

Program Review: Action Plan - Progress Report

[\[Criminology - All Programs\]](#)

[April 7, 2026]

Curriculum and Assurance of Learning			
Goal 1: Review learning outcomes for the BA (Criminal Justice) and Criminal Justice Diploma to ensure they align with program goals.			
Rationale: The external report recommended that the School “think more about the distinction between the two programs” and whether “the programs draw different clienteles with different goals.”			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Review IRP data on graduates of the degree and diploma	Analyze data to determine the proportion of students that progress from the diploma to the degree and what proportion of graduates from the diploma are terminal. Based on this analysis, determine the extent to which the diploma is a terminal credential, a ladder into the degree, or both.	Institutional Research and Planning provided data on student pathways for the years of 2016/17 to 2021/22. The majority of students who entered the diploma stayed in the program and graduated. Similarly, the majority of students who entered the degree stayed in the program and graduated. A small proportion of students who started in the diploma laddered into the degree. Similarly, a small proportion of students who started in the degree graduated with both a diploma and a degree or switched to a diploma. Over the past five years, changes have been made to the diploma and degree program requirements to ensure graduates obtain the necessary knowledge and skills, and to support students who ladder from the diploma into the degree.	No further action required.
Review learning outcomes and course requirements for the degree and diploma	Based on the above assessment, align learning outcomes and course requirements to program-specific	Revisions were made to program learning outcomes to better reflect the knowledge and skills required of	No further action required.

	requirements and to Ministry standards (e.g., if the diploma is largely a terminal credential, ensure the learning outcomes reflect the needs of graduates who enter the labour market directly).	criminology and criminal justice graduates. The School engaged in a mapping exercise to align program and course learning outcomes with institutional learning outcomes. In addition, program requirements were revised to align with the revised program learning outcomes, resulting in changes to program and breadth requirements.	
Review entrance requirements for the degree and diploma	Maintain or revise entrance requirements.	The Director and Program Advisor consulted with the Registrar and Associate Vice-President, Enrolment Management. Entrance requirements were revised in Winter 2021 to balance program demands with UFV's open-access policy. These revised entrance requirements continue to meet the needs of our students and programs.	No further action required.
Goal 2: Review program requirements, including making CRIM 211 (Indigenous Peoples, Crime and Criminal Justice) a core program requirement and evaluate the inclusion of ECON 100 (Principles of Microeconomics) as a breadth requirement. Rationale: The external report recommended that "CRIM 211 be excluded from the breadth requirements selection (as another criminology course is not breadth) [and that] CRIM 211 should be added to a list of core requirements given its importance in current decolonization and indigenization initiatives." With respect to ECON 100, the external report noted that "criminology students could always access it by taking electives in Economics."			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Examine the feasibility of offering CRIM 211 as a core requirement	Determine course options for supporting decolonization and Indigenization initiatives.	The School determined that it does not have the faculty expertise to offer CRIM 211 as a core requirement. We are willing to revisit this issue if the Dean's Office allocates a new faculty hire to address this. Given this, and in light of the external reviewers' comment, we included a new	No further action required.

		breadth requirement to address Indigenization and decolonization that is comprised of non-CRIM courses. Students are now required to complete one of the following: ANTH 211 <i>Aboriginal Peoples in BC: Contemporary Issues</i>, HIST 103 <i>Sto:lo History</i>, HIST 227 <i>History of Indigenous-Newcomer Relations in Canada</i>, IPK 102 <i>Introduction to Indigenous Peoples Knowledges</i>, IPK 105 <i>Introduction to Sto:lo Peoples and Communities</i>, or IPK 205 <i>Sto:lo Social and Governing Structures</i>.	
Review the rationale for including ECON 100 as a breadth requirement option	Articulate the knowledge and skills offered in ECON 100.	The School acknowledges that students can access Economics as an elective course. However, it is important to directly highlight this option given the changing nature of criminal justice in terms of understanding the role of economics in policies and practices. In addition, the inclusion of ECON 100 supports students who are interested in completing an Economics minor or additional Economics courses. Therefore, ECON 100 is listed as a breadth option, but not a core breadth requirement. In other words, students are required to complete three courses from the following list: ECON 100 <i>Principles of Microeconomics</i>, POSC 110 <i>Introduction to Canadian Politics</i>, PSYC 102 <i>Introduction to Psychology II</i>, and SOC 101 <i>Introductory Sociology</i>.	No further action required.

