



**JUSTICE
INSTITUTE**
of BRITISH COLUMBIA

2017-2018

**INSTITUTIONAL
ACCOUNTABILITY
PLAN AND REPORT**



EXECUTIVE MESSAGE

The Justice Institute of British Columbia (JIBC) was established in 1978 for the purpose of creating a collaborative education and training model for justice and public safety professionals in British Columbia.

It was an innovative concept bringing the training for several fields in justice and public safety together into one institution. The differences amongst the disciplines made each area of study distinct, however the common objective of contributing to safer communities and a more just society bonded these diverse areas at JIBC.

Today, 40 years later, JIBC continues to thrive and innovate. Our institution remains Canada's leading public safety educator.

During the 2017-2018 fiscal year, JIBC continued to build on this reputation, and to deliver on our strategic goals and objectives with a view to enhancing our effectiveness and impact.

We continue to innovate and further our leading-edge education and training while addressing pressing needs in our communities. Recently, JIBC was recognized for its fentanyl safety website for first responders, a resource which provides vital information to keep responders safe during increasingly frequent cases of potential exposure to the toxic narcotic. The Institute also organized and hosted a related series of fentanyl safety workshops held province-wide which were well attended by justice and public safety professionals.

In the last year, we have strengthened existing partnerships as well as forged new ones with other post-secondary institutions creating pathways for students to transition to and from our programs.

Our international stature continued to grow in 2017-2018 as we provided courses in leadership

in paramedicine to students from the Singapore University of Social Sciences, thanks to a longstanding relationship with the Government of Singapore, and provided training to firefighters from the United Arab Emirates. A delegation from JIBC to Asia helped forge new relationships and cement existing ones in China, Singapore, Hong Kong and Japan.

Closer to home, JIBC's ongoing efforts to support Indigenous communities included supporting fire training to First Nations in Quebec, and delivering an Indigenous Youth Career Camp to encourage participants to pursue careers in the justice and public safety fields. Also here in British Columbia, JIBC staff provided support to Emergency Management BC as it addressed the wildfire situation during the summer of 2017.

We greatly appreciated the \$2.7 million in infrastructure funding we received from the Government of Canada and the Province of British Columbia. This funding allowed for new roofs at JIBC's New Westminster campus, and a new modular classroom facility at our Pitt Meadows campus for our Driver Education Centre.

Our success stems from the collaborative efforts of many. We appreciate the dedication, expertise and commitment of all our JIBC staff and faculty, and the support of JIBC donors and stakeholders, all of whom have contributed to our mission of developing dynamic justice and public safety professionals and our vision of creating safer communities and a more just society.

Through engaging with the justice and public safety community, we contribute to the life-long learning and long-term success of our students, graduates and clients across various sectors in the community, government, business and industry.



Dr. Michel Tarko
President and CEO



Mr. Rob Kroeker
Chair, Board of Governors

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STRATEGIC DIRECTION

1.1 OVERVIEW

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

JIBC's vision of safer communities and a more just society is evident in its range of programming in policing, law enforcement, security, corrections, court administration, paramedicine, firefighting, emergency management, driver safety, conflict resolution, leadership, counselling, and community safety. Four strategic priorities guide the Institute:

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

Created in 1978, the Justice Institute of British Columbia became a post-secondary institution unique in Canada, if not the world, for its focus on justice and public safety. The fledgling Institute started out with five educational areas serving 2,000 students annually. As JIBC celebrates its 40th anniversary, over 26,000 students are educated each year through academic and career programs, professional training, and continuing education. Graduates are highly visible in the community, patrolling our streets, leading in our workplaces, attending at emergencies, wherever—and whenever—they are needed. They are the ones who make sure our communities are as safe and secure as possible.

JIBC's approach to experiential education is at the heart of the Institute's programs with curriculum emphasizing real-life learning that students can immediately apply in the workplace. Various methods of experiential learning enable students to experience the stress and chaos of incidents and other real-world situations, and develop the judgment and critical thinking necessary to make sound and appropriate decisions.

Learning is facilitated by a faculty of over 600 instructors who engage and educate students through extensive use of case studies, problem-based activities, scenarios, simulations, and field placements. Reliance on a diverse cadre of practitioner scholars to teach and supervise work-integrated learning ensures that students are well-prepared for challenging careers in justice and public safety.

A range of certificates, diplomas, bachelor's degrees, graduate certificates, and courses are offered at the main campus in New Westminster and regional campuses in Maple Ridge, Pitt Meadows, Chilliwack, Kelowna, and Victoria. Reflecting a provincial mandate, 63% of students receive their education off-campus in their own communities or online through distance learning. JIBC's Centre for Teaching, Learning, and Innovation (CTLI) supports curriculum design and delivery through a wide range of innovative and effective learning technologies, an instructional design process integrating subject matter experts, and ongoing faculty and student support. JIBC also collaborates with regional colleges to meet local labour market needs and deliver efficient and cost-effective programs that are accessible to all British Columbians.

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



Commitments To Our Stakeholders		To Our Team	
<p>Adapt rapidly to the needs of the justice and public safety community through proactive engagement.</p> <p>Partner with Indigenous communities to build skills and job training opportunities.</p> <p>Value and respect our employees and partners, and build relationships that reflect the highest standards of integrity.</p>	<p>Offer focused, specialized training to ready the workforce for the jobs of tomorrow.</p> <p>Demonstrate accountability through quality assurance, continuous improvement, and reporting.</p> <p>Enhance opportunities for integrated programming across divisions.</p>	<p>Improve learning pathways for students to remain current, support learning needs, enhance mobility, and credential attainment.</p> <p>Focus on learners' unique needs, inclusive of all cultures.</p> <p>Be service oriented.</p>	<p>Advance a culture of creativity, innovation, teamwork, and transparent decision making.</p> <p>Facilitate timely and effective communication, and share successes.</p> <p>Collaborate to create new revenues and growth opportunities.</p> <p>Improve organizational effectiveness and uphold disciplined financial management to create a sustainable organization.</p>

1.2 JIBC MANDATE

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

- Provide courses of instruction which are consistent with identified needs specifically for, but not limited to, Police, Corrections, Courts and Sheriffs;
- Identify the educational and specific training needs for all components of the British Columbia Justice System, including fire services;
- Develop a co-operative system of co-ordination between its own programs and those of the other institutes, colleges, universities, public schools and community-based organizations; and
- Provide a provincial forum for discussion and examination of justice and socially related issues.

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

Additional government orders and legislation designate JIBC as the provider of required training for BC's municipal police officers, family dispute resolution professionals (mediators, arbitrators, and parenting coordinators), security guards, and gaming security officers.

1.3 SCHOOLS AND OFFICES

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

1.3.1 SCHOOL OF HEALTH, COMMUNITY & SOCIAL JUSTICE

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

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

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

- Counselling, including trauma, trauma informed practice, expressive play therapy, substance use, and working with youth.
- Community safety, including victim services, bylaw enforcement, and critical incident stress management.
- Leadership and management.
- Conflict management, mediation, and negotiation.
- Instructor development.
- Emergency Medical Responder and first responder training.
- Paramedicine including Primary Care Paramedic and Advanced Care Paramedic programs.
- Education and training for allied health professionals, including Community Care Licensing Officers.

All of the School's widely recognized diplomas, certificates, and courses are available for flexible delivery on campus, in the community, and within organizations, with customization available to meet various organizational contexts. Post-secondary partnerships in other provinces facilitate delivery across the country. Substantive training is provided to industry, various levels of government, and small to large size organizations through customized contracts, some of which are long established such as child welfare training for the Ministry of Children & Family Development. Instructors teaching in the School are some of the most respected and experienced educators working in their respective fields and afford students much benefit through the experience they bring to the teaching-learning environment.

Health Sciences Division continues to deliver relevant programming for its stakeholder groups locally and internationally. A successful pilot offering of the Foundations of Emergency Medical Services curriculum to a First Nations community in Port Alberni was supported through resource development funding from Indigenous and Northern Affairs Canada (INAC). Work is underway with Douglas, Camosun and Okanagan Colleges to develop resources and deliver Interprofessional Health Education experiences (IPE) to students from various health disciplines.

