



JIBC

CANADA'S *leading*
PUBLIC SAFETY
EDUCATOR

2010/2011 Institutional Accountability Plan & Report

July 2011



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July 11, 2011

Honourable Naomi Yamamoto
Ministry of Advanced Education
PO Box 9059 STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Yamamoto,

On behalf of the Justice Institute of British Columbia (JIBC), we are pleased to present JIBC's Institutional Accountability Plan and Report (IAPR) for 2010/11.

The JIBC is at an exciting point in its evolution. Building on our acclaimed approach to experiential education in justice and public safety, and in response to the Ministry's direction to the Board in 2009 and 2010, JIBC has expanded its postsecondary role with new diploma and degree programs, leadership in applied research and renewal of our core training programs. We have increased our reach by delivering more programs, both postsecondary and core training, in distant communities across the province – living up to our reputation as Canada's leading public safety educator.

JIBC's success means success for the province. Achieving our goals translates into safer communities for families in B.C. Alumni attainment of good jobs upon graduation is among the highest in the province for all post secondary institutions. Moreover, our graduates create a safe and secure environment that fosters a strong economy by allowing families, business and communities the freedom to prosper and thrive.

JIBC operates in a context, though, with some significant challenges. The 2010/11 IAPR identifies the issues and presents our response to address each of them. Chief of these is the disproportionately low funding relative to the JIBC's responsibilities under the College and Institute Act. To address this, Ministry and JIBC staff members are working to find a sustainable funding model. As a result of this collaboration, and the strategic direction and priorities in our new Strategic Plan 2010-2015, we are confident that we will continue along the path to success.

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

Respectfully submitted,

A stylized signature of Mary Manning in black ink.

Mary Manning
Chair

A stylized signature of Jack McGee in black ink.

Jack McGee
President

CANADA'S *leading*
PUBLIC SAFETY
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INSTITUTIONAL OVERVIEW

The B.C. Government established the Justice Institute of British Columbia (JIBC) in 1978 as a Provincial Institute with a primary mandate, outlined in the founding Order-In-Council, to provide instruction “specifically for, but not limited to, Police, Corrections, Courts and Sheriffs... the educational and specific learning needs for all components of the B.C. Justice System, including fire services;” the coordination of its programs with the education system and community-based groups and to provide a provincial forum. More than 30 years after those beginnings, JIBC has evolved into an institute delivering education and training to tens of thousands of BC students annually.

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

The justice and public safety field has changed significantly since JIBC was created. The growing sophistication of crime and scale of natural and human-caused disasters are among the complex challenges faced today by emergency responders and their leaders. JIBC is rigorously discharging its renewed mandate by preparing students for those challenges by offering a growing number of comprehensive programs that meet labour market needs and can lead to certificates, diplomas, bachelor’s degrees, graduate certificates and master’s degrees for public safety professional disciplines. JIBC is building on our acclaimed approach to experiential education in justice and public safety and expanding its reach by delivering more programs – both postsecondary and core training – in distant communities across the province to live up to its reputation as Canada’s leading public safety educator. Thus, JIBC is at an exciting turning point.

Students take a wide range of academic and professional programs and courses in three schools:

- **School of Community & Social Justice:** conflict resolution, mediation, negotiation, counselling, leadership, instructor development, and Aboriginal studies;
- **School of Health Sciences:** paramedicine, professional health education and continuing medical education for physicians and nurses;
- **School of Public Safety & Security:** policing, sheriffs, security, investigation, enforcement, corrections, fire fighting, emergency management, driver and traffic education, community justice and public safety.

As a result of our broad reach, every day JIBC graduates in B.C., throughout Canada and abroad make a difference. When there is an accident, a natural disaster, violence, or a conflict that needs resolving, justice and public safety professionals educated at JIBC are there for people in need. Our graduates significantly contribute to a continuum of safety – from prevention to response to recovery – that supports safer communities for families and creates the environment that allows families, communities and businesses to thrive and to prosper economically.

JIBC is also uniquely positioned as a leader in conducting and supporting applied research in justice and public safety, which has led to enhanced curriculum, development of resources and evidence-based policy change. While the Institute's curriculum is grounded in the latest research and theory, it emphasizes real-life experiential learning that students can immediately apply in the workplace. Our pioneering simulations enable students to experience the stress and chaos of emergency incidents and to develop the judgment needed to make decisions in critical situations.

