



JIBC CANADA'S *leading*
PUBLIC SAFETY
EDUCATOR



2012/2013 Institutional Accountability Plan & Report

June 2013



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June 17, 2013

Honourable Amrik Virk
Ministry of Advanced Education
Parliament Buildings
PO Box 9080 STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Virk,

On behalf of the Justice Institute of British Columbia (JIBC), we are pleased to present JIBC's Institutional Accountability Plan and Report for 2012/13. Building on our reputation as Canada's public safety educator and recognizing the importance of our role to support the BC Jobs Plan and our province's growth, we have designed and delivered programs and services that generate an educated and highly skilled workforce, ready to take their place in BC's multi-faceted economy.

During fiscal year 2012/13, the JIBC continued its progress in realizing results from our 2010-2015 Strategic Plans. 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:

- Developed and implemented a new certificate in Advanced Facilitation and Consultation
- Launch the Traffic Safety and Injury Prevention Centre
- Implementation of our new "Praxis Computer Assisted Simulation Technology"
- Commencing a three year implementation with BC Housing for Competencies in Leadership – An Integrated Program utilizing Praxis technology
- Expansion of Primary Care Paramedic (PCP) Certificate program to Port Alberni for the second time as well as other communities
- Expansion of Advanced Care Paramedic (ACP) Advanced Diploma program to our Victoria campus beginning in September 2012 and planned implementation in Kelowna in 2013
- Development of the Community Care Licensing Officer Advanced Speciality Certificate (implementation 2013)
- International achievements such as signing a Memorandum of Understanding for delivery of training with Beijing Emergency Medical Services and Aga Khan Development Network for Emergency Management programming in Central and South Asia
- Implementing programming for the Centre for Court Administration
- Implementing programming to prepare Independent Investigative Officers (IIO) as part of the Independent Investigation Office (IIO), Ministry of Justice
- Launch of the Graduate Certificate in Public Safety Leadership with advance standing admission options for RCMP- Senior Police Administration Certificate (SPAC) graduates.
- Collaboration with the First Nations Emergency Services Society to provide Emergency Management programming in Aboriginal communities

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- Piloting a Fundamentals of Emergency course in rural and remote Aboriginal communities in Vancouver Island

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 JIBC was 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. In this report we have highlighted those trends in our response in this report.

In addition, during 2012/13, we developed a financial sustainability plan through which the Institute will execute specific revenue growth and cost containment strategies. The budget plans for fiscal 2014 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 Virk, 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 in the future.

Respectfully Submitted,



Doug Eastwood, QC
Chair



Dr. Michel Tarko
President & CEO

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1. *Institutional Overview*

Based in New Westminster, British Columbia, the Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator, and a world leader in justice and public safety education. JIBC serves more than 26,900 students annually through career programs, continuing education, and ongoing professional training and education courses that emphasize experiential learning and lead to a range of credentials, including certificates, diplomas, bachelor's degrees and graduate certificates. Major program areas include policing, paramedicine, firefighting, emergency management, corrections, sheriffs, investigation, driver training, conflict resolution, negotiation, mediation, leadership (including Aboriginal leadership) and counseling. JIBC's values are to provide education and training that is experiential and applied, is student centered, and is informed by research. This education and training is supported by high quality service that is respectful and responsive.

1.1 *JIBC Vision and Mission*

A world leader in justice and public safety education and research.

Innovative education for those who make communities safe.

1.2 *JIBC Values*

Learning that is:

- Experiential and applied
- Informed by research
- Student centered

Service that is:

- High quality
- Respectful
- Responsive

Integrity in:

- Education and research
- Business practices
- Relationships

1.3 *JIBC Mandate*

The BC Government established JIBC in 1978 as a Provincial Institute through an Order-In-Council that mandated the Institute to "perform the following functions":

- "(a) provide courses of instruction which are consistent with identified needs specifically for, but not limited to, Police, Corrections, Courts and Sheriffs;
- (b) identify the educational and specific training needs for all components of the British Columbia Justice System, including fire services;
- (c) develop a co-operative system of co-ordination between its own programs and those of the other Institutes, colleges, universities, public schools and community-based organizations; and

(d) provide a provincial forum for discussion and examination of justice and socially related issues.”¹

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.”²

In 2009 and 2010, the Ministry gave further direction to the JIBC Board of Governors for the Institute to expand its post-secondary role.

1.4 JIBC Today

The needs in justice and public safety have 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 some of the complex challenges faced today by emergency responders and their leaders. As well, the needs of employers, students and clients are changing. JIBC is rigorously discharging its renewed mandate to prepare students for career challenges by offering comprehensive programs leading to certificates, diplomas, undergraduate degrees, and graduate certificates. JIBC’s programs respond to current and future human resource needs and labour market demand identified by municipal, provincial, federal, and private sector employers, as well as the students themselves, and are supported by a strong foundation of strategic and academic planning.

JIBC’s approach to experiential education is at the heart of the Institute’s programs with curriculum emphasizing real-life learning that students can immediately apply in the workplace. Pioneering simulations enable students to experience the stress and chaos of emergency incidents and other ‘real world’ situations, and develop the judgment needed to make solid and appropriate decisions. Faculty active in their professional field have the knowledge and experience to prepare students for complex scenarios and facilitate valuable learning.

In recognition of the institute’s commitment to continuous quality improvement in education in 2000, JIBC became ISO 9001 certified. The International Organization of Standardization (ISO) is the world’s largest developer and publisher of International Standards and functions as a network of the national standards institutes of 162 countries. JIBC is one of the few post-secondary educational institutions internationally whose programs and support services are

¹ JIBC Mandate as established by the BC Government

² Ibid

registered to ISO standards, a commitment that is renewed annually. In addition, JIBC has a variety of [accreditations](#) with national and international bodies, most for well over a decade.

The Institute's 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 and the work to date has led to enhanced curriculum, development of resources, and evidence-based policy change. JIBC's diverse, inter-professional learning environment brings together students from different disciplines, instilling the value of communication and teamwork across jurisdictions.

As a result of the Institute's broad reach, every day JIBC graduates in BC, throughout Canada, and abroad make a difference. When there is an accident, a natural disaster, violence, or a conflict that needs resolving, justice and public safety personnel educated at JIBC respond to people in need. JIBC graduates –police, firefighters, correctional officers, sheriffs, paramedics, emergency managers, mediators, negotiators, victim service workers, and counselors – significantly contribute to a continuum of safety in our communities from prevention to response to recovery.

JIBC offers access to training and education in all public safety areas such as key areas as police, paramedic, firefighting, correctional officers in addition to programs and courses in the area of community and public safety. Our programs are organized through three Schools:

School of Community and Social Justice

The School of Community and Social Justice (SCSJ) offers a wide range of interdisciplinary programs and courses that span the justice, public, and community safety spectrum and encompass prevention, response, and recovery.

The School has four centers of learning:

- Centre for Aboriginal Programs Services
- Centre for Counselling and Community Safety
- Centre for Leadership
- Centre for Conflict Resolution

SCSJ provides opportunities for students to study in the areas of:

- Counseling – including trauma, expressive play therapy, substance use, and working with youth
- Community safety – including victim services, by-law enforcement, and critical incident stress management
- Aboriginal leadership and capacity building
- Leadership and management
- Instructor development

- Conflict studies including negotiation and mediation

Diplomas, certificates (including a graduate –level certificate), individual courses, workshops, conferences and special events are offered at JIBC campuses in New Westminster, Vancouver, Victoria, Kelowna, Maple Ridge and Chilliwack and through community partnerships in Alberta and the Yukon.

The hallmark of the School's programs include experience-based learning grounded in theory, online and blended learning options for students, and accessible faculty who are experts in their field. SCSJ faculty are some of the most respected and experienced educators working in the fields of conflict resolution, negotiation and third party mediation, leadership and management, counseling and community safety, and Aboriginal leadership.

All of the School's widely recognized curriculum, courses, and credentials are available for delivery within organizations, customized to meet employer and employee needs and to suit the organizational context.

Individual courses and programs are also offered in various communities in order to be more accessible for students based on the JIBC's provincial mandate.

School of Health Sciences

The School of Health Sciences (SOHS) is at the forefront of health sciences training and education. By providing experiential learning through the latest educational techniques to paramedics, physicians, nurses, and other allied health professionals, the School contributes to support for a comprehensive health care system. SOHS began training paramedics more than 30 years ago. Throughout this time communities have become more complex and dynamic; as a result, the expectations on the health care system and on the paramedic profession in particular have changed considerably.

Recognizing the vital link that exists between paramedics in the pre-hospital setting and other healthcare professionals, the School offers a variety of courses and programs ranging from basic to advanced levels of education that emphasize inter-professional and interdisciplinary practice in both community and hospital settings. JIBC is committed to working together with stakeholders to improve patient care, by providing health professional education with the inclusive of competencies to save lives.

The SOHS Paramedic Academy is the most prominent provider of a full range of paramedic education in British Columbia, offering the following programs and courses:

- First Responder (FR)
- Emergency Medical Responder (EMR)
- Primary Care Paramedic (PCP)
- Advanced Care Paramedic (ACP)

Graduates of these programs can be found in settings beyond the traditional ambulance environment – they are assisting physicians and nurses in emergency rooms, supporting patients with in-home care, working in industry, and providing public health education in the community. In addition, their e knowledge and clinical background has enabled many paramedics to move on to medical schools, nursing programs, and other health-related fields.

School of Public Safety and Security

JIBC's School of Public Safety and Security (SPSS) prepares individuals to work as first responders or public safety professionals.

The School has eight divisions, academies and centers:

- Centre for Court Administration
- Corrections and Community Justice Division
- Emergency Management Division
- Fire and Safety Division
- Justice and Public Safety Division
- Pacific Traffic Education Centre
- Police Academy
- Sheriff Academy

In addition, SPSS provides lifelong learning opportunities through a variety of professional development and leadership education programming. Because first responders and public safety professionals increasingly work together in teams, the School emphasizes cross-discipline understanding, collaborative processes, and joint problem solving.

The School offers two degrees, one a Bachelor of Public Safety Administration, and second being the Bachelor of Emergency and Security Management; graduate certificates in Intelligence Analysis and Tactical Criminal Analysis; and numerous diplomas and certificates. SPSS offers diverse customized training, education, consultation and applied research worldwide. The School assesses, designs, and delivers first responder and public safety programs.

JIBC delivers contract related training and education through engagement with several ministries and other stakeholders which include federal, provincial, and municipal governments, not for profit agencies, crown corporations, and other public and private organizations across BC, Canada, and the world. Future development for the Schools will focus on supporting the JIBC strategic and academic goals by keeping the focus on the learner's success and educational excellence.

1.4.1 JIBC Presence in British Columbia

JIBC provides education and training in 149 communities in BC (See Figure 1) through formal partnerships and informal collaboration with other post-secondary institutions providing

enhanced access to students in various areas of the province and contributing to the human resource needs of justice and personnel across the province.



Figure 1 – Communities where JIBC provides education and training

Students also have access to online and blended delivery of JIBC courses and programs. These integrate the advantages of face-to face classroom with the positive characteristics of distance learning and providing more access to British Columbians to training and education in the area of community and public safety. JIBC now serves more than 13,300 online/distance education students annually accounting for approximately 34% of the Institute's student contact hours. See Figure 2 – JIBC education and training by delivery methods.