The Centre for Counselling and Community Safety (CCCS) partnered with First Nations Health Authority (FNHA) to develop training and education for FNHA staff and stakeholders as they work towards becoming a Trauma Informed Care organization. CCCS also began a multi-year project with the Community Safety and Crime Prevention Branch of the Ministry of Public Safety and Solicitor General to develop and deliver a Trauma Informed Practice curriculum for justice, public safety and anti-violence sectors.

The School continues to have strong partnerships in business, industry and government to deliver relevant and timely education and training provincially, nationally and internationally. International work includes an ongoing partnership with the University of Guadalajara to develop and deliver unique faculty development opportunities focused on student-centred learning using mobile technology and the creation and use of open educational resources. New activity in Singapore included delivery of JIBC instructor-led online and face-to-face courses in emergency management and leadership in paramedicine for students enrolled at the Singapore University of Social Sciences (SUSS). The renewal of JIBC's partnership with the Government of Singapore to support the delivery of paramedic training initiatives for the Singapore Armed Forces and Singapore Civil Defense Force was a highlight for the School in 2017/18 and forms part of our partnership with SUSS.

1.3.2 SCHOOL OF PUBLIC SAFETY

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

- Emergency Management Division
- Fire & Safety Division
- Driver Education Centre





The School offers certificates, diplomas, and degrees in fire and safety studies and emergency management. For example, the Fire Fighting Technologies Certificate is a hands-on, academic program that equips students with the unique set of skills, NFPA 1001 certification, and specialized live-fire training that prepares them for employment as firefighters. The Bachelor of Emergency and Security Management Studies (BESMS) combine's studies in emergency management and security with exposure to business and general education courses to prepare students to fulfill a wide range of duties and responsibilities in public safety. In recognition of program excellence, Colleges and Institutes Canada honoured the BESMS program in 2018 with a Silver Award.

The School offers diverse and customized education, training, consulting, and research at three JIBC campuses (New Westminster, Maple Ridge, and Pitt Meadows), across the province, the country, and worldwide. This includes delivery of contract training and education through engagement with several BC government ministries, local governments, other provincial governments, Indigenous communities, non-profit agencies, crown corporations, and private organizations. Community-based and online delivery modes are a significant means through which courses and programs are delivered.

In 2017/18, the Fire & Safety Division was engaged in a number of important curriculum projects, including developing LNG training for BC Ferries and working with Transport Canada to develop new national curriculum for emergency planners and first responders related to the transportation of flammable goods by road and by rail. New curriculum aligned with the *British Columbia Fire Services Minimal Training Standards: Structure Firefighters Competency and Training Playbook* was fully implemented.

The Emergency Management Division undertook new work with Emergency Management BC, supporting First Nations communities in BC with emergency management training. Additionally, the new Ground Search and Rescue training program was launched across the province. JIBC staff and faculty from the Division provided expertise to support local authorities and the provincial response efforts for the BC wildfires. Personnel deployed to the Provincial Emergency Coordination Centre and Regional Operations Centres to assist with advanced planning efforts and strategic level support for communities managing the needs of evacuees.

The Driver Education Centre continued to provide highly specialized driver training to BC's first responder community. The Centre saw an increase in contract training activity related to commercial fleet driver training and the TaxiHost program continued to provide valuable passenger transportation training across the Lower Mainland. The Centre was pleased to renew its contract with WorkSafeBC to manage the Road Safety at Work initiative with an objective to reduce work-related motor vehicle crashes, deaths, and injuries in BC.



1.3.3 SCHOOL OF CRIMINAL JUSTICE & SECURITY

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

- Corrections & Court Services Division
 - Corrections Academy
 - Sheriff Academy
- Justice & Public Safety Division
 - Centre for Law Enforcement Studies
 - Centre for Regulatory Compliance Training
 - Centre for Security Training & Accreditation
- Police Academy

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

JIBC has responded to the acute need for more sheriffs, supporting the timely resolution of disputes in BC's court system. An additional cohort of recruits began their 14-week training program in 2017/18, with the program now offered three times each year.

The revised BC Police Recruit Training program offered through the Police Academy provides all new BC municipal police officers with 1,450 hours of instruction and work-integrated learning. The new police recruit curriculum has been positively received by

students and the model is generating interest within the North American police training community given the grounding of the curriculum in evidenced-based theory to guide police practice. The Academy continues to work collaboratively to refine the new curriculum and develop a sustainable funding model. The Police Academy also provides specialized and advanced training such as use of force and immediate rapid deployment for BC Legislative Assembly Protective Services.

Justice and Public Safety Division has seen a 57% increase in graduates from the Law Enforcement Studies Degree and Diploma programs over the last three years. Admittance to these programs is competitive and JIBC is only able to offer seats to half the students that apply. Post-graduate certificates in intelligence and tactical criminal analysis also have consistent demand and steady growth. After completing these programs, 100% of graduates were satisfied or highly satisfied with their JIBC education and all were employed full-time.

In addition to providing exceptional training services for BC Corrections staff, JIBC extends its expertise through partnerships with corrections departments in Canada's north. The Corrections Academy provided training in Nunavut, the Yukon, and the Northwest Territories, including delivery of five offender intervention programs in Yellowknife in 2017/18.

1.3.4 OFFICE OF APPLIED RESEARCH AND GRADUATE STUDIES

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

- Centre for Research, Innovation & Scholarship
- Center for Teaching, Learning & Innovation
- Centre for Liberal & Graduate Studies

Since 2016, JIBC has collaborated with the University of Regina to research mental health in public safety officers. The program is overseen by the Canadian Institute for Public Safety Research and Treatment (CIPSRT), Canada's national network responding to the urgent need for practical and scientific development of assessment tools and procedures for measuring and treating symptoms of occupational and post-traumatic stress injuries. JIBC will be an active partner in the implementation of two research programs funded by a new national research consortium between CIPSRT and the Canadian Institutes of Health Research with funding of \$20 million over five years to focus on mental health and post-traumatic stress injury in public safety officers and a further \$10 million earmarked over five years to develop an Internet-based cognitive behavioural therapy pilot program.

The eighth annual Applied Research Day, spearheaded by the Centre for Research, Innovation & Scholarship, was aimed at raising awareness of the important role applied research plays in scholarship, student engagement and solving real world issues. The event featured more than 45 capstone student presentations from Bachelor of Law Enforcement Studies and Bachelor of Emergency and Security Management Studies programs, speed research presentations, a poster session, and research awards on display in the Atrium. The keynote speaker was Steve Palmer, Executive Director of the Collaborative Centre for Justice and Safety and the CIPSRT at the University of Regina.

The Building Damage Assessment project, funded by the Canadian Safety & Security Program (CSSP), began implementation in April 2017 with the Emergency Management

Division and Centre for Applied Research taking the lead. Project partners include BC Housing, the Architectural Association of BC, and Association of Professional Engineers and Geoscientists of BC. Total CSSP funding is \$225,022 over two years.

The Law Enforcement Studies diploma program was one of the successful recipients of the ZED Cred grants from BCCampus. A ZED Cred is a program through which students can achieve a credential while paying no textbook costs. Two liberal studies courses, RESM-2100 Research Methods and ENGL-1110 Critical Reading and Writing, will replace each of their current textbooks with a zero-cost open textbook, which will contribute to the development of a Zed Cred/Z-Diploma Program.

