



Canada's Leading Public Safety Educator



JUSTICE INSTITUTE
of **BRITISH COLUMBIA**

2009/2010
Institutional Accountability Plan and Report

June 2010

Table of Contents

INSTITUTIONAL OVERVIEW.....	3
STRATEGIC DIRECTION.....	4
PLANNING AND OPERATIONAL CONTEXT	5
INSTITUTIONAL GOALS AND OBJECTIVES	13
INSTITUTIONAL ALIGNMENT WITH MINISTRY GOALS	15
PERFORMANCE MEASURES, TARGETS AND RESULTS.....	19
FINANCIAL INFORMATION	25
CONTACT HOUR ACTIVITY REPORT	26



INSTITUTIONAL OVERVIEW

There's not a day in the life of residents or businesses of the province that isn't impacted by students educated at the Justice Institute of British Columbia. Our graduates make society stronger; they touch lives everyday in seen and unseen ways. We are a proven, innovative and exemplary leader in sustaining safe communities in B.C. and beyond.

The JIBC's competency-based curriculum is based on theory yet focuses on experiential learning that can be immediately applied to the workplace. Simulations are designed so that students experience the complexity, chaos and challenge of real incidents and gain the required knowledge and skills to make decisions in critical situations.

The JIBC was created to develop operational skills needed by police officers, firefighters, correctional and probation officers, deputy sheriffs and paramedics. It also develops programs to meet emerging education and training needs in related disciplines such as conflict resolution, volunteer search and rescue, emergency management, victim services, counselling and professional driver training. Increasingly employers require justice and public safety professionals to be knowledge workers capable of critical decision-making and interacting in a multidisciplinary environment. Each year, over 30,000 students are involved in JIBC programs including 6,000 online enrollments.

When there is an accident, a natural disaster, violence, any threat to life or property there is an expectation that professional help will respond. The JIBC educates and trains those emergency first responders, counsellors, and other community safety professionals to manage the complexity and stress of critical situations. Graduates are trained to work as a team to respond effectively in emergencies from earthquakes to collapsed buildings, terrorist attacks, domestic disputes, prison riots, chemical spills and other crises. The JIBC offers programs that span the safety spectrum, with a focus ranging from prevention to response and recovery.

In recent years, the public's perceptions and expectations of the professions we serve have changed as a result of technological advancement and people's greater understanding of how complex and dynamic the issues are around justice and public safety. We have responded to those changes through a focus on professionalism wherein our programming ensures an optimum base level of knowledge and a basic competency that is shared by all service providers. In other words, learning at the JIBC allows the student to acquire a measure of professionalism that goes beyond skills training for a certain discipline and is associated with a post-secondary academic education. In addition, the operational effectiveness of emergency services in the 21st century will depend increasingly on interdependence and interoperability. The career-focused

diplomas and degrees will facilitate a common understanding amongst the individual services that will enhance their ability to work more collaboratively.

Preparing this comprehensive Institutional Accountability Plan and Report provides the focus to guide us through the challenges and to seize the opportunities that await us.

STRATEGIC DIRECTION

Our Mission:

Innovative education and training for those who make communities safe

Our Vision:

A world leader in justice and public safety education

We value:

Learning

that is ...

- **Experiential and applied**
- **Informed by research**
- **Student-centred**

Service

that is ...

- **High quality**
- **Respectful**
- **Responsive**

Integrity

in our ...

- **Educational programs**
- **Business practices**
- **Relationships**

The JIBC is Canada's leading public safety educator - a dynamic post-secondary institution recognized nationally and internationally for innovative education in the areas of justice and public safety. The JIBC offers a range of applied and academic programs (certificates, diplomas, and degrees) that span the spectrum of safety – from prevention to response and recovery.

JIBC programs are delivered within a framework of three schools:

School of

Community & Social Justice

- Aboriginal programs
- Conflict resolution
- Counselling and community safety
- Leadership

School of

Public Safety & Security

- Corrections and community justice
- Driver and traffic education
- Emergency management
- Fire
- Police
- Sheriffs

School of

Health Sciences

- Paramedics
- Professional health education

PLANNING AND OPERATIONAL CONTEXT

In 1978 the Justice Institute of British Columbia was created as a special purpose Provincial Institute under the College and Institute Act. At that time, the JIBC was on the leading edge globally as a public post secondary institution, which brought together multiple disciplines dedicated to the education and training of professionals in the fields of justice and public safety. Today, the relevance of the JIBC is even more pronounced as the world adapts to the reality of increased concern over individual and societal safety and security. More than the sum of individual police, fire, paramedic, corrections, courts and emergency preparedness / management professionals, the JIBC prepares counsellors to assist victims, facilitate restorative justice practices and resolve conflicts for organizations and individual professionals in both the public and private sectors. Increasingly, employees and leaders at all levels of the public and private sector seek justice and public safety knowledge to ensure their organizations can fulfill the operational roles during and after crises.

