



JIBC

CANADA'S *leading*
PUBLIC SAFETY
EDUCATOR

2011/2012

Institutional Accountability Plan & Report

July 2012





JUSTICE INSTITUTE
of BRITISH COLUMBIA

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June 29, 2012

Honourable Naomi Yamamoto
Ministry of Advanced Education
PO Box 9080 STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Yamamoto,

On behalf of the Justice Institute of British Columbia (JIBC), we are pleased to present JIBC's Institutional Accountability Plan and Report for 2011/12. Building on our reputation as Canada's leading public safety educator and recognizing the importance of our role to support the *BC Jobs Plan* and our province's economic growth, we have designed and delivered programs and services that generate an educated and highly skilled workforce, ready to take their place in B.C.'s multi-faceted economy.

During fiscal year 2011/12, the JIBC continued its progress in realizing results from our 2010-15 Strategic Plan. We made progress and delivered results across all Strategic Priorities and Objectives. In particular, some noteworthy achievements demonstrate the JIBC's ability to innovate and advance our mandate:

- Launch of the Traffic Safety & Injury Prevention Centre.
- Award of Excellence from the Canadian Network for Innovation in Education for JIBC's ExPod, which will be renamed "Praxis: Computer Assisted Simulation".
- Expansion of Primary Care Paramedic program to Port Alberni and other communities.
- Award from the Canada Council of the International Association of Emergency Managers for the JIBC's Emergency Management Division's My Emergency Management Resources.
- International achievements such as signing a contract for delivery of the Diploma in Health Sciences (EMS) with Singapore Armed Forces.
- \$3.6 million in research funding from CBRNE Research and Technology Initiative (CRTI) – a federal program led by Defence R&D Canada - Centre for Security Science (DRDC CSS) to develop develop a web-based "Simulation and Training Exercise Collaboratory" (SIMTEC).
- Create the Centre for Court Administration.

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- Achieve NSERC and SSHRC eligibility status in order to increase research funding options and partnership opportunities.
- Release of "This is a Man's World" and "Domestic Violence Prevention and Reduction in British Columbia" reports by the JIBC Office of Applied Research.

We are focused on the future. As noted in your Ministry's current Service Plan, the job market is changing. The professions we serve are evolving. The skills and competencies for our sectors are significantly different than when we were founded in 1978. Through the decades, we have continued to provide relevant training and education, in large part because of our close connection with the professions we serve coupled with our ability to anticipate and effectively respond to future trends. We have highlighted those trends and our response in this report.

In addition, during 2011/12, we developed a financial sustainability plan through which the Institute will execute specific revenue growth and cost containment strategies. The budget plans for fiscal 2013 will provide a solid foundation for financial sustainability through 2014 and 2015 and will allow JIBC to continue to make progress against its Strategic and Academic Plans in the coming years.

As Board Chair and President, we accept accountability for the Accountability Plan and Report. We are satisfied with JIBC's performance results. We thank you for your interest in our institution, Minister Yamamoto, and acknowledge your Ministry's support of our Mission. We look forward to JIBC's ongoing contribution preparing British Columbians to be the skilled workforce our province needs to continue to grow and succeed in the future.

Respectfully submitted,

Mary Manning
Chair

Jack McGee
President

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INSTITUTIONAL OVERVIEW

Purpose and Mandate

The Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator – a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. JIBC delivers justice and public safety education and training to more than 34,000 annually, including students in BC, across Canada, and abroad.

The Provincial Government established JIBC in 1978 as a Provincial Institute with a primary mandate, outlined in the founding Order-In-Council, to provide instruction specifically for, but not limited to, police, corrections, courts and sheriffs and to identify the educational and specific training needs for all components of the British Columbia justice system, including fire services. The mandate also included the coordination of JIBC programs with the education system and community-based groups and the provision of a provincial forum for justice and socially-related issues.

In 2006, the Ministry of Advanced Education urged JIBC to “adopt and implement” the following mandate: “The objects of the JIBC are to act as a justice and public safety institution for British Columbia by: (a) providing courses of instruction in justice and public safety; (b) providing courses of instruction at the baccalaureate and applied master's degree levels, and (c) performing other functions as designated by the Minister.”

JIBC Today

The justice and public safety field has changed significantly since JIBC was created more than 30 years ago. The growing sophistication of crime and increasing scale of natural and human-caused disasters are among the complex challenges faced today by public safety professionals and those in leadership positions. JIBC is rigorously discharging our renewed mandate to prepare students for those challenges by offering a growing number of comprehensive programs that meet labour market needs and lead to academic credentials. JIBC programs respond to future labour market demand identified by municipal, provincial, federal and private sector employers, as well as the students themselves, and are built on a strong foundation of strategic and academic planning.

