	9
11	Conduct an original research project and present the findings in a formal thesis	0%	0%	11%	89%	9

Bachelor of Arts - Major in Criminology



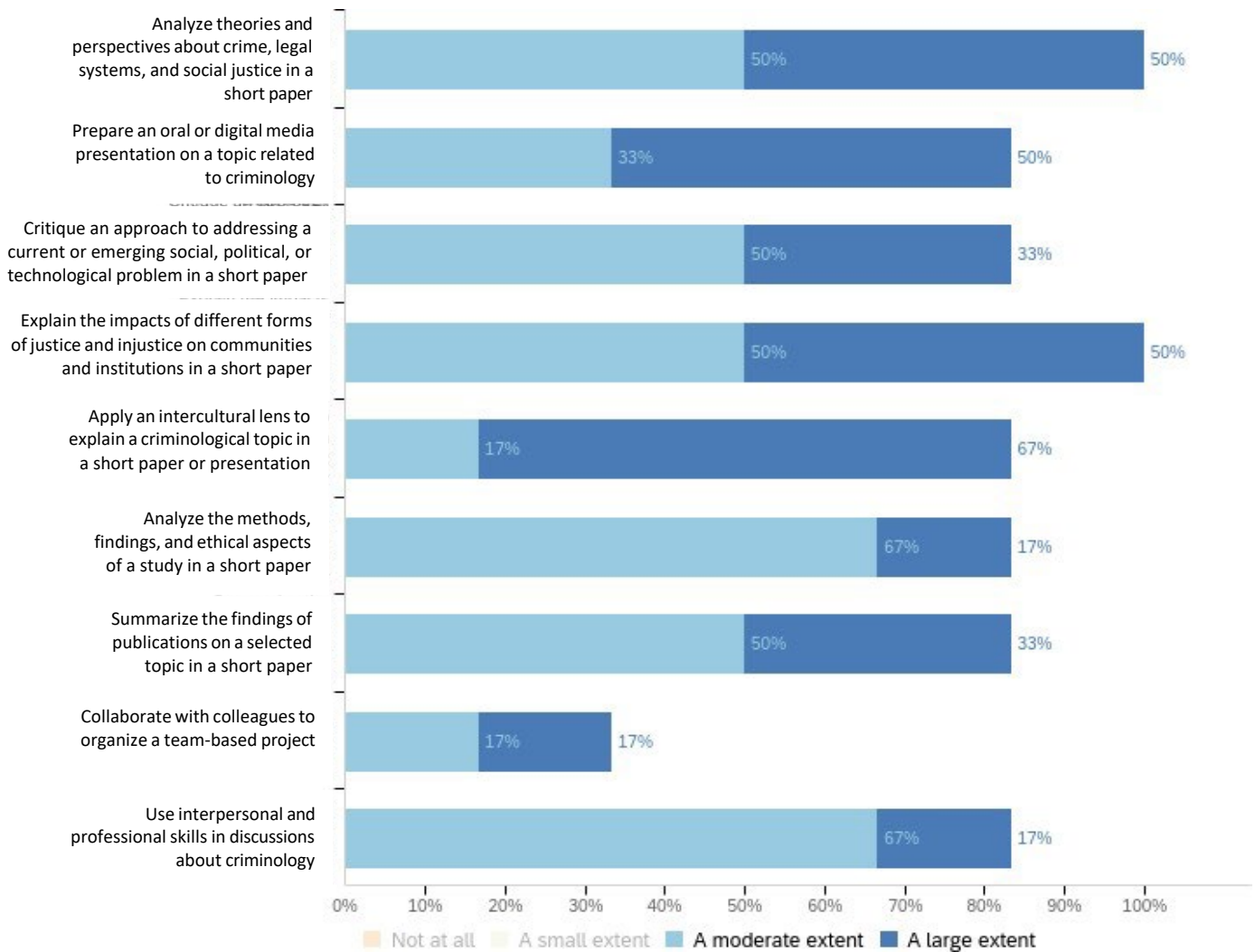
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	4%	0%	52%	44%	27
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	15%	30%	56%	27
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	26%	41%	33%	27
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	4%	11%	41%	44%	27
5	Apply an intercultural lens to critique a criminological topic in an organized research project	4%	7%	44%	44%	27
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	0%	11%	41%	48%	27
7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	4%	15%	33%	48%	27
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	0%	19%	41%	41%	27
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	4%	30%	19%	48%	27
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	15%	31%	54%	26

Bachelor of Arts - Minor in Criminology

Not enough responses to report.

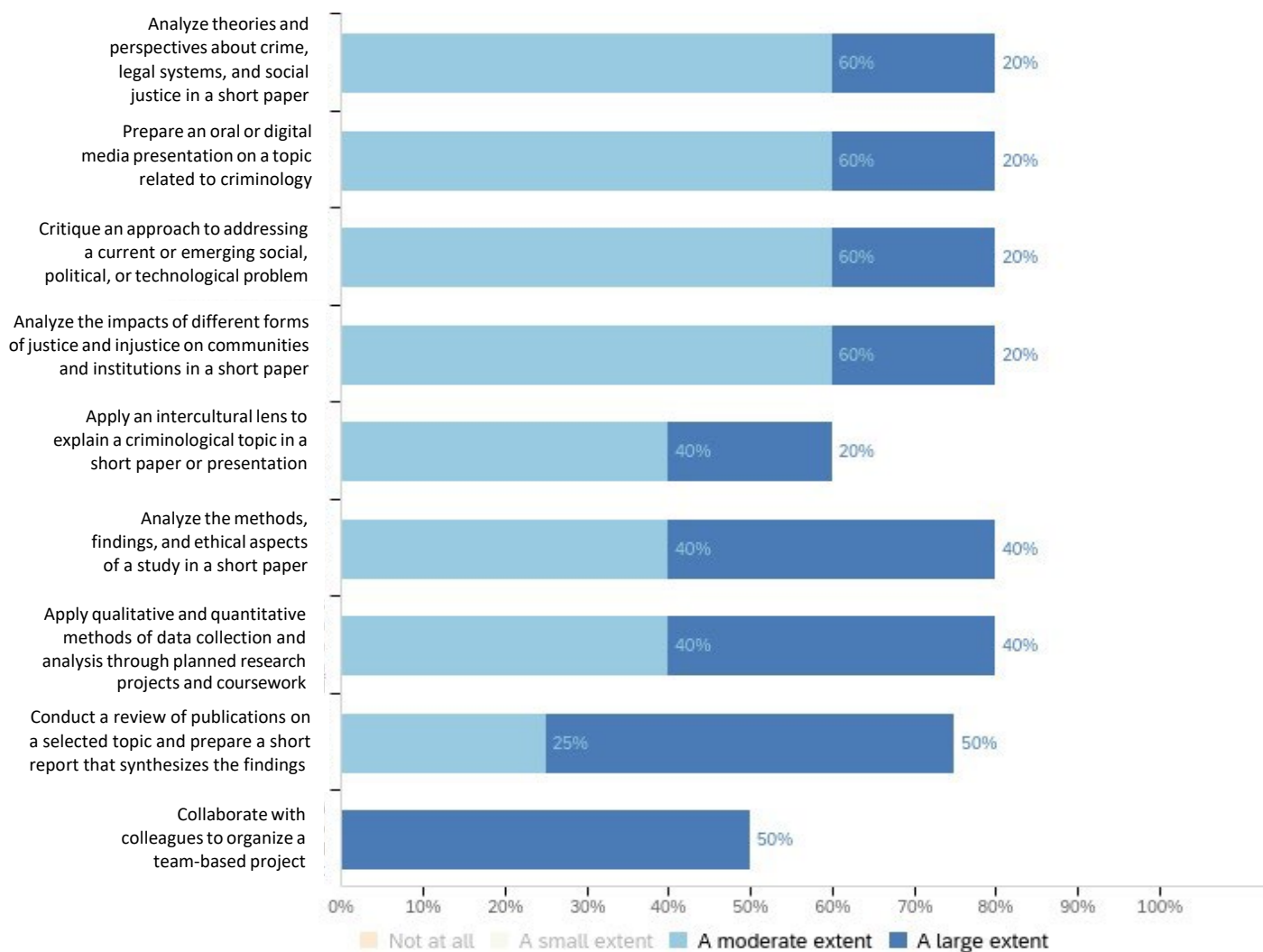
Associate of Arts Degree in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	0%	50%	50%	6
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	17%	33%	50%	6
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	17%	50%	33%	6
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	0%	50%	50%	6
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	17%	17%	67%	6
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	17%	67%	17%	6
7	Summarize the findings of publications on a selected topic in a short paper	0%	17%	50%	33%	6
8	Collaborate with colleagues to organize a team-based project	33%	33%	17%	17%	6
9	Use interpersonal and professional skills in discussions about criminology	0%	17%	67%	17%	6

Diploma in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

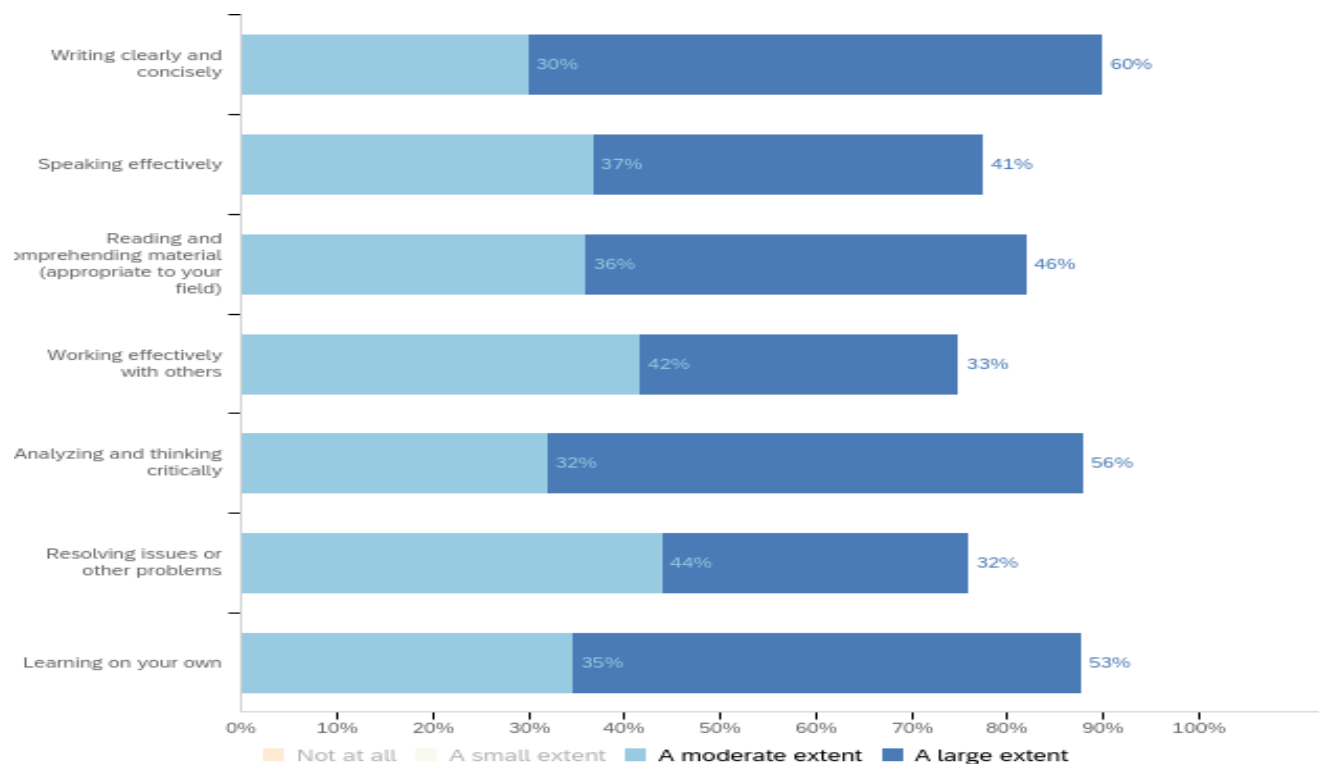
#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	20%	0%	60%	20%	5
2	Prepare an oral or digital media presentation on a topic related to criminology	20%	0%	60%	20%	5
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	20%	0%	60%	20%	5
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	20%	60%	20%	5
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	20%	20%	40%	20%	5
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	20%	40%	40%	5
7	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework	20%	0%	40%	40%	5
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	25%	0%	25%	50%	4
9	Collaborate with colleagues to organize a team-based project	50%	0%	0%	50%	4

Certificate in Criminology

Not enough responses to report.

Are appropriate opportunities provided to help students acquire the essential skills?

9 - To what extent did KPU's Criminology program help you develop each of the following essential skills?

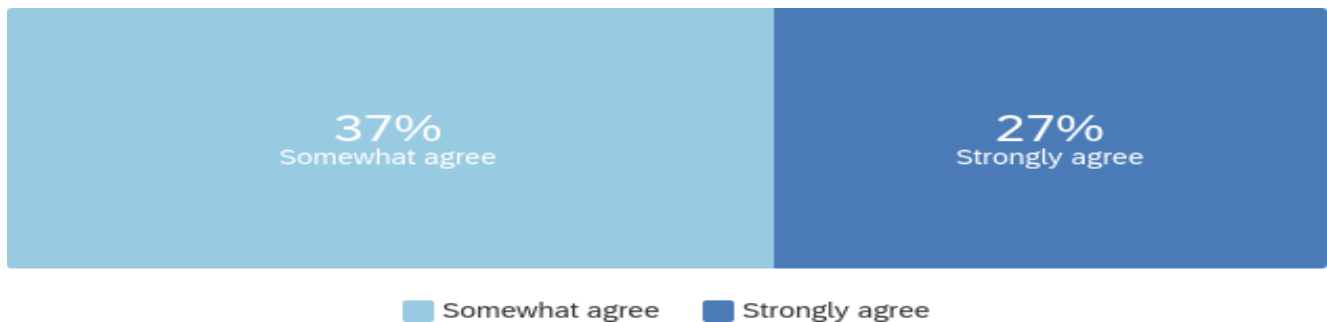


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	10%	30%	60%	50
2	Speaking effectively	4%	18%	37%	41%	49
3	Reading and comprehending material (appropriate to your field)	6%	12%	36%	46%	50
4	Working effectively with others	6%	19%	42%	33%	48
5	Analyzing and thinking critically	4%	8%	32%	56%	50
6	Resolving issues or other problems	2%	22%	44%	32%	50
7	Learning on your own	0%	12%	35%	53%	49

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

10 - To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



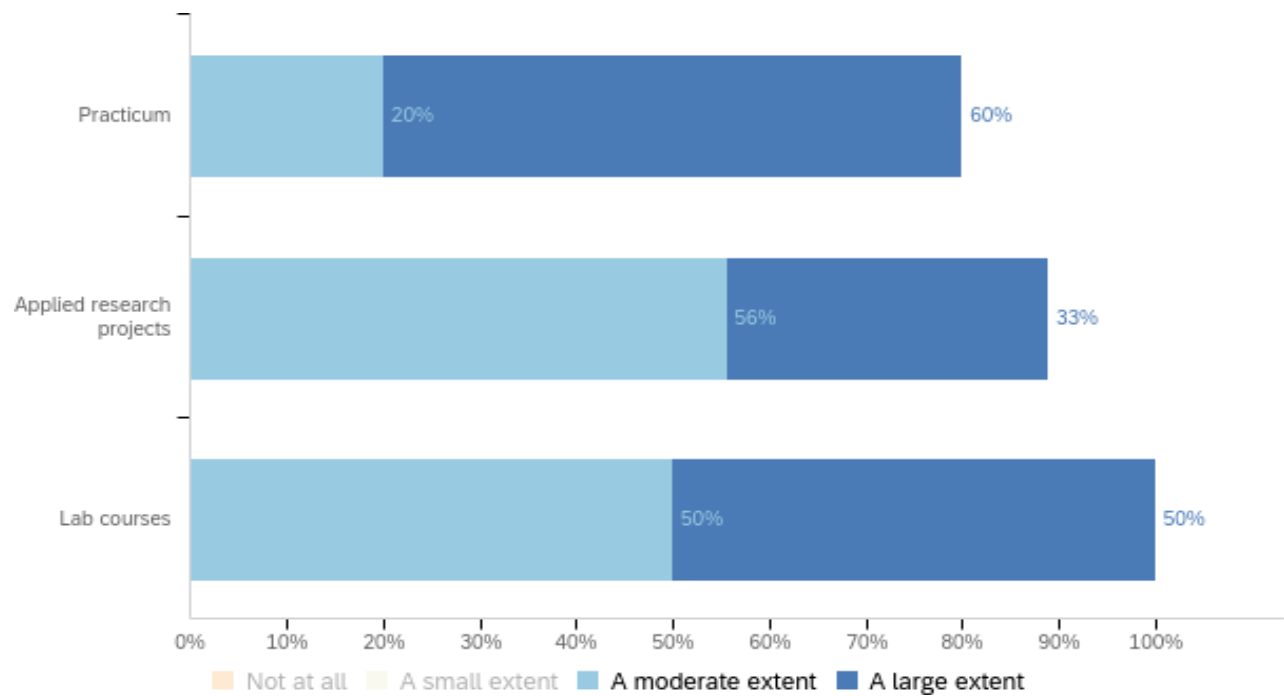
Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	6%
2	Somewhat disagree	16%
3	Neither agree nor disagree	14%
4	Somewhat agree	37%
5	Strongly agree	27%
	Total number of respondents	49

11 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.	Percentage
1	Practicum	28%
2	Co-op	10%
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning	13%
4	Applied research projects	23%
5	Lab courses	26%
	Total number of respondents	39

12 - Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.

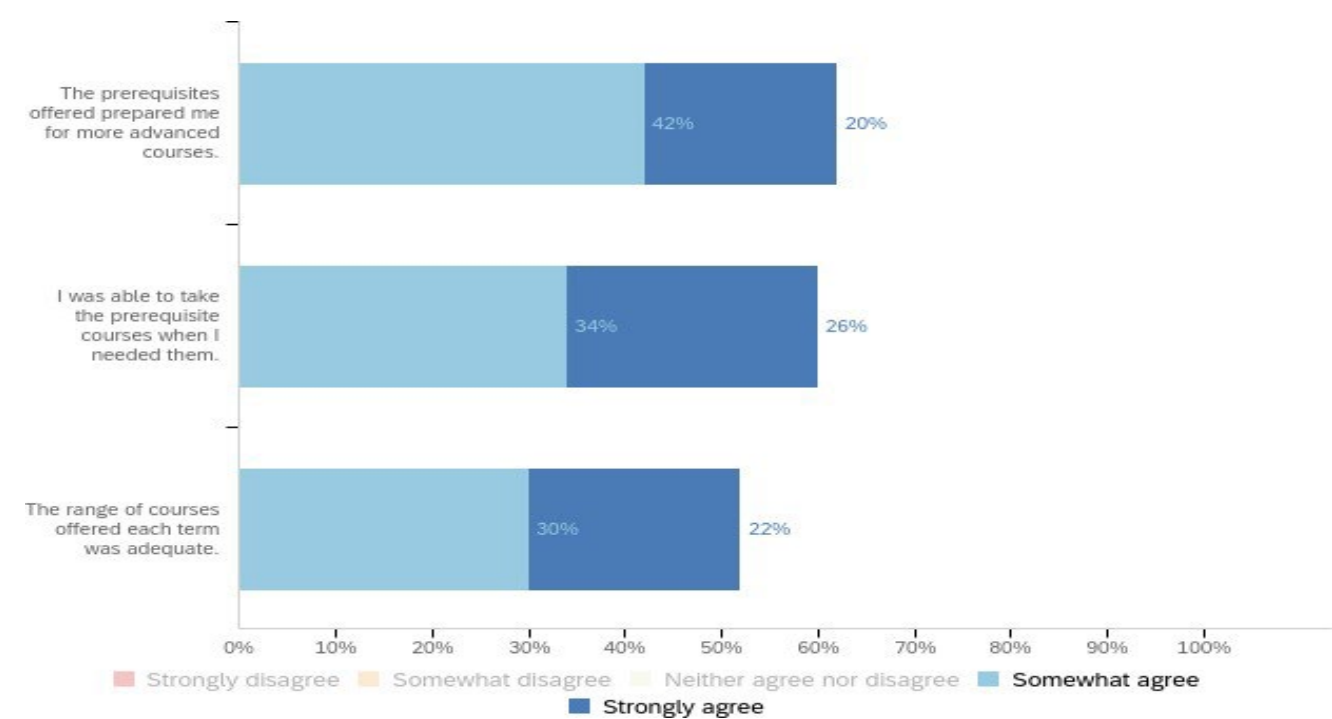


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practicum	10%	10%	20%	60%	10
2	Co-op	Not enough responses to report				
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning					
4	Applied research projects	0%	11%	56%	33%	9
5	Lab courses	0%	0%	50%	50%	8

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

13 - Thinking of KPU's Criminology program as a whole, please indicate your agreement with the following.

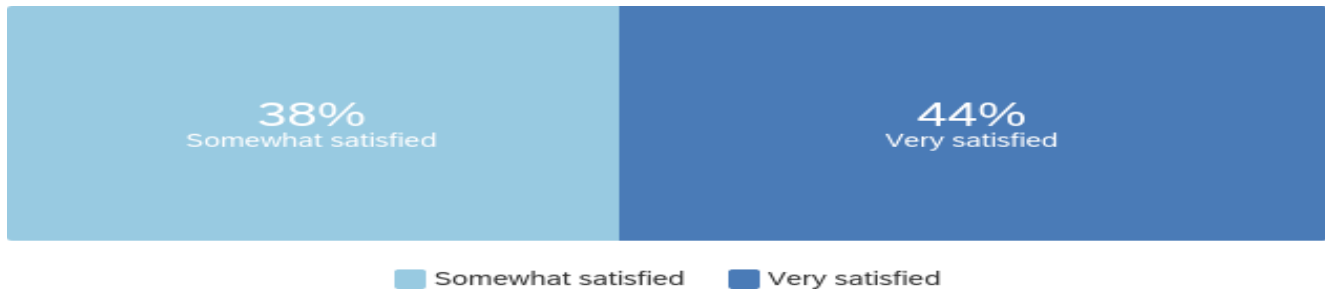


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	4%	10%	24%	42%	20%	50
2	I was able to take the prerequisite courses when I needed them.	8%	24%	8%	34%	26%	50
3	The range of courses offered each term was adequate.	8%	30%	10%	30%	22%	50

Does the instruction meet the needs of diverse learners?

14 - Overall, how satisfied are you with the instruction you have received in KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Criminology program?	Percentage
1	Very dissatisfied	2%
2	Somewhat dissatisfied	4%
3	Neither satisfied nor dissatisfied	12%
4	Somewhat satisfied	38%
5	Very satisfied	44%
	Total number of respondents	50

15 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Professors like [Instructor Names Redacted] were great. They had a lot of enthusiasm for the courses they taught, their grading method was clear and they engaged the class and encouraged participation.
Every class had a an introductory lesson which discussed everything that would be covered in the course. Making students completely aware of what they were going to be learning.
I appreciate the variety of political and social views that the program provided which broadened my knowledge and understanding of our society. Contents and instructions were delivered in different and attractive ways.
Varies from professor, some professors are really helpful and caring while others seem to "rant" and project their views in the guise of lecturing. I'm addition small classroom size is by far the best strength in the program
not just power points delivered by profs word for word, had guest lectures, offered practical work opportunities (practicum/coops)
Concise instruction and ease of access.
Great enthusiasm and dedication from faculty to keep students accountable and honest.
NA
Most courses have clear guidelines and expectations, especially in the higher level.
Good professors, Great course material, Good inclusivity
Stop making so many group projects. It just shows that the professor is lazy and does not want to take the time to mark each students work. Rather, they just want to lump students into groups and mark them to save on time. Group projects never work out and end up being unfair to some members who do all the work in comparison to others. It is a not a learning experience at all.
Professors using their own field of work (example: police officers, correctional officers, mental health advisors, etc.) in Criminology to teach applications of theories and practices.
The instructors either have a lot of experience in the field or are currently working in the field while also teaching.
A variety of methods were used

Passionate professors

The instructions of the program was great and provided an excellent base for my learning.

Faculty overall very approachable, also very knowledgeable in their areas of expertise.

I enjoy that courses were once per week, instructors were easy to contact and courses were easy to access via moodle. Moodle allowed for a single place to locate everything, making it easy for the students.

You could tell some instructors wanted to be there and had a true passion for their subject. Their energy and enthusiasm was great. They made the whole program worth it. I earned the degree at the height of the pandemic so I don't expect I can give a fair evaluation when instructors were adapting to online teaching. It really comes down to the proff. A fun proff turned a quantitative class into my all time favorite despite me hating math. Others brought in countless relevant speakers, and some would be brimming with excitement as they taught.

My professors were all good except **[Instructor Name Redacted]**. He was a lunatic and shouldn't be teaching. The professors were communicative.

The small classes really allow for you to connect with professors and the material. Even via BlackBoard the learning never wavered.

16 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

None, I believe program instruction was incredible.

Most instructions were well delivered.

Vet the professors for competency.

More field experience opportunities.

N.a

More courses are needed for the summer. The courses fill up too fast, and upper level courses are infrequent.

in-person classes are more effective than online.

Get rid of professors who don't provide clear guidelines on grading and still expect the student to understand on their own.

None

Forcing students to purchase unnecessary editions of books for most likely the sheer purpose of having the author make profit.

Universities, in this case KPU specifically, appear to be large contributors to deforestation every year, if not every semester, considering their ironic participation in keeping our earth green simultaneously. Reduce unnecessary purchases of books. Integrate more hands-on learning instead. Read journal articles, and/or other appropriate pieces online where applicable.

Some instructors were very open about their biases and their grading practices were not fair towards those with differing or opposing opinions.

N/a

Not much anyone can do in regards of getting a seat/spot in a class

The instructions of the program could improve on providing more courses in the semester.

Significant differences between instructors in what they teach (and care about) sometime aggravate mismatches in interpretations and expectations, from student to instructor and vice versa. Suggest that instructors be more charitable (or discursive) when the relevant and evaluated "basic" competencies or skillsets aren't in doubt.

As a result of Covid and everything going online, I didn't enjoy having live courses on different platforms (Big Blue Button, Zoom, etc.)

Having one place would have been ideal.

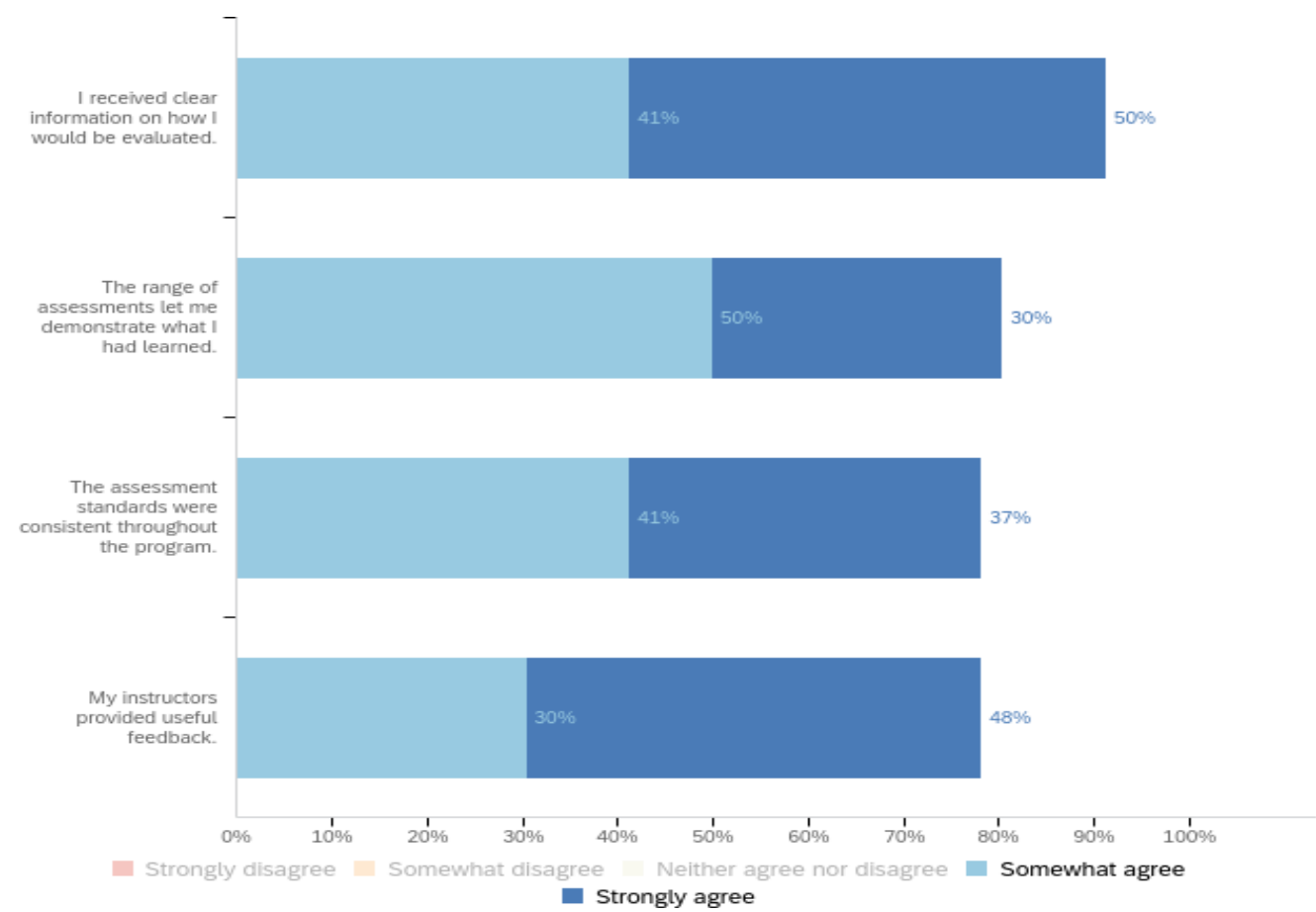
Gaging how instruction is delivered "as a whole" is difficult to do when you consider the range of instructors. The quality and attitude of instructors can make or break a semester. Some instructors were condescending and just plain rude. It blows my mind how they talked to students. Laughing at wrong answers. **[Instructor Name Redacted]** taught as if she resented being there and had a disdain for students. Probably not supposed to name names but her attitude sucked the joy out of an entire semester. I teach teaching now and I often act out scenes from her classes when I am giving examples of how you should never treat a student. My students laugh at the reenactments because of how audacious and absurd the scenarios are. She shouldn't scoff at a low class average... it means she's boring, not engaging, and an ineffective instructor.

I felt that the practicum program should be told to the class in each course at the beginning of the semester. The practicum helped me get into my job. I also believe the students should be introduced to professionals who can speak about their careers. **[Instructor Name Redacted]** introduced me to two jobs which I ended up working (halfway house and probation).

Not much I loved my time at KPU.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

17 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	2%	7%	41%	50%	46
2	The range of assessments let me demonstrate what I had learned.	2%	7%	11%	50%	30%	46
3	The assessment standards were consistent throughout the program.	0%	9%	13%	41%	37%	46
4	My instructors provided useful feedback.	0%	2%	20%	30%	48%	46

Are graduates of the program successful?

Further Education

18 - Have you pursued further education since completing KPU's Criminology program?

#	Have you pursued further education since completing KPU's Criminology program?	Percentage
1	Yes	46%
2	No	54%
	Total number of respondents	48

19 - Please list the name of the program and the institution where you enrolled after completing KPU's Criminology program.

OFA 1 & 3 Worksafebc, JIBC Basic Security Training course.

University of Saskatchewan, College of Law

Bachelors in Criminology at Simon Fraser

UBC

BA-Criminology

Cyber crime analyst graduate certificate at the Justice institute of British Columbia

BCIT

Bachelor of Law Enforcement - Justice Institute of British Columbia

Law, Thompson Rivers University

Associates Degree in Criminology

The Professional Development Program

University of Toronto - Nursing

Education UFV

UBC; Institute for gender, race, sexuality and social justice

N/A. Still in application stages.

Masters of Arts at Simon Fraser University

UBC teaching program

20 - What is the highest credential you have earned or are currently pursuing since completing KPU’s Criminology program?