JIBC also offers a diverse, inter-professional learning environment that brings together students from different disciplines, instilling the value of communication and teamwork across jurisdictions. Students are taught by expert faculty who are active in their professional fields and have the knowledge and experience to prepare students for the complex environment they will serve in.

Another element of growth has been development of new educational delivery methods to meet the needs of students and clients. While face-to-face education in the classroom setting is still at the core of our delivery methods, where the critical value of the procedure must be demonstrated with precision and where judgment and specific responses must be observed, the Institute has greatly increased capacity for online and technology enhanced learning and teaching. JIBC now serves more than 8,000 online/distance education students annually.

Further extending our reach is JIBC's ongoing commitment to be an active partner in joint programs with other B.C. educational institutions, businesses, non-profit organizations and communities. Partnerships enable JIBC to deliver programs and courses in more than 170 B.C. communities. JIBC also collaborates on programming with institutions in other provinces and internationally, and works together with our clients in developing customized education solutions for their employees.

Each year, more than 30,000 students participate in JIBC education programs, strengthening the network of police, firefighters, corrections officers, sheriffs, paramedics, mediators, victim service counselors and emergency managers who keep communities safe. The Institute offers a unique combination of immersive and academic learning, coupled with a growing applied research program. Students and clients choose JIBC because:

- They are called to a life of service in the careers JIBC prepares them for.
- As a result of the focus on experiential learning, our graduates are job-ready when they leave JIBC.

- Students can choose from a wide range of applied programs leading to certificates, diplomas, bachelor's degrees, and graduate certificates; and JIBC is actively developing new, viable programs to meet labour market needs.
- We're pioneers in using realistic simulations – in areas such as police, fire, corrections, paramedicine, leadership training and conflict resolution.
- We emphasize training and education that is based upon best practices, theory and hands-on learning.
- We provide classroom learning, online learning, and a combination of both in blended learning.
- Our expert faculty are active in their professional fields and have the expert knowledge and experience to prepare students for today's increasingly complex challenges in justice and public safety.
- The Institute offers a learning environment that brings together students from different disciplines in promoting diversity, and inter-professional training and education.
- We have extensive experience in providing education and training for international students from more than 20 countries and working with international clients.
- JIBC collaborates with our clients in developing customized education and training solutions for their employees.
- In addition to our architecturally striking main campus in New Westminster, we have six other B.C. campuses and deliver programs and courses in more than 160 communities around the province.

JIBC's evolution as a degree-granting institution honours and is built upon a foundation of experiential learning that lies at the heart of our recruit and advanced training programs. Our proactive planning model responds to future labour market demand identified by municipal, provincial, federal and private sector employers as well as the students themselves.

We focus on interdisciplinary learning, technology enhanced learning and teaching, collaborative partnerships, and applied research – reflecting our goals to achieve educational excellence and support student success to prepare them for the challenges they will face as practitioners and leaders.

Achieving our goals translates into safer communities for families in B.C. and high rates of success for our alumni to attain good jobs upon graduation. Moreover, our graduates create a safe and secure environment that fosters a strong economy by allowing families, business and communities the freedom to prosper and thrive.

STRATEGIC DIRECTION

Our Vision:

A world leader in justice and public safety education and research

Our Mission:

Innovative education for those who make communities safe

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

Institutional Strategic Initiatives

- Graduate Studies
- Applied Research
- Technology Enhanced and Distributed learning
- Learning Support Services
- International Education

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

School of Community & Social Justice

- Aboriginal studies
- 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
- Justice and public safety

School of Health Sciences

- Paramedicine
- Professional health education
- Continuing medical education

PLANNING AND OPERATIONAL CONTEXT

Issue: INSTITUTIONAL DIFFERENTIATION // Response: NEW STRATEGIC PLAN

The Board of Governors adopted a renewed strategic plan in February 2011. JIBC's 2010 – 2015 Strategic Plan acknowledges key trends in post secondary education as well as the evolution and development of the professions we serve. Our programs and graduates are critically important to B.C., as the world adapts to the reality of increased concern over individual and societal safety and security. Increasingly, employees and leaders at all levels of the public and private sectors want knowledge about justice and public safety so that they can help their organizations continue to operate during and after crises. The new Strategic Plan establishes an unambiguous strategic direction and specific priorities to guide our work over the next five years.