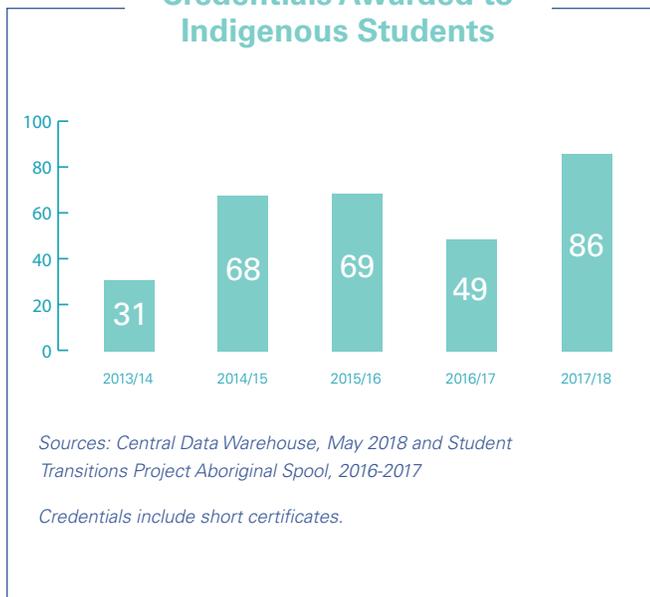
1.3.5 OFFICE OF INDIGENIZATION

JIBC's Indigenization Plan (2015-2020) provides the vision for ongoing development of Indigenous programs and services, ensuring culturally appropriate education incorporating Indigenous culture, history and knowledge with goals to increase student success and Indigenous community engagement. The plan is being updated to strengthen and coordinate institutional response to the Calls to Action of the Truth and Reconciliation Commission (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

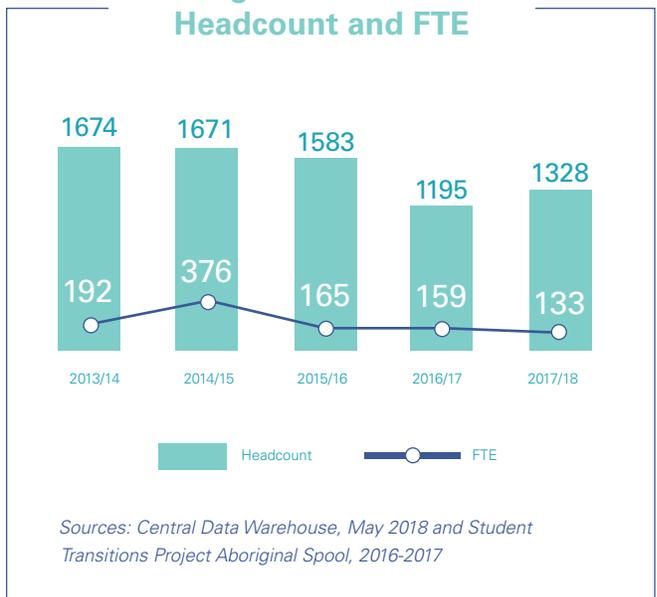
JIBC is making progress in attracting, retaining, and graduating Indigenous learners. Over the last five years, enrolment averaged around 1,500 Indigenous learners each year or 200 FTE. In 2017/18, 5.5% of the total domestic student body (counted as FTEs) were Indigenous, exceeding the proportion of Indigenous adults in the total BC population. Completion of credentials is an important benchmark for student success, showing an upward trend over the last five years as more Indigenous students enrol in academic and professional programs such as paramedicine and fire fighting. Headcount varies year-to-year with contracts for skills training based on the needs of Indigenous communities and organizations. These metrics illustrate the Institute's ongoing commitment to ensure that Indigenous students have access to quality education and training in justice and public safety.



Credentials Awarded to Indigenous Students



Indigenous Student Headcount and FTE





The first JIBC Indigenous Youth Career Camp (IYCC) was held in the summer of 2017, with support from RBC. The week-long overnight summer camp provided hands-on experiential learning related to a wide spectrum of justice and public safety careers for 21 Indigenous youth, ages 15 to 18, from across BC. Youth earned CPR certification, learned to operate fire extinguishers, took the Police Officer Physical Ability Test, participated in conflict resolution and emergency management exercises, and visited with deputy sheriffs and correctional officers. Indigenous Elders shared teachings and activities to strengthen cultural understanding, knowledge and awareness of identity. The IYCC gave Indigenous youth the opportunity to see a future for themselves in public safety.

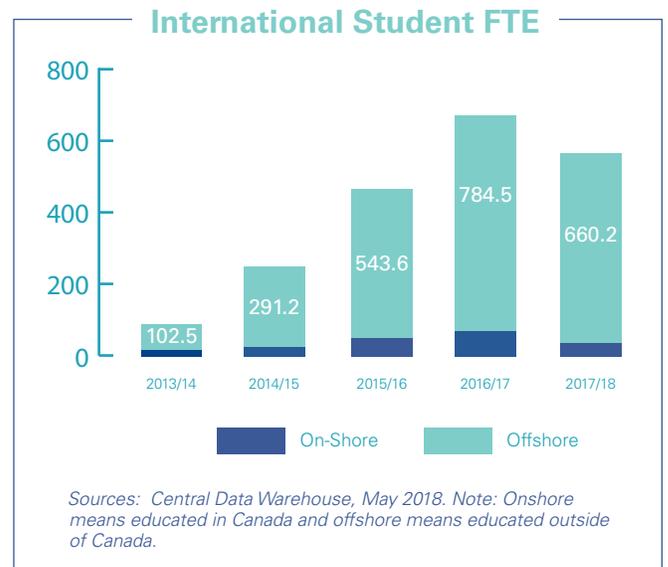
With additional support from the Ministry of Advance Education, Skills & Training, the Justice and Public Safety Career Preparatory Certificate, offered through a collaboration with Native Education College and the Vancouver Aboriginal Friendship Centre, will be enhanced in 2018/19 to increase its relevance and accessibility to Indigenous learners. It will incorporate Gaming Security Officer Training to ensure all students leave the one-year program with broader exposure to opportunities in justice and public safety as well as an employable skill.

The Office of Indigenization (OI) created an Indigenous engagement and faculty recruitment video to communicate JIBC's response to the TRC Calls to Action, highlighting the Aboriginal Gathering Place, Indigenous Health Garden, the Indigenization Plan, and a history of excellence and innovation working with Indigenous people, communities and nations. An Indigenization course will be launched in 2018/19, providing students with opportunities to improve their understanding of Canada's shared colonial history and the diverse Indigenous cultures and worldviews related to justice and public safety. OI launched a similar course for staff and faculty and continues to work with individual programs to integrated Indigenous perspectives into curriculum and teaching practices.

JIBC consistently partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and safety initiatives. In 2017/18, the Aboriginal Disaster Resilience Planning Tool was launched with the Tzeachten (Chilliwack) and Eskasoni (Nova Scotia) First Nations with JIBC faculty and researchers supporting their development of a disaster resiliency plan. JIBC staff will continue to mentor and meet with the communities to support their goal of a community-produced resiliency plan.

1.3.6 OFFICE OF INTERNATIONAL AFFAIRS

The Office of International Affairs began drafting a new International Education Strategy that supports JIBC's Strategic and Education Plans. It envisions an expansion of learning opportunities for international students both at JIBC and in home communities. The strategy will be achieved through widespread engagement in the internationalization process and planned partnerships in strategic markets. Enhancing internal capacity to support international work will continue to be developed.



In 2017/18, there were over 400 international students studying law enforcement through courses delivered at the Chilliwack and New Westminster campuses. JIBC is seen internationally as a leader in justice and public safety education and our educational partnerships with Chinese police colleges have considerable support from Chinese officials. This support has been instrumental to expanding our contribution to the ongoing modernization of China's law enforcement and justice systems.

JIBC participated in the Asia EduCanada Tour 2017 with Canada as the honored country in Hong Kong, Singapore, Beijing, Shanghai, and Japan. By leveraging our strong partnerships in the region, including Singapore University of Social Sciences, JIBC has been able to create new opportunities to meet the growing need for highly skilled justice, public safety, and paramedic professionals.

During November and December 2017, JIBC Fire and Safety Division trained 50 fire fighters from United Arab Emirates (UAE) Civil Defence in high rise fire fighting techniques and the incident command system. In March 2018, JIBC participated in the first graduation of UAE fire fighters in Abu Dhabi with our Canadian Ambassador to the UAE as an honored dignitary. JIBC has a long tradition of partnering with countries to provide specialized health and public safety training. Offshore training has increased in the last few years based on expanding educational partnerships in Singapore, UAE, Saudi Arabia, and Hong Kong.

For a second year, JIBC supported faculty development at the University of Guadalajara and JIBC's work was recognized with a prestigious Open Learning Consortium award for open faculty development. The Institute is pursuing additional opportunities for JIBC students and faculty through a new Memorandum of Understanding with Australia's Charles Sturt University (CSU), with the expectation of working together in the areas of paramedicine, policing, security, and emergency management.



