Program Review Self Study - Police Foundations

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

Indicator **1.0 Industry Trends**	**Summary of Key Findings**
1.1 Sectoral Standards and Industry Trends **Review / discuss:** • New or emergent industry / sector themes or issues that may have a potential impact on program positioning • Industry / sector issues identified by the Program Advisory Committee • Recent labour market data or sector reports • Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation • Program alignment to labour market and sectoral trends	Several trends are emerging that impact Police Foundations including: • Mental health continues to dominate conversations of law enforcement. It was noted at a recent PAC meeting that in PLCPS alone, since 2009 there has been an increase of almost 300% of calls that are categorized as "mental health" related. • There is a noted downturn in the appeal of policing as a career. "Policing appears to hold little attraction for today's youth. Only 4% of youth listed 'policing' as the field in which they are 'most' interested to pursue a career in a survey."[1] • With the demographic bulge of retiring officers approaching, "The OPP estimates that it will have to increase its recruitment targets from 5% to 9% just to maintain its current workforce. The OPP acknowledges that "shifts in demographics and increases in immigration are expected over the next few years, but it has yet to publish a strategy detailing the shifts to come in its recruitment efforts."[2] • Private policing continues to be a buzzword in the industry. With the current economic situation, especially provincial and municipal budget restrictions, police forces are looking for ways to streamline their costs and make the most efficient use of frontline officers.
1.2 Program Advisory Committee Feedback	Summary of PAC responses, grouped according to topic

[1] Source: Police Sector Council, "Youth Attitudes Towards Policing, Research Update 2007", <http://www.policecouncil.ca/reports/PSCYouthUpdate.pdf>, p. 1

[2] Source: Ontario Provincial Police, "2008 Provincial Business Plan/2007 Annual Report", http://www.opp.ca/Intranetdev/groups/public/documents/businessservices/opp_002587.pdf)

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

Review / discuss:

- Key regional issues identified by the Program Advisory Committee that may not have emerged in labour market data
- The Advisory Committee's assessment of the response, or capacity to respond, to the above issues or trends

Essential skills needed by PF graduates

- Communicate clearly – both oral and written
- Manage use of time and resources
- Show ability to solve problems
- Grammar and sentence structure – reports and briefs
- Self-discipline and maturity
- Ability to interview well is essential to stand above other candidates
- Ability to articulate thoughts in a manner which is clear – giving evidence
- Take direction from those with experience
- Adaptive skills
- Physically and mentally able to perform as a police officer
- Ability to relate to people
- Computer skills and experience in using various programs
- Ability to be a team player and to work independently
- Ability to adapt to different environments and circumstances
- Awareness of inclusion/diversity
- Conflict resolution
- Volunteerism
- Good physical fitness qualifications
- Appreciation for community policing
- Ethically sound
- Driving skills

From the PAC's perspective, several trends are emerging. Computer-based crimes are on the increase. The continued emergence of gangs is another crime-trend. The increased specialization within the field of policing and the need for students to identify a career path is more required than in the past. In line with this, students need to manage their own careers and seek out required training on their own. Writing skills need to be at a higher level.

A lengthy discussion ensued about the attitudes of young

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

	officers/students today who tend to see the profession of policing as a job rather than a career. Students/young officers tend to be more disrespectful and challenge authority with questions. The level of maturity is low. In response to the question "What are the industry standards that inform this program?", a brief discussion of constable training, CPC, OPC, centered around some of what was missing in these training programs and standards but there were no concrete ideas or changes offered at this time. As well, entrance requirements and exit requirements were also discussed as means to graduating students with better skills/maturity/attitudes.
1.3 Industry Liaison **Review / discuss:** • Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects	• **Field Placement** : Field placement, whether LINK or regular field placement, requires that the PF program keep open lines of communication with police services across Canada and that we continue to be in good standing with these services. To facilitate placement of our students, we have designated a field placement officer (FPO). Among their many responsibilities, the FPO is to liaise with the decision makers in police services to promote our program and our students interested in field placement opportunities. The FPO needs to communicate the number of interested students, duration of placement, hours required, types of acceptable activities or responsibilities, evaluations, etc. Further, the FPO invites police leaders to participate in the student interview portion of the screening process. Police volunteers attend the college and meet with students, faculty and administrators. • **Field Placement Visits by Faculty:** Faculty are also involved in field placement during field placement visits. Ordinarily, two faculty members and the FPO are responsible for attending the host police services at the end or during a student's field placement experience. This gives faculty the opportunity to thank the host

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Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

police service (i.e.: commissioned officers, coach officers, administration) in person and build on good relations. It also provides faculty the ability to receive constructive feedback on student performance and the program overall. Lastly, faculty query police administrators with regard to future trends in the policing industry to assist in shaping program initiatives.