The public's perceptions and expectations of the professions we serve have changed. This has come about because of technological advancements and a wider understanding of how complex and dynamic the issues can be in justice and public safety. We have responded to those changes by sharpening our focus on professionalism, to help ensure that every student has more than simply an optimum base level of knowledge and a basic competency. Our commitment is to ensure B.C.'s future needs are met for excellence and competence in the province's emergency responder and public safety professionals.

JIBC students also have the opportunity to acquire a measure of professionalism that goes beyond skills training, acquiring a post-secondary academic education with credentials ranging from academic certificates and diplomas to advanced diplomas, baccalaureate degrees and graduate level preparation. JIBC will continue to expand the graduate level programs for public safety and security professionals as demand and resources allow.

JIBC recognizes the unique identity and educational needs of Aboriginal Learners, and will work to enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education, training and research.

Finally, we recognize that the operational effectiveness of emergency services in the 21st century will depend increasingly on interdependence and interoperability of professionals. JIBC's career-focused diplomas and degrees help generate a common understanding among the professional services in supporting their leadership roles that will enhance their ability to work together more collaboratively, efficiently, and effectively in the future.

Issue: DEMAND FOR ACCOUNTABILITY // Response: BALANCED SCORECARD

Since 2001, JIBC has used its strategic plan and academic plan as the basis for developing annual and multi-year operational plans at the local level throughout the Institute. When coupled with our commitment to ISO, JIBC leaders along with the Board of Governors have used the

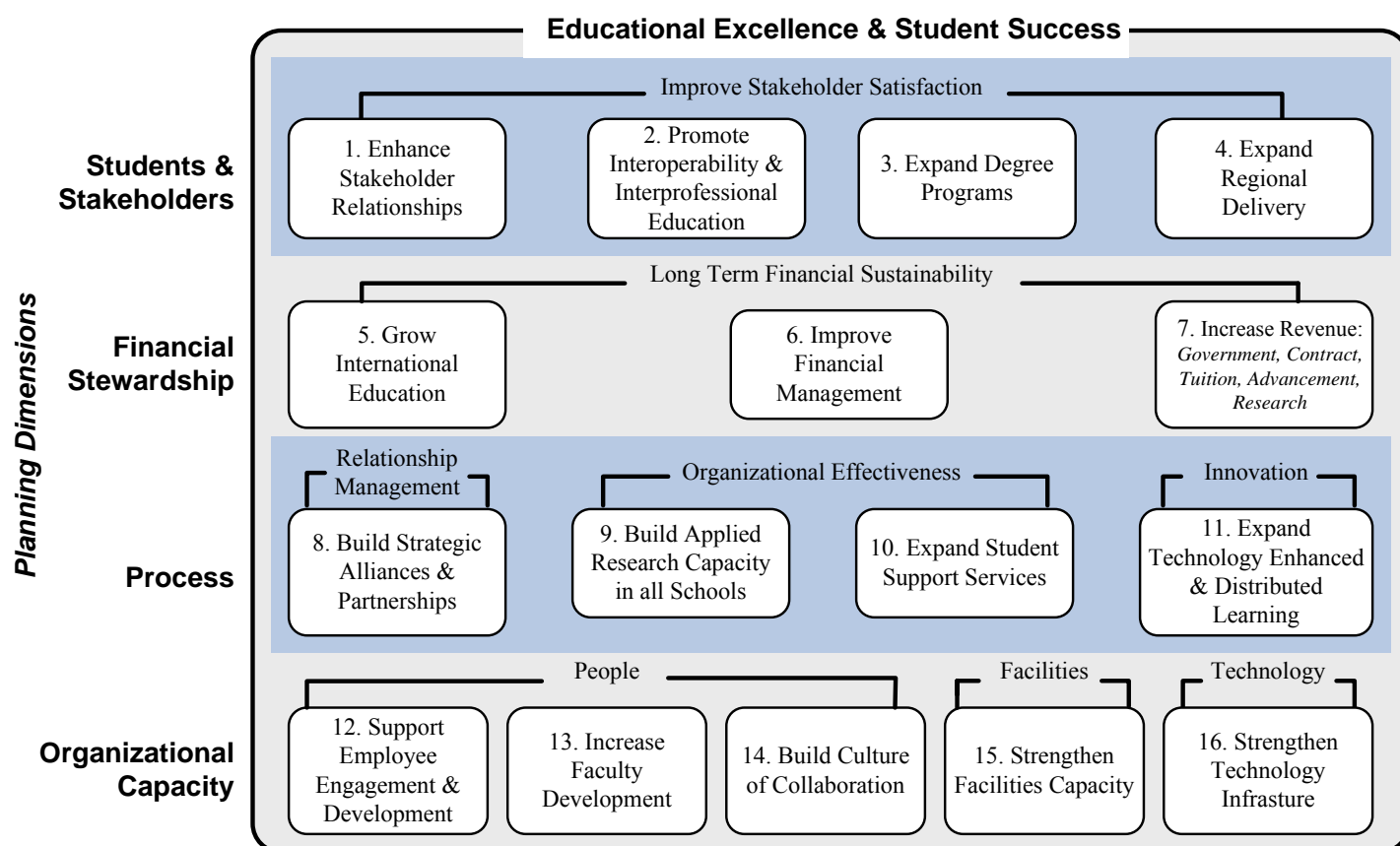
outcomes of these local operational plans to monitor progress and achievement for the Institution.