1.4 JIBC STRATEGIC PRIORITIES

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

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

JIBC focuses on a number of goals and actions under each Strategic Plan priority that build on its strong foundation as a public post-secondary institution with a provincial mandate. Specific priorities for 2018/19 include:

- Through leadership from the Board of Governors, begin laying the foundation for a new strategic plan to guide JIBC's future beyond 2020.
- Develop and implement a new International Education Strategy.
- Launch a new website with improved utility including mobile device navigation.
- Celebrate JIBC's 40th anniversary with an open house, career fair, JIBC Foundation awards gala, and campaign to fund new student awards.
- Update the Quality Assurance Framework that guides continuous evaluation and improvement for all programs and services.
- Continue implementation of an Enterprise Resource Planning (ERP) system by adding student information system modules to facilitate admissions and student planning, enhancing the financial information system, and planning for new HR functionality.
- Integrate academic planning across the Institute by mapping educational pathways for JIBC students and focusing on campus planning.
- Develop a full program proposal for a new Master's degree in public safety leadership.



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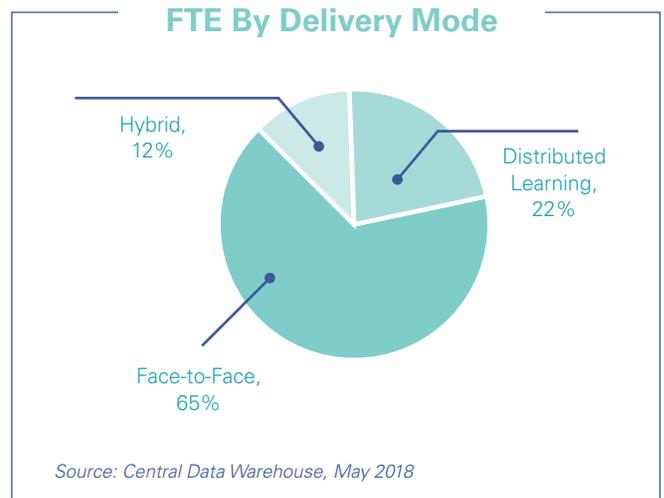
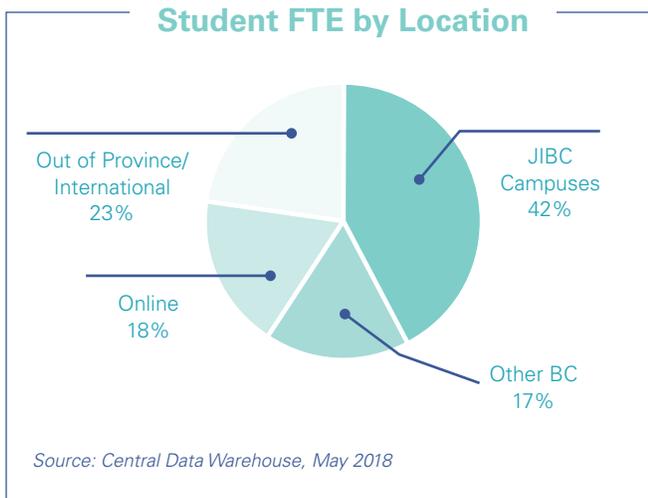
STRATEGIC CONTEXT

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

2.1 INTERNAL SCAN

2.1.1 JIBC'S PROVINCIAL MANDATE

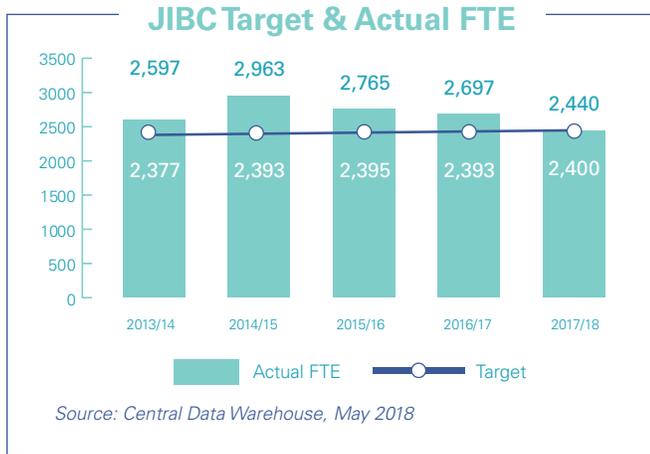
JIBC delivers education and training at its six campus locations and, in 2017/18, offered courses at over 100 additional locations throughout British Columbia. Instruction is provided province-wide and uses multiple delivery modes to meet JIBC's provincial mandate. In 2017/18, approximately one third of instruction was provided, entirely or in part, through distributed learning and 45% of domestic student FTEs were educated outside of the Lower Mainland.



2.1.2 STUDENTS

In 2017/18, JIBC awarded 1,800 credentials—short certificates, certificates, diplomas, and degrees—to both experienced professionals advancing in their careers and learners embarking on their chosen career path.

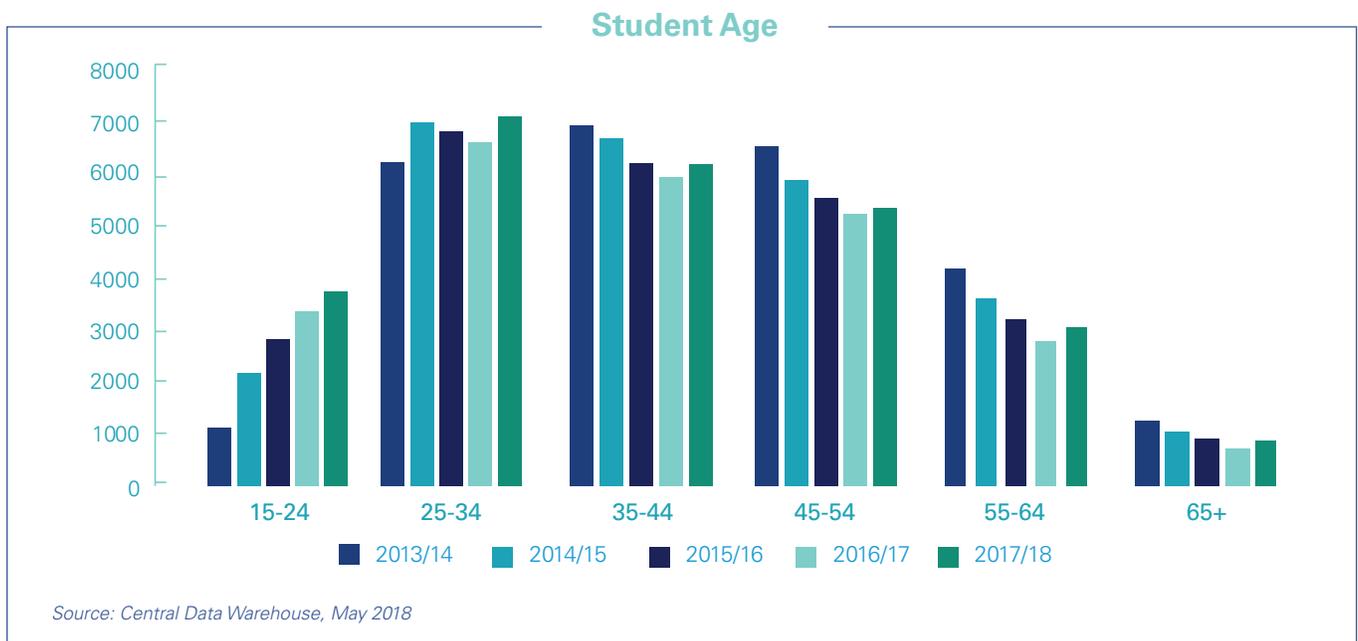
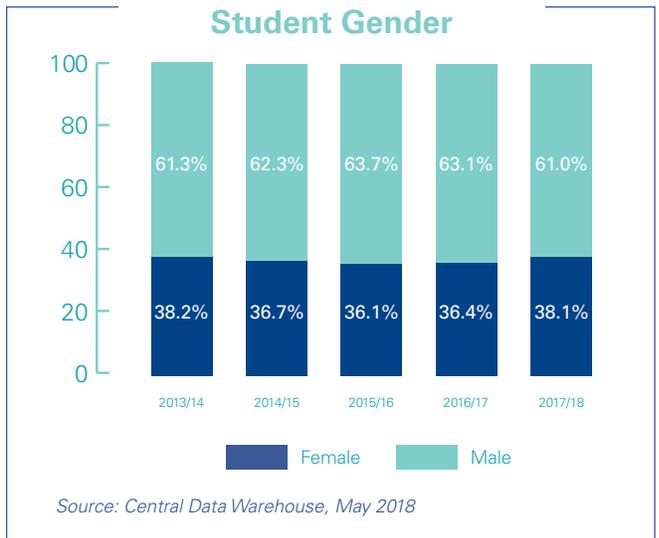
JIBC continues to surpass Ministry targets for full-time equivalent students (FTE) with a 101.6% utilization rate for domestic students in 2017/18. The headcount was 26,566 domestic and international learners, a 6% increase from 2016/17. The consistently high headcount demonstrates very impressive reach for the Institute, whose reputation and unique programming attracts students from all over BC, Canada, and internationally.