- **Volunteer Board:** For many years, the PF program has promoted volunteer opportunities to our students through a volunteer board. Essentially, volunteer positions are posted on a large cork board in the Law and Justice wing (i.e.: mentor, security, traffic control, etc…). In 2010, the board was dedicated to a former student named Greg Riddle who passed away suddenly in his fourth semester. Many community agencies advertise various volunteer opportunities on the board. By doing so, these agencies and the PF program maintain positive relations and benefit mutually from this initiative.
- **Program Advisory Council**: Each year, in November, coordinators organize a PAC (Program Advisory Council) meeting and invite police officers and other industry leaders to Fleming to discuss the Police Foundations Program, new initiatives, curriculum, student issues, enrolment trends and any other outstanding issues. Conversely, police are given the opportunity to share current policing issues that may be of interest and importance to educators.
- **Faculty with Policing Background:** Many of the faculty (full and part-time) come to the program with policing experience from a variety of police services (i.e.: Ontario Provincial Police, Peterborough / Lakefield Community Police Service, RCMP, York Regional Police, First Nations Policing and Toronto Police Service). As a result, faculty are able to contact former colleagues to fulfill

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

many different program needs, some of which have been described previously.

- **Guest Speakers:** Faculty, wherever appropriate, invite guest speakers to come into the classroom to discuss and present experiences from the field. Student s agree that these kinds of presentations enhance the learning experience. Furthermore, guest speakers help to build a network of resources that faculty can call upon.
- **RCMP PARE Testing:** The Peterborough Sport and Wellness Centre has been designated as an official testing site by the RCMP for the PARE test. Debbie Whalen is a certified invigilator for the PARE test.
- **Fleming Open House:** Traditionally, faculty invite at least two graduates who are now a police officer to attend open house. These police officers assist in promoting the program to prospective students by imparting their personal experiences while a student in the program and now as a police officer.
- **On Site Recruitment**: Over the past several years the RCMP has attended Fleming College to talk to students about job opportunities with their service.
- **Justice and Public Safety Coordinators' Conference:** The first and second year PF coordinators have been attendees at the Justice and Public Safety Coordinators' Conference for many years. Membership consists of coordinators from PF and Security related college programs from across the province. Members discuss various topical matters related to justice education while guest speakers from the industry are invited to discuss current trends in their field.

- **Areas to Explore:**
  - Faculty are exploring other opportunities to liaise with policing

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

	partners through ride-a-long initiatives with local services and training at OPC (i.e.: Advanced Patrol Training). o Faculty ought to also investigate possibilities to sit on community services boards (i.e.: John Howard Society, Forecast, PARN, YWCA, etc…) to further entrench the program in the community.
2.0 Curriculum Development and Framework	**Summary of Key Findings**
2.1 Curriculum Framework **Review / discuss:** • The program faculty's approach to, and philosophy of, teaching and learning	As program faculty, we strive to maintain all of the following • Using applied projects keep students engaged • Expecting of our students what the field expects of us as professionals • Respecting the challenges experienced by the students and our colleagues in the field • Respecting what students bring to the classroom, experience, previous training, goals, and challenges (LSS, supports)
2.2 Outcomes from Curriculum Renewal **Review / discuss:** • Key outcomes from the Curriculum Renewal processes of the past few years • Progress to date in implementing the recommendations arising from Curriculum Renewal • Success of the changes implemented and the means by which they are being evaluated	The revised Ministry Police Foundations Program Standards, released in 2011, provided an ideal opportunity for the program to review its strengths, especially in conjunction with the 2010 Program Renewal Strategies which emerged from the curriculum renewal process. See Appendix A for the complete document—"2010 Program Renewal Strategies"
2.3 Curriculum Map	See Appendix B—Curriculum Map

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

• Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes • Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. **Submit an updated curriculum map as an attachment.**	
2.4 Curriculum Sequencing **Review / discuss:** • The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters	The thorough curriculum mapping exercise undertaken as a part of this review process highlighted that in most cases our curriculum is well sequenced to address levels of learning and assessments. Some changes to the program of study, however, are being suggested in order to further support appropriate sequencing and to balance out the program hours across the semesters.
2.5 Delivery Mode **Review / discuss:** • The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based or hybrid courses • The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes	For all the courses within our control we use a combination of lecture and seminars, with applied and scenario based learning wherever possible. Lectures deliver key concepts and core information, and seminars focus on applied learning, and the building of skills and individual confidence. A space within the college devoted to scenario based learning would provide the opportunity for this program to further embed these critical hands-on activities for our students.
2.6 Evaluation Methods **Review / discuss:** • The program approach to learning assessment • The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes	This program tends toward formal and heavily weighted testing as an assessment approach. While this is appropriate in some of our courses, there is a need for further exploration of best practices in assessment to ensure that we are measuring outcomes in the most effective and relevant way for our students.