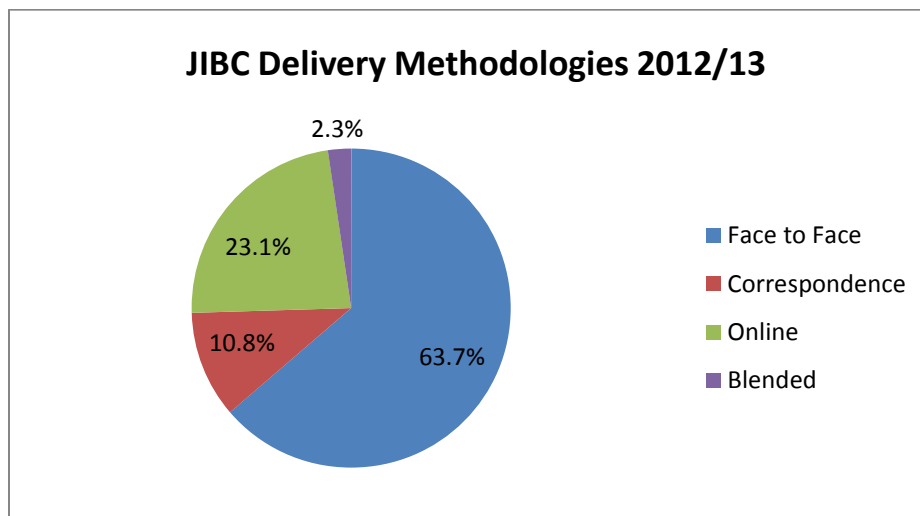


Figure 2 – JIBC education and training by delivery methods.

JIBC continues to explore and develop new educational delivery methods to meet the needs of students and other stakeholders. While face-to-face education in the classroom setting is still at the core of JIBC’s delivery methods, the Institute has greatly increased our online and technology-enabled learning and teaching providing more opportunities for justice and public safety students.

1.4.2 JIBC Credentials Offered

JIBC offers a wide range of programs in public justice and community safety. Students may start with an Associate certificate and then apply the learning outcomes of a specialty program into any number of additional educational and certificate programs. Justice and Public Safety professionals also have access to diplomas, advanced diplomas and baccalaureate degrees to expand their applied knowledge and foundational skills and seek more career opportunities in their chosen area or other areas of public safety. Additionally, graduate certificates provide an opportunity for further education and development of leadership and analytical skills for those justice and public safety professionals who want to become leaders in their area. See Figure 3 – JIBC Credential Map for various career paths for JIBC students.

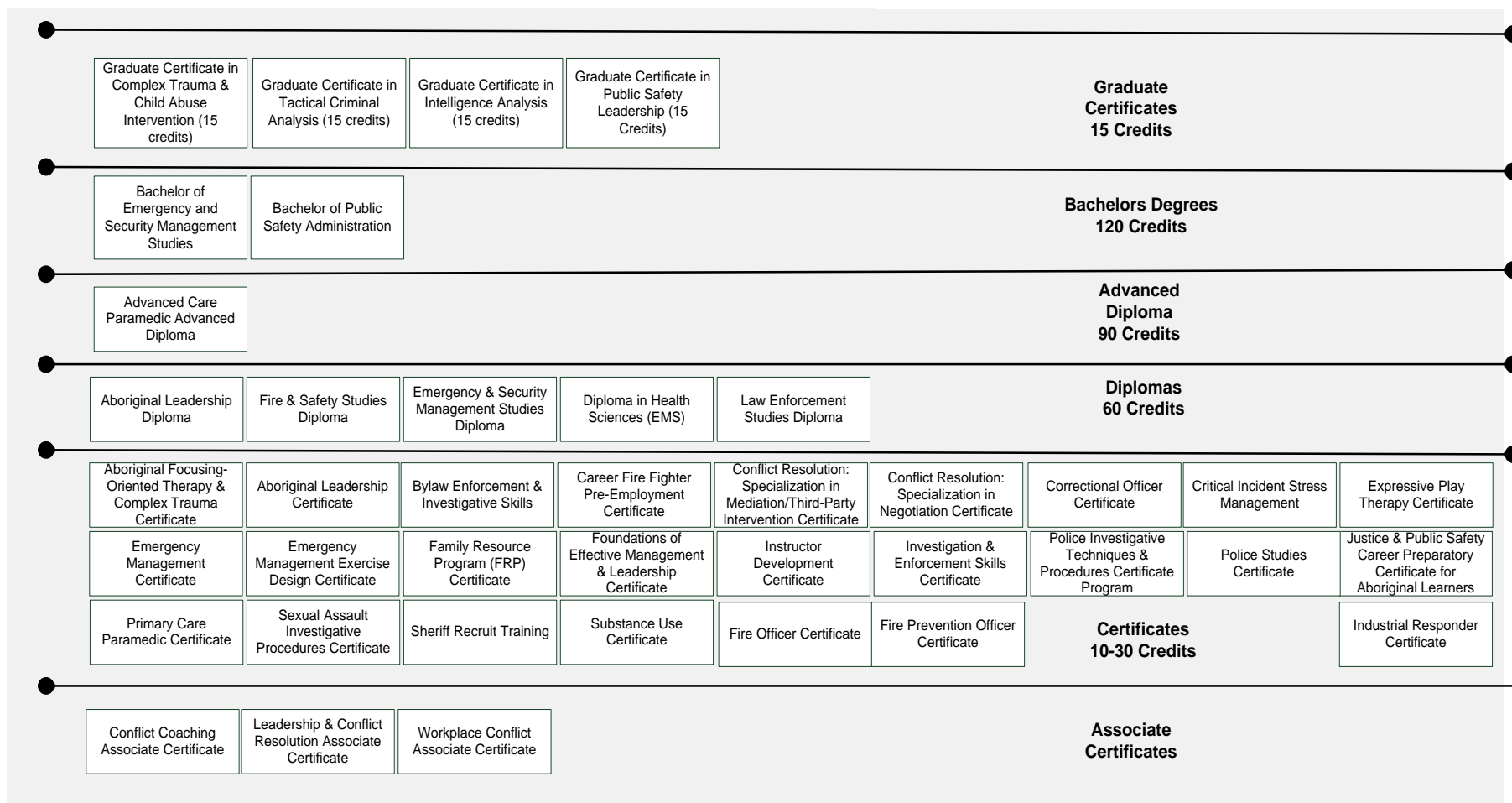


Figure 3 – JIBC Credential Map – Approved Programs

1.4.3 JIBC Partnerships

JIBC is committed to be an active partner with other BC educational institutions, businesses, non-profit organizations and communities. Partnerships enable the Institute to deliver programs and courses across BC and collaborate with institutions in other provinces and internationally; work together with clients to develop customized education and training solutions for their employees and community members. JIBC also seeks collaborative partnerships with Aboriginal leaders and communities to ensure the needs of Aboriginal learners are met and a culturally appropriate education is provided. Some examples of partnerships include:

Nicola Valley Institute of Technology:

JIBC and NVIT signed a five year memorandum of agreement in 2012 to develop and carry out collaborative activities:

- To facilitate the block transfer of students with appropriate prerequisite qualifications from NVIT into JIBC's [Law Enforcement Studies Diploma](#) with 15 credits of advanced standing.
- To form strategic alliances between JIBC and NVIT to provide support to Aboriginal learners in relation to admission requirements for JIBC programs.

JIBC Paramedics and Douglas College Nursing and Healthcare Support Students:

Simulations and experiential learning lie at the core of JIBC's educational approach. Many of the justice and public safety professionals and volunteers who complete their studies at JIBC benefit from opportunities to participate in simulation exercises and activities with peers from other public safety disciplines. [Primary Care Paramedic \(PCP\)](#) students and students in nursing, psychiatric nursing and health care support work interacted in simulations designed to enhance communication and collaboration between different health workers with the goal of providing safer, integrated and evidence-based care for patients.

Aga Khan Development Network (AKDN) fellowship

The JIBC has been working for several years with the Aga Khan Development Network's (AKDN) Disaster Risk Management Initiative (DRMI). DRMI was established to strengthen the disaster management capabilities of AKDN agencies and associated organizations in Afghanistan, India, Pakistan and Tajikistan. In 2014 emergency managers from Afghanistan are participating in the Fellowship Program. The purpose is to obtain further professional development, training, and hands-on experience that can be applied to their home country.

Agreement with FNESS for emergency management operational training

The JIBC Emergency Management Division has been collaborating with the First Nations Emergency Services Society (FNESS) for a number of years. Most recently, the division established an agreement with FNESS to allow for in-house instructors of JIBC Emergency Management curriculum. This agreement allows FNESS to more effectively reach First Nation Communities with training that can build emergency and disaster management capacity.

Renewal of Fire Officer I and II authorized provider agreement confirmed with Thompson Okanagan cohort

The JIBC Fire and Safety Division has renewed our agreement and partnership with six fire departments in the Thompson-Okanagan Region (Penticton, West Kelowna, Kelowna, District of Lake Country, Vernon, and Kamloops) for delivery of Fire Officer I and II using an in-house delivery format. The FSD provides all of the instructional and student materials, supports local area instructor development, and oversees the evaluation components of each course. The benefits of this partnership to the Thompson-Okanagan Region are many: improved access to JIBC course/programs, utilization and development of local faculty, flexible course scheduling to better meet department and area needs, greater control over department and area training schedules and plans, and reduced costs. This renewed agreement extends into December, 2014.

Mercyhurst College Institute for Intelligence Studies

The partnership for the Intelligence Analysis and Tactical Criminal Analysis graduate certificates was initiated by JIBC in response to feedback from stakeholders in the law enforcement community who identified improved crime and intelligence analysis as tools required to enhance both their efficiency and effectiveness. Students enrolled in these graduate certificate programs enjoy state-of-the-art learning resources, excellent liaison with potential employers in government and the private sector, and exposure to an experienced and accomplished faculty. Our Program Advisory Committee has representation from RCMP, Canadian Border Security Agency (CBSA), Canadian Secret Intelligence Service (CSIS), and other intelligence leaders whose role is to advise the JIBC to ensure the curriculum is relevant and future oriented.

Canterbury Christchurch

In January 2013, JIBC and Canterbury Christ Church University (CCCU) signed an agreement to enable graduates of the JIBC Graduate Certificates in Intelligence Analysis and Tactical Criminal Analysis to continue their studies in the Canterbury Christ Church University Master of Science in International Cybercrime Analysis. CCCU is planning to deliver two of their course at the JIBC campus once approved by the Ministry of Advanced Education and students will then complete all other program requirements with CCCU.

JIBC continues to build strategic alliances and partnerships with organizations, agencies and educational institutions to create new learning opportunities for students and clients. At

present, JIBC is exploring opportunities with other post-secondary emergency management diploma programs for laddering into Bachelor of Emergency and Security Management Studies (BESMS).

A complete list of partnerships can be found at: [JIBC Educational Partnerships](#).

1.4.4 JIBC Students

Student Demographics

In fiscal 2013, 26,934 unique students attended courses at JIBC across the three Schools. JIBC's student age and gender distribution varies from one school to another (see Figure 4). The highest percentage of male students is in the School of Public Safety and Security and female students predominate in the School of Community and Social Justice. Overall, 66% of JIBC's student population is male.

