

2016  
2017

INSTITUTIONAL  
ACCOUNTABILITY

RELEVANT  
FOCUSED  
READY

PLAN & REPORT





# Executive Message

Our world is constantly evolving, but one fact remains constant – the prosperity of our society depends on the stability and reliability provided through just societies and safe communities. To help fortify this important foundation, we rely on the passionate and dedicated justice and public safety personnel and professionals who help keep our communities safe 24/7.

We at Justice Institute of British Columbia (JIBC) are proud of the essential role we play in providing the education and training for tens of thousands of public and community safety professionals and volunteers each year in BC, across Canada and around the world. We continue to excel in preparing students for challenging careers, with JIBC diploma and certificate graduates attaining the highest rate of employment and average salary in BC.

During the 2016-2017 fiscal year, JIBC continued to build on its reputation as Canada's leading public safety educator. As you will see in this annual report, we realized our strategic goals and objectives as we aimed to enhance our effectiveness and impact.

We continued to innovate and advance our leading-edge education and training by developing new tools and applied learning approaches to address pressing needs in our communities. For example, with the assistance of partners in government and the health and public safety sectors, JIBC created an award-winning fentanyl safety website for first responders, providing vital information to keep them safe during increasingly frequent cases of potential exposure to the toxic narcotic. JIBC research is also enhancing first responder training to help reduce incidences of post-traumatic stress among paramedics and other first responders.

We strengthened existing partnerships and built new partnerships and collaborations with other post-secondary institutions by creating pathways for students to transition to and from our programs.

Our standing progressed internationally and nationally, with governments and organizations around the world discovering that JIBC provides the essential public safety training and education they require. JIBC furthered its support of faculty at the Universidad de Guadalajara to incorporate mobile learning in the classroom. Closer to home, more First Nations firefighters in northern Quebec now have the skills and qualifications to respond to emergencies in their communities thanks to the training provided by JIBC. Here in British Columbia, JIBC staff participated in Exercise Coastal Response, a full-scale earthquake scenario exercise led by Emergency Management BC, and provided emergency management training to several First Nations communities.

Our collective success stems from the collaborative efforts of many people in BC and across the country. We appreciate the dedication and commitment of JIBC staff and expert faculty, and the support of JIBC donors and stakeholders, all of whom have contributed to our mission of developing dynamic justice and public safety professionals and our vision of creating safer communities and a more just society. Through engaging with the justice and public safety community, we contribute to the life-long learning and long-term success of our students, graduates and clients across various sectors in the community, government, business and industry sectors.



Dr. Michel Tarko  
President and CEO

Mr. Jim McGregor  
Chair, Board of Governors



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# 1 Strategic Direction



## 1.1 OVERVIEW

The Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator with a **mission** to develop dynamic justice and public safety professionals through exceptional applied education, training, and research.

JIBC's **vision** of safer communities and a more just society is evident in its range of programming in policing and law enforcement, paramedicine, firefighting, emergency management, corrections, sheriffs and court administration, investigation, driver training, conflict resolution, counselling and community safety, negotiation, leadership, mediation and intelligence analysis.

JIBC educates 25,000 students annually through career programs, professional training, and continuing education. Our graduates are highly visible in the community, patrolling our city's streets, leaders in our workplaces, attending at emergencies, wherever—and whenever—they are needed. They are the ones who make sure our communities are as safe and secure as possible.

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. Various methods of experiential education such as simulations enable students to experience the stress and chaos of incidents and other 'real world' situations, and develop critical thinking and the judgment necessary to make sound and appropriate decisions.

Learning is facilitated by a faculty of over 500 instructors who engage and educate students through extensive use of case studies, problem-based activities, scenarios, simulations, and field placements. Reliance on a diverse cadre of expert practitioners to teach and supervise work-integrated learning ensures that students are well-prepared for challenging careers in justice and public safety.

A range of certificates, diplomas, bachelor's degrees, graduate certificates, and non-credentialed programs and courses are offered

at the main campus in New Westminster and regional campuses in Maple Ridge, Pitt Meadows, Chilliwack, Kelowna, and Victoria. Reflecting a provincial mandate, 71% of students receive their education off-campus in their own communities or online through distance learning. JIBC's Centre for Teaching, Learning, and Innovation (CTLI) supports curriculum design and delivery through a wide range of innovative and effective learning technologies, a collaborative design process integrating subject matter experts, and ongoing faculty and student support. JIBC also collaborates with other regional colleges to meet local labour market needs and provide efficient and cost-effective program delivery that is accessible to all British Columbians.

Recognizing the importance of ensuring quality in the delivery of programs and services, JIBC consistently measures the quality of its programs and services through inter-connected ongoing quality mechanisms. The quality assurance framework provides a structure to support quality across the organization. Quality

assurance is viewed in three interconnected areas: high quality programming, high quality services and infrastructure, and high quality accountability. JIBC consistently achieves the Education Quality Assurance (EQA) designation from the Ministry of Advanced Education.

JIBC cultivates strong links with justice, public and community safety employers, professional associations, communities, and agencies. Working in close partnership with government and industry ensures that programming is aligned with BC's Skills for Jobs Blueprint and provides the skills needed in the Province. JIBC's programming is agile and responsive to current and future labour market demands as identified by all levels of government, private sector employers, as well as students themselves. Change is supported by a strong foundation of strategic and academic planning.

| Commitments to Our Stakeholders                                                                                       |                                                                                             |                                                                                                                               | To Our Team                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 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 | Advance a culture of creativity, innovation, teamwork, and transparent decision-making                                |
| Partner with Aboriginal communities to build skills and job training opportunities                                    | Demonstrate accountability through quality assurance, continuous improvement, and reporting | Focus on learners' unique needs, inclusive of all cultures                                                                    | Facilitate timely and effective communication, and share successes                                                    |
| Value and respect our employees and partners, and build relationships that reflect the highest standards of integrity | Enhance opportunities for integrated programming across divisions                           | Be service oriented                                                                                                           | Collaborate to create new revenues and growth opportunities                                                           |
|                                                                                                                       |                                                                                             |                                                                                                                               | Improve organizational effectiveness and uphold disciplined financial management to create a sustainable organization |



## 1.2 JIBC MANDATE

The BC Government established JIBC in 1978 as a Provincial Institute through an Order-In-Council with a mandate to:

- Provide courses of instruction which are consistent with identified needs specifically for, but not limited to, Police, Corrections, Courts and Sheriffs;
- Identify the educational and specific training needs for all components of the British Columbia Justice System, including fire services;
- 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
- Provide a provincial forum for discussion and examination of justice and socially related issues.

In 2006, the Ministry of Advanced Education confirmed JIBC's role to act as the justice and public safety institution for British Columbia by providing courses of instruction in justice and public safety and courses of instruction at the baccalaureate and applied master's degree levels.

JIBC has also been recognized through government orders and legislation as the provider of education and training required to meet licensing requirements for BC municipal police officers, family dispute resolution professionals (mediators, arbitrators and parenting coordinators), security guards, and gaming security officers.



## 1.3 ACADEMIC SCHOOLS AND DIVISIONS

The Institute's curriculum is grounded in the latest research and theory, as well as being informed by applied research that is conducted at JIBC in collaboration with various partners. JIBC offers training and education in all justice and public safety areas, with courses and programs organized under three schools.

### 1.3.1 THE SCHOOL OF HEALTH, COMMUNITY & SOCIAL JUSTICE

School of Health, Community & Social Justice offers a wide range of interdisciplinary programs and courses that span the health sciences, human services, and community safety spectrum. Divisions and Centres in the school are:

- Centre for Conflict Resolution
- Centre for 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, bylaw enforcement, and critical incident stress management
- Leadership and management
- Conflict management, mediation, and negotiation
- Aboriginal leadership and capacity building
- Emergency Medical Responder and First Responder training
- Paramedicine including Primary Care Paramedic and Advanced Care Paramedic programs
- Education and training for allied health professionals, including Community Care Licensing Officer program
- Instructor development

All of the Centres' widely recognized diplomas, certificates, courses, and special events are available for delivery on campus, in community and within organizations, customized to meet employer and employee needs, and to suit the organizational context.

Post-secondary partnerships in other provinces, e.g. University of Calgary, facilitate delivery across the country. Substantive training is provided to industry, various levels of government, and small to large size organizations through customized contracts, some of which are long established such as the training associated with child welfare (Ministry of Children and Family Development). Instructors teaching in the School are some of the most respected and experienced educators working in their respective fields and afford students much benefit through the experience they bring to the teaching-learning environment.

The Centre for Conflict Resolution, in partnership with Mediate BC, hosted *Conflict Revolution – Seize the Opportunity!* to mark Conflict Resolution Week 2016. BC's Minister of Justice Suzanne Anton welcomed those in attendance at the morning session and declared November 19-26 as Conflict Resolution Week in the province. Two free, fully-booked workshops were held at JIBC's New Westminster campus for a total audience of nearly 400.

The Health Sciences Division continues to adapt its programming to the needs of the community and industry partners. In this past year the division successfully implemented a training program for community paramedics for BC Emergency Health

Services (BCEHS) in three communities. Additional training will be implemented in at least two other communities in 2017/18. With support from the Ministry of Advanced Education (AVED), and in collaboration with College of New Caledonia, the Division has commenced development of a new six-week certificate pilot offering of an Industrial Paramedic program, which combines the Emergency Medical Responder course with a package of safety courses to support entry-level job seekers in the Prince George area. Additionally, with funding from Indigenous and Northern Affairs Canada, the Division has commenced development of Foundations of Emergency Medical Services which will prepare Aboriginal learners for employment within pre-hospital healthcare and enhance their abilities to engage in more advanced healthcare education.