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

2.7 Curriculum and Diversity **Review / discuss:** • Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning	The IEEP (formerly AI, Aboriginal Emphasis Initiative) allows students to complete their diploma while taking courses designed from an Aboriginal perspective and with an emphasis on Aboriginal peoples, history, spirituality, and culture. Students who complete this initiative receive a special letter upon graduation.
2.8 Credentials Framework **Review / discuss:** • The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards • The program's current admission requirements and their suitability in relation to program rigour and student preparedness	This program aligns with the Framework as a four semester diploma program. The admission requirements are suitable.
2.9 Learning Pathways **Review / discuss:** • Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships	Students have an opportunity to participate in a common first semester that helps them determine whether they are on the right path. We are working on a University articulation agreement, in response to the growing number of police departments that are requiring recruits to hold degrees.
3.0 Student and Graduate Satisfaction	**Summary of Key Findings**

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

3.1 Formal Measures of Student and / or Graduate Satisfaction **Review / discuss:** • Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 • Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable) • Feedback and summary report from Learning Support Services (LSS) summary • Themes or issues emerging from a review of course evaluation summaries	KPI 1: Graduation Rate: • There has been a decline in graduation rate for the PF program from 2008's score of 66%, which was then on par with the system, to 52% in 2012, below the system score of 58%. • The fitness requirements of the PF program have long provided a barrier to graduation for some of our students, and this report will recommend addressing this. KPI 2 Overall Employment Rate KPI 3 Related Employment Rate • The scores for KPI 2 have always been relatively strong, typically more or less on par with college and system scores. However, the scores for KPI 3 have been consistently below both the college and system scores. This is due, in large part, to a significant program challenge noted earlier: very few students of Police Foundations will ever find employment as Police Officers. This report will make recommendations for supporting all of our students through well articulated curriculum streams and program pathways. KPI 4 Graduate Satisfaction with Generic and Vocational Learning Outcomes KPI 11 Graduate Satisfaction with Program • These scores continue to be higher than both the college and system. In 2012, PF reached a five year high in both KPI 4 (95) and 11 (93). KPI 8: Student Satisfaction with Learning Experience KPI 9: Student Satisfaction with Teachers • Again, these scores have historically been strong for the PF program, consistently scoring on par, or higher than college and system scores.
	The following results are the 40 responses from a *Facebook*

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

3.2 Other Measures of Student and Graduate Satisfaction **Review / discuss outcomes from:** • Student or graduate focus groups • Student Advisor observations / reports • Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations • Debriefing sessions following a field placement, clinical placement, or practicum	graduate group comprised of 460 members. It should be noted that this is a comparatively small sample and only includes those graduates who also use *Facebook*, a medium often discouraged for "Police Foundations" students. It further represents only those who were motivated enough to complete the survey. The results therefore are encouraging and instructive in some respects but do not necessarily reflect the opinions of the "average" graduate. - 97% graduated since the last program review - 95% reported a positive experience - most common suggestions (no more than 10% of total sample) in order: longer placement, more fitness, more hands on, math, more 'prep' for policing, more on ATS (testing) - 100% originally wanted to be police officers - 13% no longer want to - 97% think they CAN become a police officer - 84% said they WILL become a police officer - 23% are thinking though of different law-related career - 95% said PF program helps toward goal of becoming police officer - 67% interested in an advanced policing certificate Overall comments were constructive, positive, complimentary and non-critical.
4.0 Employment Trends	**Summary of Key Findings**
4.1 Employment **Review / discuss:** • Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging	According to FDR's most recent data, 74% of PF graduates in the system are in the workforce and earning an average wage of just over $30,000, but only half of these graduates are working directly in policing or in a related justice field.