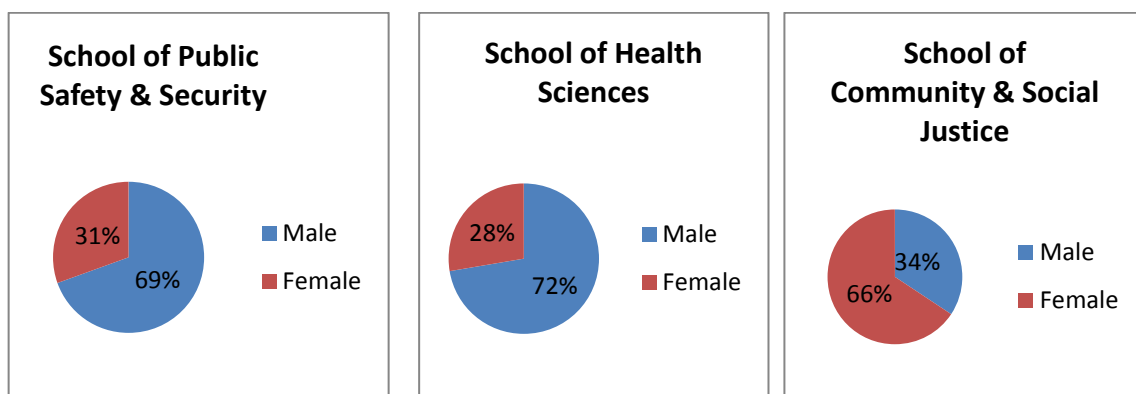


Figure 4 – Gender Distribution by School for 2012-13

Ages of students taking courses or programs at JIBC are between 16 to 69 years with a high concentration of students in the age range of 26 to 30 and similar proportion of students between the ages of 31 – 45. This speaks to the wide variety of programs and courses that JIBC offers in the area of justice and public safety where students can start early on when they graduate from high school, or return for continuing education, professional upgrading or additional accreditation at any point of their career. See Figure 5 – Age Distribution of JIBC Students.

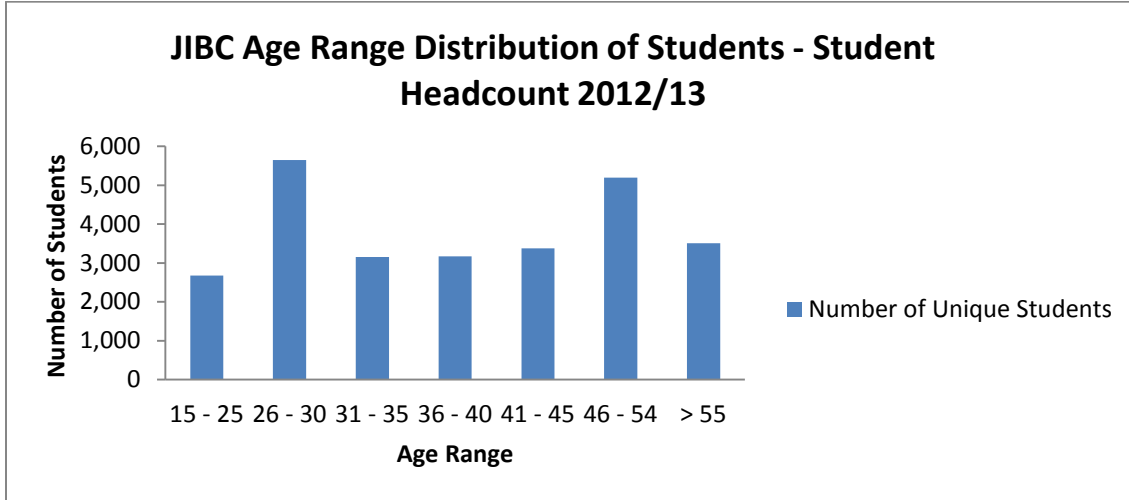


Figure 5 – Age Distribution of JIBC Students 2012-13

Aboriginal Students

In keeping with the Ministry's objective to help address challenges and barriers faced by Aboriginal students, the JIBC is committed to provide increased access to Aboriginal learners therefore constantly seeking partnerships with Aboriginal Peoples and other public post-secondary institutions to provide culturally appropriate education and training. JIBC is also working on increasing our community engagement and outreach to First Nations, Metis and urban Aboriginal organization and other post-secondary institutions. This work is performed through the Office of Indigenization in collaboration with various Schools and Divisions.

JIBC's efforts to attract and retain Aboriginal students have resulted in an increase of 33% Aboriginal student headcount compared to 2012 and a 4% of JIBC student population being Aboriginal learners as demonstrated in figure 6 – JIBC Aboriginal student count and Figure 7 – JIBC Percentage of Aboriginal students.

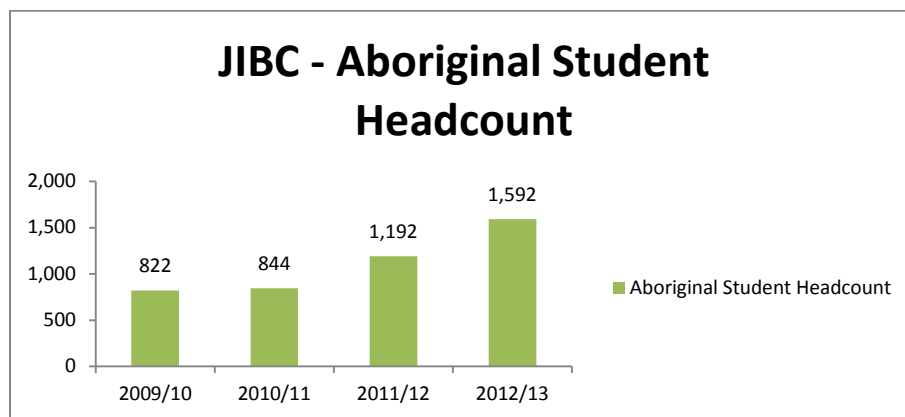


Figure 6 – Aboriginal Student Headcount

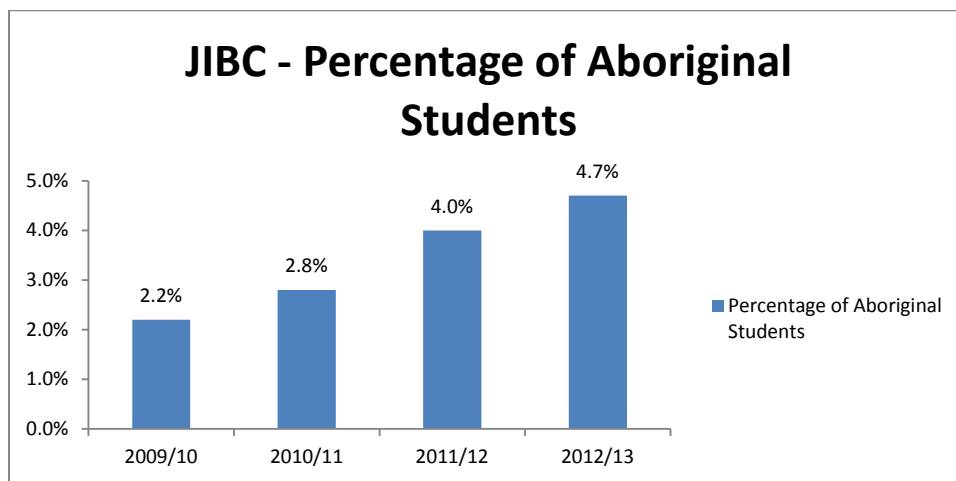


Figure 7 – Percentage of Aboriginal Students

International Students

International student engagement at JIBC significantly contributes to fulfilling our Vision and Mission, our Strategic Plan, 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 is to increase international FTEs to 5 %of total student FTEs on an annual basis, an ambitious target given our past activity and current activity. The internationalization strategy outlines three phases:

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

2. Environmental Scan

2.1 Internal Scan

In recent years, JIBC has also provided comprehensive post-secondary education with undergraduate and graduate education for justice, public and community safety professionals.

The following sections describe our internal environmental factors that directly influence JIBC's strategic direction:

2.1.1 JIBC Current Students

Student expectations with respect to their learning experience are changing. They want to ensure that their commitment to post-secondary education leads to a job, sets the foundation for a career, or enhances their current professional life. Learning at the JIBC is linked to employers and the community. Academic programs have Program Advisory Committees comprised of external representatives (employers, regulatory bodies, professional practice associations, practitioners, educators, researchers and community leaders) to ensure relevance of the Institute's curriculum to labour markets and that programs remain current in the context of shifting trends in the variety of professions being served.

Students also want better access to education. JIBC's current strategies ensure that students have access to the Institute's programs regionally, provincially, nationally and internationally. Throughout their learning at JIBC, students participate in an applied learning experience, which is supported by technologies that enhance their learning and make the experience accessible. Once they have completed a program, students are also offered laddering opportunities within the JIBC or to credentials at other post-secondary institutions. JIBC also provides Recognition of Prior Learning as well as seek articulation agreements and other mechanisms to increase accessibility and pathways for students.

With the increased offering of laddering opportunities, graduates from our various credentials return to the Institute within a year of their graduation to either pursue a career in another area of public safety, returning for continuing education, professional upgrading or additional certifications. This number has increased from 24% of our graduates to 32% in a five year period. Figure 8 – Number of Returning to JIBC for Additional Training in the following year.

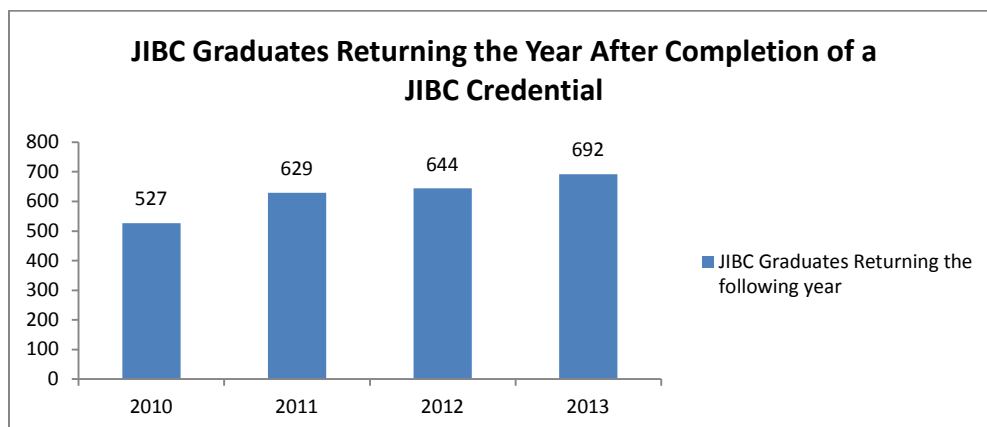


Figure 8 – Number of Returning Graduates in the Year Following Graduation (Graduates from 2011-12 returning in 2012-13)

2.1.2 Applied Research

JIBC has a thirty year history of leadership, innovation, and collaboration with industry and public partners. The Office of Applied Research works with JIBC's Schools and Divisions to supplement and further develop their capacity for applied research. JIBC Schools and Divisions work within their disciplines to develop solutions to practical problems in applied settings.

The JIBC is committed to the growth of applied research by:

- Ensuring development and implementation of JIBC research ethics policies and procedures, e.g. Integrity of Research, Ethical Conduct of Research, Research Involving Aboriginal Peoples that are consistent with and recognize Canadian Tri-Council funding agency guidelines and standards e.g. Natural Sciences and Engineering Council (NSERC), Canadian Institutes of Health Research (CIHR) and Social Sciences and Humanities Research Council (SSHRC)
- Attracting and securing research funding, including in kind contributions from public and private domain sources
- Promoting private and public collaborations in applied research and in tandem with JIBC Office of Advancement, support engagement of the private sector in the commercialization of public safety technology

Research projects provide insight, new knowledge, and foster change in justice and public safety practice and education. Some examples of recent projects include:

- *Rural Disaster Resilience Project (RDRP) - in progress*
- *Simulation Training and Exercise Collaboratory (SIMTEC) – in progress*
- *Evaluation of the Code White Program to Reduce Workplace Violence At St. Paul's Hospital (2012) Researcher: Sevinj Asgarova MSW with Richard Sullivan PhD*
- *"This is a man's problem": Strategies for working with South Asian male perpetrators of intimate partner violence. (2011) Researcher: Gary Thandi, MSW with Bethan Lloyd, PhD.*
- *Domestic Violence Prevention and Reduction in British Columbia (2000-2010). (2011) Prepared by: Katherine R. Rossiter, PhD candidate*
- *(For more information, visit <http://www.jibc.ca/research/vision-mission>)*

2.1.3 Financial Stewardship

Financial stewardship and long term financial sustainability is critical for the Institute. Over the last two years JIBC significantly upgraded its approach and mechanisms for financial reporting, including the development and implementation of quarterly financial forecasts for every school and division. Monthly and quarterly variance analyses along with the forecasts were used in 2012 and 2013 fiscal to inform decisions throughout the year about whether and by how much spending needs to be adjusted to ensure the budgets remain balanced. These mechanisms alone, however, are not yet robust enough to prepare the Institute to respond quickly to the multiple financial pressures that emerged in F2013. The need for more accurate and timely

information is the primary reason for the decision to create designated institutional research roles.

