



DOUGLAS COLLEGE

## **Comprehensive Program Review**

Faculty of Humanities & Social Sciences

Criminology

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### Recommendations: Summary and Summary List

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1.	1-9	CRIMLGST faculty to review overall curriculum framework to ensure alignment with recent developments in law and practice (and feedback/ any concerning feedback related to real or perceived gaps in curriculum), updating specific curriculum guidelines (paying close attention to course content, assessment methods, outcomes, pre-requisites and UT transferability).	Spring/ early Summer 2022 Department meeting/ retreat; Integrate feedback from external review component of PR if available at that time. If not, will review and follow up in Fall 2022 and Winter 2023 semester Department meeting(s).
2.	1, 4, 5, 9	CRIMLGST faculty to review and update current concentrations and courses within each. Arising from faculty interest in development of new courses, faculty need to consider each course offering, and where it may or may not fit into the program at present, looking five years out and beyond. Document and complete meaningful follow-up.	Ongoing discussion within the Department including at Spring/Summer and Fall 2022 Department meetings.
3.	5	CRIMLGST faculty to review and discuss job and career prospects connected to individual credentials and general employability skills; reduce duplication in skill development, if any. Document and complete meaningful follow-up.	Ongoing discussion within the Department including at Spring/Summer and Fall Department meetings. Input from PAC partners and results of External Review component of PR expected to provide foundations for any change(s).
4.	1, 4, 5, 7	Increased emphasis on providing students with defining and planning academic paths to each credential, notably the BA (BA Hons). Identify ways to connect earlier with students and provide	Ongoing. Regular updates of CRIM handbook for students, DC

		meaningful guidance, which will allow for more accurate planning related to course offerings (especially upper level), increased enrolment, and the need to develop new courses in specific areas of study.	webpages, Information Sessions, Efforts by Practicum Coordinator to keep students informed; liaise with Psychology to assess Pathways ideas.
5.	1, 2, 3, 4, 5	To re-establish a robust PAC and maintain ongoing contact with these partners. External reviews and feedback will help ensure the program is meeting or exceeding job and career requirements. These partnerships are key to identifying gaps, monitoring real-time employment trends, and implementing enhancements to curricula, relative to changes in the knowledge, skills and abilities required to ensure that our students remain well equipped to be competitive in the field. Review PAC membership and procedures to ensure compliance with College policy and current representation of the CRIMLGST field.	CRIM Coordinators and Chair will take the lead on this, with help from faculty to identify new partners, relationships, opportunities. Will be on the Agenda for June 2022 Department meeting/"retreat".
6.	1 – 5, 9	CRIMLGST faculty to review, discuss and confirm that a majority of our course offerings maintain an applied perspective, true to the spirit of our program. Document and complete meaningful follow-up.	Ongoing discussion within the Department including at Spring/Summer and Fall Department meetings.
7.	1, 3, 4, 5, 7, 8, 9	Regular liaison with articulation partners to exchange ideas, consider new courses and potential development of a new concentration. Document and complete meaningful follow-up.	WRCAC meetings and regular contact with partners from other institutions. Program Coordinator has the lead on this, supported by the Chair.
8.	2	Consider sending out annual surveys to graduates via the Alumni office.	Coordinators, Selection Committee, Chair to discuss/ liaise with faculty and OIE.

9.	2	Encourage faculty to maintain personal contacts with graduates to track academic, job and career progress.	Regular liaison with faculty via email, meetings. BA Coordinator to gather information from “exit interviews”, to establish ongoing relationships post graduation.
10.	3	Scrutinize regular course and faculty assessments completed by students, to assess effectiveness of experiential learning techniques and opportunities, and identify where there may be opportunities to expand.	Chair to review and report to faculty for discussion, need for change, if any. One-on-one feedback to faculty where required. Point of discussion for ongoing Department meetings.
11.	3	Engage faculty to discuss how to increase experiential learning techniques and opportunities within all courses. Document and complete meaningful follow-up.	Ongoing discussion within the Department including at Spring/Summer and Fall Department meetings.
12.	4, 8, 9	Discuss new course proposals, identify curriculum gaps, bring forward concerns or offer ideas, at department meetings with the result being brought forward to the Associate Dean HSS for feedback, and potential support. Document and complete meaningful follow-up.	Ongoing discussion within the Department including at Spring/Summer and Fall Department meetings.
13.	8	CRIM 3345 Criminology practicum as a required component of the BA and BA Hons, shows consistent growth and strain upon viable practicum opportunities. CRIMLGST faculty must work more effectively together to draw upon personal connections and relationships with external partners to better support the Practicum Coordinator identify new opportunities and establish new relationships.	Ongoing discussion within the Department including at Spring/Summer and Fall Department meetings.
14.	9	Hold more frequent faculty “gatherings” (formal or informal) to become aware of ongoing faculty	Chair to plan accordingly, with

