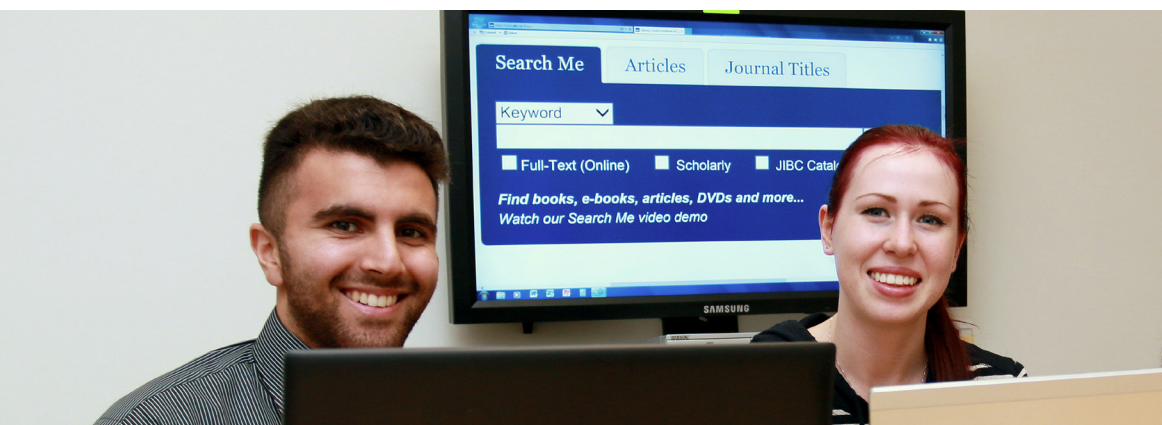


INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT



2014-2015

July 20, 2015

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

Dear Minister Wilkinson,

On behalf of Justice Institute of British Columbia (JIBC), we are pleased to present JIBC's Institutional Accountability Plan and Report for 2014/15. 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 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 workforce in continuing to build a strong BC economy.

During fiscal year 2014/15, 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:

- Successful launch of the Bachelor of Law Enforcement Studies at the New Westminster campus
- In collaboration with the Police Academy Chiefs Committee and the Police Training Advisory Committee reviewed and restructured the Police Studies Certificate (police recruit training program)
- Engaged in Aboriginal community consultations in various locations throughout the province to inform a draft Indigenization Plan
- Delivered the Primary Care Paramedic certificate in collaboration with regional colleges in Vanderhoof, Prince George, Port McNeill, Port Alberni, and Cranbrook
- In partnership with the Metis Nation of British Columbia offered the Emergency Medical Responder course in five locations enrolling mainly Metis and First Nations students (funded through AVED)
- Developed and launched the Community Corrections Training Site (CCTS) for BC Corrections
- Provided innovative, applied, customized leadership development for provincial crown corporations
- Implemented inter-professional learning opportunities for law enforcement and paramedic students through inter-professional immersive simulations with allied health students from other post-secondary institutions
- Joined the Administrative Systems Consortium (ASC) and have planned and launched the first phase of new Enterprise Resource Planning (ERP) Colleague software in support of enhanced responsiveness of services with students and clients, reporting, planning and decision making capabilities
- Furthered innovation through extension the use of PRAXIS, a web-based, interactive and immersive simulation training tool and exploring commercialization
- In partnership with Northern Lights College delivered High Angle Rescue training as part of NLC's Wind Turbine Maintenance Technician Program.

We are focused on the future. As noticed 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 applied training and education, in large part because 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 in our response in this report.

In addition, during 2014/15, we continued to implement strategies in support of a financial sustainability plan through which the Institute will execute specific revenue growth and cost containment strategies. The budget plans for fiscal 2016 will provide a solid foundation for financial sustainability through 2016 and 2017 and will allow JIBC to continue to make progress against its new Strategic and Academic Plans in the coming years.

In addition to these accomplishments, the Board of Governors approved a new 2015-2020 Strategic Plan that was launched at our Victoria campus, with yourself and Minister Anton and Minister Bond, reflecting our Vision of “Safer communities and a more just society” that we will contribute to through our new Mission statement “Developing dynamic justice and public safety professionals through exceptional applied training, education, and research”. Our four key strategic priorities are to: (1) Be Relevant and Impactful; (2) Increase Engagement and Awareness; (3) Create Exceptional Environments; and (4) Be Effective and Accountable.

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 Wilkinson, 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 prosper into the future.

Respectfully Submitted,



Jim McGregor
Chair



Dr. Michel Tarko
President & CEO

Table of Contents

1. Institutional Overview	4
1.1 JIBC Vision and Mission	5
1.2 JIBC Strategic Priorities.....	5
1.3 JIBC Commitments	5
1.3.1 Commitment to Stakeholders:	5
1.3.2 Commitment to the JIBC Team.....	6
1.4 JIBC Mandate	6
1.5 JIBC Today	7
1.6 A Commitment to Quality	7
1.6.1 Program Reviews	7
1.6.2 Program Advisory Committees.....	8
1.6.3 Quality Assurance Framework.....	8
1.6.4 Class Evaluations.....	8
1.6.5 Annual Current Student Survey.....	9
1.6.6 BC Student Outcomes.....	9
1.6.7 Curriculum Approval Policies and Procedures	9
1.6.8 Data Governance and a New ERP.....	9
1.7 High Quality Education and Training.....	10
1.7.1 School of Health, Community and Social Justice.....	10
1.7.2 School of Public Safety	12
1.7.3 School of Criminal Justice & Security	12
1.8 JIBC's Provincial Mandate	13
1.9 JIBC Partnerships.....	14
1.10 JIBC Students.....	14
1.10.1 Student Demographics	14
1.10.2 Aboriginal Students	16
1.10.3 International Students.....	17
2. Environmental Scan	18
2.1 Internal Scan.....	18
2.1.1 Relevant Training and Education.....	18
2.1.2 Applied Research and the Centre for Teaching, Learning and Innovation.....	18
2.1.3 JIBC Current Students	19
2.1.4 Financial Stewardship	19
2.1.5 Planning to Support Enrolment Management	20
2.2 External Scan	20
2.2.1 BC Employment Outlook and the JIBC.....	20
2.2.2 BC Labour Market Outlook	22
2.2.3 BC Labour Market Occupation Growth and JIBC Programming	23

2.2.4	Labour Shortages.....	24
2.2.5	Ministry of Advanced Education Service Plan	24
2.2.6	Taxpayer Accountability Principles.....	25
2.2.7	Skills for Jobs Blueprint.....	25
2.3	Competition and Collaboration.....	25
2.3.1	Schools and Programs	25
2.3.2	Prospective Students	26
2.3.3	The Public	26
3.	Planning and Operational Context.....	26
3.1	Strategic Planning.....	27
3.1.1	Strategic Plan 2015 to 2020.....	27
3.2	Operational Planning Framework	28
3.3	JIBC's Academic Plan	28
3.3.1	Support Diversity	28
3.3.2	Enhance Evidence-Informed Education and Training	28
3.3.3	Maximize Contribution in a Rapidly Changing World.....	29
4.	JIBC Alignment with Ministry Goals	29
4.1.1	BC's Skills for Jobs Blueprint and JIBC	30
4.2	Performance Measure Targets and Results	31
4.3	Performance Measure Targets.....	31
4.4	Performance Measure Results	31
4.4.1	Performance Measure: Total Student Spaces	31
4.4.2	Performance Measure: Allied Health Spaces	32
4.4.3	Performance Measure: Credentials Awarded	32
4.4.4	Performance Measure: Aboriginal Student Spaces.....	33
4.4.5	Performance Measure: Satisfaction with Education.....	33
4.4.6	Performance Measure: Quality of Instruction.....	33
4.4.7	Performance Measure: Skill Development.....	34
4.4.8	Performance Measure: Usefulness of Knowledge % Skills in Performing Job ⁵	34
4.4.9	Unemployment Rate ^{5,6}	34
4.5	Balanced Scorecard Results	35
5.	Financial Information.....	36
6.	Appendices.....	37
6.1	Appendix 1 – JIBC Balanced Scorecard Quarter 4 2014-15.....	37
6.2	Appendix 2 – 2014/15 Performance Measures and Results.....	38
6.3	Appendix 3 – Performance Measure Targets 2015/16 to 2016/2017	41

1. Institutional Overview

With its main campus in New Westminster and regional campuses in Maple Ridge, Pitt Meadows, Chilliwack, Kelowna and Victoria, Justice Institute of British Columbia (JIBC) offers specialized, applied education, training and research in justice and public safety. JIBC serves about 26,000 students annually through career programs, continuing education, and ongoing professional training and education courses that emphasize experiential

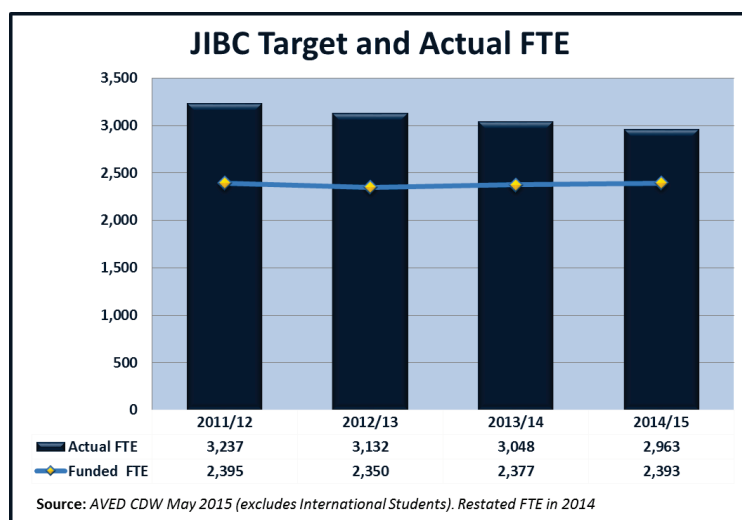


learning to enhance skills and abilities. As well as offering a range of credentials, from certificates of achievement and short certificates through to diplomas, degrees and graduate certificates, JIBC's programs and courses are aligned with provincial and employer needs to contribute to skills for a prosperous BC.

Major programming areas include policing and law enforcement, paramedicine, firefighting, emergency management, corrections, sheriffs and court administration, security, investigation, driver training, conflict resolution, negotiation, leadership (including Aboriginal leadership) and

mediation. With a focus on adult education, experiential/applied learning and technology-enhanced learning, JIBC recognizes that fostering proficiency requires education that is current, relevant, and focused on real world

needs. Therefore, learning is facilitated through extensive use of case studies and problem-based activities and participation in scenarios, simulations, and field placements with practitioners as instructors. Given that JIBC is a provincial institute, select programming is delivered through online, community-based deliveries, and in partnership with other regional colleges to meet labour market needs. JIBC's Centre for Teaching and Learning Innovation (CTLI) supports curriculum design and delivery through a



wide range of innovative and effective learning technologies, a collaborative design process, and ongoing instructor and student support.