However, the post secondary education environment has become much more complex during the past 10 years, and we recognized that a more fully integrated monitoring system was required. The occasion of renewing the strategic plan (see preceding “Issue”) provided an ideal opportunity to review and revise the Institute’s accountability framework.

After some general consideration of performance measurement systems in private and public sector organizations, JIBC leaders concluded that Kaplan and Norton’s “Balanced Scorecard” (BSC) held the most promise. Since its introduction in the authors’ 1992 seminal Harvard Business Review article, the BSC has evolved from a simple measurement tool to a strategic framework. It has value for policy makers, decision makers and internal stakeholders, in general, because of its focus on what’s most important for the organization and the major outcomes to track.

Our adaptation of the BSC can be found in Figure 1, below.

Figure 1: *JIBC Strategic Objectives & Balanced Scorecard*



Issue: FUNCTIONAL EFFECTIVENESS & EFFICIENCY // Response: ORGANIZATIONAL ALIGNMENT

AVED's Service Plan is a driver of change for JIBC. The Institute is fully committed to the Ministry's vision of access, flexibility and responsiveness for learners in B.C. and, indeed, from around the world. Faced with fiscal challenges over the past few years, we nonetheless committed to an organizational re-design for enhanced effectiveness and efficiency that meets the province's objectives for post secondary education.

JIBC re-aligned programs within three schools, which cluster our programs by theme and reflect our commitment to teamwork. An existing work group focused on academic services was renewed as an Office of Graduate Studies, supporting all three schools. In addition, the Office of Applied Research works closely with the program areas to inform curriculum, public policy and public education. Our new academic structure makes it easier to explore the many programming specialties JIBC offers, encompassing studies in prevention, response and recovery. Further, it allows us to build on our expertise and capacity inter-professionally and cross-institutionally – an approach that benefits our learners, our clients, provincial policy makers and B.C.'s society as a whole.

Concurrent with this academic realignment, we revisited our internal service departments, seeking improvements and increased service capacity for our institution. This effort has resulted in several key functional areas (e.g., purchasing, information services, campus site planning) revamping their organizational structures, processes and relationships to strengthen support services for internal clients as well as for external partners and suppliers. We recognize that the efficiency and effectiveness of many of our service departments may be transparent to third parties, but we also recognize that the quality of our internal service culture is a key lever for the quality of our primary goal – success for our students.

Finally, as part of our ongoing focus on continuous quality improvement, we have adopted the integrating planning model shown in Figure 2 below. The schematic portrays the core of JIBC's planning environment along with the complementary plans that enable the achievement of our Vision and Mission.

Figure 2: *JIBC Integrating Framework*



Issue: B.C.'S JUSTICE AND COMMUNITY SAFETY NEEDS // Response: NEW ACADEMIC PLAN

We know that JIBC's reputation for applied learning is what defines us and attracts students and clients to our programs. We are committed to building on the strengths of our past as we chart our new directions.