		research, interests, publications and discussions about current events, and issues. More opportunities to exchange ideas, perspectives, and information.	feedback and advice from Coordinators.
15.	9	Continue to hire qualified individuals, PhD/LLB/LLM or equivalent qualifications, and/or those with relevant experience in concentrations that will complement our existing areas of expertise and the growing departmental needs. MA or MSc graduates with extensive professional experience in the criminal justice field will be considered.	Selection Committee has the lead, supported by the Chair, Coordinators.

### **Summary of Strengths, Accomplishments, Weaknesses, Limitations, and Opportunities for Growth and Renewal**

A Department level assessment of the information gathered from all sources relied upon for this Self-Study indicate that the CRIMLGST program appears to be in a strong position overall. Enrolment levels, faculty and individual course feedback are consistent, semester over semester. Of interest, the timing to complete this Comprehensive Program Review could not be better, especially following the challenges of the Covid pandemic over the past few years.

While survey and focus group data appear strong and positive, the Program shall not take anything for granted. One of the main gaps identified through the Self Study is any ability for key stakeholder and external partners to provide a reliable ongoing analysis of the program “from the field”. The lack of engagement related to a Program Advisory Committee needs to be addressed. The Program is committed to ensuring that this gap is narrowed within a few short months, with the goal of having a robust PAC in place, by the start of the Fall semester 2022. The results of the External Review Committee established for the purpose of this review, will serve to further inform the Department and we look forward to their findings.

The key strength of our Department is the experience and diversity of our Faculty. A majority of students believe that our Faculty are knowledgeable, respected, hard working, approachable and caring. Without question, the flagship accomplishment for the Program has been the establishment of the Degree program. The Degree has confirmed the quality of education here, as top notch. The Degree option has attracted and retained many outstanding students who may have otherwise transferred to research Universities to continue their studies. Without question, the Degree has elevated the program on a number of levels and quite simply, something for faculty, students, the College as a whole, to take great pride in.

Opportunities for growth and renewal will be addressed through regular and ongoing reviews of:

- course offerings (in particular, development of new courses)
- “concentrations”
- adherence to the “applied nature” of our program,
- level of experiential learning and;
- feedback from PAC and other external sources

**External Reviewers' Report  
Department of Criminology  
Douglas College**

**External Reviewer(s):**

Wade Deisman, Academic Programs Director, Criminal Justice and Security Branch, Justice Institute of British Columbia

Zina Lee, Director, School of Criminology and Criminal Justice, University of the Fraser Valley

**Douglas College Department of Criminology:**

Applied Criminology Degree (Hons)  
Applied Criminology Degree  
Criminology Diploma  
Legal Studies Diploma  
Certificate of Criminal Justice

**Date:**

April 2023

**Preface and Acknowledgments**

In the process of conducting this review, we benefited from an abundance of collegial support extended to us by many parties. In the course of developing our responses to the self-study, we met with representatives from the various program areas in the Criminology Department in order to gain a clearer understanding of the overall organization of the department and to probe the connections between the different program areas. This meeting also included the Department Chair, which gave us the opportunity to explore questions around resourcing, direction, and vision. Finally, we met with the Vice President Academic and Provost, and the Interim Dean of the Faculty of Humanities and Social Sciences, to better understand the role that the broader institutional imperatives and aspirations have played in shaping programmatic and pedagogical directions within the Department and to canvass questions about the broader vision of the future at Douglas College. We would like to acknowledge and thank all of those who provided valuable information, insight, and reflections.

**Introduction and Methodology**

The Douglas College Criminology Department is a thriving hub of curricular growth and programmatic innovation. It has cultivated a culture of scholarship and manifests a highly collegial spirit of service. In this report, we respond to the recommendations set forward by the Department in its 2022 self-study report. This self-study focused principally on four program areas: the Criminology Diploma, the Legal Studies Diploma, the BA in Applied Criminology, and the BA (Honours) in Applied Criminology. Although the department also offers a Criminal Justice Studies Certificate and Criminology Associate of Arts, these were not addressed in any in-depth way within the self-study. This omission, and its potential significance, are canvassed in our commentary and concluding remarks.