Restructuring that improves JIBC's operational focus and efficiency will contribute to financial stability. A position vacancy management process has been implemented to ensure all position changes are evaluated in a systematic way. This process will ensure that the longer term financial implications of position changes are understood.

The need to make data-informed decisions is also the main driver of the development and implementation of a Strategic Enrolment Management (SEM) initiative in order to improve the Institute's ability to predict which students and how many will be attending training therefore enabling JIBC to predict revenues and costs, and manage risks.

A more centralized, consistent and student centered application process is being developed in order to provide more accurate and timely service to JIBC's students.

2.1.4 Our organization, staff and faculty

In order to improve the alignment between academic areas and the academic and administrative support areas, JIBC has revamped and enhanced several key functional areas including: the creation of an Office of Institutional Research, and the consolidation of stores operations. JIBC has implemented a Balanced Scorecard approach to manage and measure performance with respect to identified strategic objectives and to ensure focus and alignment across the Institute. ([See section 3.2 for more information](#))

2.2 External Scan

2.2.1 BC Labour Outlook³

The BC Labour Market Outlook 2010 – 2020 helps identify trends in the labour market in BC therefore helping institutions in the post-secondary system identify those occupations that will be on demand in the following years, and therefore prepare students for the labour market conditions after graduation. This section provides a summary of the main trends that may affect prospective students coming to JIBC for public safety training. According to this document, the unemployment rate in BC is expected to drop steadily throughout the ten-year outlook period. It is forecasted to drop from 7.5 percent in 2011 to 6.5 percent in 2015, before declining to 5.2 percent in 2020.

The labour market is influenced by the economy either attracting more people or having people move to regions where the economy is growing and the demand is increasing. In addition, people who were not in the labour market may join it to take advantage of the favourable conditions. Those who are entering the market for the first time are also components of the

³ British Columbia Labour Market Outlook 2010 – 2020, <http://www.bcstats.gov.bc.ca/StatisticsBySubject/LabourIncome/LMIGateway/AdditionalLMI.aspx>, Last reviewed May 31, 2013

labour supply. BC's population is aging; therefore the number of new entrants to the labour market is expected to decline gradually during the next ten years and BC will depend more on migration to be able to supply the demand for jobs.

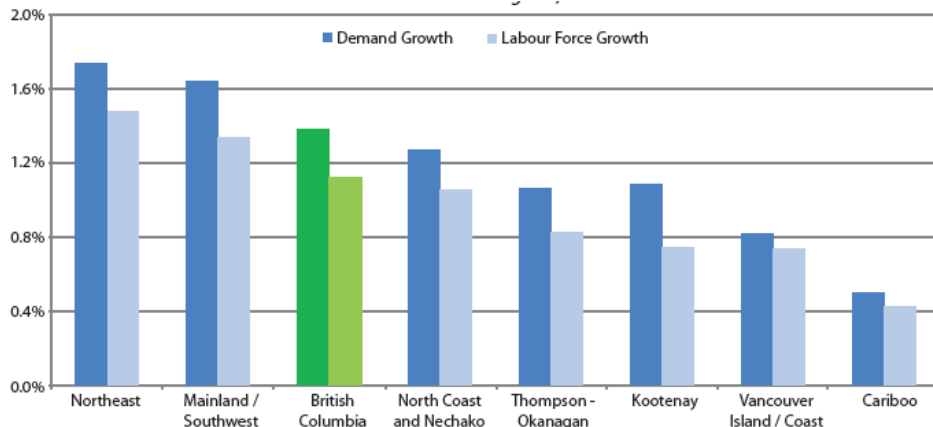


Figure 9 – Demand for Workers is expected to grow faster than Labour Force in BC Regions⁴

As shown in Figure 9, the demand for workers will range from the higher point in the Northeast Region (1.7%) and the lowest of 0.5 percent annually in Cariboo. BC expected demand for workers is expected to increase at an annual average rate of 1.4 percent. Only two regions – Northeast and Mainland/Southwest –are expected to experience above-average demand.

Over 2010 to 2020, BC is expected to experience tight labour market conditions, where the demand for workers surpasses the supply of workers, in the latter half of the outlook period, starting in 2016. Labour market pressures are expected to intensify towards 2020 as the demand for workers grows larger than the supply of workers.⁵

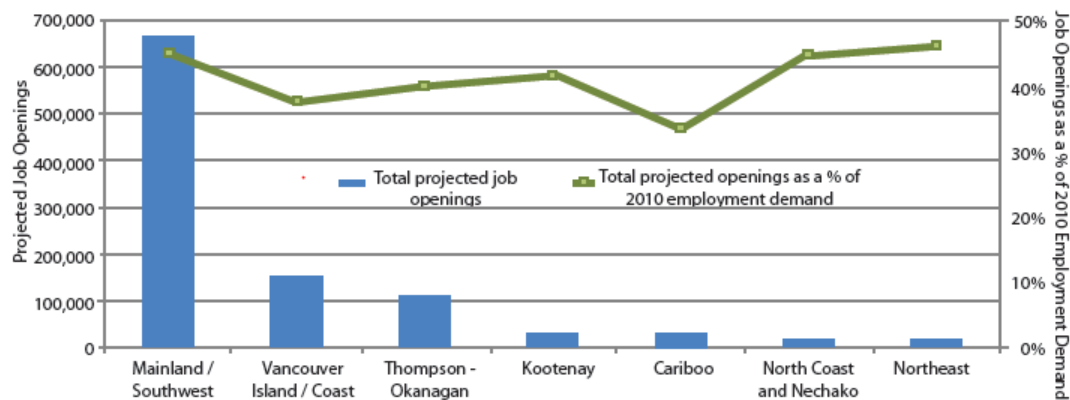


Figure 10 – The Three Most Populated Regions Account for 90% of BC's Projected Openings, 2010 - 2020⁶

⁴ Ibid

⁵ <http://www.bcstats.gov.bc.ca/StatisticsBySubject/LabourIncome/LMIGateway/AdditionalLMI.aspx>, Last reviewed May 31, 2013

⁶ British Columbia Labour Market Outlook 2010 – 2020, <http://www.bcstats.gov.bc.ca/StatisticsBySubject/LabourIncome/LMIGateway/AdditionalLMI.aspx>, Last reviewed May 31, 2013

Figure 10 shows the projected job openings for the outlook period for each region. These job openings include both expansion demand driven by the growing economy and demand to fill the jobs left open by retiring workers. The three largest regions are expected to account for 90 percent of the projected job openings in B.C. Mainland/Southwest is expected to represent 65 percent of the job openings, followed by Vancouver Island/Coast (15 percent) and Thompson-Okanagan (11 percent). The remaining smaller regions account for 10 percent of the projected job openings.

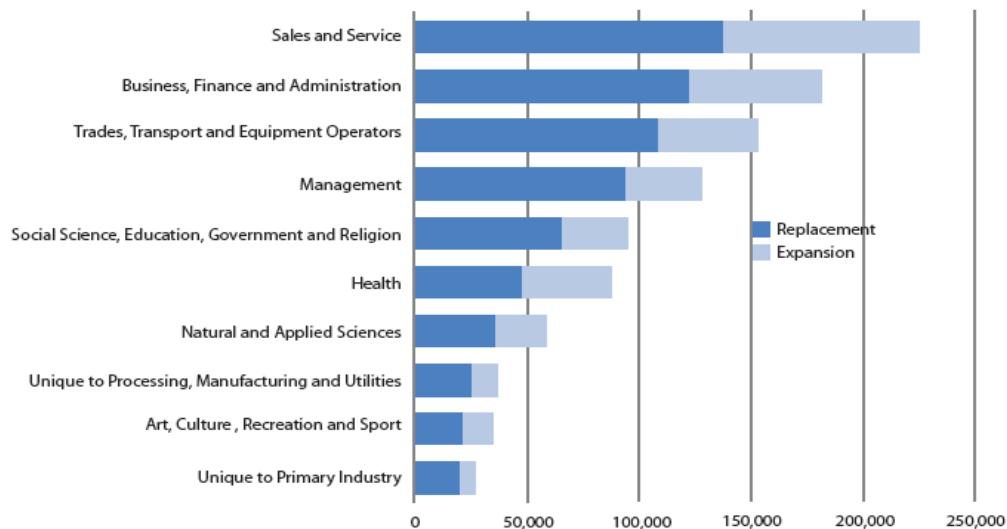


Figure 11 – Most Job Openings in British Columbia are to replace retiring workers, 2010 - 2020⁷

B.C. population is anticipated to continue to age. The median age of British Columbians will have increased from 40.9 years in 2010 to 42.4 years in 2020⁸. Due to the aging population and workforce, there are more expected employment opportunities due to replacement need than due to economic growth for each occupation group. More specifically, over 60 percent of the total expected job openings will replace retiring workers for most occupation groups except *Health Occupations* (54 percent) and *Occupations in Art, Culture, Recreation and Sport* (59 percent). Figure 11 shows the relationship between job openings due to retiring population compared to expansion⁹.

During the period 2010 – 2020 there will be 1.03 million projected job openings in B.C. (including both expansion demand and replacement demand). As described in Figure 12, most job openings are expected in Skill Level B – Technical, Paraprofessional and Skilled Occupations. This is followed by Skill Level A – Professional and Managerial Occupations. Together these two skill levels, which normally require some post-secondary training or a university degree, account

⁷ Ibid

⁸ BC Stats, British Columbia Population Projections 2010 to 2036 (December 2009).

⁹ Ibid

for 78 percent of the total projected job openings in the province. Current data from Statistics Canada's Labour Force Survey suggest that 68 percent of the labour force in B.C. had some post-secondary education or a university degree in 2010.

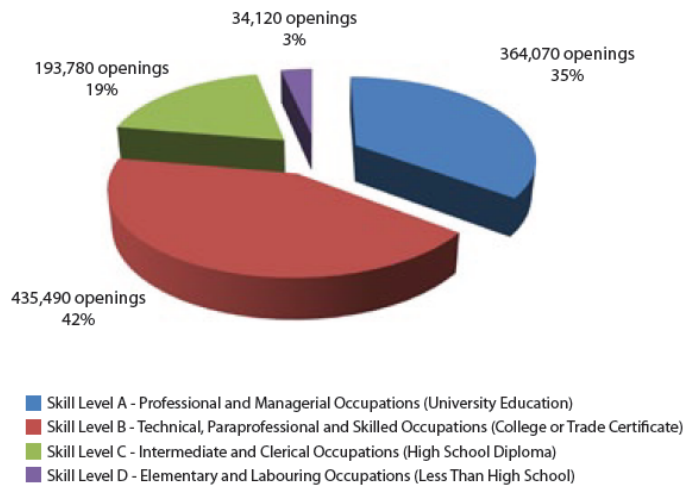


Figure 12 – Education and Training Requirements of Project Job Openings in B.C., 2010 - 2020¹⁰

The following section summarizes the labour outlook in the various areas of public safety and social justice and how the demands of the labour market inform strategic decisions across the Institute.