The former Education Plans have served JIBC well. In the intervening years, however, there have been many important changes to the context of post secondary education environments within which JIBC operates. JIBC has responded creatively to accommodate and take advantage of these changes with the expansion of academic credentials at the undergraduate and graduate levels, and by building applied research capacity across the Institute.

Four thematic goals have been developed in relation to the 2010-2015 JIBC Strategic Plan as well as AVED's Service Plan, and in response to the environmental scan that extends the Institute's mission and vision to guide development of academic programming over the next three years. These thematic goals are:

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

Each School is guided by these goals and prepares multi-year plans (aligned with the Institute's Balanced Scorecard) to ensure relevant results are achieved. This ensures that our vision and mission remain relevant and compelling to students, clients, faculty, staff and other stakeholders.

Issue: CAREER DEVELOPMENT // Response: UNDERGRADUATE AND GRADUATE DEGREES

Our educational framework allows JIBC to expand and diversify, within its mandated areas, to meet the justice and community safety labour market needs of British Columbia. In recent years, JIBC has evolved from a specialized training institution to a comprehensive post secondary educational institution offering undergraduate and graduate education for justice, public and community safety professionals. With this has come a change from non-credit, undeclared programs, to an integrated and coordinated range of academic credit programs leading to academic certificates, diplomas, advanced diplomas, undergraduate degrees and graduate level preparation in JIBC's areas of specialization.

While JIBC has delivered programs since 1978 for probation officers and social workers with a prerequisite of a relevant Bachelor's degree, there has been a need to increase the range of programming at the graduate level. The demand for higher levels of education has led JIBC to progress into undergraduate and graduate studies in justice and community safety disciplines, such as advanced law enforcement; specialized counseling, such as complex trauma and sexual

abuse as well as the dynamics of conflict; child protection services; intelligence analysis; tactical crime analysis; and applied research.

Issue: KNOWLEDGE DRIVEN ECONOMY AND SOCIETY // Response: BUILD RESEARCH CAPACITY

Applied research has grown exponentially since the establishment of JIBC's Office of Applied Research in 2008. Since 2008, we have developed an applied research portfolio with project grant, contract and proposal commitments that exceed \$10 million. Our research signature is unique in Canada as our research is designed from the standpoint of Emergency Responders. JIBC research is targeted to solve real-world problems in justice and public safety and, thus, is highly aligned with the province's recognition of the requirements of "knowledge work" for today and tomorrow.

We are guided by the positioning statement from the Office of Applied Research – "Using research as a tool for social change and social justice". Our intention is to be not merely responsive to the needs of the economy and society but, through our work, to be proactive in identifying outcomes of benefit for all. For example, findings and evidence from JIBC research projects are translated into state-of-the-art curricula, public safety and security interventions, and are intended to inform evidence-based policy and programs.

In response to the ever-changing environment of justice and public safety, our Faculty and Research Associates (Adjunct Faculty) generate new knowledge in these topics by asking new questions. The Office convenes events including training and applied research forums, workshops and retreats on an annual basis. The need for an ongoing focus in this area of JIBC activity will be unrelenting, in our view. One way we will continue to build JIBC research and scholarship capacity is the anticipated announcement of our first Research Chair during fiscal year 2011-2012.

Issue: GLOBAL DESTINATION OF CHOICE // Response: EXPAND RELATIONSHIPS, PARTNERSHIPS & OUTREACH

AVED's Service Plan is clear in its description of the pressures of global competition and the need for our province to attract and retain talent. JIBC is in full agreement and, thus, we have recognized and acted upon this by creating a network of influence and impact in our areas of expertise. In doing so, we can serve as a focal point to capitalize on our leadership as a comprehensive post secondary educational institution that focuses on undergraduate and graduate education for justice, public and community safety professionals.

Our efforts are generating results. For example, JIBC and EmerGeo Solutions signed a memorandum of understanding to offer a complete package of emergency management education, training and technology services to communities, government agencies and organizations across Canada and internationally. On another front, we are providing opportunities to Albertans as a result of the Alberta Solicitor General and Public Security (through its Victims Services Branch) offering online training for victim services advocates in

partnership with the JIBC. This online certificate program is the first of its kind in Canada. The primary goal of the Alberta Victim Advocate Core Training Certificate is to provide victim services advocates with the knowledge and skills needed to support victims of crime and to familiarize them with the resources available to clients.