The existing Strategic Plan (dated 2007-2010) has served the institution well, positioning it for important professional and academic evolution to maintain its leadership position. During fiscal year 2009-2010, a strategic plan renewal process was begun, starting with a Board Retreat in September 2009. During that session, Board members identified key drivers of change for the institution:

- Competition within post secondary education
- Provincial, national and global economic cycles
- How people work, i.e., their needs, expectations and values and how those fluctuate based on generational differences
- Demographic change, particularly with regard to the aging population and to patterns of immigration
- Labour market needs
- International/global responses to safety and security threats
- Impact of information and communication technology, in general, and on-line learning, in particular
- Focus on work-life balance

Juxtaposing these with the JIBC's current strengths and capabilities led the Board to offer the following advice for the renewal of the strategic plan:

- Create a "brand" that balances the strong existing reputation of the JIBC's core programming with the exciting new reputation for educational creativity and innovation
- Leverage key attributes – interdisciplinary education, regional delivery network – as crucial differentiators of the institution
- Conceive and execute breakthrough solutions for enhanced justice, safety and security within BC's communities and the province at large
- Set ambitious goals that expand the leadership role in core disciplines
- Develop and pursue a sustainable business model

Using this advice as a guide, Dr. Michel Tarko (the newly appointed Vice President, Education) and the JIBC Management Committee worked diligently through a renewal process. After some initial environmental scanning was completed in the fall, the Management Committee participated in two planning sessions before year-end. JIBC leaders agreed the existing strategic plan contained key elements that continued to serve the institution and its students well. Thus, the renewal process focused on accelerating many aspects of the current plan to achieve more of its goals more quickly as the educational offerings expand to graduate level education. The following values guided the review and renewal process:

- The strategic plan will move the institution towards more evidence based educational offerings and research.
- The strategic planning process will be inclusive through consultation with stakeholders and constituency groups.
- The strategic plan is being developed from the perspective of appreciative inquiry (building on strengths).

Town halls and on-line surveys provided opportunities for input from the JIBC employees during the final quarter of fiscal 2009-2010. In addition, the Education Directors spent time conducting interviews with key external stakeholders (e.g., Fire Chiefs Association, BC Corrections, BC Ambulance Service, Emergency Social Services Association of BC, Ministry of Health, Worksafe BC). In the end, they spoke with 20 stakeholder leaders around the province, each of whom has a keen interest in the long-term success of the JIBC for his/her respective constituency/sector.

The dialogue was enlightening and beneficial for the JIBC as well as for the representatives from the various organizations and agencies. The conversations were constructive, and people welcomed the opportunity to have input to the institution's strategic plan renewal process.

While specific comments and advice varied depending on the perspective of the stakeholder, some common themes were noted across all participants:

- Both professional path and degree path programming is valued.
- The ability to immediately apply the learning outcomes from a JIBC education is a significant differentiator for this institution and extremely important to the adult learners served.
- The importance of "credentials" is gaining momentum as a result of an emphasis from professional regulatory and accrediting bodies on documenting learning that has taken place.
- The use of technology-enabled teaching and learning methods is expected.
- Enhancing accessibility to learning is key to the long-term success of both the JIBC and those it serves, and "accessibility" is defined broadly, e.g., geographical reach, web access, and recognition of prior learning and credentials, among other things.
- Varied opportunities exist for the JIBC to provide consulting services that are tied to education.

- Varied opportunities exist for the JIBC to engage in applied research that contributes to partners' priorities and to the learners' education and professional development.

As the consultation phase of the renewal process drew to a close and writing/editing began, the following cross-institutional initiatives were identified to serve as the drivers of planning and priority-setting throughout the organization:

- Degree program expansion to include science based programs, post-baccalaureate certificates and masters level education
- Applied research capacity in all Schools
- Regional delivery of education programs using a distributed learning model (E-Learning Strategy currently underway which includes use of simulation, online delivery and ExPod)
- Learning support services that address students' needs
- International education (recruitment and retention of international students to British Columbia)

These five topics will serve as the outline for framing the context of this Institutional Accountability Plan and Report.

▪ **Degree Program Expansion**

The JIBC has changed from a specialized training institution to a comprehensive educational institution that focuses on justice and public safety. With this change has come an evolution from non-credit, undeclared programs, to an integrated and coordinated range of credit programs leading to certificates, diplomas and degrees in the JIBC's areas of specialization.

The demand for higher levels of education has led the JIBC to review the possibility of post-baccalaureate certificate programs in the justice and public safety disciplines, such as advanced law enforcement, specialized counselling, applied research, and child protection services.

The Bachelor of Fire and Safety Studies degree program continues to be successful; the program's life cycle is such that review and revision have already begun in order to ensure content excellence and value. Student recruitment for the Bachelor of Emergency and Security Management Studies degree program has started, with the first intake planned for September 2010. In addition, program proposal work was completed for a post-baccalaureate certificate in Counseling & Community Safety and a Physician Assistant degree program.

Other baccalaureate programs will be developed by the JIBC to meet identified student and industry needs. The JIBC continues to develop an interdisciplinary master's program, for justice and public safety leaders.