#	What is the highest credential you have earned or are currently pursuing since completing KPU’s Criminology program?	Percentage
1	Diploma	0%
2	Associate’s Degree	11%
3	Bachelor’s Degree	39%
4	Master's Degree	11%
5	Doctorate	0%
6	Professional designation (Please specify)	17%
7	Other (Please specify)	22%
	Total number of respondents	18

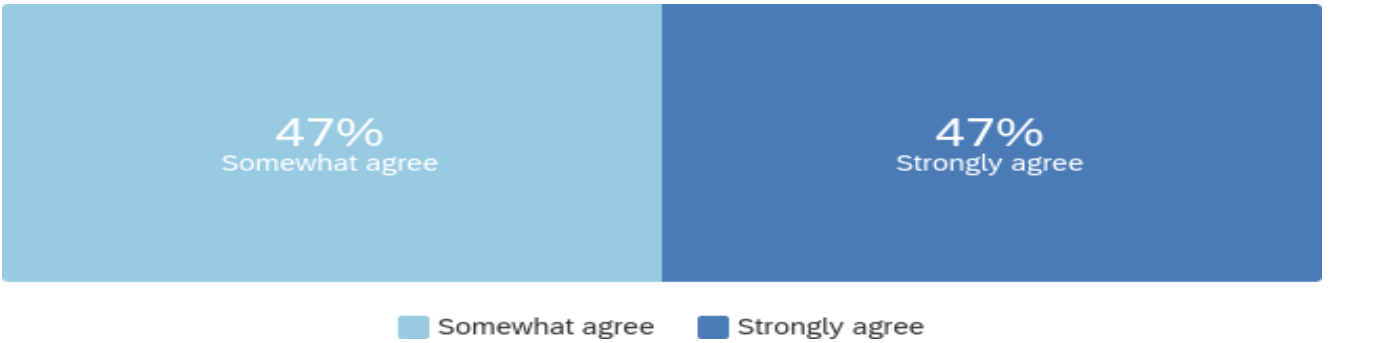
Q20_6_TEXT - Professional designation (Please specify)

First Aid Attendant / Retail Store Associate
Juris Doctor
Juris Doctor

Q20_7_TEXT - Other (Please specify)

ECE
Graduate certificate
N/A
11 month program

21 - To what extent do you agree that the KPU’s Criminology program prepared you well for further education?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that the KPU's Criminology program prepared you well for further education?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	5%
3	Neither agree nor disagree	0%
4	Somewhat agree	47%
5	Strongly agree	47%
	Total number of respondents	19

Employment

22 - Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	24%
2	No	76%
	Total number of respondents	46

23 - Were you previously employed in a field related to what you studied at KPU?

#	Were you previously employed in a field related to what you studied at KPU?	Percentage
1	Yes	11%
2	No	89%
	Total number of respondents	35

24 - Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	In a full-time regular position	56%
2	In a part-time regular position	22%
3	In a contract position	22%
4	In a casual or temporary position	0%
	Total number of respondents	9

25 - What is your position/role/job title?

Temporary Articling Student - 2nd year Law Summer Position

Operations Manager

District Asset Protection and Safety Manager

Cpu volunteer with local police department

Screening Officer

Probation Officer

Investigative Analyst

Workshop Presenter

26 - Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates’ career trajectories.

Lower Mainland Law
RTG Law Corporation - Defense Counsel
RONA
CBSA
Reintegrating offenders and applying CBT techniques to change negative thoughts and behaviour.
Office of the Police Complaint Commissioner
PLEA Community Services

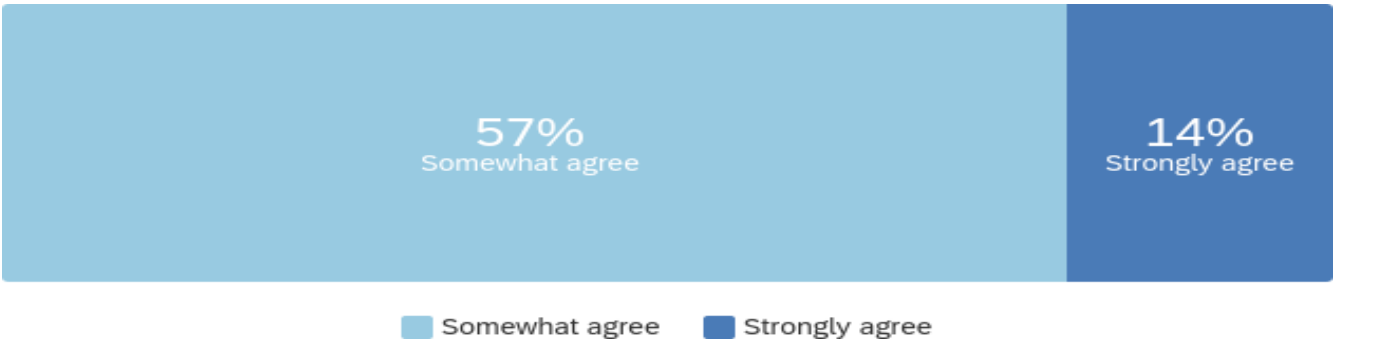
27 - Which of the following best describes your previous employment situation?

Not enough responses to report.

28 - What was your position/role/job title?

Legal assistant and owner of an immigration business
House Supervisor
Graduate Teaching Assistant

29 - Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	7%
2	Somewhat disagree	14%
3	Neither agree nor disagree	7%
4	Somewhat agree	57%
5	Strongly agree	14%
	Total number of respondents	14

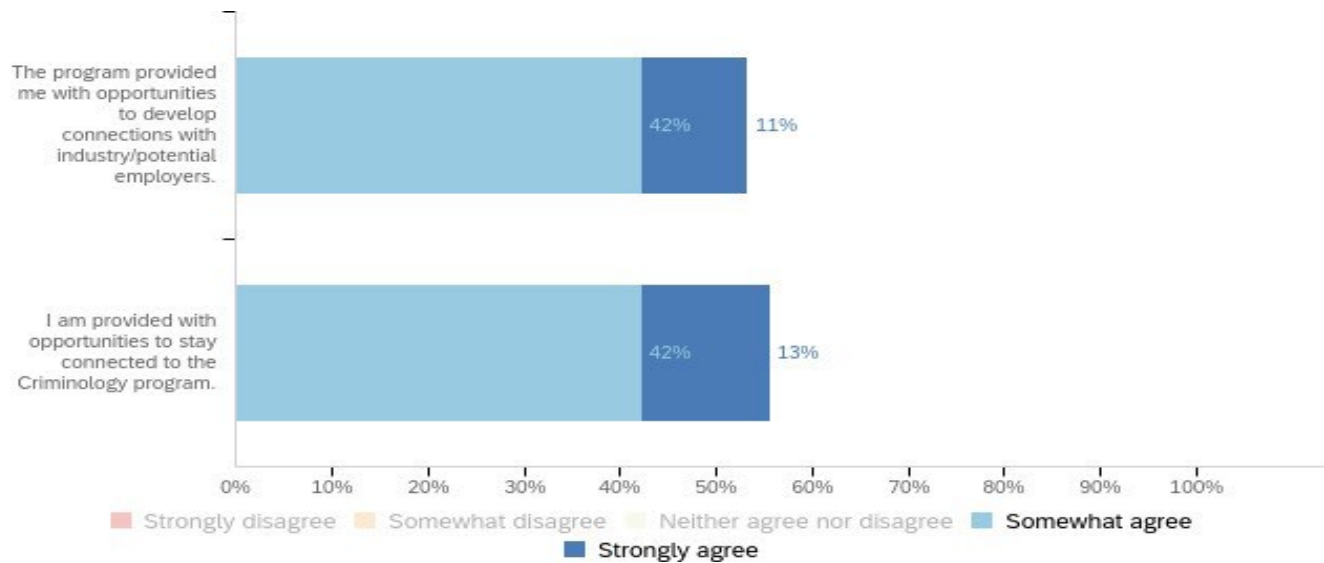
30 - Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

More legal coursework.
Technical skills. Ie. Working with excel spreadsheets and macros. With the industry evolving more tech skill development is required for future job candidates to succeed.
NA
Resume writing and interviewing (S.T.A.R. method) were instrumental to my success. I wished this was a mandatory course during my education with KPU and not learnt on my own.
None
There's no connection I don't have enough expirience even with practicum
For most candidates, I believe they are lacking life experience.
N/A

Does the program have the connections to the discipline/sector to remain current?]

Alumni Connections

31 - Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	13%	13%	20%	42%	11%	45
2	I am provided with opportunities to stay connected to the Criminology program.	7%	11%	27%	42%	13%	45

32 - What can the program do to build better connections with alumni?

More events.

I think the networking job aspect should of been high-lighted more considering during days in university my classmates either found work at McDonalds, Value Village, J2, Canada post & a financial advisor at RBC. Finding positions in the Criminology field became increasingly more challenging during the pandemic which left me to go pursuit a grocery job after graduating.

I do not think I had much opportunity to connect with previous alumni when I was in the program so I can't say I know why I would want to be connected especially since I don't currently work in related fields.

More annual functions for alum to reconnect with each other.

Not sure at this time.

Offer interviews and guest speakers, field trips, options to join seminars of educative events for extra credit

there needs to be specific programs for exploring career opportunities for specific course graduates.

Improve KPU reputation. KPU is still a stepping stone to SFU.

Send out job/ career postings regularly to alumni to assist in their success of finding a suitable field to work, and grow in.

Find us jobs to apply to so that we may hope to get in

Help them connect with workplaces

The program is doing a good job on maintaining alumni connections. The only issue is finding time for both parties to partake in events

They are doing everything right now.

Since being at UBC, I have not studied on-campus. I feel safer and less anxious writing my MA thesis a KPU Richmond <3. It's also a more humbling and less obnoxious environment.

No thank you. The magazine in the mail is already a bitter reminder on how my tuition was being spent. This doesn't really answer the question of how to build better connections... but maybe an interesting question could be "do you even want to have a connection as alumni"

I do not know.

I wish it was easier to connect with former professors rather than just email.

Appendix G: Student Survey Results

Criminology Program Review - Student Survey Results

The student survey was sent to 1071 Criminology students. A total of 106 students responded. The response rate is 10%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1. Which of the following credentials are you working towards at KPU? Please select all that apply.

#	Answer	%	Count
1	Bachelor of Arts - Honours in Criminology	8%	8
2	Bachelor of Arts - Major in Criminology	71%	75
3	Bachelor of Arts - Minor in Criminology	9%	10
4	Associate of Arts Degree in Criminology	8%	8
5	Diploma in Criminology	6%	6
6	Certificate in Criminology	0%	0
7	None of the above	0%	0
8	Don't know	2%	2
	Total number of respondents		106

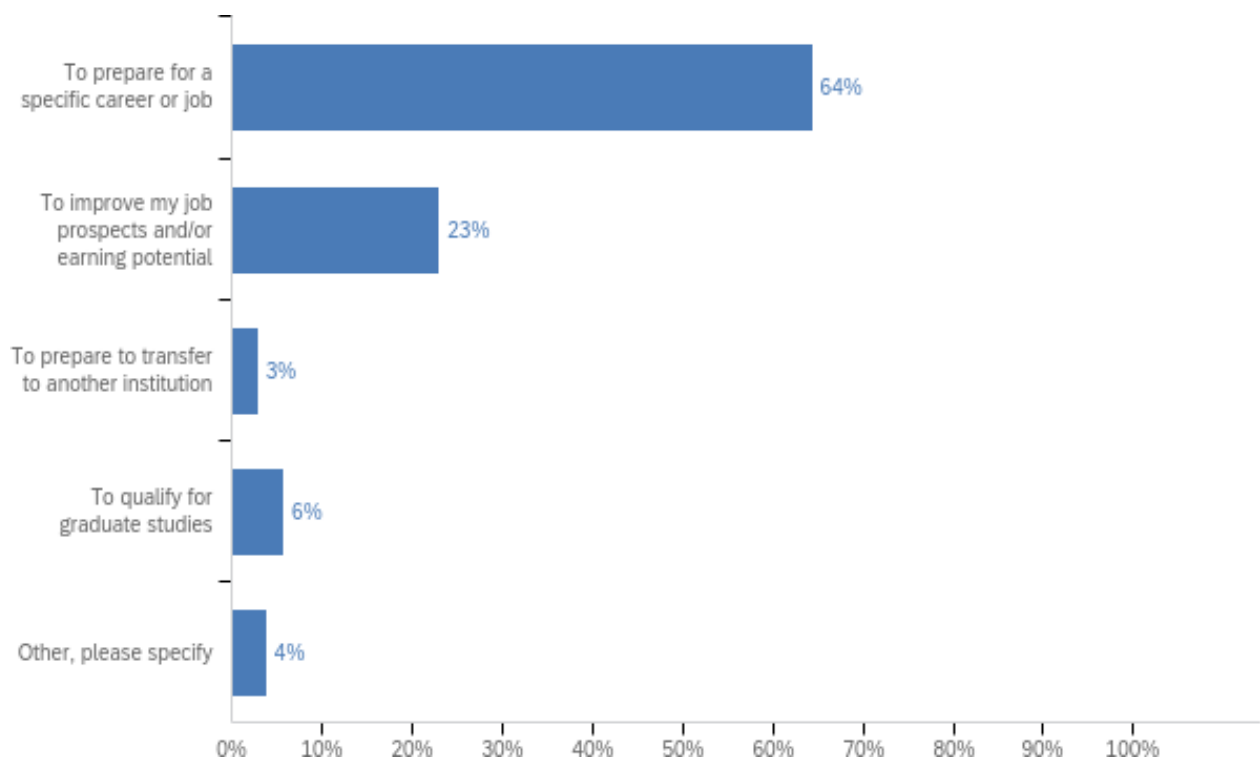
Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

2. How many credits have you completed in the Criminology program?

#	How many credits have you completed in the Criminology program?	Percentage
1	less than 30 credits	16%
2	between 30 and 60 credits	34%
3	More than 60 credits	50%
	Total number of respondents	104

Reasons for Taking the Program

3. What was your main reason for enrolling in the Criminology program?



#	What was your main reason for enrolling in the Criminology program? - Selected Choice	Percentage
1	To prepare for a specific career or job	64%
2	To improve my job prospects and/or earning potential	23%
3	To prepare to transfer to another institution	3%
4	To qualify for graduate studies	6%
5	To qualify for the Post-Graduation Work Permit program	0%
6	Other, please specify	4%
	Total number of respondents	104

Q3_6_TEXT - Other, please specify

- To fulfill my own desires and goals, outside of any other motive.
- I really enjoy criminology and it is an amalgamation of social sciences and crime, which is exactly my vibe.
- Out of pure interest in the field.
- Because my other choices wouldn't get me a job that would make much

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

4. Thinking of KPU's Criminology program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Criminology program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	3%
2	Somewhat disagree	2%
3	Neither agree nor disagree	6%
4	Somewhat agree	53%
5	Strongly agree	37%
	Total number of respondents	106

5. Overall, how satisfied are you with the curriculum of KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Criminology program?	Percentage
1	Very dissatisfied	1%
2	Somewhat dissatisfied	6%
3	Neither satisfied nor dissatisfied	8%
4	Somewhat satisfied	46%
5	Very satisfied	39%
	Total number of respondents	106

6. Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program.

Honestly I enjoy my crim classes, all the profs are nice.

- educates you about the whole justice system and government. Informs you and teaches you about law enforcement and courts.

Availability towards students during office hours and allowing students to have open discussions and ask questions in class

the strength of this program is that it is the mixture of everything I wished to learn about.

Profs are well versed with backgrounds in law enforcement and within the justice department giving a better understanding and knowledge towards the criminology program at KPU.

Online class

Understanding

Small classes Profs that give you real life examples One of the best programs

Able to get me the credits I needed. Good at teaching me a bunch of theories.

lots of options and classes to choose from

Professors to ask questions about.

The strengths of the program include the curriculum and classes offered to students.

The quality of professors that work for and teach under this department. I am finishing my fourth year and have yet to be dissatisfied with a professor in the Criminology departments.

Guest speakers and having 1 hour time before the final exam

It has the courses that helps in increasing observation skills in real life, and helping to improve interest level in this program.

The strengths of the program would be the professors, as well as the classes that are provided. Professors are passionate about what they teach making their classrooms engaging and motivational for students. The subjects that are being taught are chosen well as they relate heavily to our day to day lives as well as help students gain perspective. The classes provided are great way to gain insight on future job prospects after graduation. Another thing to note is that professors are always ready and available to give help if needed. They always explain their office hours and remind students that they are there if help is needed. This is something I know many students including myself are grateful for!

Offers a lot of options each semester. Many classes are offered all year. The professors are some of the top in their field and are very knowledgeable. I really enjoyed the small class sizes.

I think it's pretty strong

Wide range of classes available, great professors to teach,

The variety of courses offered & engaged instructors.

very informative, Best instructors

Variety of classes available and professors with specific experience directly related to the topic they teach

The practicum experience is available to students and the small class sizes enable the students to connect with each other and instructors.

KPU'S CRIM program is great in creating an environment where students interact and have a great relationship with each other and professors through class Discourse. As teachers at kpu have been working in the field before they were teaching and or currently employed in the criminal justice field, you do gain extremely useful knowledge.

Some of the professors are absolutely amazing and create a great learning environment. I like that there are options to have practical experience (co-op) that count towards the degree.

- Allows for various perspectives and views of crime! I feel like I learned new ways to view the causes and problems with crime

It cover the basic knowledge and principles of what policing or any law enforcement job is.

KPU's criminology curriculum is relevant, as it teaches with sources and information the are happening in real time.

The material they teach is interesting and applicable in life

it helps build foundation for law school is the biggest strenghts

covers the main aspects of the subject well

How we incorporate real life scenarios and apply them to the theories.

The pace the professor teach us really good. And so far mostly all profs I had are very helpful to help succeed

The program offers a good mix of classes relevant to criminology. The professors are highly knowledgeable in their fields, which provides a good learning experience for a student.

Good professors

covering information related to the field

Unlike bigger universities you can easily connect with your professors that can assist you in your future goals. Additionally, it is a much better learning environment.

- a decent diversity on course topics - great professors - focus on both policy, social justice, and intrinsic motivators - would give overall rating of 8/10 program wise

a variety of programs Lots of instructors come from different standpoints and research backgrounds Diverse style of teaching

The program provides numerous relevant courses and has many options.

Provides lots of knowledge about the court and criminal justice system.

I'm finding that it's very focused and has definitely helped me in current job. I work as an LAA for a non profit in mental health.

Some of the profs are really good people and teachers. The prof makes the class and when they are passionate about what they teach you enjoy the class more and learn a lot

- Wide range of courses - Good selection of required electives

For students interested in working within the area of policing, I think KPU's Criminology program is an excellent program as it offers opportunities to visit correctional institutions & many of the professors lecturing classes are a great source of network if you were to find references to get into the career.

- Practicum - Courses taught by practitioners -

i like how the program does not just give students the opportunity to take other courses and expand their horizons even more, i also like how the program teaches a lot of interesting classes

professors are passionate and ensure that the classroom environment is interactive and engaging.

Variety of courses to take which I love. The courses themselves are interesting. Some are a little difficult but they are important.

Almost all of the professors have been exceptionally nice and understanding, even when compared to other programs at KPU that I took for my electives.

Practicalities of the legal system (which I would argue many CRIM students would like to work in eventually) are covered quite well. The structure of both the major and minor give students a well-rounded experience in the field of criminology as it is such a diverse discipline.

- the amount of classes available

The teachers I have had in criminology have been very good. I have been taught effectively in the classes. The curriculum is extreme good.

The content is solid. Most professors are very enthusiastic and willing to help with the student's success.

The best/diverse CRIM department faculty

Pretty comprehensive coverage of issues in criminology.

The strengths are an overall introduction for students to understand a variety of topics related to criminal behavior and theories but also a variety of topics related to justice and law.

policing classes, theory classes and crime prevention classes I found [Course Name Redacted], and [Course Name Redacted] to be particularly good courses.

The program was dedicated to areas of criminology where there were taught extremely well throughout

I like the courses and themes studied

In my entire minor in criminology I had far less "bad" profs than I have had in my psychology major. The frequency of "bad" professors is very low in criminology.

I feel like there are many classes available to help me learn about all aspects of criminology.

A number of classes available each semester

I really like the smaller classes

I think the greatest strengths have been the dedication and passion of my Criminology professors, I have yet to have a professor I disliked for a Criminology course however I make a point of using rate my professor when registering for courses.

Professors are have relevant work and academic experience in their fields.

passionate professors

small class sizes some classes don't require textbooks relevant courses some good professors

7. Thinking of KPU's Criminology program's curriculum as a whole, please provide suggestions you have for improvement.

- when doing online courses try to go more on blue bottom when doing lectures it makes it easier to follow through and easier to understand the course. - try to talk a little about mental health in the course.

Have my professors consider class discussions rather than group discussions early on. Many students feel uncomfortable speaking due to lack of comfort. And apply due dates during class rather than before because it is confusing if the syllabus is not accurate.

The newsletters or emails I got from criminology department till now focuses more on opportunities in jobs and volunteering for experienced and bachelor students. The people who have AA in Criminology lack in getting those opportunities. It would be appreciated if we don't suffer while finding something for us in entry level positions.

More online and remote learning options for those who are working full time as well as continuing their education.

Idk

Fair marking

Need more classes such as, forensic!

Has some professors that create echo chambers and can go as far as lowering a student's grade if the professor disagrees with certain ideologies based on paper regardless of research analysis.

More online courses!

More classes in Criminology in the upper level courses once you get into 2nd, 3rd and fourth, there is not alot of courses available. You then have to wait tremendous amonuts of time to get into the courses you need.

The curriculum can improve by relating current events to learning objectives in classes.

I think expanding education to implement more social sciences theories and perspectives could be a huge help. As well as stronger encouragement of multidisciplinary exploration.

Not sure.

I think the number of classes should be increased as well as availability. There should be an increase in availability for required courses as well as more online options. Many students are not available to take classes that are located far away from them. This leaves very few option, while online can be done from anywhere which fits into the busy schedule of many students. The commute for many as I've heard has been a burden, therefore increased availability will be helpful.

I wish there was a mandatory practicum portions or volunteer portion. Other than that I really enjoyed my experience and recommend KPU to anyone about to graduate high school and looking to continue their studies and get a bachelor's degree.

I like how there is a lot of information about Indigenous communities and how their past traumas and historical events relate to criminology, I just think we should apply that same energy to learning about past traumas and historical events that impacted other ethnic groups and how it relates to criminology in their culture.

more classes where we can have the option to experience more learning in actual criminology related jobs

N/A

this program designed so well. if possible, open more seats for the courses.

More upper level courses available in the summer, Very hard to enroll in necessary courses in the summer semester.

Making practicum mandatory for all BA undergraduates.

More availability for upper level classes, in my last two years it was difficult to enroll in the 3000-4000 level classes because there would mainly only be one or two of those classes running per semester. Also **[Course Name Redacted]** is a pointless class.

-having more asynchronous online learning. I like that I am able to continue my education and work full time. Having more online classes allows me to do this.

N/a

I think it would be great to have some field studies to talk to professionals work in law enforcement and so on.

decrease amount of elective courses and increase credits for some of coures being taught in crimnology

nothing much that i can think of

More community officers that would come in and share with the class.

So far I feel it's been a repeat of first year. Like we are taught the same theories over and over. I also feel it would be helpful to have a program for real life options of what our options are with a bachelors of criminology

More courses

Practical/physical work in the field of criminology

It would be nice to see more options for classes. Sometimes the number of people on the waitlist is big enough to open another section for the course.

- need more course options every semester - i would LOVE LOVE LOVE to see more interpersonal effectiveness courses aims to **[Course Names Redacted]** as i feel we need to have more of these throughout the degree for both personal and professional development.

Incorporate more mental health into classes

Maybe implementing more interactive courses (ex. visiting courts ourselves), but i understand the restrictions due to covid.

More law focused classes would be interesting

Profs need to be reviewed more frequently More online classes should be offered especially in third and fourth year

not enough options for classes, they get filled super quick and people with later registration dates are left with very little choices. For the summer semester I was only able to get into one class and the rest I am waitlisted because every single class I wanted to take in summer was full. More online options should be available

- Make more courses available for all semesters - Have more courses be available in the evening

Although the Criminology program is amazing if one were to enter policing, I do wish there was a forensics program attached or etc...(programs that are slightly outside of policing/lawyerling).

I have had a lot of trouble getting into classes im interested in because of such limited seats for students and the other ones that i'm interested in are offered but no one teaches.

more classes with flexible timings

There is a disparity between the degree program and diploma program. I took some courses thinking they applied to the diploma program, but when I checked again, it said that the courses fell through. I took two extra courses that are not being counted. I am not sure why there are differences in the diploma and degree requirements. Wish they were similar.

Making more courses that do not require the buying of textbooks.

While the field is focused more on criminal legal systems, I would suggest perhaps touching a bit more on civil law.

- additional classes involving the community

I have no suggestions as I have only had 3 courses this far.

The need for courses to be offered. Many courses are extremely limited to enrolling in because of their availability, and only a few options are online. Further, many classes require group work, and while it is good to exercise to work as a group, many students do not hold their weight, thus bringing the students who care about school/their grades down.

Would love a better sense of the CRIM community

More courses offered around criminal law/legal systems

I think research methods, qualitative and quantitative should not be a mandatory requirement for this degree as not all student will plan to engage in extensive research in their future careers post graduation.

more courses available online or blended format.

Perhaps a course that goes over different areas of the law instead of criminal and civil. A course that could touch on personal injury or immigration law. I think a little more variety would do the program well.

Due to covid-19, the layout of teaching was moved online and I personally found me extremely difficult to understand the curriculum that was being taught. I feel like this was not only criminology but other subjects as well

I would love to take the honours program if it were part of the degree but since it is not I cant take it because I cant afford an extra semester on top of my degree

Guide students down career paths that criminology it utilized in. I feel as though most of my criminology professors failed to address that graduating with a crim degree does not give you an immediate in for most relatable careers.

I was hoping it take **[Course Name Redacted]** this summer but work full time. There are four daytime classes but no evening options for me.

A wider variety of courses

The only time you can pick classes towards your program are in the fall semester and in the spring and summer are next to nil

More overall course availability, more online courses.

While most professors recently have made it a requirement for their course specifically I think incorporating Indigenous Awareness modules as a mandatory component for these courses.

More courses available to better accommodate for student schedules.

more seminar courses

registration for courses is stressful too much competition for required courses should have more online summer courses, not in person because we need to work and can't make it to class

8. What topics, if any, are missing from the program?

- talk more about how to apply for jobs related to criminology.

More classes that teach empathy. To many professors forget what it's like to be a student and how it is managing class, work, and family. I'd rather see more classes that teaches about rehabilitation and mental health.

My program is still ongoing so I am not sure.

Idk

None

Cyber crime

More online courses!

Not alot regarding mental health, specific crimes, or more about law.

More course content with a practical focus, i.e. learning skills that would come up in criminology related careers.

Not sure.

I would say overall the program is not missing much, perhaps a green/sustainability class?

I like that we are learning more and more about how Women are impacted by crimes like SA, but I also think it's important that we learn more about male victimization with those crimes too because I feel like not enough people really understand that men can even go through something like that. It would also be helpful to learn more about coping mechanisms that would work for both sexes or if some work better for one than the other. Also learning more about intersex victimization, because we literally have no information about that.

more criminology and psychology related courses

Maybe a program preparing for a career as a federal/provincial analyst

availability of courses.

More legal coursework.

N/a however for those higher level classes like conflict resolution I wish there was more of these classes because they get filled up fast.

N/a

cant think of any

N/a

N/a

Possibly more courses on research methods and environmental crim.

- more interpersonal and professional development courses - courses on social work, probation, parole, etc. that are more outreach based - more on women AND gender diverse ppl! (i know research is sparse but would be nice) - SPECIFIC COURSE ON TRAUMA AND CRIME RELATEDNESS!!! - also, course on change making and how to do this in criminological field (getting into action in change (alike to policy and program development) though more "what can we do to help" courses)

Mental health/disorder Gangs

None so far

None that i can think of.

Law focused classes

I wish there's was more practical stuff. Crime mapping is the only class that allowed me to actually do hands on work

- More courses focusing on women in criminology fields such as law enforcement

There aren't a lot of classes related to forensic criminology

I don't think there is much missing.

Cyber-crime

more on law specific types of classes specifically criminal law

the forensic aspect of criminology

I am not sure what is missing. I like that Psychology, Criminology, English, and Sociology are part of the program. I am happy that these are included currently.

I cannot think of anything at the moment

Not necessarily missing but could use more emphasis where possible: White-collar criminality Civil law Procedural law Political processes (e.g., bill passages, electoral rules, political parties - what would be in basic political science courses)

- classes focused on immigration, youth-based, mental health in the field, etc

Topics regarding Labour relations, Labour law, LSTAT preparation, and courses that more focused on the creation of policies and laws, rather than solely law enforcement.

I am not sure as of now.

n/a, the topics covered tend to be very informative and complex.

Would love more ACTION centred upper level CRIM courses

There is a lot of focus on courses related to the study of crime and theories related to crime, lots of focus on law/lawyers and police however a bit lacking in corrections/jail/probation/parole. Not a single professor in this department that has actually worked in corrections (prison/jail).

more legal perspectives, more lawyer relevant courses,

I would have liked to see more legal courses as a part of the minor requirements.

Trauma informed care and cultural safety working in Criminology field.

CPTED, victimization, Geography/urban space of crime, more sociological/ psychological crim classes and less administrative/legal system classes

more Indigenous throughout the semesters

More forensic courses

I am not sure

n/a

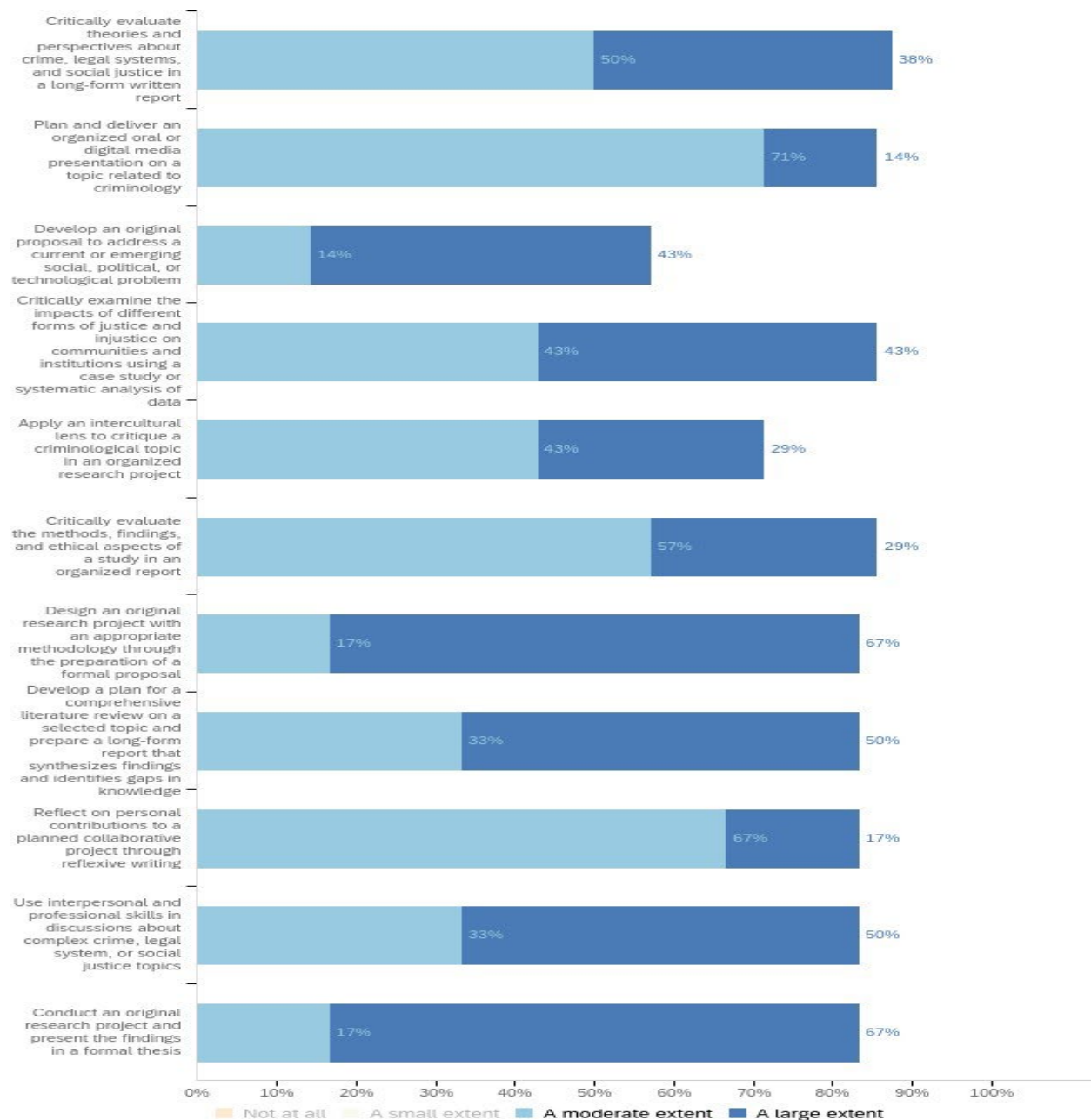
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

9. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Program helping you develop each of the following learning outcomes?