JIBC consistently exceeds student Full-Time Equivalent (FTE) targets set by the Ministry of Advanced Education (AVED) with an average of about 3000 student FTE per year. Average FTE utilization rate over the last four years

is 130% demonstrating continued efficiency and effectiveness in providing high quality programs and services to its stakeholders as the Institute carries out its provincial mandate.

1.1 JIBC Vision and Mission

Justice Institute of British Columbia (JIBC) has launched its new Strategic Plan that will guide the Institute from 2015 to 2020. The new Vision is for JIBC is:

Safer communities and a more just society.

JIBC's Mission is to:

Develop dynamic justice and public safety professionals through exceptional applied education, training and research.

1.2 JIBC Strategic Priorities

To realize this renewed vision and mission, the Plan outlines the Institute's four strategic priorities over the next five years:

- Be relevant and impactful;
- Increase engagement and awareness;
- Create exceptional environments; and
- Be effective and accountable.

JIBC will focus on a number of goals and actions included in these priorities that build on its strong foundation as a public post-secondary institution with a provincial mandate such as:

- Offer focused, specialized, and applied education, training and research across economic sectors that reflect labour market and educational needs and trends.
- Increase learning opportunities across the province through collaboration with post-secondary institutions, communities, and other organizations.
- Increase inter-professional applied training, education and research.
- Expand stakeholder engagement and actively market programs and capabilities.
- Cultivate outstanding working and learning places.
- Enhance organizational effectiveness and expand public accountability.

1.3 JIBC Commitments

1.3.1 Commitment to Stakeholders:

- Adapt rapidly to the needs of the justice and public safety community through proactive engagement;

- Offer focused, specialized training to ready the workforce for the jobs of tomorrow;
- Improve learning pathways for students to remain current, support learning needs, enhance mobility, and credential attainment;
- Be service oriented;
- Partner with Aboriginal communities to build skills and job training opportunities;
- Focus on learners' unique needs, inclusive of all cultures;
- Demonstrate accountability through quality assurance, continuous improvement, and reporting;
- Improve organizational effectiveness and uphold disciplined financial management to create a sustainable organization; and
- Enhance opportunities for integrated programming across programmatic areas.

1.3.2 Commitment to the JIBC Team

- Value and respect our employees and partners, and build relationships that reflect the highest standards of integrity;
- Advance a culture of creativity, innovation, teamwork, and transparent decision-making;
- Facilitate timely and effective communication, and share successes; and
- Collaborate to create new revenues and growth opportunities.

1.4 JIBC Mandate

The BC Government established JIBC in 1978 as a Provincial Institute through an Order-In-Council. At that time, JIBC's mandate was to:

- 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.

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 providing:

- (a) Courses of instruction in justice and public safety;
- (b) Courses of instruction at the baccalaureate and applied master's degree levels; and

(c) Performing other functions as designated by the Minister.

1.5 JIBC Today

The needs in justice and public safety have changed significantly since JIBC was created more than thirty years ago and continue to evolve. The growing sophistication of crime and increasing scale of natural and human caused disasters are among some of the complex challenges faced today by first responders and their leaders. As well, the needs of employers, students and clients continue to evolve and change. JIBC continues to meet its mandate to prepare students for career challenges by offering comprehensive training as well as programs leading to certificates, diplomas, undergraduate degrees, and graduate certificates and ensures programming is aligned with BC's Skills for Jobs Blueprint in meeting the skills gap in the province. As such, JIBC's programs respond to current and future human resource needs and labour market demand identified by municipal, provincial, federal governments, 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. Simulations enable students to experience the stress and chaos of incidents and other 'real world' situations, and develop the judgment necessary to make solid and appropriate decisions. Instructors active in their professional field have the knowledge and experience to prepare students for complex scenarios and facilitate valuable learning.



1.6 A Commitment to Quality

In recognition of the institute's commitment to ensuring quality in the delivery of programs and services, JIBC consistently assesses and reviews the quality of its programs and services through inter-connected ongoing quality mechanisms.

1.6.1 Program Reviews

Program Reviews are conducted according to a schedule established annually with programs evaluated one year after implementation of a new program and every five years thereafter consistent with existing institutional policy. Program reviews ensure academic quality and ongoing relevancy and assess the extent to which programs:

- Support student success and academic excellence;
- Reflect the priorities of JIBC's Strategic and Academic plans;

- Are relevant to industry, clients and other stakeholder groups; and
- Maximize instructional quality and excellence.

1.6.2 Program Advisory Committees

Program Advisory Committee (PAC) policies and procedures have been renewed with 15 PACs currently operating for program areas and focusing on:

- Identifying and developing new programs or programming opportunities;
- Assessing currency and relevance of existing programs;
- Liaising with particular sectors such as industry, prospective employers or students;
- Fostering communication amongst agencies, institutions, leaders, and organizations;
- Contributing subject matter expertise for enhanced quality of programs; and
- Establishing criteria for program teaching faculty qualifications.

1.6.3 Quality Assurance Framework

A new Quality Assurance Framework for JIBC adopted in December 2014 for implementation. This Framework recognises the integrated nature of a post-secondary institution and aims to ensure high quality programming, support, infrastructure and accountability.



1.6.4 Class Evaluations

JIBC students provide feedback on their level of satisfaction, and, assessment of quality of instruction and curriculum. These results are used for continuous improvement and overall satisfaction is currently used as a Key Performance Indicator (KPI) in the JIBC Balanced Scorecard. During the last year, consistent with the commitment to efficient administrative processes, JIBC has collaborated with other BC post-secondary

institutions in the Fluid Survey Consortium. This initiative continues to support the Ministry Administrative Service Delivery Transformation initiative in achieving administrative efficiencies, sharing best practices, and enhancing the quality of services across the public post-secondary sector.

1.6.5 Annual Current Student Survey

JIBC conducts an annual Current Student Survey to measure student assessment of a number of dimensions associated with the quality of education and services. Survey results support annual planning and continuous quality initiatives.

1.6.6 BC Student Outcomes

JIBC participates in the annual BC Student Outcomes surveys and the results are used in Program Reviews, marketing and recruitment, annual planning and continuous improvement.

1.6.7 Curriculum Approval Policies and Procedures

JIBC has also renewed its curriculum approval policies and procedures in order to strengthen this critical infrastructure; the implementation of a new Enterprise Resource Planning tool (Colleague) has created additional opportunities to review and refresh existing policies and procedures.. At JIBC, Program Council fulfills the function of an Education Council (as delegated from the Board of Governor's through the President), and Program Council has a re-energized approach to ensuring quality standards and processes are in place and being implemented. Included in this work is a focus on educational policy review and support.

1.6.8 Data Governance and a New ERP

In 2014, JIBC undertook a data governance review to ensure that roles related to the responsibility, accountability, consultation and information (RACI) aspects of data in the Institute were clearly understood and implemented consistently throughout JIBC. This Framework was endorsed and is designed to ensure that the Institute remains accountable to its internal stakeholders, its Board, the Province and the citizens of British Columbia and that decision-making at all levels of the Institute is evidence informed and sustainable.

As part of the 2014 data governance review, it became apparent that the Institute's current Student Information System and it's disconnect from the Financial and Human Resources systems was impeding JIBC's ability to meet the recommendations of the Data Governance Framework. As such, the Institute worked with other BC institutions in the Administrative Systems Consortium (which is aligned with the Administrative Service Delivery Transformation initiative) to acquire the Ellucian Colleague Enterprise Resource Planning (ERP)

JIBC Data Governance Framework



integrated system. Implementation is over a 2.5 year period (with Student Registration and Records going live July 2015).

1.7 High Quality Education and Training

The Institute's programming 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 to learn together, instilling the value of communication and teamwork.

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 counsellors – significantly contribute to a continuum of safety from prevention to response to recovery.

JIBC courses and programs are organized through three Schools:

1.7.1 School of Health, Community and Social Justice

The School of Health, Community and Social Justice offers a wide range of interdisciplinary programs and courses that span health sciences, justice, public and community safety spectrum and encompass prevention, response, and recovery. Divisions and Centres in the school are:

- Centre for Conflict Resolution
- Centre for Leadership (including Aboriginal Leadership)
- Centre for Counselling & Community Safety
- Health Sciences Division
 - Centre for Professional Health Education
 - Paramedic Academy

The School provides opportunities for students to study in the areas of:

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

- Emergency Medical Responder (EMR) and First Responder (FR) training;
- Paramedicine including Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP);
- Education and training for allied health professionals, including Community Care Licensing Officer (CCLO) program;
- Instructor development; and
- Conflict studies including negotiation and mediation.

Diplomas, certificates, individual courses, workshops, conferences and special events are offered at JIBC campuses in New Westminster, Victoria, Kelowna, Maple Ridge and Chilliwack, at various other BC locations 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 instructors who are experts in their field. Instructors in the School are some of the most respected and experienced educators working in the fields of paramedicine, conflict resolution, negotiation and third party mediation, leadership and management, counselling and community safety, and Aboriginal leadership.

All of the Centres' widely recognized workshops, courses, and credentials are available for delivery on-campus/on-line; and in community and within organizations through contract activity, customized to meet employer and employee needs and to suit the organizational context.

The Primary Care Paramedic (PCP) program has received ongoing provincial funding to deliver 30 training seats in rural communities annually. Training sites are determined in partnership with BC Ambulance Services to support their staffing needs and recruitment initiatives. Rural programs are being delivered in partnership with regional post-secondary partners where possible; this has also created additional opportunity to , include inter-professional learning activities.

With a growing emphasis on inter-professional health care collaborations in BC, JIBC's Health Sciences Division and Okanagan College's (OC) School of Science, Technology & Health committed to create and participate in a joint inter-professional education (IPE) initiative. The activity was designed to provide students with opportunities to interact with students from each identified discipline in the context of patient centered care, and also to observe each discipline engage in activities within their respective roles and scope. Disciplines involved included: paramedicine, health care assistant, pharmacy technology and practical nursing programs.

The Community Care Facilities Licensing Officer program continues to grow as the bursary program is implemented and articulation agreements are developed.

The School continues to work with partners in business, industry and government to deliver relevant and timely training. Examples include CREW Leadership development programs for BC Hydro, BC Housing Leadership at Every Level and BC Teacher regulatory branch for consent resolution processes.

1.7.2 School of Public Safety

The School of Public Safety (PSAF) prepares individuals to work as first responders or public safety professionals as well as offering programming those working in the field to enhance their competencies. Divisions and Centres in the school are:

- Emergency Management Division
- Fire & Safety Division
- Pacific Traffic Education Centre

The School offers diverse customized training, education, consultation and applied research worldwide. The School assesses, designs, and delivers first responder and public safety programs. This includes delivery of contract related training and education through engagement with several provincial government ministries and other stakeholders that include federal, provincial, and municipal governments, not for profit agencies, crown corporations, and other public and private organizations across BC, Canada, and the world.

The School offers several diplomas and certificates and the Bachelor of Emergency and Security Management is a broadly based, multi-disciplinary program designed specifically to meet the safety, security, and emergency management challenges of today and tomorrow.