Goal 3: Evaluate the removal of the CRIM extended minor option.

Rationale: The external report noted that “while the distinction between the two minors is not clear, there are students consistently registered in both [and therefore] additional information and further consideration are required to determine whether the value of extended minors is inherent across the faculties at UFV.”

Task	Key Milestone or Measurable Outcome	Progress Made	Planned Action
Review IRP data on the number of students declaring a minor and extended minor	Determine whether trends show continued interest and demand for both the minor and extended minor.	Data provided by Institutional Research and Planning indicates more interest in the minor than the extended minor, consistent interest in the minor, and some declining interest in the extended minor. The number of declared minor students over the past five years was: 38 in 2020/21, 44 in 2021/22, 55 in 2022/23, 46 in 2023/24, and 45 in 2024/25. The number of declared extended minor students over the past five years was: 19 in 2020/21, 29 in 2021/22, 26 in 2022/23, 21 in 2023/24, and 13 in 2024/25.	No further action required.
Review whether extended minors are offered in other Canadian CRIM programs and whether extended minors will continue to be offered in other UFV Arts programs	Align our minor and/or extended minor requirements with other Canadian CRIM programs. If the extended minor is retained, differentiate it from the minor in terms of program learning outcomes and/or opportunities for further studies or employment.	Most other Canadian CRIM programs do not offer an extended minor option. Revisions were made to better align the requirements of the minor to ensure depth and breadth of knowledge and skills in criminology and criminal justice. These changes to the minor resulted in the extended minor option being unnecessary.	No further action required.

Goal 4: Identify ways to integrate holistic learning and assessment methods to facilitate principles of equity, diversity, and inclusion.

Rationale: The findings of the curriculum mapping tool identified gaps in learning outcomes related to building collaboration skills and practicing principles of equity, diversity, and inclusion.

Task	Key Milestone or Measurable Outcome	Progress Made	Planned Action
Identify teaching and assessment strategies to facilitate collaboration and equity, diversity, and inclusion	Determine evidence-based approaches and how to integrate these strategies across the curriculum.	Regular discussions occur at monthly department meetings to discuss effective teaching and assessment strategies. As part of revising official course outlines for six-year reviews, changes have been made to the learning outcomes and typical instructional methods to be more intentional about addressing equity, diversity, and inclusion, and diverse learning and assessment methods.	The School will continue to have discussions at monthly department meetings. There are also plans at the upcoming retreat to discuss accommodation and accessibility.
Goal 5: Further develop faculty knowledge and skills in Indigenization and decolonization. Rationale: The external report recommended “regular connections with university services [in order to] improve Indigenous learning outcomes, better reflect the practice in the field, and prepare students to effect change in the community.”			
Task	Key Milestone or Measurable Outcome	Progress Made	Planned Action
Identify evidence-based strategies for Indigenization, decolonization, and reconciliation	Work with the Teaching and Learning Centre to identify evidence-based educational resources and teaching strategies.	A sub-committee of faculty identified strategies to support faculty and sessional instructors with integrating Indigenous course content and approaches. As part of revising official course outlines for six-year reviews, updates have been to learning outcomes, texts and resource materials, and course content to support Indigenization and decolonization.	The School will continue to have discussions at department meetings about developing a resource guide, encouraging faculty and sessional instructors to integrate Teaching and Learning resources, and identifying relevant professional development opportunities.

Student Achievement

Goal 6: Revise practicum requirements to reflect principles of equity, diversity, and inclusion, and ensure alignment with evidence-based best practices.