The School continues to work with partners in business, industry and government to deliver relevant and timely training provincially, nationally and internationally. Examples of international work include a partnership with the University of Guadalajara to develop and deliver a unique faculty development program (Agora) focused on student centred learning using mobile technology, and delivery of Critical Incident Stress Management training in Saudi Arabia.

### 1.3.2 THE SCHOOL OF PUBLIC SAFETY

The School of Public Safety prepares individuals to work as first responders or public safety professionals as well as providing education for those in the field to enhance their competencies. Divisions and Centres in the School are:

- Emergency Management Division
- Fire & Safety Division
- Driver Education Centre (formerly Pacific Traffic Education Centre)

The School offers certificates, diplomas, and degrees in fire and safety studies and emergency management. The Bachelor of Emergency and Security Management Studies (BESMS) combines studies in emergency management and security with exposure to business and general education courses in order to prepare students to fulfill a wide range of duties and responsibilities in public safety. BESMS was developed with the support and guidance of subject matter experts, individuals in senior positions in government and industry who hold responsibility for safety and security within

their organizations or communities, curriculum designers, and colleagues from other post-secondary institutions. Their insights and recommendations were incorporated into the program to ensure it is relevant and meets the needs of government and industry.

The School also offers diverse customized training, education, consultation and applied research worldwide. This includes delivery of contract training and education through engagement with several BC government ministries, other governments, non-profit agencies, crown corporations, and private organizations across BC, Canada, and the world. Community-based and online delivery modes are a significant means through which courses and programs are delivered.

In the Fire & Safety Division, curriculum redesign has occurred with fire programming to align with the new *British Columbia Fire Services Minimal Training Standards: Structure Firefighters Competency and Training Playbook*. Additionally, successful accreditation of courses and programs was achieved through International Fire Service Accreditation Congress.

The School's Emergency Management Division supports agencies, organizations, and communities delivering innovative training, including the Lax Kw'alaams Band, City of Vancouver, City of Medicine Hat, and BC Ministry of Health where emergency operations centre training was conducted to prepare their personnel for response to a major incident. Other examples include Westshore Terminals Ltd. and Gibson Energy where personnel were trained in the Incident Command System and how it can support a company in integrating into the overall community response. Through the assistance of the BC Search and Rescue Association and Emergency Management BC, volunteers were trained across the province on how to manage searches and rescue people lost or injured in the backcountry.

With vehicle crashes the leading cause of traumatic workplace death in BC, the Driver Education Centre (DEC) is working with public and private organizations to assess and train workers who drive for their job. For example, companies like Overwaitea Food Group contracted DEC to design and deliver a customized safe driver training program for their delivery service fleet drivers in 2017. A one-year contract with WorkSafeBC was renewed related to their Road Safety at Work (RSAW) initiatives.





### 1.3.3 SCHOOL OF CRIMINAL JUSTICE & SECURITY

The School of Criminal Justice & Security prepares individuals to work as first responders or public safety professionals as well as offering a wide range of law enforcement and security professional development courses and training. The School is comprised of the following academies and divisions:

- Police Academy
- Corrections & Court Services Division
  - Centre for Court Administration
  - Sheriff Academy
- Justice & Public Safety Division
- Office of International Affairs

The School continues to be responsive to the Ministry of Public Safety & Solicitor General and the Ministry of Justice to offer and adapt training programs in security, policing, corrections, courts, custody, probation, sheriff and family justice to meet emerging needs. Unique diplomas, degrees and post-graduate certificates in the substantive areas of law enforcement and intelligence analysis prepare students with the latest knowledge, skills, and competencies to be sought-after candidates for a range of law enforcement careers.

In September 2016 the Police Academy began piloting a new police recruit curriculum that is competency and case-based. The new curriculum provides enhanced opportunities to practice skills and develop competencies as they are learned. The new curriculum places a heavy emphasis on concept-based learning, group interaction, case studies, and applied simulations, shifting away from traditional lecture format and PowerPoint presentations. This is consistent with leading practice in education and training, following recommendations from the last JIBC Police Academy review in 2008.

The Police Academy and JIBC are also significantly involved in first responder safety pertaining to the fentanyl public health emergency in British Columbia. In partnership with the BC Police Services Division and Office of Civil Forfeiture, JIBC has coordinated six first responder workshops since May 2016 that focus on safe handling of fentanyl. A website was also designed and it can be accessed at [www.fentanylsafety.com](http://www.fentanylsafety.com).

The Corrections & Court Services Division (CCSD) experienced a strong year delivering training both within BC and in other parts of Canada. This included developing and facilitating a series of e-learning modules for BC Court Services Branch and delivering a week-long foundational studies course to court clerks in Nunavut. JIBC serves as the primary training agency for both Nunavut Corrections and Sheriff staff. Continuing education was delivered to in-service Nunavut sheriffs to refresh skills, as well as enhanced training in prisoner management and escort. Two customized Force Response Options training contracts were delivered to staff with BC Forensic Psychiatric Services.

The opening of the new Okanagan Correctional Centre provided an opportunity for JIBC staff to play a key role in delivering training to all staff, from new recruits to supervisors and senior managers. In addition, CCSD provided training to Aboriginal Justice Workers on how to facilitate cognitive-behavioural programs, namely, Respectful Relationships (dealing with Domestic Violence) and Substance Abuse Management. This same training continues to be sought after by other jurisdictions such as Northwest Territories and the Yukon, with both jurisdictions receiving training this past year. CCSD also assisted BC Corrections with two major conferences this past year promoting the discussion and examination of current justice and socially related issues.

### 1.3.4 OFFICE OF APPLIED RESEARCH AND GRADUATE STUDIES

JIBC has a significant history of leadership, innovation, and collaboration with industry partners and community stakeholders. Reporting through the Office of Applied Research & Graduate Studies are three centres that provide pan-institutional support and interact with key stakeholders across the Institute:

- Centre for Applied Research
- Center for Teaching, Learning and Innovation
- Centre for Graduate Studies and Academic Planning

The Centre for Applied Research did considerable outreach work this year preparing for future grant submissions. Four notable activities included:

1. Strengthening infrastructure for student-led research with the implementation of the Student Research Skills Framework, the development and implementation of class-based ethics, a system for coaching/mentoring of student ethics proposals, development and implementation of a 4th year Research Methods course, and increased student involvement in JIBC Research Day.
2. Initiation of the Damage Safety Assessment research project, funded by the Canadian Safety and Security Program (CSSP) and involving partners from BC Housing, Architectural Institute of British Columbia, and the Association of Professional Engineers and Geoscientists of BC.
3. Considerable work examining the mental health trajectory of justice and public safety personnel, with violence exposure data collected from paramedic and police groups, and the development of a proposal with BC Emergency Health Services to examine the benefits of a proactive approach to improving mental health, resilience and coping through

the use of an online course. By leading applied research in justice and public safety issues, JIBC focuses on research that supports public safety professions, practitioners, and the experiential learning used to develop their skill sets.

4. Presenting the findings of a research study regarding barriers to access and completion of trades and technical programs for students with disabilities, funded by the Ministry of Advanced Education and done in partnership with three BC post-secondary institutions.

The Centre for Teaching, Learning, and Innovation (CTLI) provides support and leadership working with instructors to use a variety of authoring tools to allow students and clients from across B.C. and around the world to access needed public safety education and training. During the past year, the Centre has developed or re-designed over 50 courses or learning activities for JIBC programs and Ministry clients, performed six faculty development seminars, completed one open textbook and hosted the fourth Annual Demofest, highlighting the use of technology in teaching and learning at JIBC.

In addition to leadership activities in academic governance and quality assurance, including Program Council, program reviews, course and program approvals, and policy development, the Centre for Graduate Studies and Academic Planning has continued to see enrolment increase year-over-year in academic programming. Over the past five years, Liberal Studies courses have experienced year over year increases from 677 students in 2013 to 1,259 students in 2016-17, with a projected enrolment of 1,320 in 2017-18, reflecting an overall increase of 48%. The number of faculty in the period 2013 – 2016/17 has increased from 10 to 24.