In partnership with the Pitt Meadows Regional Airport (YPK), JIBC successfully established its corporate and community client business at the Pitt Meadows Campus with a focus on driver education. A host of auto manufacturers including Ford, Volkswagen, Acura, BMW, Audi, Subaru, Scion, Mercedes-Benz and Mini contracted use of the 500,000 square-feet of paved surface at the campus for consumer and dealer events. Local car and motorcycle clubs also booked the Pitt Meadows Campus for its own driver-training events and competitions. This activity is in addition to the key educational activity at the site for driver training for particular programs (e.g., Police Academy).

The School works in partnership with other agencies and organizations to deliver innovative training. Examples include the Integrated Partnership for Regional Emergency Management (IPREM) for a tabletop exercise delivered in-person, validating a draft concept-of-operations model and a partnership with Northern Lights College in support of Oil and Gas Training. As well, the Emergency Management Division works closely with Aboriginal communities in defining their training and education needs and delivering training in the community.

1.7.3 School of Criminal Justice & Security

The School of Criminal Justice and Security prepares individuals to work as first responders or public safety professionals. The School is comprised of the following Academy and Divisions:

- Police Academy
- Corrections & Court Services Division
 - Centre for Court Administration
 - Sheriff Academy
- Justice & Public Safety Division

The Bachelor of Law Enforcement Studies had its first intake in September 2014 with a total of 26 FTE over the 2014/15 fiscal year. This new degree provides a pathway for current students and graduates of JIBC's two-year Law Enforcement Studies Diploma (or graduates with diplomas or associate degrees in criminology or similar law enforcement programming) or for those who are already employed in a justice or public safety profession, who seek to further their education and achieve an undergraduate degree in law enforcement. JIBC has entered into a new agreement with Camosun College for the collaborative delivery of year three and four of this degree program beginning in the 2016/17 academic year and beyond.

The School continues to be responsive to the needs of the Ministry of Justice to adapt training programs in Corrections, Courts, Custody, Probation, Sheriff Recruit and Family Justice aligned with current and emerging needs. As well, JIBC subject matter experts engage with the professions to guide development of new initiatives and learning opportunities like the project to develop a new cultural awareness training program for police officers and new recruits.

1.8 JIBC's Provincial Mandate

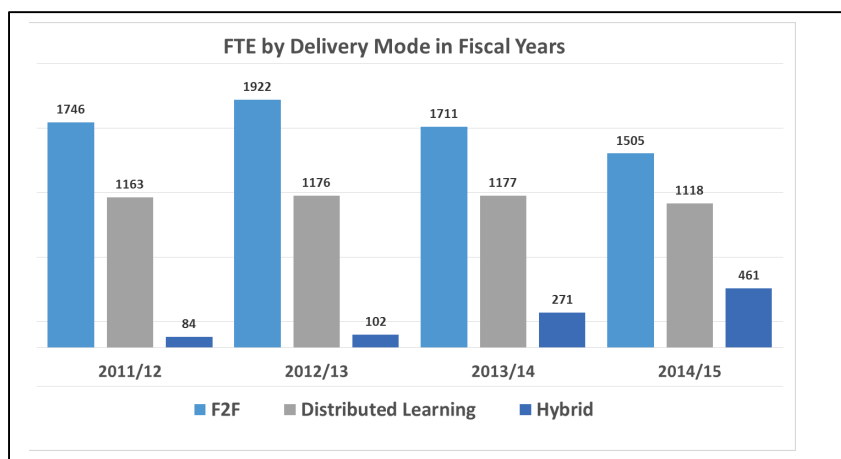
JIBC delivers education and training at its six (6) campus locations and in 2014/15 offered courses at 159 other locations in British Columbia. JIBC's extensive outreach activities, five regional campuses, community-based delivery, and institutional partnerships speak to institutional effectiveness in support of a strong provincial economy for today and tomorrow through justice and public safety training and education.

In 2014/15, the Institute enrolled over 26,000 students with 57% of these students residing outside of the Greater Vancouver Metropolitan Area thus demonstrating how JIBC contributes to the needs of British Columbians. An examination of scheduled regional deliveries (classes) shows a continuous presence in all areas of the province with just over 51% of all activity being delivered on one of JIBC's six campuses.

Location	2011/12	2012/13	2013/14	2014/15
JIBC Campuses	48.23%	52.06%	53.73%	51.35%
BC Interior	6.93%	5.44%	5.97%	4.28%
BC Lower Mainland/Fraser Valley	11.52%	9.92%	6.67%	3.7%
BC Northern	3.96%	3.90%	3.55%	2.4%
BC Vancouver Island/Sunshine Coast	7.40%	5.84%	5.72%	6.02%
Out of Province/International	4.73%	6.29%	5.41%	5.39%
Online /Unknown	17.23%	16.55%	18.95%	25.19%

As part of its Core Review, JIBC defined new internal reporting requirements to monitor regional deliveries and included those as part of its Key Performance Indicators (KPI) and strategic enrolment management processes in 2014/2015.

As part of JIBC's provincial mandate, the Institute provides instruction province-wide and uses multiple delivery modes including Face to Face (F2F), Distributed Learning and F2F learning supported by Distributed Methods (Hybrid). On average, JIBC delivered about 63% of its instruction via F2F (including learning supported by Distributed Methods) and about 37% of its instruction through Distributed Learning.



These deliveries integrate the advantages of face-to face teaching and learning with the positive characteristics of distance learning providing more access to British Columbians to training and education in the area of justice and public safety. JIBC continues to explore and develop new educational delivery methods to meet the needs of students and other stakeholders. While face-to-face education is still at the core of JIBC's delivery methods, the Institute has greatly increased its online and technology-enabled learning and teaching providing more opportunities for justice and public safety students.

1.9 JIBC Partnerships

Through formal partnerships and informal collaboration with other post-secondary institutions, organizations and communities, JIBC provides enhanced access to students in various areas of the province thus contributing to the human resource needs of justice and safety personnel across the province.

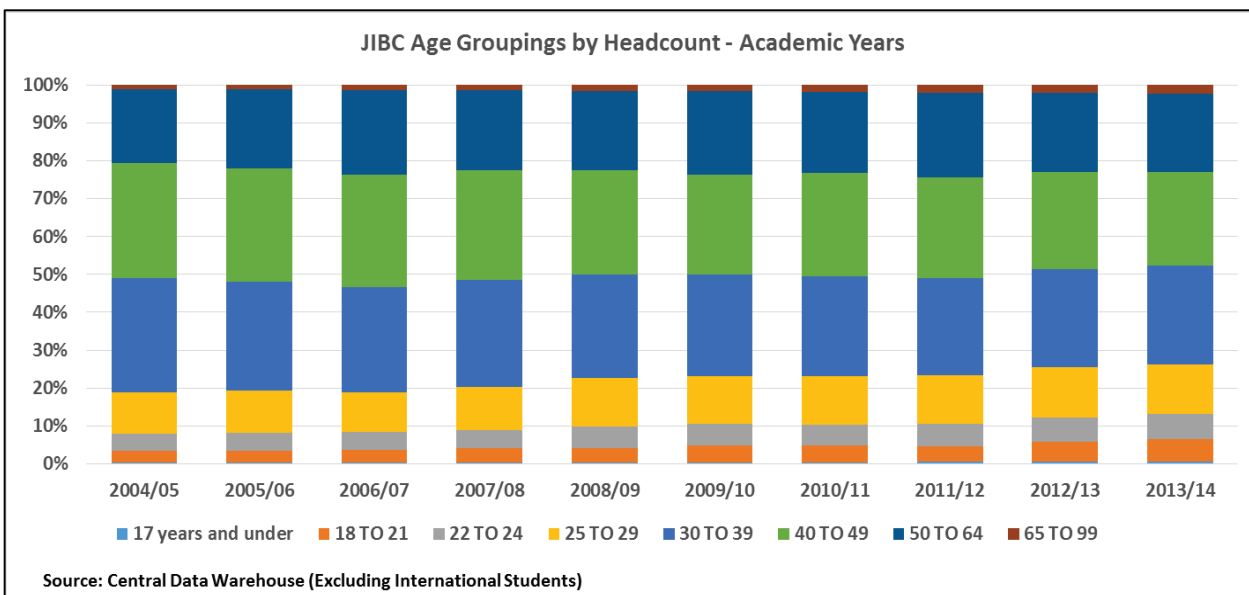
JIBC is committed to be an active partner with government, other BC post-secondary institutions, businesses, non-profit organizations and communities. Partnerships enable the Institute to deliver programs and courses across BC and collaborate with institutions in other provinces and internationally and work together with clients to develop customized education and training solutions for their employees and community members. JIBC also seeks collaborative partnerships with Aboriginal organizations and communities to contribute to the needs of Aboriginal learners and offering of culturally appropriate education.

1.10 JIBC Students

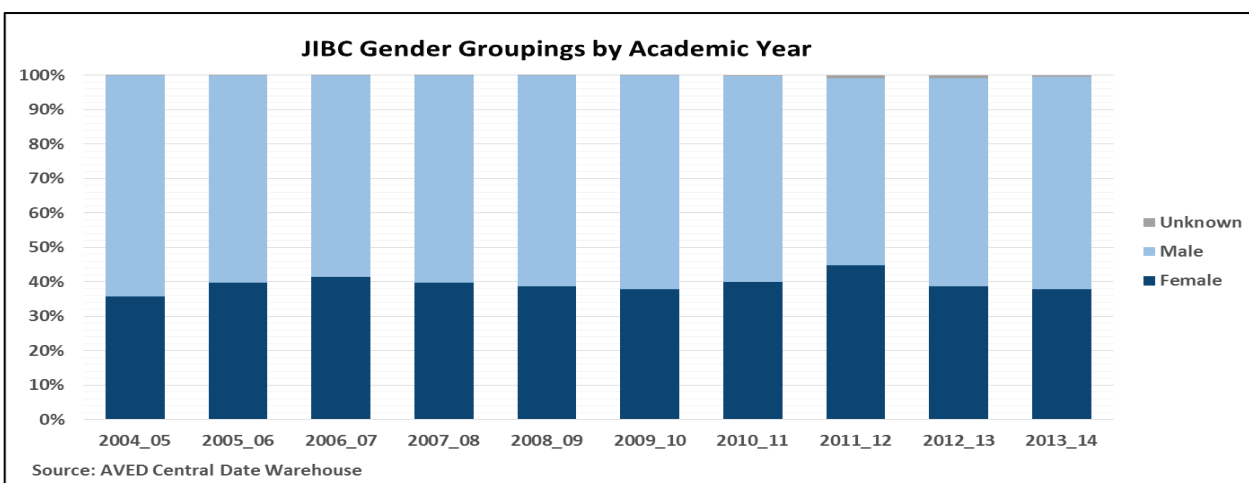
1.10.1 Student Demographics

In the 2014/15 fiscal year, about 26,000 unique students enrolled at JIBC. The majority of students enrolled at Justice Institute of British Columbia are mid-career learners and are frequently engaged in learning as

employees (e.g. post-hire education). While over 73% of JIBC's students are typically aged 30 and above, the 18 to 21 and 22 to 24 age groups have seen modest increases in the last two academic years.