Our work here at home in British Columbia is built on relationships and partnerships, too. Students in our School of Health Sciences programs now have access to state-of-the-art heart monitors and defibrillators, thanks to a significant donation made by Philips Healthcare Canada. With a focus on developing leadership capacity to benefit all Aboriginal and First Nations peoples across the province, our 2010-2011 Aboriginal Leadership Certificate class had its highest retention rate ever – 95%.

JIBC staff continue to volunteer their service and expertise, thus making a contribution to their professions as well as generating outreach efforts that reinforce our international profile. For example, paramedic staffers within the JIBC School of Health Sciences helped in B.C. and deployed to Japan as members of the Canadian Medical Assistance Team.

JIBC recognizes global interconnectedness of our role and work as an immutable condition today and going forward. Our institutional priorities and choices will continue to be governed by this circumstance. Indeed, we believe we are uniquely capable of demonstrating the 21st century model of requisite interdependence and interoperability of social justice, public safety, health and security professionals for B.C. communities and around the world.

Issue: ATTRACTION AND ACCESSIBILITY // Response: NEW WEBSITE

JIBC has a significant mandate for our province, and awareness of our institution is key to achieving that mandate. For the 21st century learner, web-based access and integrated social media are *de rigueur*. To this end, we established a Web Steering Committee with the role of leading the conceptualization, development, execution and launch of a new JIBC website during fiscal year 2010-2011. An important initial finding of that committee that grounded the entire project – the term “inspired” was the most common stakeholder descriptor for our desired site.

JIBC was inspired to completely redesign our website to better serve current and prospective students, clients and donors, and others who visit the site. This new site, launched on February 10, 2011, includes:

- **Intuitive navigation:** organized around six main sections: Programs & Courses, Registration, Student Services, Research, About JIBC and Support JIBC.
- **JIBC schools:** comprehensive and consistently presented program and course information for the three JIBC Schools of Public Safety & Security, Community & Social Justice, and Health Sciences.
- **Program & course search and online registration:** basic and advanced program and course search, with a seamless online registration process (available with selected courses).
- **Success Stories:** in-depth feature articles about JIBC people and initiatives, illustrated with strong photography in Success Stories.

- **myJIBC:** one-stop access for students to their student profile and online courses in myJIBC.
- **News & Events:** up-to-the-minute information on JIBC news and events.
- **Social Media:** Twitter and Facebook feeds, Flickr photos and other social media integrated throughout the site.
- **Library:** comprehensive information about the JIBC Library.
- **Today & Tomorrow:** at-a-glance information on class times and rooms.

Issue: FINANCIAL SUSTAINABILITY // Response: IMPROVED FUNDING MODELS

The JIBC continues to be the only public post secondary institution in B.C. that receives a disproportionately low amount of funding to develop and deliver certificates, diplomas and degrees in accordance with its responsibilities under the College and Institute Act. The Ministry of Advanced Education acknowledges the disparity and is collaborating with the Institute on finding a sustainable funding model.

The Police program also requires a sustainable funding model and is the subject of review with the Ministry of Public Safety and Solicitor General.

Ensuring that the JIBC is on a sustainable financial footing is important to the governments and organizations we serve to enable them to strengthen the civil foundation of our communities.

INSTITUTIONAL GOALS AND OBJECTIVES

The JIBC is Canada's leading public safety educator - a dynamic post-secondary institution recognized provincially, nationally and internationally for innovative education and applied research in justice and community and public safety. To continue to fulfill our Mission and Vision, we will expand our reach with a focus on two over-arching goals:

EDUCATIONAL EXCELLENCE

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

STUDENT SUCCESS

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

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

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

We monitor our progress regularly and publish measures of key performance indicators in our annual report:

- Student satisfaction
- Student achievement
- Employee engagement
- Fiscal sustainability

Strategic Priorities and Objectives for 2010 – 2015

To produce results for the institution and those it serves, all Schools and Departments develop and implement operational plans based on key action areas derived from our goals.