Demographics

The majority of students enrolled are mid-career learners, many engaged in learning sponsored by their employer. While 71% of JIBC students are 25-54, education of recent high school graduates has grown 72% over the last three years, reflecting our focus on unique degrees, diplomas, and certificates for undergraduate students.

Gender distribution is 38% female and 62% male, reflecting typical patterns in most justice and public safety professions. JIBC has a particular interest in addressing gender imbalance in our open-enrolment programs.





Student Well-being

JIBC has invested in services and strategies to support student success and well-being. Developing policies and processes to ensure a safe and inclusive campus was a specific focus in 2017/18. A Sexual Misconduct Policy & Procedure for Students was introduced and all washroom signage was updated to be gender-inclusive. JIBC has been a leader in the province regarding gender-inclusivity, spearheading the collaborative work of BC Registrars to establish expanded gender and naming declarations for students at BC post-secondary institutions.

To improve support for students with barriers to learning, Student Services and the Office of Applied Research & Graduate Studies facilitated a new faculty course on Supporting Students with Disabilities and collected data on post-training attitude and behavioral shifts. Students also have access to a variety of disability supports and learning resources to support their success including online workshops and peer writing support.

2.1.3 TECHNOLOGY

Educational Technology

Serving diverse student populations throughout BC with high quality, relevant, and cost-effective education and training has fueled JIBC excellence in the use of learning technology. In particular, JIBC's well recognized activity in the area of open education and open education resources has been facilitated through establishing an educational technology infrastructure to support these efforts. Our innovations in this area resulted in several awards and funding opportunities in 2017/18.

In 2015, JIBC created an online resilience resource (ORR) to help first responders develop coping strategies and resiliency skills to mitigate the psychological effects of occupational trauma. JIBC's first successful pilot of the ORR was carried out with 81 paramedic students at JIBC whose resiliency scores increased by 23.3% after completing the course. This course was recently revised and updated to use self-reflective journaling, wiki exercises, and self-assessment tools within a flexible online learning platform. The ORR is designed to broadly target all public safety, security and health professionals.

Praxis is an on-line, table-top team-based learning system that focuses on decision-making simulations, created through research and development by JIBC. Originally developed for the

public safety sector, Praxis has evolved into a highly-effective, experiential e-learning solution appropriate for virtually any industry. As a cloud-based application, Praxis can be delivered to any Internet-enabled location, helping to reduce travel costs and time delays. Praxis has been used to develop pipeline response simulation exercises, inter-professional healthcare training, Canada-wide business continuity exercises for the property management sector, as well as numerous scenarios for a number of diverse organizations and companies. Exposure to the marketplace was facilitated through a Western Economic Development grant, introducing 1,500 users to Praxis simulations over three years. As a result, interest from industry is strong and the future is looking prosperous for the use of Praxis to support safety training in both domestic and international markets.

In 2018, faculty in the Centre for Conflict Resolution (CCR) piloted a new online video solution which allows learners to create and share video and audio files within their online community. Learners can also curate the videos produced in their practice sessions over the duration of their certificate program, reducing the use and cost of traditional video storage media.

Technology-related Programming

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

Shared Services

JIBC subscribes to 47% of all contracts available under the Administrative Service Delivery Transformation program, above the system average. Through the Administrative Systems Consortium, JIBC shares the same student information system (Colleague) with nine BC post-secondary institutions, sharing software, infrastructure, methods, and costs. Major initiatives related to Colleague in 2017/18 included the addition of historical student academic records, launch of degree audit, and implementation of the communications module.

Enhancing the existing Unit4 Business World system for finance, payroll, and human resources is planned as the next phase of the ERP project. JIBC has been using the Unit 4 product since 2000 and two more post-secondary Institutions have recently selected Unit4 for their ERP, bringing the total to four within BC. Major initiatives include development of the HR module and implementation of additional finance and payroll functionality already available within the current product license. JIBC uses a modern approach to ERP, benefiting from the best fit modules within Colleague and Unit4 to meet our unique business needs.

JIBC connected to the common application platform for all BC post-secondary institutions this year. This platform, EducationPlannerBC, allows students to research educational opportunities and apply to JIBC programs on the same website used to apply to other post-secondary institutions in BC.

An additional priority, to improve connectivity, was realized through a collaborative project with BCNet, the City of New Westminster, CANARIE, and the Ministry of Transportation and Infrastructure to connect the New Westminster campus directly into the BCNet hub in downtown Vancouver via fibre. JIBC is now connected to the BCNet network at all campuses, including the new building at Pitt Meadows.

2.1.4 HUMAN RESOURCES

A significant development for JIBC staff was the Ministry of Finance approval of the Sectoral Compensation Plan for Excluded Employees, prepared by the Post-Secondary Employers Association. JIBC's initial work to implement the plan involved slotting JIBC's excluded positions into benchmarked categories.

JIBC Live is a new internal leadership program designed for all employees to increase self-awareness about personal leadership styles and ways to work more effectively with others who have similar or different leadership attributes. The program has had a positive impact on service delivery, recognizing that all employees have a role in leading through providing service to our students and stakeholders. A formal evaluation of program effectiveness is underway through the Office of Graduate Studies and Applied Research.

2.1.5 FACILITIES AND EQUIPMENT

A joint federal-provincial investment commitment resulted in the completion of two major capital projects: design and construction of a modular learning facility at the Driver Education Centre at the Pitt Meadows campus and replacement of aging roofs on three buildings at the New Westminster campus. The two projects were partially funded through the Government of Canada's Post-Secondary Institutions Strategic Investment Fund.

The new Driver Education Centre is a full-service facility with classrooms, briefing rooms, washrooms, offices and the necessary utility connections to achieve co-location with the asphalt driving track. The construction of the facility substantially enhances the overall student experience by providing a weather protected learning space. Previously, students did not have

convenient access to washroom facilities, a dedicated learning space or other amenities. The completion of the modular Driver Education Centre supports the delivery of specialized driving courses, primarily for police and sheriff recruit training programs.

The Roof Replacement project entailed replacement of the original PVC roofs at the New Westminster campus. Full roof replacement took place on three buildings at once rather than a phased or partial replacement. The new roof system is a 20-year guaranteed thermoplastic polyolefin roof that will help reduce winter heat loss, save on summer cooling, and preserve building infrastructure.

In 2017/18, additional work included renewal and upgrades to the heating plant at the New Westminster campus. The new heating plant will realize energy savings, reductions in greenhouse gas emissions, and provide system efficiencies.

Major institutional risks related to JIBC facilities include limited funding opportunities for required maintenance of buildings and lack of resources to create near real-world environments where students can explore ideas, scenarios and concepts using unique learning resources.



2.1.6 PROGRAM REVIEWS

Paramedicine programming underwent a review in 2017/18, examining three programs that ladder to provide qualifications at different levels of competency. JIBC is preparing for changes to the profession being developed by the Paramedic Association of Canada (PAC), including a new Canadian Paramedic Profile, standards of practice, educational framework, assessment guideline, and accreditation process. PAC envisions that by 2025, paramedics will require a Baccalaureate degree to practice. The BC Emergency Health Services (BCEHS) supports the PAC vision and they are redefining their workforce plan, working towards minimum care coverage of one primary care paramedic on each ambulance in rural settings and projecting increased need for 650 Advanced Care Paramedics in the next five years. Development of community-based paramedics is also increasing, with JIBC playing a lead role in their education.