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

patterns in this data • Student preparedness for entry-level positions • Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages	
4.2 Other Graduate Destinations **Review / discuss:** • Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences	Students in the PF program continue on to degree programs, other college programs, etc.
5.0 Strategic Positioning	**Summary of Key Findings**
5.1 College Alignment **Review / discuss:** • Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School • Opportunities for new program initiatives based on Program, School, or community strengths and alliances	This program supports the Fleming strategic priority of applied learning. New curriculum, in particular, a fourth semester Synthesis course will give students an opportunity to practically apply the knowledge gained over the previous three semester. The development of the Police Foundations Handbook will also support all of the academic policies at the college, as well as provide a focus on our overall values.
5.2 Competitor Programs **Review / discuss:** • Key parallels and differences between this program and those of its closest competitors, where applicable • 'Value-added' program distinctions and their attractiveness to	Police Foundations is a relatively consistent program across the system, but key differences and "value-adds" at Fleming include our Indigenous Education Experience Program (formerly AEI), our LINK program, and our competitive placement program. The competitor analysis for the Police Foundations program is strong, meaning Fleming's conversion ratio is greater than 2 below

prospective students	the system. For the last five years, Fleming's conversion ratio has consistently been 5:1, while the system's is 7:1.
6.0 Enrolment Trends	**Summary of Key Findings**
6.1 Demand for the Program **Review / discuss:** • Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years • Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations • Impact, if any, of this changing student profile on program curriculum	Since 2008, enrolment has been on a slow, but steady decline. In Fall of 2008 there were a total of 173 students registered and in the Fall of 2012 that number had fallen to 144. This decline does represent a full class cohort decrease. There has, however, been a steady increase in the number of female students in the program. In 2008 just 13% of the program students were female, and by 2012, this number had risen a full 10% to 23% of program students. There continues to be relatively little change in direct versus non-direct students in the program, with approximately 50% of each in any given year since 2008.
6.2 Student Progression **Review / discuss:** • Patterns of student success and retention on a semester by semester basis over the last six years • The effectiveness of any strategies adopted to improve student success and retention	The retention rates in PF have been consistently on par with college rates for semester 2 to 3 and 3 to 4. PF rates for semester 1 to 2, however, are lower than the college rates. Law and Justice programs have implemented a first semester student success course in the hopes of addressing this early retention issue and we will continue to monitor its success.
7.0 External Relations	**Summary of Key Findings**

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

7.1 Alumnae **Review / discuss:** • The type and range of alumnae involvement in the program • Current and future strategies to engage alumnae in the program	Program alumnae come back to us to engage in guest speaker opportunities, to participate in the Program Advisory Council, and to provide placement opportunities for our students.
7.2 Community Relations **Review / discuss:** • Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience • Faculty, staff, and student involvement in volunteer projects and events • Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff • Community recognition in the form of student bursaries, awards and scholarships	Fleming College has a significant positive relationship with all local police services and many other police services in the province. Peterborough Lakefield Community Police Service (PLCPS) is a strong supporter of the PF program. PLCPS regularly hires Fleming PF graduates, they provide 20 or more PF students with a field placement experience each year, they provide Fleming faculty with numerous guest speakers from the field and partner with Fleming College on new initiatives both at the college and in the community. The Ontario Provincial Police (OPP) is very supportive of the Fleming College PF program. Peterborough County OPP regularly take up to 8 field placement students, Kawartha Lakes OPP have offered to take as many as 6-8 field placement students and Northumberland OPP have also agreed to take 6-8 field placement students each year. Our local OPP detachments have also been instrumental in facilitating field placement experiences for Fleming PF students with other OPP detachments in the province. Our local OPP detachments often provide network contacts and vouch for the value of Fleming PF program and the field placement experience for both the student and the OPP. The OPP recruiters in Headquarters regularly attend Fleming to meet with students to provide information on a career with the OPP and to participate in the PAC meetings. City of Kawartha Lakes Police Service (CKLPS) and Port Hope

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

	Police Service have been supportive of the Fleming College PF program. CKLPS and Port Hope Police Service have offered to take as many as 4 field placements each year. CKLPS and Port Hope Police Service have participated in the PAC meetings. Durham Regional Police Service (DRPS) provide Fleming PF program with guest speakers and take 4 or more field placement students each year. DRPS also participate in the PAC meetings. The Royal Canadian Mounted Police (RCMP) attends Fleming for recruitment testing, guest speaking engagements and PAC meetings. RCMP has indicated a willingness to take field placement students to out of province detachments. The Military Police (MP) in at the Trenton Air Force base has also supported the Fleming College PF program by hosting field placements students and guest speaking regarding career opportunities with the MP's.
7.3 Program Advisory Committee **Review / discuss:** • The distribution of Committee membership by constituency, sector, and / or region • The vitality of the Committee such as the frequency of meetings, and members' level of participation, engagement, and turnover • The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy.	Constable Mary Carr Durham Regional Police Services Tammy Horton Curriculum Chair of Guidance Holy Cross Secondary School Deputy Chief Garry Hull Port Hope Police Service Inspector Dave Quigley Ontario Provincial Police, Orillia Inspector Mark Mitchell City of Kawartha Lakes Police Service