JIBC's educational philosophy is based on small learning environments with expert practitioners as faculty. Learners are guided through meaningful experiential and practical learning activities, rooted in theory and research, and contextually focused using enhanced learning technologies. Embedded in this philosophy of teaching is the notion that everyone has the potential to learn through exposure to new concepts, constructs and theories that move from simple to complex ideas.

Thus, JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research;
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting;
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner;
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals; and
- **Learning linked to employers and the community** to ensure that programs are current, relevant, and focused on real world needs.

JIBC's learning environments are also diverse, bringing together students from different disciplines in core activities such as simulations. This interprofessional approach prepares students – in careers ranging from policing to paramedicine and counselling – for the interoperability that's key to public safety professions.

In 2000, JIBC became ISO 9001:2008 registered in recognition of its commitment to continuous quality improvement in education. The International Organization of Standardization (ISO) is the world's largest developer and publisher of International Standards. It is a network of the national standards institutes of 162 countries. We are one of the few post-secondary educational institutions internationally whose programs and support services are registered to ISO standards, a commitment that is renewed annually. In addition, JIBC has a variety of accreditations with national and international bodies such as the Canadian Medical Association, the International Fire Service Accreditation Congress and the National Board on Fire Service Professional Qualifications. These accreditations draw international clients from around the world.

In recent years, JIBC has transitioned from a specialized training institution to a comprehensive post-secondary education institution that focuses both on training and on undergraduate and graduate education of justice, public and community safety professionals. Our curriculum is grounded in the latest research and theory. JIBC is uniquely positioned as a leader in conducting and supporting applied research in justice and public safety, which has led to enhanced curriculum, development of resources and evidence-based policy change.

While face-to-face education in the classroom setting is still at the core of our delivery methods, the JIBC has greatly increased capacity for online and technology enhanced learning and teaching. In 2011, JIBC launched a Technology-Enabled Learning & Teaching (TELT) initiative to further build that capacity. The Institute now serves more than 8,000 online/distance education students annually, representing approximately 30% of our student contact hours.

As another strategy to increase access for students, JIBC has an ongoing commitment to be an active partner in joint programs with other BC educational institutions, businesses, non-profit organizations and communities. Partnerships enable us to deliver programs and courses in approximately 170 BC communities each year. We also collaborate on programming with institutions in other provinces and internationally, and work together with clients in developing customized education solutions for their employees.

Access for international students is also key to fulfilling our Vision and Mission as well as the Ministry's objectives to attract and retain international students as well as ensure B.C. has an internationally recognized post-secondary education system. In February 2012, the JIBC adopted an Internationalization Strategy. The primary growth target of the internationalization strategy is to increase international FTEs to 5 percent of total student FTEs on an annual basis. This international education strategy outlines three phases:

- **Phase I:** encompasses centralization of international activities under one office that will lead the Institute in the areas of governance, student support services, funding model and establishment of risk management processes;
- **Phase II:** will focus on diversification of international activities, acquisition of new partners/markets, phase one internationalization of curriculum; and,
- **Phase III:** begins with phase two internationalization of curriculum which includes faculty and employee development and evaluation of learning outcomes.

Every day JIBC graduates in BC, throughout Canada and abroad make a difference. When there is an accident, a natural disaster, violence, or major conflicts, justice and public safety professionals educated at JIBC are there for people in need.

STRATEGIC DIRECTION

JIBC's Strategic Plan 2010 -2015

Our Vision

A world leader in justice and public safety education and research

Our Mission

Innovative education for those who make communities safe

Our Values

We value:

Learning that is.....

- Experiential & applied
- Informed by research
- Student-centred

Service that is.....

- High quality
- Respectful
- Responsive

Integrity in our.....

- Educational programs
- Business practices
- Relationship

Strategic Initiatives

- Expand degree path programs to include science based programs, graduate certificates and applied master's level education
- Expand regional delivery of education programs using technology enhanced and distributed learning
- Expand learning support services that address students' needs
- Grow international education
- Build applied research capacity

PLANNING AND OPERATIONAL CONTEXT

As described in the letter of expectations from the Provincial Government to JIBC, “the Government and the public post-secondary institutions share a commitment to building a strong economy, to being responsive to student and labour market demands and to addressing the overall socio-economic and regional employment needs of the province, including the shared priority of meeting the needs of Aboriginal learners and communities and attracting and retaining international students”.

To continue to meet the needs of students and stakeholders, JIBC remains committed to a strategic plan that is rooted in a student-focused academic plan and aligned with the Government’s stated priorities of putting families first, creating jobs and building a strong economy. To achieve this, JIBC will find ways expand and develop our programs and services in a manner that builds a resilient infrastructure along with a sustainable business model for the Institute. We intend to continue to play a pivotal role in delivering training and education programs that ensure safe communities in BC and elsewhere.

