



**Justice
Institute**
BRITISH COLUMBIA

Comprehensive Program Review

FINAL SUMMARY REPORT

ESMA2 Diploma in Emergency and Security Management
ESMS4 Bachelor in Emergency and Security Management
Studies

School of Public Safety, Emergency Management Division

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We respectfully acknowledge JIBC's New Westminster campus is located on the unceded Traditional Territories of the Qayqayt, Musqueam and Coast Salish Peoples.

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1. Self-Study Report (SSR) Summary

Conclusions

The self-study process involved a divisional team analyzing a variety of materials to determine strengths and opportunities for improvement in the Diploma in Emergency and Security Management (ESMA2) and the Bachelor in Emergency and Security Management Studies (ESMS4) programs.

During the program review, the self-study team (SST) determined both programs are at a metaphorical crossroads regarding focus, content, and audience. They attempt to address content in four unique areas – emergency management, security management, business practice in context of public safety organizations, and liberal studies. However, this breadth of content areas limits the depth to which any particular topic can be meaningfully explored. This in turn impacts the content of the courses with foundational topics not necessarily being addressed in a comprehensive and systematic way. Further, the broad focus of the program creates challenges in student recruitment as it is difficult to articulate the audience for these programs.

Despite these challenges, both programs demonstrated a number of strengths. Students were generally satisfied with the online learning environment and the support services offered by the JIBC; Indigenous students are well-represented in both programs, equalling the percentage of Indigenous adults in the B.C. population; and instructors identified high levels of satisfaction in feeling valued for their professional expertise. These successes are owing to the hard work of program staff, faculty, and the various supports provided by the institution.

Addressing the crossroads each program faces and determining the best way forward requires further thoughtful analysis of the environment in which these programs operate. Some of this review will be administrative, involving market analysis, understanding the competitive landscape, articulating program audiences, and identifying budget options. Some of this review is pedagogical, identifying new ways to engage students, supporting faculty in development of new curriculum, and leaning into new technologies. Some of this review will be clearly articulating the space these programs hold academically and professionally, implementing an Indigenization strategy, redeveloping the Program Advisory Committee (PAC) with new membership reflective of the professional landscape, and identifying new work integrated learning experiences.

Recommendations

The self-study report identified seven actions to address opportunities identified by the self-study team. Three additional actions were identified in the financial report.

1. Redevelop the ESMA2/ESMS4 programs to better address market demands and employer needs.
2. Revise ESMS curriculum to enhance applied learning experiences with a focus on work integrated learning, employer engagement, and profession-specific applied research.

3. Implement a student recruitment strategy that considers both a broader national market as well as populations currently underrepresented in student demographic profile.
4. Implement student supports that address student retention, well-being, and professionalization as public safety professionals.
5. Develop a sustainable instructor staffing model.
6. Develop an Indigenization strategy that both supports targeted recruitment of First Nations and Indigenous learners and supports Indigenization of curriculum.
7. Identify strategies for enhanced collaboration with industry and employers.
8. Perform an analysis on the function, focus, and market demand for a diploma and bachelor program in emergency and security management studies and/or new credentials, stacking credentials, or higher-level credentials.
9. Perform an in-depth analysis on competing programs with a focus on emergency/disaster management, identifying course themes, activities, links to practice, and tuition levels.
10. Perform a financial analysis on the diploma and bachelor, developing budget options that address program staffing and allocations, enhanced marketing/recruitment activity, and curriculum maintenance.

Future Directions

The actions listed above led to the formation of program growth/development plans, that were presented to the External Review Team.

- Analyzing and understanding the function, focus and market demand for a diploma and/or bachelor program in emergency management.
- Continuing with efforts to Indigenize program and curriculum.
- Developing a program-specific PAC with renewed membership.
- Incorporating purposeful work integrated learning opportunities into the program.
- Developing targeted student recruitment strategies.
- Instituting a faculty recruitment and retention strategy that attracts leaders in emergency management.

2. External Review Team (ERT) Report Summary

The ERT indicated that overall, the site visit validated and supported the findings of the self-study report.