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

	Insp. Brent Anderson Ontario Provincial Police, Peterborough Inspector Mike Reynolds Ontario Provincial Police, Quinte West Inspector Doug Borton Ontario Provincial Police, Northumberland Sergeant Jeff Lavalley Ontario Provincial Police, Peterborough Constable Mike Penny Peterborough Lakefield Community Police Cst. Chauntel Inman, Recruitment Royal Canadian Mounted Police, Toronto North, Newmarket Cst. Roy Steinbach Royal Canadian Mounted Police, Toronto North, Newmarket
8.0 Program Resources	**Summary of Key Findings**
8.1 Human Resources **Review / discuss:** • The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments • Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education • Significant faculty or staff accomplishments such as	There are four full time faculty dedicated to the Police Foundations Program, as well as three partial load faculty whose primary workload is police foundation courses. The Dean, Jim Drennan, as well as the three full time faculty have a career background in Police services. The faculty represent municipal policing, OPP, RCMP, City of Toronto and aboriginal policing.

professional recognition and awards, achievement of credentials, and appointments • Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications • Current staffing levels for the program in relation to program numbers, curriculum, delivery modes and areas of specialization / generalization • Hiring priorities over the next few years based on the above • Current professional development and renewal plans in relation to program or student needs	
8.2 Physical Resources **Review / discuss:** • Program costing information • Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning • The adequacy of above resources in the context of program outcomes, program currency, and student numbers • Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind • Other externally generated revenues, if applicable	This program contributes 49.3% to the college. Recourses include fitness equipment which must be replaced on a 2 to 5 year cycle depending on the piece of equipment. The program is committed to the concept of “The Justice Institute” and is looking forward to designing their new simulation space which will require some funding in the near future.

Based on an analysis of our key findings, areas identified that require attention.

Develop recommendations and an action plan that reflects the program's priorities and its capacity to achieve them.

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

RECOMMENDATIONS		
Add Mental Health Course (45 hours) to semester 3. This course will focus on both the mental health of community members and personal mental health and wellbeing • Recommendation from PAC • Increased rates of mental health calls for service in policing (up 300% since 2009 in PLCPS) • Increase in student mental health issues (Maclean's article)	Faculty	Running for the first time in Fall 2014 development work to start Spring 2013, but can be completed Spring 2014.
Increase Community Policing/Community Agencies from 30-45 hours to address victim issues • These two courses were originally two distinct courses, each 30 hours, then combined to one—significant content lost • Clear gap in VLOs • Although other courses touch on victim issues and rights, this course is the logical home for explicit instruction	Faculty	Winter 2014 development work must occur in Spring block 2013.
Add Synthesis Course (30 hours) to semester 4 • Addresses multiple opportunities for problem based learning and explore software simulation • Recommendation from PAC and Chief Rod based on field observations of probationary officers and their inability to synthesize and apply knowledge • Consistent with pedagogical shift to problem-based, applied learning opportunities	Faculty	Winter 2015 development work to start Spring 2013, but can be completed Spring 2014.
Add a preliminary Field Preparation course (15 hours) in third semester to complement the 15 hour Field Preparation course in fourth semester. • Student feedback consistently identifies a lack of instruction around the application and testing process for a career in policing • Field placement opportunity in 3rd semester (LINK) needs curriculum support • The earlier students are aware of career standards the sooner they can make informed and educated decisions about their chosen career path	Faculty	Winter 2014 development work must occur in Spring block 2013.