The gender distribution is currently at about 38% female and 62% male. This distribution has only changed slightly since 2004/05.



As part of its development of Institutional Research at the Institute, data on student enrolments, demographics, and achievements is published in a Fast Facts document twice annually (June and December).

1.10.2 Aboriginal Students

In alignment with the *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan*, JIBC is endeavouring to increase Aboriginal learner participation and graduation to contribute to the recommendation that provincial Aboriginal graduates increase by 75% by the year 2020. For example, activity has translated into an increase in JIBC's Aboriginal graduates in 2014/15 by 26% over 2013/14.

The institute's enrolment is comprised of about 1,000 Aboriginal learners each year thus illustrating the results of the Institute's ongoing commitment

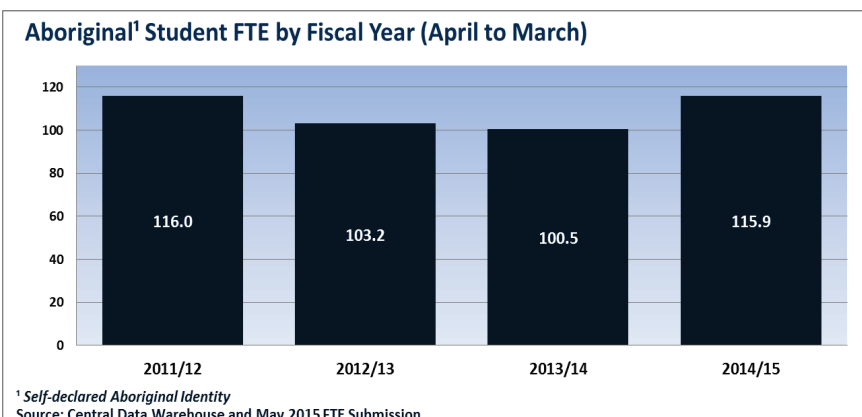
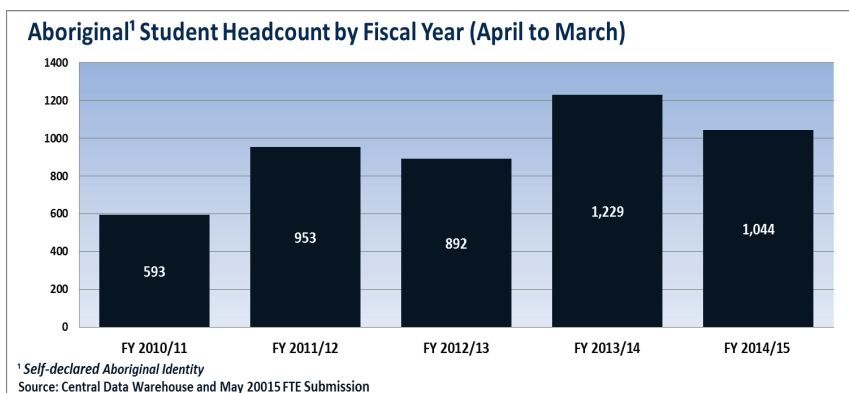
to ensure that Aboriginal students have access to quality education and training in justice and public safety. This is about 4.8% of the domestic student population at JIBC.

While the Aboriginal student represents a substantive number of enrolments, it is Aboriginal learner FTE that is of interest to the Institute and exemplifies JIBC's commitment to Aboriginal learners. While Aboriginal learner headcount has decreased, the self-declared Aboriginal learner FTE has increased. This is interpreted as JIBC's Aboriginal students enrolling in more substantive activity.

JIBC continues to engage with Aboriginal communities as was evidenced through province wide consultation on

development of the JIBC Indigenization Plan. As well, JIBC has continued to partner with government and First Nations to deliver programming in communities including the delivery of the Emergency Medical Responder (EMR) program, in partnership with the Metis Nation of BC. In addition to that, specific Aboriginal focused courses have been contracted by communities in Hartley Bay and Prince Rupert and Conflict Resolution / Security Training through the Aboriginal Community Partnership Development Partnership Program (ACBDPP) delivered in Kitsumkalum.

JIBC's Elders-in-Residence at the New Westminster campus has been established and provides support to Aboriginal students, staff and instructors. Through this activity, Elders dedicate time to provide a cultural



connection for Aboriginal students, staff and instructors as well as share perspectives and enhance learning of those of non-Aboriginal heritage. In addition to providing guidance and cultural and spiritual support, they share their knowledge and experience in cultural activities. They also provide guest talks on campus and liaise with JIBC's Aboriginal Education Advisory Council. There is a goal to expand this activity to include the other regional campuses over the next several years.

In order to monitor progress toward achieving strategic priorities for Aboriginal students, JIBC has added specific Key Performance Indicators in the Institutes' Balanced Scorecard, and has expanded data collection at application to enable students to voluntarily provide Band information.

1.10.3 International Students

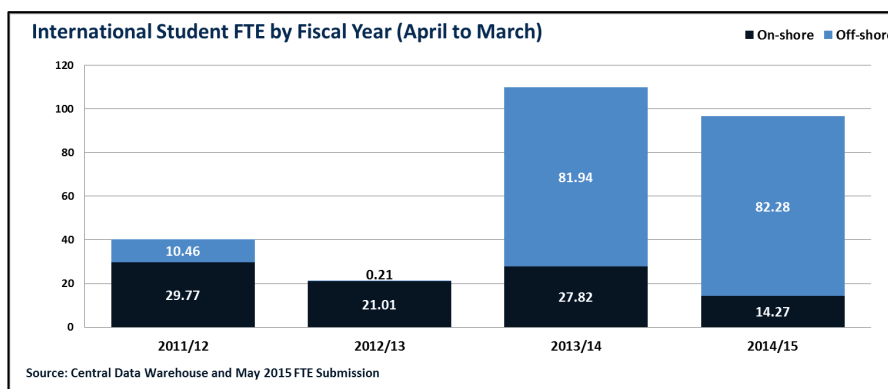
International student engagement at JIBC significantly contributes to fulfilling JIBC's Vision and Mission, Strategic Plan, and the Ministry's objectives to attract and retain international students, as well as ensure BC has an internationally recognized post-secondary education system.

JIBC's 2012 Internationalization Strategy goal is to increase international FTEs to 5% of total student FTEs on an annual basis. For 2014/15 International Student FTE is at 3.16% with the majority of those FTEs being offshore. The 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 that includes employee development opportunities and evaluation of learning outcomes.

This internationalization strategy is in alignment with the Province's 2012 International Education Strategy and will ensure that JIBC continues to contribute to the Province's goal of increasing International student enrolments as outlined in the "Canada Starts Here: The BC Jobs Plan".

In 2014/15, there were a total of 528 International Students enrolled at JIBC. These students represented 29 different countries.



JIBC's total international student FTE has increased substantively over the last four years with the majority of the activity delivered offshore.

2. Environmental Scan

2.1 Internal Scan

As part of its mandate, JIBC provides focused post-secondary education and training for justice, public and community safety professionals. The following sections describe the internal environmental factors that directly influence JIBC's strategic direction:

2.1.1 Relevant Training and Education

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. 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.

JIBC is responding to the increased focus of interoperability within justice and public safety profession, by advancing the integration of curriculum and complex simulation exercises, developing new inter-professional simulations, and offering undergraduate and graduate programs that focus on inter-professional public safety response (e.g. Bachelor of Emergency and Security Management Studies).

2.1.2 Applied Research and the Centre for Teaching, Learning and Innovation

JIBC has a thirty year history of leadership, innovation, and collaboration with industry partners and community stakeholders. The Office of Applied Research and the Center for Teaching, Learning and Innovation work with JIBC's Schools to supplement and further develop their capacity for applied research and innovation in teaching and learning. By leading applied research in justice and public safety issues, JIBC focuses on research in the social, justice and public safety areas that require actions from the community and/or government (e.g. procedural, policy, services). In 2014/15 the Centre for Applied Research members participated in local, provincial, national, and international research activities. As well, the Centre has worked with JIBC Schools in securing funding for research projects in justice and public safety including the Aboriginal Disaster Resilience Planning project, the Critical Infrastructure Assessment Tool and ongoing research in partnership with UBC and other stakeholders on Mass Gathering Medicine.

The Centre for Teaching and Learning Innovation (CTLI) continues to expand its industry linkages with Praxis (a web-based virtual simulation learning tool) with an average of one Praxis simulation schedule each day. This interactive, web-based system has increasingly become a valuable tool for students, business leaders

and public safety professionals. The opportunities for Praxis to support the oil and gas industry in the province are significant and this activity is aligned with the BC Jobs Plan in providing support to industry throughout the province.

CTLI has also led in the development of open educational resources with a result that more than 425 JIBC students in liberal studies and specific public safety courses will be using open textbooks (published under a creative commons license) with three of these books coming from the BC Open Textbook Collection available from BCcampus, a publicly funded organization that uses information technology to connect the expertise, programs, and resources of all BC post-secondary institutions under a collaborative service delivery framework.

2.1.3 JIBC Current Students

Student expectations for post-secondary education are clear: they want to ensure that their commitment to education and training leads to a job, sets the foundation for a career, or enhances their current professional life. Learning at JIBC is aligned with this, and linked to employers and the community.

JIBC students' profile is reflective of its specific mandate with a majority of students reporting in the 2014/15 Current Student Survey (administered in May 2015) that they enrolled to prepare for a specific career (26.5%) or to obtain or update job-related/professional skills (42%). Further, in the Current Student Survey for 2014/15 a high percentage (76%) of JIBC's students reported they are working 21 or more hours per week while 10.7% reported they are working 1-20 hours per week. These intentions for enrolment combined with a high (94%) rate of satisfaction with education/training (2014/15 Current Student Survey) clearly illustrate how JIBC is meeting the career needs of its students.

JIBC students continue to demonstrate a high return rate with 58.5% of students in the 2015 Current Student Survey indicating they had also enrolled prior to the 2014/15 academic year. This is comparable to internal JIBC studies showing a returner rate of about 49% per year over a 10 year period.

Students also desire flexible access to training and education. JIBC's current strategies focus on strengthening access to the Institute's programs regionally, provincially, nationally and internationally. Throughout their learning at JIBC, students participate in an applied learning experience that is supported by technologies that enhance their learning and make the experience accessible. Once they have completed a program, students can access various pathways to other training and education within the JIBC or to credential programs at other post-secondary institutions. JIBC also provides Recognition of Prior Learning as well as articulation agreements and other mechanisms to increase accessibility and pathways for students.

2.1.4 Financial Stewardship

Financial stewardship and long term financial sustainability continue to be a priority for the Institute. JIBC continues to utilize monthly variance analysis and quarterly financial forecasts for every school and division. These internal accountability mechanisms along with rigorous provincial reporting ensure the Institute is able to meet its financial accountability requirements.