JIBC’s Academic Plan

The purpose of JIBC’s Academic Plan is to expand upon the vision, mission, values, trends and strategic directions outlined in the Strategic Plan as they apply to our teaching and learning initiatives.

There have been many important changes to the post-secondary education environments within which JIBC operates. JIBC has responded creatively to accommodate and take advantage of these changes with the expansion of academic credentials at the undergraduate and graduate levels and building applied research capacity across the Institute.

Four thematic goals have been developed in relation to the JIBC Strategic Plan, the Ministry of Advanced Education Service Plan, and in response to an environmental scan that extends the Institute’s mission and vision to guide development of academic programming over the next three years:

1. JIBC will work toward increasing student access to programs regionally, provincially, nationally, and internationally
2. JIBC will expand academic programs to include both undergraduate and graduate studies
3. JIBC will focus on inter-professional education programming that is flexible and responsive to future labour market needs
4. JIBC will focus on enhanced learning technology in all program areas

To underpin these goals so the JIBC remains a leader in public and community safety education and training, the Institute also has to invest in faculty and curriculum development, student and

library services, as well as facilitating knowledge translation, dissemination, and innovation through use of education technology.

JIBC has demonstrated effective strategies to support the development of new knowledge, skills, competencies and attitudes related to educating public safety leaders of the future in the professions it serves at both the operational leadership level (undergraduate studies) and at the policy and strategic levels (graduate studies). Through the introduction of graduate certificates, JIBC is positioned to expand to new markets nationally and internationally.

The Institute has invested in the creation of a centre – “Technology Enabled Learning & Teaching” (TELT) – which is the first phase leading the JIBC into the establishment of a Centre for Teaching and Learning Innovation. Currently TELT is comprised of employees who have expertise in web specialties, instructional design, faculty and student support and development, as well as simulations. This team of experts work with all schools in the design, development, implementation, evaluation, and change associated with curriculum based upon quality education standards, regulatory body requirements (entry level competencies), governments, and nationally accredited standards.

JIBC is known as a leader in public and community safety training and education. Stakeholders who fund our programs expect JIBC to be on the cutting edge of technology that supports the professional practice of the professions we serve. For example, the use of education technology apps in all first responder courses and programs is an emerging theme in curriculum, and the JIBC has developed one in its Emergency Management program.

Organizational Structure and Planning Model

JIBC delivers programs within a framework of three schools, as well as the Office of Graduate Studies and supported by the Office of Applied Research.

School of Community & Social Justice	School of Public Safety and Security	School of Health Sciences
<ul style="list-style-type: none"> ▪ Aboriginal Studies ▪ Conflict Resolution ▪ Counselling & Community Safety ▪ Leadership 	<ul style="list-style-type: none"> ▪ Corrections & Community Justice ▪ Court Administration ▪ Driver & Traffic Education ▪ Emergency Management ▪ Fire ▪ Police ▪ Sheriff ▪ Justice & Public Safety 	<ul style="list-style-type: none"> ▪ Paramedicine ▪ Professional Health Education ▪ Continuing Medical Education

In support of this academic alignment, our academic and administrative support divisions sought to improve service quality for our institution. This effort has resulted in several key functional areas (e.g., purchasing, information services) revamping their organizational structures, processes, and relationships to strengthen support services for internal clients as well as for external partners and suppliers. We recognize the quality of our internal service culture is a key lever for the quality of our primary goal – success for our students.

Finally, as part of our ongoing focus on continuous quality improvement, we have adopted the integrated planning framework shown in Figure 1 below. The schematic portrays the core of JIBC's planning environment along with the complementary plans and governance models that enable the achievement of our vision and mission.

Figure 1: JIBC Integrated Planning Framework



Key Trends that Inform JIBC Strategic Priorities

JIBC has identified clusters of trends that will drive change for the Institute in the years ahead.