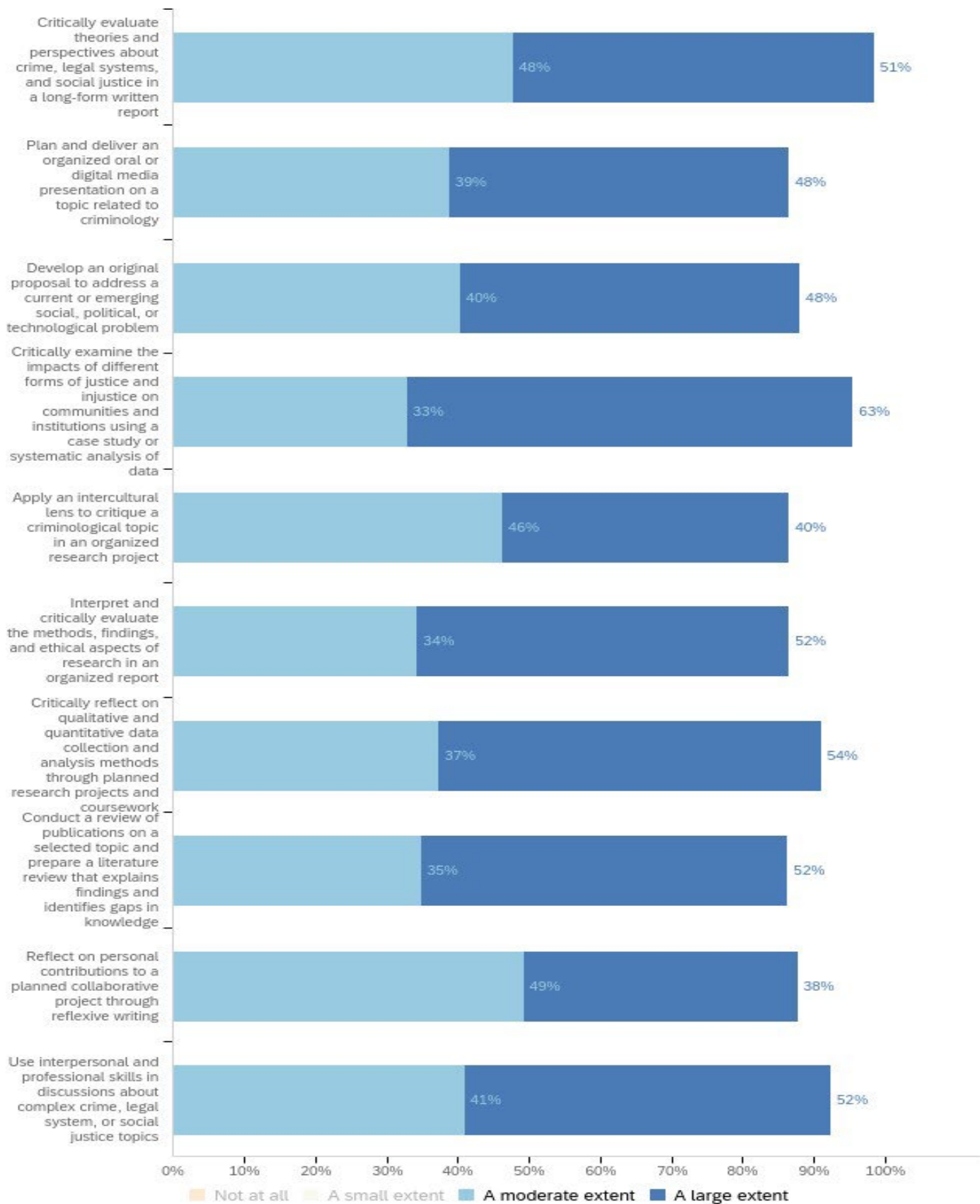
BA Hons in Criminology



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	13%	50%	38%	8
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	14%	71%	14%	7
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	43%	14%	43%	7
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	0%	14%	43%	43%	7
5	Apply an intercultural lens to critique a criminological topic in an organized research project	0%	29%	43%	29%	7
6	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report	0%	14%	57%	29%	7
7	Design an original research project with an appropriate methodology through the preparation of a formal proposal	0%	17%	17%	67%	6
8	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge	0%	17%	33%	50%	6
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	0%	17%	67%	17%	6
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	17%	33%	50%	6
11	Conduct an original research project and present the findings in a formal thesis	0%	17%	17%	67%	6

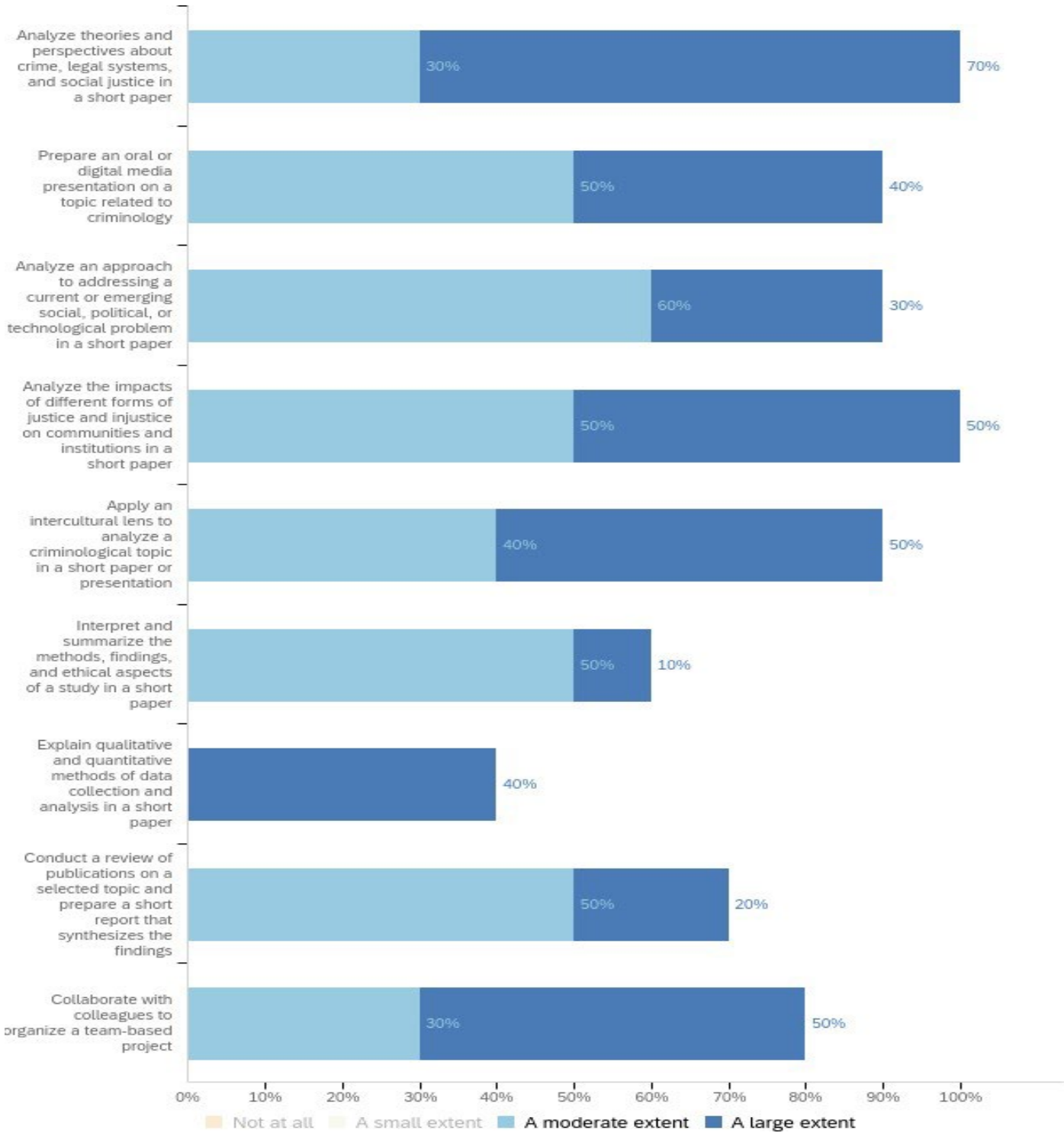
BA Major in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	1%	48%	51%	67
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	13%	39%	48%	67
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	12%	40%	48%	67
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	0%	4%	33%	63%	67
5	Apply an intercultural lens to critique a criminological topic in an organized research project	0%	13%	46%	40%	67
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	0%	13%	34%	52%	67
7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	0%	9%	37%	54%	67
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	2%	12%	35%	52%	66
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	2%	11%	49%	38%	65
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	2%	6%	41%	52%	66

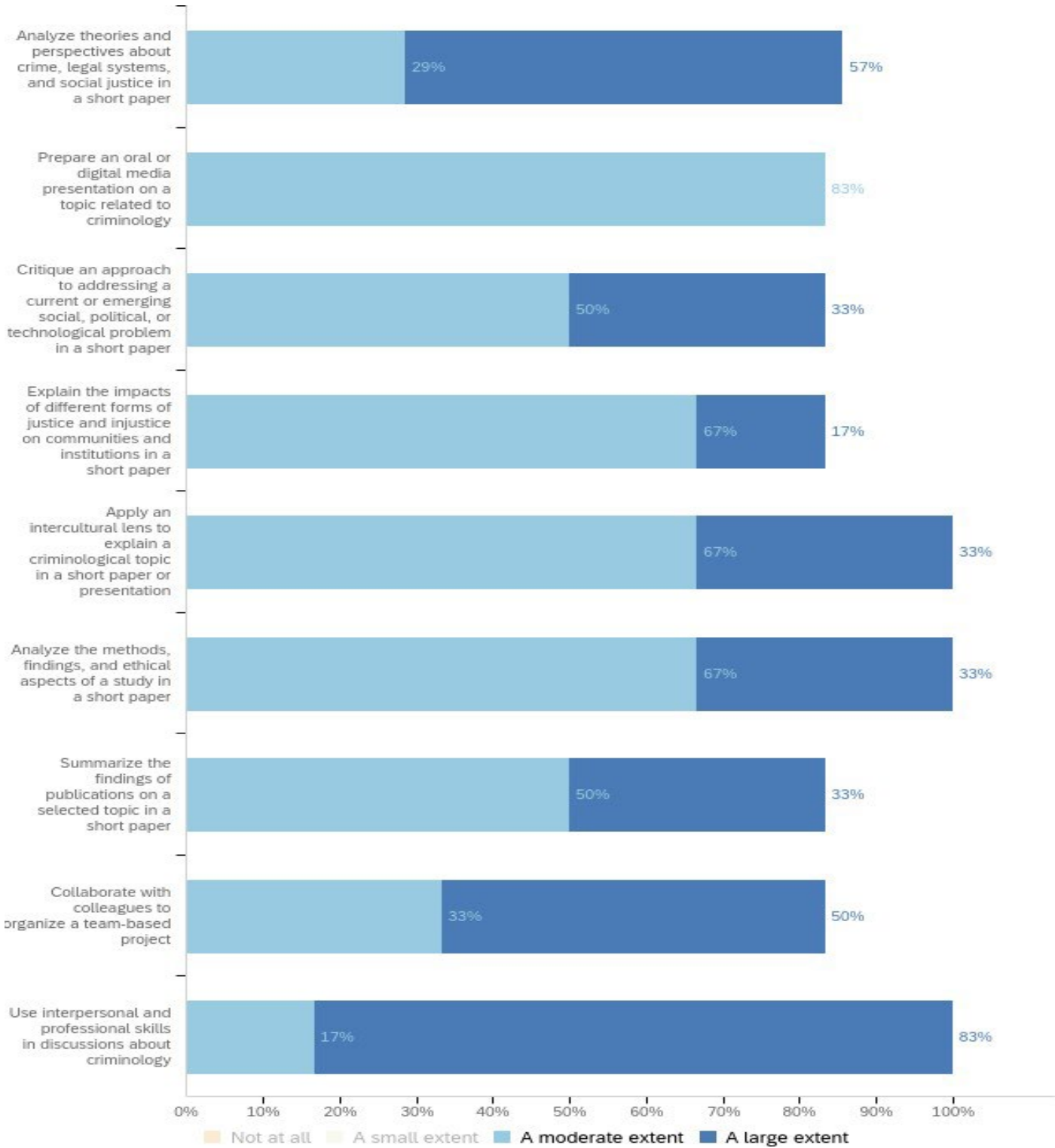
BA Minor in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	0%	30%	70%	10
2	Prepare an oral or digital media presentation on a topic related to criminology	10%	0%	50%	40%	10
3	Analyze an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	10%	60%	30%	10
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	0%	50%	50%	10
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	10%	40%	50%	10
6	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper	10%	30%	50%	10%	10
7	Explain qualitative and quantitative methods of data collection and analysis in a short paper	20%	40%	0%	40%	10
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	30%	50%	20%	10
9	Collaborate with colleagues to organize a team-based project	10%	10%	30%	50%	10

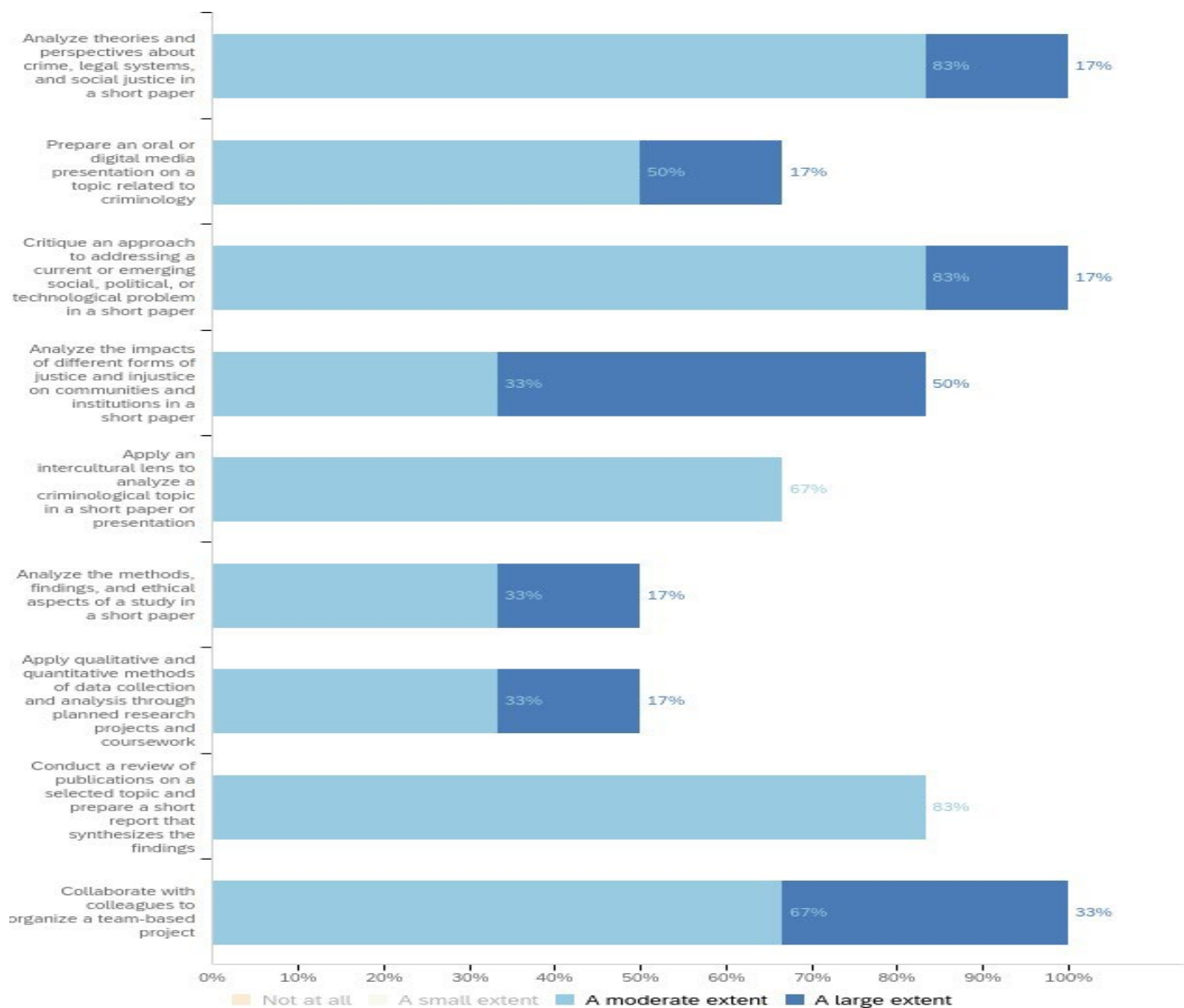
Associate of Arts in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	14%	29%	57%	7
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	17%	83%	0%	6
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	17%	50%	33%	6
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	17%	67%	17%	6
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	0%	67%	33%	6
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	0%	67%	33%	6
7	Summarize the findings of publications on a selected topic in a short paper	0%	17%	50%	33%	6
8	Collaborate with colleagues to organize a team-based project	17%	0%	33%	50%	6
9	Use interpersonal and professional skills in discussions about criminology	0%	0%	17%	83%	6

Diploma in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

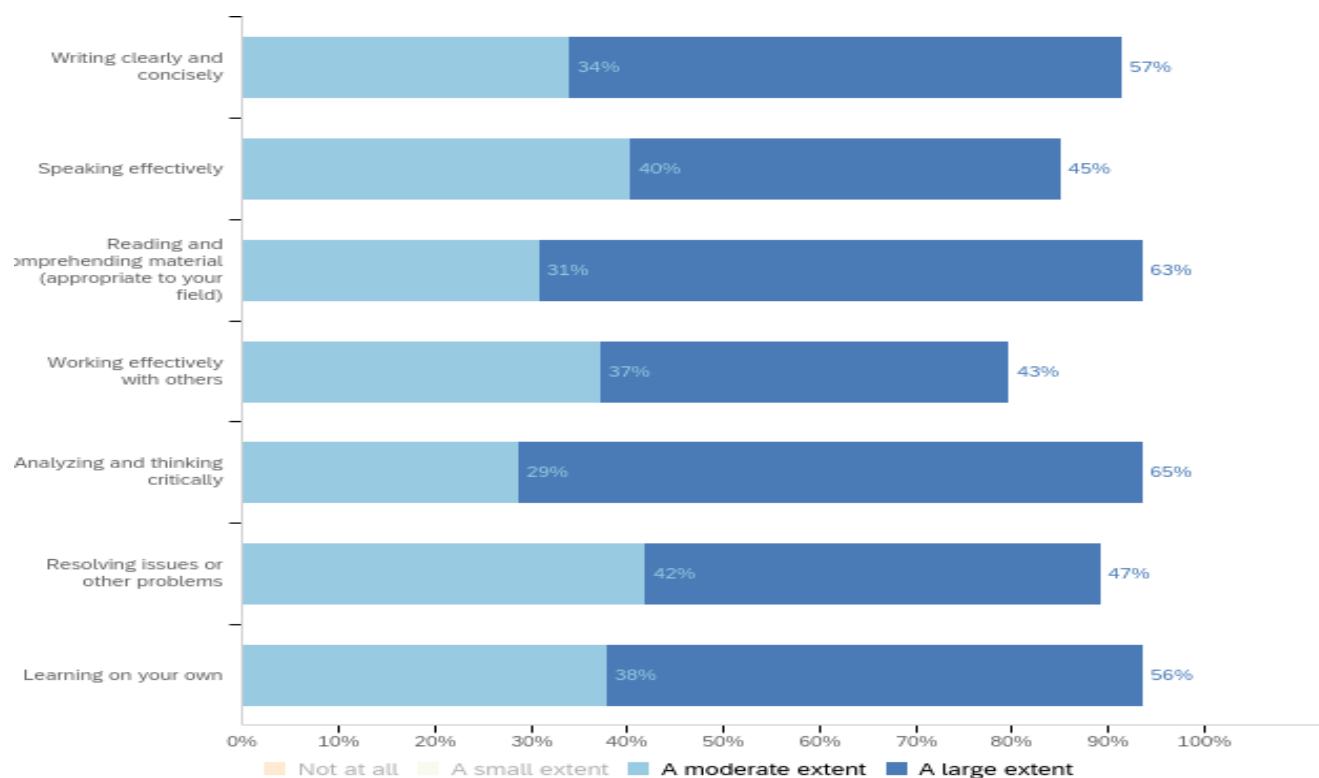
#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	0%	83%	17%	6
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	33%	50%	17%	6
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	0%	83%	17%	6
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	17%	33%	50%	6
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	33%	67%	0%	6
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	50%	33%	17%	6
7	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework	0%	50%	33%	17%	6
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	17%	83%	0%	6
9	Collaborate with colleagues to organize a team-based project	0%	0%	67%	33%	6

Certificate in Criminology

Too few responses to report

Are appropriate opportunities provided to help students acquire the essential skills?

10. To what extent are the courses you are taking for KPU's Criminology program helping you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	9%	34%	57%	94
2	Speaking effectively	2%	13%	40%	45%	94
3	Reading and comprehending material (appropriate to your field)	0%	6%	31%	63%	94
4	Working effectively with others	3%	17%	37%	43%	94
5	Analyzing and thinking critically	2%	4%	29%	65%	94
6	Resolving issues or other problems	3%	8%	42%	47%	93
7	Learning on your own	0%	6%	38%	56%	95

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

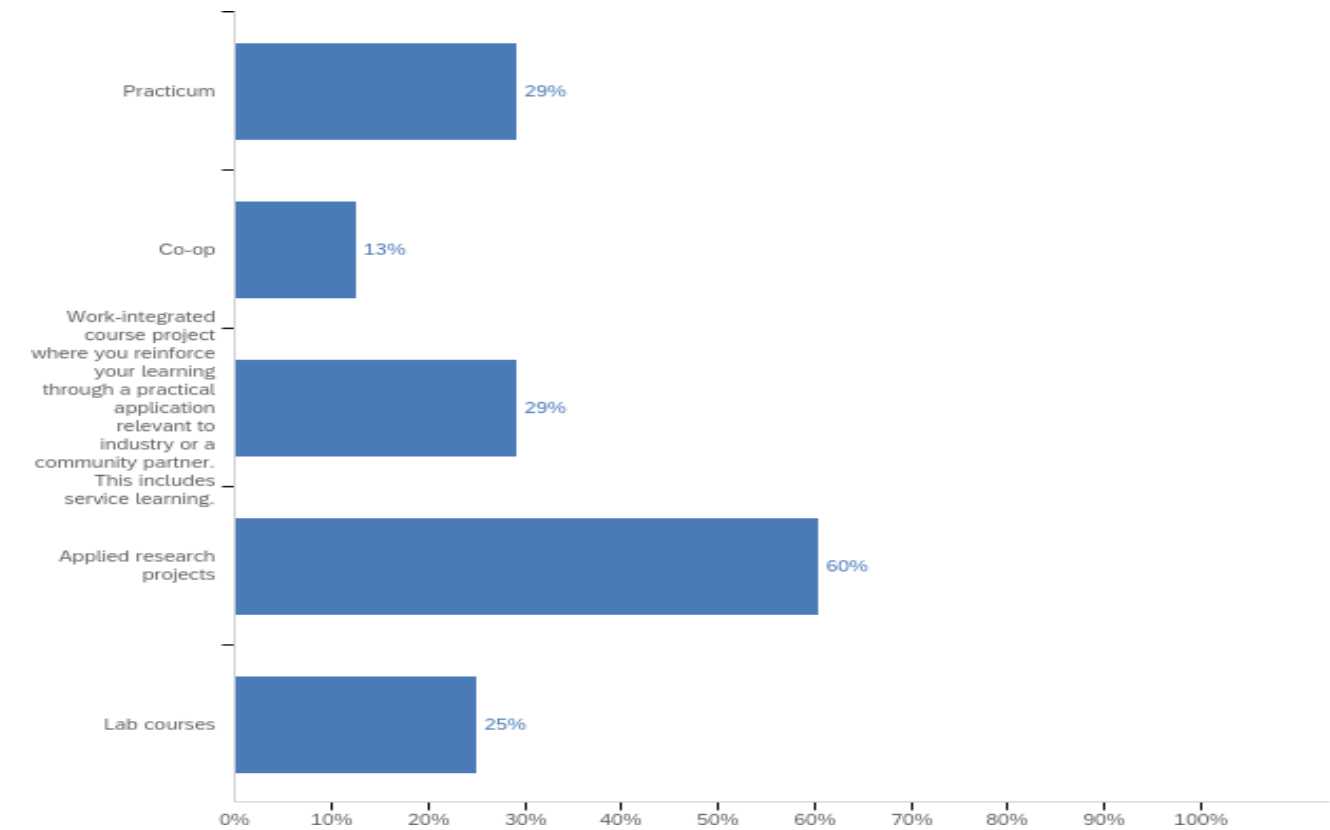
11. To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	7%
2	Somewhat disagree	9%
3	Neither agree nor disagree	13%
4	Somewhat agree	54%
5	Strongly agree	17%
	Total number of respondents	92

12. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

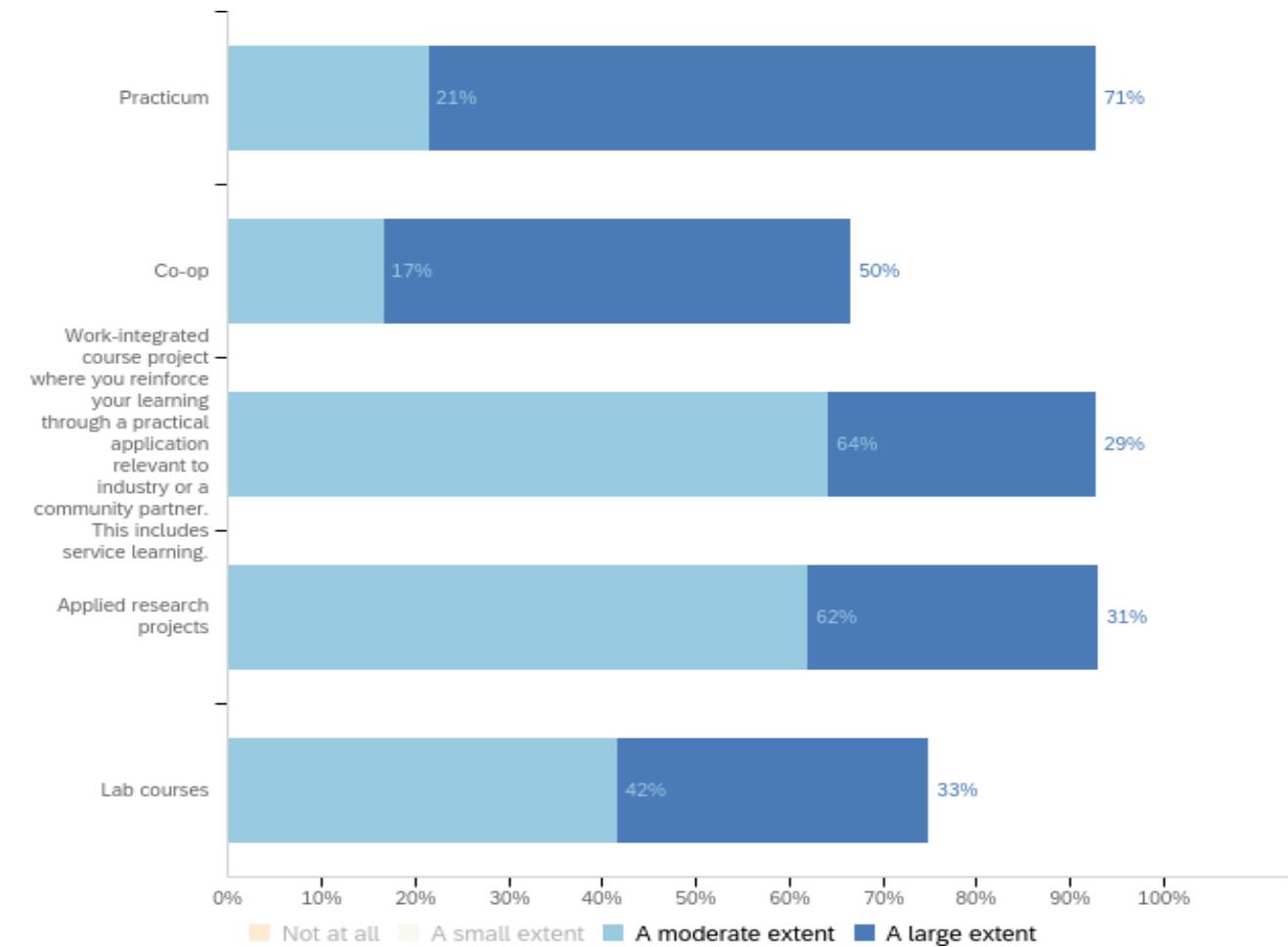


Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

#	Answer	%	Count
1	Practicum	29%	14
2	Co-op	13%	6
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	29%	14
4	Applied research projects	60%	29
5	Lab courses	25%	12
	Total number of respondents		48

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

13. Indicate the extent the following learning opportunities contributed to your learning.

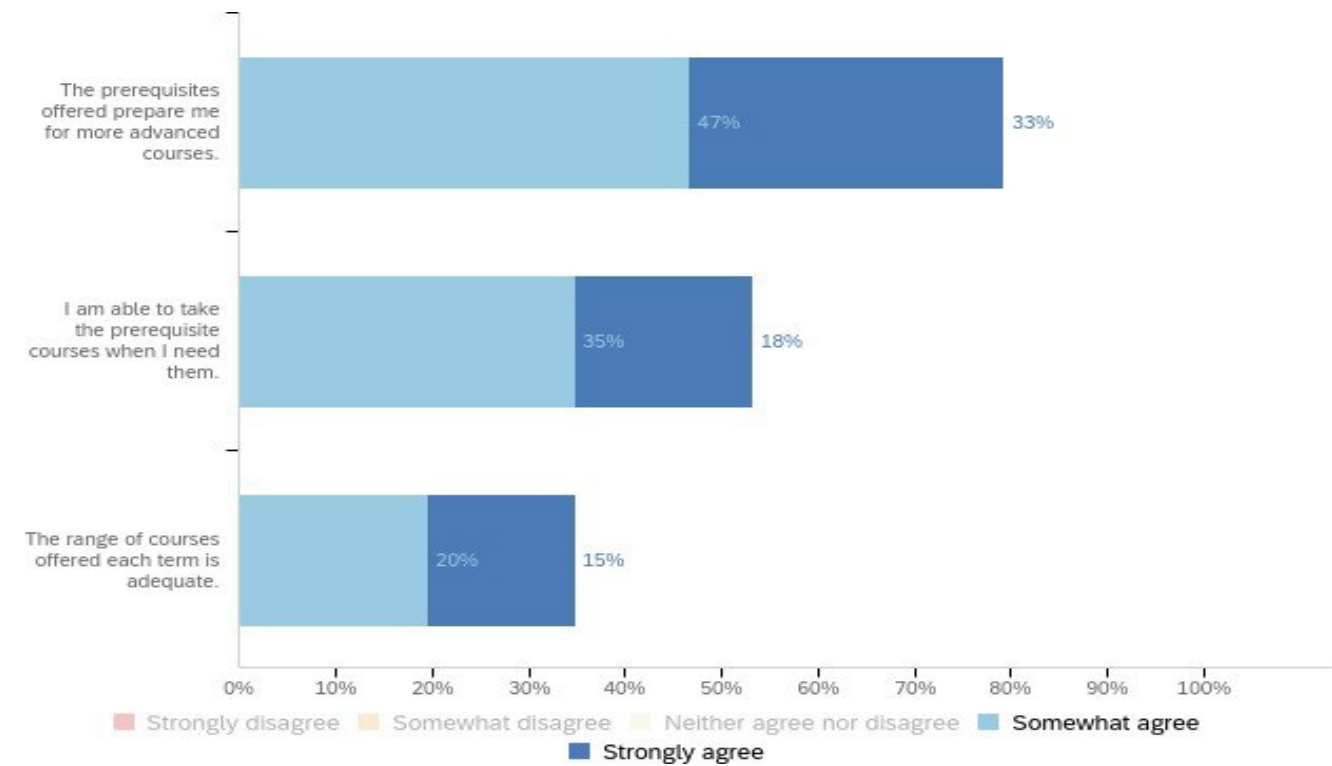


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practicum	0%	7%	21%	71%	14
2	Co-op	17%	17%	17%	50%	6
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner. This includes service learning.	0%	7%	64%	29%	14
4	Applied research projects	0%	7%	62%	31%	29
5	Lab courses	25%	0%	42%	33%	12

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

14. Thinking of KPU's Criminology program as a whole, please indicate your agreement with the following.

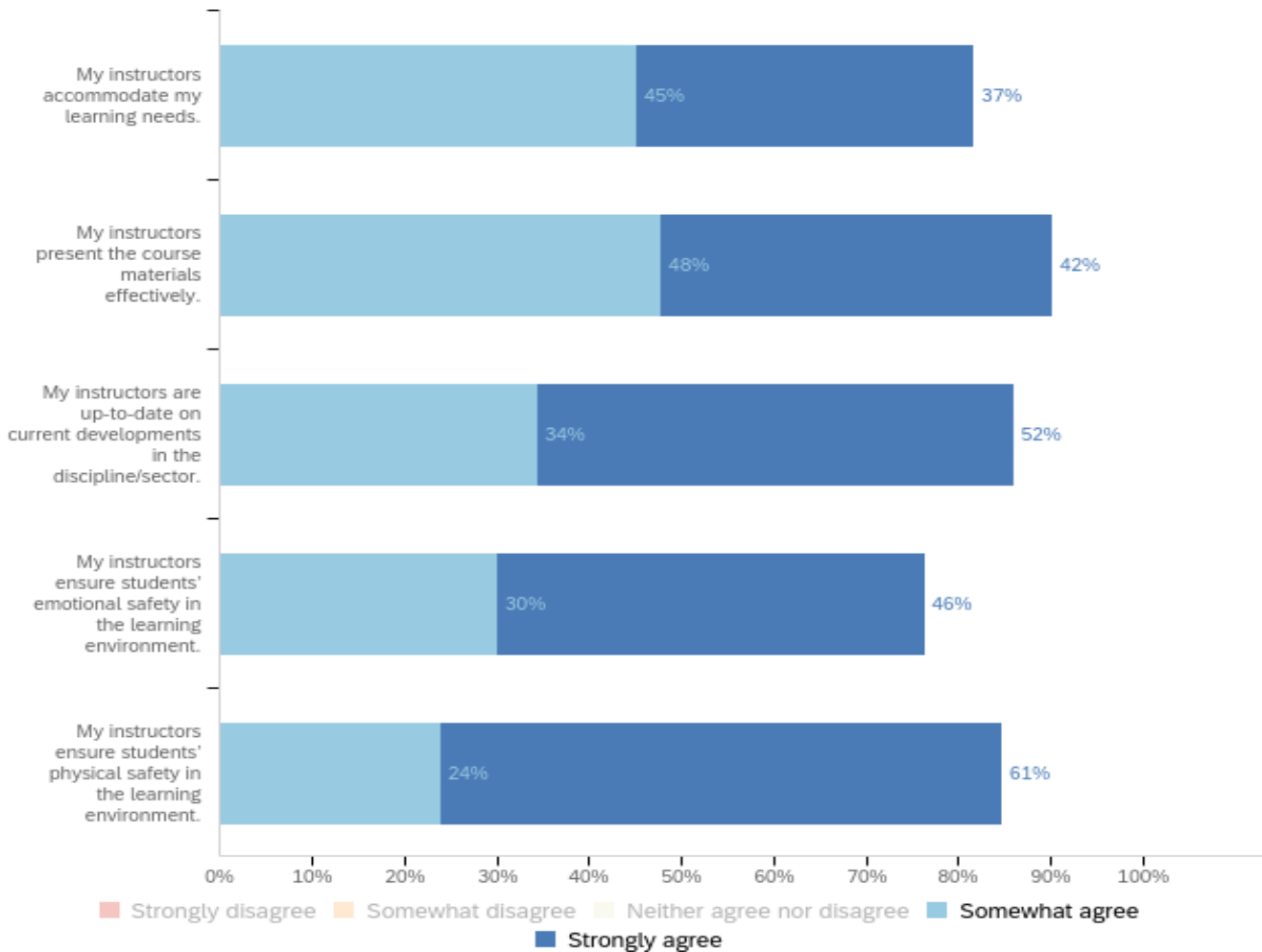


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	2%	3%	15%	47%	33%	92
2	I am able to take the prerequisite courses when I need them.	13%	21%	13%	35%	18%	92
3	The range of courses offered each term is adequate.	14%	32%	20%	20%	15%	92

Does the instruction meet the needs of diverse learners?