The ERT agreed with the notion that the diploma and degree programs are at a crossroads regarding vision, identify, and focus. However, the ERT also saw this as an opportunity to define a “new chapter of success” for each program. Central to reconciling these challenges was the need to analyze the focus and audiences for the program, which would involve several actions, including:

- Defining the niche and competitive advantage of these programs. The ERT proposed that the programs have shifted over time based on a number of factors – student community, program

orientation, and shifts in the fields represented by the programs. Rediscovering the niche that these programs fill involves analyzing and clarifying the purpose of the programs. At a fundamental level, this may include refocusing the programs specifically on emergency management. At a higher level, this could involve clarifying the audience for these programs. Further, understanding the programs' niche will support differentiating the programs from competitors.

- Improving within-program and between-program coherence. The ERT felt analysis is needed to understand the hierarchy and laddering between programs in the Emergency Management Division. This analysis will help identify logical learning pathways for different students as well as clarify the depth of content needed in each program.
- Enhancing pedagogical quality. The ERT felt existing courses may reflect a dated "correspondence" model of education in which students have limited opportunities to engage beyond reading and discussion board posting. Incorporating new pedagogical approaches would not only increase student engagement but also provide a mechanism to leverage the expertise of instructors.
- Leveraging partnerships. The ERT felt there was both a need and opportunity to develop partnerships with sector employers. These partnerships would be foundational in identifying work integrated learning opportunities for students. Further, it would provide an opportunity for students to consider different types of specializations supported by emergency management.

Overall, the ERT feedback on the programs was positive, and included areas for program improvement, updating and restructuring.

3. Self-Study Team (SST) Response to ERT Report

The findings of the ERT closely align with the findings of the SST. Of note are the need to identify the niche and focus of the programs, in turn supporting the identification of competitive advantages of the programs for students. Further, enhancing pedagogical quality has been a priority for the program area over the past 4-5 years; the suggestions and guidance of the ERT are valuable in considering the implications of these decisions and determining useful process and direction for these revisions.

The suggestions/recommendations of the ERT provide useful guidance in operationalizing the action items identified in the SSR. The ERT recommendations were incorporated into the SSR recommendations in a few different ways: as useful modifications to SSR recommendations; as considerations and guidance; and as specific actions needed to successfully complete a recommendation.

The SST accepts the findings and suggestions/recommendations of the ERT and acknowledges the time and resource commitments of each of the ERT members.

4. Final Recommendations & Action Plan

In arriving at the final recommendations and action plan, the SST considered the goals driving the recommended actions, as well as the feedback provided by the ERT. The final recommendations represent a synthesis of the SST and ERT findings and have been organized into five groupings, with each grouping having an overarching goal/output.

- 1. Goal/Output: Redevelop emergency management undergraduate programs to better address market demands and employer needs.**
 - a. Conduct a needs analysis for emergency/disaster management education and training.
 - b. Develop new program and curriculum maps.
 - c. Develop a “signature pedagogical” approach for the programs that meet their unique needs and focus.
 - d. Develop program costing model that ensures financial sustainability.
 - e. Develop appropriate documentation/proposals to support new or revised program(s).
 - f. Revise existing curriculum/develop new curriculum to enhance applied learning experiences with a focus on work integrated learning, employer engagement, and profession-specific applied research.
- 2. Goal/Output: Implement an Indigenization strategy.**
 - a. Develop an Indigenization strategy that both supports targeted recruitment of First Nations and Indigenous learners and supports incorporating Indigenous perspectives into curriculum.
- 3. Goal/Output: Implement student and faculty engagement and recruitment strategies.**
 - a. Develop and implement a student recruitment strategy targeting audiences identified in the needs analysis.
 - b. Identify and implement student supports that address student retention, well-being, and professionalization as public safety professionals.
 - c. Develop a sustainable instructor staffing model for credential programs.
- 4. Goal/Output: Develop and renew relationships and representation with relevant sectors.**
 - a. Identify strategies for enhanced collaboration with industry and employers.
 - b. Identify current and potential employers, partners, associations, and organizations related to emergency and disaster management.
 - c. Reconstitute a PAC focussed on diploma and degree level programs.
 - d. Engage and collaborate with employers and related emergency management groups to develop partnerships.