JIBC is implementing the Ellucian Colleague ERP which integrates the Student, Financial and Human Resources systems. It is expected that this integrated system will fully support a renewed program costing model that will use a consistent approach between program data elements for funding sources and FTE calculations in the Central Data Warehouse (CDW). This updated model will enable JIBC to more effectively assess the efficiency of all types (AVED funded, Ministry of Justice funded, contracts, etc.) of programs and programming. It is expected this renewed model will provide a critical link between Strategic Enrolment Management (SEM) and budgeting.

Restructuring that improves JIBC's operational focus and efficiency has contributed 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.

2.1.5 Planning to Support Enrolment Management

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 education and training therefore enabling JIBC to better predict revenues and costs, and manage risks.

Additionally, 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 and clients.

2.2 External Scan

As part of its cyclical planning processes, JIBC conducts an environmental scan to inform strategic and operational planning thus ensuring currency and responsiveness in its programming and processes. This is a key perspective for JIBC planning and accountability and is aligned with a provincial government which is demonstrably committed to re-invigorating the economy and redoubling efforts at job creation (BC Jobs Plan, Skills for Jobs Blueprint).

2.2.1 BC Employment Outlook and the JIBC

As a post-secondary institution where the majority of its students are current participants in the labour market and where training and education is directly related to employment, JIBC keeps current on employment and labour market trends as well as regulatory requirements within the justice and public safety fields. 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. This currency enables JIBC to be responsive and to deliver relevant training and education where and when students and stakeholders need it.

The six-year BC employment rate is as follows:

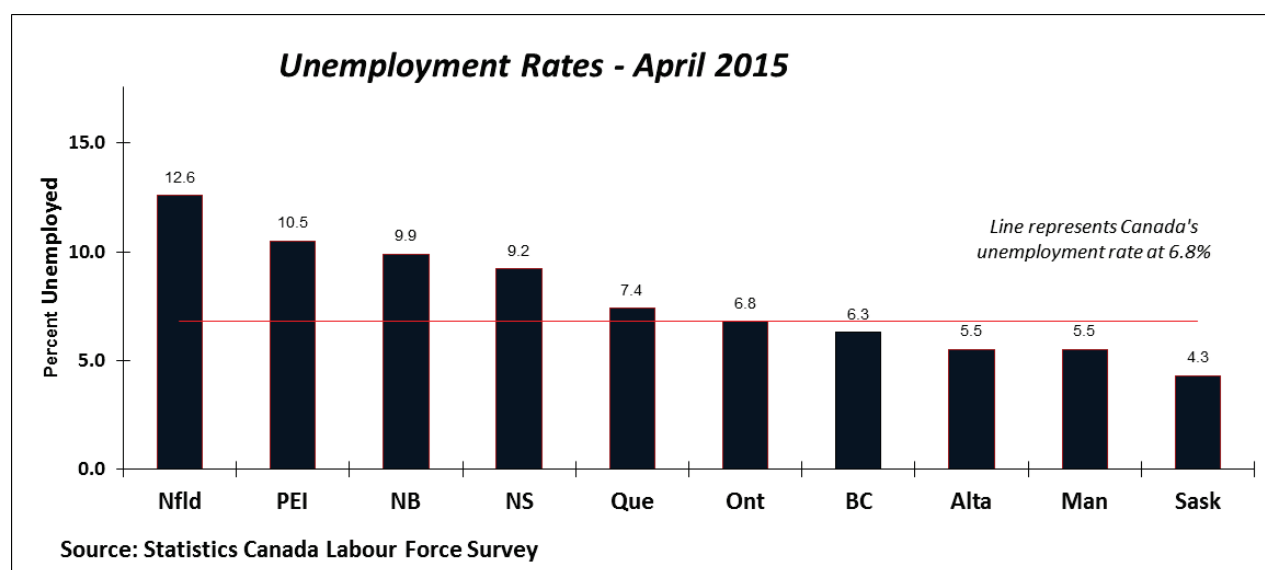
BC Employment (Jobs) and Unemployment Rate 2009 - 2014

	2009	2010	2011	2012	2013	2014
Employment #s:	2,191,900	2,238,500	2,227,800	2,262,500	2,265,600	2,278,400
Unemployment Rate	7.7%	7.6%	7.5%	6.8%	6.6%	6.1%

Source: BC Stats – Labour Market Statistics

BC Employment numbers fell with the economic downturn in 2009, with steady growth from that point through 2014. As well, unemployment rose sharply in 2009 and then improved steadily through 2014. Unemployment was 6.1% in 2014, which was down from 6.6% in 2013.

The BC Government tabled a surplus budget in February 2015 and while recent downturns in the global economy raise concerns, the Province remains optimistic in its ability to develop skills for a prosperous BC. In examining, unemployment rates, British Columbia's unemployment rate is at 6.3% (April 2015) in comparison to the national unemployment rate which sits at 6.8%.



The BC Government Projections for the 2015-19 period are:

Employment and Unemployment Projections 2015 -2019

	2015	2016	2017	2018	2019
Participation Rate	63.2%	63.3%	63.3%	63.3%	63.2%
New Jobs	29,436	34,832	35,322	33,215	33,605
Unemployment	6.2%	6.4%	6.6%	6.6%	6.6%

Source: BC Budget 2015 – Budget and Fiscal Plan

The BC Government's forecast (Budget 2015) is for employment to increase by 1.2% in 2015 or approximately 29,000 jobs; and it is expected to improve to 1.4% growth or approximately 34,000 jobs in 2016 followed by a leveling off in each of 2017 through 2019.

Unemployment is expected to be 6.2% in 2015, and increase slightly in 2016 and then level to 6.6% in the three years following.

2.2.2 BC Labour Market Outlook

The BC Labour Market Outlook is both a forecasting process and a set of forecast products. The core tool is the BC Labour Market Scenario Model, and the data and forecast processes are jointly managed by the Ministry of Jobs, Tourism and Innovation, by BC Stats, and by the Ministry of Finance. It is important because it underlies some of the key political and economic initiatives of government, including the Skills for Growth initiative and the BC Jobs Plan, as well as the recently introduced “re-engineering” of BC education and training under the Skills for Jobs Blueprint. The model also underpins specific forecast publications including the BC Trades Occupation Outlook, Science Related Occupations, and the BC Labour Market Outlook 2010-2020.

The BC Labour Market Outlook 2010 to 2020 document provides the basis for the often cited claim that “over one million job openings are expected in BC from 2010 to 2020”. It is also the basis for the projection that “by 2016 the number of workers needed in BC is expected to exceed the number of workers available province-wide”. One can see that these two assertions provide the impetus for government’s education and labour force development strategies, and the underpinnings of its economic outlook.

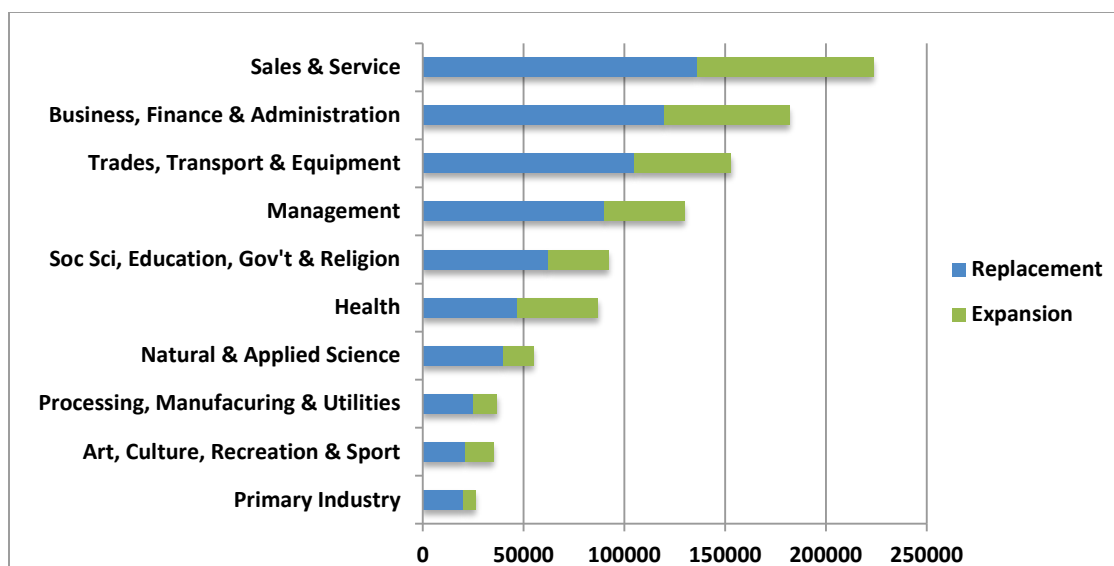
According to the Labour Market Outlook:

- 1,027,400 job openings are expected for BC over the period 2010 to 2020;
- Close to two-thirds of job openings (676,400) will be due to replacement demand as a result of retiring workers and deaths;
- The other one-third of job openings (351,000) will be due to new jobs that will result from economic growth; and
- Demand for workers in BC is expected to grow by an average annual rate of 1.4% over the period.

The Labour Market Outlook indicates that the Northeast is expected to have the highest growth rate at 1.7%. This is followed by the Mainland / Southwest (1.6%); and by the North Coast and Nechako (1.3%). However by far the largest number of job openings is expected for the Mainland / Southwest (666,300); followed by Vancouver Island / Coast (152,600) and Thompson / Okanagan (110,300), as these are the most populated regions of the province.

2.2.3 BC Labour Market Occupation Growth and JIBC Programming

Replacement and Expansion Jobs by Occupation Category (NOC) 2010 -2020



Source: BC Labour Market Outlook 2010 – 2020

The above chart shows that the three occupation groups with the greatest expected job openings to 2020 are:

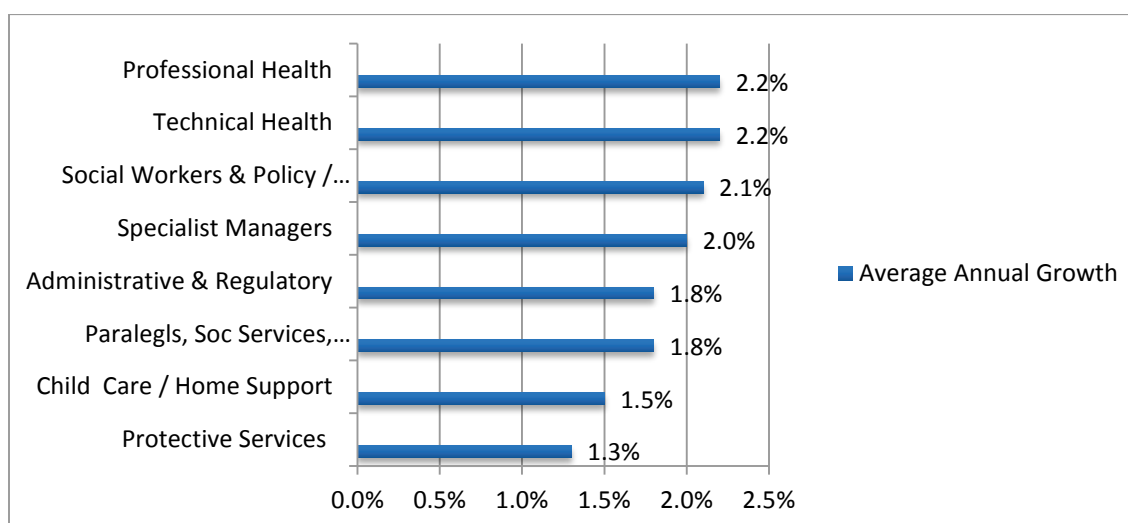
- Sales and Service (totaling 224,600);
- Business, Finance and Administration (totaling 182,000);
- Trades, Transport and Equipment Operators (totaling 153,300).