2.2.2 JIBC's Prospective Students Labour Market Outlook¹¹

JIBC offers a range of certificates, diplomas, and degrees designed to meet the needs of students and employers in our mandated field of justice and public safety. New programs are developed in response to an identified need that includes a market analysis as well as consultation with employers. The following sections provide a short summary of the market outlook for prospective students:

School of Public Safety and Security

The opportunities arising in upcoming years for public safety careers are expected as a result of retirements. There will also likely be some opportunities due to new job creation as population densities increase. Career positions are more available in areas of higher population density.

¹⁰ British Columbia Labour Market Outlook 2010 – 2020, <http://www.bcstats.gov.bc.ca/StatisticsBySubject/LabourIncome/LMIGateway/AdditionalLMI.aspx>, Last reviewed May 31, 2013

¹¹ NOC is used to classify occupations. For more information on NOC's see <http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/index.shtml>, Last Reviewed, May 31, 2013

This includes Vancouver Island, the Lower Mainland, the Okanagan - Kamloops, Prince George and the Kootenays.

In the case of Correctional Officers, job opportunities in upcoming years will be due to new job creation. In the long term, new facilities are expected to be built, which will increase the number of employment opportunities in this occupation. Industry sources report correctional facilities in B.C., particularly in the north, are having difficulty attracting a sufficient number of recruits, which is leading to shortages of correctional officers.

Employment demand will be highest for those who have completed preparatory courses and who may have previous experience working as correctional officers, in social services, at youth correctional facilities, as security officers or in law enforcement.¹²

School of Health Sciences

The creation of new jobs for paramedics reflects the fact that B.C.'s population is both growing and aging, which is leading to greater demand for emergency medical services. Paramedics are now being used increasingly outside the traditional pre-hospital setting. Some provide care in hospitals and in other industry settings.

Industry sources report that there may be increased demand for advanced care level paramedics in hospital Emergency Room settings and for rural health care teams because of the greater scope of practice of these practitioners.¹³

School of Community and Social Justice

These opportunities arise from the demand to replace retiring workers and from economic growth. Available workers in this group are expected to generally match the demand over this period. This should result in balanced demand for most of BC.

2.2.3 Prospective Students

Students' expectations continue to change. They want better access to education, education that leads to employment and or career advancement, and the ability to transfer with the educational systems with credit transfer arrangements. The JIBC responds to these expectations in a number of ways including:

- Expanding degree path, undergraduate and graduate credentials relating to justice, public and community safety, and linked to market demand.

¹² <http://www.workbc.ca/Careers/Career-Profiles/Pages/Correctional-Service-Officers-6462-page5.aspx>

¹³ <http://www.workbc.ca/Careers/Career-Profiles/Pages/Ambulance-Attendants-and-Other-Paramedical-Occupations-3234-page5.aspx>

- Increasing online and blended learning opportunities. JIBC had 886 active courses in 2013 delivered as indicated in Figure 13 – Number of Active Courses in 2013 by Delivery Method.
- Ensuring accreditations with relevant professional bodies
- Ensuring that learning is linked to employers and the community.
- Developing partnerships with Aboriginal communities and other public post-secondary institutions, provincially, nationally and internationally, to provide culturally appropriate education.
- Obtaining articulation, credit transfer and other agreements with public post-secondary institutes.
- Increasing students' access to programs regionally, provincially, nationally and internationally.

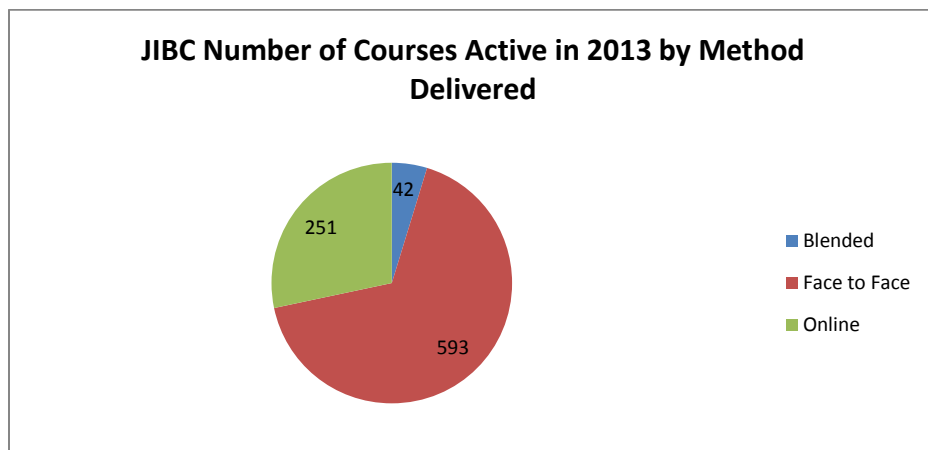


Figure 13 – Number of Active Courses in 2013 by Delivery Method

JIBC students come from all regions of BC and outside of the province and internationally. As indicated in Figure 14, only 40% of the Institute's students come from the Lower Mainland and 17% of JIBC students live in Vancouver Island and Sunshine Coast.

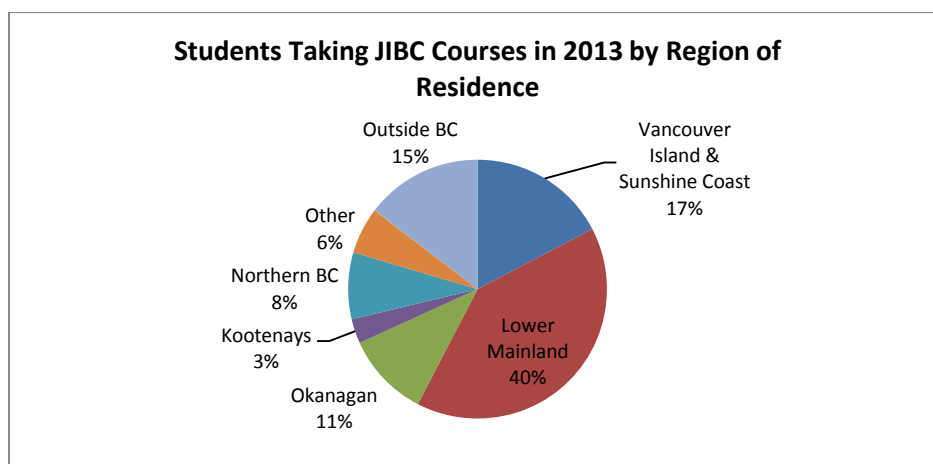


Figure 14 – Students taking JIBC courses in 2013 – by region of residence

2.2.4 The Public

Recognizing that safety is a primary concern in the minds of our citizens, JIBC ensures that programs and courses are of excellent quality and the learning is linked to employers and the community. By providing inter-professional credentials (degrees and post graduate certificates), JIBC ensures that public safety professionals receive high quality learning opportunities, grounded in current theory and in the latest approaches to applied teaching and learning.

BC's primary public safety providers including Police, Fire-Rescue, Paramedics, Emergency Management professionals, and social workers are all served by the JIBC. Through various means, JIBC works closely with local and provincial agencies to identify learning needs for those who keep our communities safe.

2.2.5 The Government

The education and training provided by the JIBC is directly linked to the BC Governments Jobs Plan. JIBC works closely with clients and stakeholders to address current and future labour force challenges; and ensure the projected shortage of skilled workers in BC is addressed and there is no shortage of workers in the area of public safety. Through Program Advisory Committees, liaison with senior leaders in the first responder communities and their Training Officer, as well as government officials, the JIBC is preparing the next generation of safety professionals to replace projected retirements. By expanding undergraduate and graduate programs, this next generation of public safety professionals is receiving education and training that is relevant encompassing the latest theory and recognizing the increased complexity of their roles.

By leading applied research in justice and public safety issues, the JIBC is focusing on [exploratory research](#) focused on social, justice and public safety issues that require actions from the community and/or government (e.g. procedural, policy, services).

The JIBC is responding to the increased focus of interoperability within justice and public safety professions, by advancing the integration of curriculum and complex simulation exercises, developing new inter-professional simulations, and expanding undergraduate and graduate programs that focus on inter-professional public safety response (e.g. BEMS, BPSA, graduate certificate in public safety leadership).

3. 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 expands and develops programs and services offered in a manner that builds a resilient infrastructure along with a sustainable business model for the Institute.

3.1 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 the Institute's teaching and learning initiatives.

There have been many important changes to the post-secondary education environments in 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:

- JIBC will work toward increasing student access to programs regionally, provincially, nationally, and internationally
- JIBC will expand academic programs to include both undergraduate and graduate studies
- JIBC will focus on inter-professional education programming that is flexible and responsive to future labour market needs
- 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 "Technology Enabled Learning and Teaching" (TELT) is the first phase leading 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 JIBC programs expect cutting edge technology that supports the professional practice of the professions served. 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.

3.2 *Organizational Structure and Planning Framework*

As part of our ongoing focus on continuous quality improvement, JIBC has adopted the integrated planning framework shown in Figure 15 – JIBC Integrated Planning Framework below. Beginning at the centre of the map, the President's agenda and academic plan expand upon JIBC's mission, vision, values, trends and strategic directions as they apply to teaching and learning initiatives. Schools and Divisions develop plans in support of the Strategic and Academic Plans.

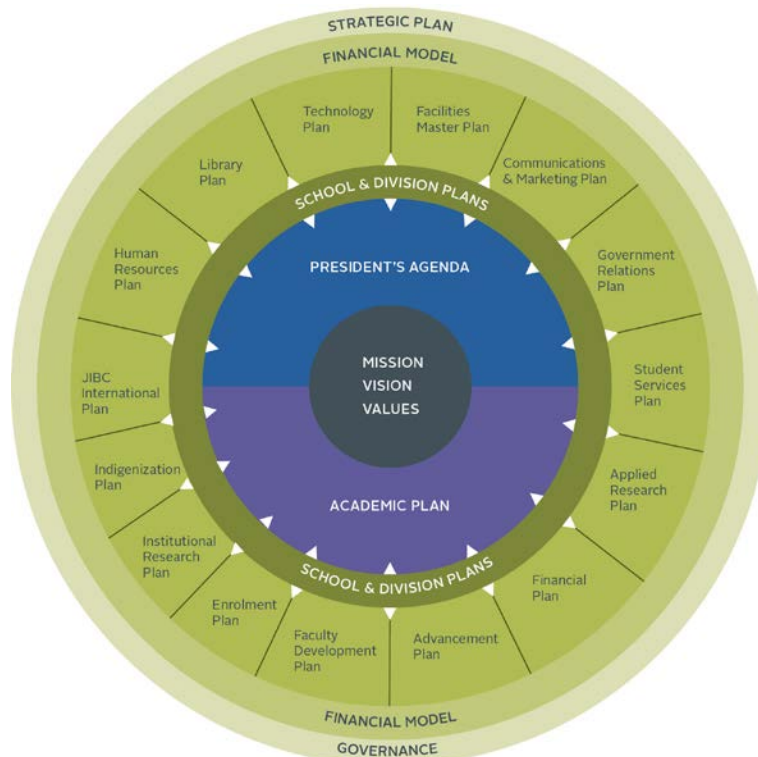


Figure 15: JIBC Integrated Planning Framework

To manage our performance against our strategy, JIBC has adopted the Balanced Scorecard (BSC) Framework and developed a series of measures to ensure the Institute's resources are being deployed in alignment with the objectives as stated in the Strategic Plan 2010 – 2015. As part of the Balanced Scorecard Framework, JIBC created a Strategy Map to illustrate and communicate key strategic objectives and to facilitate measurement of institutional performance..