## 1.4 JIBC STRATEGIC PRIORITIES

To realize JIBC's vision and mission, the *2015-2020 Strategic Plan: Relevant, Focused, Ready* underscores our commitment to remaining at the forefront of justice and public safety applied education, training, and research. The plan identified four strategic priorities that guide institutional activity:

1. Be relevant and impactful
2. Increase engagement and awareness
3. Create exceptional environments
4. Be effective and accountable

JIBC focuses on a number of goals and actions under each Strategic Plan priority that build on its strong foundation as a public post-secondary institution with a provincial mandate. Specific priorities for 2017/18 include:

- Implement mechanisms to obtain employer satisfaction with program graduates and utilize feedback to foster continuous quality improvement
- Improve gender inclusivity at JIBC campuses to create welcoming and safe learning environments
- Revise and implement the Indigenization Plan to incorporate the Truth and Reconciliation Commission of Canada's Calls to Action
- Implement the Post-Secondary Compensation Plan including enhanced performance management processes as best practice for recruitment and retention of employees
- Grow revenues from existing sources and develop incremental and sustainable revenue sources
- Develop and deliver training to new markets such as the transportation of liquid natural gas
- Support the quality assurance and degree authorization process for a proposed joint Master of Science degree in International Cybercrime Analysis with Canterbury Christ Church University (UK).
- Continue implementation of an enterprise resource planning (ERP) system by adding student information system tools to facilitate student planning and management of academic progress, aligned with the Administrative Service Delivery Transformation initiative
- Provide students one-stop access to explore career pathways and apply to twelve JIBC programs through EducationPlannerBC, optimizing effectiveness and efficiency through use of shared services
- Create a model for integrated planning appropriate to the scale and size of the Institute





## 2 Strategic Context

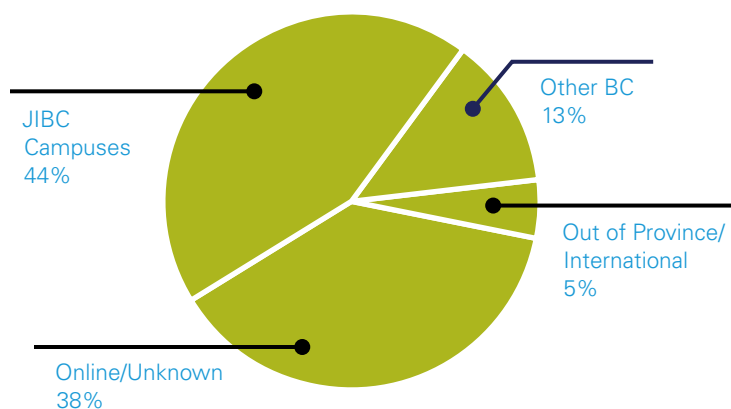
The needs in justice and public safety continue to evolve as the social, environmental, cultural, demographic, and legal context change. Complexity and globalization are but two significant themes that shape educational programming to prepare those entering the fields of justice and public safety as well as those currently working and leading in various roles.

### 2.1 INTERNAL SCAN

#### 2.1.1 JIBC'S PROVINCIAL MANDATE

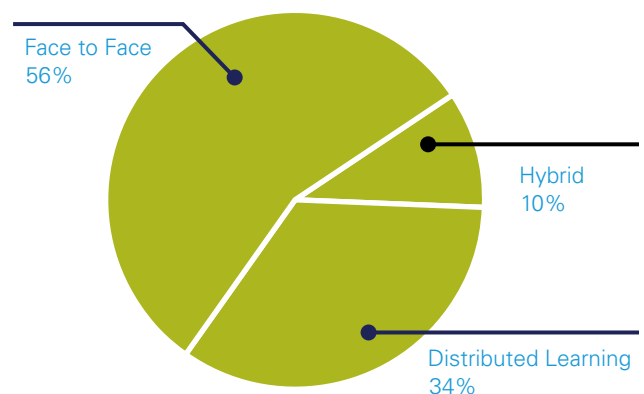
JIBC delivers education and training at its six campus locations and in 2016/17 offered courses at over 80 additional locations throughout British Columbia. Instruction is provided province-wide and uses multiple delivery modes with approximately one third of instruction provided through Distributed Learning.

FTE BY LOCATION



Source: CDW May 2017 - 2016/17 fiscal year

FTE BY DELIVERY MODE



Source: CDW May 2017 - 2016/17 fiscal year

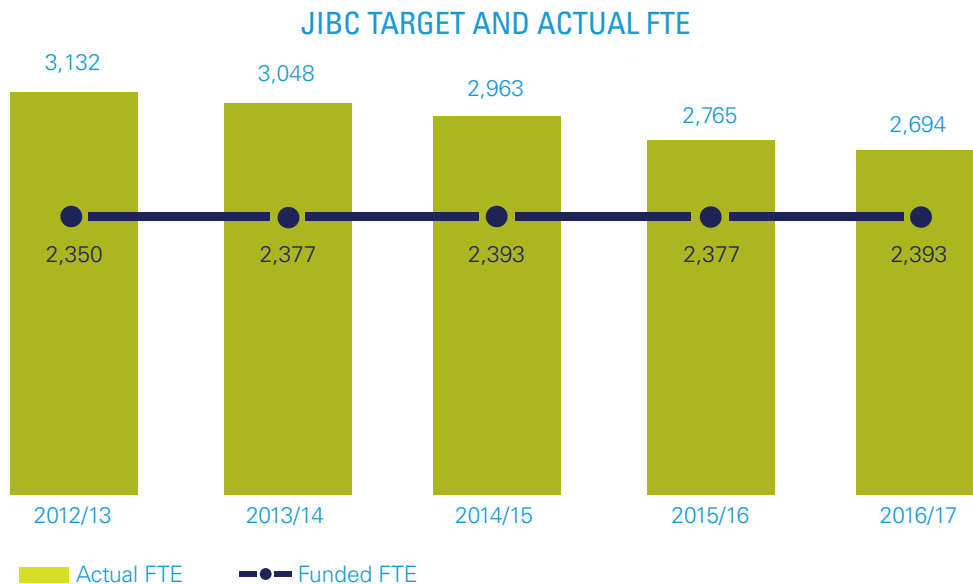
Recognizing the importance of the provincial mandate, an Institute key performance indicator (KPI) tracks the number of domestic and Aboriginal full time equivalent students (FTEs) from outside the Lower Mainland. In 2016/17, 51% of domestic student FTEs were educated outside of the Lower Mainland.

### 2.1.2 STUDENTS

In 2016/17, JIBC awarded 1,287 credentials —short certificates, certificates, diplomas, and degrees— to experienced professionals advancing in their careers and learners embarking on their chosen path in law enforcement, public and community safety, leadership, counselling, negotiation, conflict resolution and intelligence analysis.

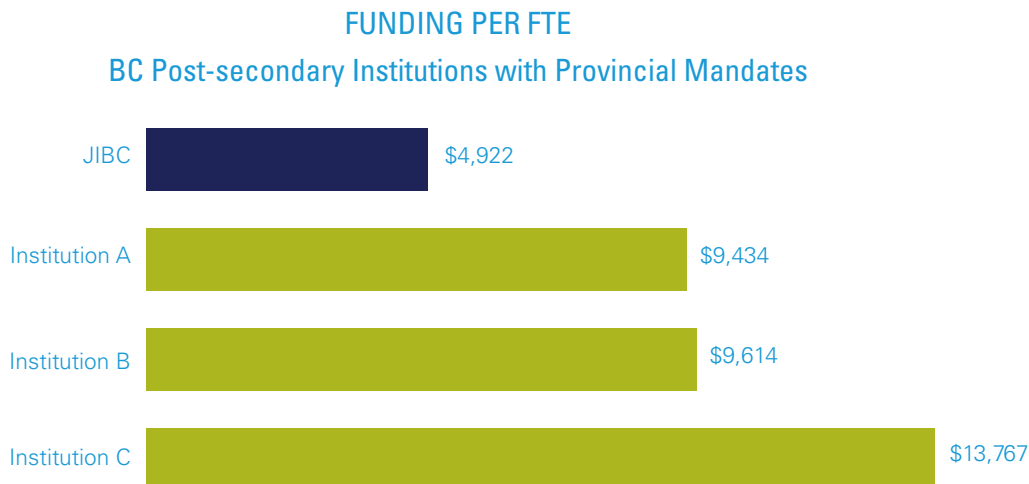
#### Enrolment

JIBC continues to surpass AVED FTE targets although the gap is closing. In 2016/17, JIBC had a 113% utilization rate for domestic students compared to 133% in 2012/13.



Source: CDW May 2017 - 2016/17 fiscal year

JIBC receives the lowest funding per FTE of all BC post-secondary institutions and only half the funding received by peer institutions that also have a provincial mandate. Growing revenues from existing sources and developing incremental and sustainable revenue sources is an important objective to maintain student spaces into the future.

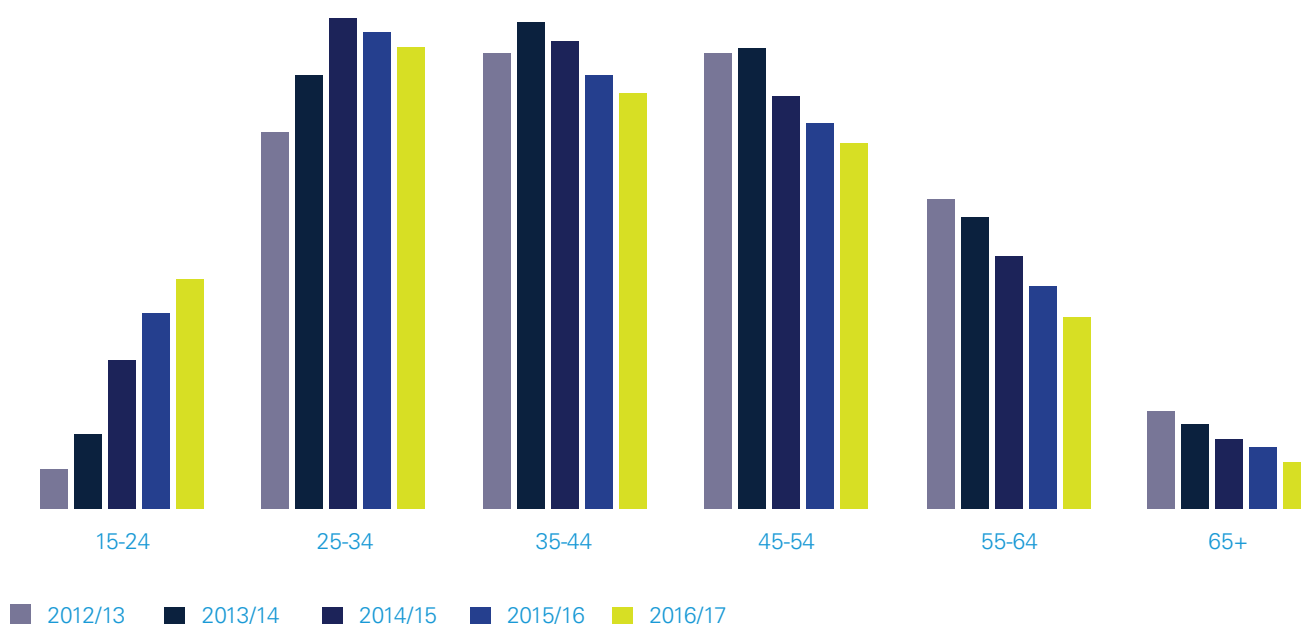


Source: Budget Letters - 2016/17 fiscal year for post-secondary institutions with a provincial mandate