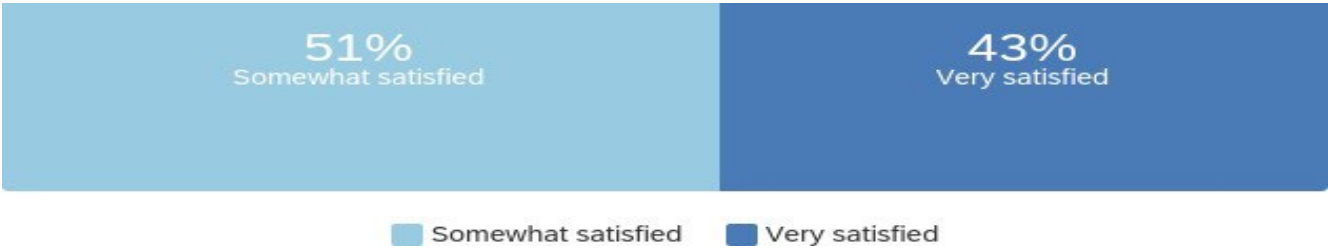
15. Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	4%	2%	12%	45%	37%	93
2	My instructors present the course materials effectively.	1%	3%	5%	48%	42%	92
3	My instructors are up-to-date on current developments in the discipline/sector.	2%	4%	8%	34%	52%	93
4	My instructors ensure students' emotional safety in the learning environment.	2%	3%	18%	30%	46%	93
5	My instructors ensure students' physical safety in the learning environment.	2%	0%	13%	24%	61%	92

16. Overall, how satisfied are you with the instruction you have received in KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Criminology program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	2%
3	Neither satisfied nor dissatisfied	4%
4	Somewhat satisfied	51%
5	Very satisfied	43%
	Total number of respondents	91

17. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

I liked how professors provide lectures while engaging the class.
its nice to have monthly news letter, but their not so monthly anymore.
The strengths of the program instruction include covering a wide range of subjects related to Criminology.
Passion goes a long way in teaching, and you can tell the instructors are intellectually engaged with the course content and reflect that in their lecture and discussion.
Everything taught till now is taught in an interesting manner.
Mostly, instruction is given but is not always clear and concise.
I loved my professors.
I think having the materials available online is strength the criminology program has.
Professors know a lot about what they are teaching, great variety of classes available
The best
variety of course delivery options (online, blended, in class, asynchronous)
Very concise and excellent communication between instructors and students.
The face to face communications and class discussions are the strengths and the weaknesses are definitely the work ethics of some professors. Online classes at KPU definitely leave something to be desired.
Some professors are absolutely Great and fit with my way of learning. Their instructions, syllabus, and feed back for assignments is very clear. However there have been some classes I have taken where there was poor instructions and I was left guessing my grade for the entire semester. In addition reaching out to some (very few of these professors) was difficult.
i enjoy the in person learning as well as the information presented in class being accessible from the online website
Reality of the program.
Providing readings Marks assignments in a timely manner
Very inclusive and understanding
Professors typically work in the CJS field, so this helps to gain not just a textbook perspective, but a real world perspective.

i think the criminology program has many relaxed, knowledgeable profs that make it easy to learn from!
Very flexible in nature with in person teaching and online teaching
The program is quite challenging and exciting, which makes me strive to study hard to understand everything
clear and concise
Some profs are amazing people and teachers. They really make the program what it is.
- Instructors are clear with their delivery and what is expected from students
Delivery of content in regards to classes related to policing is great and informative. The same applies to law as well. With law having so much content, professors are able to effectively compress the content and simplify it which makes it easy to learn and understand.
Most instructors have actual work experience in their field and then became teachers
professional, respectful, engaging
I love being in class, and learning in class. There are less distractions. I like though that there are options. If I cannot be in class, there are online classes available. During COVID, being all online was tough, but glad to have returned to in class now.
Most professors are amazing. Willing to help, knowledgeable, good teachers, flexible, understanding, and have clear expectations.
I have received effective clear instruction on the courses I have taken.
The instructions are very straightforward, and you know what to expect.
Passionate instructors have been vital to my learning, I'm so thankful that KPU's CRIM department is full of passionate profs/diverse views
When instructors engage with the material through lectures and take the time to approach the material differently when students are having trouble understanding the material.
The professors make or break the class. I would take any class offered if the professor was [Instructor Names Redacted] . All five of these professors are passionate about what they do, are knowledgeable and enthusiastic, and deliver the content in a way that is relatable and applied to real life situations. These professors were always encouraging, understanding, willing to help when needed, and always able to talk about the course or other criminology related topics.
they are able to meet with you go over things your having trouble with
Strengths would be a good variety in course options
One strength is the increased use of collaborating with classmates similar to breakout groups and then returning to the class with answers. I have noticed an increase in this being integrating into the classroom to break up lectures and maintain engagement in class and it has been effective despite my preference to generally work alone.
Real world examples and knowledge used.
I like the smaller classes. Some of my professors are excellent, they enjoy teaching and truly want their students to succeed. I've had classes this semester that featured guest speakers that really had an impact on me.

18. Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

I would say that the program is good but it would have served the whole purpose if students got more related opportunities.
Needs to be more student jobs in criminology to get experience before we graduate. Needs more understanding for students mental health in programs.
Some suggestions to improve program instruction include having detailed rubrics for assignments, and organized lectures.
Online courses often fail to create engagement with the professor and can the lack of interaction can make it difficult to learn, as the environment isn't as motivating,
Not sure.
I think creating more easy to follow procedures and having the clear instructions given.
I wish there were some more classes offered online to accommodate people who work full time.
Personally, I think more students wish to have more program instruction online, as a lot of don't have time to come into school like 1-3 a week for stuff that we could have just learned about in a text book.
everything's great!
- possible open more seats
Not a balance between lower level and upper level courses.
More class engagement on some courses.

For online classes, make sure that the teachers who run online classes are able to use a computer. For in-person classes, less in person closed book exams.

For a majority most professors provide great information and resources for additional information.

just continue on whats working

N/a

N/a

certain professors do not care as much about emotional safety/wellbeing. it's difficult. but most are great! i also think practicum should have part time options for those who are low income and need to work separately, or work and are in school so they are still able to get experience while in school without losing money

being more thorough

More online courses offered in 3/4 year classes Profs need to be reviewed more It's very difficult to get into classes and I have a pretty early registration date and still struggle Crim students need a bigger and more accommodating place to study

N/A

There are times where I do wish that the classes in the program can be more engaging. There are few classes where I tend to struggle comprehending due to lack of activity; sitting in a desk with nothing to do can be hard.

have instructors for most of the courses that are offered, more seats for the classes as well.

I do not like the hybrid model. Online and in-class hybrid classes suck. It should either be in class or online, and not both.

As said, most profs are great. But the ones who are not have these in common: unapproachable, little to no guidance on expectations and criteria for assignments, late feedback, lack of feedback, incoherence between material taught and material tested

There is very limited leniency when things are happening in students' lives. We, as students, are often expected to be able to balance school-work-life with ease, and when something goes wrong, or there are struggles, it is met with suspicion and unwillingness to accommodate.

The only instruction/prof in the CRIM department that I had fundamental issues with is [Instructor Name Redacted], I don't believe he fosters a safe classroom environment and is extremely disorganized

While readings are necessary in a school environment and are required for a student to understand a topic from multiple perspectives there were multiple occurrences when 3+ readings of 20+ pages were assigned each week and the instructor did not connect the readings to the lecture or did not even have a lecture. Instances were this occurred I noticed engagement and understanding of the material to decrease for myself and other classmates. The amount of scholarly readings should be moderate to reasonable and the lecture should really be connected to the readings in a fairly comprehensive way.

I have had professors teach opinions instead of facts and do not appreciate when those opinions are questioned. I have had a professor teach to a certain group of students and have made it relatable to them (culture, gender, race, religion, economic status, etc) and left the rest of us in the dark when giving examples only those of certain groups understood. And I have had a professor make me change my crim major to a minor because I wasn't understanding the material for quantitative studies, even asking for extra help.

none

Not enough courses available, not enough online courses available

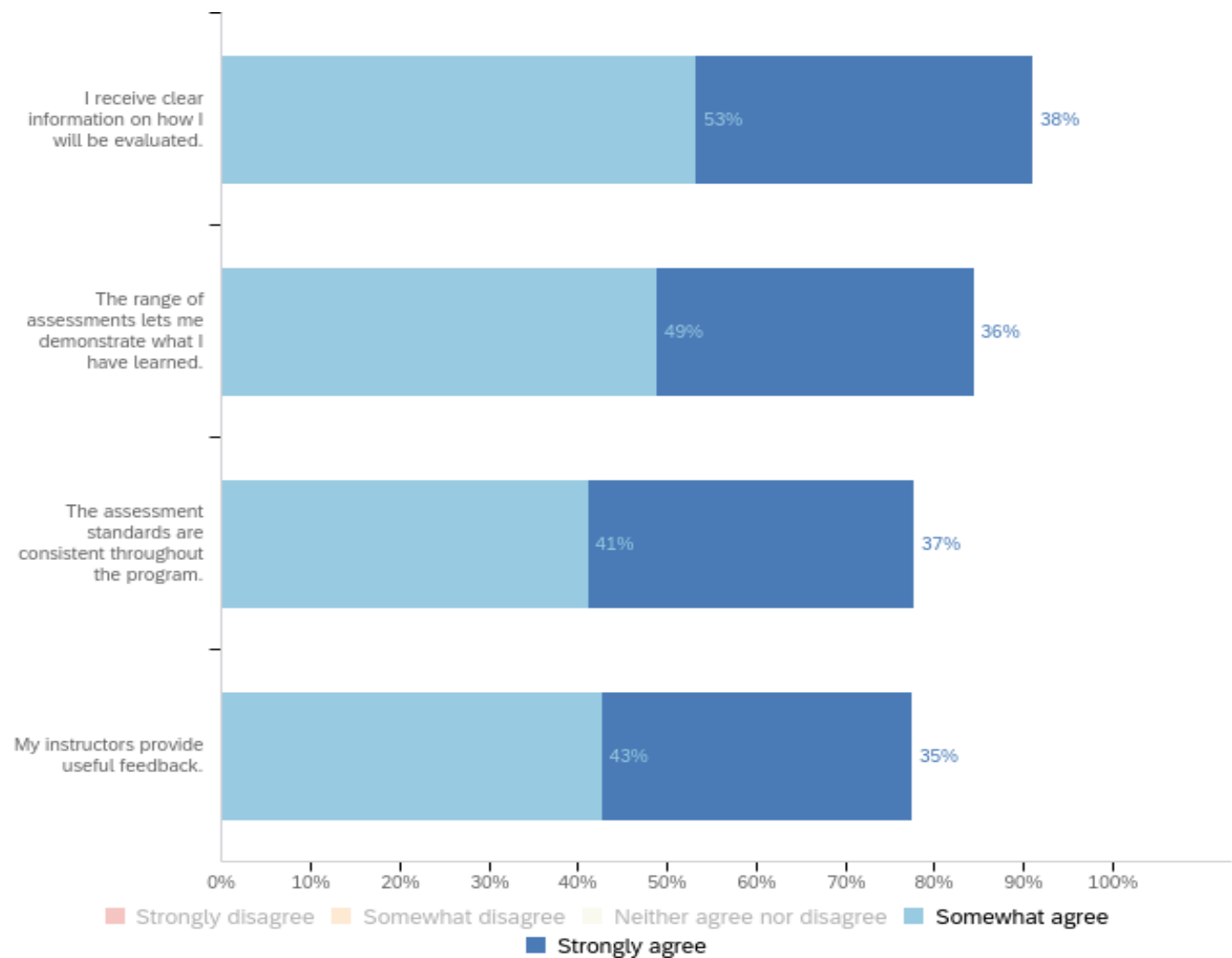
Students should be alerted when the professor for a course they registered in is changed last minute as often we are selective and intentional with why we picked a specific section. I found out my professor changed after the drop deadline and I would have switched sections to the professor I wanted on a different day if I was able to but it was too late.

n/a

Some of my professors are not organized. They change the parameters of assignments and get impatient when the class is confused. I sometimes wonder how much teaching they have done.

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

19. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

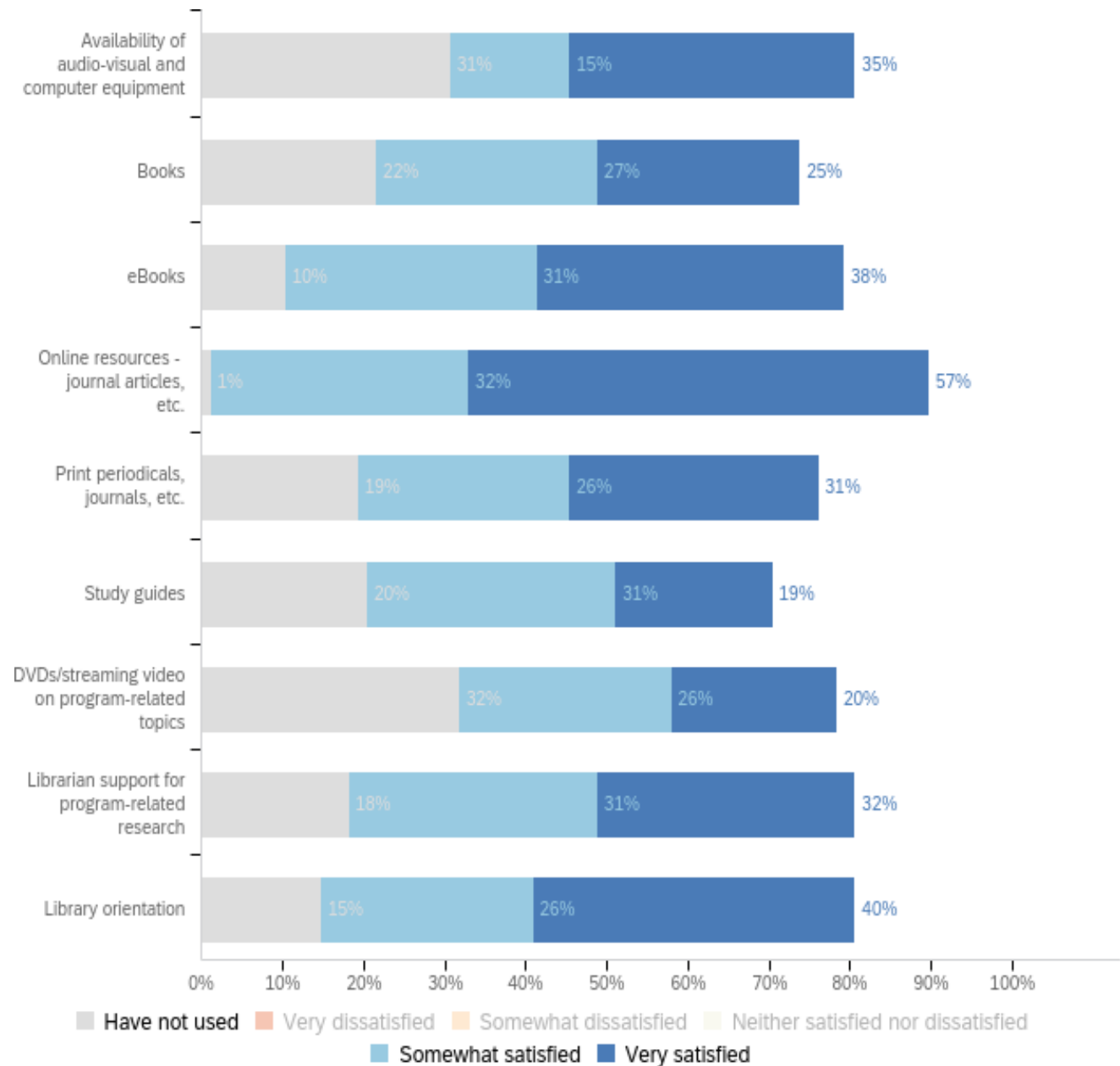
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	4%	4%	53%	38%	90
2	The range of assessments lets me demonstrate what I have learned.	1%	4%	10%	49%	36%	90
3	The assessment standards are consistent throughout the program.	2%	6%	14%	41%	37%	90
4	My instructors provide useful feedback.	1%	4%	17%	43%	35%	89

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

20. How satisfied are you with the following library resources as they apply to KPU's Criminology program?

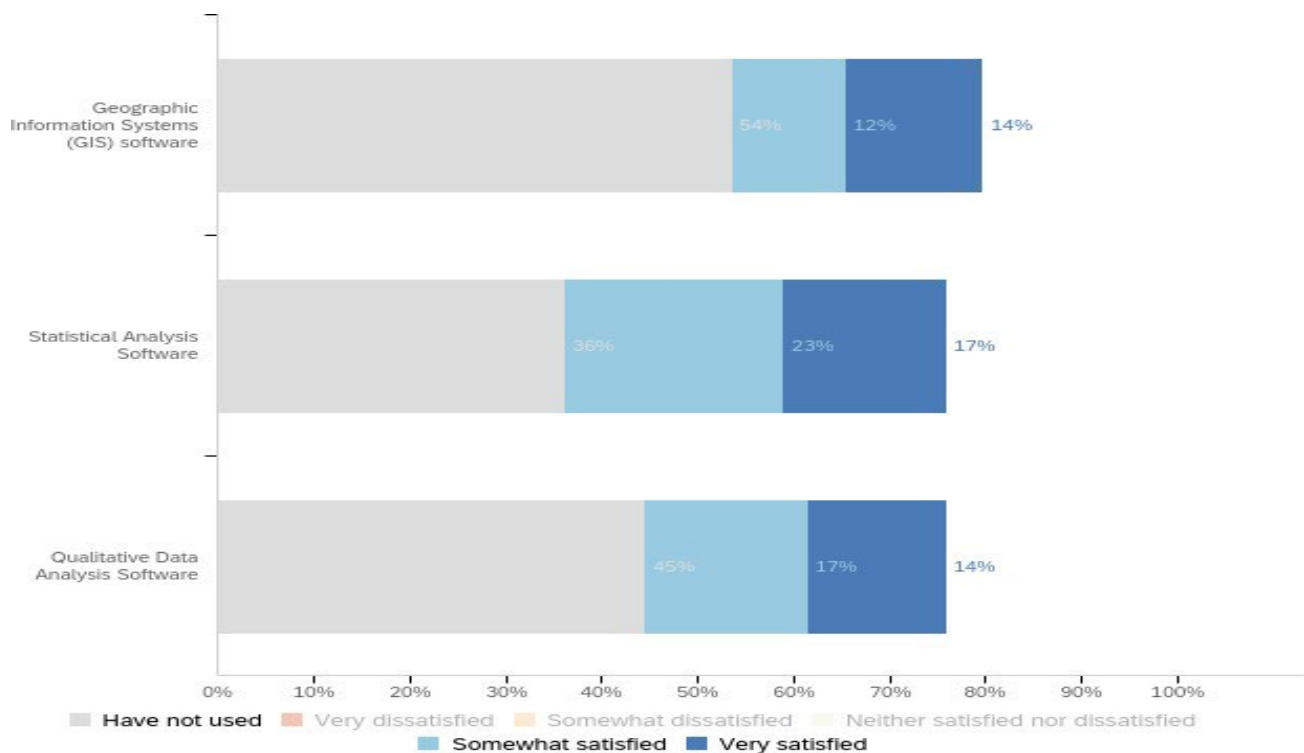


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	31%	1%	3%	15%	15%	35%	88
2	Books	22%	6%	3%	17%	27%	25%	88
3	eBooks	10%	3%	5%	13%	31%	38%	87
4	Online resources - journal articles, etc.	1%	0%	1%	9%	32%	57%	88
5	Print periodicals, journals, etc.	19%	0%	2%	22%	26%	31%	88
6	Study guides	20%	3%	8%	18%	31%	19%	88
7	DVDs/streaming video on program-related topics	32%	2%	1%	18%	26%	20%	88
8	Librarian support for program-related research	18%	2%	2%	15%	31%	32%	88
9	Library orientation	15%	0%	2%	17%	26%	40%	88

Does the program have the specialized technology needed to deliver the curriculum?

21. How satisfied are you with your access to the following specialized technology in KPU's Criminology program?

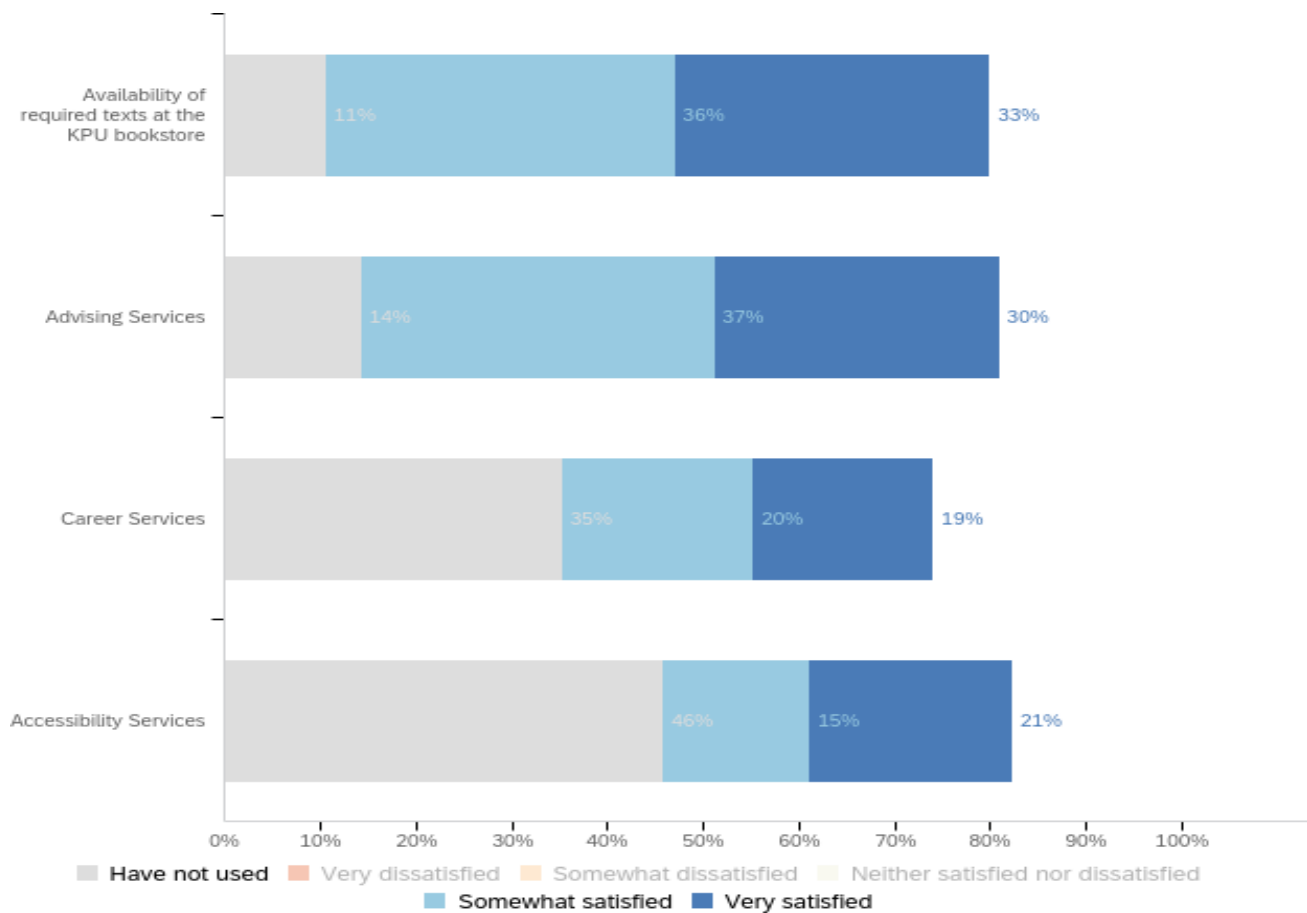


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Geographic Information Systems (GIS) software	54%	0%	4%	17%	12%	14%	84
2	Statistical Analysis Software	36%	1%	2%	20%	23%	17%	83
3	Qualitative Data Analysis Software	45%	1%	4%	19%	17%	14%	83

Does the program have the support services needed to deliver the curriculum?]

22. How satisfied are you with the following as they apply to KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	11%	0%	4%	16%	36%	33%	85
2	Advising Services	14%	4%	2%	13%	37%	30%	84
3	Career Services	35%	6%	2%	18%	20%	19%	85
4	Accessibility Services	46%	1%	1%	15%	15%	21%	85

Appendix H: Faculty Survey Results

Criminology Program Review - Faculty Survey Results

The faculty survey was sent to 44 Criminology faculty members. A total of 19 faculty members responded. The response rate is 43%.

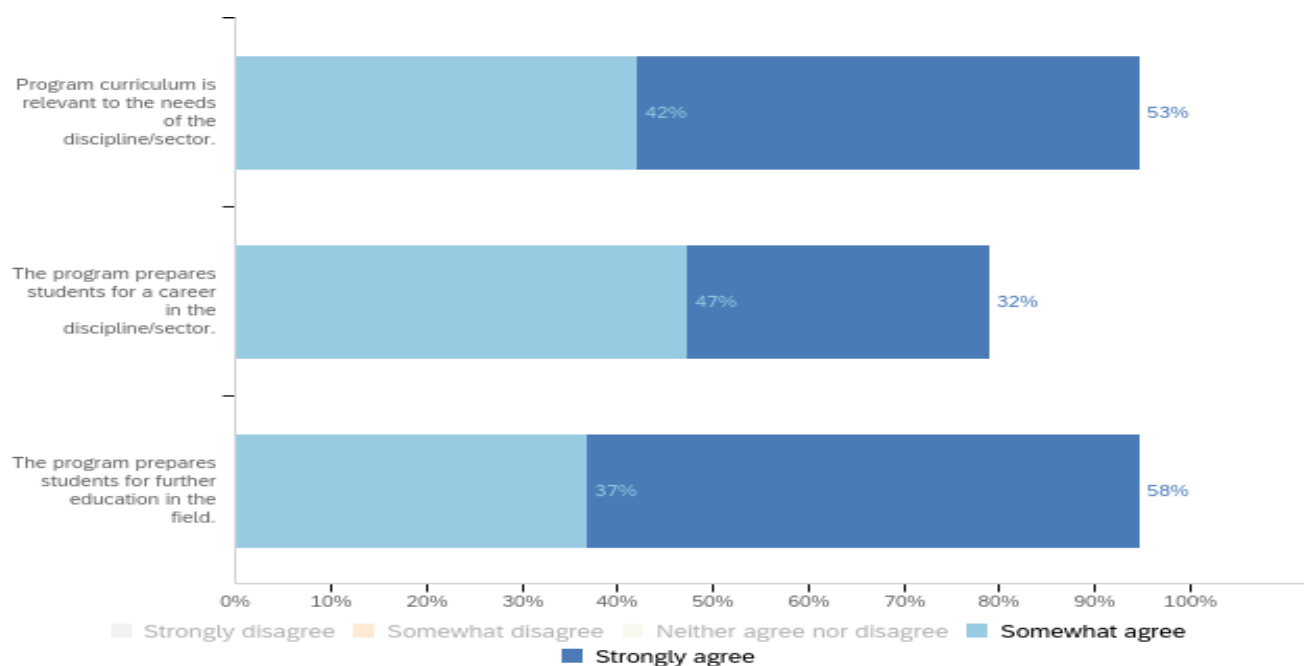
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

1. Thinking of KPU's Criminology program as a whole, indicate the extent you agree with the following.

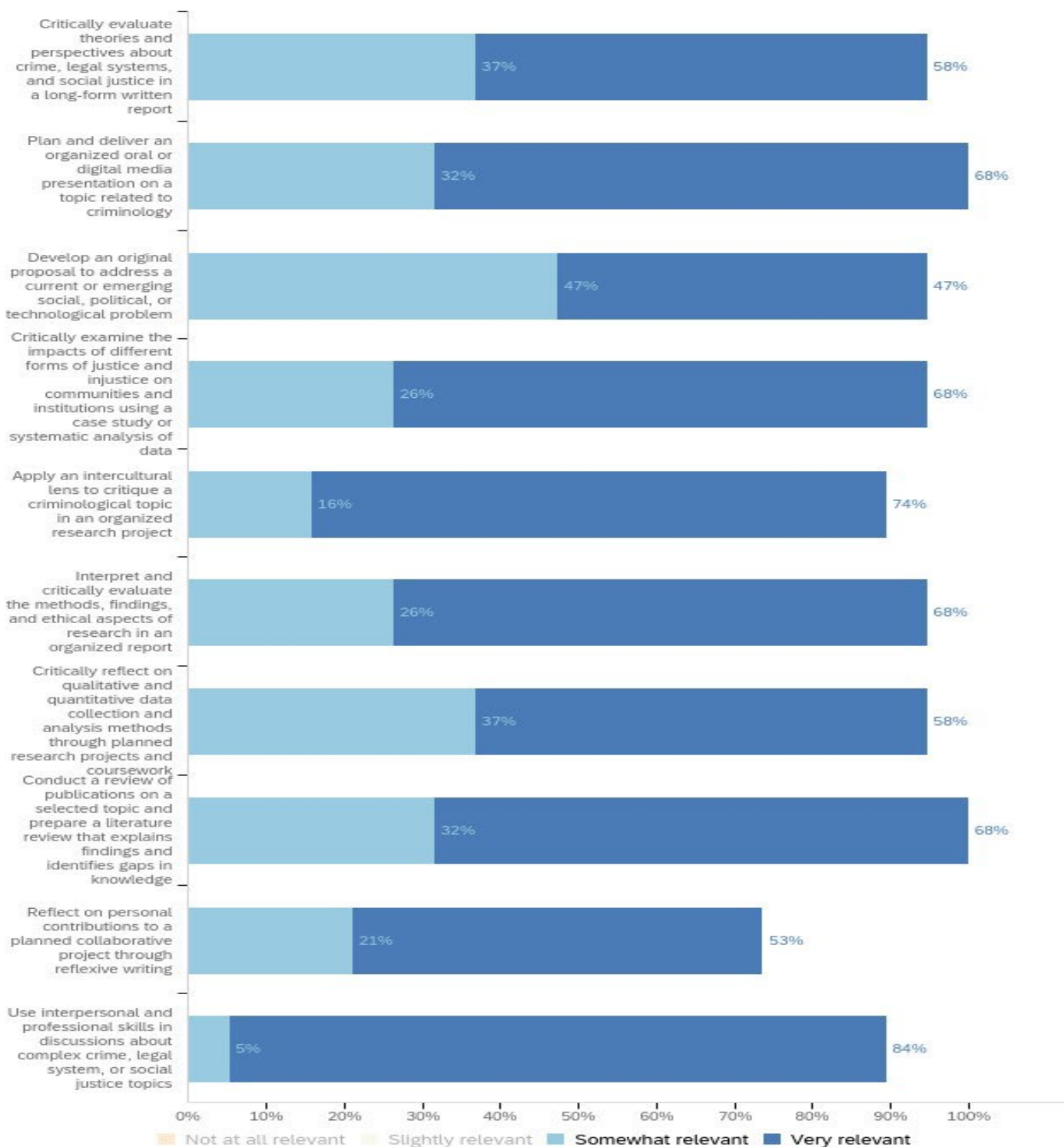


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	5%	0%	42%	53%	19
2	The program prepares students for a career in the discipline/sector.	5%	16%	0%	47%	32%	19
3	The program prepares students for further education in the field.	0%	0%	5%	37%	58%	19

2. Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.