Per the guidelines set out for the external review, with respect to each recommendation, we have identified key areas of concurrence and, where appropriate, offered elaborative commentary on the strategies that may be appropriate to advance the recommendation. Where we found ourselves uncertain about, or not entirely in agreement with, recommended courses of action, we indicate that this is the case and explain why this is so.

## Environmental Scan

At the most general level, we found that both the Criminology Diploma and the Bachelor of Arts in Applied Criminology are comparable in content and structure with equivalent programs offered at other BC institutions. The department has wisely structured these programs in such a way that programs ladder into one another. This structure allows for a greater range of course offerings in any given semester. Furthermore, it avails students who complete two-year programs of study with additional choices: they may elect to 1) complete their Bachelor's Degree in-house, 2) transfer to another institution, or 3) opt to seek gainful employment in their field of study. Distinctive streams of specialization have been developed in the Bachelor's Degree that are clearly intended to more strongly position students relative to a range of more specialized subsequent career paths. While the manifest purpose of these concentrations is to better prepare students for employment in the specific subfields, we suggest that additional efforts be invested to validate and foster these outcomes. For example, do employers recognize these concentrations? Related to this, does the concentration appear on academic transcripts? From a broader student development perspective, is there an option for a student not to declare a concentration because they want a broader knowledge base? If not, perhaps the department should discuss the rationale for this and evaluate the feasibility of this option.

## Assessment of Self-Study Recommendations

Self-Study Recommendations		External Reviewer Assessment		
No.	Content	Agree	Disagree	Other
1	CRIMLGST faculty to review overall curriculum framework to ensure alignment with recent developments in law and practice (and relay related to real or perceived gaps in curriculum), updating specific curriculum guidelines (paying close attention to course content, assessment methods, outcomes, pre-requisites and UT transferability).	X		
	Comments/Rationale We support this recommendation but worry that its generality limits its utility. The question of whether and to what extent there are curriculum gaps within specific programs of study is a question that the process of self-study should itself answer (rather than identifying it as a question to be answered subsequently). The process of review should include not only questions of whether there have been changes in law or criminal justice practice that require a re-alignment of the program framework, but also canvas contemporary developments in criminological and academic thinking and/or knowledge more generally, and whether these have implications for program design. In the current context, these require that we reimagine educational programs,			



	pedagogies, and praxis through the lenses of decolonization and indigenization, anti-racism, equity, diversity, and inclusion. These issues, and the extent of revisioning they require, need more departmental attention.			
2	CRIMLGST faculty to review and update current concentrations and courses within each. Arising from faculty interest in development of new courses, faculty need to consider each course offering, and where it may or may not fit into the program at present, looking five years out and beyond. Document and complete meaningful follow-up.			X
	<p>Comments/Rationale</p> <p>Assuming the assertions made in response to Recommendation #1 are accepted, we are generally in agreement with Recommendation #2. However, we would suggest that the need for new courses be evaluated against a fourfold matrix: 1) against the backdrop of existing courses (is a new course needed or is a reinvention of an existing course more appropriate instead); 2) where new courses are contemplated, faculty interest should only be one consideration; 3) potential for student growth in knowledge and skill development; 4) relevance. Decisions about directions to pursue in terms of course (and program) development should be a function of a dynamic interplay between these considerations. The five-year time frame is probably too far as a frame of reference, given the developments that are happening in artificial intelligence.</p>			
3	CRIMLGST faculty to review and discuss job and career prospects connected to individual credentials and general employability skills; reduce duplication in skill development, if any. Document and complete meaningful follow-up.	X		
	<p>Comments/Rationale</p> <p>To assist in this endeavor, we suggest that the larger landscape of potential career pathways needs to be mapped and program specializations and alignments need to be explored and carefully considered by the department. Faculty should consider whether and in what respects the Certificate of Criminal Justice provides meaningful career prospects. Similarly, there is a question about whether there is a need for an Associate of Arts Degree in Criminology, and whether it offers something distinct from the Criminology Diploma. The former may be tied to articulation agreements with other institutions. If this is so, it should be stipulated as such.</p>			
4	Increased emphasis on providing students with defining and planning academic paths to each credential, notably the BA (BA Hons). Identify ways to connect earlier with students and provide meaningful guidance, which will allow for more accurate planning related to course offerings			X