## Demographics

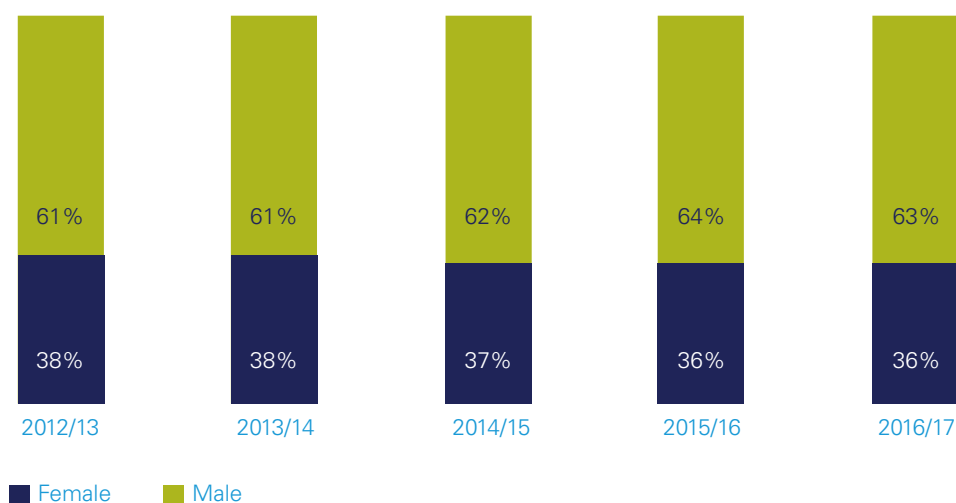
Nearly 25,000 unique students enrolled at JIBC in 2016/17. The majority of students enrolled are mid-career learners, many engaged in learning sponsored by their employer. While 71 % of JIBC students are 25-54, education of recent high school graduates has grown 55% over the last three years, reflecting our focus on unique degrees, diplomas, and certificates for undergraduate students.

### STUDENT AGE



Source: CDW May 2017 - by fiscal year.

### STUDENT GENDER



Source: CDW May 2017 - by fiscal year.

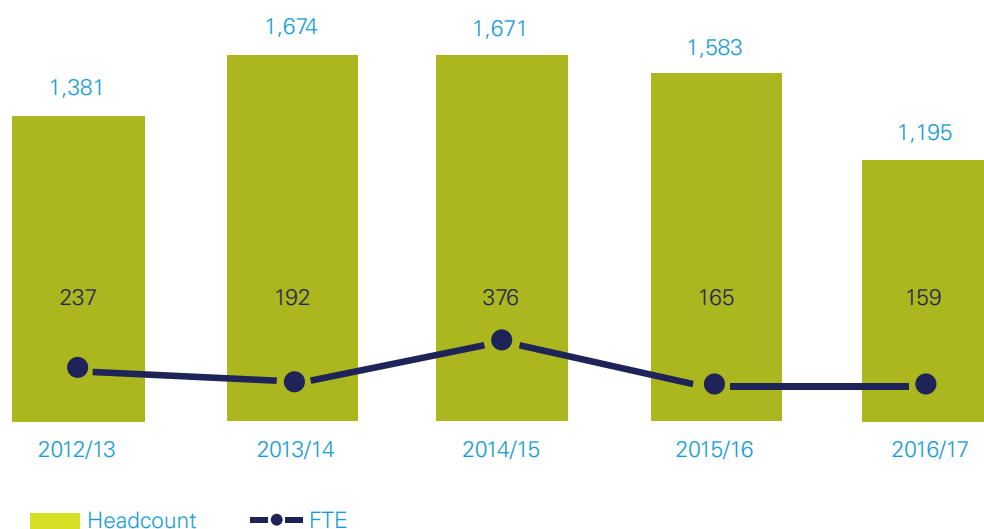
Gender distribution is 37% female and 62% male, reflecting typical patterns in most justice and public safety professions. JIBC has a particular interest in addressing gender imbalance in our open-enrolment programs.

## Indigenous Students

In alignment with the *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan*, JIBC is making progress on activity and initiatives designed to increase Indigenous learner participation and graduation to contribute to the recommendation that provincial Aboriginal graduates increase by 75% by the year 2020. One-time funding was provided by the Ministry of Advanced Education in lieu of Aboriginal Service Plan Funding (which provides \$200,000-\$500,000 per year to eleven BC post-secondary institutions) to support the ongoing development of Indigenous programs and services, indigenization, and the development of a coordinated institutional response to the Truth and Reconciliation Calls to Action. The *JIBC Indigenization Plan* outlines the vision for this work moving forward. The Institute's enrolment averages around 1,500 Indigenous learners each year, almost 6% of the total student body, illustrating the results of the Institute's ongoing commitment to ensure that Indigenous students have access to quality education and training in justice and public safety. Although headcount declined over the past five years, the number of FTEs is more stable, with less Indigenous students in general studies and more working towards program credentials.

The JIBC Office of Indigenization successfully designed and implemented a new Justice and Public Safety Career Preparatory certificate program for Indigenous learners in partnership with Native Education College. This 30-credit certificate is coupled with certifications that provide graduates the option of either direct employment or further education for specialized careers in justice and public safety. JIBC has also secured funding to pilot an Indigenous Youth Career Camp, increasing outreach and recruitment with Indigenous youth, Canada's fastest growing demographic.

### INDIGENOUS STUDENT HEADCOUNT AND FTE



<sup>1</sup>Self-declared & Ever Aboriginal Identity

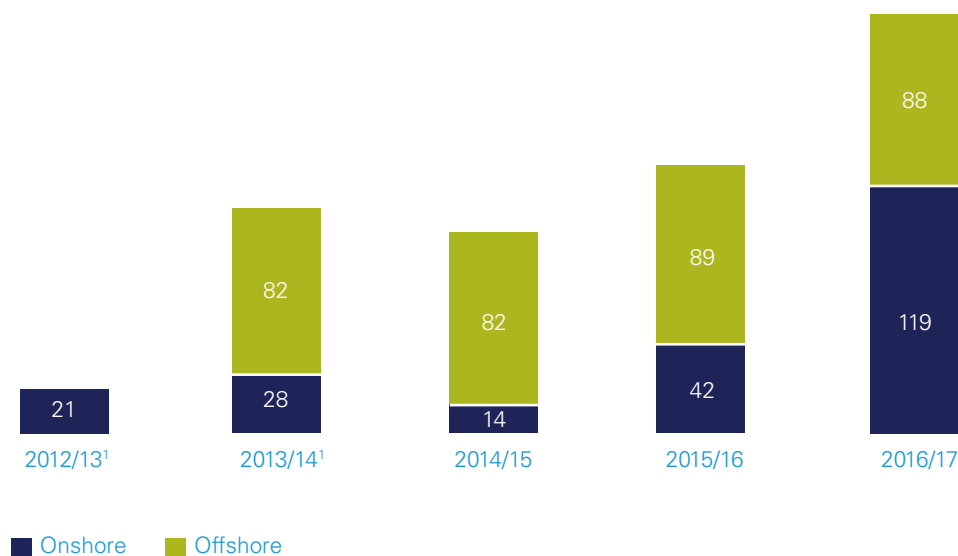
Source: CDW May 2017 - by fiscal year, STP Aboriginal pool

## International Students

International student engagement contributes to fulfilling JIBC's Strategic Plan and the Ministry's *International Education Strategy*, creating a two-way flow of students, educators, and ideas. International student enrolment has continued to grow over the past five years with a marked increase in onshore enrolments in 2016/17 from 1,464 students representing 40 countries. Three main international activities are undertaken at JIBC: (1) enrolling onshore tuition-based international students in courses and programs, (2) providing courses, short duration programs, and customized training offshore based on organizational strengths, and (3) offering brief law enforcement study tours and longer programs to eligible cohorts of students enrolled in various police colleges, mainly from China.

In 2016/17, JIBC welcomed close to 500 Chinese students to the New Westminster campus to study criminal investigations, forensics, and police management. JIBC's reputation as a leader in justice and public safety education plus the support of Chinese and Canadian officials have been instrumental to expanding our contribution to the ongoing modernization of China's law enforcement and justice systems.

### INTERNATIONAL STUDENT FTE



Source: CDW May 2017 - by fiscal year.

<sup>1</sup>Restated FTE in 2014.

## 2.1.3 TECHNOLOGY

### Educational Technology

Serving diverse student populations throughout BC with high quality, relevant, and cost-effective education and training, has fueled JIBC excellence in the use of learning technology.