These are also the current largest occupational categories in BC and significant shifts in this ranking are not expected. Approximately two-thirds of the growth in these categories is expected to be due to replacement needs and approximately one-third from new jobs.

In terms of growth rates (as opposed to actual numbers), three occupational groups are anticipated to add new jobs at a faster pace than the provincial average:

- Health (average annual growth rate of 2.4%)
- Natural and Applied Sciences (1.6%)
- Arts, Culture, Recreation and Sport (1.6%)

Projected Average Annual Growth Rates of Selected Sub-Occupations Related to JIBC Programming



Source: BC Stats – Occupational Projections

Above average demand is projected for many of the sub-occupations for which JIBC trains, with only Protective Services being slightly below average (1.4%) for the period.

2.2.4 Labour Shortages

Projected Labour Supply Less Demand – BC Totals 2014 - 2020

	2014	2015	2016	2017	2018	2019	2020
Supply Less Demand	22,150	14,680	(-1,490)	(-11,230)	(-15,610)	(-15,670)	(-18,040)

Source: BC Labour Market Outlook 2010 – 2020

The Labour Market Scenario Model forecasts labour supply shortages beginning in 2016 (-1,490). This is a miniscule figure given a demand outlook of approximately 2.66 million jobs in that year. Although the shortage is expected to increase at least up to 2020, it will still be less than one percent of the total labour force at this point. None-the-less this is classified as a “tight” labour market, which bodes less well for employers and better for workers.

An important tie-in to the dynamics of demographic change is that much of the growth in population, and therefore in the work force as well, will come from inter-provincial and international migration. JIBC’s remains confident that its close linkage with industry and the justice and public safety professions will continue to guide its academic planning for the delivery of high quality, relevant training and education that is aligned with the province’s Skills for Jobs Blueprint.

2.2.5 Ministry of Advanced Education Service Plan

The 2015/16 to 2016/17 Ministry of Advanced Education Service Plan envisions “a leading edge post-secondary system to support a strong economy and secure tomorrow. (p.7)”. JIBC’s 2015-2020 Strategic Plan

aligns well with the specific goals articulated in the Service Plan. JIBC students are supported to achieve their education, employment and training goals through programs that reflect current and emerging labour market and educational needs and trends.

2.2.6 Taxpayer Accountability Principles

The Province of BC's Taxpayer Accountability Principles are intended to strengthen accountability, promote cost control and ensure that public sector organizations operate in the best interest of BC's taxpayers while being cost conscious and accountable. JIBC has adopted these principles in a new Code of Conduct policy demonstrating the Institute is committed to the highest standards of ethics and integrity and to providing a learning and working environment characterized by respect for others, honesty, and professionalism.

2.2.7 Skills for Jobs Blueprint

In 2014 the Province announced the Skills for Jobs Blueprint and its plan to focus grants on priority programs to meet BC's Skills Gap based on the need to align education and labour force development with economic development. The plan is intended to align the K-12, College/Institute, and University systems so they are working together to stream more learners into needed occupations.

JIBC is contributing to the objectives of the Skills for Jobs Blueprint through identifying program areas that meet the identified skills gap and then setting and by achieving enrolment targets in 2014/15 in those skills gap areas.

2.3 Competition and Collaboration

2.3.1 Schools and Programs

Each of the Schools at JIBC works closely with its stakeholders to ensure program design is relevant and seamless in its delivery. Annual planning includes a competitive analysis of like programs (private/public, local/provincial/national/international), consultation with accrediting and professional bodies, and collaboration with colleagues at other BC post-secondary institutions.

Perhaps the most striking feature of JIBC's profile of educational activities is the vast and interwoven array of partnerships, collaborations, client contracts and other "entrepreneurial" activities that the Institute engages in. JIBC's main clients (e.g., Ministry of Justice, Ministry of Children and Family Development) and "Other Contracts" together bring in 40% of all revenues and provide highly important diversification of revenue sources.

The institution is active in over 160 communities in BC, and with all levels of government. It provides contracted training across Canada, has partnerships in the US, and has a long history of overseas presence in China, Hong Kong, and Singapore. Although it takes time, resources and institutional energy to maintain these relationships, they also are an enviable source of strength to JIBC. With the exception of perhaps the largest Research Universities, no other BC institution can boast the number and diversity of these relationships. Careful maintenance and fostering of these relationships will provide JIBC with the best

assurance of success. It is critical therefore that the Institute look to its educational delivery, business practices, systems, and all facets of service provision to maintain these relationships into the future.

2.3.2 Prospective Students

Students want better access to education, education and training that leads to employment and or career advancement, and the ability to transfer within the educational systems with credit transfer arrangements. 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;
- Assessing student needs for flexible delivery methods and Increasing online and blended learning opportunities to meet those needs;
- 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.

2.3.3 The Public

Recognizing that safety is a primary concern in the minds of BC 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/counsellors/human services 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.

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

3.1 Strategic Planning

3.1.1 Strategic Plan 2015 to 2020

JIBC’s new Strategic Plan was developed with broad institutional and stakeholder engagement including key individuals in the career areas served by JIBC, Ministry stakeholders, employers, clients, and with current and past students. This plan will provide a vision for the future that is aligned with the current and future labour market and the needs of the communities served by JIBC.

To realize JIBC’s revised vision and mission, the plan outlines the Institute’s four strategic priorities over the next five years:

- Be relevant and impactful;
- Increase engagement and awareness;
- Create exceptional environments; and
- Be effective and accountable.

JIBC will focus on a number of goals and actions included in these priorities that builds on its strong foundation as a public post-secondary institution with a provincial mandate:

- Offer focused, specialized, and applied education, training and research across economic sectors that reflect labour market and educational needs and trends.
- Increase learning opportunities across the province through collaboration with post-secondary institutions, communities and other organizations.
- Increase inter-professional applied training, education and research.
- Expand stakeholder engagement and actively market programs and capabilities.
- Cultivate outstanding working and learning places.
- Enhance organizational effectiveness and expand public accountability.

The plan was approved by JIBC’s Board of Governors in March 2015.

3.2 Operational Planning Framework

To assess performance against strategy in the 2010 – 2015 Strategic Plan, JIBC had employed a Balanced Scorecard (BSC) Framework and developed a series of measures to ensure the Institute’s resources were being deployed in alignment with strategic priorities. Results from the 2014/15 fiscal year are included in this report.

Moving forward with the 2015 – 2020 Strategic Plan “Relevant, Focused, Ready” JIBC is developing Key Performance Indicators that will measure the Institute’s progress towards the 14 goals outlined in the Plan.

It is expected that each Quarter, these measures will be reviewed by Senior Management and reported to the Board of Governors.

3.3 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. The Academic Plan was renewed in 2014 and includes the following overarching 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.

Three academic priorities, including activities toward success and success indicators provide direction for the next two years:

3.3.1 Support Diversity

JIBC students are the current and future public safety providers. JIBC students are diverse, coming from broad social, demographic, educational and professional histories. JIBC endeavours to ensure that their experiences are inclusive, high quality, and meaningful. Academic Plan activities to achieve this priority include:

- Improve and sustain student and instructor engagement
- Further engage with diverse learners to enhance their learning
- Enhance meaningful supports for students’ experiences and learning
- Maximize core competencies to benefit student success
- Support mobility of learning

3.3.2 Enhance Evidence-Informed Education and Training

JIBC students and clients desire and deserve up-to-date reality-based training and education. With increased technology and a global knowledge-based economy, information is developed and shared from around the

world instantaneously. At JIBC, training and education strives to reflect and incorporate current evidenced-informed best practices while remembering even best practices are ‘best’ only at the time they were created. To achieve this priority, JIBC will:

- Advance high quality teaching and learning through scholarship and applied research
- Accelerate use of innovative technologies and open resources
- Enhance experiential learning
- Respond to stakeholder and community needs

3.3.3 Maximize Contribution in a Rapidly Changing World

So much of what JIBC does on behalf of its students is shaped by the external environment. In order for JIBC students and graduates to understand and respond to current trends and future changes, and be successful in their professional roles and lives, JIBC will continue to engage and challenge itself to keep ahead of these trends and changes. JIBC will ensure education and training perspectives and activities keep its students ahead of the rest. Specific activities to achieve this include:

- Strengthen engagement with community and stakeholders
- Integrate student focused educational technology
- Invest in our people and our systems
- Expand transferability of courses and programs

4. JIBC Alignment with Ministry Goals

The Ministry of Advanced Education (AVED) has five strategic objectives:

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

The strategic objectives included in JIBC's Strategy Map, guide the development of cascaded objectives, initiatives and key performance indicators at the operational level. Each School and Division develops its own 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 AVED's performance expectations. The following table shows how JIBC's strategic priorities as outlined in the Strategic Plan 2015 - 2020, are in alignment with the five strategic objectives identified by AVED.