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

Reduce Fitness II to 30 hours and offer a ConEd support class (Police Fitness Support Class) to students who need additional support for the fitness requirements • For prioritized curriculum needs, these reduced hours accommodated the additional hours in Community Policing/Community Agencies • based on their results in Fitness 1, students will have the option of enrolling in this additional support class for a fee • Satisfy increasing interest from students in other programs or community members to participate in a police fitness course		
Explore possibilities for a non-fitness stream: 1. Offer a classroom based wellness course as an equivalency for Fitness 1 2. Starting in semester 3, students could opt to pursue alternate classroom courses instead of “Fitness 2” and “Fitness 3.” For example, “Civilian Policing 1” and “Civilian Policing 2.” • There is consistently a group of students who cannot graduate from this program due to an inability to complete the fitness requirements in any one of the three courses. Making this change removes a barrier to graduation. • This change also makes our program more attractive to a student who may be interested in police related employment (e.g. civilian policing) but lacks the high levels of fitness competencies required by the program and profession • The equivalency for Fitness 1 allows students who are already aware of their limitations (or lack of desire) to opt out, but still receive Vocation Learning Outcomes related to health and wellness. The equivalency also allows for students who misjudge and fail Fitness 1 to make up the credit with a classroom based equivalency later in their program of study. • The streaming in semesters 2 and 3 have the potential to build pathways to a growing career market in justice where fitness is not a requirement, e.g. civilian policing, security, etc. • Also satisfies a fitness opportunity for students who wish to pursue it, regardless of their chosen career path.	Faculty	A phased approach is required here, as there may be the need to develop two entirely new 30 hour courses (e.g. civilian policing) to be delivered in semesters 3 and 4.
Where needed, update course curriculum to align with program	Faculty	Ongoing.

Program Coordinator:	Joseph Hays	School:	Justice and Business Studies
Program Code:	PF	Date Completed:	February, 2013
Program Name:	Police Foundations		

standards, best practices in teaching, industry trends. (See further information below).		
Re-imagine and restructure IEEP to be delivered across multiple courses to ALL students (beyond the four courses presently supporting IEEP content). • By expanding IEEP to multiple courses, it moves beyond an ad hoc approach and instead, formally embeds this cultural perspective in the PF program • Strong distinguishing feature for the program • All students would benefit from IEEP content • Consistent with approach taken by CJS	Faculty, in consultation with new coordinator	Spring 2013
Remove Civil Law from program (currently in semester 3). • Police Foundations Program Standards 2010 puts limited value on extensive civil law content • The elements of civil law relevant to a career in policing are (or will be) covered in Federal and Provincial Stats. • For prioritized curriculum needs, the removal of this course accommodated the additional of the Mental Health course.	Faculty	Course alterations should be made for Fall 2014 delivery.
Remove Contemporary Social Issues from program (currently in semester 2). • Student feedback consistently indicated significant overlap with Sociology • The creation of this course was as a result of VLOs within a previous Program Standard • For prioritized curriculum needs, the removal of this course accommodated the move of Interpersonal Group Dynamics to 2nd semester.	Faculty	Students in Spring 2013 will be the last.
Move Interpersonal Group Dynamics to 2nd semester and rename course “Police Teams.” • Student feedback consistently points to a lack of “policing” content in 2nd semester, a carryover of the same complaint that exists in first semester, an issue that cannot be remedied. • Historically, there has been curriculum overlap between this course and Conflict Management (offered in semester 3). By focussing on police teams the two courses are distinguished. “Police Teams” will shift to emphasise group dynamics within the police service or workplace while “Conflict Management” will continue to examine group dynamics between police and the community.	GAS faculty in consultation with program faculty	Winter 2014 development work must occur in Spring block 2013
Move Federal and Provincial Stats to semester 2. • Again, student feedback consistently points to a lack of “policing” content in 2nd semester, a carryover of the		

Program Coordinator:	**Joseph Hays**	**School:**	**Justice and Business Studies**
Program Code:	**PF**	**Date Completed:**	**February, 2013**
Program Name:	**Police Foundations**		

same complaint that exists in first semester, an issue that cannot be remedied. • As a course without prerequisites, this is a logical course to move, and this shift makes room for the Synthesis Course in semester 4.		
Create a “Friends of the PF Program” consisting of community agencies with strong ties and working relationship with the program. (wording from Joe?)		
Continue to pressure administration for devoted scenario space (room 3606)		
Explore possibilities for “certificates” of excellence: fitness, civilian policing, Aboriginal Emphasis. Continue to monitor civilian policing as an industry trend and continue to engage in curriculum renewal to address alternate stream and/or Grad certificate of civilian policing.		
Increase pathways for students of the PF program who will not ultimately pursue--or will not be successful in their application to-- a career policing, such as civilian policing, military service, security, etc.		