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

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

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

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

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

3.0 Use our unique capabilities to lead through innovation

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

4.0 Enhance organizational effectiveness and efficiency

4.1 Ensure alignment within the institution

- a) Expand our capacity to inform decision making with reliable data and cross-institutional analyses
- b) Review and revise institutional policies, as necessary, to facilitate the goals of educational excellence and student success
- c) Develop structures and processes to facilitate collaboration and the effective use of resources
- d) Enhance and support effective internal communication within the organization

4.2 Generate the requisite capacity for institutional success

- a) Implement a comprehensive human resources plan, including diverse recruitment, retention and employee development activities
- b) Ensure a quality working and learning environment inclusive of appropriate space, equipment, educational support, financial systems and IT systems
- c) Design and implement a communications strategy that positions the institute as a leader in innovative education, training and research
- d) Expand the success of JIBC fundraising and alumni activities
- e) Achieve a balance in funding sources that ensures financial sustainability
- f) Explore opportunities for shared services

INSTITUTIONAL ALIGNMENT WITH MINISTRY GOALS

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

These “Local Operational Plans” (LOPs) are developed by 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. Measures for intended results are aligned with our Balanced Scorecard. 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 semi-annually (at a minimum) by each director.

The JIBC Strategic Plan and Academic Plan, and their implementation through the LOPs described above, align well with the Ministry of Advanced Education’s objectives and measures.

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

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

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

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

PERFORMANCE MEASURES, TARGETS AND RESULTS

2009/10 Results

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
			2009/10	2010/11	2010/11	2010/11	
1.3, 3.1, 4.2b, 4.2d, 4.2e	Capacity	Student spaces					
2.5, 4.1c, 4.2f	Efficiency	<i>i. Total Student Spaces</i>	2,447	2,320	2,401	Achieved	JIBC records show a continued growth in student spaces continuing a decades-long trend for the Institute.
1.1, 2.3	Capacity	Total credentials awarded					
1.2, 3.3	Efficiency		377	403	247	Not achieved	JIBC performance below the Ministry's target on this measure reflects the impact of the 2009-10 paramedic strike in British Columbia combined with changes in data reporting methodology used by the institute. See details in the footnote below. ¹

¹ Of the credential types reflected in this performance measure, "Certificates" is JIBC's largest component, and within that category the Primary Care Paramedic (PCP) program is the single largest contributor. Prior to and during part of this reporting period, BC paramedics were on an extended strike, resulting in no PCP training being completed and no Certificates awarded. The number of credentials issued is relatively low in part because of this fact. In addition, the method of counting "Certificates" was being changed at JIBC during the reporting period. JIBC and the Ministry's Central Data Warehouse had agreed that some of the JIBC credentials previously classified as "Certificates" should be reclassified as "Short Certificates" resulting in the target for this indicator, (based on a rolling average of previous years), possibly being set too high. Further, the methodology used by the JIBC for calculating "credentials awarded" was also being adjusted from "credentials issued" to "credentials earned", and this internal adjustment was incomplete at the time of reporting. Of more substantive interest, the applied nature of JIBC programming and its unique entrepreneurial business model results in a very high proportion of JIBC programs awarding credentials classified as "Short Certificates" (rather than "Certificates", Diplomas or Degrees). "Short Certificates" are uncommon in other BC post-secondary institutions and are *excluded* from the Ministry's reporting on this performance measure. A paper from the Policy and Decision Support Branch of the Ministry published in 2010 reports that 67% of JIBC credential production was in the area of "Short Certificates", far greater than any other BC post-secondary institution, with the next closest being a regional college with 12%. As a result of this exclusion, the "credentials awarded" measure reflects only a third of overall JIBC credential production.

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
1.4, 2.6	Accessibility	Number and percent of public post-secondary students that are Aboriginal	Data from 2008/09 Academic Yr	Data from 2008/09 Academic Yr	Data from 2009/10 Academic Yr		
		Total number (#)	946	≥ previous year	844	Not achieved	The JIBC Centre for Aboriginal Programs and Services was undergoing significant staffing changes in 2010-11 and this may account for a marginal drop in enrollment of self-declared aboriginal students. However, overall JIBC headcount also declined slightly in 2010-11 so as a proportion of total headcount, JIBC aboriginal enrolment changed insignificantly. In addition, the current participation rate of 2.8% is a marked increase from the average of 1.6% reported by the Central Data Warehouse for the five-year period 2003 to 2008. In June 2011 the JIBC undertook a formal review of its indigenization strategies to examine the question of how to encourage aboriginal enrollment. On a very positive note, the feature-length documentary film “ <i>The Spirit Has No Colour</i> ”, developed by the JIBC to help police recruits acquire a better understanding of aboriginal issues and history was successfully integrated in 2010 into the JIBC police recruit curriculum.
		Percent (%)	3.1%		2.8%	Substantially achieved	