Traditionally, organizations have relied on table-top exercises to test their leadership and decision making frameworks and models. Praxis takes these exercises to a whole new level by immersing participants in problem-based scenarios through a mix of audio, video and digital technology that replicates the stress and pressure experienced in real-life situations. Praxis provides an effective way to transfer knowledge, in a low-risk environment, where it is otherwise impractical, dangerous, or expensive to provide learning through real-life, on-the-job experience. After three years of Western Economic Diversification support for the development of a business model for the commercialization of Praxis, approval for the incorporation of JIBC Innovations (Praxis) occurred in spring 2017 by the JIBC Board of Governors.

The Centre for Teaching, Learning, and Innovation supported the development and delivery of a faculty development program in student-centred and mobile learning at the University of Guadalajara, Mexico aimed to help the university's professors integrate new student-centred mobile-learning strategies into their courses, which recently received international recognition through the Open Education Consortium Award for Open Faculty Development. A further example of award-winning work was the online Fentanyl Safety Course developed for public safety professionals, winning a Horizons Award.

### BCTECH Strategy

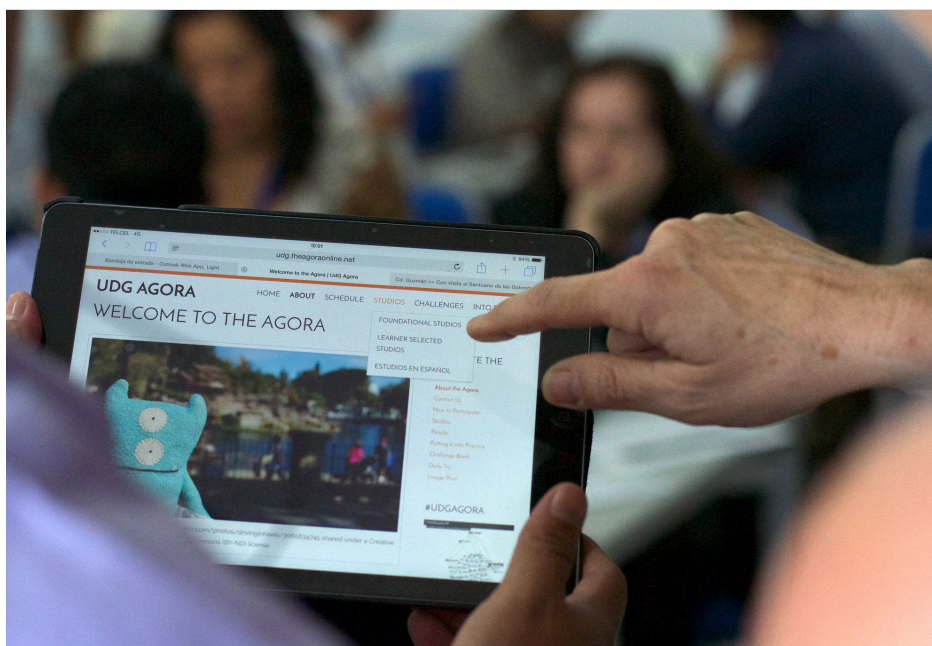
Both graduate certificates in Intelligence Analysis and Tactical Criminal Analysis produce graduates who demonstrate the theory and skills required to undertake the analysis of complex data sets. Through the medium of technology, they gather, analyse, and interpret data in order to derive insights and communicate findings. As well as developing graduates who work with big data, JIBC is also partnering with Canterbury Christchurch University (UK) in offering an MSc in International Cybercrime Analysis. Graduates of JIBC graduate certificate programs will have direct entry into cryptography and cybercrime courses complete with state-of-the-art software and technology-enabled learning approaches. The need for education and training in cybercrime is becoming urgent for governments and businesses worldwide and the timely introduction of this new credential is being anticipated by several agencies. This programming also contributes to the goals outlined in the BCTECH Strategy: Pillar 1–Talent and 4–Data.

### Shared Services

JIBC installed the major capital components of the Ellucian Colleague Student Information System in 2016/2017. Going forward, new modules will be launched to support student academic planning and other enhanced self-service features. These new modules and the features already installed provide alternate pathways for students, client groups and staff to navigate and manage the student educational experience at JIBC. The Institute benefits from share and cost opportunities with other members of the BC higher education Colleague consortium.

JIBC is now connected to the BCNet network at all campuses, except Pitt Meadows, which will be connected when the new building is set up. Replacing PLNet which over time illustrated many challenges due to bandwidth, BCNet's core service is a high-speed, reliable, Internet providing connectivity to the Internet and Canarie research networks. This opens up the opportunity for JIBC to utilize commodity information services provided by BCNet and other providers.

JIBC has been an active participant in planning for the introduction of a common application platform for all BC post-secondary institutions led by the Minister of Advanced Education and the Institute anticipates a go-live date in summer 2017.





#### 2.1.4 COMPENSATION

Senior leaders have not received a general wage increase in almost eight years and recruiting new talent is increasingly difficult as salaries diverge from market. JIBC is anticipating Ministry approval of the Sectoral Compensation Plan for Excluded Employees, prepared by the Post-Secondary Employers Association, in 2017/18. In preparation for the introduction of merit-based compensation, JIBC ran a workshop on effectively addressing performance for all employees with supervisory responsibilities and will continue to focus on performance management best practices in 2017/18.

#### 2.1.5 FACILITIES AND EQUIPMENT

A joint federal-provincial commitment will see \$1.9 million invested in two JIBC capital projects: replacement of aging roofs on three buildings at the New Westminster campus and the design and construction of a modular learning facility at the Driver Education Centre in Pitt Meadows. The facility will provide students with a weather-protected learning space and support the delivery of specialized driving courses, primarily for police recruit and sheriff training.

JIBC's specialized programming utilizes unconventional learning resources to create a living lab where students explore ideas, scenarios and concepts in near real-world environments. Equipment such as fire trucks, mock marine vessel, and specialized lab spaces for rescues and fire fighting requires significant capital investment. JIBC has deferred needed investments in classroom learning technology equipment due to lack of funding and has relied on generous donor support for basic equipment such as resuscitation dolls and pediatric simulation equipment. Funding our five-year capital plan continues to be a risk.

#### 2.1.6 PROGRAM REVIEWS

##### **Bachelor of Law Enforcement Studies**

The Bachelor of Law Enforcement Studies prepares students to be sought-after candidates in an increasingly complex law enforcement landscape where they will perform specialized investigations, supervision, and enforcement and regulatory compliance functions. A Level One Program Review found high student satisfaction with courses overall and strong retention in the program. Enrolment is rapidly increasing, doubling since inception in 2014/15. Instructors have deep and diverse experience in law enforcement and many have experience as practitioners in high profile law enforcement roles. Relevance of the degree to law enforcement agencies has been confirmed. Recommendations include actively recruiting students that more fully reflect community diversity and increasing faculty with experience outside of the Lower Mainland.

##### **Bachelor of Public Safety Administration (BPSA)**

Bachelor of Public Safety Administration (BPSA) is a part-time post-diploma degree-completion program that aims to develop students' technical, managerial, and administrative competencies so that they can function as effective public safety managers and leaders. It was designed for adult learners who want to pursue their education at their own pace while continuing to work full time, with course delivery primarily online. A Level Two Program Review found students to be satisfied with their education but challenges with the financial sustainability of the program remain. Some course overlap exists with the Bachelor of Emergency and Security Management Studies (BESMS) and the future of BPSA will be determined in concert with a review of BESMS to determine the most effective methods for delivering education in these complementary areas.

### Fire Fighting Technologies Certificate

The Fire Fighting Technologies Certificate (FFTC) is a 30 credit program that equips learners to meet the specific competencies outlined in *NFPA 1001 Standard for Fire Fighter Professional Qualifications*, with additional job-related knowledge and skills. The program has shown steady growth over the first four semesters since inception. Future focus is on increasing gender diversity through strategic student recruitment and addressing student retention in the program after students achieve the 21 credits required for certification to the *NFPA 1001 Fire Fighter II Professional Qualifications*.

The Fire & Safety Division educated 740 student FTEs in 2016/17, a year of considerable change with all programs redesigned to meet the BC Fire Fighter minimum training standards and the National Fire Protection Association (NFPA) certification standards. Addressing the high cost of programs was also a goal following the program review and the new curricula utilizes online educational technologies to facilitate delivery.



## 2.2 EXTERNAL SCAN

As part of our cyclical planning processes, JIBC conducts an environmental scan to inform strategic and operational planning, ensuring currency and responsiveness in its programming and processes. This is a key perspective for JIBC planning and accountability given its mandate and as a public post-secondary institution aligned with the provincial government's commitment to a strong economy with significant job creation.

### 2.2.1 LABOUR AND EMPLOYMENT OUTLOOK

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 stakeholders, including our Program Advisory Committees, to address current and future labour force challenges; this currency enables JIBC to be as responsive as possible and to deliver relevant training and education where and when students and stakeholders need it.

B.C.'s Attorney General is addressing a current shortage of sheriffs in provincial courtrooms. WorkBC projects 0.8% annual growth in the demand for sheriffs and bailiffs in BC to 2025. These projections underestimate the impact of changes in the justice system, such as an increase in self-represented litigants, and recruitment and retention impacts from increased retirements and career mobility. JIBC plans include:

- Increasing the size of cohorts in JIBC's Sheriff Academy and planning for an additional cohort of up to 24 students in January 2018, a 65% increase over 2016/17.