KPI RESULTS

KEY PERFORMANCE INDICATOR SUMMARY
5 YEAR HISTORICAL OVERVIEW
KPI DATA FROM REPORTING YEARS 2008 TO 2012

Law Justice & Community Services

Program: Police Foundations - PF

MCU Code: 53008

KPI		REPORTING YEAR 2012 (N)	2012 (%)	2011 (N)	2011 (%)	2010 (N)	2010 (%)	2009 (N)	2009 (%)	2008 (N)	2008 (%)	5-Year Average (%)
KPI1: Graduation Rate	*Program:*	165	52	177	55	218	58	273	55	268	66	57
	College:	3283	66	3154	67	3273	67	3424	67	3456	68	67
	System:	3660	58	3527	61	3460	62	3890	64	3588	66	62
KPI2: Working	*Program:*	55	95	48	85	37	78	28	82	36	100	88
	College:	1424	82	1265	82	1008	85	962	88	1055	90	86
	System:	1323	87	1218	88	977	89	964	93	1066	94	90
KPI3: Working Related	*Program:*	55	24	48	27	37	27	28	43	36	39	32
	College:	1424	51	1265	53	1008	57	962	57	1055	63	56
	System:	1323	33	1218	37	977	40	964	44	1066	44	39
KPI4: Graduate Satisfaction - Generic and Vocational Learning Outcomes	*Program:*	52	95	41	87	29	88	32	91	43	88	90
	College:	1167	87	1042	87	857	88	1235	86	1407	89	87
	System:	1149	85	1074	85	868	87	1281	87	1404	85	86
KPI8: Student Satisfaction - Learning Experience	*Program:*	158	82	190	86	156	89	157	88	152	82	85
	College:	3893	82	3686	81	3550	83	3118	85	3049	84	83
	System:	4437	84	4262	84	3836	84	3506	86	3170	86	85
KPI9: Student Satisfaction - Teachers	*Program:*	158	79	190	81	156	84	157	87	152	81	82
	College:	3893	76	3686	75	3550	76	3118	80	3049	78	77
	System:	4437	78	4262	78	3836	78	3506	82	3170	82	80
KPI11: Graduate Satisfaction - Program	*Program:*	70	93	61	86	49	83	32	91	43	91	89
	College:	1852	83	1627	83	1378	83	1235	84	1407	86	84
	System:	1822	83	1655	84	1337	85	1281	86	1404	87	85

Definition of N Values:

KPI1: Graduation Rate - N = The number of entrants to program

KPI2: Working - N = The number of graduates (valid respondents to Graduate Survey) available for work

KPI3: Working Related - N = The number of graduates (valid respondents to Graduate Survey) available for work

KPI4: Graduate Satisfaction with Generic and Vocational Learning Outcomes - N = The number of graduates (valid respondents to Graduate Survey) who were not attending an educational institution on a full-time basis, and who were employed during the reference week. From 2007 through 2009 the reported N shown was the number of valid respondents to Graduate Survey. However, calculated scores were based on valid respondents who were not attending an educational institution on a full-time basis, and who were employed during the reference week.

KPI8: Student Satisfaction with Learning Experience - N = The number of students (valid respondents to Student Satisfaction Survey)

KPI9: Student Satisfaction with Teachers - N = The number of students (valid respondents to Student Satisfaction Survey)

KPI11: Graduate Satisfaction with Program - N = The number of graduates (valid respondents to Graduate Survey)

College Data - the average of Fleming program scores included in the reporting year. Prior to 2007, only programs included the program review process were used to calculate college data. As of 2007, college data was calculated using all Fleming programs with data for the specified KPI.

System Results - based on all programs with the same MCU code as the program under review. System data was not available prior to 2007.

5-Year Average - the program and system scores are calculated for each KPI from the scores available from 2008 to 2012. For example, if a program has 5 years of data for KPI1 then the average score for KPI1 is based on all 5 scores. If a program has 3 years of data for KPI1 the average score for KPI1 is based on 3 scores. The college score is based on 5 years data (2008-2012).

Prepared by Fleming Data Research (07-2012)