	(especially upper level), increased enrolment, and the need to develop new courses in specific areas of study.			
	<p>Comments/Rationale</p> <p>Supporting students in choosing academic pathways that are best suited to their professional aspirations and intellectual development needs is important. However, to the extent that this recommendation focuses on the BA and BA (Honours), it suggests that there is an interest in increasing enrolment in these programs. If this is the case, faculty should consider prioritizing their efforts towards increasing enrolment in the BA before developing new courses: the current number of upper-level courses offered by the department seems more than sufficient and either meets or exceeds levels offered at many other institutions. In addition, priority should first be placed on increasing enrolment within the BA so that there is increased and stable enrolment and, thus, a healthy pool of applicants to consider for the BA (Honours).</p>			
5	To re-establish a robust PAC and maintain ongoing contact with these partners. External reviews and feedback will help ensure the program is meeting or exceeding job and career requirements. These partnerships are key to identifying gaps, monitoring real-time employment trends, and implementing enhancements to curricula, relative to changes in the knowledge, skills and abilities required to ensure that our students remain well equipped to be competitive in the field. Review PAC membership and procedures to ensure compliance with college policy and current representation of the CRIMLGST field.	X		
	<p>Comments/Rationale</p> <p>In terms of career pathways, the PAC and other external parties should be consulted regarding the current configurations of the concentrations and the variety of credentials offered. We see this as a vital part of overall program quality assurance. We also suggest that strategies need to be pursued to ensure that the PAC is 'engaged' and sees itself as efficacious in terms of having a role that is meaningful and impactful.</p>			
6	CRIMLGST faculty to review, discuss and confirm that a majority of our course offerings maintain an applied perspective, true to the spirit of our program. Document and complete meaningful follow-up.	X		
	Comments/Rationale			

	<p>We support this recommendation and also highlight that it may be helpful for the department to engage in a discussion around how it defines “applied perspective.” It is unclear whether this would mean a de-prioritization of theoretical approaches in favour of an emphasis on practice, or perhaps an emphasis on experiential learning. Ideally, the applied approach would mean a more meaningful connection between theory and practice through approaches based on ‘reflective practice’ and an understanding of the way that theory and practice are related <i>in practice</i>. In addition, in this context, more consideration needs to be accorded to how decolonization and indigenization, anti-racism, equity, diversity, and inclusion will be incorporated.</p>			
7	Regular liaison with articulation partners to exchange ideas, consider new courses and potential developments of a new concentration. Document and complete meaningful follow-up.	X		
	<p>Comments/Rationale</p> <p>Similar to our comments above concerning the development of new courses, the motivation and market for new concentrations should be explored fully from various perspectives and balance potential competing factors. For example, while the development of a new course due to faculty interest is beneficial to the faculty member in terms of their professional growth, are considerations made for when and how often this course is offered such that multiple different courses aren’t competing with each other, which may weaken enrolment across both courses? Supply and demand are one part of the equation here; we are also concerned about the utility of developing courses which are only able to be offered infrequently.</p>			
8	Consider sending out annual surveys to graduates via the Alumni office.	X		
	<p>Comments/Rationale</p> <p>If this initiative will move forward, it would be helpful to specify the focus and purpose of these surveys. One area that the department could potentially canvass includes employment outcomes among graduates of the various credentials. Importantly, the department should determine how the information will inform further decision making regarding their programs. It is also noteworthy that an annual survey might be too granular. Perhaps a survey every three years would be sufficient to track graduates.</p>			
9	Encourage faculty to maintain personal contacts with graduates to track academic, job and career progress.			X
	<p>Comments/Rationale</p> <p>Generally speaking, we think maintaining relationships with graduates is good in itself and need not be tied to a specific deliverable. Surveys sent out via the Alumni office are more likely to lead to more reliable data for tracking purposes. To supplement the Alumni office surveys, and relationship maintenance by faculty, we wonder whether</p>			