The Strategy Map represents the sixteen strategic objectives of the Institute organized across four planning dimensions, which linked together from the bottom up in a chain of cause and effect relationships. By building and enhancing a strong organizational foundation, the Institute will be able to continually improve its processes and financial sustainability and as a result drive success for our students and stakeholders.

- **Organizational Capacity:** These are the foundational drivers for creation of value within the Institute. These objectives describe how people, technology, facilities and organizational climate contribute to create value for JIBC students by providing them with the learning outcomes required to deliver educational excellence and contributing to their success.
- **Process:** The objectives in this dimension are ensuring JIBC is delivering value to students in an effective and efficient way.
- **Financial Stewardship:** The need to make data-informed decisions is critical to succeed in this area. By making data-informed decisions, JIBC will be able to proactively manage revenues, costs, and risks to ensure long term financial sustainability.
- **Students and Stakeholders:** This dimension defines the value proposition for JIBC students. By achieving the objectives in this section of the strategy map, the Institute will be able to increase student satisfaction, increase student retention and therefore contribute to the success of its students.

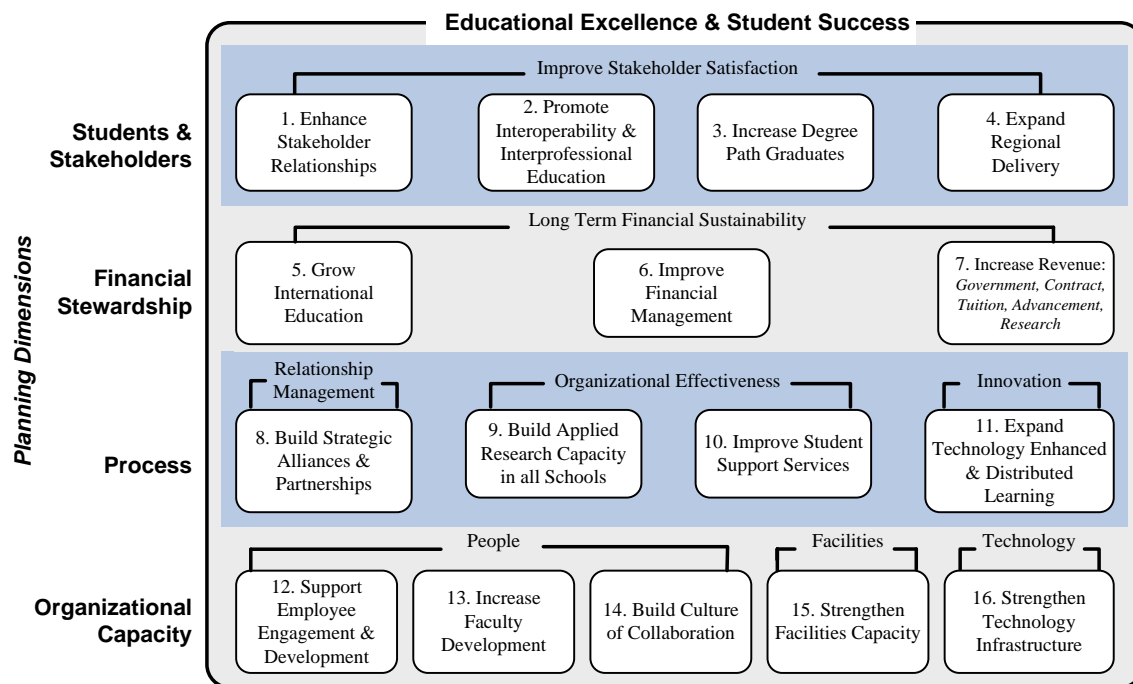


Figure 16 – JIBC Strategy Map – Strategic Plan 2010 – 2015

JIBC has also established Key Performance Indicators for each one of these objectives. Every quarter, these Institute wide measures are reviewed by Senior Management and reported to the Board of Governors.

4. *JIBC Strategic Goals and Objectives*

From the sixteen strategic objectives identified in the Strategy Map (Figure 9 – JIBC Strategy Map), JIBC has established four priorities to ensure focus and alignment across the organization. These four strategic objectives align with the BC post-secondary system:

4.1 *Increase Degree Path Graduates*

JIBC is preparing its students to respond to the challenges of a constantly changing environment by delivering programs and career paths that respond to future market labour demands. As a result, JIBC constantly evaluates the quality of its programs to ensure they meet the recognized standards to ladder toward Certificates, Diplomas and Degrees or transfer credit to other post-secondary institutions. In addition to the program quality, JIBC tests the relevance of the Institute's programs to ensure they meet the needs of its students, professional groups,

employers, advisory committees and the public served by JIBC graduates. Some strategic initiatives are in alignment with this objective:

4.1.1 Strategic Initiatives

- Provide access to graduates from JIBC specialty programs into educational programs in their area of expertise through the development of the Bachelor Degree in Law Enforcement Studies, Bachelor Degree in Public Safety and Security, Post Graduate Certificate in Public Safety, and Masters in Public Safety.
- The JIBC Library provides services and resources to all JIBC students, staff and faculty online and in-person. The Library's collection of justice and public safety resources includes books, journals, audio CDs, and DVDs. In addition, the Library provides access to e-Resources such as e-Journals, eBooks, databases, case law, legislation, codes, and standards. Library staff is available to help with research questions in-person, via telephone, e-mail and via the AskAway Chat Reference Service.
- Through partnerships and the development of a Prior Learning Assessment Recognition (PLAR) process for new graduate programs, JIBC is providing increased access to public safety professionals to further develop their skills and therefore develop into leadership positions within their areas of interest.

JIBC is constantly offering alternatives to public safety professionals to further develop their skills and education. The relevance of JIBC credentials have resulted in some of the Institute's new programs expecting to have their first groups of graduates in 2014:

- First ESMS diploma graduates expected in Jan 2014 convocation and first BESMS degree graduates expected in Jan 2015 convocation
 - Completing transition of BFSS students to BPSA with a small number of graduates anticipated for June 2013 convocation
 - Approx. ten graduates of Emergency Management Certificate program anticipated for June 2013 convocation.
 - First graduate of Fire Prevention Certificate in June 2013 convocation
- JIBC continues to expand the delivery of programs such as Advanced Care Paramedic program and Emergency Medical Support Diploma and is expecting at least 90 active students in the Bachelor of Emergency and Security Management Studies (BESMS)

4.2 Expand Regional Delivery

JIBC is constantly exploring new partnerships with other post-secondary institutions and Aboriginal communities to expand its outreach and provide access to students in remote areas

of BC. JIBC also has greatly increased capacity for online and technology-enabled learning and teaching to provide access to students who live in remote areas of BC.

4.2.1 Strategic Initiatives

- **Increased Access to Public Safety Education and Training for British Columbians**

All JIBC Schools are constantly making efforts to bring JIBC education and training to JIBC communities and provide access to British Columbians across the province either through distance learning or by delivering JIBC education and training in remote regions of the province:

- JIBC has improved virtual library services to increase accessibility to students studying online and in rural and remote communities; enhanced electronic full-text journal collection.
- Expanded partnership with University of Calgary and Yukon College to deliver JIBC Conflict Resolution programs in Edmonton and Whitehorse respectively.
- Increased emergency management regional delivery for core client in all regions/areas of the province
- Exercise Design Certificate program available completely on-line effective April 1 2013
- SOHS is working with the Mobile Medical Unit to develop and deliver an inter-agency simulation day in Prince George in late July. The simulations will include Primary Care Paramedic students from the Prince George cohort, as well as BCAS paramedics, and allied health practitioners from the Northern Health Authority.
- ACP delivery underway in Victoria and a Kelowna cohort starting in September with 8 students enrolled. An additional 30 rural PCP seats will make the training more accessible to learners outside the Lower Mainland, and also assist BCAS with their rural recruitment and retention needs
- Expand Technology Enhanced and Distributed Learning – SOHS continues to be an active driver in the quest for video conferencing technology to facilitate the delivery of our regional ACP programs.
- Curriculum development and delivery of the Community Care Licensing Officer program, the SOHS has the opportunity to develop and deliver a curriculum that is unique and in demand in BC and across Canada.

- **Increased Access to Public Safety Education and Training for Aboriginal Learners:**

JIBC is constantly searching for opportunities to partner with Aboriginal communities and ensure the Institute's curriculum is adapted to the needs of Aboriginal learners where required. Some examples of initiatives to provide increased access to Aboriginal learners are:

- Foundations of Emergency Medicine (FEM) – this is a new program developed through a grant from the Royal Bank of Canada. It is an entry level program that prepares Aboriginal learners to continue on into EMR, and ultimately into PCP. There are two pilot courses scheduled each with 9 seats offered, the first in Kamloops, and the second in Merrit, before rolling the course out to the rest of the province.
- FEM is currently our only program specifically built for Aboriginal learners, though the SOHS has been working closely with numerous Aboriginal communities to deliver EMR training. These courses are delivered on an “as needed” basis.
- Nunavut is currently revamping their correctional system and expanding their services over the next years and therefore JIBC will be providing training to existing and new staff.

4.3 Grow International Education

JIBC's graduates work in a multicultural environment and communities with distinct backgrounds; therefore their work demands awareness and compassion in relation to the different perspectives and situations they deal with every day. JIBC's internationalization strategy promotes innovation and collaboration with the global community endorsing internationalization of JIBC curriculum, faculty, staff and students.

The consolidation of the Office of International Affairs is starting to show some results by providing guidance and resources to Schools and Divisions on how to set goals and select initiatives to advance the internationalization strategy at the institutional level. In order to maintain continuous growth in international activities, the office is currently setting targets for student recruitment, domestic students traveling abroad and for research activity needed to grow international activities for JIBC.

4.3.1 Strategic Initiatives

- JIBC has partnered with Sprott Shaw Community College to ensure international students are prepared and have the adequate level of English language to attend JIBC programs.
- The SOHS has had a long history of providing support to the Hong Kong Fire Service Ambulance Commend (HKFSA) in the development of their ambulance system and the development of paramedics to support their system. JIBC continues to support them through the delivery of two distinct training activities:

- (i) EMA II Training
 - a. Provider training in Hong Kong (100 – 120 students per year)
 - b. Instructor Training (online and F2F in Hong Kong) (8 – 10 students per year)
 - c. On-Ambulance Attachments (online course and field observation shifts in Vancouver) (2 students per year)
- (ii) Advanced Care Paramedic Semester 1 training in BC (2 students per year)

- **United Arab Emirates**

For the past two years the SOHS has supported the National Ambulance Company in the UAE with the professional development of their staff. JIBC specifically provides them with training in the internationally recognized International Trauma Life Support (ITLS) Provider course, and also assist with the development of instructors for the course. This activity will continue in FY2014 with the proposed training of 5 Instructors and 200 – 300 persons at the provider level.

- **Singapore**

The SOHS just commenced year 2 of a 5.5 year contract (3 years 3 months firm and an optional additional 2 years 3 months) with the Singapore Armed Forces to deliver a paramedic program. The contract includes delivery of a PCP Bridge program, and diploma-level academic courses in Singapore, and completion of an online course directly with the JIBC. Upon successful completion of the program the students will be awarded a vocational certificate in Paramedicine and a Diploma in Health Sciences. 10 – 20 students will be trained in each year

- Emergency Management Training will be delivered in Central and South Asia
- SOHS has enrolled several international students into EMR and PCP programs, with the first students already onsite for their studies.

4.4 Build Strategic Alliances and Partnerships

JIBC continues to build strategic alliances and partnerships with organizations, agencies and educational institutions to create new learning opportunities for students and clients. JIBC also recognizes 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.

4.4.1 Strategic Initiatives

As illustrated in section [1.5.3 JIBC Partnerships](#), JIBC continually seeks new partnerships opportunities with other post-secondary institutions to provide increased access to students.