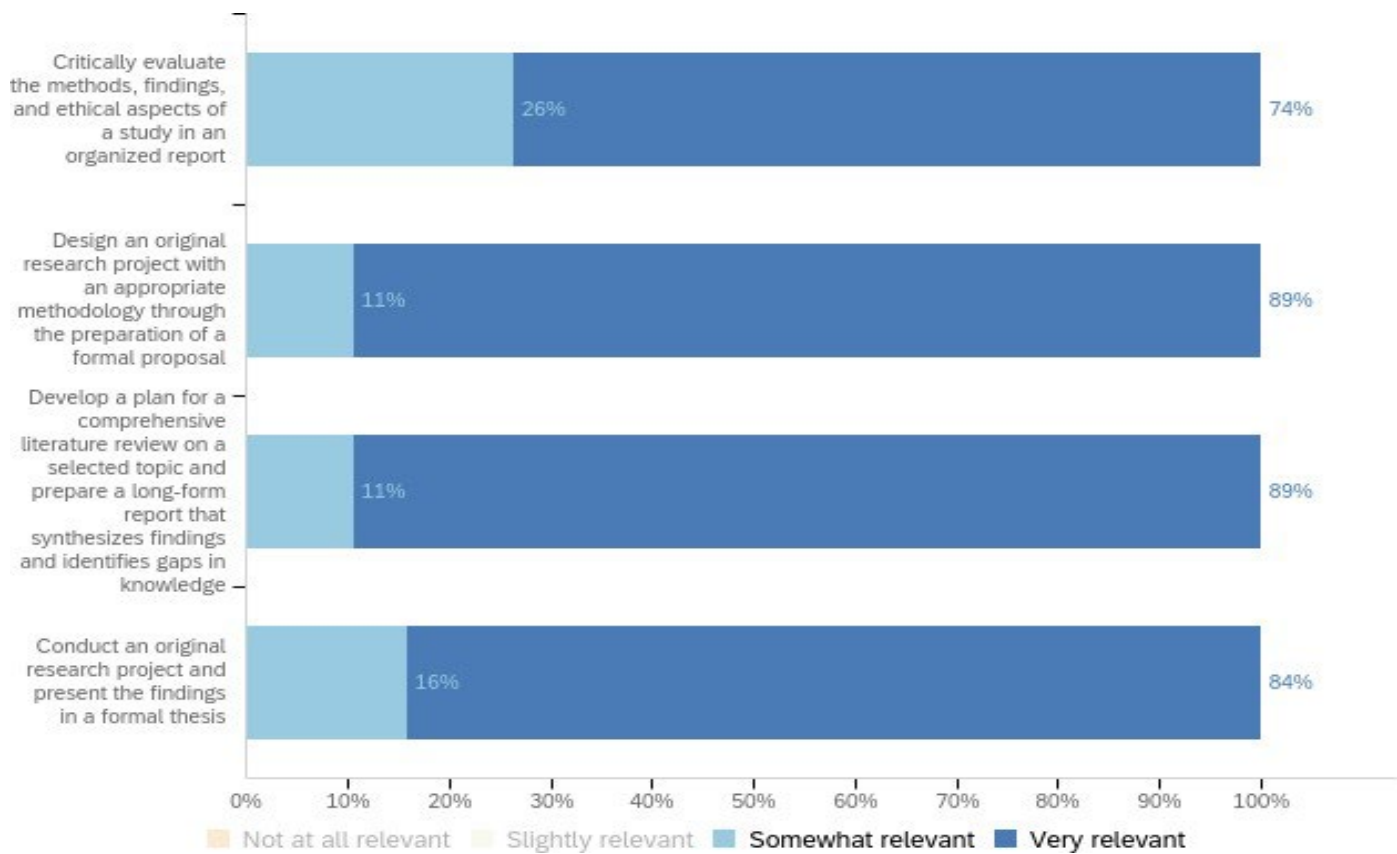
BA Major in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	5%	37%	58%	19
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	0%	32%	68%	19
3	Develop an original proposal to address a current or emerging social, political, or technological problem	0%	5%	47%	47%	19
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	0%	5%	26%	68%	19
5	Apply an intercultural lens to critique a criminological topic in an organized research project	0%	11%	16%	74%	19
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	0%	5%	26%	68%	19
7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	0%	5%	37%	58%	19
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	0%	0%	32%	68%	19
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	11%	16%	21%	53%	19
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	11%	5%	84%	19

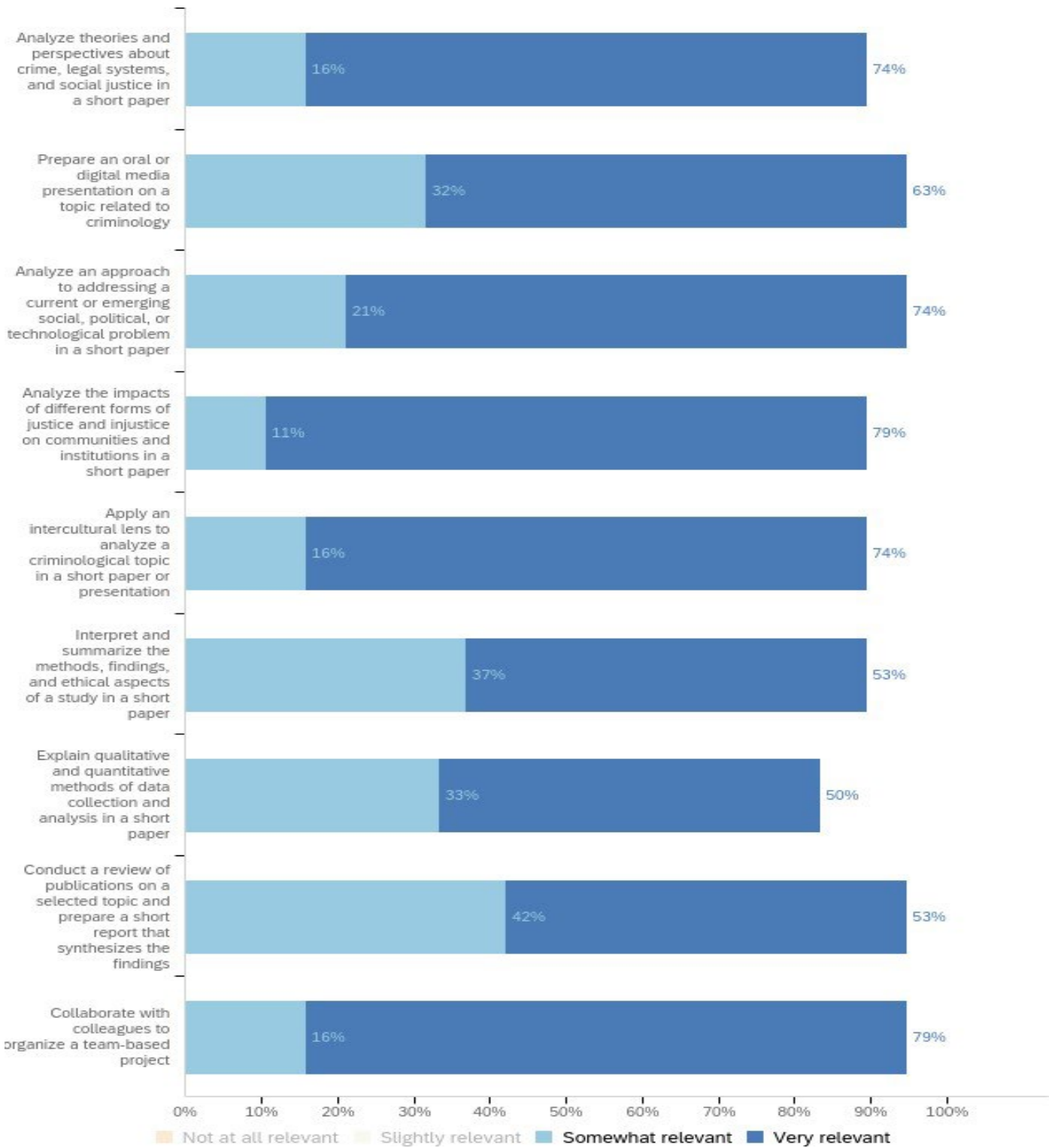
BA Honors in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report	0%	0%	26%	74%	19
2	Design an original research project with an appropriate methodology through the preparation of a formal proposal	0%	0%	11%	89%	19
3	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge	0%	0%	11%	89%	19
4	Conduct an original research project and present the findings in a formal thesis	0%	0%	16%	84%	19

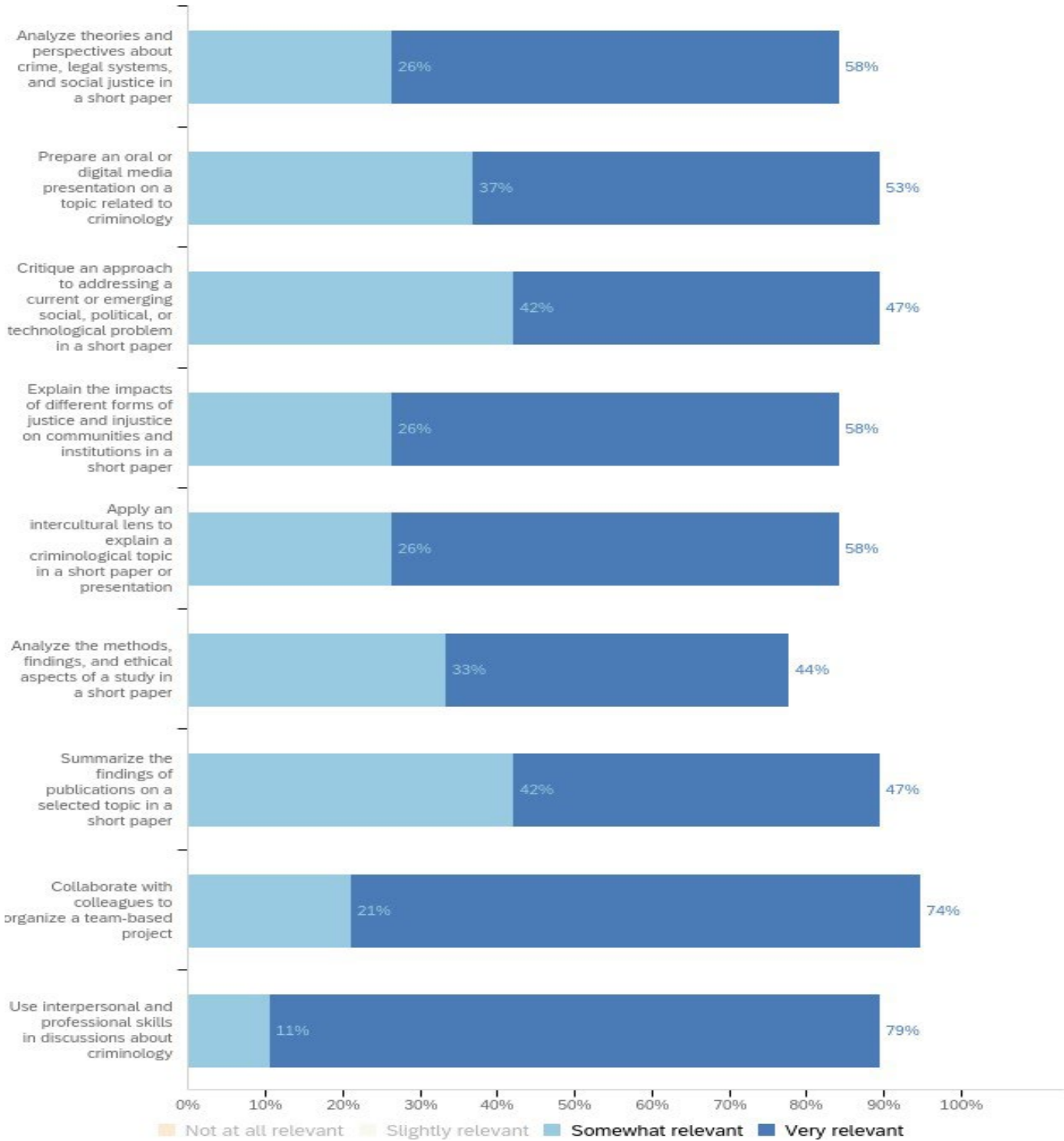
BA Minor in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	11%	16%	74%	19
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	5%	32%	63%	19
3	Analyze an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	5%	21%	74%	19
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	11%	11%	79%	19
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	11%	16%	74%	19
6	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper	0%	11%	37%	53%	19
7	Explain qualitative and quantitative methods of data collection and analysis in a short paper	0%	17%	33%	50%	18
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	5%	42%	53%	19
9	Collaborate with colleagues to organize a team-based project	0%	5%	16%	79%	19

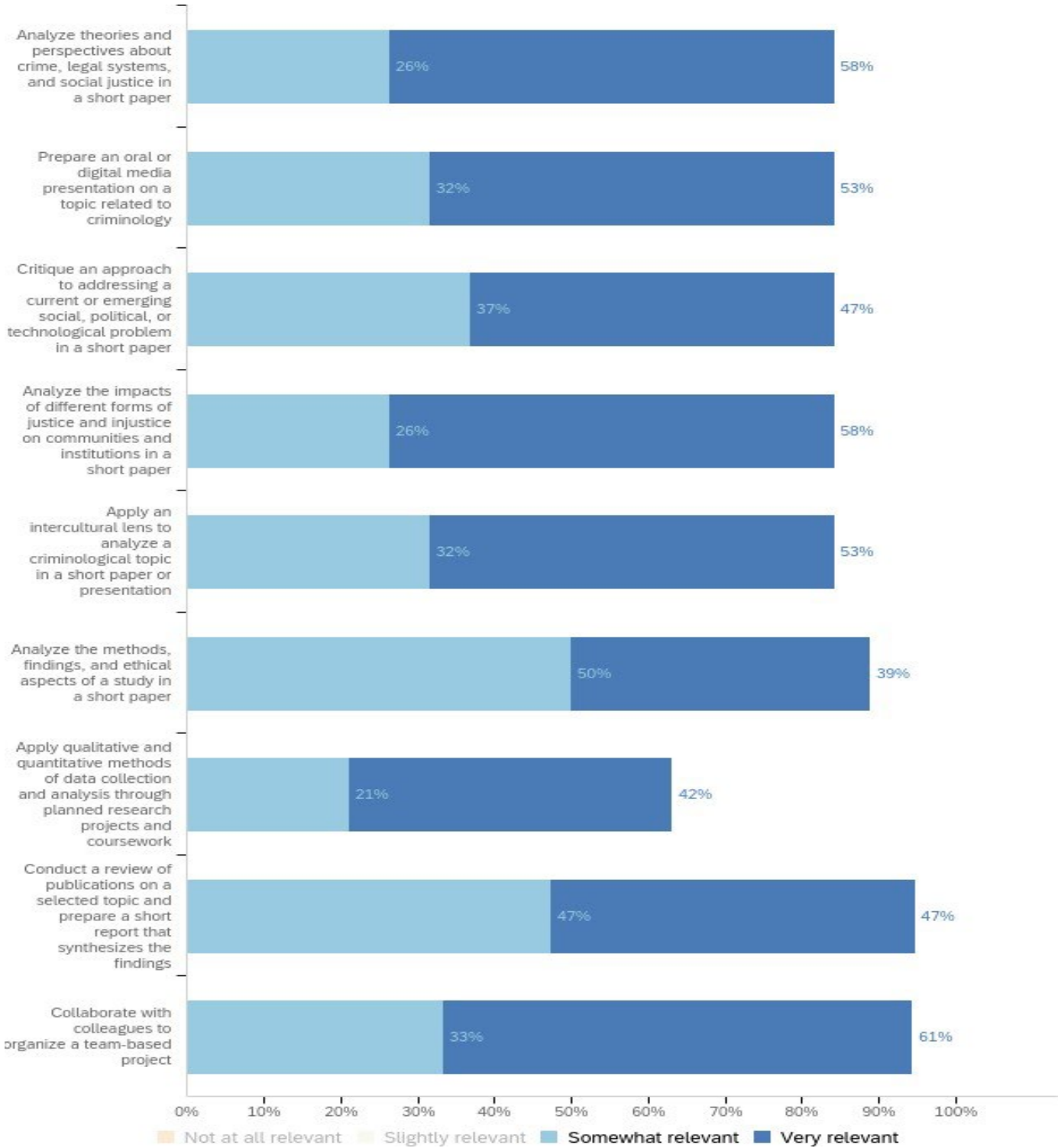
Associates of Arts in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	16%	26%	58%	19
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	11%	37%	53%	19
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	11%	42%	47%	19
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	16%	26%	58%	19
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	16%	26%	58%	19
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	22%	33%	44%	18
7	Summarize the findings of publications on a selected topic in a short paper	0%	11%	42%	47%	19
8	Collaborate with colleagues to organize a team-based project	0%	5%	21%	74%	19
9	Use interpersonal and professional skills in discussions about criminology	0%	11%	11%	79%	19

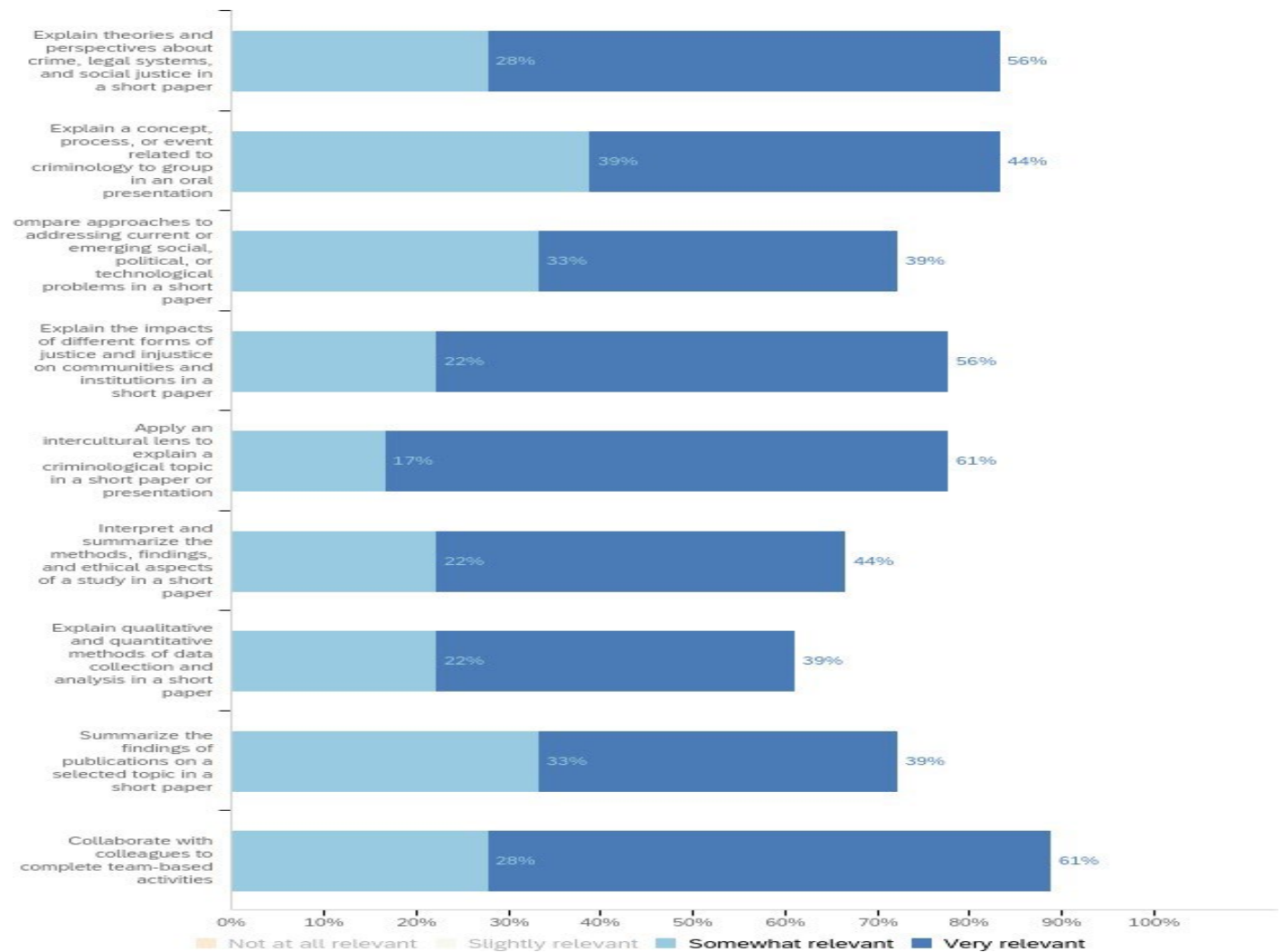
Diploma in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	16%	26%	58%	19
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	16%	32%	53%	19
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	16%	37%	47%	19
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	16%	26%	58%	19
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	16%	32%	53%	19
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	11%	50%	39%	18
7	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework	0%	37%	21%	42%	19
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	5%	47%	47%	19
9	Collaborate with colleagues to organize a team-based project	0%	6%	33%	61%	18

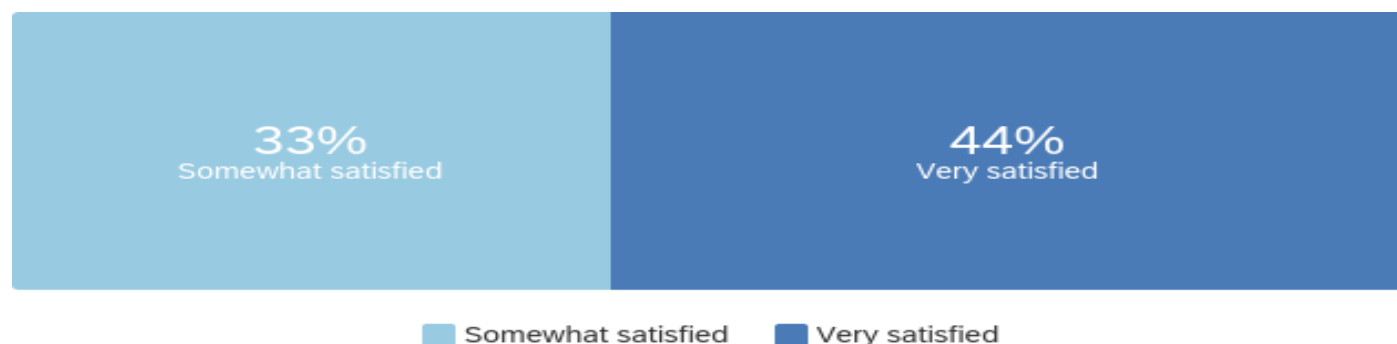
Certificate in Criminology



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Explain theories and perspectives about crime, legal systems, and social justice in a short paper	0%	17%	28%	56%	18
2	Explain a concept, process, or event related to criminology to group in an oral presentation	0%	17%	39%	44%	18
3	Compare approaches to addressing current or emerging social, political, or technological problems in a short paper	0%	28%	33%	39%	18
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	22%	22%	56%	18
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	22%	17%	61%	18
6	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper	0%	33%	22%	44%	18
7	Explain qualitative and quantitative methods of data collection and analysis in a short paper	11%	28%	22%	39%	18
8	Summarize the findings of publications on a selected topic in a short paper	0%	28%	33%	39%	18
9	Collaborate with colleagues to complete team-based activities	0%	11%	28%	61%	18

3. Overall, how satisfied are you with KPU's Criminology program curriculum?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Criminology program curriculum?	Percentage
1	Very dissatisfied	6%
2	Somewhat dissatisfied	11%
3	Neither satisfied nor dissatisfied	6%
4	Somewhat satisfied	33%
5	Very satisfied	44%
	Total number of respondents	18

4. Thinking of KPU's Criminology program's curriculum as a whole, please indicate the strengths of the program.

The practitioners teaching the course work The diversity and breadth of courses

Interdisciplinary nature, the focus on interpersonal skills and self-awareness, practicum opportunities

The diversity of faculty , the fact we have active and former practitioners teaching. The emphasis we put on professional development and ethics and experiential learning.

Diversity of courses.

Diversity and range of coverage. Range of pedagogical approaches from formal to experiential - I believe a well-rounded education requires both.

We have lots of variety; there are many courses that students can take. However, sometimes the courses students want to take are not available or fill up too quickly at the upper levels.

Excellent range of expertise, fields of study & commitment to research-informed experimental and innovative teaching and learning.

The program is appropriately interdisciplinary. The curriculum covers a full range of courses and learning outcomes that modern criminology programs should provide. Digital literacy is important, and our curriculum supports it.

There seems to be a wide range of upper year courses that we offer for students.

Strengths of the program: Strong capstone offerings for the BA: Honours and Practicum both present students with opportunities to engage in experiential and / or applied learning. There are 'gems' of the program that need to be protected, promoted, and resourced. We have made recent additions to the curriculum that reflect important changes in the discipline. Notably, we will be offering courses on Green Criminology, Wrongful Convictions, Surveillance Privacy and Control. These courses reflect the interdisciplinary nature of Criminology, and they are timely and closely connected to areas of faculty expertise. Our Ed Planning is generally highly effective. Students are able to progress through their credentials, with key courses and optional electives offered in a range of modalities. We have few 'ghost courses' (courses that exist but are never offered). We take an active and collegial approach to discussions about pedagogy and curriculum development, particularly in relation to our Introductory courses. There is a consistent effort to troubleshoot, innovate, and share ideas that help to address challenges and keep course content fresh.

The curriculum is excellent, overall. I think it addresses objectives that focus on important skills and content that are relevant not only to the field, but that will prepare students for a range of professions.

Exposure to critical theory.

We have instructors from a variety of criminal and social justice backgrounds who teach similarly diverse courses. We focus a lot of critical theory and encourage students to challenge the norms of the criminal justice system in Canada. We also encourage student to learn and express their learning in a variety of different ways.

A variety of courses to choose from taught from a large variety of diverse perspectives.

5. Thinking of KPU's Criminology program's curriculum as a whole, please provide any suggestions you have for improvement.

More collaboration between colleagues in joint curriculum

We need a course in victimology

2 versions of Practicum , one that can be done half time. The current structure is not feasible for so many students. More practitioners teaching.

I think we should explore opportunities to integrate more skills, especially technology-based skills into the curriculum. For example, we require students to do presentations, but I think there is very little instruction given on how to do effective presentations. By extension, what makes presentation slides effective, how to use excel and make basic charts, artificial intelligence. We also assume students know how to write documents using Word or Google docs, but this assumption is not always well-founded.

There is only a single course wholly dedicated to the sprawling domain of elite crime and crimes and crimes of the powerful. This could easily be several (e.g., Advanced White-Collar and Corporate Crime; State and State-Corporate Crime; Crimes of Globalization; Financial Crime and more). We should work towards the eventual implementation of a graduate degree.

I think we could expand our course offerings and create a broader compliment of course offerings. For example, I think there are many "History of" courses that would be popular (e.g. History of Crime). Here are a few more suggestions: Solitary Confinement Poverty and Crime Drugs and Crime Memory and Crime: Recollections & Dislocations Surveillance of Self Fix the System: Police, Courts & Corrections Privacy: Identity, Search, and Social Media Privacy & Big Data: An Examination of Quantitative Methods Surveillance and the Crisis of Identity Terrorism and Surveillance War Crimes Crime and Space - Public Order and the built environment Purgatory, punishment, and atonement: The religious underpinnings of Prison Damages: A critical examination of how law recoups loss Graffiti: Marks of Resistance Hip-hop and the Art of Popular Resistance Broken Windows: A critical examination Capitalism: A Historical Crime Poverty & Crime: The insulation of the Rich & Wealthy Wage Labour - The theft of time and value Science Fiction and Crime: 10 key texts Sex Work & Prostitution (DTES; Commission Inq on Missing W; Bedford case; changes in law) Homicide - (e.g. use Martin Daly's book: *Killing the Competition* 2016, to unpack myths of homicide) Detective Story: Truth or Fiction? High Profile Crimes & the Myth of Public Safety Cannabis Legalization: International Perspectives Opioid Crisis: Costs and Counter-measures Police Sophism - Fallacious Arguments on Safety Sophistry and the Criminal Justice System Municipal Crimes: By-laws and injunctions Money Laundering Economics of Crime: stats and nerds look at crime as disembodied patterns and trends Rare Crimes: Murder & Robbery Predictive Policing - Profiling, Algorithms, and Crime Statistics Police Accountability: Body-cams & Inquests Police Culture: Masculinity & Power Policing Protest: Using law to oppose collective action History of Whipping, Branding, Mutilation, and Execution History of Pain and Punishment (Origins of) History of Deportation - Migrant rights vs. state power History of Genocide History of Guns and Policing History of Juvenile Court History of Prostitution History of Prisons History of Policing History of Public Hygiene History of Torture and Public Spectacle History of Terrorism History of Confinement - Solitary and otherwise History of Handcuffs History of The Gun History of Warrants, Bonds, Breaches and Red Zones History of Civil Disobedience History of Police Reports & Reporting History of AI, Machine Learning, and Predictive Policing History of Insurance and Liability Myths of Murder: A History of Homicide Refugee Protection and Diaspora Citizenship Security of Borders Law & The Old Testament Brain & Crime: Neuroscience explains deviance The Crime Illusion - How Society Creates Deviance Children, Youth, and Justice Child/Youth Protection and Canadian Law Digital Criminology Cybercrime: (or Computer Crime) Cyber-crime Cyber-policing Cyber-surveillance Cyber-stalking Cyber-media Cyber-law Cyber-politics (and manipulation) Cyber-crime & Predictive Policing Cyber-deviance Courses on schools or frameworks of thought: Green Criminology (environmental crimes) Cultural Criminology (study of culture and crime) Classical School of Criminology Economic Criminology Narrative Criminology: Stories of deviance and control Digital Criminology

Consider renaming the department "Criminology and Legal Studies" because some faculty teaching important courses are jurists and not criminologists. This will account for important methodological and conceptual differences in the classroom which should be acknowledged in the department's name. It is absolutely also a strength rather than a weakness for the department to have this type of internal variety.

Some might say that there could be more emphasis on practical rather than traditional academic skills in a polytechnic university curriculum. There are newer areas of criminological interest that the curriculum could engage with, such as technologically-mediated crime and crime control techniques, international/globalized crime, and green criminology.