As BC's population shifts to an older demographic, demand for paramedicine services is projected to grow by 6% annually over the next five years. The opioid crisis also has an impact on demand and skills required to handle a higher volume of calls related to drug overdose—BC paramedics responded to 19,275 overdose calls in 2016. JIBC is a partner in implementing the *BCEHS Transforming Emergency Health Services Action Plan* to respond to changes in demand and delivery of paramedic services in BC. JIBC plans include:

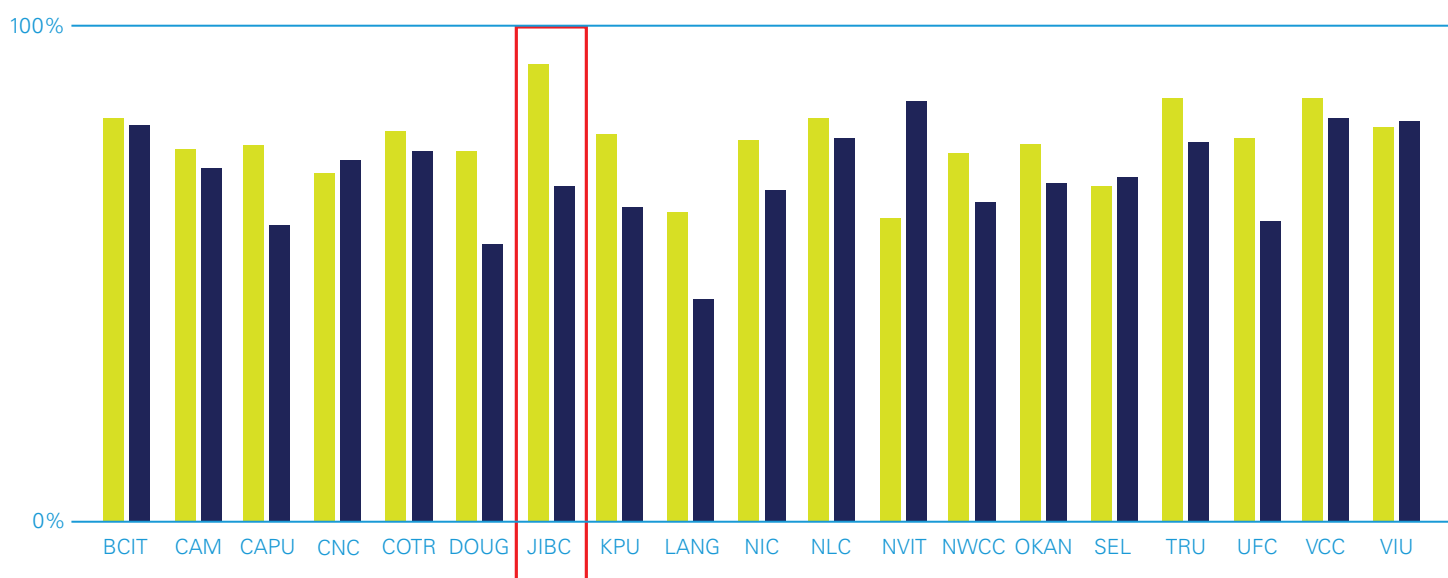
- Working with BCEHS to deliver a community paramedicine program designed to strengthen emergency care in rural and remote areas of BC. The education program was delivered in a blended model to cohorts around the province, and supported the four pillars of the Community Paramedicine project: community outreach and awareness, health promotion, wellness clinics, and home wellness checks. The project is ongoing, with plans to evolve the program as the role of Community Paramedics matures.
- BCEHS' initiative to transform the delivery of emergency health services has highlighted gaps in the knowledge and skills required by paramedics to collaborate effectively within the greater health care system. JIBC anticipates changes in the educational pathways for BC paramedics and new program development.
- With overdoses and fatalities stemming from fentanyl use reaching epidemic proportions, JIBC has launched a fentanyl website for first responders. The website, [fentanylsafety.com](http://fentanylsafety.com), was developed through a joint effort by public safety agencies with funding from the BC provincial government to provide needed information to help keep first responders safe when they are exposed to fentanyl in the community. While designed with first responders in mind, the website is also accessible to the public to help bolster awareness of the dangers of the highly toxic narcotic.
- A JIBC research project concluded that training people to build personal resilience before experiencing a potentially traumatic situation could help reduce incidences of post-traumatic stress among first responders. The study involved paramedic students who completed a survey measuring personal resilience before completing an online resilience training course followed by practicum experiences out in the field. The course teaches resilience skills and raises awareness of potential sources of trauma, personal triggers, and signs and symptoms of stress. It has since been revised to target all first responders including firefighters, sheriffs, corrections workers, and police. It is available free to JIBC paramedic students on a voluntary basis as part of further research. Ultimately, the goal is to make the online course available free to all first responders and people who work in potentially traumatic environments, such as emergency dispatchers and disaster relief workers, anywhere in the world.



The BC Student Outcomes *DACSO Survey* assesses employment and other outcomes for graduates and completers of certificates, diplomas, and associate degrees. JIBC's success in providing work-related training is evident in the results, with 93% of those surveyed indicating they were in the workforce (highest in the province). Of those 93% who are in the workforce, 68% indicated they were in a training related job; however, a significant number of graduates are volunteer firefighters whose paid employment is not related to their firefighting training.

JIBC has the lowest unemployment rate of graduates surveyed at 3.2% (compared to 9.2% for system) and has the highest average hourly wage at \$28.00 per hour as compared to the provincial average of \$19.00 per hour for all public post-secondary institutions.

## 2016 STUDENT OUTCOMES RESULTS - EMPLOYMENT OUTCOMES



■ Currently Employed

■ Currently in Training-Related Job

2015/16 Diploma, Associate Degree and Certificate program graduates from BCIT and JIBC, graduates and near-completers from all other schools Source: BC Student Outcomes 2016

### 2.2.2 SKILLS FOR JOBS BLUEPRINT

In 2014, the Province announced the *Skills for Jobs Blueprint* and its plan to focus post-secondary education grants to institutions on priority programs to meet BC's Skills Gap based on the need to align education and labour force development with economic development.

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 achieving enrolment targets in those skills gap areas. Courses aligned with *BC's Top 100 Jobs in Demand* produced 59% of total FTEs in 2016/17—a measure tracked as an institutional KPI.

JIBC is a significant or sole provincial educator for the following in-demand occupations:



| Occupation                                                                       | NOC  | Job openings to 2025 |
|----------------------------------------------------------------------------------|------|----------------------|
| Family, marriage and other related counsellors                                   | 4153 | 2,400                |
| Firefighters                                                                     | 4312 | 1,600                |
| Inspectors in public and environmental health and occupational health and safety | 2263 | 1,300                |
| Managers in social, community and correctional services                          | 0423 | 2,700                |
| Paramedical occupations                                                          | 3234 | 1,430                |
| Police officers (except commissioned)                                            | 4311 | 3,300                |
| Security guards and related security service occupations                         | 6541 | 4,800                |
| Sheriffs and bailiffs                                                            | 4421 | 170                  |
| Social and community service workers                                             | 4212 | 11,700               |
| Social workers                                                                   | 4152 | 2,700                |
| Taxi and limousine drivers and chauffeurs                                        | 7513 | 2,200                |

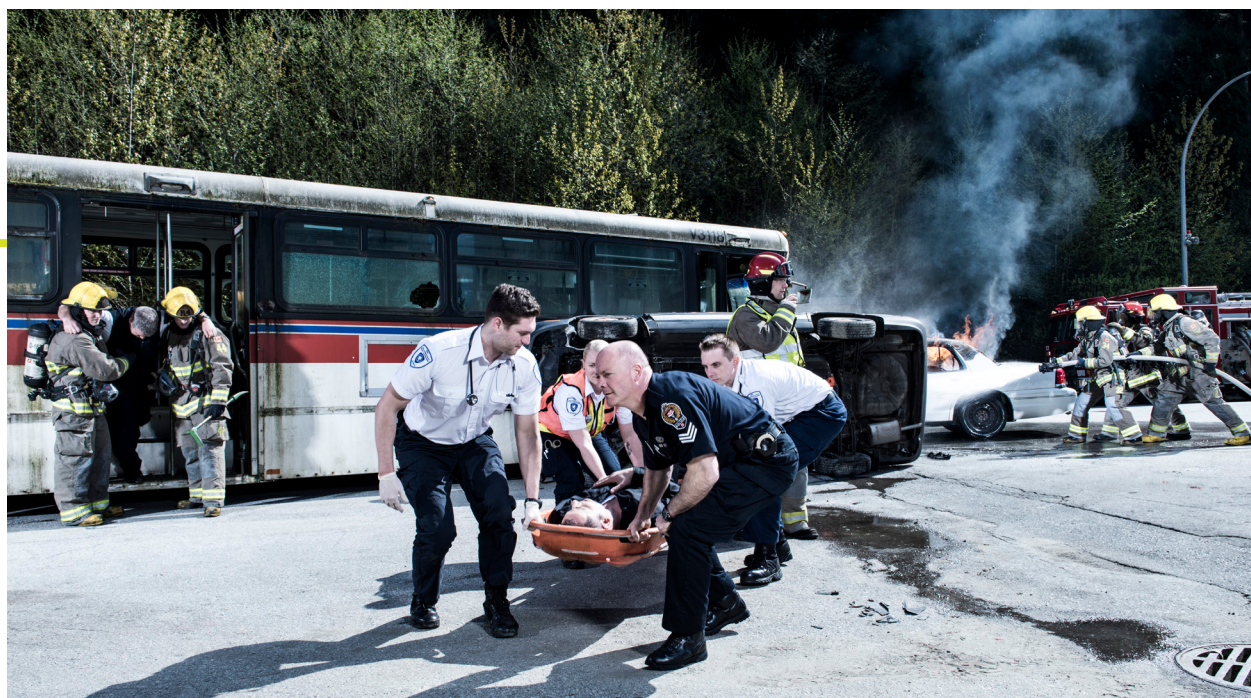
Source: WorkBC

### 2.2.3 PROSPECTIVE STUDENTS

Students want better access to 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





## 3 Performance Plan

To continue to meet the needs of students and stakeholders, JIBC remains committed to a strategic plan that guides our student-focused education plan and aligns with the Government's stated priorities. To achieve this, JIBC expands and develops courses, programs, and services that are offered in a manner that builds a resilient infrastructure along with a sustainable business model for the Institute.