Emergency Medical Responder (EMR)

The EMR course educates individuals to respond to trauma and medical emergencies and is required training for first aid attendants and a prerequisite for application to the Primary Care Paramedic (PCP) program. On average, 650 individuals take this JIBC course every year in all parts of the province. Student feedback indicated high satisfaction with teaching and a desire for additional practice time, with employers echoing this need. Recommendations include adapting Red Cross curriculum to provide a three-week course with more online content and time for practice.

Primary Care Paramedic (PCP)

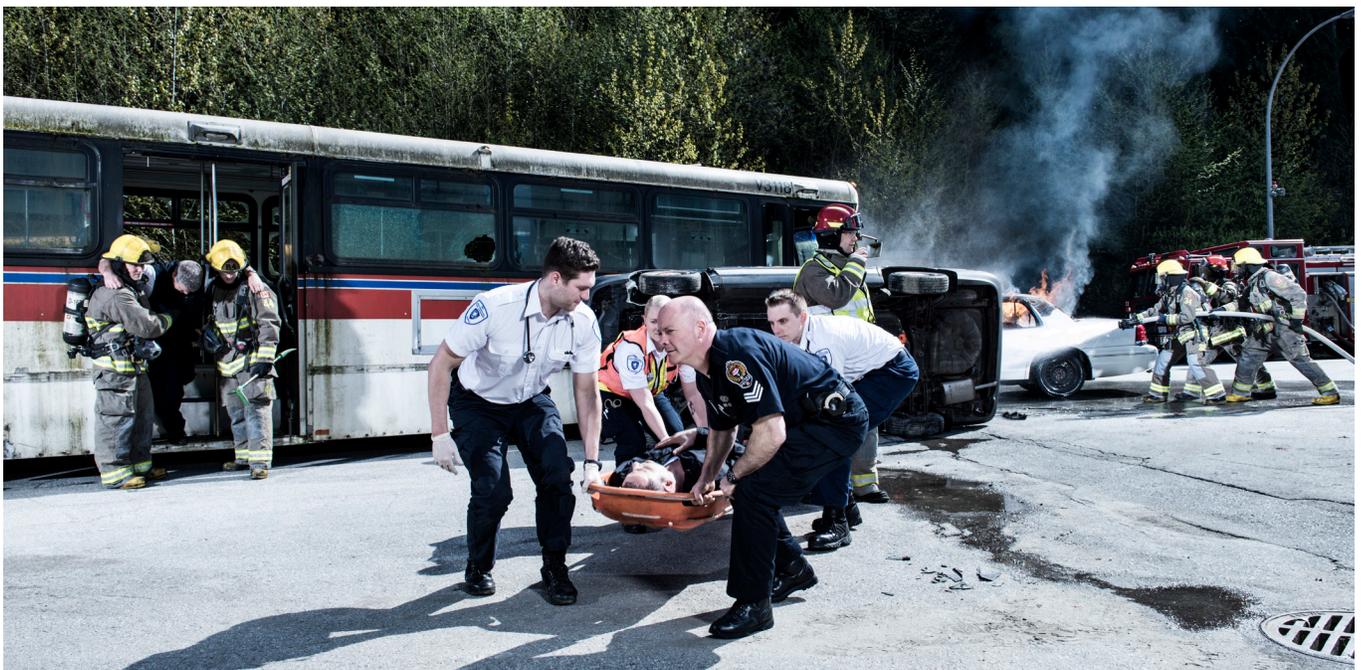
PCP is a Canadian Medical Association (CMA) accredited program offered full-time and part-time in seven BC communities. Program challenges include limited opportunities to recognize prior learning, complicated program fee structure, and more onerous physical education requirements by Health Authorities. The major recommendation is to transition the program from certificate to diploma, incorporating the prerequisites required for entrance into the ACP program and additional competencies needed to foster effective collaboration with other health professionals.

Advanced Care Paramedic (ACP)

The ACP program is also CMA accredited and builds on the foundation of PCP qualifications through a 20 month full-time program offered at three campuses. JIBC's ACP students have a 90% success rate in national licensing examinations and 100% are employed full time within two months of licensure. ACP consistently delivers high success rates and a positive student experience.

Students are mid-career professionals who often find it challenging to take time off work to complete the program, despite significant student funding opportunities. Students desire more flexibility, including the ability to work part-time to maintain an income stream. The ability to recruit qualified faculty with academic credentials is improving.

Implementing the PAC vision and evolving the role of paramedics in BC will require change and the program review recommended: a diploma as the entry requirement, more blended education to allow students to work and study, flexible opportunities to transfer credits and recognize prior learning, a new faculty model to increase stability of teaching teams, and a review of the funding model, which is not sustainable.



2.2 EXTERNAL SCAN

JIBC maintains awareness of changes in the regulatory, social, economic, and education spheres to inform strategic and operational planning, ensuring currency and responsiveness in its programming and processes. This is a key perspective for JIBC planning and accountability given its mandate and as a public post-secondary institution aligned with the provincial government's commitment to a strong economy with significant job creation.

2.2.1 PUBLIC POLICY

The Ministry of Attorney General is addressing a current shortage of sheriffs in provincial courtrooms. The profession is impacted by changes in the justice system, including more self-represented litigants and recruitment and retention impacts from increased retirements and career mobility. In 2017/18, JIBC worked in partnership with the Ministry to increase the size of cohorts in JIBC's Sheriff Academy and add a cohort of up to 24 students, a 65% increase over 2016/17.

The opioid crisis is a provincial public health emergency due to a significant rise in drug overdoses and deaths. In March 2018, there were 161 deaths due to suspected drug overdose, a 24% increase from the previous year. All health authorities, except for Interior, are experiencing continuing increases from year to year. The impact on first responders is significant and JIBC is engaged to help create solutions, such as:

- The Fentanyl Safety website for first responders, www.fentanylsafety.com, created by JIBC's Centre for Teaching, Learning & Innovation, won international recognition with two bronze-level Horizon Interactive Awards. The site provides education for first responders about the drug, personal safety, and emergency response. The website is free and open to the public, enabling access to information for families and non-profit organizations.
- The Police Academy is working with the Ministry of Public Safety & Solicitor General to plan the Opioid Forum for Police Leaders. The May 2018 conference will educate police leaders on the current state of the opioid crisis and provide opportunities to plan coordinated policing approaches.

Changes to Canada's cannabis regulation are expected to come into force in 2018, legalizing recreational usage and related sales. This change in public policy will influence policing and municipal regulations, affecting how JIBC prepares police recruits and by-law enforcement officers. Public education initiatives to prevent impaired driving may also provide opportunities for partnership with JIBC's Driver Education Centre.

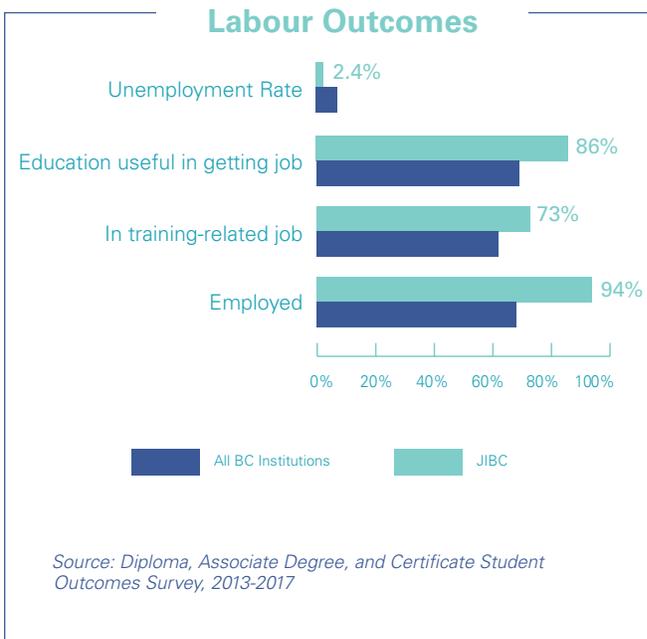
Ridesharing is another area of policy change that could influence mandatory training for taxi and limousine drivers in the Lower Mainland. Should a competitive ride-hailing industry develop in BC, JIBC expects impacts to its driver training programs but anticipates that there will continue to be a strong market for training.