We need to engage with the fact that most of our [Course Name Redacted] students are vastly underprepared for university and are lacking the cultural familiarity with topics related to justice that the discipline of criminology assumes introductory students have. The relation between moral authority and deviance is much different in India than in Canada, for example. But the discipline of criminology assumes that students enter into it with a certain background or cultural familiarity that most [Course Name Redacted] students at KPU don't have. As another example, what is the role of police in a democracy? This is a culturally relative question. And again, criminology as a

discipline, as it is found in textbooks and conferences and universities across North America, including KPU, assumes that students come to introductory courses with a common cultural familiarity and background that is premised in North American understandings. So we need to either completely revise what criminology is (e.g., decenter western assumptions, practices, examples, decenter the Canadian criminal justice system in particular) and then build the entire KPU Criminology Department so that it teaches Global Criminology (in which the focus on Canadian content is reduced to maybe about 10% of the overall content) so that [Course Name Redacted] becomes an introduction to Global Criminology, or we need to address the fact that the majority of our students do not have the background or preparation necessary to even begin engaging with criminology in its current form. This could be rectified by requiring that ALL students, not just international students, take a Foundations Course before enrolling in [Course Name Redacted].

Suggestions for Improvement: We need to do more to decolonize and indigenize our curriculum. I would like to see three credits of INDG courses included as a requirement, even if this displaces some of the current SOCI or PHIL requirements for a BA. We should develop and regularly offer a 2xxx-level 'Special Topics' course. This course could explore a particular theme or topic, similar to the upper-level [Course Name Redacted] course – but pitched at students earlier in their studies. Such a course would add variety to our program, allow faculty to teach about topics that reflect current areas of research and scholarship (without requiring the development of a new course via the curriculum and ed planning processes), and allow students in any CRIM credentials to gain exposure to focused and relevant current issues. We need to review and update the course 'clusters' associated with our credentials. Some recently-developed courses should be added to existing clusters. This would help with ed planning and facilitate student degree progression by creating greater flexibility in course selection. We have experienced a significant shift in student demographics over the last few years. The majority of students enrolled in our popular [Course Name Redacted] are (1) International students, and (2) not CRIM-intended students. It is an interesting and popular elective. However, many International students are not prepared to succeed in this course. They experience significant challenges with written communication and reading, and many arrive in [Course Name Redacted] with a level of English language competency that is considerably below that expected of a BC secondary school graduate. Additionally, most International students have little exposure to Canadian history, political institutions, or law. This creates a massive challenge for [Course Name Redacted] Instructors: On the one hand, we want the course to be an immersive foundational introduction to the discipline, preparing students to pursue more advanced courses and touching on some of the key issues currently facing the field (notably, issues related to intersections of colonialism and injustice, racism, and reconciliation). On the other hand, we know that most of our International students have minimal background or exposure to this issues, and we must dedicate an increasing amount of time addressing core foundational issues. The impression that many [Course Name Redacted] Instructors have is that 'meeting our students where they are' means teaching the course with our International students in mind. This, in turn, does our Domestic students a disservice. The level of depth and detail associated with discussions of police reform, reconciliation, and other topical issues in [Course Name Redacted] is often *less than* the level they would have experienced in high school. The level of rigor associated with [Course Name Redacted] assignments is also less than they might expect. Most [Course Name Redacted] Instructors have consciously and deliberately reduced their expectations and decreased assignment difficulty over the last 5 years in order to avoid the traumatizing experience of failing International students en masse. This issue is not exclusively 'curricular' in nature, but it certainly impacts curriculum, program quality, and student experience. We should explore opportunities to offer alternative 1xxx-level courses specifically pitched at International students.

I think there could be further differentiation depending on the particular credential being obtained. Further considerations could reflect the polytechnic character of the school.

Additional courses and projects involving analysis of quantitative data, publicly available data and generation of statistical report writing.

Achieving an equivalent balance in emphasizing social program development and situational crime prevention. More law, less theory. More crime analysis (computational criminology) Development of techniques of crime prevention (project management). More on Canadian law and Canadian legal history - less on global issues. More on personal character, virtue and integrity (since the majority of our students are entering criminal justice or future positions of public trust). Working with City/RCMP/Surrey Police to carry out projects or analysis of crime/harm reduction in local community.

I would like to see us add a course on cyber-crime and a second year special topic course to allow students who are not pursuing a BA to have the opportunity to explore a single topic more in depth.

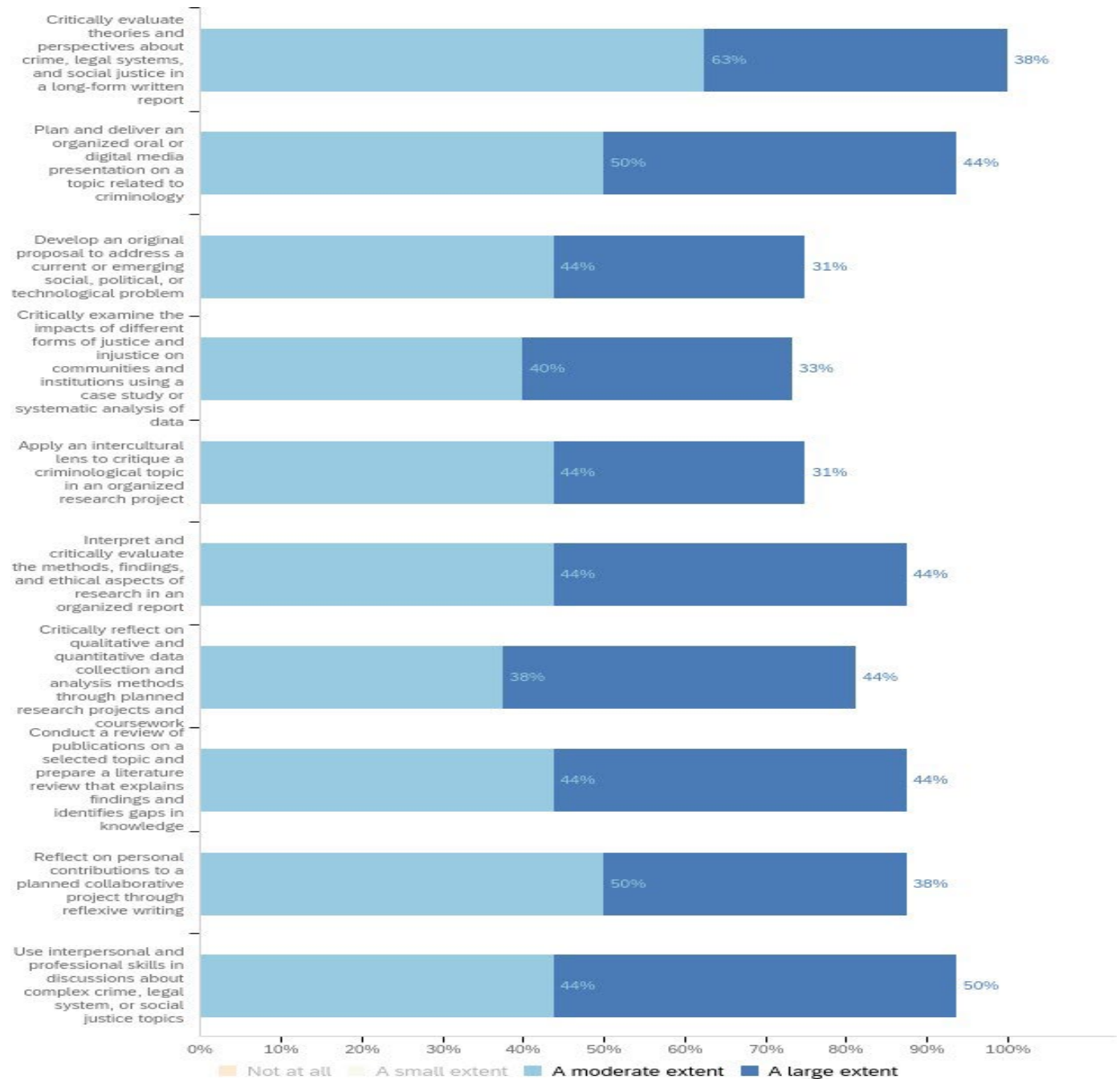
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6. To what extent is KPU's Criminology program helping students develop the following Program Learning Outcomes?

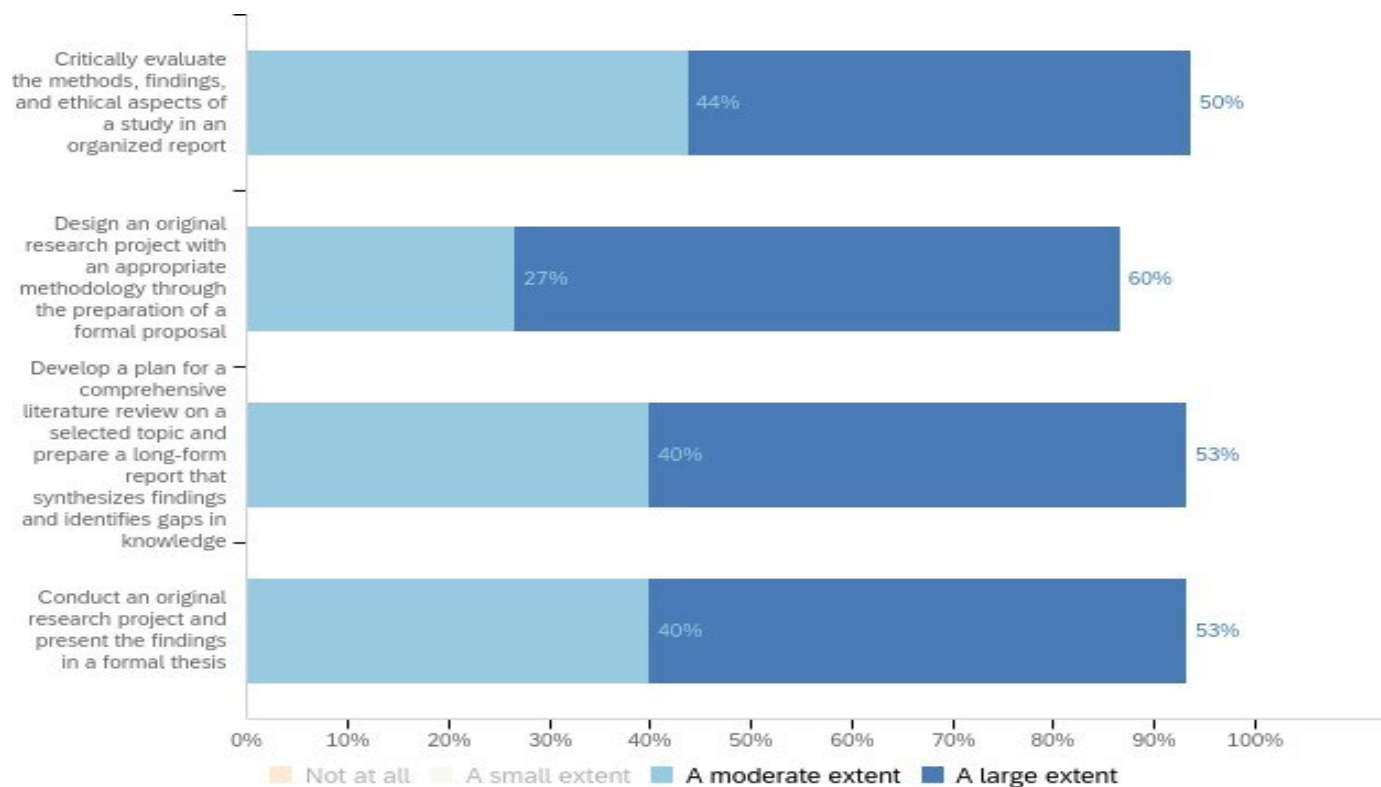
BA Major in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	0%	0%	63%	38%	16
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	0%	6%	50%	44%	16
3	Develop an original proposal to address a current or emerging social, political, or technological problem	6%	19%	44%	31%	16
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	0%	27%	40%	33%	15
5	Apply an intercultural lens to critique a criminological topic in an organized research project	0%	25%	44%	31%	16
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	0%	13%	44%	44%	16
7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	0%	19%	38%	44%	16
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	0%	13%	44%	44%	16
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	6%	6%	50%	38%	16
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	6%	44%	50%	16

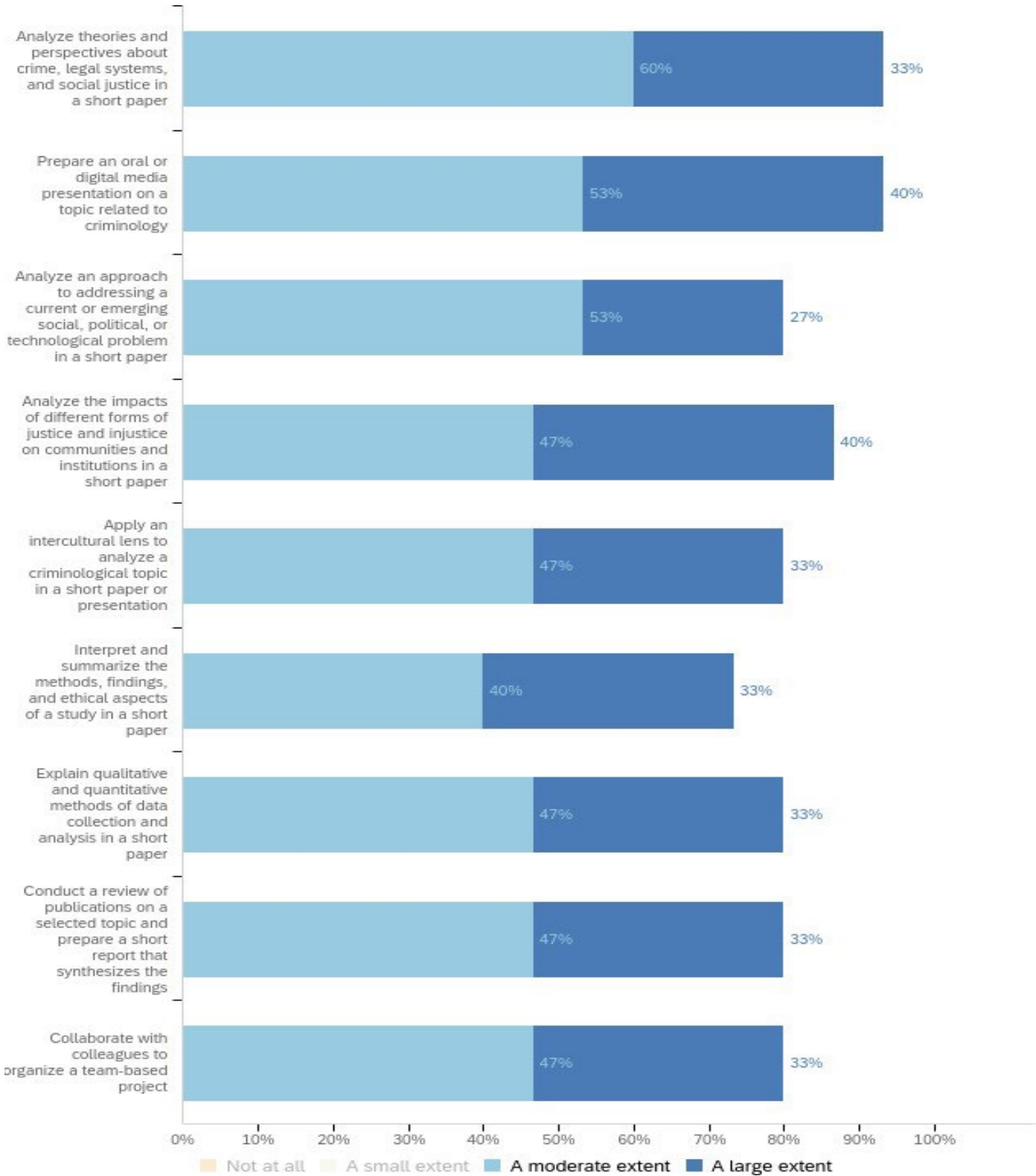
BA Hons in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report	0%	6%	44%	50%	16
2	Design an original research project with an appropriate methodology through the preparation of a formal proposal	0%	13%	27%	60%	15
3	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge	0%	7%	40%	53%	15
4	Conduct an original research project and present the findings in a formal thesis	0%	7%	40%	53%	15

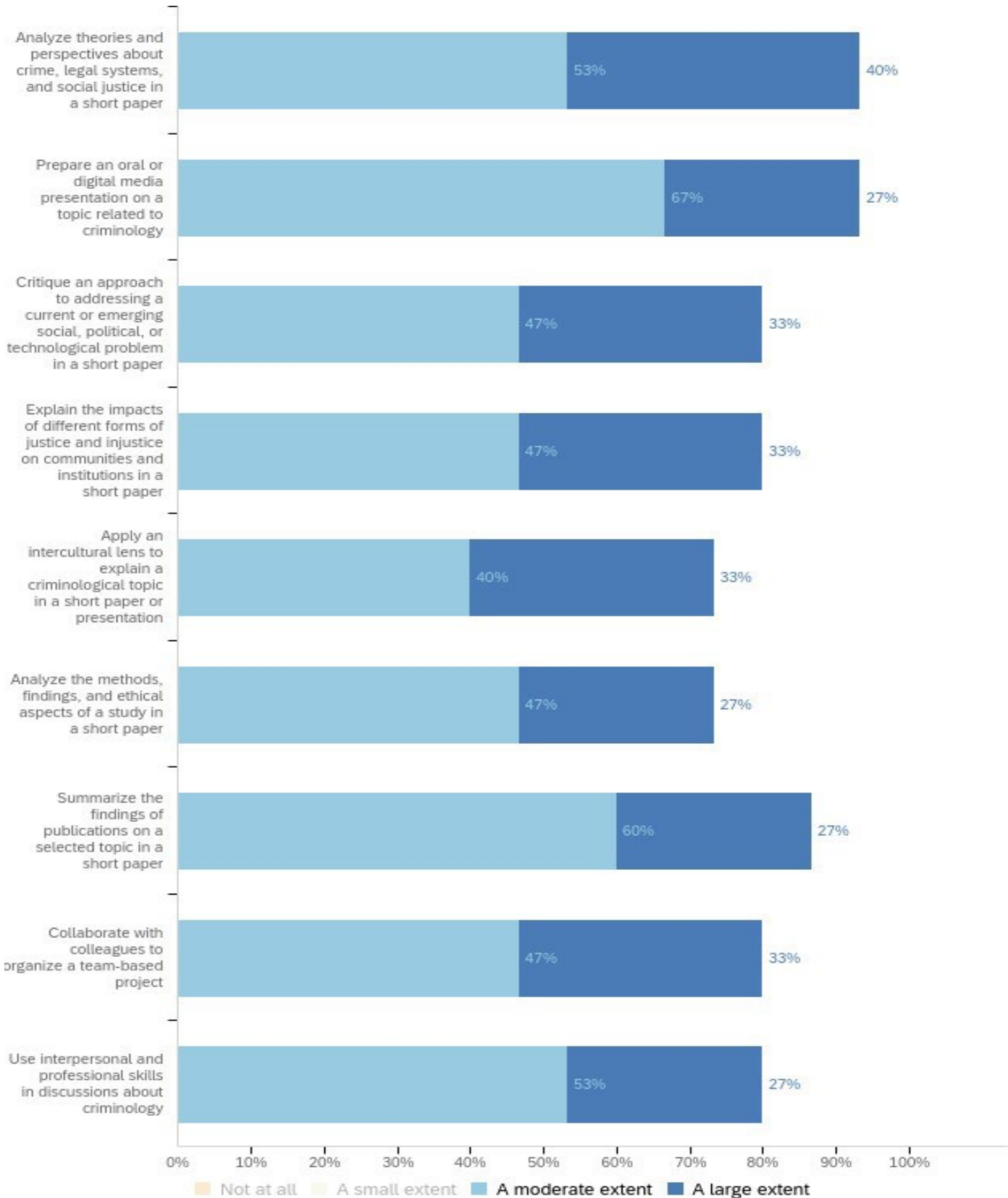
BA Minor in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	7%	60%	33%	15
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	7%	53%	40%	15
3	Analyze an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	20%	53%	27%	15
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	13%	47%	40%	15
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	20%	47%	33%	15
6	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper	0%	27%	40%	33%	15
7	Explain qualitative and quantitative methods of data collection and analysis in a short paper	0%	20%	47%	33%	15
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	20%	47%	33%	15
9	Collaborate with colleagues to organize a team-based project	0%	20%	47%	33%	15

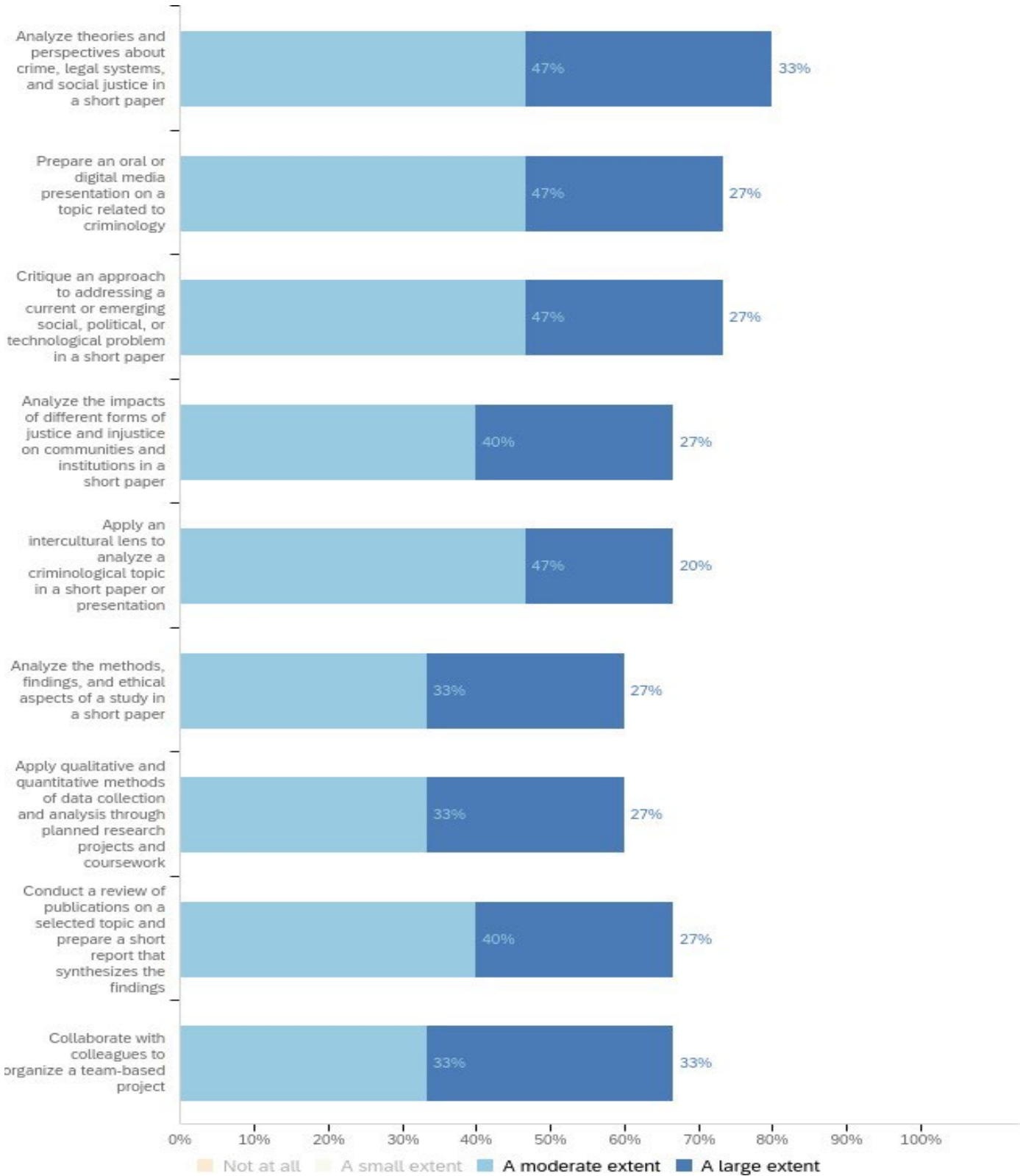
Associates of Arts in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	7%	53%	40%	15
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	7%	67%	27%	15
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	20%	47%	33%	15
4	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	20%	47%	33%	15
5	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	27%	40%	33%	15
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	27%	47%	27%	15
7	Summarize the findings of publications on a selected topic in a short paper	0%	13%	60%	27%	15
8	Collaborate with colleagues to organize a team-based project	0%	20%	47%	33%	15
9	Use interpersonal and professional skills in discussions about criminology	0%	20%	53%	27%	15

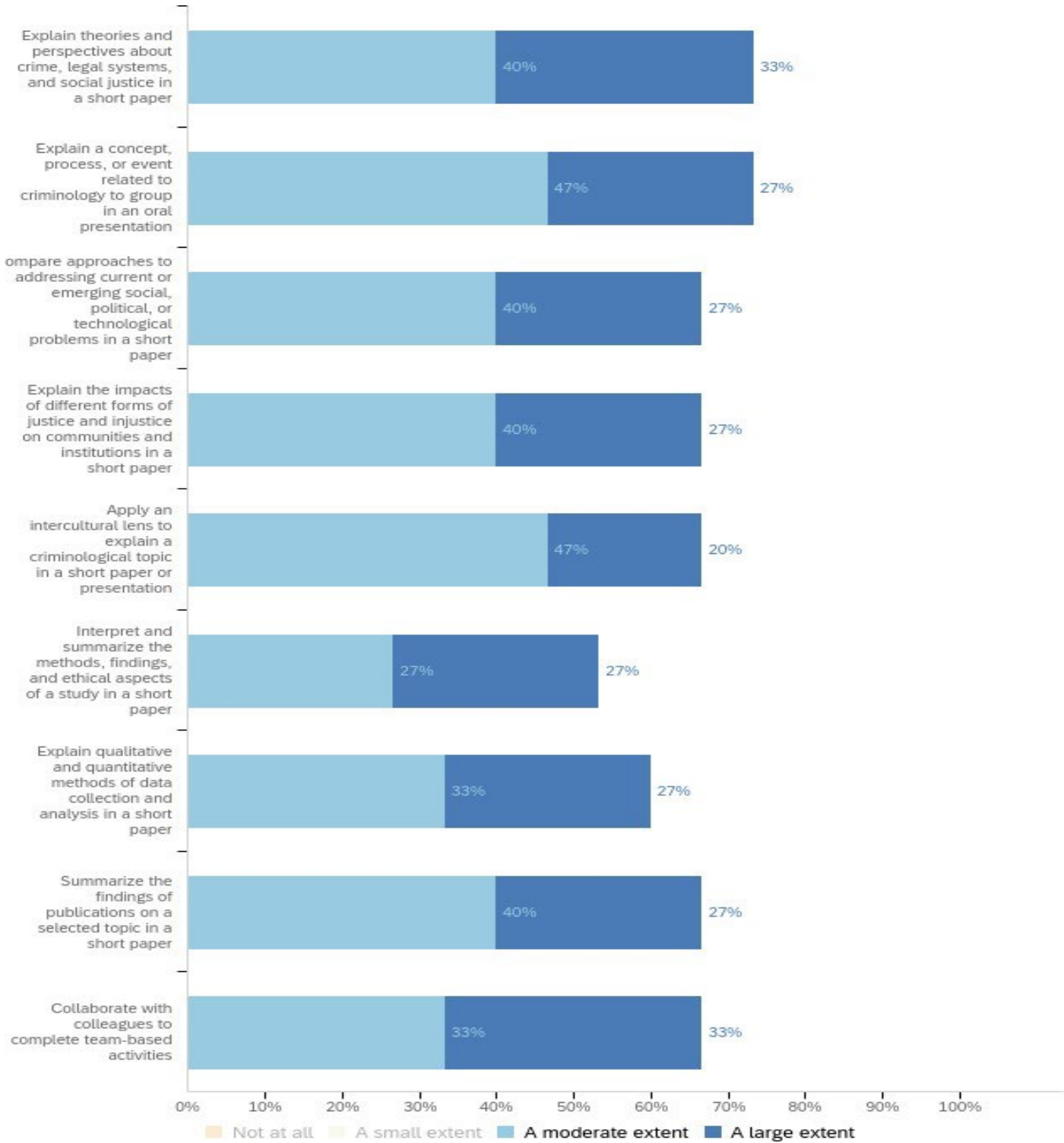
Diploma in Criminology



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Analyze theories and perspectives about crime, legal systems, and social justice in a short paper	0%	20%	47%	33%	15
2	Prepare an oral or digital media presentation on a topic related to criminology	0%	27%	47%	27%	15
3	Critique an approach to addressing a current or emerging social, political, or technological problem in a short paper	0%	27%	47%	27%	15
4	Analyze the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	33%	40%	27%	15
5	Apply an intercultural lens to analyze a criminological topic in a short paper or presentation	0%	33%	47%	20%	15
6	Analyze the methods, findings, and ethical aspects of a study in a short paper	0%	40%	33%	27%	15
7	Apply qualitative and quantitative methods of data collection and analysis through planned research projects and coursework	0%	40%	33%	27%	15
8	Conduct a review of publications on a selected topic and prepare a short report that synthesizes the findings	0%	33%	40%	27%	15
9	Collaborate with colleagues to organize a team-based project	0%	33%	33%	33%	15

Certificate in Criminology

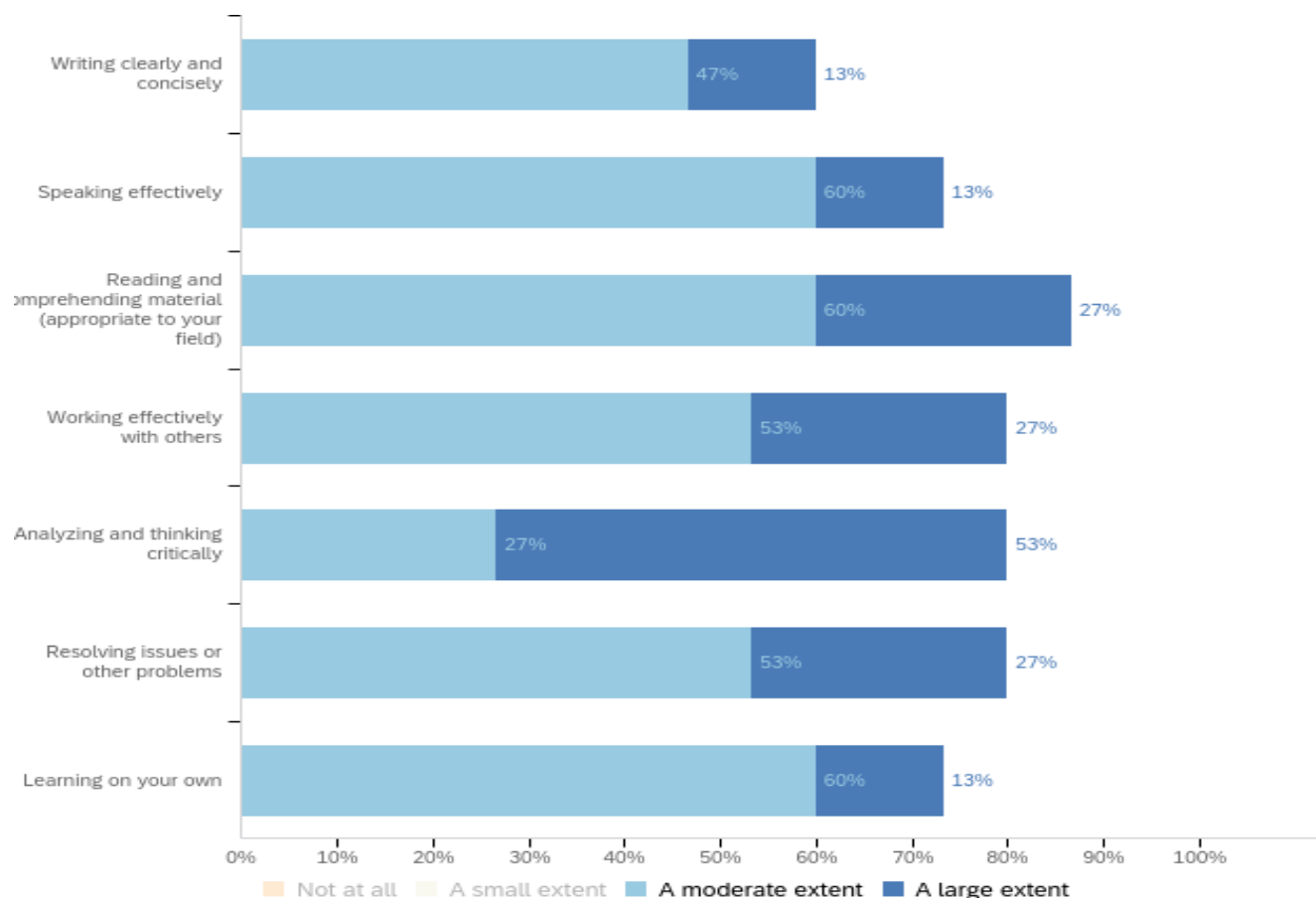


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

	Question	Not at all	A small extent	A moderate extent	A large extent	Total
42	Explain theories and perspectives about crime, legal systems, and social justice in a short paper	0%	27%	40%	33%	15
43	Explain a concept, process, or event related to criminology to group in an oral presentation	0%	27%	47%	27%	15
44	Compare approaches to addressing current or emerging social, political, or technological problems in a short paper	0%	33%	40%	27%	15
45	Explain the impacts of different forms of justice and injustice on communities and institutions in a short paper	0%	33%	40%	27%	15
46	Apply an intercultural lens to explain a criminological topic in a short paper or presentation	0%	33%	47%	20%	15
47	Interpret and summarize the methods, findings, and ethical aspects of a study in a short paper	0%	47%	27%	27%	15
48	Explain qualitative and quantitative methods of data collection and analysis in a short paper	0%	40%	33%	27%	15
49	Summarize the findings of publications on a selected topic in a short paper	0%	33%	40%	27%	15
50	Collaborate with colleagues to complete team-based activities	0%	33%	33%	33%	15

Are appropriate opportunities provided to help students acquire the essential skills?