5. *JIBC Alignment with Ministry Goals*

The Ministry of Advanced Education (formerly Advanced Education, Innovation and Technology) established five strategic objectives:

Strategic Objectives	Definition
Access	The BC public post-secondary system provides equitable and affordable access to residents.
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.
Quality	The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of the students.
Efficiency	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.
Relevance	The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

The strategic objectives included in JIBC's Strategy Map, guide the development of cascaded objectives, initiatives and key performance indicators at the School and Divisional level. Each School and Division develops its own strategic objectives and ensures these are in alignment with the Institute's strategic plan.





Every School and Division uses Key Performance Indicators to monitor and report performance and progress toward achievement of the JIBC's Strategic Plan and Academic Plan objectives. JIBC's Key Performance Indicators are in alignment with AEIT's performance expectations. The following table shows how JIBC's strategic objectives as outlined in the Strategic and Academic Plan, are in alignment with the five strategic objectives identified by AEIT.

Ministry Objectives and Performance Measures	JIBC's Strategic Objectives in Alignment with AEIT Strategic Objectives
Capacity	
<ul style="list-style-type: none"> Average Number of Credentials Awarded Number of Full-Time Equivalent (FTE) delivered overall programs Number of Student Spaces in Nursing and other health allied programs 	<ul style="list-style-type: none"> Increase Degree Path Graduates Build Applied Research Capacity in all Schools

Ministry Objectives and Performance Measures	JIBC's Strategic Objectives in Alignment with AEIT Strategic Objectives
Access	
<ul style="list-style-type: none"> • Unique Headcount of Aboriginal Students • Percent of Domestic Students who are Aboriginal • Number of Full-Time Equivalent (FTE) enrollments of Aboriginal Students delivered in all program areas 	<ul style="list-style-type: none"> • Expand Regional Delivery • Build Strategic Alliances and Partnerships • Expand Technology Enhanced and Distributed Learning
Quality	
<ul style="list-style-type: none"> • Percentage of Students who rated the quality of instruction in their program positive • Percentage of Students who indicated their institution helped them develop various skills 	<ul style="list-style-type: none"> • Enhance Student and other Stakeholder Relationships
Relevance	
<ul style="list-style-type: none"> • Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job. • Percentage of graduates who were unemployed at the time of the survey 	<ul style="list-style-type: none"> • Enhance Student and other Stakeholder Relationships
Efficiency	
<ul style="list-style-type: none"> • Year to Year retention rate 	<ul style="list-style-type: none"> • Increase Degree Path Graduates

6. *Performance Measures, Targets and Results*

This section includes JIBC's performance targets for 2012/13 in alignment with the Ministry's performance measures. Some additional Key Performance Indicators are included to reflect how the Institute is using the Balanced Scorecard Framework to ensure alignment with the Strategic and Academic Plans. The following scale is used by AEIT to assess actual performance relative to assigned targets:

Target Results Based on Percentage Achieved	% of Target Achieved	Color Code
Exceeded	110% or more of the target	
Achieved	100% - 109.9%	
Substantially Achieved	90% - 99.9%	
Not Achieved	Less than 90%	

JIBC's Scorecard below shows the results of the Institute's performance against targets set by the Ministry in the Accountability Framework. These are described in detail in the Standards Manual which is updated every year:

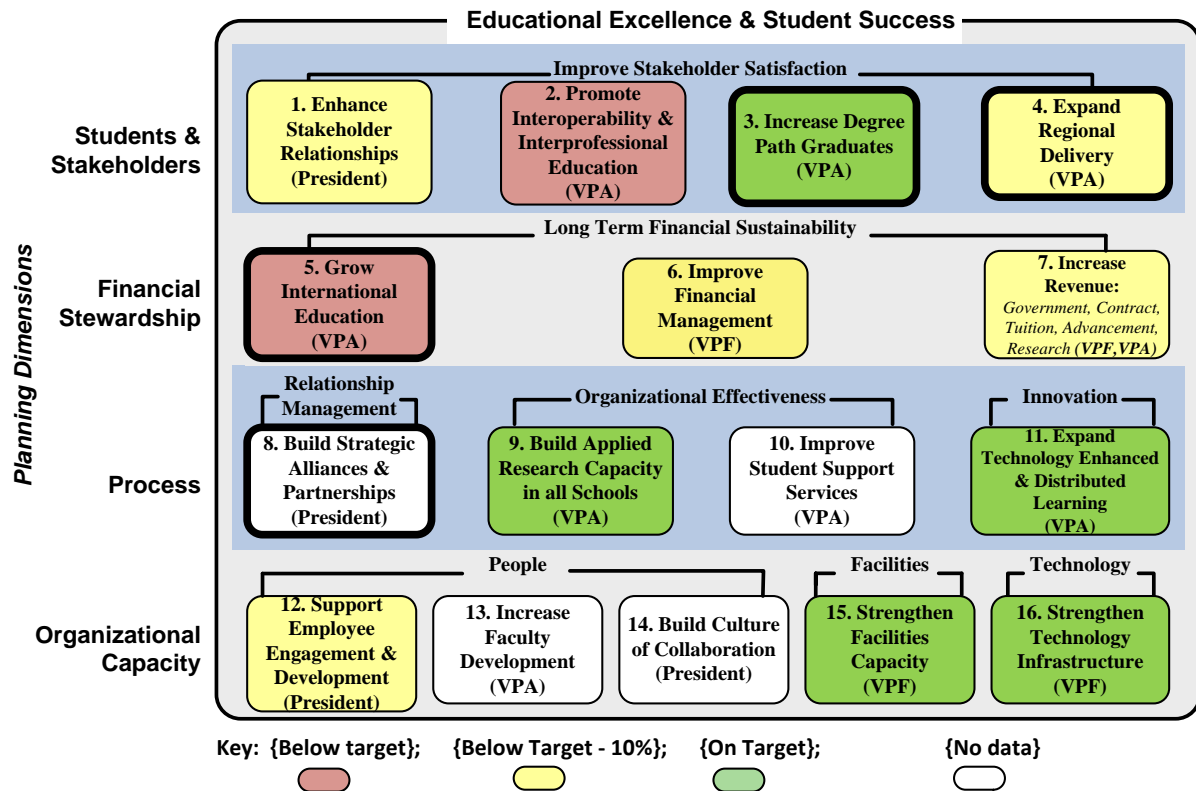
Ministry Objectives and Performance Measures	JIBC Performance
Capacity	
<ul style="list-style-type: none"> Average Number of Credentials Awarded 	Substantially Achieved
<ul style="list-style-type: none"> Number of Full-Time Equivalent (FTE) delivered overall programs 	Exceeded
<ul style="list-style-type: none"> Number of Student Spaces in Nursing and other health allied programs 	Exceeded
Access	
<ul style="list-style-type: none"> Unique Headcount of Aboriginal Students 	Exceeded
<ul style="list-style-type: none"> Percent of Domestic Students who are Aboriginal 	Exceeded
<ul style="list-style-type: none"> Number of Full-Time Equivalent (FTE) enrollments of Aboriginal Students delivered in all program areas* 	Not Assessed
Quality	
<ul style="list-style-type: none"> Percentage of Students satisfied with their education 	Achieved
<ul style="list-style-type: none"> Percentage of Bachelor Degree Graduates satisfied with their education 	Not Assessed

Ministry Objectives and Performance Measures	JIBC Performance
<ul style="list-style-type: none"> Percentage of Students who rated the quality of instruction in their program positive 	Achieved
<ul style="list-style-type: none"> Percentage of Bachelor Degree Graduates who rated the quality of instruction in their program positive 	Not Assessed
<ul style="list-style-type: none"> Percentage of Students who indicated their institution helped them develop various skills 	Not Achieved
<ul style="list-style-type: none"> Percentage of Bachelor Degree Graduates who indicated their institution helped them develop various skills 	Not Assessed
Relevance	
<ul style="list-style-type: none"> Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job. 	Achieved
<ul style="list-style-type: none"> Percentage of Bachelor Degree Graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job. 	Not Assessed
<ul style="list-style-type: none"> Percentage of graduates who were unemployed at the time of the survey 	Exceeded
<ul style="list-style-type: none"> Percentage of Bachelor Degree Graduates who were unemployed at the time of the survey 	Not Assessed

In addition to the measures identified in the Accountability Framework, JIBC uses an Institute wide Balanced Scorecard to reflect its performance against the Strategic and Academic Plans. These measures are reviewed by the Board of Governors; published internally every quarter and translated into a JIBC strategy map which is used as a communication tool with JIBC's stakeholders. [See Appendix 1 – JIBC 2013Q4 Balanced Scorecard](#) for more details.

The Strategy Map below shows the final results for Quarter 4 of fiscal year 2012-13. These results are reviewed every quarter and action items are identified to address the strategic objectives where the Institute is not performing as expected:

JIBC 2012-13 Strategy Map Status at end of Q4



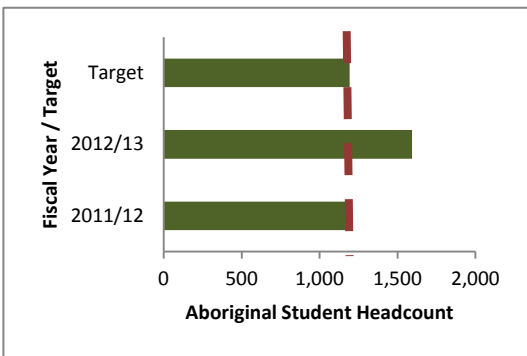
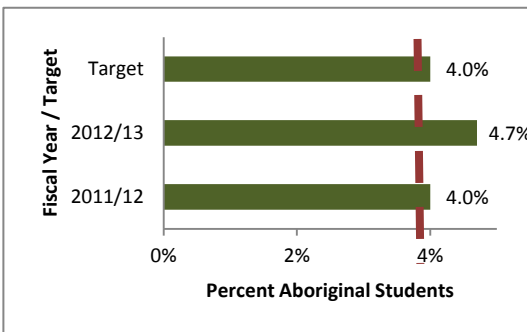
6.1 Target Assessment

6.1.1 Capacity

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment
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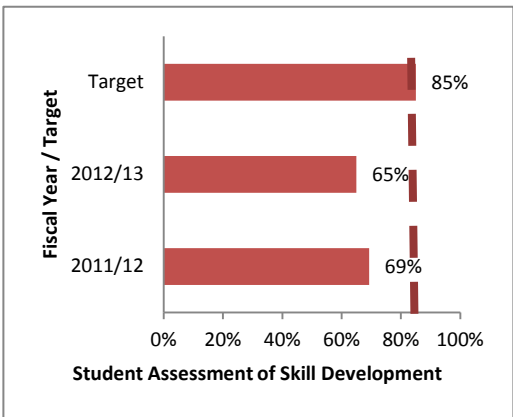
Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment								
Total Student Spaces	2,744	2,350	2,687	<table><caption>Total Student Spaces Data</caption><thead><tr><th>Fiscal Year / Target</th><th>Student Space FTE's</th></tr></thead><tbody><tr><td>Target</td><td>2,350</td></tr><tr><td>2012/13</td><td>2,687</td></tr><tr><td>2011/12</td><td>2,744</td></tr></tbody></table>	Fiscal Year / Target	Student Space FTE's	Target	2,350	2012/13	2,687	2011/12	2,744
Fiscal Year / Target	Student Space FTE's											
Target	2,350											
2012/13	2,687											
2011/12	2,744											
Nursing and Other Allied Health Programs	256	270	349	<table><caption>Nursing and Other Allied Health Programs Data</caption><thead><tr><th>Fiscal Year/Target</th><th>Student Space FTE's</th></tr></thead><tbody><tr><td>Target</td><td>270</td></tr><tr><td>2012/13</td><td>349</td></tr><tr><td>2011/12</td><td>256</td></tr></tbody></table>	Fiscal Year/Target	Student Space FTE's	Target	270	2012/13	349	2011/12	256
Fiscal Year/Target	Student Space FTE's											
Target	270											
2012/13	349											
2011/12	256											
Number of Credentials Awarded	505	577	552	<table><caption>Number of Credentials Awarded Data</caption><thead><tr><th>Fiscal Year/Target</th><th>Credentials Awarded</th></tr></thead><tbody><tr><td>Target</td><td>577</td></tr><tr><td>2012/13</td><td>552</td></tr><tr><td>2011/12</td><td>505</td></tr></tbody></table>	Fiscal Year/Target	Credentials Awarded	Target	577	2012/13	552	2011/12	505
Fiscal Year/Target	Credentials Awarded											
Target	577											
2012/13	552											
2011/12	505											