BC's new curriculum for K-12 students will affect the post-secondary sector, beginning in 2018. JIBC's entrance requirements will need alignment and faculty will need to understand the competency-driven approach to learning. JIBC's curriculum already incorporates "doing" as a strong complement to developing understanding and knowledge so the Institute is well prepared to extend the "Know-Do-Understand" model into post-secondary learning.

2.2.2 LABOUR MARKET OUTLOOK

As a post-secondary institution where the majority of its students are current participants in the labour market and where training and education relate directly to employment, JIBC keeps current on employment and labour market trends as well as regulatory requirements within the justice and public safety fields. JIBC works closely with stakeholders, including our Program Advisory Committees, to address current and future labour force challenges. This currency enables JIBC to be as responsive as possible and to deliver relevant training and education where and when students and stakeholders need it.

The BC Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO) assesses employment and other outcomes for graduates. JIBC's success in work-related training is evident in the results, with 94% of graduates surveyed indicating they were in the workforce (highest in the province) with 73% in a training-related job.



JIBC graduates surveyed had the lowest unemployment rate at 2.4% compared to 8.6% across BC and the highest average hourly wage at \$29 compared to the provincial average of \$21 for graduates at all public post-secondary institutions.

In 2014, the Province announced the Skills for Jobs Blueprint and its plan to focus post-secondary education grants to institutions on priority programs to meet BC's Skills Gap based on the need to align education and labour force development with economic development. JIBC is contributing to the objectives of the Skills for Jobs Blueprint through identifying program areas that meet the identified skills gap and then setting and achieving enrolment targets in those skills gap areas. Courses aligned with BC's Top 100 Jobs in Demand and allied health occupations produced 69% of total FTEs in 2017/18.

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

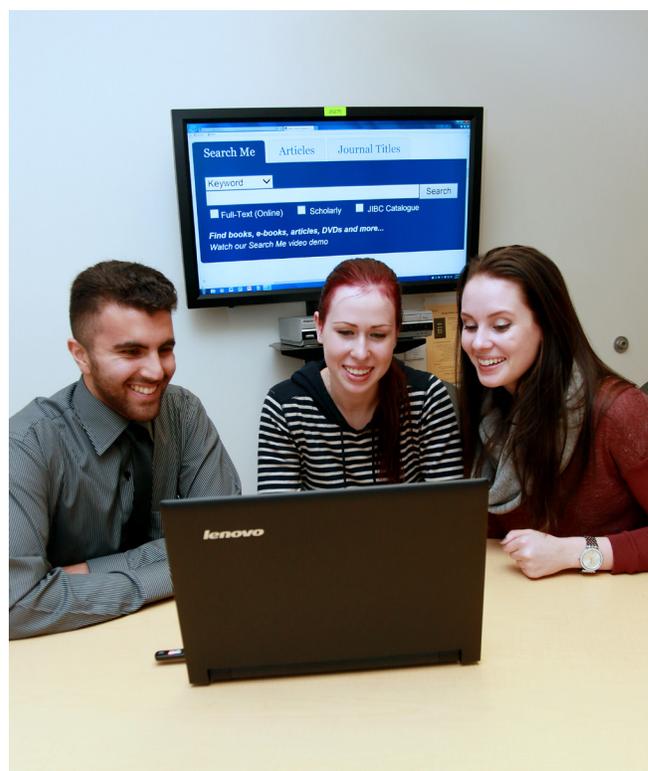
Occupation	NOC	Job openings to 2027
Correctional service officers	4422	1,040
Family, marriage and other related counsellors*	4153	2,320
Fire chiefs and senior firefighting officers	0432	200
Firefighters*	4312	1,480
Inspectors in public and environmental health and occupational health and safety	2263	1,360
Managers in social, community and correctional services*	423	2,920
Paramedical occupations	3234	1,350
Police officers (except commissioned)*	4311	3,660
Security guards and related security service occupations	6541	5,080
Sheriffs and bailiffs	4421	190
Social and community service workers*	4212	11,440
Social workers*	4152	2,710
Taxi and limousine drivers and chauffeurs*	7513	2,520

*Top 100 in-demand occupation in BC
 Source: British Columbia Labour Market Outlook: 2017 Edition

2.2.3 PROSPECTIVE STUDENTS

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

- Expanding degree path, undergraduate and graduate credentials relating to justice, public and community safety, and linked to market demand.
- Assessing student needs for flexible delivery methods and increasing online and blended learning opportunities to meet those needs.
- Ensuring accreditations with relevant professional bodies.
- Ensuring that learning is linked to employers and the community.
- Developing partnerships with Aboriginal communities and other public post-secondary institutions, provincially, nationally and internationally, to provide culturally appropriate education.
- Obtaining articulation, credit transfer and other agreements with public post-secondary institutes.
- Increasing students' access to programs regionally, provincially, nationally and internationally.



03

PERFORMANCE PLAN

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

3.1 JIBC GOALS AND OBJECTIVES

3.1.1 STRATEGIC PLAN 2015 TO 2020

JIBC’s Strategic Plan provides a vision for the future that aligns with the current and future labour market and the needs of the communities served by JIBC.

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

- 1. Be relevant and impactful**
Offer focused, specialized, and applied education, training, and research across economic sectors.
- 2. Increase engagement and awareness**
Expand stakeholder engagement and actively market programs and capabilities.
- 3. Create exceptional environments**
Cultivate outstanding working and learning places.
- 4. Be effective and accountable**
Enhance organizational effectiveness and expand public accountability.

JIBC will focus on a number of goals and actions included in these priorities that build on its strong foundation as a public post-secondary institution with a provincial mandate. Annual integrated planning activities with senior management identify shared opportunities and challenges that influence divisional tactics developed and executed to support the Strategic Plan.

3.1.1 EDUCATION PLAN 2016-2020

The Education Plan guides, motivates and inspires our academic activities and provides context for planning and prioritizing at the school/division level. These objectives support the Strategic Plan:

1. Support and advance our disciplines.
2. Create transformative learning environments.
3. Foster excellence in educational programming and delivery.

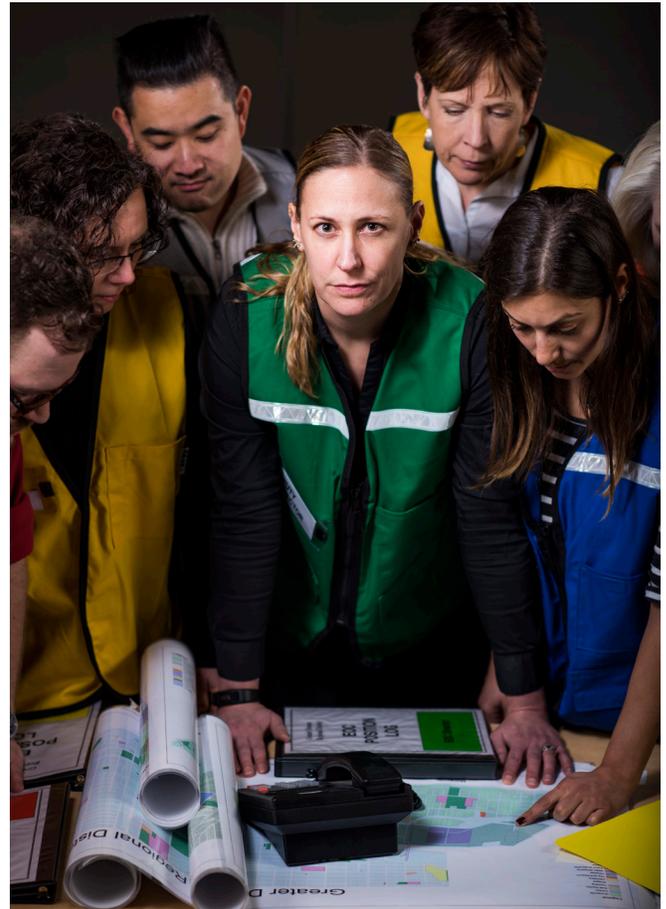


3.2 MINISTRY GOALS AND OBJECTIVES

The Ministry of Advanced Education, Skills and Training has three goals outlined in the 2018/19 Service Plan:

Goals	
Goal 1	Lasting Reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training.
Goal 2	Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.
Goal 3	Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.