7. To what extent is KPU's Criminology program helping students develop the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	40%	47%	13%	15
2	Speaking effectively	0%	27%	60%	13%	15
3	Reading and comprehending material (appropriate to your field)	0%	13%	60%	27%	15
4	Working effectively with others	0%	20%	53%	27%	15
5	Analyzing and thinking critically	0%	20%	27%	53%	15
6	Resolving issues or other problems	7%	13%	53%	27%	15
7	Learning on your own	0%	27%	60%	13%	15

Does the program design ensure students are prepared for subsequent courses?

8. Thinking of KPU's Criminology program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

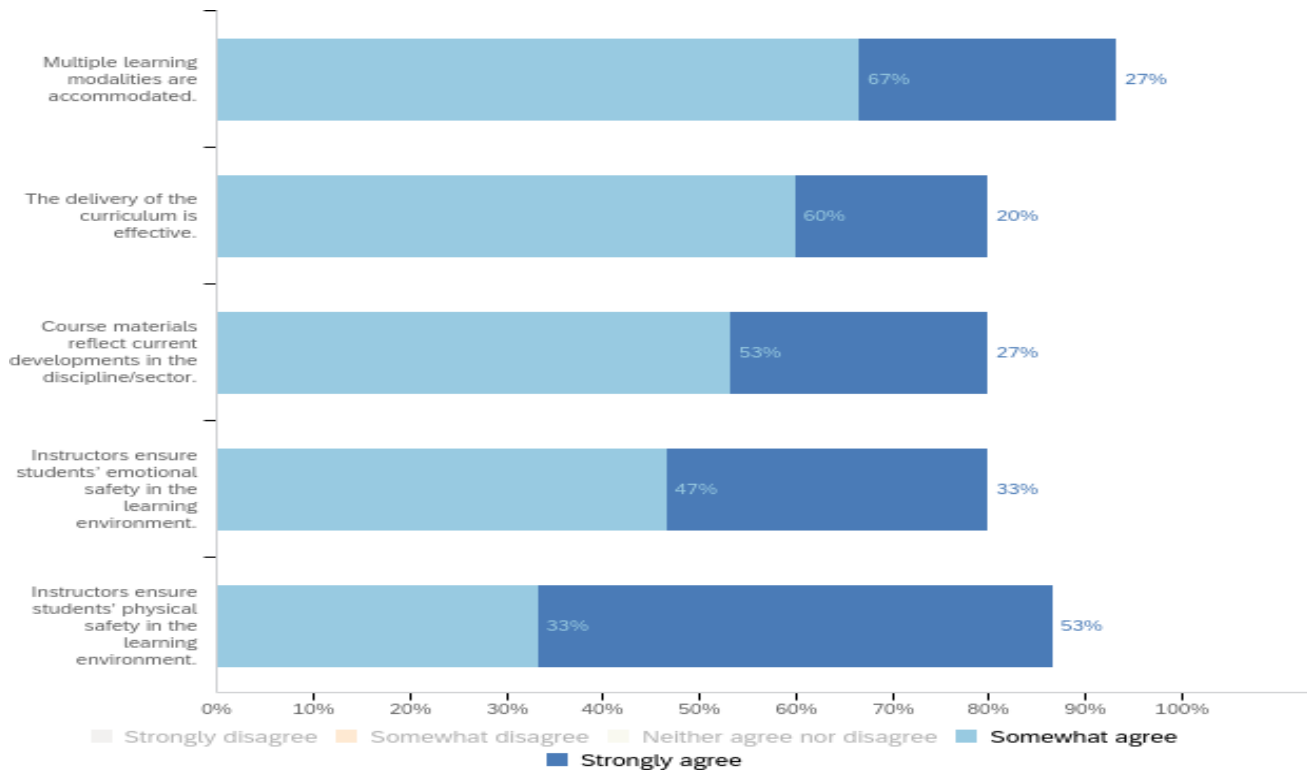


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Criminology program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	0%
4	Somewhat disagree	7%
5	Neither agree nor disagree	0%
6	Somewhat agree	73%
7	Strongly agree	20%
	Total number of respondents	15

Does the instruction meet the needs of diverse learners?

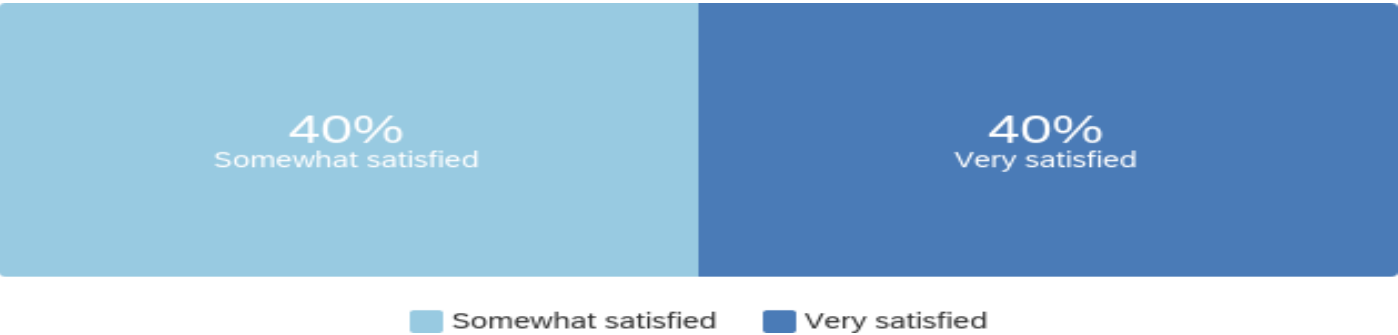
9. Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	7%	67%	27%	15
2	The delivery of the curriculum is effective.	0%	7%	13%	60%	20%	15
3	Course materials reflect current developments in the discipline/sector.	0%	20%	0%	53%	27%	15
4	Instructors ensure students' emotional safety in the learning environment.	0%	7%	13%	47%	33%	15
5	Instructors ensure students' physical safety in the learning environment.	0%	7%	7%	33%	53%	15

10. Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	20%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	40%
5	Very satisfied	40%
	Total number of respondents	15

11. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Dedicated and engaged faculty committed to students and student learning.

We have lots of variety for different types of students; that is a good thing.

It is hard to say what others or doing in their classroom, but from what I can tell many are moving away from the old "sage on stage" model to classrooms with dynamism which are student-centered.

Students tell us: they love in-person classes with engaging and passionate instructors who encourage them to connect criminological subjects to their own lived experiences/important current affairs and facilitate interesting collaborative learning activities with their peers. This is what students like, and we do a pretty good job delivering it.

The quality of classroom discussion in [Course Name Redacted] doesn't prepare students for upper year classes because it is focussed on the most basic issues that International students have a hard time grappling with. We are doing a complete disservice to students who want to take upper year courses by insisting that they sit in a classroom dominated by International students, most of whom have no interest in going on in criminology.

We have many passionate, committed faculty who are deeply invested in teaching excellence and student outcomes. Mentorship, collaboration, and the sharing of ideas are core components of our departmental culture, and we turn to each other to help improve our teaching. We approach teaching creatively, and this is reflected in the range of innovative and original assignments and activities that we see in our classrooms – everything from course-based research to scenario-based learning to educational games to multimedia projects.

There is great variety in how content is delivered, which is a significant strength. There is a lot of innovative pedagogy engaged by colleagues, sharing of pedagogic strategy, and collaboration in addressing any significant struggles that arise.

Small class sizes.

12. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

I think our online course delivery and assessment need to be re-evaluated although I believe this is a broader institutional issue. As instructors, I think one of the most meaningful steps we can take is to be more consistent as a collective group in our expectations around communications with instructors (e.g., writing professional emails), writing assignments, academic integrity violations, and so forth.

The major impediments to program instruction are beyond the department's direct control. They reside in a neoliberal institution that, blinded by the dollar signs in its eyes, is indifferent to pedagogy and prepared to pack classes with - hyper-exploited - international students who lack the most basic prerequisites for post-secondary education. This is unfair not only to international students but also to the domestic ones, as the need to cater to the former, requires instructors make compromises that impact the quality of education for the latter. The result is that they get out when they can and go a "real" university to finish their studies. Meanwhile, instructors are put in the wholly untenable position of having to choose between grading appropriately and ruining people's lives or compromise their own pedagogy.

One key issue is the dilution of **[Course Name Redacted]**. To accommodate ESL students we have to dumb down the content and the instruction. This might hurt students who could interact with our program at a higher level right at the first year level.

Again, some of our crucial faculty members teaching across the curriculum are not criminologists. Therefore, it might make sense to rename the department the Department of Criminology and Legal Studies" so that students will understand that classroom instruction and learning may be criminological or more in the nature of legal studies. It is useful for students and faculty to make this distinction transparently. Courses like **[Course Names Redacted]**, etc. These are legal studies courses.

Better consistency in grading practices/workload. Better communication between instructors of ladder courses to ensure pre-requisites are in place and material is complementary rather than duplicated. If online teaching is a permanent feature, more resources and thought needs to go into developing online pedagogies and levels of engagement that can approach the standard of the best in-person classes.

I find the vast discrepancies in the quality of honors projects somewhat odd. I would not give some honors projects an A if they were handed in to me as a class assignment. I would give them a grade in the B range because they are missing fundamental elements of reflexivity and/or theoretical robustness. Other honors projects, on the other hand, are excellent. It would be great if more consistency could be found in the quality of honors projects. Regarding the questions about accessibility and emotional and physical safety, I actually have very little knowledge about the instructional style of most of the faculty in the Crim Dept.

There is unevenness in both the rigor and freshness of instruction across the program. This is particularly the case when the different modalities (in-person, online synchronous, online asynchronous, hybrid) are taken into consideration. Most faculty work hard to ensure that their materials are updated regularly, and to ensure that students receive an enriching, high-quality experience. This is not always the case, though: some online courses are little more than self-guided lists of readings and assignments, with bare-minimum PPT presentations or short videos that haven't been updated in years. There are not really any mechanisms in place to correct this issue. I would like to see us organize more retreats around innovations in teaching, course design, and assignment design. We are collaborative, as a department – but also very busy, with significant teaching loads. We don't get the opportunity to spend time in each other's classes (outside of peer evaluations) very often. I think that we could all benefit from structuring in more time for co-teaching, classroom visits, and CRIM-focused instructional workshops.

Despite the above significant strengths, there are some challenges that may be impacting the ability to ensure learning objectives are being met. In particular, there has been significant mention of the changing student demographic that is presenting challenges and potentially impacting the overall quality of the education, student retention, and instructor wellbeing. This comment does not detract from instructor innovation (as this is clear across the department), but these institutional issues should be considered in the program review and beyond. It will be beneficial to consider ways of addressing student challenges and inequity (particularly that experienced by international students), such as through additional courses (e.g., foundations course, etc.) and/or streams. These additions would assist students who do not intend to continue in criminology (currently), but would also benefit and/or limit impediments to our criminology majors. In addition, I think there are some further considerations to be made to increase students' emotional wellbeing, mental health, etc. and some of the ways that we can further integrate these foci into our teaching and courses. I am also interested in ways in which we can advance more practical teaching and volunteer work (beyond practicum experiences) in alignment with the polytechnic nature of the school, but also reflecting the social justice orientation of some of our content. Finally, I think there are ways in which the honours program and/or process might be adapted to increase (even further) the quality of work being produced by our students (or at least ensuring that all students, in this program, reach their full potential). This might include further contributions from the committee members at earlier stages of the process.

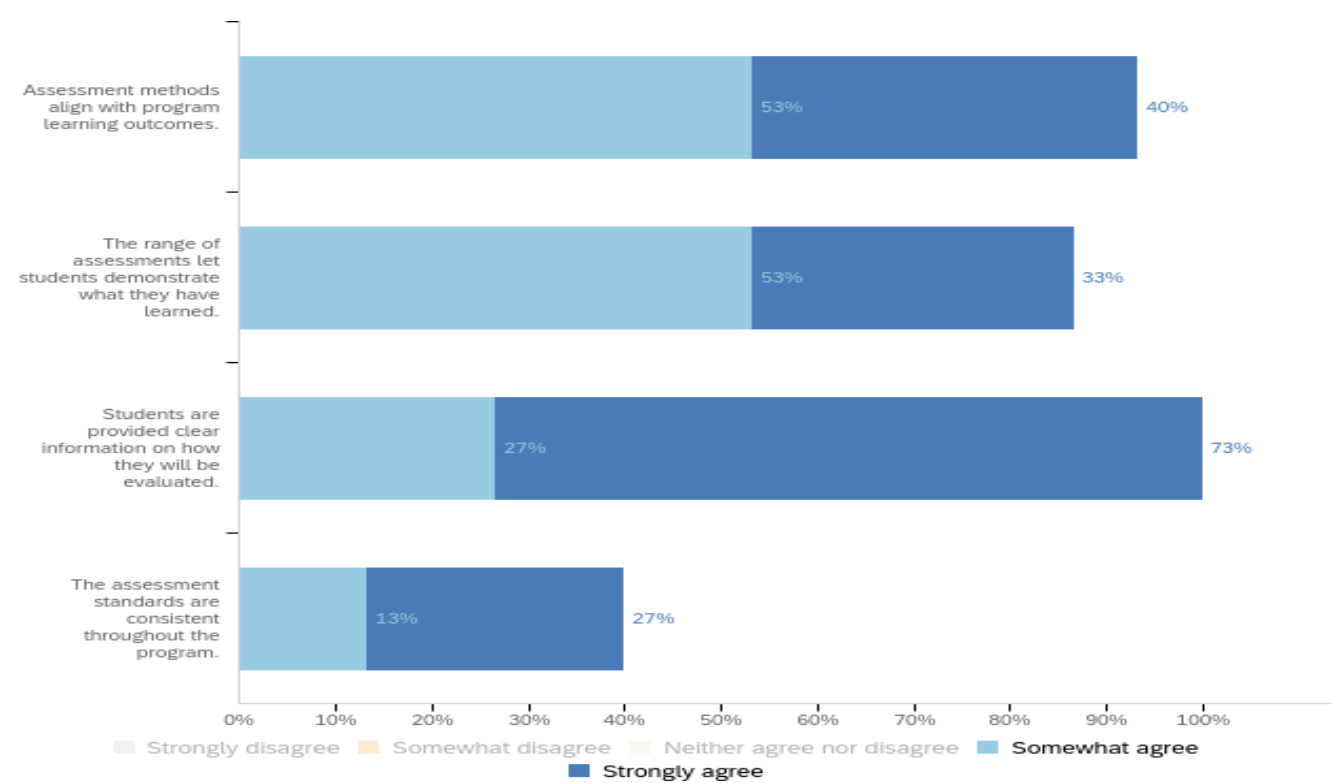
There should be parity in the type of assessments (ex. exam type, written assignment, presentation) Instructors use in the same courses that are taught by different Faculty. There should be parity in the way online courses are structured by Faculty that teach similar courses. Some online courses include video lectures, Zoom meetings etc., while others offer far less material. This is not fair to the students nor to the Faculty.

Never hire people with administrative ambitions. Hire people who want to be in the classroom and enjoy teaching. Hire more practitioners (former prosecutors, lawyers, judges, police officers, intelligence officers, crime analysts, social workers, etc.).

More flexibility and options, notably with more online learning options.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

13. Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

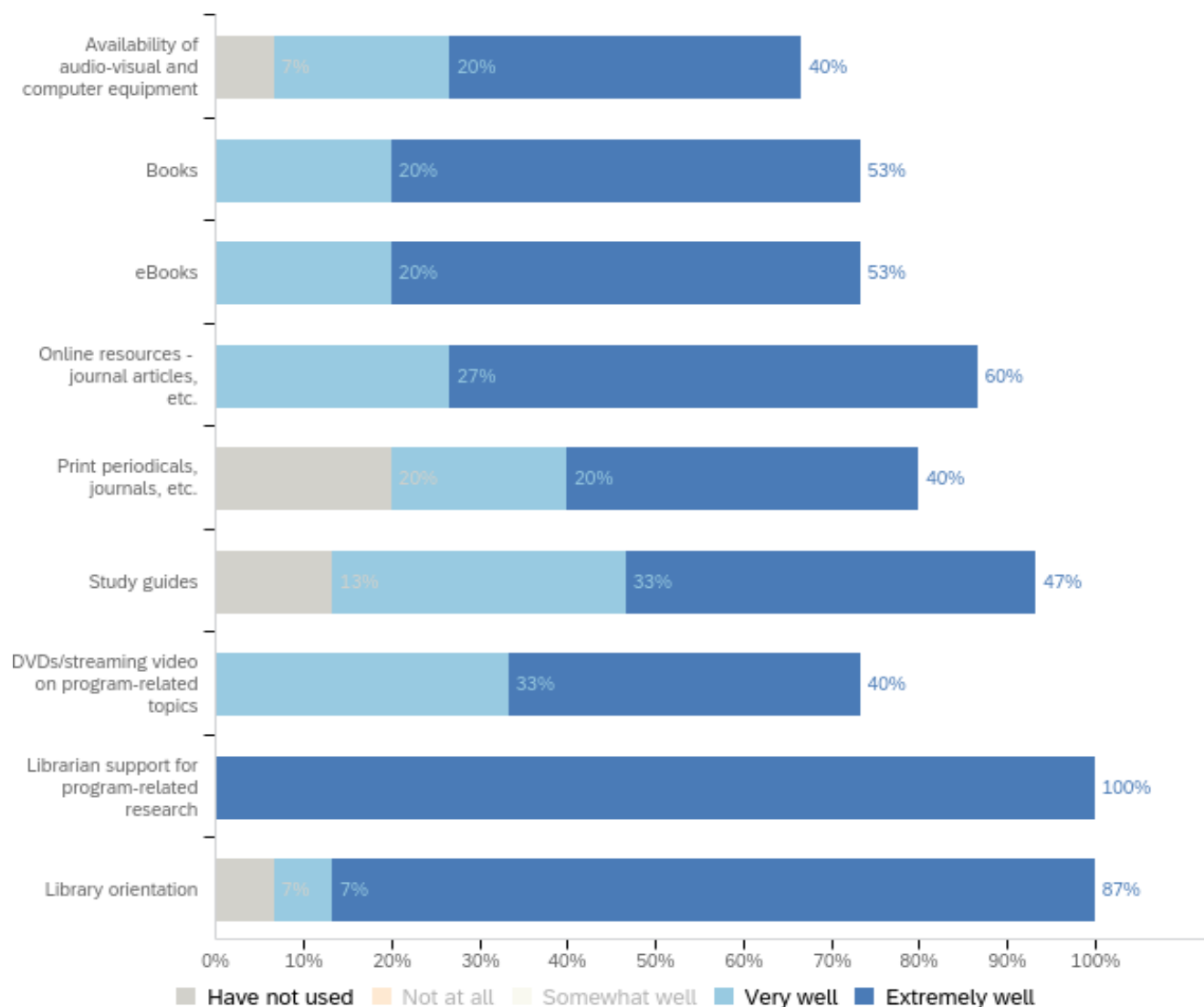
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	7%	53%	40%	15
2	The range of assessments let students demonstrate what they have learned.	0%	7%	7%	53%	33%	15
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	27%	73%	15
4	The assessment standards are consistent throughout the program.	20%	20%	20%	13%	27%	15

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?]

14. How well are the following library resources meeting the program's needs?

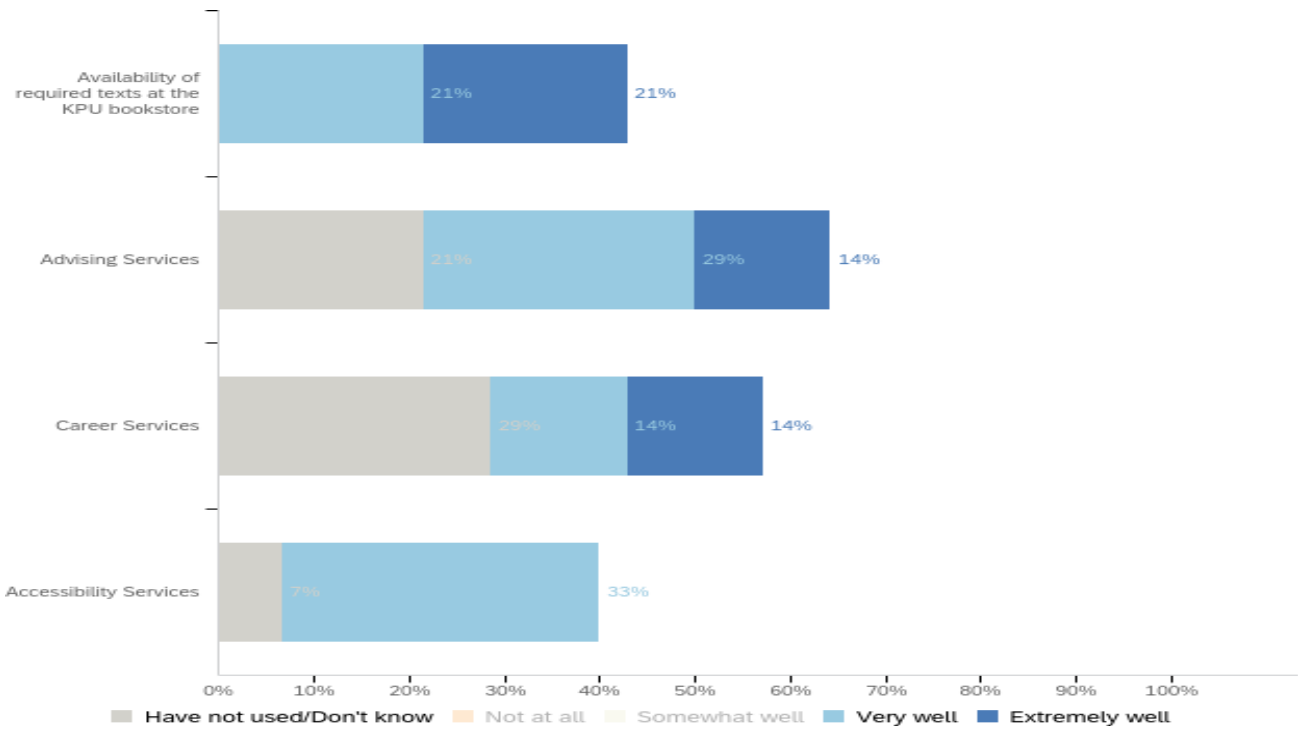


Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	7%	7%	27%	20%	40%	15
2	Books	0%	0%	27%	20%	53%	15
3	eBooks	0%	0%	27%	20%	53%	15
4	Online resources - journal articles, etc.	0%	0%	13%	27%	60%	15
5	Print periodicals, journals, etc.	20%	0%	20%	20%	40%	15
6	Study guides	13%	0%	7%	33%	47%	15
7	DVDs/streaming video on program-related topics	0%	0%	27%	33%	40%	15
8	Librarian support for program-related research	0%	0%	0%	0%	100%	15
9	Library orientation	7%	0%	0%	7%	87%	15

Does the program have the support services needed to deliver the curriculum?

15. How well are the following services meeting the program’s needs?



Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	0%	0%	57%	21%	21%	14
2	Advising Services	21%	0%	36%	29%	14%	14
3	Career Services	29%	0%	43%	14%	14%	14
4	Accessibility Services	7%	7%	53%	33%	0%	15

Appendix I: Discipline/ Sector Survey Results

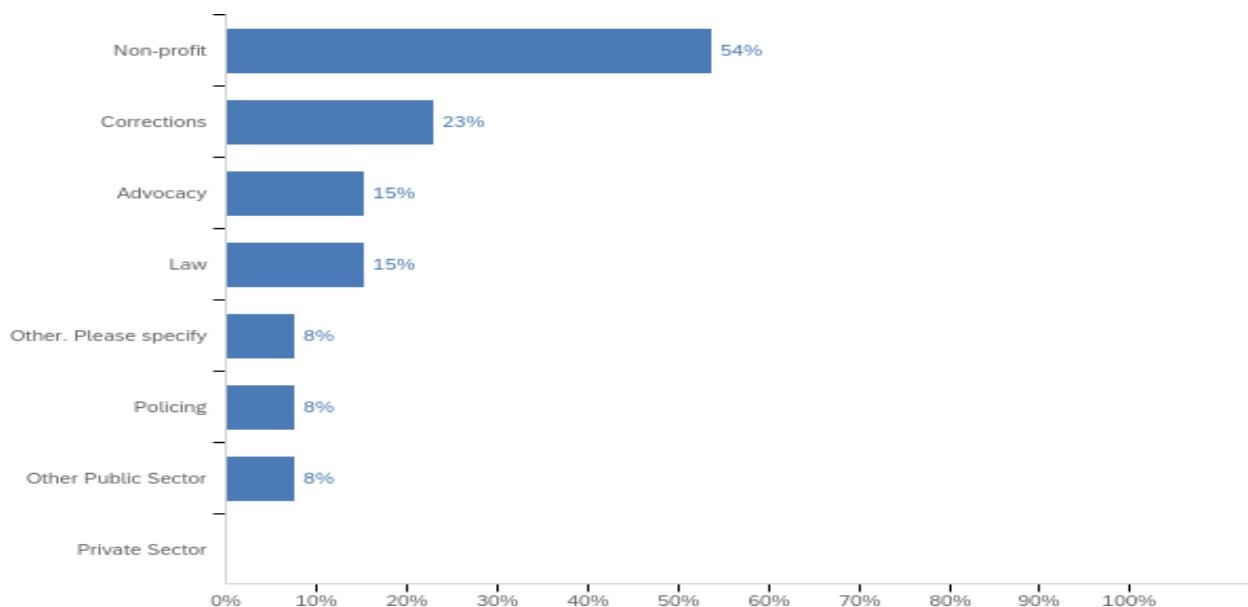
Criminology Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 24 Criminology discipline/sector representatives. A total of 14 representatives responded. The response rate is 58%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1 - Which sector best describes your organization/business? Select all that apply.



#		Percentage	Count
1	Non-profit	54%	7
2	Other. Please specify	8%	1
3	Advocacy	15%	2
4	Policing	8%	1
5	Law	15%	2
6	Corrections	23%	3
7	Other Public Sector	8%	1
8	Private Sector	0%	0
	Total number of respondents		13

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Other. Please specify - Text

Private Investigations

2 - What is your current job title/role?

director of the Indigenous Community Legal Clinic (ICLC) and a dude who practices criminal law

community reintegration team

Team Lead, Operations Support

Supervisor Maples Adolescent Treatment Centre

Recruiting Sergeant

Program Manager

Program Manager

Program Manager

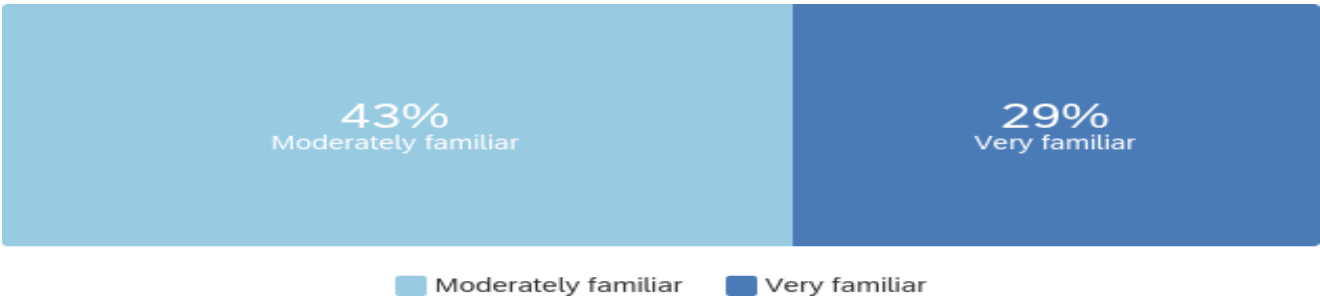
Partner in a law firm

Outreach and Event Coordinator

Operations Manager

House Manager

3 - How familiar are you with KPU’s Criminology program?



Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories.

#	How familiar are you with KPU’s Criminology program?	Percentage
1	Not at all familiar	7%
2	Slightly familiar	21%
3	Moderately familiar	43%
4	Very familiar	29%
	Total number of respondents	14

4 - When you think about KPU's Criminology program, what are the top three characteristics that come to mind?

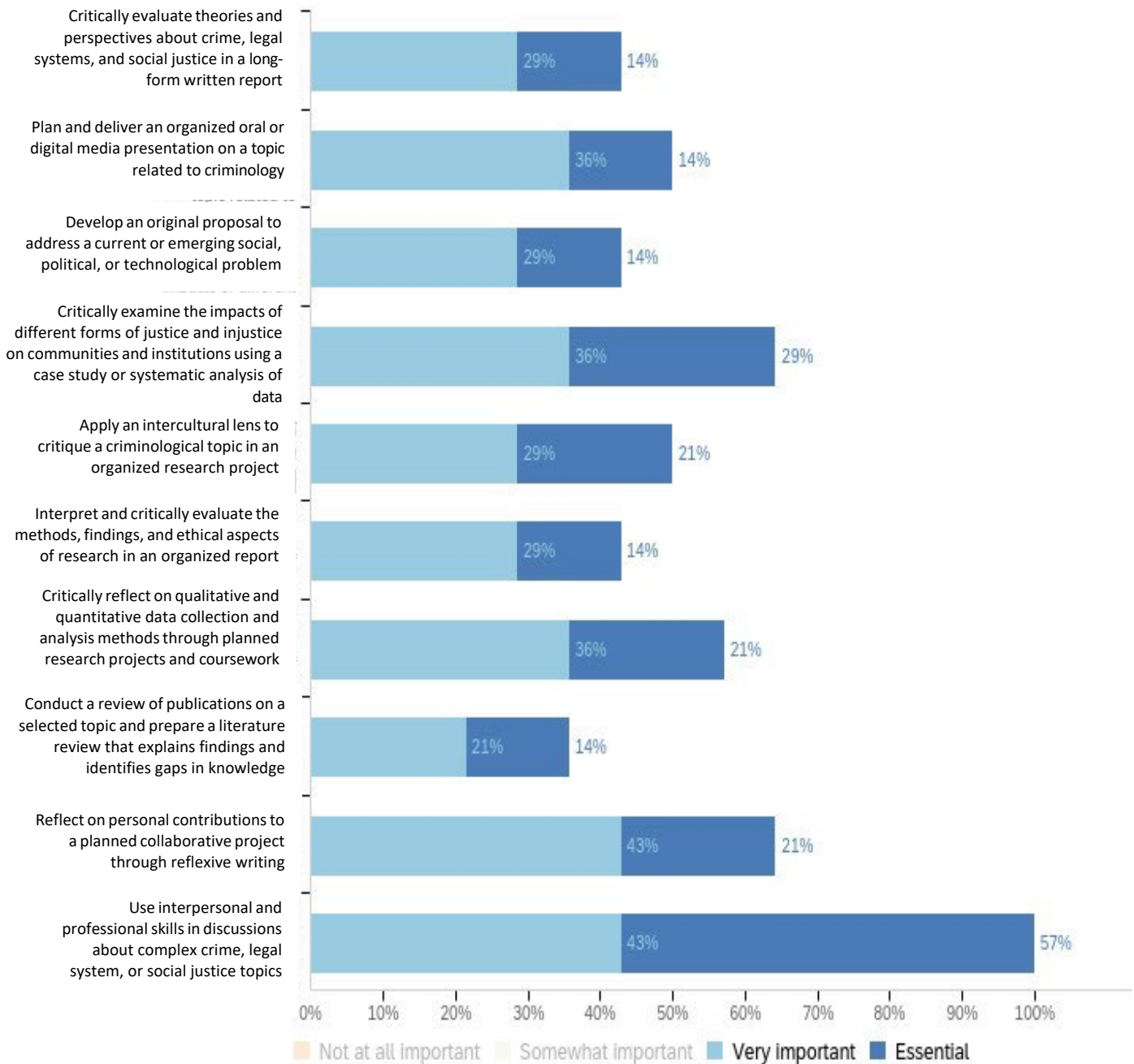
Characteristic #1	Characteristic #2	Characteristic #3
Interesting	Basic	Dry
Valuable	innovative	resourceful
Partnership	Supportive	Wellrounded
Thorough	Communicative	Ethical
Keen students	Well managed	
well managed	engaged students	dedicated staff
organized	supportive	caring
Well-rounded graduates.	High number going into youth work.	
well taught enthusiastic profs	great mix of students	well prepared for post college
Progressive	Detailed	All-encompassing

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5 - Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report	29%	29%	29%	14%	14
2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology	14%	36%	36%	14%	14
3	Develop an original proposal to address a current or emerging social, political, or technological problem	14%	43%	29%	14%	14
4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data	7%	29%	36%	29%	14
5	Apply an intercultural lens to critique a criminological topic in an organized research project	14%	36%	29%	21%	14
6	Interpret and critically evaluate the methods, findings, and ethical aspects of research in an organized report	7%	50%	29%	14%	14
7	Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework	29%	14%	36%	21%	14
8	Conduct a review of publications on a selected topic and prepare a literature review that explains findings and identifies gaps in knowledge	21%	43%	21%	14%	14
9	Reflect on personal contributions to a planned collaborative project through reflexive writing	7%	29%	43%	21%	14
10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics	0%	0%	43%	57%	14

6 - What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

Critical thinking skills, knowledge of mental health, mental health act, criminal justice act, psychiatric diagnosis, safety planning, working with behaviorally challenging youth

Critical thinking and problem solving abilities, ability to work within a team environment as well as independently, cultural agility, understanding of the social determinants of health, experience working in social services is an asset, and verbal and written communication skills.