Stakeholder	Key Trends	JIBC Strategies
Students	Changing expectations of the learning experience (e.g., quality, relevance to career, credit transfer arrangements, etc.)	<ul style="list-style-type: none"> • Expand undergraduate and graduate programs / applied research • Applied learning model • Learning linked to employers and the community • Focus on quality programs; continuous quality improvement (CQI) and accreditation initiatives • Faculty development initiatives • Alliances with other public post- secondary institutions for program recognition and transferability between institutions
	Better access to education	<ul style="list-style-type: none"> • Increase students' access to programs regionally, provincially, nationally and internationally • Expand regional delivery • Utilize technology to make learning more accessible • Expand international education
	Education that leads to employment/ career advancement	<ul style="list-style-type: none"> • Learning linked to employers and the community • Applied learning model • Accreditations with relevant professional bodies • Interprofessional public safety degrees linked to labour market demand
	Need for credentials	<ul style="list-style-type: none"> • Expand undergraduate and graduate programs
	Aboriginal learner access and participation	<ul style="list-style-type: none"> • Partnerships with Aboriginal Peoples and other public post-secondary institutions to provide culturally appropriate education
Public	Concern for personal safety and security	<ul style="list-style-type: none"> • Expand undergraduate and graduate degree programs • Learning linked to employers and the community
	Increased expectations and accountability of justice and public safety professionals	<ul style="list-style-type: none"> • Expand undergraduate and graduate programs with a focus on interprofessional public safety response • Sharpened focus on professionalism and interprofessional education

Stakeholder	Key Trends	JIBC Strategies
Government	Strong economy	<ul style="list-style-type: none"> • Learning linked to employers and the community • Competency-based instruction linked to employer' requirements
	Education that responds to student and labour market demands	<ul style="list-style-type: none"> • Accountability measures
	Expand international education	<ul style="list-style-type: none"> • Increase international programs and centralize coordination • Implement internationalization strategy
	Projected shortage of skilled workers in BC	<ul style="list-style-type: none"> • Learning linked to employers and the community • Work with clients and stakeholders to address current and future labour force challenges • Prepare the next generation of safety professionals to replacing projected retirements • Expand undergraduate and graduate programs
	Increased accountability of justice and public safety professionals	<ul style="list-style-type: none"> • Support applied research activities to inform curriculum and improve practice in justice and public safety professions • Expand undergraduate and graduate justice and public safety programs
	Focus on interoperability and interdependence of emergency services	<ul style="list-style-type: none"> • Interprofessional education programming that is flexible and responsive to future labour market needs • Advance the integration of curriculum and complex simulation exercises across all JIBC programs • Develop new interprofessional simulations • Expand undergraduate and graduate programs with a focus on interprofessional public safety response
JIBC	Contribute to safe communities	<ul style="list-style-type: none"> • Expand undergraduate and graduate programs • Applied learning model • Employee Engagement initiatives
	Sustainable financial model	<ul style="list-style-type: none"> • 3-year financial plan • Strategic enrollment management plan • Cost management strategies, including program costing model • Expand international education
	Continuous quality improvement	<ul style="list-style-type: none"> • Accreditations with relevant professional bodies and ISO registration • Employer, student, and stakeholder feedback processes

INSTITUTIONAL GOALS AND OBJECTIVES

For JIBC to continue to fulfill our mission and vision, we will expand our reach with a focus on two over-arching goals:

Educational Excellence

...Experiential learning informed by theory, research and professional practice

Student Success

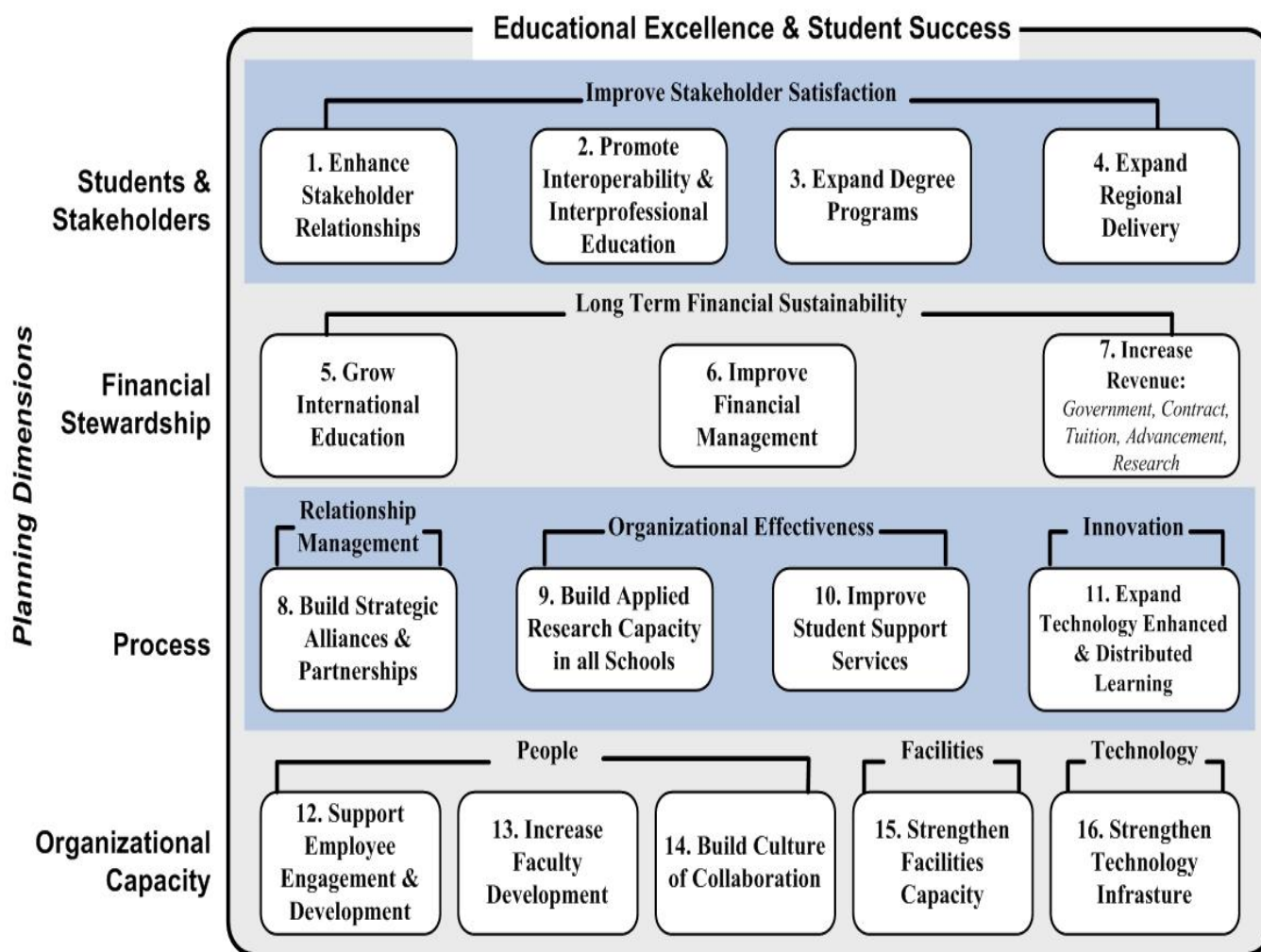
...Built on the strengths of our educational philosophy and learning environment

These goals are complemented by particular cross-institutional initiatives that serve as the drivers of planning and priority-setting throughout the organization:

- Degree program expansion to include science based programs at the undergraduate and graduate degree levels of preparation
- Applied research capacity in all Schools
- Regional delivery of education programs using technology enhanced and distributed learning
- Learning support services that address students' needs
- International education

The occasion of renewing the strategic plan provided an ideal opportunity to review and revise the Institute's accountability framework. Figure 2 on the following page outlines the framework developed as part of the 2010 – 2015 strategic planning process.

Figure 2: JIBC Accountability Framework



Strategic Priorities and Objectives for 2010 – 2015

To produce results for the institution and those it serves, the Educational Schools, Office of Applied Research and Office of Academic Services as well as all the Support Service Departments develop and implement operational plans based on key action areas derived from our goals.

1.0 Achieve educational excellence through experiential learning informed by theory, research and professional practice

- 1.1. Expand degree path programs in our areas of expertise that ensure content depth, breadth and transferability across the system
- 1.2. Develop and deliver specialized graduate level education /programming that advances interprofessional practice and capitalizes on our unique knowledge across the institution
- 1.3. Develop and deliver professional programs that focus on regional and provincial priorities
- 1.4. Identify and offer professional programs that align with federal jurisdictions governing Aboriginal Peoples in BC
- 1.5. Expand applied research initiatives with faculty and researchers from a variety of disciplines

2.0 Promote student success built on the benefits of our unique learning environment

- 2.1. Diversify our student population and create a learning environment that values their distinct circumstances and respective needs
- 2.2. Expand learning support services in response to student needs
- 2.3. Continue to build strategic alliances and partnerships with organizations, agencies and educational institutions to create new learning opportunities for students and clients
- 2.4. Provide interdisciplinary programs that meet learners' needs
- 2.5. Improve access to programs for life-long learners in their respective professional career paths
- 2.6. Recognize the unique identity and educational needs of Aboriginal Learners, and enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education, training and research

Our goals of educational excellence and student success are further supported by leveraging the JIBC's particular strengths as an educational institution along with our commitment to maintain a resilient and responsive post-secondary institution.