Rationale: As part of the Dean's scope letter for our self-study report, the School was asked to evaluate whether the high number of hours and credit value were justified in relation to the degree as a whole and in relation to students' ability to balance its requirements with their course load and other responsibilities. The external report also recommended that the School address the following: "consider ways to increase accessibility for students to opt into the opportunity;" whether courses like ARTS 299 and ARTS 399 could give direction for practicum; "identify more explicitly the competencies acquired in the practicum experience and to determine if students actually need these competencies;" "can [practicum] competencies only be acquired in a practicum [or] can these competencies be obtained by some other kind of training that is more accessible."

Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Review practicum learning outcomes and revise to ensure the outcomes are evidence-based	Identify the competencies and skills expected of students who successfully complete practicum.	A sub-committee of faculty, staff, and the Dean's Office reviewed best practices related to experiential learning, practicum, and work-integrated learning, and the knowledge and skills gained through AIS 299, AIS 399, CRIM 265, and CRIM 479. The School voted to move the administration of practicum to the Dean's Office and revised program requirements to ensure more options for students. Students in the diploma program are required to complete CRIM 265 <i>Professional Practice in Criminal Justice I</i> and have the option to complete AIS 280 <i>Introduction to Work Integrated Learning</i> and AIS 299 <i>Professional Practices I</i> . Students in the degree program are required to complete one of the following: AIS 380 <i>Practicum/Internship I</i> , AIS 399 <i>Professional Practices II</i> , or CRIM 479 <i>Professional Practice in Criminal Justice II</i> .	No further action required.
Evaluate the learning outcomes of courses that support experiential learning	Evaluate ARTS 299 and ARTS 399 against CRIM 265 and CRIM 479.		
Review current best practices related to experiential learning and practicum	Revise practicum hours and credits. Revise practicum challenge option to ensure requirements are aligned with practicum competencies and requirements.		

Governance and Resources

Goal 7: Address the need for growth with additional faculty hires and reduce the reliance on sessional instructors.

Rationale: At the time of the last program review in 2015/2016, the School had 10 regular teaching faculty. Currently, the School has 12 regular teaching faculty. This reflects minimal faculty growth, despite a steady increase in the number of degree and diploma students. In 2016/2017, the number of degree and diploma students were 485 and 36, respectively, and in 2021/2022, the number of degree and diploma students were 511 and 220, respectively. Furthermore, UFV's 2030/2031 strategic enrolment management plan has set the following targets: an increase of 16.5% for the degree program and an increase of 13.2% for the diploma program between 2022/2023 and 2030/2031.

Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Identify projected growth in applicants and admissions	Determine the number of additional faculty hires required to increase the number of students admitted to the degree and diploma programs, and to ensure timely progression and completion through the degree and diploma programs.	Data provided by Institutional Research and Planning demonstrates an increase in program students, with small declines in recent years. The number of degree students over the past six years was: 490 in 2019/20, 525 in 2020/21, 511 in 2021/22, 515 in 2022/23, 509 in 2023/24, and 489 in 2024/25. The number of diploma students over the past six years was: 168 in 2019/20, 200 in 2020/21, 221 in 2021/22, 202 in 2022/23, 177 in 2023/24, and 167 in 2024/25. Despite recent declines, the School retains its position as the area/major with the largest number of declared students within the College of Arts bachelor's programs. There has been some progress in faculty hires and the School currently has 13 regular teaching faculty. However, there remains a considerable reliance on sessional instructors. For additional context, the second largest program in the College of Arts has 15 regular teaching faculty.	Meetings between the Director and Dean to discuss future faculty hires.

Planning and Sustainability

Goal 8: Develop formal relationships with stakeholders and rightsholders to facilitate community engagement.

Rationale: The external report encouraged the School to formalize its existing informal consultations with partners so that there is “sharing of these relationships among faculty, transparency in community involvement, and keeps the program responsive and accountable to community stake- and rights holders.”

Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Develop an external program advisory committee	Develop the external program advisory committee terms of reference and ensure it aligns with Policy 60 (External Program Advisory Committees). Identify relevant community stakeholders to participate in the external program advisory committee.	A sub-committee of faculty explored strategies for developing relationships. This work has been shifted to the School and ideas have been explored as part of department meeting discussions.	The School will continue to have discussions at department meetings and assess if funds are available to host sessions with relevant partners to explore the feasibility of a partnership.