Complementing this focus on the development of credentials is the commitment to support faculty and staff through the institution's evolution. To that end, the JIBC

- Allocated \$30,000 through Program Council in support of six new innovative programs and services, and monitored implementation of an additional eight innovative program and service project awards valued at \$42,000 from previous fiscal years.
- Worked with task groups of Program Council to develop consistent standards and processes for managing program enrolments, liberal studies and shared courses.
- Provided leadership to the CQI Committee in analyzing and monitoring customer feedback to support the JIBC Service Excellence policy.
- Delivered a faculty development session to 42 faculty in the Donald B. Rix Simulation Building on the subject of simulations, bringing enrollment in the faculty development *Innovation in Education, Teaching & Learning* series to more than 400 in the past 18 months.
- Produced a comprehensive *Academic Handbook* to guide senior faculty and staff in the provision of consistent approaches to educational issues across all divisions.
- Updated and distributed in paper format and online the 2009 *Teaching Faculty Handbook*.
- Produced a report *Analysis of JIBC Degree Path, Professional Path and Transitional Programming, 2001-2008* confirming JIBC growth in strategic directions, including growth in both professional path and degree path program enrollments and reduction in the number of undeclared program enrollments.

▪ **Applied Research Activity**

The JIBC is the first Canadian institution to support transdisciplinary applied research in public safety and security. Its research addresses public safety through a lens of risk management and security science practice and technology. This work brings researchers and practitioners together by partnering with community-based public and nongovernmental organizations to solve problems and circulate evidence-based results to policy audiences at all levels. This relationship-based approach ensures that problem oriented collaborations will be highly relevant to communities, as well as cost-effective and practically designed and delivered.

The JIBC applied research strategy continues to be a key strategic initiative of the JIBC Strategic Plan. The priorities within this work are:

- Building research literacy and capacity, including knowledge acquisition and skill building, by developing a culture of applied research within the JIBC as well as 'research literacy' across the JIBC. This is accomplished by identifying and clarifying institutional resources, research definitions, objectives, research themes, research models (clusters and centres), policies and procedures; and by identifying and assisting with professional development, including the identification of training and education opportunities for faculty, staff and students in the area of research methodologies and skills e.g. grant writing, project management, evaluation.

- Fostering applied research leadership capacity, including enhancement of human capital of the JIBC, through a coordinated and consolidated applied research program which engages Divisions in key externally funded projects and research centres. These initiatives engage all levels of the institution: management, faculty, staff and students and focus on the identification of strengths, weaknesses, opportunities and threats (SWOT) including the formulation of cross-divisional or pan-institute joint ventures.
- Designing and implementing an operational human resource plan to identify, recruit, recognize and reward internal and external researchers. The strategy is predicated upon the assumption that sufficient resources are allocated to support a JIBC cadre of internal and external faculty.
- Establishing knowledge engagement and translation (KET) functions to ensure that research is ‘translated’ into policy and other interventions through action (sometimes called praxis). KET practitioners and decision makers in the field use research in their day-to-day work to make better and more informed decisions, i.e. decisions that are based upon evidence and research data/findings. JIBC practitioners, faculty and students are engaged and encouraged to adopt KET into the design of all JIBC research project proposals and research dissemination activities to ensure ‘down stream’ outcomes such as amelioration of curricula, interventions, technology, and policy uptake activities.

▪ **Regional Delivery of Programs**

As a provincial institute, the JIBC has a mandate to serve the province – a key distinction from colleges, whose function is to serve a geographic region within the province. This mandate is challenging, given the geographic size of BC and the large numbers of potential students located in different regions. For example, the JIBC’s Fire & Safety Division is mandated to provide programming for approximately 350 departments who collectively employ about 4,000 career firefighters and 10,000 volunteer firefighters. More than half are located in and managed by municipalities and regional districts while the rest operate in small, unincorporated communities under the direction of improvement districts or societies. These volunteer departments have limited financial resources to travel out of their communities for programs. Similarly, the JIBC’s Emergency Management Division provides programming for search and rescue volunteers, emergency social service volunteers and other emergency management personnel who are located in both large and small communities throughout the province.

The institute has developed a range of key strategies to provide students with access to its programming, including the establishment of regional campuses, work with regional and local partners to make effective use of regional educational facilities and resources, “in house” delivery models and e-learning options.

Currently, in addition to its New Westminster campus, the JIBC has campuses in Victoria, Vancouver, Kelowna, Chilliwack and Maple Ridge, and the Institute’s School of Health Sciences has a presence in Parksville. In 2009, a total of 4,322 students were enrolled at JIBC campuses other than the main campus in New Westminster.

The JIBC works with other educational institutions to deliver programs in regions where no JIBC campus exists. For example, in 2009 the School of Community and Social Justice provided community-based delivery of its Aboriginal Leadership Certificate in Prince Rupert in collaboration with the First Nations Training and Development Centre, and signed a Memorandum of Understanding for delivery of the same program in Dawson Creek with Northern Lights College. The School of Health Sciences offered its Primary Care Paramedic Program in Prince George through a partnership with the College of New Caledonia.

The Institute also works with industry partners and other organizations to offer programs in different regions of the province. In 2009, because demand for access to training outside Metro Vancouver remained high, the JIBC's Fire and Safety Division created a new team to coordinate all regional training initiatives. Six regional fire training workshops were held during the year in various regions of the province, and individual courses were offered in 75 different communities throughout the year. Overall, during 2009 the JIBC offered programs in 166 different communities throughout BC.