Knowledge in youth related topics, interpersonal skills, critical thinking, ability to think on their feet.

Knowledge of reintegration, navigating barriers to reintegration, knowledge of risk factors and contributing factors to criminal justice involvement, corrections, ability to interact with professionals, colleagues and vulnerable populations, knowledge of systemic issues, cultural competency

We are a law firm so I have a say a degree in law.

adaptability - curiosity about difficult correctional challenges in the current social milieu

N/A

Self-awareness and empathy.

Above average skills with Microsoft Office, excellent English writing skills

experiential learning is so invaluable and makes students so much more valuable to a potential organization/firm

Trauma informed practice strengths based approach Indigenous Cultural Safety approach

7 - What are the emerging trends in the sector that KPU Criminology students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

Virtual platform, collaborative case management and decision making.

Technology related to case management/on the ground work, and approaches to research, data and analysis. The more tangible trend of youth-focused prevention that is able to address systemic issues, all related to mental health, clinical and developmental psychology. Even possibly longitudinal studies on efficacy of crime prevention practices. Knowledge mobilization and connecting well supported research with application and capacity building in order to implement empirically supported practices.

Aging offenders, navigating barriers to housing, filling out applications, harm reduction approaches

Technology, online court systems, diversity

the large picture change in corrections bringing a 1700's model into the modern age.. it is a massive challenge when society is grappling with economic tensions

Flexibility, accountability

Violent assaults with weapons and bear spray.

Assisting people who are living with mental health challenges (understand how to approach/converse with people going through a mental health crisis)

technology for certain, but the old read, write and speak well never ends

Resiliency, mental wellness, technology, innovative thinking

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

8 - Which of the following best describes your previous experience with students and/or alumni in KPU's Criminology program? Please select all that apply.

#		%	Count
1	I have hosted KPU Criminology co-op, practicum or internship students.	83%	10
2	I have worked with KPU Criminology students on class projects or honours thesis projects.	0%	0
3	I have worked with KPU Criminology alumni.	42%	5
4	None of the above	17%	2
Total number of respondents			12

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

9 - Based on your experience, how prepared were KPU's Criminology co-op, practicum or internship students to work in your organization?



Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories.

#	Based on your experience, how prepared were KPU's Criminology co-op, practicum or internship students to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	20%
3	Very well prepared	70%
4	Extremely well prepared	10%
	Total number of respondents	10

10 - Based on your experience, how prepared were the KPU Criminology students you worked with on class projects or honours thesis project?

Not enough responses to report.

11 - Based on your experience, how prepared were KPU's Criminology alumni to work in your organization?



Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories.

#	Based on your experience, how prepared were KPU's Criminology alumni to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	0%
3	Very well prepared	100%
4	Extremely well prepared	0%
	Total number of respondents	5

12 - Please comment on how well the program is preparing students for work.

The program prepares the student with an academic foundation but not necessarily with the maturity required for the work place.

The program gives the students a solid foundation of knowledge related to crime and mental health. This gives them a good perspective on what we do at YBYG. The gap between "very" and "extremely" well prepared is in the practical training that isn't a part of the criminology degree. This is the youthwork and running of programs. The beauty of the practicum placement is that students get this missing piece and are extremely well suited for employment--regardless of whether it is with us or any other similar organization.

Students have been prepared for interviews, the workplace and are able to work with clients effectively. I think an area that I would like to see improvement in is their knowledge of the correctional system/parole, risk factors and understanding sentencing and conditional releases better

very good - they come with an openness to learn and do what needs to be done

Thank you for sending us such amazing and dedicated practicum students!

very well, but also preparing them well for law school

I've had great experiences with KPU thus far!

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

13 - How satisfied are you with the opportunities you have to stay connected to KPU's Criminology program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's Criminology program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	8%
4	Somewhat satisfied	8%
5	Very satisfied	83%
	Total number of respondents	12

14 - What can KPU's Criminology program do to build better connections with the discipline/sector?

I believe that the program could attend the practicum placement to gain a better understanding of the placement. Also, reaching out to the onsite practicum supervisor during the practicum may assist in building better connections.

Nothing comes to mind.

Feel free to ask us to come into classes, deliver presentations, provide job posting info, etc.

bring more programming into the jail .. have students/teachers lead classes in basic courses.. they have almost nothing.. introduction to things like CBT - art therapy.. anything regenerative for the body mind and soul - bringing low self esteem higher..with any sort of learning..

Nothing. You are fantastic!

I believe KPU is doing a very good job

not certain

Speakers/Presenters from different organizations

15 - Please rate your level of interest in participating in projects that connect program students with the industry or sector.

#	Please rate your level of interest in participating in projects that connect program students with the industry or sector.	Percentage
1	Not at all interested	0%
2	Somewhat interested	33%
3	Very interested	67%
	Total number of respondents	12

16 - Please share any project ideas you have to connect program students with the industry.

Our organization is partnered with a number of law enforcement agencies and school districts. When they hold events like career days or police days, we are often invited to set up a booth and network. Practicum students are welcome and encouraged to join us at these events.

practicums, volunteer opportunities

we have a small life skills program - having students take components and deliver them .. on a wider scale would be amazing as we only have 1 staff.. and the occasional student to help out...

I do not have any ideas at this time

I would be happy and I am certain other lawyers would love to come speak with in the students second and third year my name is mark gervin

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.3

Meeting Date: November 29, 2023

Presenter(s): Sarah Hickinbottom Brawn, Zahia Marzouk, Billeh Nickerson,
Shelley Boyd

AGENDA TITLE: COUNSELLING THIRD ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Counselling Third Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Counselling Third Annual Follow-Up Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

November 14, 2023



Minor in Counselling Third Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review Site Visit: October 31, 2019

Date Quality Assurance Plan approved by SSCPR: October 28, 2020

Date First Annual Follow-Up Report approved by SSCPR: October 20, 2021

Date Second Annual Follow-Up Report approved by SSCPR: November 23, 2022

Date Third Annual Follow-Up Reports submitted: Oct 30, 2023

Third Progress Report: November 1, 2023

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: January 2021

STRATEGY 1: Expand the number of faculty members and build a stable core of regular faculty who are engaged in practice and/or have had extensive background in practice.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
The Dean has approved the addition of a 50% Regular Counselling Faculty position.	CNPS Search Committee	Sept. 2020	Nov. 2020	<p>Complete: Hire for 50% Regular Faculty, Dr. Erin Thrift, completed in Nov 2020. Dr. Thrift began January 2021. This hire met background/practice requirements (Registered Clinical Counsellor; experience in practice and extensive scholarship/counselling research background).</p> <p>Further Update: An additional 50% FTE was added to program in 2022; Dr. Alicia Spidel hired Sept 2022.</p>

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 2: Extend participation options for the current suite of courses to be available to other allied disciplines (e.g., nursing, human resources within business programs) through portable minors

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
To meet with allied disciplines within Faculties to determine appropriateness of the Minor for their students through portable Minors (Faculty Academic Advisors, Departmental Chairs, and Faculty Councils)	Initially: Faith Auton-Cuff (retired) CNPS Faculty	Nov. 2019	Dec. 2022	Complete: Dr. Auton-Cuff retired in 2021. Prior to retirement Dr. Auton-Cuff reported she had conversations with Nursing who had expressed interest in portable minors. We continued to explore this possibility and in Summer 2023 were told that the university is not currently pursuing portable minors.
To explore with the Dean of Arts, Senior Administration and Facilities the possibility of repurposing existing space (e.g., at the Langley Campus) to construct two-way mirrors between at least two of the larger classroom spaces.	Faith Auton-Cuff, Briar Schulz	Jan. 2021	Sept. 2022	Complete: The CNPS Faculty has determined that this will not be pursued at this time. The CNPS program is housed at the Surrey campus and has high demand. Students and faculty would like the program to remain at the Surrey campus.
To explore with the Dean of Arts the feasibility and purchase of camera-ready recording devices in each small room to be used for counselling practice courses requiring recording (standard practice) and supervision in repurposed existing spaces on the Langley Campus.	Faith Auton-Cuff, Briar Schulz	Jan. 2021	Sept. 2022	Complete: The CNPS Faculty has determined that this will not be pursued at this time. The CNPS program is housed at the Surrey campus and has high demand. Students and faculty would like the program to remain at the Surrey campus.

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 3: Ensure that a minimum one year of CNPS course offerings plan is available to students via the Counselling program website to facilitate more efficient course planning.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Expand course offerings while increasing accessibility.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Ensure EDST website is regularly updated with department's educational plan for the year.	Chair, Department Assistant	Jan. 2021	Complete/ Continually Ongoing	Complete. CNPS course offerings for the following year are published on website on a rolling basis (i.e., at least two future semesters published at all times). EDST scheduling meetings occur annually to do two year course plans.

STRATEGY 4: Remove EDUC 1100 as a requirement from the Counselling Minor given that students frequently declare the Minor in their third or fourth year when the content of EDUC 1100, a course focused on first year transitions, is no longer relevant to them.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Submit revision to Faculty of Arts Curriculum Committee for approval	EDST Curriculum Committee Representative	Mar. 2020	Mar. 2020	Complete: EDUC 1100 was successfully removed from the Minor at the March 2020 Faculty of Arts committee.

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 5: Regular curricular review, revision and educational planning

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Meet to engage in a full review of course curriculum to provide a logical sequence of the goals and outcomes of the program, with regular, yearly meetings thereafter to review delivery methods (e.g., in person, online, hybrid) and to continually ensure the inclusion of appropriate experiential components and culturally responsive pedagogy and up-to-date course content.	CNPS Faculty	Jan. 2021	Complete Ongoing/Yearly Meetings	<p>Complete: CNPS faculty now engage in a yearly, full day meeting to review curriculum, goals and outcomes, keeping a running data base on Teams.</p> <p>CNPS Faculty agreed on the following changes to the program:</p> <ul style="list-style-type: none"> - Change CNPS 3330 Cultural Considerations in Counselling from elective to a mandatory course. - Change CNPS 4310 Reflective Practice from mandatory to elective. - Change prerequisite for CNPS 4310 from CNPS 3310 Theories to CNPS 3330: Cultural considerations. - Explore more elective possibilities through special topics courses (4000 level courses) to address areas and students we are not currently serving (critical psychology, research, practicum components) <p>These changes were initially put on hold due to move from Sharepoint to Courseleaf and request to delay as a result. They are now in process and will be submitted to ASCC for March 2024.</p>

Minor in Counselling Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Survey students regarding preferences for course delivery methods (e.g., fully online, in person, hybrid) for each of the courses in the program.	Sarah Hickinbottom and EDST Departmental Assistant	Mar. 2021	Mar. 2021 Complete/Continually Ongoing	<p>Complete: Based on the university wide study regarding course delivery, we now offer multiple modes of course delivery for the 3000 level courses (in-person, hybrid, and fully online). The Dean's office has requested only in-person or fully online for these courses and all 3rd year courses are now offered both in person and online in coming Educational Plan (2024-2025)</p> <p>4000 level courses are highly experiential and require in person or hybrid.</p> <p>CNPS continues to take direction from the university more broadly on this issue with respect to the changing environment of the pandemic and student's shifting needs & preferences.</p>

Minor in Counselling Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Examine prerequisites and co-requisites for courses, and review which courses should be mandatory, elective, and added (i.e., Special Topics).	CNPS Faculty	Immediately	Dec. 2020, April 2022 Ongoing	<p>Complete: As noted above, CNPS Faculty agreed to:</p> <ul style="list-style-type: none"> - Change CNPS 3330 Cultural Considerations in Counselling from elective to a mandatory course. - Change CNPS 4310 Reflective Practice from mandatory to elective. - Change prerequisite for CNPS 4310 from CNPS 3310 Theories to CNPS 3330: Cultural considerations. - Explore more elective possibilities through special topics courses (4000 level courses) to address areas and students we are not currently serving (critical psychology, research, practicum components) <p>These changes are in process and will be submitted to ASCC for March 2024.</p>
If necessary, bring changes to curriculum committee through to Senate Curriculum for approval	EDST Curriculum Representative	Feb. 2021	May 2021	N/A

Minor in Counselling Third Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore the inclusion of additional experiential components in course review and revision	CNPS Faculty Erin Thrift (WIL)	Immediately	Dec. 2020	<p>Complete: With the exception of the Theories course, all courses have, and always have had, experiential components. Upper division courses are primarily experiential. We meet once a year to review and make modifications, adjustments throughout the program and are continually looking to integrate experiential elements.</p> <p>In addition, CNPS 3320 was taught as a Work Integrated Learning course in Summer 2023 and will be again in Spring 2024. Dr. Erin Thrift is part of the Work Integrated Learning committee and exploring emerging opportunities to include experiential components in their courses that will advance their educational and career trajectories.</p>
Revise course outlines to align directly with the new BA framework core competencies once the framework is approved (as necessary)	CNPS Faculty	April 2022	Dec. 2023	<p>Complete: All curriculum changes align with the BA framework.</p>
Increase offerings of high demand courses (specifically CNPS 3310)	EDST Department	Immediately	Sept. 2020	<p>Complete: CNPS increased offerings of CNPS 3310 in September 2020 to meet demand. The Department Chair decided that due to our hiring/instability of core faculty, there was a need to temporarily slow demand for the program, and consequently reduced the offerings temporarily. CNPS has now increased sections of CNPS 3310. At the time of the initial program review we offered 4 sections a year. There are now 9 sections a year offered with in person and online offerings.</p>

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 6: Inclusion of ePortfolios in appropriate counselling courses (e.g., CNPS 4310 Reflective Practitioner, CNPS 3330 Cultural Considerations) as a means to support the development of students' digital literacy.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Engage in curriculum review/revisions and informed educational planning

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
"Pilot" the inclusion of ePortfolios in CNPS 4310 The Reflective Practitioner	Faith Auton-Cuff	Sept. 2020	Dec. 2020	Complete: Dr. Auton-Cuff piloted the inclusion of Pebble Pad.
Evaluate the "pilot" using instructor and student feedback	Faith Auton-Cuff Briar Schulz Sarah Hickinbottom	Dec. 2020	May 2021	Complete: Dr Schulz reviewed and evaluated use of Pebble Pad in this course based on multiple semesters of use. Determined that Pebble Pad will be used where instructors deem appropriate. Dr. Hickinbottom is currently working in conjunction with the TLC on the use of Pebble Pad in CNPS courses and is an E-Portfolio Champion for Jan 2024.

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 7: Develop Counselling External Advisory Board consisting of alumni, professionals, industry representatives on labour market trends, and key attributes and skills desired in new graduates that will also increase awareness in the community of KPU's BA Minor in Counselling program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Explore the addition of workplace, service learning, applied experiential learning opportunities through building stronger internal and external partnerships.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Identify and invite internal and external community stakeholders who could be potential community advisory board members serving CNPS (alumni, professionals, industry representatives)	Briar Schulz, Maureen Lee	Jan. 2021	Oct 2023	<p>Complete: Dr. Schulz submitted terms of reference to the Deans office in April 2021. Put on hold by Dean's office due to new policy being developed around PAC's. A new term of reference reflecting current dates was been submitted by Dr Schulz on September 9th, 2022, awaiting approval by the Dean's office.</p> <p>Dr. Schulz left CNPS August 2023. Dr. Maureen Lee has assumed responsibility for the PAC and is working with the Dean's office to finalize terms of reference, objectives and PAC members.</p>
Schedule and hold Community Advisory Board meetings twice each year.	Briar Schulz, Maureen Lee	June 2021	Meetings tentatively scheduled Sept 2023	<p>Complete: A tentative schedule of Spring and Summer dates has been prepared (6 months a part). To be confirmed in accordance with members schedules.</p>

Minor in Counselling Third Annual Follow-Up Report

STRATEGY 8: Explore external expansion of the current minor using the same suite of courses to engage potential markets outside of current KPU students

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Explore the addition of workplace, service learning, applied experiential learning opportunities through building stronger internal and external partnerships; expanding diversity of student population.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
Explore the feasibility of offering a Counselling Stream, Post-Baccalaureate Diploma, and/or Graduate Certificate in Counselling.	CNPS Faculty Erin Thrift	Jan. 2021	Dec. 2022	<p>Complete: CNPS Faculty met to discuss this possibility, and also discussed with the Associate Dean, Dean and AVP Academic David Burns. It was determined that the only degree that would add benefit would be a Masters degree and that a Masters degree in Counselling is not feasible at this time given the universities priorities around what Masters programs they want to support.</p> <p>Dr. Erin Thrift was involved in the development of an EDI Graduate certificate submitted the the Dean's office. This certificate was not advanced.</p>
Depending on the decision reached, follow the necessary steps for Program Development	CNPS Faculty	Sept. 2021	TBA	Complete: Determined that this is not feasible at this time given university priorities.
Depending on decision reached, target marketing towards more mature demographic (postgraduate students; mid-life career change).	CNPS Faculty	Sept. 2022	TBA	Complete: Continued marketing based on Masters prerequisite courses.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Reviewers' Comments: Counselling Third Annual Follow-Up Report

PROGRAM UNDER REVIEW: Minor in Counselling

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: All identified strategies have been addressed and completed to the department's ability.

Reviewer #2: The program is to be commended on all the work they've done to move the program forward in terms of quality assurance goals. All the items have been addressed and most are complete.

Reviewer #3: The 3rd annual follow-up was clear, complete, and fully aligned. I congratulate the Minor in Counselling Team.

The Report (click on the box that corresponds to your recommendation):

- ☒ Reviewer #1, #2, and #3: Recommend for approval by the SSCPR as is
- ☐ Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- a) Progress to date is unclear.
- b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
Strategy 2 was established to address a need for expanded course offerings and accessibility.	This may be out of scope ... All the steps to achieve the strategy have been marked as complete due to "not being pursued at this time" meaning no steps will be accomplished to achieve an identified need. Is there a means to develop a new approach for addressing strategy 2?	

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 4.1

Meeting Date: November 29, 2023

Presenter(s): Donna Danielson

AGENDA TITLE: MARKETING MANAGEMENT PROGRAM REVIEW TIMELINE

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

To ensure that program reviews are completed in a timely manner and that program review reports are based on relevant data, program reviews at KPU follow a timeline. All program reviews should be completed within 16 months from the beginning of the Curriculum Review to the submission of the Quality Assurance Plan. Starting September 2020, the timelines for new program reviews are presented to the Senate Standing Committee on Program Review. Attached is the program review timeline for the Marketing Management Program.

Consultations

Marketing Management Program Review Team

Attachments

Marketing Management Program Review Timeline

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

November 8, 2023

Finalized at the Senate Standing Committee on Program Review (SSCPR) on DAY/MONTH/YEAR.

Program Review Team:

- Rajinder Singh (primary author)
- Gustavo Arruda
- Kriti Dewan
- David Hunt
- Harleen Kaur
- Jaime Mah
- Andreas Schwartz
- Wayne Tebb

The Program Review Team will be responsible for the following:

- Attending the Curriculum Review training sessions offered by Teaching and Learning Commons and seeking additional support from Teaching and Learning Commons (TLC) to conduct the curriculum review, if needed.
- Collaborating with OPA to provide the following:
 - Program-level outcomes;
 - Names and contact information of discipline/sector representatives to be included in discipline/sector surveys;
 - Names and contact information of faculty members to be included in faculty surveys;
 - Feedback on surveys which OPA will design and administer.
- Writing reports using the templates provided and submit them according to the timelines endorsed by the SSCPR as presented below. Self-Study Report is written by a faculty member who takes the role of Primary Author, in consultation with faculty members of the program.
- Meeting with the Dean/Associate Dean regularly so they can be apprised of the direction of the review.
- Providing the Dean/Associate Dean draft reports so the Dean/Associate Dean can provide feedback and responses as required.
- Attending SSCPR meetings to present reports (only one member of the team is required to attend though all are certainly welcome).

The Program Review Timeline consists of 8 phases:

1. Getting Started
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2
3. Self-Study: Data Collection
4. Self-Study: Writing Chapters 3 to 6
5. Self-Study: Review/Revisions
6. External Review
7. Quality Assurance Plan Development (needs to be signed off by the Dean and Provost)
8. Annual Follow-Up Reporting



PROPOSED TIMELINE FOR PROGRAM REVIEW: Diploma in Marketing Management & Bachelor of Business Administration in Marketing Management

It should take approximately **16 months from beginning of Self-Study to the submission of the Quality Assurance Plan**. The first Annual Follow-Up Report should be submitted one year after the approval of the Quality Assurance Plan. The Annual Follow-Up Reporting continues until a program can demonstrate, to the satisfaction of the SSCPR, substantial completion of the Quality Assurance Plan.

PROPOSED TIMELINE FOR PROGRAM REVIEW: Diploma in Marketing Management & Bachelor of Business Administration in Marketing Management

The chart below provides a visual representation of the proposed timeline including elapsed time and report submissions.

Phases	Months																	
	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24	June 24	July 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25
1. Getting Started																		
<i>Self-Study Phases:</i>																		
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2																		
3. Self-Study: Data Collection																		
4. Self-Study: Writing Chapters 3 to 6								1										
5. Self-Study Review/Revisions									1									
6. External Review														1				
7. Quality Assurance Plan development																		1
	One Year Later																	
	8. First Annual Follow-Up Report																	

Report submission months

Note: External Review Report is submitted by the External Review Team, not by the Program Review Team.

The tasks involved in each phase of the program review process are described on the following pages.

PROPOSED TIMELINE FOR PROGRAM REVIEW: Diploma in Marketing Management & Bachelor of Business Administration in Marketing Management

PHASE 1	Month/Year	Tasks
GETTING STARTED	September 2023	<ul style="list-style-type: none"> Manager, Quality Assurance sends Program Chair information about program review before the initial planning meeting.
	September 2023	<ul style="list-style-type: none"> Manager, Quality Assurance and Chair of SSCPR meet with Program Review Team to outline the purpose and process for program review and expectations for reports and timing.
		<ul style="list-style-type: none"> Manager, Quality Assurance sends Program Review Team the guides and reporting templates.
PHASE 2	Month/Year	Tasks
SELF-STUDY: CURRICULUM REVIEW & WRITING CHAPTERS 1 & 2	September – November 2023	<ul style="list-style-type: none"> Program Review Team conducts the curriculum review, which becomes part of the self-study report. The primary author and at least another member of the program review team attend the Curriculum Review workshop on offered by the Teaching and Learning Commons on September 22, 2023. Primary Author completes the first two chapters of the Self-Study Report, although other members of the program review team may be involved in the writing.
PHASE 3	Month/Year	Tasks
SELF-STUDY: DATA COLLECTION	December 2023	<ul style="list-style-type: none"> Manager, Quality Assurance sends Program Review Team the administrative data report needed for the Self-Study Report. Program Review Team submits additional administrative data requests, if needed, to the Manager, Quality Assurance.
	December 2023 & January 2024	<ul style="list-style-type: none"> Program Review Team provides program-level learning outcomes for Quality Assurance Team to include in surveys. Program Review Team provides additional type of information, if any, they want to collect through surveys. Quality Assurance Team customizes surveys for students, alumni, faculty, discipline/sector and seeks feedback from Program Review Team. Program Review Team submits names and contact information of discipline/sector representatives and faculty members to be surveyed.
	4 th week of January 2024	<ul style="list-style-type: none"> Quality Assurance Team launches surveys for students, alumni, faculty and discipline/sector representatives.
	4 th week of February 2024	<ul style="list-style-type: none"> Quality Assurance Team provides survey data reports.
PHASE 4	Month/Year	Tasks
SELF-STUDY: WRITING CHAPTERS 3 TO 6	February – April 2024	<ul style="list-style-type: none"> Primary Author writes chapters 3-6 of the Self-Study Report in consultation with other faculty members of the program.
	April 2024	<ul style="list-style-type: none"> Primary Author sends the completed Self-Study Report to Dean.
	May 2024	<ul style="list-style-type: none"> Primary Author completes revisions, if any, requested by the Dean and submits the report to SSCPR (5 weeks before the meeting date).
PHASE 5	Month/Year	Tasks
SELF-STUDY REVIEW/REVISIONS	May 2024	<ul style="list-style-type: none"> SSCPR members assigned to review Self-Study Report review the report and provide written feedback on necessary revisions.

PROPOSED TIMELINE FOR PROGRAM REVIEW: Diploma in Marketing Management & Bachelor of Business Administration in Marketing Management

	June 2024	<ul style="list-style-type: none"> Primary Author completes revisions to the Self-Study Report and submits it to SSCPR (one week before the meeting).
	June 2024	<ul style="list-style-type: none"> SSCPR reviews Self-Study Report at June 19, 2024 meeting.
PHASE 6	Month/Year	Tasks
EXTERNAL REVIEW SITE VISIT	June 2024	<ul style="list-style-type: none"> Program Review Team sends names of potential external reviewers. SSCPR selects external reviewers.
	June 2024	<ul style="list-style-type: none"> Program Review Team, with the help of Manager, Quality Assurance, begins planning external review. Dean invites two external reviewers. SSCPR Chair appoints KPU faculty member to the panel.
	September 2024	<ul style="list-style-type: none"> External review site visit, with participation of Program faculty, students, alumni and PAC members, takes place.
EXTERNAL REVIEW REPORT	October 2024	<ul style="list-style-type: none"> External reviewers submit External Review Report.
	November 2024	<ul style="list-style-type: none"> SSCPR reviews External Review Report at [DATE] meeting. Approved External Review Report is sent to Program Review Team and Dean.
PHASE 7	Month/Year	Tasks
QUALITY ASSURANCE PLAN DEVELOPMENT	November 2024	<ul style="list-style-type: none"> Program Review Team begins writing Quality Assurance Plan in consultation with the Dean.
	January 2025	<ul style="list-style-type: none"> Program Review Team and Dean meets with the Provost to discuss the Quality Assurance Plan.
	February 2025	<ul style="list-style-type: none"> Program Review Team submits Quality Assurance Plan to the SSCPR.
	March 2025	<ul style="list-style-type: none"> SSCPR reviews Quality Assurance Plan at [DATE] meeting. Approved Quality Assurance Plan along with the Annual Follow-Up template and guide are sent to the Program Review Team.
PHASE 8	Month/Year	Tasks
ANNUAL FOLLOW-UP REPORTING	March 2026	<ul style="list-style-type: none"> Program Review Team submits first Annual Follow-Up Report. SSCPR reviews Annual Follow-Up Report and decides whether the annual follow-up reporting should continue the following year.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 7.2

Meeting Date: November 29, 2023

Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 36 programs (or cluster of related programs) that are at various stages in the program review process.

<i>Phases</i>	<i>Number of programs</i>
Self-Study	11
External Review	3
Annual Follow-Up Reporting	22
Total	36

Attachments

Manager's Report_Status of Program Reviews_Details for November 2023 SSCPR Meeting

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

November 14, 2023

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22							Program received the survey reports on November 25, 2022. The self-study report was due in May 2023 .
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Apr-21	Oct 18/19, 2021	Nov-21	Jun-22	Jun-23		Second annual follow-up is due in June 2024 .
Arts	Asian Studies	Oct-22	Admin Data: April-23 Survey Data: April-23	Sep-23						External review site visit planning is underway.
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20 Survey&Admin Data: Jun-23							Self-Study Report is in.
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22	Sep-23			First annual follow-up is due in September 2024 .
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	May-21	Nov 25/26, 2021	Jan-22	Oct-22	Oct-23		SSCPR asked program to report on their progress a second time in October 2024 .
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	Apr-19	Oct 31, 2021	Jan-20	Oct-20	Oct-21	Nov-22	Third annual follow-up is in.
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Nov-21	Feb 10/11, 2022	Mar-22	Oct-22	Oct-23		SSCPR asked program to report on their progress a second time in October 2024 .
Arts	Fine Arts	Dec-23	Survey Data: May-23 Admin Data: May-23							Self-study report is on the agenda for the January 2024 meeting.
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Feb-21	June 17/18, 2021	Jul-21	Jan-22	Jan-23		SSCPR asked program to report on their progress a second time in January 2024 .
Arst	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22	Jun-23	Nov 30, 2023					External review site visit on November 30, 2023.
Arts	Journalism	Dec-22	Survey Data: May-23 Admin Data: Jun-23	Sep-23						External review site visit planning is underway.
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Nov-22	Mar 8 & 9, 2023	Apr-23	Sep-23			First annual follow-up report is due in September 2024 .
Arts	NGOs and Nonprofit Studies	Jan-23	Survey Data: Jun-23 Admin Data: Sep-23							Self-Study Report is due in January 2024 .
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	Apr-19	Jul-19	Jul-19	Apr-21	May-22	May-23	Third annual follow-up is due in May 2024 .
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Apr-22	Nov 7/9, 2022	Dec-22	Jun-23			First annual follow-up is due in June 2024 .
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Nov-20	Mar 1/2, 2021	Mar-21	Oct-21	Mar-23		SSCPR asked program to report on their progress a second time in April 2024 .
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	Jun-18	Jul-18	Jul-18	Mar-20	Oct-21	Nov-23	SSCPR asked program to report on their progress a third time in November 2024 .
Business	Economics	Oct-22	Survey Data: Jun-23 Admin Data: Jun-23							Self-Study Report is due in December 2023 .
Business	Global Business Management	May-23								
Business	Green Business Management and Sustainability	May-23								

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Business	Marketing	Sep-23								Program is working on Chapters 1 and 2 of the self-study report.
Business	Operations and Supply Chain Management	Jun-23								
Business	Technical Management and Services	Sep-22	Admin Data: April-23 Survey Data: April-23							Self-Study Report was due in September 2023 .
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21	Sep 28/29, 2021	Oct-21	May-22	May-23		SSCPR asked program to report on their progress a second time in May 2024 .
Design	Foundation in Design Certificate	Oct-17 re-start: Oct-19	Admin Data: Aug-17 Survey Data: Nov-17 (Student Data: Feb-18) Revised Admin Data: Oct-19 Survey Data: Aug-20	Apr-21	June 29/30, 2021	Jul-21	Jan-22	Feb-23		SSCPR asked program to report on their progress a second time in February 2024 .
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	Jan-20	Jun-20	Aug-20	Feb-21	Mar-22	Mar-23	SSCPR asked program to report on their progress a third time in April 2024 .
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Jun-20	Feb 24/25, 2021	Apr-21	Nov-21	Nov-22		SSCPR asked program to report on their progress a second time in November 2023 .
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	Jan-20	Sep-20	Oct-20	Jan-21	Jan-22	Mar-23	SSCPR asked program to report to report on their progress a third time in March 2024 .
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Oct-20	Feb-20	Mar-20	Nov-20	Jan-22	Feb-22	SSCPR asked program to report to report on their progress a third time in February 2024 .
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	Dec-18	Jun-19	Jul-19				All intakes are suspended. The review is on hold until the future of the program is determined.
Science	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Feb 24/25, 2022	Apr-22	Oct-22			First annual follow-up report is in.
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Sep-22	Mar 14 & 16, 2023	Apr-23	Oct-23			First annual follow-up is due in October 2024 .
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	Mar-19	Apr-19	May-19	Apr-21	Apr-22		BHS is not required to provide annual updates anymore. BHS Plant Health credential is part of the Horticulture Technology program review.
Science	Horticulture Technology Diploma/BHS Plant Health	Nov-21	Survey Data Hort Tech: Mar-23 Survey Data Plant Health: Admin Data: Sep-23							This review is expanded to include the BHS Plant Health credential. Surveys are being conducted for Plant Health.
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Oct-20	Mar 10/11, 2021	Apr-21	Feb-22	Mar-23		SSCPR asked program to report on their progress a second time in March 2024 .
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 Survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23	Sep-23			First annual follow-up report is due in September 2024 .

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
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Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22			First annual follow-up report is due in November 2023 .