3.0 Use our unique capabilities to lead through innovation

- 3.1. Create new approaches for experiential learning through e-learning and simulations together with online and other technology-facilitated processes
- 3.2. Strengthen and integrate educational service supports across the JIBC, including international activities and initiatives
- 3.3. Discover and develop interprofessional education solutions and technologies that reflect the changing needs of organizations and government

4.0 Enhance organizational effectiveness and efficiency

- 4.1. Ensure alignment within the institution
 - a) Expand our capacity to inform decision making with reliable data and cross-institutional analyses
 - b) Review and revise institutional policies, as necessary, to facilitate the goals of educational excellence and student success
 - c) Develop structures and processes to facilitate collaboration and the effective use of resources
 - d) Enhance and support effective internal communication within the organization
- 4.2. Generate the requisite capacity for institutional success
 - a) Implement a comprehensive human resources plan, including diverse recruitment, retention and employee development activities
 - b) Ensure a quality working and learning environment inclusive of appropriate space, equipment, educational support, financial systems and IT systems
 - c) Design and implement a communications strategy that positions the institute as a leader in innovative education, training and research
 - d) Expand the success of JIBC fundraising and alumni activities
 - e) Achieve a balance in funding sources that ensures financial sustainability
 - f) Explore opportunities for shared services

INSTITUTIONAL ALIGNMENT WITH MINISTRY GOALS

The strategic priorities and objectives from the JIBC Strategic Plan and Academic Plan guide the development of strategic action plans at the local level.

These “Local Operational Plans” (LOPs) are developed by the educational Schools, and the Academic and Administrative Support Divisions within the institution and thus constitute the specific activities undertaken to deliver results towards the JIBC’s strategic priorities (i.e., goals) and objectives.

We are currently developing key performance indicators (KPIs) at the School and Divisional levels that will be tracked and reported using the Balanced Scorecard framework that is currently in use at the institutional level.

Internally developed KPIs are used to measure, monitor and report institutional performance and progress toward achievement of the JIBC’s Strategic Plan and Academic Plan objectives. KPIs are designed to complement and align with AVED’s performance expectations.

JIBC Strategic Priority 1.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Achieve educational excellence through experiential learning informed by theory, research and professional practice	1.1 Expand degree path programs in our areas of expertise that ensure content depth, breadth and transferability across the system	Capacity	▪ Total credentials awarded
		Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job
		Quality	▪ Student satisfaction with education
	1.2 Develop and deliver specialized graduate level education /programming that advances interprofessional practice and capitalizes on our unique knowledge across the institution	Quality	▪ Student assessment of quality of education – Skill development
		Quality	▪ Student assessment of quality of instruction
		Efficiency	▪ Total credentials awarded
	1.3 Develop and deliver professional programs that focus on regional and provincial priorities	Capacity	▪ Total student spaces
		Relevance	▪ Student outcomes – unemployment rate
		Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job
	1.4 Identify and offer professional programs that align with federal jurisdictions governing Aboriginal Peoples in B.C.	Access	▪ Number and percent of public post-secondary students that are Aboriginal
	1.5 Expand applied research initiatives with faculty and researchers from a variety of disciplines	Quality	▪ Student assessment of quality of education – Skill development
		Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job

JIBC Strategic Priority 2.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Promote student success built on the benefits of our unique learning environment	2.1 Diversify our student population and create a learning environment that values their distinct circumstances and respective needs	Quality	▪ Student satisfaction with education
		Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job
	2.2 Expand learning support services in response to student needs	Quality	▪ Student satisfaction with education
	2.3 Continue to build strategic alliances and partnerships with organizations, agencies and educational institutions to create new learning opportunities for students and clients	Capacity	▪ Total credentials awarded
		Efficiency	▪ Total student spaces
	2.4 Provide interdisciplinary programs that meet learners' needs	Quality	▪ Student assessment of quality of education – Skill development
		Relevance	▪ Student outcomes – unemployment rate
	2.5 Improve access to programs for life-long learners in their respective professional career paths	Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job
		Efficiency	▪ Total student spaces
	2.6 Recognize the unique identity and educational needs of Aboriginal Learners, and enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education, training and research	Access	▪ Number and percent of public post-secondary students that are Aboriginal

JIBC Strategic Priority 3.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Use our unique capabilities to lead through innovation	3.1 Create new approaches for experiential learning through e-learning and simulations together with online and other technology-facilitated processes	Quality	▪ Student assessment of quality of instruction
		Quality	▪ Student satisfaction with education
		Capacity	▪ Total student spaces
	3.2 Strengthen and integrate educational service supports across the JIBC, including international activities and initiatives	Quality	▪ Student assessment of quality of instruction
	3.3 Discover and develop inter-professional education solutions and technologies that reflect the changing needs of organizations and government	Quality	▪ Student assessment of quality of education – Skill development
		Relevance	▪ Student outcomes – unemployment rate
		Efficiency	▪ Total credentials awarded