As another strategy to increase accessibility, the JIBC's Fire & Safety Division created an "in-house" delivery option for the Fire Officer I program during 2009, and entered into a pilot with the City of Abbotsford Fire Rescue Service. This model enables the fire department to educate its own officers to the current standard using their own team of instructors to deliver the majority of the Fire Officer I program "in house" in partnership with the JIBC. The Abbotsford Fire Chief described this as a "cost-effective and efficient solution". The division is working with other communities to develop similar models of delivery to meet their individual needs.

Regional delivery is enhanced by the JIBC's commitment to a comprehensive e-learning strategy. The institution's e-learning strategy flows from the overall strategic plan, connects with the academic plans, and has a definition, purpose, and measureable vision of what success looks like for e-learning endeavours. It is built upon four key pillars:

- Faculty development;
- Institutional support;
- Research; and
- Innovation.

The e-learning strategy under development will create policy, process, frameworks, guidelines, templates, and resources established within an explicit organizational structure that has been conceived to facilitate access across the institution to e-learning expertise. In addition, the organization will take advantage of networks (e.g., Metro Ed; CNIE, OERs) and will be comprehensive in its approach to establishing an e-learning focus at the JIBC through clear and explicit stages of:

- Planning,
- Design and development,
- Delivery, and
- Evaluation.

■ Learning Support Services

As part of the JIBC's accelerated evolution to credentials and a more diversified student population, the institution has made a commitment to expand student services in response to student needs. While the student services division has developed its plans and capacity with this focus, it has done so in collaboration with divisional partners. Some key areas of attention in the past year included:

- An emphasis on bursaries, included administering existing contracts (e.g., grant from the Emergency and Health Services Commission) as well as expanding other bursary allocations while devising and implementing a new marketing strategy to promote all bursary programs
- A review of convocation, making changes to improve the experience for students and other stakeholders
- A feasibility study that considers offering a suite of counseling services (personal, academic, career, disability) for students in need
- The development of a communications and recruitment strategy to broaden the appeal of JIBC programs to a more demographically diverse student population
- Considering the feasibility of implementing a student identity card for full-time degree path and diploma students
- Developing and seeking approval for revised or additional policies to cover the following areas: admission standards; program completion requirements; restrictions on re-enrolment; grading practices
- Production of materials and information for faculty members to increase competence in dealing with students in difficulty
- Initiating improvements to departmental web pages, including information on housing and financial aid

The JIBC's academic and professional information assets (including photos, applied research documents, learning objects, etc.) are substantial. Appropriate organization and accessibility of those assets are critical for the success of students and clients alike, especially with the current emphasis on credentialed programming. So the JIBC library instituted a special project, the purpose of which was to conduct a needs assessment for a Digital Asset Management system for use by all JIBC Academies/Departments/Divisions. The outcomes of that assessment will allow the appropriate choice of software based upon institutional needs, for which funding can be secured and an implementation plan developed and executed.

In addition, the JIBC is committed to provide improved library support for degree-path students, for learners at the main campus and for distance learners (online learners, and learners at other JIBC campuses and class delivery locations). The skills of professional librarians and library technical staff are continuously updated through conferences and workshops, and they 'translate' their learning by collaborating with other JIBC divisions to develop research literacy in degree-path students.

■ International Education

The Ministry of Advanced Education and Labour Market Development confirms its support for internationalization and states that: *International education enhances educational, cultural and economic links with the global community with a goal to developing an integrated and collaborative post secondary education system in which an international perspective is infused into all BC institutions.*

The Justice Institute has been involved in international education for a number of years, historically delivering programs to international clients on a contract basis. The institute's intent is to broaden its international initiatives and focus more efforts on internationalization. The term "internationalization" refers to the "process of integrating an international/intercultural perspective into the teaching/learning, research and service function of the institution" (Knight, J. 1994, *Elements and Checkpoints*. Ottawa. Canada: Canadian Bureau of International Education).

At the JIBC, international programs and services include:

- Courses or programs delivered to international students, regardless of delivery mode
- Educational services such as needs analysis, curriculum development, and evaluation delivered to international clients
- Faculty exchanges, partnership or cooperation agreements with foreign institutions
- Arrangements for the delivery, sale or licensing outside Canada of JIBC materials
- International development project
- Any project that uses the institute's resources or trades on its name and reputation

In a given year, international activities have historically represented approximately 5% of JIBC revenues. Two examples of international activities in 2009/10 follow.

In partnership with Fire Fighters Without Borders, the JIBC awarded the One World Scholarship funded by the Ike Barber Society to four graduates of the Career Firefighter Pre-Employment Certificate Program. As part of the scholarship, students enrolled in the Fire Protection in the Global Community course; completed online course work, traveled to Central or South America, trained with local fire service personnel in Central America and completed post-deployment course work.

The JIBC's first degree, the Bachelor's Degree in Fire & Safety Studies, awarded degrees to its first graduates in 2009. The first 4 graduates included a firefighter from the United Arab Emirates who spent one year studying at the JIBC's New Westminster campus after first completing many of his courses online. By the end of 2009/10, the JIBC had international students from Saudi Arabia, the United Arab Emirates and Namibia enrolled in the degree program.

INSTITUTIONAL GOALS AND OBJECTIVES

To fulfill our Mission and Vision, we achieve results in four key areas:

We ...