The strategic objectives included in JIBC’s Strategic Plan guide the development of cascaded objectives, actions, and initiatives at the operational level. Each School and Division develops coordinated annual tactics and ensures these are in alignment with the Institute’s Strategic Plan, the Ministry’s Service Plan, and objectives outlined in JIBC’s Mandate Letter. The following table shows how JIBC’s strategic goals, as outlined in the Strategic Plan, are in alignment with Ministry’s goals, which have undergone redevelopment for 2018/19.



Ministry Goals	Objectives	JIBC Strategic Goals
Goal 1	<ul style="list-style-type: none"> Lasting Reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training. 	<ul style="list-style-type: none"> Expand engagement with communities, organizations and stakeholders. Increase learning opportunities across the province through collaboration with post-secondary institutions, communities, and other organizations. Enhance working and learning places by relentlessly pursuing inclusiveness and engagement.
Goal 2	<ul style="list-style-type: none"> Ensure affordable access to post-secondary education and skills training. Respond and adapt to the diverse and changing needs of learners. 	<ul style="list-style-type: none"> Increase financial sustainability through fiscal discipline and new revenues. Ensure programs reflect current and emerging labour market and educational needs/trends.
Goal 3	<ul style="list-style-type: none"> Build on current strengths to enhance the quality and relevance of the post-secondary education and training system. Empower learners, educators, industry and government to make informed decisions. 	<ul style="list-style-type: none"> Improve long-term planning. Improve data-informed decision-making built on effective business systems. Optimize technology to support high quality programming and services. Increase inter-professional applied training, education, and research. Create a responsive service culture.

3.3 PERFORMANCE MEASURES AND RESULTS

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

3.3.1 LEVEL OF ACHIEVEMENT

The following scale is used by the Ministry and JIBC to assess actual performance relative to assigned targets:

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

3.3.2 STANDARD PERFORMANCE MEASURE RESULTS

Ministry Objective: Capacity

Total Student Spaces				
2017/18 Target	2017/18 Actual	Performance	2016/17 Target	2016/17 Actual
2,400	2,440	Achieved	2,393	2,697

JIBC continues to exceed FTE targets.

Allied Health Spaces				
2017/18 Target	2017/18 Actual	Performance	2016/17 Target	2016/17 Actual
320	333	Achieved	313	282

JIBC achieved a 104% utilization rate for allied health programming in 2017/18. The Primary Care Paramedic program exceeded the target and the Community Care Licensing Officer program is attracting more students as awareness of this program grows.

Credentials Awarded				
2017/18 Target	2017/18 Actual	Performance	2016/17 Target	2016/17 Actual
863	1,065	Exceeded	874	885



Ministry Objective: Access

Aboriginal Student Spaces				
2017/18 Target	2017/18 Actual	Performance	2016/17 Target	2016/17 Actual
127	185	Exceeded	140	162

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

Individuals that identify as Aboriginal make up 5.2% of the adult BC population (ages 15-64).

Recognizing JIBC's mandate to provide justice and public safety education throughout the province and the need to improve levels of participation for Indigenous learners, the Institute is committed to continued achievement of a representative student body.

Ministry Objective: Quality

Student Satisfaction with Education						
2017/18 Target	2017/18 Actual		Performance	2016/17 Target	2016/17 Actual	
$\geq 90\%$	91.4%	+/- 1.9%	Achieved	$\geq 90\%$	91.2%	+/- 1.7%

The results of the DACSO survey show that JIBC students continue to express a high level of student satisfaction with their education. This measure is supported by JIBC's course evaluation surveys where 93.1% of learners indicated they were satisfied or very satisfied with the education and training they received from JIBC.

Student Assessment of the Quality of Instruction						
2017/18 Target	2017/18 Actual		Performance	2016/17 Target	2016/17 Actual	
$\geq 90\%$	94.5%	+/- 1.6%	Achieved	$\geq 90\%$	96.1%	+/- 1.2%

These results are consistent with the 2016 Current Student Survey (97%).

Student Assessment of Skill Development						
2017/18 Target	2017/18 Actual		Performance	2016/17 Target	2016/17 Actual	
$\geq 85\%$	84.8%	+/- 2.0%	Achieved	$\geq 85\%$	83.9%	+/- 2.1%

JIBC has demonstrated year-over-year improvement. Low score on "write clearly" and high score on "think critically."

Ministry Objective: Relevance

Student Assessment of Usefulness of Knowledge and Skills in Performing Job						
2017/18 Target	2017/18 Actual		Performance	2016/17 Target	2016/17 Actual	
$\geq 90\%$	83.6%	+/- 2.7%	Substantially Achieved	$\geq 90\%$	80.0%	+/- 2.6%

JIBC results include a significant number of responses from volunteer fire fighters who earned JIBC credentials for skills and knowledge not used in performing their main paid jobs. Seventy-five percent of BC's fire fighters are volunteers and graduates of firefighting programs comprised 28% of the cohort for the 2017 DACSO Survey.

Unemployment Rate						
2017/18 Target	2017/18 Actual		Performance	2016/17 Target	2016/17 Actual	
$\leq 10.6\%$	2.4%	+/- 1.1%	Exceeded	$\leq 10.8\%$	3.2%	+/- 1.1%

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

3.3.3 JIBC KEY PERFORMANCE INDICATORS

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

JIBC Strategic Priority: Be Relevant and Impactful

Instruction Aligned with BC's Top 100 In-demand Jobs				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
JIBC contributes skilled workers to more than 10 occupations in demand in BC	≥25%	69%	Exceeded	57%

Domestic Enrolments (FTE)				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Outside Lower Mainland	≥41%	62.8%	Achieved	51%
Distributed Learning	≥14.3%	18.1%	Achieved	18.8%

JIBC Strategic Priority: Increase Engagement and Awareness

BC Residents (by region) aware of JIBC				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Triennial survey not administered 2017/18	—	—	—	48%

JIBC Strategic Priority: Create Exceptional Learning Environments

Overall Student Satisfaction				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Class Evaluations	≥ 92%	93.1%	Achieved	95.5%
Current Students	≥ 92%	—	—	95%

The Current Student Survey was not administered in 2017/18. This metric will be based on responses from a future JIBC survey for program graduates.

Credentials Awarded to Aboriginal Students				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Includes short certificates.	≥ 21.5	86	Exceeded	34

Indigenous students graduated from 16 programs, mainly paramedicine (PCP), Fire Officer, and Aboriginal Oriented Therapy & Complex Trauma.

Profiles in JIBC and External Media				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Students	≥ 85	82	Substantially Achieved	82
Employees	≥ 128	196	Exceeded	313

Credentials Awarded (All Students)				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Graduate Certificates	≥ 25	21	Not Achieved	14
Bachelor Degrees	≥ 19	34	Exceeded	33
Advanced Diplomas	≥ 16	23	Exceeded	17
Advanced Certificates	≥ 6	6	Achieved	9
Diplomas	≥ 131	148	Exceeded	137
Certificates	≥ 660	605	Substantially Achieved	704
Short Certificates	≥ 684	964	Exceeded	444

Timing of curriculum changes and course offerings impacted the number of certificate graduates in 2017/18.

JIBC Strategic Priority: Be Effective and Accountable

Revenue Diversity – Contract, BC Contract, Tuition				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
Diversification index measuring the concentration of four revenue streams	≤ 0.275	0.265	Achieved	0.265

International Enrolments (FTE)				
	2017/18 Target	2017/18 Actual	Performance	2016/17 Actual
International Onshore	≥ 58	58.3	Achieved	115.3
International Offshore	≥ 540	660.2	Exceeded	784.5

Significant contracts for paramedic education in Singapore and fire-fighting training in the United Arab Emirates contributed to international student enrolments in 2017/18.

04

FINANCIAL INFORMATION

Click on the link below to access JIBC's Audited Financial Statement:
<http://www.jibc.ca/about-jibc/strategic-plan-reports>

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Vice-President, Finance & Operations Kayoko Takeuchi (from April, 2017)	Director, Student Affairs and Registrar and Communications and Marketing Mary DeMarinis
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Director, Office of Development Tracy Campbell	



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