### 3.1 JIBC GOALS AND OBJECTIVES

#### 3.1.1 STRATEGIC PLAN 2015 TO 2020

JIBC's Strategic Plan provides a vision for the future that aligns 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:

**1. Be relevant and impactful**

Offer focused, specialized, and applied education, training, and research across economic sectors.

**2. Increase engagement and awareness**

Expand stakeholder engagement and actively market programs and capabilities.

**3. Create exceptional environments**

Cultivate outstanding working and learning places.

**4. Be effective and accountable**

Enhance organizational effectiveness and expand public accountability.

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 as outlined in the goals and actions in the Plan.

#### 3.1.2 EDUCATION PLAN 2016-2020

The Board of Governors endorsed the *2016-2020 Education Plan* in September 2016. The Plan guides, motivates and inspires our academic activities and provides context for planning and prioritizing at the school/division level. Objectives are designed to align with and support the Strategic Plan:

- Support and advance our disciplines
- Create transformative learning environments
- Foster excellence in educational programming and delivery

### 3.2 MINISTRY GOALS AND OBJECTIVES

The Ministry of Advanced Education has four goals outlined in the *Service Plan*:

| Goals  |                                                                                                                               |
|--------|-------------------------------------------------------------------------------------------------------------------------------|
| Goal 1 | Students are supported to achieve their educational, employment and training goals                                            |
| Goal 2 | Maintain a quality post-secondary system that provides B.C. with a global competitive advantage                               |
| Goal 3 | An education and training system that maximizes return on investment and supports B.C.'s diverse communities                  |
| Goal 4 | GCPE – Citizens are informed and engaged with government in a way that is inclusive and builds both trust and quality of life |

The strategic objectives included in JIBC's Strategic Plan guide the development of cascaded objectives, actions, and initiatives at the operational level. Each School and Division develops its own tactics and ensures these are in alignment with the Institute's Strategic Plan and support the achievement of the Institute-wide Key Performance Indicators. The following table shows how JIBC's strategic goals as outlined in the Strategic Plan are in alignment with the four strategic goals identified by AVED.

| Ministry Goals | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                | JIBC Strategic Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1         | <ul style="list-style-type: none"> <li>Align post-secondary education and training with labour market demand to achieve a highly skilled workforce</li> <li>Respond and adapt to the diverse and changing needs of students</li> <li>Increase participation and successful completion of all students</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Ensure programs reflect current and emerging labour market and educational needs/trends</li> <li>Increase inter-professional applied training, education, and research</li> <li>Enhance working and learning places by relentlessly pursuing inclusiveness and engagement</li> <li>Optimize technology to support high quality programming and services</li> </ul>                                                                                         |
| Goal 2         | <ul style="list-style-type: none"> <li>Increase international participation throughout our education system</li> <li>Build on current strengths to enhance the quality of the post-secondary education system</li> <li>Increase collaboration, innovation and partnerships</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Enhance working and learning places by relentlessly pursuing inclusiveness and engagement</li> <li>Create a responsive service culture</li> <li>Attract, develop and retain outstanding faculty and staff</li> <li>Expand engagement with communities, organizations and stakeholders</li> <li>Increase learning opportunities across the province through collaboration with post-secondary institutions, communities, and other organizations</li> </ul> |
| Goal 3         | <ul style="list-style-type: none"> <li>Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value</li> <li>Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues</li> <li>Use and provide quality information for decision making and better societal outcomes</li> </ul> | <ul style="list-style-type: none"> <li>Improve long-term planning</li> <li>Improve data-informed decision making built on effective business systems</li> <li>Increase inter-professional applied training, education, and research</li> </ul>                                                                                                                                                                                                                                                    |
| Goal 4         | <ul style="list-style-type: none"> <li>Communication of government's policies and programs to the public is timely, relevant and readily accessible</li> <li>Citizens are engaged to provide input and have access to services and information</li> <li>Expand and improve access to online services</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Increase commitment to stakeholder and public accountability</li> <li>Expand engagement with communities, organizations, and stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                       |

### 3.3 PERFORMANCE MEASURES AND RESULTS

To assess performance against strategy in the 2015-2020 Strategic Plan, JIBC developed a series of key performance measures (KPI) to ensure the Institute's resources are being deployed in alignment with strategic priorities, results are regularly reviewed, and action plans developed when necessary. These Institute-wide measures are reviewed by the Board of Governors twice a year.

#### 3.3.1 LEVEL OF ACHIEVEMENT

The following scale is used by the Ministry and JIBC 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%           |

#### 3.3.2 STANDARD PERFORMANCE MEASURE RESULTS

##### Ministry Objective: Capacity

| Total Student Spaces |                |             |                |                |
|----------------------|----------------|-------------|----------------|----------------|
| 2016/17 Target       | 2016/17 Actual | Performance | 2015/16 Target | 2015/16 Actual |
| 2,393                | 2,697          | Exceeded    | 2,395          | 2,765          |

JIBC continues to exceed its FTE targets with consistently high utilization rates, 12% over target for 2016/17.

| Allied Health Spaces |                |                        |                |                |
|----------------------|----------------|------------------------|----------------|----------------|
| 2016/17 Target       | 2016/17 Actual | Performance            | 2015/16 Target | 2015/16 Actual |
| 313                  | 282            | Substantially Achieved | 315            | 356            |

JIBC achieved a 90% utilization rate for allied health programming in 2016/17. Rural delivery of the primary care paramedic program continues to exceed the target and the Community Care Licensing Officer program is approaching the target as awareness of this new program grows. Changes in the number of credits for Primary and Advanced Care Paramedic programs will require a review of FTE divisors and 2016/17 results may require restatement.

| Credentials Awarded |                |             |                |                |
|---------------------|----------------|-------------|----------------|----------------|
| 2016/17 Target      | 2016/17 Actual | Performance | 2015/16 Target | 2015/16 Actual |
| 874                 | 897            | Achieved    | 711            | 937            |

**Ministry Objective: Access**

| Aboriginal Student Spaces |                |             |                |                |
|---------------------------|----------------|-------------|----------------|----------------|
| 2016/17 Target            | 2016/17 Actual | Performance | 2015/16 Target | 2015/16 Actual |
| 140                       | 162            | Exceeded    | NA             | 191            |

JIBC's goal for Aboriginal Student Spaces is  $\geq 5.2\%$  of domestic student FTEs.

Individuals that identify as Aboriginal make up 5.2% of the adult BC population (ages 15-64). Recognizing JIBC's mandate to provide justice and public safety education throughout the province and the need to improve levels of participation for Indigenous learners, the Institute is committed to continued achievement of a representative student body.

**Ministry Objective: Quality**

| Student Satisfaction with Education |                |          |             |                |                |          |
|-------------------------------------|----------------|----------|-------------|----------------|----------------|----------|
| 2016/17 Target                      | 2016/17 Actual |          | Performance | 2015/16 Target | 2015/16 Actual |          |
| $\geq 90\%$                         | 91.2%          | +/- 1.7% | Achieved    | $\geq 90\%$    | 92.8%          | +/- 1.6% |

JIBC students continue to express a high level of student satisfaction with their education. This measure is supported by JIBC's 2016 Current Student Survey (administered in May 2016) where 93% of respondents indicated they were satisfied with the education and training they received from JIBC.

| Student Assessment of the Quality of Instruction |                |          |             |                |                |          |
|--------------------------------------------------|----------------|----------|-------------|----------------|----------------|----------|
| 2016/17 Target                                   | 2016/17 Actual |          | Performance | 2015/16 Target | 2015/16 Actual |          |
| $\geq 90\%$                                      | 96.1%          | +/- 1.2% | Achieved    | $\geq 90\%$    | 95.2%          | +/- 1.3% |

JIBC is pleased with the 2016/17 results of students' assessment of the quality of instruction. These results are consistent with the 2016 Current Student Survey (97%).

| Student Assessment of Skill Development |                |          |             |                |                |          |
|-----------------------------------------|----------------|----------|-------------|----------------|----------------|----------|
| 2016/17 Target                          | 2016/17 Actual |          | Performance | 2015/16 Target | 2015/16 Actual |          |
| $\geq 85\%$                             | 83.9%          | +/- 2.3% | Achieved    | $\geq 85\%$    | 84.0%          | +/- 2.4% |

While the measure of students' assessment of skill development is noted as achieved for 2016/17, it is important to note that results have traditionally had wide variability 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.