- Deliver high quality professional training programs that focus on success for our students and clients;
- Develop, gain recognition for and deliver degree path programs for justice and public safety professionals that support their career needs;
- Demonstrate leadership through innovation ; and
- Ensure organizational effectiveness.

Activity in all divisions is guided by results-oriented objectives within the four strategic priorities, as outlined on the following pages.

Strategic Priorities and Objectives for 2007 – 2010

1.0 Deliver high quality professional training programs that focus on success for our students and clients

- 1.1 Work with the provincial government to fulfill its justice and public safety mandate with professional path programs that meet its various training needs
- 1.2 Provide leadership in our professions by creating learning opportunities that are cross-functional and that reflect the way organizations and agencies work together
- 1.3 Build and enhance relationships with organizations and agencies to ensure JIBC programs effectively prepare students for their careers

2.0 Develop, gain recognition for and deliver degree path programs for justice and public safety professionals that support their career needs

- 2.1 Implement degree path programs in our areas of expertise that ensure depth, breadth and credit transfer within the post secondary system
- 2.2 Develop and deliver specialized post baccalaureate certificates and degrees that respond to and advance the professions we serve
- 2.3 Strengthen and integrate support across the JIBC to serve as a foundation for program development and delivery

3.0 Demonstrate leadership through innovation

- 3.1 Increase learning opportunities through new approaches for experiential learning along with online and other technology-facilitated processes
- 3.2 Expand our reach through new products, new services and new markets
- 3.3 Create interdisciplinary programming that anticipates learners' needs and capitalizes on the breadth and depth of knowledge in the institute
- 3.4 Use partnerships to create new learning opportunities for clients and students
- 3.5 Create a centre for applied research and special projects with faculty and researchers from a variety of disciplines
- 3.6 Recognize the unique identity and educational needs of Aboriginal Learners, and enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education and training
- 3.7 Initiate processes that respond to and link with diverse communities
- 3.8 Expand student services in response to student needs

4.0 Ensure organizational effectiveness

- 4.1 Develop institutional structures and processes to facilitate collaboration and the effective use of institutional resources
- 4.2 Enhance and support effective internal communication within the organization
- 4.3 Facilitate achievement of the strategic priorities and objectives through comprehensive human resources planning, including recruitment, retention and employee development activities
- 4.4 Increase the integration of technology to enhance services
- 4.5 Expand our capacity to inform institutional decision making with reliable data and cross-institutional analyses
- 4.6 Achieve a balance in funding sources that ensures financial sustainability
- 4.7 Improve the success of JIBC fundraising

- 4.8 Design and resource the space, equipment and support systems necessary for a quality working and learning environment
- 4.9 Position the institute as a leader in innovative education and training through a comprehensive marketing and external communications campaign

INSTITUTIONAL ALIGNMENT WITH MINISTRY GOALS

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

These “Local Operational Plans” (LOPs) are developed by each work unit within the institution and thus constitute the specific activities undertaken to deliver results from the JIBC’s strategic priorities (i.e., goals) and objectives. The LOPs are approved by the President and subsequently published on a password-protected intranet site available to all employees. They are tracked and reported on, at minimum, semi-annually by each director.

As will be seen in the accompanying charts, the JIBC Strategic Plan and its implementation through the LOPs described above, align well with the Ministry of Advanced Education and Labour Market Development’s objectives and measures.

JIBC Strategic Priority 1.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Deliver high quality professional training programs that focus on success for our students and clients	1.1 Work with the provincial government to fulfill its justice and public safety mandate with professional path programs that meet its various training needs	Quality	▪ Student satisfaction with education
		Relevance	▪ Student outcomes – unemployment rate
		Efficiency	▪ Total student spaces
	1.2 Provide leadership in our professions by creating learning opportunities that are cross-functional and that reflect the way organizations and agencies work together	Capacity	▪ Total student spaces
		Quality	▪ Student outcomes – skill development
	1.3 Build and enhance relationships with organizations and agencies to ensure JIBC programs effectively prepare students for their careers	Capacity	▪ Total credentials awarded
		Quality	▪ Student outcomes – skill development
		Efficiency	▪ Total student spaces
JIBC Strategic Priority 2.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Develop, gain recognition for and deliver degree path programs for justice and public safety professionals that support their career needs	2.1 Implement degree path programs in our areas of expertise that ensure depth, breadth and credit transfer within the post secondary system	Capacity	▪ Total credentials awarded
	2.2 Develop and deliver specialized post baccalaureate certificates and degrees that respond to and advance the professions we serve	Capacity	▪ Total credentials awarded
	2.3 Strengthen and integrate support across the JIBC to serve as a foundation for program development and delivery	Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job