Ministry Objectives	Ministry Performance Measures	JIBC Strategic Priorities
Capacity	<ul style="list-style-type: none"> ▪ Student Spaces ▪ Credentials Awarded ▪ <i>Sponsored Research Funding*</i> 	<ul style="list-style-type: none"> ▪ Be Relevant and Impactful
Access	<ul style="list-style-type: none"> ▪ Aboriginal Student Spaces ▪ <i>Credentials Awarded to Aboriginal Students**</i> ▪ <i>Transition Rate of High School Students to Post-Secondary Education**</i> ▪ <i>Loan Repayment as a percent of income**</i> ▪ <i>Participation Rate***</i> 	<ul style="list-style-type: none"> ▪ Be Relevant and Impactful; ▪ Increase Engagement and Awareness
Quality	<ul style="list-style-type: none"> ▪ Student Satisfaction with Education ▪ Student Assessment of Quality of Instruction ▪ Student Assessment of Skill Development 	<ul style="list-style-type: none"> ▪ Create Exceptional Environments
Relevance	<ul style="list-style-type: none"> ▪ Student Assessment of the Usefulness of Knowledge and Skills in Performing Job ▪ Unemployment rate 	<ul style="list-style-type: none"> ▪ Be Relevant and Impactful; ▪ Create Exceptional Environments
Efficiency	<ul style="list-style-type: none"> ▪ <i>Year to Year Retention Rate**</i> ▪ <i>Time to Completion**</i> 	<ul style="list-style-type: none"> ▪ Be Effective and Accountable

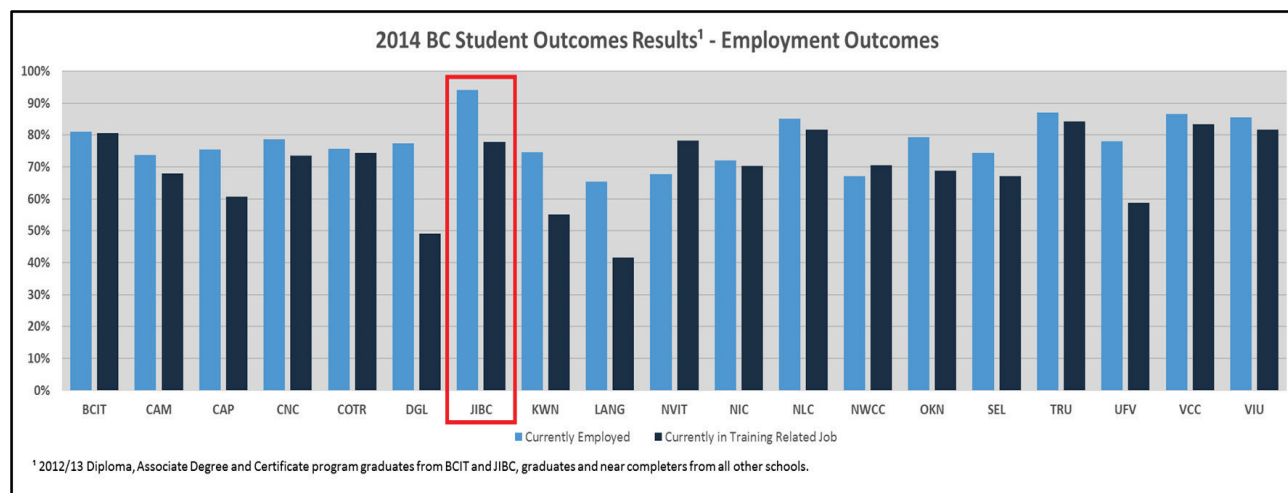
**research university measure only*

***system measure (JIBC contributes in aggregate)*

4.1.1 BC's Skills for Jobs Blueprint and JIBC

JIBC provides both workforce entry level training for careers in the justice and public safety fields and ongoing training and education for individuals within these fields. JIBC works closely with government and industry to develop and initiate training and education that enables graduates to contribute to the BC economy. The Institute is working with industry partners to deliver training throughout BC including accessing facilities for onsite training and the use of praxis or video conferencing for JIBC to deliver training.

The BC Student Outcomes DACSO Survey which surveys certificate graduates, diploma graduates and near-graduates and associate degree provides evidence of JIBC's success in providing work-related training with 95% of those surveyed indicating they were in the workforce (highest in the province) and of those 95% who are in the workforce, 82% indicated they were in a training related job (in the top five in the province).



As well, JIBC has the lowest unemployment rate of graduates surveyed at 6% (as compared to 12% for system) and has the highest median hourly wage at \$27.00 per hour as compared to the provincial average of \$19.00 per hour for all public post-secondary institutions.

4.2 Performance Measure Targets and Results

4.3 Performance Measure Targets

This section includes JIBC's performance results for 2013/14 in alignment with the Ministry's performance measures. The following scale is used by the Ministry to assess actual performance relative to assigned targets:

Target Assessment Category	% of Target Performance
Exceeded	110% or more
Achieved	100% - 109%
Substantially Achieved	90% - 99%
Not Achieved	Less than 90%

4.4 Performance Measure Results

4.4.1 Performance Measure: Total Student Spaces

Ministry Objective: Capacity

JIBC Assessment: Achieved

Total Student Spaces ²			
2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
2,985	2,377	2,963	Exceeded

JIBC continues to exceed its FTE targets with consistently high utilization rates and was 23% over target for 2014/15. Note that in the fall of 2014, JIBC restated its FTE for 2013/14 and two prior years as FTE divisors required correction.

4.4.2 Performance Measure: Allied Health Spaces

Ministry Objective: Capacity

JIBC Assessment: Exceeded

Allied Health Spaces ²			
2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
327	313	354	Exceeded

JIBC exceeded its overall Allied Health space targets through high demand for Primary Care Paramedic (including rural deliveries) and Advanced Care Paramedic. While the Community Care Licensing Officer program was under target due to a slow start for this provincial program, the total Allied Health spaces for JIBC were exceeded.

4.4.3 Performance Measure: Credentials Awarded

Ministry Objective: Capacity

JIBC Assessment: Exceeded

Credentials Awarded ³			
2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
598	532	596	Exceeded

JIBC exceeded its credential targets for 2014/15 due to consistent numbers of graduates relative to the FTE increases.

4.4.4 Performance Measure: Aboriginal Student Spaces

Ministry Objective: Access

JIBC Assessment: NA

Aboriginal Student Spaces⁴ FTE				
	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
Self-Declared Aboriginal Students	101	NA	116	NA
AVED Ever Aboriginal* Category	198	NA	158	NA
<i>*Includes students who may have been identified as Aboriginal at JIBC, in K-12, or at another BC Post-Secondary Institution.</i>				

JIBC is pleased to see an increase in self-declared Aboriginal students for 2014/15 and to have met the Aboriginal Access FTE goals for the year.

4.4.5 Performance Measure: Satisfaction with Education

Ministry Objective: Quality

JIBC Assessment: Achieved

Student Satisfaction with Education⁵					
2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
%	+/-		%	+/-	
92.0%	1.8%	≥ 90%	91.2%	2.5%	Achieved

JIBC is pleased with the 2014/15 results for this measure with continued high level of student satisfaction with education. This measure is supported by JIBC's 2014/15 Current Student Survey (administered in May 2015) where 94% of respondents indicated they were satisfied with the education/training they received from JIBC.

4.4.6 Performance Measure: Quality of Instruction

Ministry Objective: Quality

JIBC Assessment: Achieved

Student Assessment of the Quality of Instruction⁵					
2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
%	+/-		%	+/-	
96.0%	1.3%	≥ 90%	94.5%	1.6%	Achieved

JIBC is pleased with the 2014/15 results of students' assessment of the quality of instruction. These results are consistent with the 2014/15 JIBC Current Study Survey where 97.8% of respondents

4.4.7 Performance Measure: Skill Development

Ministry Objective: Quality

JIBC Assessment: Not Achieved

Student Assessment of Skill Development					
2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
%	+/-		%	+/-	
74.3%	3.3%	≥ 85%	71.5%	3.3%	Not Achieved

While the measure of students' assessment of skill development is noted as not achieved for 2014/15, it is important to note that results have ranged from a low of 64.9% in 2011/12 to 74.3% in 2013/14 and to 71.5% in 2014/15 and believes this variability is due to modifications to the profile of student programs in the annual Student Outcomes Survey. As such, JIBC is monitoring these annual results and continuing its curricular focus on oral communication, group collaboration, critical analysis, problem resolution, written communication and reading and comprehension.

4.4.8 Performance Measure: Usefulness of Knowledge % Skills in Performing Job⁵

Ministry Objective: Relevance

JIBC Assessment: Substantially Achieved

Student Assessment of Usefulness of Knowledge and Skills in Performing Job ⁵					
2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
%	+/-		%	+/-	
86.9%	2.4%	≥ 90%	85.8%	2.5%	Substantially Achieved

This result is consistent with prior years and is reflective of the nature of JIBC training and education delivered to a student profile primarily composed of working professionals.

4.4.9 Unemployment Rate^{5,6}

Ministry Objective: Relevance

JIBC Assessment: Exceeded

Unemployment Rate ^{5,6}					
2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
%	+/-		%	+/-	
2.4%	1.1	≤ 12.4%	3.6%	1.3%	Exceeded

JIBC continues to exceed this performance measure, continuing to demonstrate the employability of its students and its profile of working professionals.

Notes:

Notes:

N/A - Not applicable

¹ Please consult the 2014/15 Standards Manual for a current description of each measure.

² Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

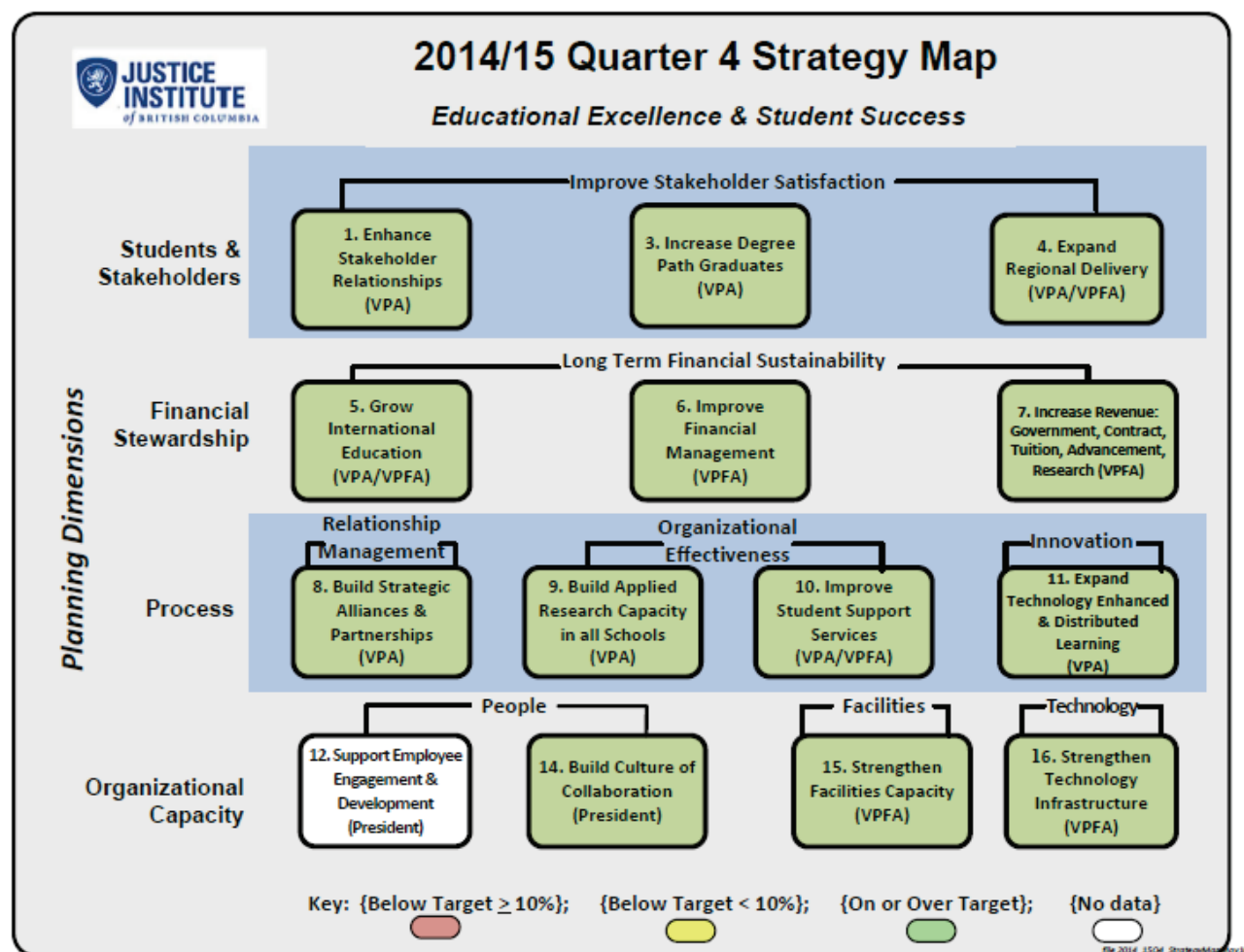
⁴ Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting year are based on the 2013/14 fiscal year. A descriptive measure only.