JIBC Strategic Priority 4.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Enhance organizational effectiveness and efficiency	4.1 Ensure alignment within the institution		
	a. Expand our capacity to inform decision making with reliable data and cross-institutional analyses	Quality	▪ Student satisfaction with education
		Relevance	▪ Student outcomes – unemployment rate
	b. Review and revise institutional policies, as necessary, to facilitate the goals of educational excellence and student success	Quality	▪ Student satisfaction with education
		Quality	▪ Student assessment of quality of education – Skill development
		Relevance	▪ Student outcomes – unemployment rate
	c. Develop structures and processes to facilitate collaboration and the effective use of resources	Efficiency	▪ Total student spaces
	d. Enhance and support effective internal communication within the organization	Quality	▪ Student satisfaction with education
		Quality	▪ Student assessment of quality of instruction
	4.2 Generate the requisite capacity for institutional success		
	a. Implement a comprehensive human resources plan, including diverse recruitment, retention and employee development activities	Capacity	▪ Total credentials awarded
		Quality	▪ Student satisfaction with education
	b. Ensure a quality working and learning environment inclusive of appropriate space, equipment, educational support, financial systems and IT systems	Capacity	▪ Total student spaces
		Quality	▪ Student assessment of quality of instruction
	c. Design and implement a communications strategy that positions the institute as a leader in innovative education, training and research	Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job
	d. Expand success of JIBC fundraising and alumni activities	Capacity	▪ Total student spaces
		Quality	▪ Student satisfaction with education
	e. Achieve a balance in funding sources that ensures financial sustainability	Capacity	▪ Total student spaces
	f. Explore opportunities for shared services	Efficiency	▪ Total student spaces
		Quality	▪ Student satisfaction with education

PERFORMANCE MEASURES, TARGETS AND RESULTS

2011/12 Results

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
			2010/11	2011/12	2011/12	2011/12	
1.3, 3.1, 4.2b, 4.2d, 4.2e	Capacity	Student spaces ¹					
2.5, 4.1c, 4.2f	Efficiency	i. Total Student Spaces	2,401	2,395	2,744	Exceeded	This result is a demonstration of several factors at work: 1) The continuing value and appeal of JIBC programming, 2) the organization's commitment to sustainable growth, and 3) the organization's ability to make excellent use of scarce resources in spite of funding constraints.
2.5, 4.1c, 4.2f	Efficiency	ii. Nursing and other allied health programs	187	PCP: 200 base; 75 one-time ACP: 40 TOTAL: 315	PCP: 225.96 base; 15.63 one-time ACP: 15.28 TOTAL: 256.87	Not achieved	Start dates for some of the one-time funded regionally delivered PCP program intakes were later than expected as a result of the requirement to provide a detailed budget for new program implementation and some challenges in securing clinical placements in the proposed regions. Later start dates in combination with the JIBC FTE counting methodology will result in reporting utilization of one time funded FTEs over 2011/12 and 2012/13 fiscal years rather than in the 2011/12 fiscal period. JIBC and AVED are working together to ensure reporting of paramedic program FTEs more closely corresponds to the standard post secondary reporting model. The ACP program was launched as a pilot in 2010/11 with a fuller implementation in 2011/12. As a result, there are a lower than normal number of students enrolled in year 2 of the program.

¹ Results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year; results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year.

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual 2010/11	Target 2011/12	Actual 2011/12	Target Assessment 2011/12	NOTES
1.1, 2.3	Capacity	Total credentials awarded ²					
1.2, 3.3	Efficiency		433	425	505	Exceeded	This result is a demonstration of several factors at work: 1) The continuing value and appeal of JIBC programming, 2) the organization's commitment to responsive, sustainable growth, and 3) increased accountability of justice and public safety professionals with a focus on interoperability and interdependence of emergency services.
1.4, 2.6	Accessibility	Aboriginal student headcount ³					
		Total number (#)	844	≥ previous year	1,192	Exceeded	On the JIBC's computerized registration form, the section asking if the student wishes to self-identify as an Aboriginal student has been changed. It is now easier to access, and staff involved in registering students have received additional training to ensure students are asked if they wish to self-identify as an Aboriginal person.
		Percent (%)	2.8%		4.0%	Exceeded	

² Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2011/12 reporting year are a three-year average of the 2008/09, 2009/10 and 2010/11 fiscal years. The 2010/11 Actual was restated from 247, and the 2011/12 Target was restated from 242, to account for significant revisions to JIBC credentials data in the Fall 2011 Student Transition Project.

³ Results from the 2010/11 reporting year are based on data from the 2009/10 academic year; results from the 2011/12 reporting year are based on data from the 2010/11 academic year.