JIBC Strategic Priority 3.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Demonstrate leadership through innovation	3.1 Increase learning opportunities through new approaches for experiential learning along with online and other technology-facilitated processes	Capacity	<ul style="list-style-type: none"> Total student spaces
	3.2 Expand our reach through new products, new services and new markets	Capacity	<ul style="list-style-type: none"> Total student spaces
		Access	<ul style="list-style-type: none"> Number and percent of public post-secondary students that are Aboriginal
	3.3 Create interdisciplinary programming that anticipates learners' needs and capitalizes on the breadth and depth of knowledge in the institute	Quality	<ul style="list-style-type: none"> Student assessment of quality of education – Skill development
		Quality	<ul style="list-style-type: none"> Student assessment of quality of instruction
	3.4 Use partnerships to create new learning opportunities for clients and students	Efficiency	<ul style="list-style-type: none"> Total credentials awarded Total student spaces
	3.5 Create a centre for applied research and special projects with faculty and researchers from a variety of disciplines	Relevance	<ul style="list-style-type: none"> Student assessment of usefulness of knowledge and skills in performing job
	3.6 Recognize the unique identity and educational needs of Aboriginal Learners, and enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education and training	Access	<ul style="list-style-type: none"> Number and percent of public post-secondary students that are Aboriginal
		Quality	<ul style="list-style-type: none"> Student assessment of quality of instruction
	3.7 Initiate processes that respond to and link with diverse communities	Capacity	<ul style="list-style-type: none"> Total student spaces
	3.8 Expand student services in response to student needs	Quality	<ul style="list-style-type: none"> Student satisfaction with education

JIBC Strategic Priority 4.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Ensure organizational effectiveness	4.1 Develop institutional structures and processes to facilitate collaboration and the effective use of institutional resources	Quality	▪ Student satisfaction with education
		Efficiency	▪ Total student spaces
	4.2 Enhance and support effective internal communication within the organization	Quality	▪ Student satisfaction with education
	4.3 Facilitate achievement of the strategic priorities and objectives through comprehensive human resources planning, including recruitment, retention and employee development activities	Capacity	▪ Total credentials awarded
		Capacity	▪ Total student spaces
	4.4 Increase the integration of technology to enhance services	Quality	▪ Student assessment of quality of instruction
		Efficiency	▪ Total student spaces ▪ Total credentials awarded
	4.5 Expand our capacity to inform institutional decision making with reliable data and cross-institutional analyses	Quality	▪ Student satisfaction with education
		Relevance	▪ Student outcomes – unemployment rate
	4.6 Achieve a balance in funding sources that ensures financial sustainability	Capacity	▪ Total student spaces
	4.7 Improve the success of JIBC fundraising	Capacity	▪ Total student spaces
		Quality	▪ Student satisfaction with education
	4.8 Design and resource the space, equipment and support systems necessary for a quality working and learning environment	Capacity	▪ Total student spaces
		Quality	▪ Student assessment of quality of instruction
	4.9 Position the institute as a leader in innovative education and training through a comprehensive marketing and external communications campaign	Relevance	▪ Student assessment of usefulness of knowledge and skills in performing job

PERFORMANCE MEASURES, TARGETS AND RESULTS

2009/10 Results –ALMD

JIBC Objectives	ALMD Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
			2008/09	2009/10	2009/10	2009/10	
1.2, 3.1, 3.2, 3.7, 4.3, 4.6, 4.7	Capacity	Student spaces					
1.1, 1.3, 3.4, 4.1, 4.4	Efficiency	<i>i. Total Student Spaces</i>	2,694	2,320	2,447	Achieved	This result is a demonstration of several factors at work: 1) The continuing value and appeal of JIBC programming, 2) the organization's commitment to sustainable growth, and 3) the organization's ability to make excellent use of scarce resources in spite of systematic funding shortfalls.
1.3, 2.1, 2.2, 4.3	Capacity	Total credentials awarded					
1.1, 1.3, 3.4, 4.1, 4.4	Efficiency		461	under review	392	Not assessed	The JIBC has historically used a business model favouring short certificate programs responsive to labour market demand and awarded several thousand short program certificates in 2009. Although short programs have been vital to the success of the JIBC in its highly specialized market niche, it has not been practical to monitor them as part of the overall BC IAPR system.
3.2, 3.6	Accessibility	Number and percent of public post-secondary students that are Aboriginal	Data from 2007/08 Academic Yr	Data from 2007/08 Academic Yr	Data from 2008/09 Academic Yr		
		<i>Total number (#)</i>	790	≥ previous year	817	Achieved	In the 2006 census, 4.8% of BC's population was aboriginal. Analyzed by college region, the ratio was 58% in the Northwest and about 2% in the Lower Mainland (i.e., the JIBC's main campus location). So the JIBC performance is improved from last year as well as being above the regional average.
		<i>Percent (%)</i>	2.5%		2.7%	Achieved	