	the department has considered hosting an event that brings together alumni and current students so that alumni can share their success stories and current students can learn how former students transitioned from their programs to employment.			
10	Scrutinize regular course and faculty assessments completed by students, to assess effectiveness of experiential learning techniques and opportunities, and identify where there may be opportunities to expand.			X
	<p>Comments/Rationale</p> <p>Additional details are needed here to understand this specific recommendation. Instituting a process that involves the review of aggregate data with respect to student assessments of courses is generally advisable. Such a review ought not to be limited to experiential learning, but should canvass questions of effectiveness on a number of different dimensions.</p>			
11	Engage faculty to discuss how to increase experiential learning techniques and opportunities within all courses. Document and complete meaningful follow-up.	X		
	<p>Comments/Rationale</p> <p>Pursuant to our suggestion in Recommendation #6, this initiative presupposes a broad discussion about how the department defines experiential learning techniques and whether this is a meaningful and appropriate technique for all courses. If there is a broad consensus about what experiential learning, perhaps this could be operationalized in terms of specific criteria.</p>			
12	Discuss new course proposals, identify curriculum gaps, bring forward concerns or offer ideas, at department meetings with the result being brought forward to the Associate Dean HSS for feedback, and potential support. Document and complete meaningful follow-up.			X
	<p>Comments/Rationale</p> <p>As noted above, it isn't clear if new courses are needed given that there is already a variety of courses offered. This is something that may best be deferred for exploration if, and when, enrolments increase in the BA.</p>			
13	CRIM 3345 Criminology practicum as a required component of the BA and BA Hons, shows consistent growth and strain upon viable practicum opportunities. CRIMLGST faculty must	X		

	work more effectively together to draw upon personal connections and relationships with external partners to better support the Practicum Coordinator identify new opportunities and establish new relationships.			
	<p>Comments/Rationale</p> <p>It's difficult to evaluate this, as it's not clear how many different placements exist. If there is enrolment growth in the BA, this will be particularly important. In addition, drawing on personal connections is a helpful strategy, but it may be necessary to develop a more comprehensive strategy. Perhaps placements could be sourced and sought from the external partners who are part of the PAC. We would also suggest that a broader outreach strategy is needed, which would involve targeting and intentionally building partnerships with specific service provider agencies in the public, private, and third sectors.</p>			
14	Hold more frequent faculty "gatherings" (formal or informal) to become aware of ongoing faculty research, interests, publications and discussion about current events and issues. More opportunities to exchange ideas, perspectives, and information.	X		
	<p>Comments/Rationale</p> <p>We believe there is merit in increasing the current department meetings beyond one meeting per semester. In addition to increasing the opportunities to exchange ideas, perspectives, and information, this recommendation would be a positive step towards increasing faculty collaboration. Alternatively, or in addition to increased meetings, the department may want to hold a retreat once a year to address issues that cannot be fully examined in shorter department meetings. Retreats can be a powerful way of creating a shared sense of potential and purpose and of renewing energies and investments in departmental culture.</p>			
15	Continue to hire qualified individuals, PhD/LLB/LLM or equivalent qualifications, and/or those with relevant experience in concentrations that will complement our existing areas of expertise and the growing department needs. MA or MSc graduates with extensive professional experience in the criminal justice field will be considered.			X
	<p>Comments/Rationale</p> <p>We were struck by the significant size of the current department complement and felt that a good range of perspectives and expertise were represented. We were not sure whether this recommendation contemplates a further growth in faculty complement or whether – alternatively – it was addressed to hiring standards. If enrolment in the BA and BA (Honours) increases, an additional hire is something that may be needed.</p>			

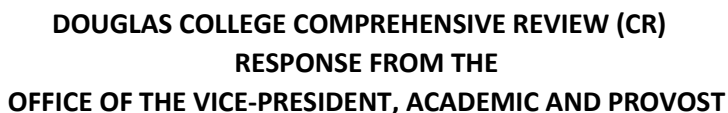
## **Additional Considerations**

As noted earlier, the self-study canvassed a number of distinct, but interrelated, programs of study: the Criminology Diploma, Legal Studies Diploma, BA in Applied Criminology, and BA in Applied Criminology (Honours). Although the department also offers a Criminal Justice Studies Certificate and Criminology Associate of Arts, these were not directly addressed in any in-depth way within the self-study. The aporia raised some questions during our review. We wondered whether the department felt that there was value in continuing to offer the Criminal Justice Studies Certificate? From an enrolment perspective, the institutional data provided in Appendix 12b indicates lower enrolment numbers. Concomitantly, from an applied perspective, we wondered whether employers recognize the certificate designation? Regarding the Criminology Associate of Arts, enrolment also is low, so does the department see value in continuing to offer this option? If so, how is this option different from the Criminology Diploma?

The department's decisions concerning the above likely depend on the relative importance of particular credentials with respect to laddering and linking credentials (as discussed below). Related to this, from a curriculum development perspective, we were at a loss to see the need for further new course development, as there is already quite a plethora of senior level courses. Lastly, given that the College has mandated that courses will primarily be in person, whereby typically no more than 10% to 15% are offered online, we wondered whether it is accurate to note that the program is delivered both in class and online? Alternatively, perhaps the description of the other institutions should also note both in class and online, given that this is the typical approach at most institutions post-COVID.