STUDENT DEMAND

ENROLMENT TREND – 5 YEAR SUMMARY
REGISTRATIONS (NOV 1 AUDIT)
ALL COLLEGE PROGRAMS
FALL INTAKE: 2007 - 2011

Program: 53008 - POLICE FOUNDATIONS

	2007	2008	% Change (07-08)	2008	2009	% Change (08-09)	2009	2010	% Change (09-10)	2010	2011	% Change (10-11)	% Mean Growth Rate (07-11)	5 Year Average Reg. Students
ALGONQUIN	420	421	0	421	428	2	428	418	-2	418	424	1	0	422
CAMBRIAN	67	75	12	75	87	16	87	81	-7	81	93	15	9	81
CANADORE	68	79	16	79	94	19	94	85	-10	85	64	-25	0	78
CENTENNIAL	109	138	27	138	139	1	139	143	3	143	150	5	9	136
COLLÈGE BORÉAL	26	21	-19	21	12	-43	12	25	108	25	24	-4	11	22
CONESTOGA	1							4		4	4	0	0	3
CONFEDERATION	60	80	33	80	70	-13	70	67	-4	67	67	0	4	69
DURHAM	136	143	5	143	189	32	189	173	-8	173	187	8	9	166
FANSHAWE	349	353	1	353	338	-4	338	349	3	349	364	4	1	351
FLEMING	178	170	-4	170	166	-2	166	21	-87	21	164	681	147	140
GEORGIAN	175	188	7	188	202	7	202	215	6	215	209	-3	5	198
HUMBER	293	351	20	351	417	19	417	370	-11	370	391	6	8	364
LA CITÉ COLLÉGIAL	155	193	25	193	230	19	230	255	11	255	247	-3	13	216
LAMBTON	46	62	35	62	69	11	69	70	1	70	68	-3	11	63
LOYALIST	84				108		108	103	-5	103	103	0	-2	100
MOHAWK														
NIAGARA														
NORTHERN														
SAULT														
SENECA														
SHERIDAN														
ST. CLAIR														
ST. LAWRENCE														
Total	***2167***	***2274***	***5***	***2274***	***2549***	***12***	***2549***	***2379***	***-7***	***2379***	***2559***	***8***		

COMPETITOR ANALYSIS

CONVERSION REPORT
APPLICATIONS TO REGISTRATIONS (NOV 1 AUDIT)
ALL COLLEGE PROGRAMS
FALL INTAKE: 2007 - 2011

Program: 53008 - POLICE FOUNDATIONS

	App. 2007	Reg. 2007	Conversion Ratio	App. 2008	Reg. 2008	Conversion Ratio	App. 2009	Reg. 2009	Conversion Ratio	App. 2010	Reg. 2010	Conversion Ratio	App. 2011	Reg. 2011	Conversion Ratio
ALGONQUIN	1481	420	4:1	1482	421	4:1	1520	428	4:1	1651	418	4:1	1582	424	4:1
CAMBRIAN	367	67	5:1	370	75	5:1	412	87	5:1	426	81	5:1	439	93	5:1
CANADORE	346	68	5:1	350	79	4:1	407	94	4:1	382	85	4:1	338	64	5:1
CENTENNIAL	994	109	9:1	956	138	7:1	1033	139	7:1	1182	143	8:1	1100	150	7:1
COLLÈGE BORÉAL	116	26	4:1	96	21	5:1	106	12	9:1	95	25	4:1	110	24	5:1
CONESTOGA	5	1	5:1	24			0			0	4	0:1	132	4	33:1
CONFEDERATION	233	60	4:1	238	80	3:1	229	70	3:1	250	67	4:1	256	67	4:1
DURHAM	840	136	6:1	845	143	6:1	885	189	5:1	922	173	5:1	960	187	5:1
FANSHAWE	1527	349	4:1	1563	353	4:1	1668	338	5:1	1750	349	5:1	1727	364	5:1
FLEMING	845	178	5:1	793	170	5:1	772	166	5:1	786	21	37:1	743	164	5:1
GEORGIAN	774	175	4:1	816	188	4:1	907	202	4:1	1041	215	5:1	971	209	5:1
HUMBER	1783	293	6:1	1814	351	5:1	2043	417	5:1	2107	370	6:1	2297	391	6:1
LA CITÉ COLLÉGIAL	365	155	2:1	405	193	2:1	480	230	2:1	483	255	2:1	526	247	2:1
LAMBTON	259	46	6:1	283	62	5:1	290	69	4:1	351	70	5:1	300	68	4:1
LOYALIST	438	84	5:1	469			453	108	4:1	466	103	5:1	469	103	5:1
MOHAWK	998			1056			1242			1294			1236		
NIAGARA	950			1038			1078			1060			1082		
NORTHERN	112			95			138			140			132		
SAULT	204			197			198			161			182		
SENECA	1446			1436			1469			1523			1535		
SHERIDAN	1145			1181			1268			1309			1333		
ST. CLAIR	151			138			178			290			308		
ST. LAWRENCE	787			821			875			951			933		
Total	***16166***	***2167***	***7:1***	***16466***	***2274***	***7:1***	***17651***	***2549***	***7:1***	***18620***	***2379***	***8:1***	***18691***	***2559***	***7:1***