JIBC Objectives	ALMD Strategic Objectives	Performance Measure Former Diploma, Certificate, and Associate Degree student assessment of ...	Actual	Target	Actual	Target Assessment	NOTES
			2008/09	2009/10	2009/10	2009/10	
1.1, 3.8, 4.1, 4.2, 4.7	Quality	i. Satisfaction with Education (%)	76.6% (+/- 3.2)	≥ 90%	79.0% (+/- 3.5)	Substantially achieved	Fewer than 1% of JIBC students (a sample of 252 students in 7 programs out of a total of 29,535 students in several dozen programs) contributed to the figures reported in the 2009 DACSO survey. Of these, 61% (154) enrolled in the Primary Care Paramedic (PCP) program contributed most to the overall ratings for the Institute. Changes occurring in the administration of ambulance services in British Columbia, culminating in a 7-month job action at BC Ambulance Services in 2009, created an unstable environment that the JIBC believes contributed substantially to some of the negative perceptions of the PCP program that the DACSO survey reveals. Despite this somewhat negative field placement and employment climate, slight improvements are observed over the previous year in DACSO survey results for both “satisfaction with education” and “skill development” This can be read as a signal that the remedies the JIBC had initiated were beginning to have a positive effect. A positive trend in student outcomes in the PCP program is also indicated by the JIBC’s own internal student feedback system. This system reports a 2-year average educational satisfaction rating of 77% by 294 PCP students. Ratings of student “Satisfaction with Education” for the other JIBC programs included in the DACSO survey (including Fire Fighter, Conflict Resolution, Fire Officer and Deputy Sheriff) ranged between 89% and 100%. Low scores reported for “skill development” in the DACSO surveys may be simply a reflection of the generic nature of the skills named in the survey as perceived by students in an applied learning context. See further notes on this in the footnote below. ¹
1.2, 1.3, 3.3	Quality	ii. Skill Development (avg. %)	60.3% (+/- 4.4)	≥ 85%	64.0% (+/- 4.6)	Not Achieved	
		Written Communication	43.5% (+/- 6.3)		42.1% (+/- 6.3)	n/a	
		Oral Communication	55.5% (+/- 5.4)		57.8% (+/- 6.3)		
		Group Collaboration	70.6% (+/- 3.6)		75.8% (+/- 3.8)		
		Critical Analysis	69.7% (+/- 3.5)		74.7% (+/- 3.8)		
		Problem Resolution	64.8% (+/- 3.7)		68.6% (+/- 4.0)		
		Reading and Comprehension	55.3% (+/- 4.3)		62.9% (+/- 4.5)		
		Learn on your own	62.5% (+/- 4.0)	65.8% (+/- 4.3)			

¹ Preliminary examination of the details behind these ratings reveals that many JIBC students marked these questions as “not applicable” with a result that only approximately 60% of JIBC respondents answered the questions. Because the Institute focuses on highly specialized applied learning outcomes, it may be that students saw only those outcomes as important, and accorded less value to the generic competencies named in the IARP performance model, competencies that might be more significant in traditional academic disciplines than in applied ones. Despite low ratings of JIBC programs for development of these general skills, it is worth noting that all of the JIBC ratings increased over the previous year with the exception of “written communication”—a competence that may well not figure as a high priority for entry-level primary care paramedics, fire fighters or deputy sheriffs. It is also interesting to note that other institutions with a high proportion of applied programs also scored in the lower quartile on this measure. Performance on these measures may warrant further review by the JIBC as resources allow.

JIBC Objectives	ALMD Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
			2008/09	2009/10	2009/10	2009/10	
1.1, 4.5	Relevance	Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate					
			1.4% (+/- 0.9%)	≤ 13.4%	1.6% (+/- 1.1%)	Exceeded	This result represents the significant applications-orientation of JIBC programming, in that the learner is well-equipped to work in his/her discipline upon completion of the program. JIBC graduates are sought after by provincial employers.
3.3, 3.6, 4.4, 4.8	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction					
			69.9% (+/- 3.4)	≥ 90%	90.4% (+/- 2.5)	Achieved	This result is similar to the JIBC's internal student feedback rating of 91% for quality of instruction within the PCP program over the 2 year period 2008-2010.
2.3, 3.5, 4.9	Relevance	Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job					
			82.4% (+/- 2.9%)	≥ 90%	83.1% (+/- 3.3%)	Substantially achieved	This outcome is a result of the relevance of the programs offered at the JIBC, as noted in the comment on unemployment rates (above).

Multi-Year Results – JIBC-based KPIs

The JIBC Board of Governors regularly monitors specific performance measures they have selected. While some are similar to those tracked by ALMD, some others are unique to this institution. The table on the following page shows performance indicators for the past three fiscal years on key measurables for the institution.

KPI results for 2009-2010 show activity levels lower than the previous two years. During the last quarter of the fiscal, the Olympics had a large impact on programs during what is typically the highest volume of activity during the year (i.e., February and March).

Looking at the FTE measures, it is interesting to note that tuition programs experienced a 15% increase in FTEs over the previous year, a good sign giving the difficult economic times. This programming is similar to the trend experienced in typical colleges and universities during economic downturns, when people choose to seek educational credentials during a time when employment opportunities are limited.

The parts of the JIBC activity that were negatively affected this past year included core client activity. As noted previously, the paramedic strike was a major factor this year as well as reductions in police recruit classes prior to and during the Olympics. Contract activity was also negatively impacted this year. Reductions were a result of cut-backs in provincial government budgets as well as reduced funding for non-profit organizations, two sectors that typically lead to the majority of the JIBC's contract activity.

In spite of the difficulty maintaining prior levels of student contact hours, programs continue to be delivered throughout the province, i.e., in 175 different communities throughout BC over the year.

Graduates from credentialed programs declined in 2009-2010. More than 250 Primary Care Paramedic students were unable to graduate because they could not complete their practicum component during the BCAS strike. Many of these students are now working on their practicum placements with the backlog of students expected to be cleared over the summer months (i.e., after the close of this fiscal year).

The “cohort programs progress measure” exceeded last year's completion rate of 81%, a signal of the JIBC's commitment to creating a supportive environment for learning and student success.