**Ministry Objective: Relevance**

| <b>Student Assessment of Usefulness of Knowledge and Skills in Performing Job</b> |                |          |                        |                |                |          |
|-----------------------------------------------------------------------------------|----------------|----------|------------------------|----------------|----------------|----------|
| 2016/17 Target                                                                    | 2016/17 Actual |          | Performance            | 2015/16 Target | 2015/16 Actual |          |
| ≥ 90%                                                                             | 80.0%          | +/- 2.6% | Substantially Achieved | ≥ 90%          | 77.9%          | +/- 2.8% |

JIBC results include a significant number of responses from volunteer fire fighters who earned JIBC credentials for skills and knowledge not used in performing their main paid jobs. Seventy-five percent of BC's fire fighters are volunteers and graduates of firefighting programs comprised 39% of the cohort for the *2016 DACSO Survey*.

| <b>Unemployment Rate</b> |                |          |             |                |                |          |
|--------------------------|----------------|----------|-------------|----------------|----------------|----------|
| 2016/17 Target           | 2016/17 Actual |          | Performance | 2015/16 Target | 2015/16 Actual |          |
| ≤ 10.8%                  | 2.8%           | +/- 1.1% | Exceeded    | ≤ 10.8%        | 3.2%           | +/- 1.1% |

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

**3.3.3 JIBC KEY PERFORMANCE INDICATORS**

In addition to the measures identified in the Accountability Framework, JIBC tracks key performance indicators to measure performance against the Strategic Plan. These measures are reviewed by the Board of Governors twice a year and published internally every quarter.



## JIBC Strategic Priority: **Be Relevant and Impactful**

| FTE – Percent in BC Skills for Jobs Top 100                                  |                |                |             |                |
|------------------------------------------------------------------------------|----------------|----------------|-------------|----------------|
|                                                                              | 2016/17 Target | 2016/17 Actual | Performance | 2015/16 Actual |
| JIBC contributes skilled workers to more than 10 occupations in demand in BC | 25%            | 59%            | Exceeded    | 57%            |

| FTE from Outside of Lower Mainland |                |                |                        |                |
|------------------------------------|----------------|----------------|------------------------|----------------|
|                                    | 2016/17 Target | 2016/17 Actual | Performance            | 2015/16 Actual |
| Domestic Students                  | 57%            | 51%            | Not Achieved           | 53%            |
| Aboriginal Students                | 73%            | 66%            | Substantially Achieved | 75%            |
| Distributed Learning               | 37%            | 40%            | Achieved               | 31%            |



## JIBC Strategic Priority: **Increase Engagement and Awareness**

| BC Residents (by region) aware of JIBC |                |                |             |                |
|----------------------------------------|----------------|----------------|-------------|----------------|
|                                        | 2016/17 Target | 2016/17 Actual | Performance | 2015/16 Actual |
| Ipsos survey not administered 2016/17  | TBD            | –              | –           | 48%            |



## JIBC Strategic Priority: **Create Exceptional Learning Environments**

| Overall Student Satisfaction |                |                |                        |                |
|------------------------------|----------------|----------------|------------------------|----------------|
|                              | 2016/17 Target | 2016/17 Actual | Performance            | 2015/16 Actual |
| Class Evaluations            | 92%            | 96%            | Achieved               | 95%            |
| Current Student Survey       | 95%            | 96%            | Achieved               | 95%            |
| DACSO Survey                 | 92%            | 91%            | Substantially Achieved | 93%            |

| Credentials Awarded to Aboriginal Students                   |                |                |              |                |
|--------------------------------------------------------------|----------------|----------------|--------------|----------------|
|                                                              | 2016/17 Target | 2016/17 Actual | Performance  | 2015/16 Actual |
| Depends on community offerings and self-declaration at JIBC. | 59             | 22             | Not Achieved | 30             |

The target was set on a broader definition of “certificate” that has now been changed to better align with sector data definitions.

| Profiles in Publications |                |                |             |                |
|--------------------------|----------------|----------------|-------------|----------------|
|                          | 2016/17 Target | 2016/17 Actual | Performance | 2015/16 Actual |
| Students                 | TBD            | 82             | –           | 87             |
| Employees                | TBD            | 313            | –           | 126            |

JIBC staff and faculty received considerable media coverage in 2016/17 due to public interest in JIBC’s initiatives in Fentanyl safety and resiliency training for first responders.

| Credentials Awarded |                |                |              |                |
|---------------------|----------------|----------------|--------------|----------------|
|                     | 2016/17 Target | 2016/17 Actual | Performance  | 2015/16 Actual |
| Certificates        | 2,322          | 1,102          | Not Achieved | 1,781          |
| Diplomas            | 108            | 153            | Exceeded     | 150            |
| Degrees             | 3              | 32             | Exceeded     | 6              |

JIBC had a broader definition for “certificate” when the initial target was developed; all credentials now follow the CDW Data Definitions and Standards and KPI includes short certificates. Growth of our degree programs also necessitates a new target.



## JIBC Strategic Priority: **Be Effective and Accountable**

| Revenue Diversity – Contract, BC Contract, Tuition                     |                |                |             |                |
|------------------------------------------------------------------------|----------------|----------------|-------------|----------------|
|                                                                        | 2016/17 Target | 2016/17 Actual | Performance | 2015/16 Actual |
| Percent of actual revenue from contract, BC contract & tuition sources | 64%            | 67%            | Achieved    | 66%            |

| Enrolments (FTE)       |                |                |             |                |
|------------------------|----------------|----------------|-------------|----------------|
|                        | 2016/17 Target | 2016/17 Actual | Performance | 2015/16 Actual |
| Domestic               | 2,395          | 2,697          | Exceeded    | 2,760          |
| International Onshore  | 63             | 119            | Exceeded    | 42             |
| International Offshore | 88             | 88             | Achieved    | 89             |



## 4 Financial Information

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

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

# 5 Appendices

## Appendix 1 – 2016/17 Performance Measures and Results

| Performance Measure <sup>1</sup>                                                        | Reporting Year |      |                |                |      |                        |
|-----------------------------------------------------------------------------------------|----------------|------|----------------|----------------|------|------------------------|
|                                                                                         | 2015/16 Actual |      | 2016/17 Target | 2016/17 Actual |      | 2016/17 Assessment     |
| Student spaces <sup>2</sup>                                                             |                |      |                |                |      |                        |
| Total student spaces                                                                    | 2,765          |      | 2,393          | 2,697          |      | Exceeded               |
| Nursing and other allied health programs                                                | 356            |      | 313            | 282            |      | Substantially achieved |
| Credentials awarded <sup>3</sup>                                                        |                |      |                |                |      |                        |
| Number                                                                                  | 937            |      | 874            | 897            |      | Achieved               |
| Aboriginal student spaces <sup>4</sup>                                                  |                |      |                |                |      |                        |
| Total Aboriginal student spaces                                                         | 191            |      | 140            | 162            |      | Exceeded               |
| Student satisfaction with education <sup>5</sup>                                        |                |      |                |                |      |                        |
|                                                                                         | %              | +/-  |                | %              | +/-  |                        |
| Former diploma, associate degree and certificate students                               | 92.8%          | 1.6% | ≥ 90%          | 91.2%          | 1.7% | Achieved               |
| Student assessment of the quality of instruction <sup>5</sup>                           |                |      |                |                |      |                        |
|                                                                                         | %              | +/-  |                | %              | +/-  |                        |
| Former diploma, associate degree and certificate students                               | 95.2%          | 1.3% | ≥ 90%          | 96.1%          | 1.2% | Achieved               |
| Student assessment of skill development <sup>5</sup>                                    |                |      |                |                |      |                        |
|                                                                                         | %              | +/-  |                | %              | +/-  |                        |
| Former diploma, associate degree and certificate students                               | 84.0%          | 2.4% | ≥ 85%          | 83.9%          | 2.3% | Achieved               |
| Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup> |                |      |                |                |      |                        |
|                                                                                         | %              | +/-  |                | %              | +/-  |                        |
| Diploma, associate degree and certificate graduates                                     | 77.9%          | 2.8% | ≥ 90%          | 80.0%          | 2.6% | Substantially achieved |
| Unemployment rate <sup>5,6</sup>                                                        |                |      |                |                |      |                        |
|                                                                                         | %              | +/-  |                | %              | +/-  |                        |
| Diploma, associate degree and certificate graduates                                     | 2.8%           | 1.1% | ≤ 10.8%        | 3.2%           | 1.1% | Exceeded               |

| Performance Measure                                                                        | Reporting Year |      |                |                |      |                    |
|--------------------------------------------------------------------------------------------|----------------|------|----------------|----------------|------|--------------------|
|                                                                                            | 2014/15 Actual |      | 2015/16 Target | 2015/16 Actual |      | 2015/16 Assessment |
| Former Diploma, Certificate and Associate Degree Students' Assessment of Skill Development |                |      |                |                |      |                    |
|                                                                                            | %              | +/-  |                | %              | +/-  |                    |
| Skill Development (avg. %)                                                                 | 84.0%          | 2.4% | ≥ 85%          | 83.9%          | 2.3% | Achieved           |
| Written Communication                                                                      | 69.2%          | 3.5% |                | 69.0%          | 3.3% |                    |
| Oral Communication                                                                         | 81.2%          | 2.8% |                | 77.3%          | 2.8% |                    |
| Group Collaboration                                                                        | 90.7%          | 1.9% |                | 88.5%          | 2.0% |                    |
| Critical Analysis                                                                          | 85.5%          | 2.3% |                | 92.6%          | 1.6% |                    |
| Problem Resolution                                                                         | 87.1%          | 2.2% |                | 88.1%          | 2.0% |                    |
| Learn on your Own                                                                          | 84.9%          | 2.3% |                | 81.7%          | 2.4% |                    |
| Reading and Comprehension                                                                  | 89.6%          | 2.0% |                | 86.9%          | 2.1% |                    |

**Notes:**

N/A - Not applicable

1 Please consult the 2016/17 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

2 Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.

4 Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.

5 Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.

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

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