JIBC Objectives	AVED Strategic Objectives	Performance Measure Former Diploma, Certificate, and Associate Degree student assessment of ...	Actual	Target	Actual	Target Assessment	NOTES
			2009/10	2010/11	2010/11	2010/11	
1.1, 2.1, 2.2, 3.1, 4.1a, 4.1b, 4.1d, 4.2a, 4.2d, 4.2f	Quality	i. Satisfaction with Education (%)	79.0% (+/- 3.5)	≥ 90%	87.0% (+/- 3.5)	Achieved	This is a positive result, but the sample on which this measure is based is small and not representative of the overall JIBC student population. The JIBC’s own figures on overall student satisfaction with their education at the institute for this period showed an average rating of 3.58 (out of 4.00 or 89.5%) based on 9,135 student evaluations.
1.2, 1.5, 2.4, 3.3, 4.1b	Quality	ii. Skill Development (avg. %)	64.0% (+/- 4.6)	≥ 85%	68.1% (+/- 5.5)	Not Achieved	As in previous years, JIBC figures on these measures fell below the Ministry’s target. The primary reason for this is that the skills assessed appear not to be viewed by the small sample of JIBC students to be very relevant to their primary goals. The data for JIBC is based on feedback from 161 students out of 296 students sampled from enrollments in 5 programs, (<i>Primary Care Paramedic, Advanced Care Paramedic, Career Fire Fighter, Fire Services Leadership and Conflict Resolution</i>), out of an annual JIBC headcount of approximately 32,000 students enrolled across approximately 100 programs. Many of this handful of former students responded “Not applicable” to the questions “How well did the program help you to develop your skills to...write clearly and concisely, speak effectively, etc, ? ” and of those who did respond, a high proportion responded “Adequately”, rather than “Very well” or “Well”, the only two responses that are counted as “success” by the measure. All of these factors, combined with the positive overall student satisfaction with their education at JIBC (using both Ministry and JIBC measures) suggest that these particular skill development questions are not meaningful outcome measures for the JIBC.
		Written Communication	42.1%		50.9%	n/a	
		Oral Communication	57.8%		64.3%		
		Group Collaboration	75.8%		73.9%		
		Critical Analysis	74.7%		76.4%		
		Problem Resolution	68.6%		70.3%		
		Reading and Comprehension	65.8%		75.8%		
		Learn on your own	62.9%		65.1%		

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	NOTES
			2009/10	2010/11	2010/11	2010/11	
1.3, 2.4, 3.3, 4.1a, 4.1b	Relevance	Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate					
			1.6% (+/- 1.1%)	≤ 14.0%	3.8% (+/- 2.1%)	Exceeded	The very low unemployment rate for JIBC graduates (3.8% compared to the target of 14% and the BC post-secondary system average of 11%) is a testament to the success of the JIBC applied learning model, although, as a note of caution, these figures reflect only the small sample of 161 former students from across the five programs surveyed.
1.2, 3.1, 3.2, 4.1d, 4.2b	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction					
			90.4% (+/- 2.5)	≥ 90%	93.2% (+/- 2.6)	Achieved	This results continues gains from previous years and corresponds to the JIBC's internal student feedback on level of satisfaction with the instructor showing an average rating of (3.7 out of 4.0 or 92.5%) based on 9,837 student evaluations
1.1, 1.3, 1.5, 2.1, 2.5, 4.2c	Relevance	Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job					
			83.1% (+/- 3.3%)	≥ 90%	82.8% (+/- 4.2%)	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).

2011/12 - 2013/14 Performance Targets

Performance Measure	Performance Targets		
	2011/12	2012/13	2013/14
Student spaces in public institutions			
Total student spaces	2,320	2,320	TBD
Nursing and other allied health programs	240	240	TBD
Total credentials awarded	242	TBD	TBD
Number and percent of public post-secondary students population that are Aboriginal			
Number (#)	844	Greater than or equal to previous year	Greater than or equal to previous year
Percent (%)	2.8%		
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 (e.g., 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.jibc.ca/sites/default/files/main/2011-03-31-JIBC-FS.pdf>