6.1.2 Access

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment								
Aboriginal Student Headcount (Number)	1,192	1,192	1,592	 <table><caption>Aboriginal Student Headcount Data</caption><thead><tr><th>Fiscal Year / Target</th><th>Headcount</th></tr></thead><tbody><tr><td>Target</td><td>1,192</td></tr><tr><td>2012/13</td><td>1,592</td></tr><tr><td>2011/12</td><td>1,192</td></tr></tbody></table>	Fiscal Year / Target	Headcount	Target	1,192	2012/13	1,592	2011/12	1,192
Fiscal Year / Target	Headcount											
Target	1,192											
2012/13	1,592											
2011/12	1,192											
Aboriginal Student Headcount (Percent)	4%	4%	4.7%	 <table><caption>Aboriginal Student Headcount (Percent) Data</caption><thead><tr><th>Fiscal Year / Target</th><th>Percent</th></tr></thead><tbody><tr><td>Target</td><td>4.0%</td></tr><tr><td>2012/13</td><td>4.7%</td></tr><tr><td>2011/12</td><td>4.0%</td></tr></tbody></table>	Fiscal Year / Target	Percent	Target	4.0%	2012/13	4.7%	2011/12	4.0%
Fiscal Year / Target	Percent											
Target	4.0%											
2012/13	4.7%											
2011/12	4.0%											
Total Aboriginal Student Spaces	N/A	N/A	N/A	Not Assessed								

6.1.3 Quality

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment								
Percentage of Graduates from diploma, associate degree and certificate who rated the quality of instruction in their program positive	96%	90%	96%	<table><caption>% Rating Quality of Instruction</caption><thead><tr><th>Fiscal Year / Target</th><th>% Rating</th></tr></thead><tbody><tr><td>Target</td><td>90%</td></tr><tr><td>2012/13</td><td>96%</td></tr><tr><td>2011/12</td><td>96%</td></tr></tbody></table>	Fiscal Year / Target	% Rating	Target	90%	2012/13	96%	2011/12	96%
Fiscal Year / Target	% Rating											
Target	90%											
2012/13	96%											
2011/12	96%											
Percentage of Bachelor Degree Graduates who rated the quality of instruction in their program positive	N/A	N/A	N/A	Not Assessed								
Percentage of Graduates from diploma, associate degree and certificate satisfied with their education	89%	90%	87%	<table><caption>% Rating Student Satisfaction with Education</caption><thead><tr><th>Fiscal Year / Target</th><th>% Rating</th></tr></thead><tbody><tr><td>Target</td><td>87%</td></tr><tr><td>2012/13</td><td>90%</td></tr><tr><td>2011/12</td><td>89%</td></tr></tbody></table>	Fiscal Year / Target	% Rating	Target	87%	2012/13	90%	2011/12	89%
Fiscal Year / Target	% Rating											
Target	87%											
2012/13	90%											
2011/12	89%											

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment								
Percentage of Bachelor Degree Graduates satisfied with their education	N/A	N/A	N/A	Not Assessed								
Percentage of Graduates from diploma, associate degree and certificate assessment of skill development	69%	85%	65%	<div><table><caption>Student Assessment of Skill Development</caption><thead><tr><th>Fiscal Year / Target</th><th>Percentage</th></tr></thead><tbody><tr><td>Target</td><td>85%</td></tr><tr><td>2012/13</td><td>65%</td></tr><tr><td>2011/12</td><td>69%</td></tr></tbody></table></div>	Fiscal Year / Target	Percentage	Target	85%	2012/13	65%	2011/12	69%
Fiscal Year / Target	Percentage											
Target	85%											
2012/13	65%											
2011/12	69%											
Percentage of Bachelor Degree Graduates assessment of skill development	N/A	N/A	N/A	Not Assessed								

These ratings have shown a gradual positive trend over the past three years [See Appendix 2 – Performance Measures and Results](#) for more details. 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.

6.1.4 Relevance

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment
Diploma, associate degree and certificate graduates find knowledge useful in performing their job	88%	90%	90%	<div><div><div>Fiscal Year / Target</div><div>Target</div><div>2012/13</div><div>2011/12</div></div><div><div><div>0%</div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div><div><div>90%</div><div>90%</div><div>88%</div></div></div><div>% Rating usefulness of knowledge and skills</div></div>
Bachelor Degree graduates find knowledge useful in performing their job	N/A	N/A	N/A	Not Assessed
Diploma, associate degree and certificate graduates unemployed	3%	<=11.8%	.5%	<div><div><div>Target</div><div>2012/13</div><div>2011/12</div></div><div><div><div>0%</div><div>5%</div><div>10%</div><div>15%</div></div><div><div>11.8%</div><div>0.5%</div><div>3.0%</div></div></div><div>■ Unemployment Rate</div></div>

Performance Measure	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment
Bachelor Degree graduates unemployed	N/A	N/A	N/A	Not Assessed

7. Financial Information

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

<http://www.jibc.ca/about-jibc/strategic-plan-reports>

Appendixes

Appendix 1 – JIBC Balanced Scorecard Quarter 4 2012-13

KPI #	KPI Name	YTD 2012-Q4	YTD 2013-Q4	YTD Performance	2013 Annual Target
Global 1	Student FTE's	2,845.00	2,731.47		2,845.00
Global 2	Student Headcount*	28,257	26,934		28,257
Global 3	Students graduating with a professional credential (SCRT)	1,570	1,572		1,570
KPI 1.1	Student overall rating of satisfaction with education at JIBC (N =number responding)	90.72%	89.00%		90.72%
KPI 2.1	Number of courses shared across JIBC programs	18	18		24
KPI 3.1	Students graduating with an academic credential (CERT, DIPL, ADPL, BACH, GC, MA)	506	602		506
KPI 4.1	Student FTEs by region of residence (Report shows student FTEs with residence outside of the Lower Mainland)	1,138.00	1,862.00		1,792.35
KPI 4.2	Student FTEs ever identified as Aboriginal	122.00	111.00		122.00
KPI 4.3	Student headcount ever identified as Aboriginal	844	798		844
KPI 5.1	International student FTEs (including foreign nationals enrolled online and in JIBC F2F classes in Canada and offshore)	36.50	16.43		42.67
KPI 5.2	International student headcount (defined as above)	237	179		515
KPI 6.1	Working capital ratio	1.10	1.10		1.00
KPI 6.2	Total expense per student FTE	\$14,718	\$15,477		\$16,470
KPI 7.1	Total revenue from all sources – government, tuition, contract, advancement, research	\$44,000,775	\$43,687,251		\$45,605,018
KPI 9.1	Total value of research proposal submissions	\$2,000,000	\$2,868,162		\$2,742,535
KPI 9.2	Number of ethical reviews approved	5	6		8
KPI 11.1	Number of FTEs generated from distance education	881.95	964.00		882.00

KPI #	KPI Name	YTD 2012- Q4	YTD 2013- Q4	YTD Performance	2013 Annual Target
KPI 12.1	Rating on Employee Engagement Survey (Engagement Questions)	4.20	4.20		4,24
KPI 15.1	Dollars spent on capital improvements (facility leases and capital expenses)	\$1,211,316	\$1,477,748		\$1,436,892
KPI 16.1	Dollars spent on technology (Technology Services operating and capital budgets)	\$2,250,092	\$2,280,775		\$2,236,552

Appendix 2 – Performance Measures and Results

2012/13 Accountability Framework Performance Measure Results¹⁴

Performance measure	Reporting year			
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment
Student spaces ¹⁵				
Total student spaces	2,744	2,350	2,687	Exceeded
Nursing and other allied health programs	256	270	349	Exceeded
Credentials awarded ¹⁶				
Number	505	577	552	Substantially achieved
Aboriginal student headcount ¹⁷				
Number	1,192	≥ previous year	1,592	Exceeded
Percent	4.0%		4.7%	Exceeded
Aboriginal student spaces ¹⁸				
Total Aboriginal student spaces	117	N/A	189	Not assessed
Ministry	117		189	
Industry Training Authority (ITA)	N/A		N/A	

¹⁴ Please consult the 2012/13 Standards Manual for a current description of each measure. See [Standard Manual](#).

¹⁵ Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year; results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year.

¹⁶ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.

¹⁷ Results from the 2011/12 reporting year are based on data from the 2010/11 academic year; results from the 2012/13 reporting year are based on data from the 2011/12 academic year.

¹⁸ Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year.

Performance measure	Reporting year					
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment		
Student satisfaction with education ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.4%	3.6%	≥ 90%	86.7%	3.7%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of the quality of instruction ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students ¹⁹	95.8%	2.3%	≥ 90%	95.8%	2.2%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of skill development ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	69.3%	6.1%	≥ 85%	64.9%	5.6%	Not achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of usefulness of knowledge and skills in performing job ⁶						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	88.3%	4.1%	≥ 90%	89.6%	3.4%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Unemployment rate ²⁰						
	%	+/-		%	+/-	

¹⁹ Results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting year are based on 2012 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.

²⁰ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Performance measure	Reporting year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Assessment
Diploma, associate degree and certificate graduates	3.0%	2.1%	≤ 11.8%	0.5%	0.8%	Exceeded
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed

Performance measure	Reporting year					
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment		
Former diploma, certificate, and associate degree students' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	69.3%	6.1%	≥ 85%	64.9%	5.6%	Not achieved
Written communication	50.5%	8.4%		46.4%	6.9%	
Oral communication	59.5%	8.2%		57.5%	6.1%	
Group collaboration	84.6%	4.4%		73.9%	4.8%	
Critical analysis	78.5%	5.0%		71.5%	4.9%	
Problem resolution	76.5%	5.2%		67.9%	5.1%	
Learn on your own	66.1%	6.1%		68.7%	5.2%	
Reading and comprehension	69.4%	6.1%		68.2%	5.3%	
Bachelor graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	N/A	N/A	≥ 85%	N/A	N/A	Not assessed
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	N/A	N/A		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	

Appendix 3 – Targets 2015/2016

Justice Institute of British Columbia

Accountability Framework Performance Targets: 2013/14 - 2015/16

Performance measure	2013/14	2014/15	2015/16
Student spaces			
Total student spaces	2,320	2,320	TBD
Nursing and other allied health programs	240	240	TBD
Credentials awarded			
Number	≥ 541	TBD	TBD
Aboriginal student headcount			
Number	≥ 1,592	≥ previous year	
Percent	≥ 4.7%		
Student satisfaction with education			
Former diploma, associate degree and certificate students	≥ 90%		
Baccalaureate graduates			
Student assessment of the quality of instruction			
Former diploma, associate degree and certificate students	≥ 90%		
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Former diploma, associate degree and certificate students	≥ 85%		
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Diploma, associate degree and certificate graduates	≥ 90%		
Baccalaureate graduates			
Unemployment rate			
Diploma, associate degree and certificate graduates	≤ unemployment rate for individuals with high school credentials or less		
Baccalaureate graduates			