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual 2010/11	Target 2011/12	Actual 2011/12	Target Assessment 2011/12	NOTES
1.4, 2.6	Accessibility	Aboriginal student spaces ⁴					
		Total number (#)	109	N/A	117	Not assessed	While not assessed against a target, the JIBC consider this a positive result, as it shows a 7% increase in Aboriginal student FTEs this year over last (i.e., movement in a desirable direction).
		Ministry (AVED)	109		117		
		Industry Training Authority (ITA)	N/A		N/A		

⁴ Aboriginal student spaces (full-time equivalents) has been added in 2011/12 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting year are based on the 2010/11 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

JIBC Objectives	AVED Strategic Objectives	Performance Measure ⁵ Former Diploma, Certificate, & Associate Degree student ⁶ assessment of ...	Actual	Target	Actual	Target Assessment	NOTES **NB: only 3% of JIBC students in a small number of programs are surveyed through the DACSO process each year**
			2010/11	2011/12	2011/12	2011/12	
1.1, 2.1, 2.2, 3.1, 4.1a, 4.1b, 4.1d, 4.2a, 4.2d, 4.2f	Quality	i. Satisfaction with Education (%)	87.0% (+/- 3.5)	≥ 90%	89.4% (+/- 3.6)	Achieved	This is a positive result, and mirrors the JIBC's own figures on overall student satisfaction with their education at the institute.
1.2, 1.5, 2.4, 3.3, 4.1b	Quality	ii. Skill Development (avg. %)	68.1% (+/- 5.5)	≥ 85%	69.3% (+/- 6.1)	Not Achieved	These ratings have shown a gradual positive trend over the past three years. However, even though the students sampled express overall satisfaction with their education at JIBC, high ratings of usefulness of their programs and usually had unemployment rates far below the provincial average, there is a pattern of these same students rating skill development components below the target measure. So, for student assessment of skill development, it remains unclear if the ministry's target is appropriate for this particular population of students, or if students' ratings in this area (as shown via the DASCO results) need to be more fully explored by the JIBC.
		Written Communication	50.9% (+/- 7.4)	≥ 85%	50.5% (+/- 8.4)		
		Oral Communication	64.3% (+/- 7.1)		59.5% (+/- 8.2)		
		Group Collaboration	73.9% (+/- 4.8)		84.6% (+/- 4.4)		
		Critical Analysis	76.4% (+/- 4.6)		78.5% (+/- 5.0)		
		Problem Resolution	70.3% (+/- 4.9)		76.5% (+/- 5.2)		
		Reading and Comprehension	65.1% (+/- 5.4)		69.4% (+/- 6.1)		
		Learn on your own	75.8% (+/- 4.7)		66.1% (+/- 6.1)		

⁵ Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁶ Bachelor degree graduates performance measures N/A, so not assessed.

JIBC Objectives	AVED Strategic Objectives	Performance Measure ^{7,8}	Actual	Target	Actual	Target Assessment	NOTES
			2010/11	2011/12	2011/12	2011/12	
1.3, 2.4, 3.3, 4.1a, 4.1b	Relevance	Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate					
			3.8% (+/- 2.1)	≤13.4%	3.0% (+/- 2.1)	Exceeded	This result represents the significant applications-orientation of JIBC programming, in that the learner is well-equipped to work in his/her discipline upon completion of the program. JIBC graduates are sought after by provincial employers.
1.2, 3.1, 3.2, 4.1d, 4.2b	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction					
			93.2% (+/- 2.6)	≥ 90%	95.8% (+/- 2.3)	Achieved	This is a positive result, and mirrors the JIBC's own figures on overall assessment of quality instruction at the institute.
1.1, 1.3, 1.5, 2.1, 2.5, 4.2c	Relevance	Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job					
			82.8% (+/- 4.2)	≥ 90%	88.3% (+/- 4.1)	Achieved	This outcome is a result of the relevance of the programs offered at the JIBC, as noted in the comment on unemployment rates (above).

⁷ Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁸ Bachelor degree graduates performance measures N/A, so not assessed for these 3 measures.

Performance Targets

Performance Measure	Performance Targets		
	2012/13	2013/14	2014/15
Student spaces in public institutions			
Total student spaces	2,320	2,320	TBD
Nursing and other allied health programs	240	240	TBD
Total credentials awarded	≥ 577	TBD	TBD
Number and percent of public post-secondary students population that are Aboriginal			
Number (#)	≥ 1,192	Greater than or equal to previous year	Greater than or equal to previous year
Percent (%)	≥ 4%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
Satisfaction with Education (%)	≥ 90%		
Skill development (avg. %)	≥ 85%		
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	≤ unemployment rate for individuals with high school credentials or less		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	≥ 90%		

FINANCIAL INFORMATION

Click on the link below to access a summary report of revenues, expenditures, net results and assets.

http://www.jibc.ca/sites/default/files/main/pdf/2012-03-31_JIBC-financial-statements.pdf