⁵ Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 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 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

4.5 Balanced Scorecard Results

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. The Strategy Map below shows the final results for Quarter 4 of Fiscal Year 2014-15.



5. Financial Information

Click on the link below to access JIBC's Audited Financial Statement:

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

6. Appendices

6.1 Appendix 1 – JIBC Balanced Scorecard Quarter 4 2014-15

Key: {Below target}; {Below Target - 10%}; {On Target};

KPI #	KPI Name	2013_14 Q4	Actuals YTD 2014_15 Q4	Target Q4 2014_15	Performance YTD F2015	Report Frequency	Owner	Comments
Global 1	Student Headcount	26,699	25,710	28,797		Quarterly	VPA	Target is maintain or increase unique student headcount over the prior year. Result is 11% under target. Interpret as more substantive enrolments.
Global 2	Students graduating with a professional credential (SCRT)	1,421	1,522	1,407		Quarterly	VPA	Target is maintain or increase from prior year. Exceeded this target.
KPI 1.1	Student overall rating of satisfaction with education at JIBC	95%	97%	90%		Quarterly	VPA	Results are students who have indicated Satisfied or Very Satisfied with Education in Key Survey Class Evaluations. Target exceeded.
KPI 3.1	Students graduating with an academic credential (CERT, DIPL, ADIP, BACH, GC, MA)	670	930	762		Quarterly	VPA	Target is set as maintain or increase over prior year. Exceeded this target.
KPI 3.1.1	Aboriginal Students receiving a credential.	n/a	58	46		Quarterly	VPA	Target is set as maintain or increase over prior year. Exceeded this KPI.
KPI 4.1	Student FTEs by region of residence.	n/a ¹	1,425	951		Quarterly	VPA	Target is set as 40% of FTE (funded target of 2377) to be from BC students with addresses outside of lower mainland. This target has been exceed with 57% of BC students from outside of Greater Vancouver.
KPI 4.2	Number of different locations where courses are offered in BC.	n/a	165	173		Quarterly	VPA/VPFA	Target is set to maintain or increase over prior year (173 locations in BC). Target substantially met.
KPI 4.3	Regional Campus FTEs.	n/a	399	378		Quarterly	VPA/VPFA	Target is set to maintain or increase FTE at regional campuses over prior year. Exceeded target.
KPI 5.1	International Student FTEs OnShore	n/a ¹	14.28	14		Quarterly	VPA/VPFA	Target recalibrated due to IE data clean-up.
KPI 5.1.1	International Student FTEs OffShore	n/a ¹	82.28	43		Quarterly	VPA/VPFA	Target recalibrated due to IE data clean-up.
KPI 5.2	International Student Headcount OnShore	n/a ¹	37	37		Quarterly	VPA/VPFA	Target recalibrated due to IE data clean-up (onshore and offshore locations).
KPI 5.2.1	International Student Headcount Offshore	n/a ¹	486	486		Quarterly	VPA/VPFA	Target recalibrated due to IE data clean-up (onshore and offshore locations).
KPI 6.1	Base Funding per Student FTE	n/a ¹	\$4,266	\$4,850		Quarterly	VPFA	Target is to maintain rate from prior year (Base funding/ Domestic FTE). This target has been exceeded.
KPI 7.1	Total revenue from all sources – government, tuition, contract,	\$43,006,845	\$43,149,159	\$43,524,879		Quarterly	VPFA	Target is quarterly target as defined by Finance. Excludes DCC. Target substantially met.
KPI 7.2	Total Student FTE's	n/a ¹	2,963	2,393		Quarterly	VPFA	Target is set as meet or exceed Ministry funded FTE. Exceeded target.
KPI 8.1	Aboriginal Student FTEs	n/a ¹	116	100		Quarterly	VPA	Target is meet or exceed Aboriginal FTE from prior year. Target exceeded.
KPI 8.2	Aboriginal Student Headcount	885	1,043	1,229		Quarterly	VPA	Target set as meet or exceed prior year. Aboriginal headcount target not achieved but Aboriginal FTE exceeded meaning Aboriginal students enrolled in more substantive activity.
KPI 9.1	Ratio of Research Proposals Submitted/ Approved	n/a	14:8	8:1		Yearly Q4	VPA	Annual target is based on an average national standard of 15% research proposal approval rate. Exceeded target, achieved a success rate of 57%
KPI 9.2	Ratio of Research Revenue as % of Total Revenue	1.51%	1.63%	1.11%		Quarterly	VPA	Target for Fiscal Year set as same as prior FY (1.11% of total revenue). Target exceeded.
KPI 10.1	Student overall rating of satisfaction with Services (Library, Registrar's Office, Tutoring, IT)	n/a	77%	76%		Q1	VPA/VPFA	Target set to baseline for 2014/15 (76%). Student rating on Current Student Survey (May 2015) indicating Quality of Service as Good or Very Good.
KPI 10.2	Student overall rating of satisfaction with Food Services and Facilities	n/a	85%	87%		Q1	VPA/VPFA	Target set to baseline for 2014. Student rating on Current Student Survey (May 2015) indicating Quality of Food and Facilities as Good or Very Good. Target substantially met.
KPI 11.1	Distance education enrolments.	20,594	20,139	18,535		Quarterly	VPA	Target is to maintain or increase distance education enrolments over prior year. Target exceeded for Q4.
KPI 12.1	Rating on Employee Engagement Survey (Engagement Questions)		n/a			Yearly Q3	President	The engagement survey is not being run in 2014/15. Next update to the engagement score will be Q3 in FY2015/16
KPI 14.1	Program Reviews In-Progress or Completed	n/a	8	8		Quarterly	VPA	Target based upon scheduled Program Reviews for the Fiscal Year (8). Target met.
KPI 14.2	Program Advisory Committees Active	n/a	15	10		Quarterly	VPA	Program Advisory Committees for programs or program clusters active with activity. Exceeded the target.
KPI 15.1	Capital Expenditures per FTE	n/a ¹	\$502	\$266		Quarterly	VPFA	Target is budgeted capital expenditures for the Quarter/ Funded FTE. Actual is actual capital expenditures for the Quarter/Actual FTE. Target exceeded for Q4.
KPI 15.2	Enrolments by Headcount at Regional Campus Locations	n/a	2,657	2,062		Quarterly	VPFA	Target is to maintain or Increase over Prior Year. Target exceeded by 29%.
KPI 16.1	Annual Budget/Expenditures for Technology Services and TELT per FTE	n/a ¹	\$893	\$892		Quarterly	VPFA	Target is budgeted expenditures for TS and TELT/Funded FTE. Actual is actual capital expenditures for the Quarter/Actual FTE.

6.2 Appendix 2 – 2014/15 Performance Measures and Results

Performance Measure	Reporting Year					
	2013/14 Actual		2014/15 Target	2014/15 Actual	2014/15 Assessment	
Student spaces ²						
Total student spaces	2,985		2,377	2,963	Exceeded	
Nursing and other allied health programs	327		297	354	Exceeded	
Credentials awarded ³						
Number	598		532	596	Exceeded	
Aboriginal student spaces ⁴						
Total Aboriginal student spaces (Students Self- Declared Aboriginal status)	101		N/A	116	Not assessed	
Total Aboriginal student spaces (Ministry Ever-Aboriginal)	198		N/A	158	Not assessed	
Student satisfaction with education ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.0%	1.8%	≥ 90%	91.2%	2.5%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of the quality of instruction ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students ⁶	96.0%	1.3%	≥ 90%	94.5%	1.6%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of skill development ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	74.3%	3.3%	≥ 85%	71.5%	3.3%	Not Achieved*
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
* note that these results have ranged from a low of 64.9% in 2011/12 to 74.3% in 2013/14 (71.5% in 2014/15). JIBC believes this variability is due to modifications to the profile of student programs in the annual Student Outcomes Survey. As such, JIBC is monitoring these annual results and continuing its curricular focus on oral communication, group collaboration, critical analysis, problem resolution, written communication and reading and comprehension.						
Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-			+/-	
Diploma, associate degree and certificate graduates	86.9%	2.4%	≥ 90%	85.8%	2.5%	Substantially achieved

Performance Measure	Reporting Year					
	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Unemployment rate ^{5,6}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	2.4%	1.1%	≤ 12.4%	3.6%	1.3%	Exceeded
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Former Diploma, Certificate and Associate Degree Students’ Assessment of Skill Development						
	%	+/-			+/-	
Skill Development (avg. %)	74.3%	3.3%	≥ 85%	71.5%	3.3%	Not achieved
Written Communication	55.5%	4.8%		54.5%	4.2%	
Oral Communication	69.2%	3.8%		67.0%	3.5%	
Group Collaboration	85.6%	2.5%		83.5%	2.6%	
Critical Analysis	82.4%	2.7%		78.4%	2.9%	
Problem Resolution	81.5%	2.7%		75.7%	3.0%	
Learn on your Own	74.6%	3.2%		68.6%	3.3%	
Reading and Comprehension	71.1%	3.4%		72.8%	3.2%	
Bachelor Graduates’ Assessment of Skill Development						
	%	+/-			+/-	
Skill Development (avg. %)	N/A	N/A	≥ 85%	N/A	N/A	
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	

Notes:

N/A - Not applicable

¹ Please consult the 2014/15 Standards Manual for a current description of each measure.

² Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

⁴ Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting year are based on the 2013/14 fiscal year. A descriptive measure only.

⁵ Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 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 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

6.3 Appendix 3 – Performance Measure Targets 2015/16 to 2016/2017

Justice Institute of British Columbia

Accountability Framework Performance Targets: 2015/16 - 2017/18

Performance measure	2015/16	2016/17	2017/18
Student spaces			
Total student spaces	2,402	2,402	TBD
Nursing and other allied health programs	313	322	TBD
Credentials awarded			
Number	711	TBD	TBD
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	10.5%	≤ unemployment rate for individuals with high school credentials or less	
Baccalaureate graduates			



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