Our finding is that there were several strengths noted about the program and faculty, including the quality of instructors, the ability of instructors to integrate practical knowledge and experience, the quality of the learning environment, and the support that instructors provided to students. Furthermore, it is clear that faculty are committed to the department, as evidenced by the fact that most faculty teach at both the lower-level and upper-level and are engaged in various professional development and scholarly activities.

The overarching theme in the comments above can be encapsulated into a broad recommendation that the department needs to consider how they want to grow over the next three to five years, keeping in mind the overall institution's mandate is as a transfer institution that is tasked with offering applied degrees that meet labour market demands. The department should be acknowledged for its success in being one of two departments within the social sciences to offer a BA degree. At the same time, this BA degree has been in place for several years, yet enrolment numbers indicate that many students appear to favour the diploma over the degree. Furthermore, mobility data provided by the Provost indicates that the top two institutions that Douglas College Criminology Diploma students transfer to are Simon Fraser University and the Justice Institute of BC. If the department is interested in growing their BA and BA (Honours) programs and wants to encourage its diploma students to continue their degree studies at Douglas College, it may be worthwhile examining in more depth why students choose to transfer to these and other institutions.



<b>FACULTY</b> <b>(Lead Dean/Associate Dean)</b>	<b><i>Humanities and Social Sciences</i></b>	
<b>Department / Program</b>	Criminology/Legal Studies	
<b>Date Submitted</b>	July 2023	
<b>External Review Panel (ERP)</b>	Wade Deisman  Zina Lee	Academic Programs Director, Criminal Justice and Security Branch, Justice Institute of British Columbia  Director, School of Criminology and Criminal Justice, University of the Fraser Valley
<b>Reason for Timing of Comprehensive Review</b>	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns ( <i>specify below</i> ) <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in discipline/field/licensing</li> <li><input type="checkbox"/> New program development</li> <li><input type="checkbox"/> Demand/enrolment/budget concerns</li> <li><input type="checkbox"/> Other (<i>specify</i>)</li> </ul>	
<b>Date of last Comprehensive Review</b>	2009: Associate of Arts only (Degree first approved in 2015)	
<b>RESPONSE/RECOMMENDATIONS</b>		
<b>SUMMARY RESPONSE</b>	<p>The VPA&amp;P concurs with the external reviewers’ assessment of the strengths of the program and faculty. The reviewers commented on: “the quality of instructors, the ability of instructors to integrate practical knowledge and experience, the quality of the learning environment, and the support that instructors provided to students.” Further, the external reviewers noted that most faculty are engaged in “professional development and scholarly activities.”</p> <p>The external report underscores current understanding that Criminology/Legal Studies is an active, engaged, and well-managed Department with historically robust student enrolments. The Department appears to be developing along a very positive trajectory.</p> <p>The VPA&amp;P observes that “the overarching theme” expressed in the reviewers’ comments is “encapsulated into a broad recommendation that the department needs to consider how they want to grow over the next three to five years...”</p>	

	<p>The VPA&amp;P supports all the aims/recommendations of the self-study and notes that the external reviewers are generally supportive of the self-study aim/recommendations.</p> <p>In addition to their responses to the self-study recommendations, the external reviewers suggest that the Department review: 1) the effectiveness/relevance of the Criminal Justice Studies Certificate and 2) the merits of having both a Criminology Diploma and Associate of Arts in Criminology.</p> <p>The VPA commends the faculty for producing a high-quality, thorough and thoughtful self-study.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (note that the feedback provided by the external reviewers on each of the self-study recommendations was not prescriptive)
<b>VPA's RECOMMENDATIONS</b>  In particular, ENGU should focus on the following:	<p>The VPA&amp;P requests that the Criminology Department implement the recommendations of the Self-Study report giving careful consideration to the comments/recommendations made by the external reviewers. The VPA&amp;P asks the Department to give special attention to the reviewers' comments regarding the Criminal Justice Studies Certificate, Criminology Diploma and Associate of Arts in Criminology.</p> <p>As necessary, the Department should seek the assistance of the Faculty Dean and/or Associate Dean in expediting implementation.</p> <p>As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its <a href="#">Implementation and Action Plan</a> (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
<b>Next scheduled PR (5 – 7 years):</b>	2029



June 30, 2023

\_\_\_\_\_  
Vice President, Academic and Provost

\_\_\_\_\_  
Date