Justice Institute of BC
Key Performance Indicators

	F2007/08 YTD	F2008/09 YTD	F2009/10 YTD
New Students	16,288	16,997	15,155
Returning Students	15,739	15,676	14,380
Total Students	32,027	32,673	29,535
Student Contact Hours Credit Courses	1,046,262	1,118,348	1,015,698
Student Contact Hours - Non-Credit Courses	447,199	544,575	439,670
Total Student Contact Hours	1,493,461	1,662,923	1,455,368
FTE – tuition programs	819	1,054	1,214
FTE – core client programs	984	1,095	613
FTE – contracts	1,073	770	607
BC Communities Served	173	168	166
Other Canadian Provinces/Territories	9	9	9
Other Countries	2	1	0
Delivery Location of Face to Face Classes	184	178	175
Graduates - Credentialed Programs			
Professional Certificate Programs	2,068	3,125	2,035
Certificate Programs	503	552	392
Diploma Programs	14	19	10
Degree Programs	-	3	8
Cohort Program Progress Measure			
Completion rate	n/a	81%	85%

NB: Professional Certificate Programs serve the practical vocational needs of students and their employers. Laddering to higher certificates is not a requirement.

2010/11 - 2012/13 Performance Targets

Performance Measure	Performance Targets		
	2010/11	2011/12	2012/13
Student spaces in public institutions			
Total student spaces	TBD		
Total credentials awarded	TBD		
Number and percent of public post-secondary students population that are Aboriginal			
Number (#)	817	Greater than or equal to previous year	Greater than or equal to previous year
Percent (%)	2.7%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
Satisfaction with Education (%)	≥ 90%		
Skill development (avg. %)	≥ 85%		
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	≤ unemployment rate for individuals with high school credentials or less		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	≥ 90%		

Notes:

Targets marked as TBD (to be determined) are either not yet available (i.e. student spaces) or are under review.

FINANCIAL INFORMATION

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

http://www.aved.gov.bc.ca/gre/financial_statements/09/jibc.pdf

CONTACT HOUR ACTIVITY (as of June 15, 2010)

This report, requested by the Capital Unit of the Funding & Analysis Branch, and along with accurate and up-to-date Facilities Space Inventory data, forms the foundation of the review of institutions' requests to Government for facilities expansion. To meet the requirements of the Space Standards, data are to be separately reported by Campus and Space Type (Class/Lab or Shop/Teaching Kitchen), and with activity delivered to international students separated from all other activity. Please complete your document and return it, along with your institution's Accountability Plan and Report, to the Ministry of Advanced Education (Governance Branch) by **July 15, 2010**.

Table A: Contact Hour Activity for Fiscal Year 2009/10

Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
New Westminster Campus	250,106.60	25,806.40	2,618.30	43.20	6,966.00			
Maple Ridge Campus	70,097.00		5,827		294.00			
Chilliwack Campus	67,304.50		20.50					
Victoria Campus	35,844.00		32					
Okanagan Campus	16,393.00							
Vancouver Campus	14,919.00		38.50					
OFF Site					898,264.00	1,821.60	4,409.40	5.60
TOTAL	454,664.10	25,806.40	8,536.30	43.20	905,524.00	1,821.60	4,409.40	5.60

Table B: Reconciliation for Fiscal Year 2009/10 ³

Categorization of Activity	Domestic Students		TOTAL
	Conventional Activity SCH ⁴	Non-Conventional Activity CHE ⁵	
ALMD	883,175.10	504,641.20	1,387,816.30
ITA Foundation & HS			
ITA – Apprenticeship			
Other Activity			
TOTAL			1,387,816.30

Table B and C are for institutional totals (all locations). Do not report these tables by individual campus.

For Contact Purposes:

Completed by (Name):	<u>Marcela Hernandez</u>	Position Title:	<u>Manager, Application Services</u>
Telephone Number:	<u>604.528.5678</u>	E-mail address:	<u>mhernandez@jibc.ca</u>
Date:	<u>June 15, 2010</u>		

DEFINITIONS FOR CONTACT HOUR ACTIVITY

¹ **SCH/CHE:** The Student Contact Hour (SCH) is a traditional measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might involve 3 hours class time per week for 15 weeks over one semester for a total of 45 SCH per student. The same course taught non-conventionally would be assigned 45 CHE. This is the standard average contact time that would be required had the course been delivered in a classroom. Neither the SCH nor CHE measure is intended to capture time the student spends in a library or open lab completing assignments or studying.

A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

² Offsite activity should include instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included should be distance education, on-line, PLAR and other "non-conventional" activity.

³ Please ensure the Domestic Student Totals in Table B are equivalent to the totals represented by your Audited FTEs (or footnote difference).

⁴ **Conventional Activity:**

Activity that revolves around a structured classroom setting with an instructor presenting materials to students based on one or more of the following styles of presentation: classroom contact; open laboratories/shops; clinical settings; practicum settings.

⁵ **Non-Conventional Activity:**

Activity that is not classroom dependent or individual students may proceed at their own pace. Non-conventional programs incorporate the following principal components: distance education; individual instruction; self-paced learning; directed study; work experience; co-operative participation. This activity should be measured by CHE that is based on the classroom instruction hours that would have been required if the activity were based on conventional delivery. This facilitates comparison to other similar conventional courses.