

## 2022/23 QUALITY ASSURANCE PROCESS AUDIT JUSTICE INSTITUTE OF BRITISH COLUMBIA

*The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. The Justice Institute of British Columbia was one of four post-secondary institutions to undertake the Quality Assurance Process Audit in 2022/23.*

### Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

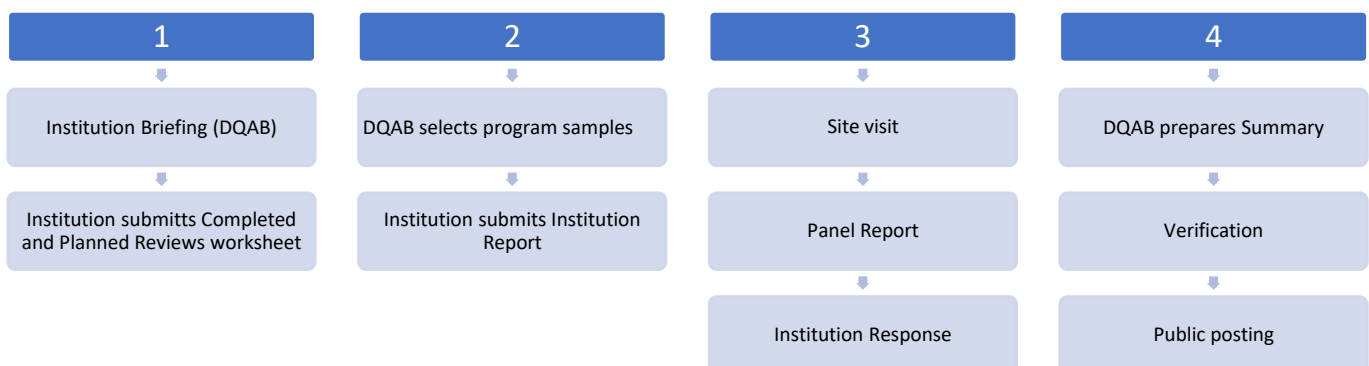
The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines*, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
  - a. Does the process reflect the institution's mandate, mission, and values?
  - b. Is the scope of the process appropriate?
  - c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?
  - d. Does the process promote quality improvement?
2. Review findings
  - a. Were the responses to the sample program review findings adequate?
  - b. Does the process inform future decision making?
  - c. Are the review findings appropriately disseminated?

**Figure 1: QAPA Process**



## Justice Institute of British Columbia – Institutional Context

Since 1978, the Justice Institute of British Columbia (JIBC, or the Institute) has been an integral part of B.C.'s public safety and justice sectors by providing the education and training necessary to help people in the direst of circumstances, including when life, health, safety, or property are in jeopardy. JIBC's offerings are informed by research and experience, supporting public safety and justice professionals at every stage of their careers. JIBC has campuses in New Westminster, Chilliwack, Maple Ridge, Kelowna, Pitt Meadows and Victoria.

JIBC provides training those who help keep communities safe and healthy – municipal police officers, paramedics, firefighters, sheriffs, correctional and probation officers, emergency managers, and search and rescue personnel. Equally significant for JIBC is its role in preparing individuals to pursue careers in these public safety professions through our academic program offerings. JIBC also proud of the distinctive community care and social justice curriculum it has developed, its online and applied education and research, and its notable conflict resolution, counselling, and leadership programming.

**Table 1: Student enrollment**

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
<b>Full-time equivalent (FTE)</b>	3,710	31	144	3,597

**Table 2: Program offerings**

Credential Type	# of Programs
Micro-Credential (SCRT)	1
Associate Certificate (SCRT)	11
Certificate (CERT)	7
Advanced Specialty Certificate (ADCT)	1
Diploma (DIPL)	3
Advanced Diploma (ADIP)	1
Bachelor's Degree (BACH)	2
Post Baccalaureate Diploma (PDDP)	2
Graduate Certificate (GRCT)	3

**Note:** In addition, JIBC also offers eight programs under service agreements with public-sector agencies and provides professional certificates upon completion of all evaluative components.

JIBC is governed by the B.C. *College and Institute Act* and is unique in B.C. post-secondary institutions in that it has a unicameral governance structure, as defined by the *Act*. JIBC's Board of Governors, in addition to providing strategic leadership and oversight on matters such as policy, which programs the Institute offers, and the financial performance of the Institute, also has the powers and duties of an education council. The Board delegated a number of these powers and duties through the President's Office to JIBC's Program Council. In addition, JIBC takes direction on specific provincial strategic priorities from the Minister of Post-

Secondary Education and Future Skills (Ministry) through the *Ministry Mandate Letter* and annual *Letter of Direction*.

JIBC's vision – *Safer Communities and a More Just Society* – combined with its mission of developing dynamic justice and public safety professionals through applied education, training, and research underpins JIBC's work. Each of the six core commitments in the *Strategic Plan 2022-2027 – For the Greater Good* is supported by overarching objectives and strategies that link to JIBC's aspirations and core purpose.

## **Institution Self-Study**

The QAPA review was initiated with an institution briefing on April 13, 2022. The briefing was conducted virtually by video conference. The briefing provides an overview of the QAPA process and the documentation institutions are requested to submit. At its meeting on July 22, 2022, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by JIBC and selected the following for sampling: Bachelor of, and Diploma in Law Enforcement Studies (joint review); Graduate Certificates in Intelligence Analysis, and Tactical Criminal Analysis (joint review); Certificate in Fire Prevention Officer.

### *Self-Evaluation Approach*

A collaborative and consultative approach was used in the development of the institution report. From the outset of the QAPA process a steering committee was formed to govern the planning process. Membership included:

- Vice-President, Academic (VPA)
- Program Director, Academic Planning and Quality Assurance (APQA)
- Director, Institutional Research
- Dean, School of Criminal Justice and Security
- Dean, School of Health, Community and Social Justice
- Dean, School of Public Safety

The Program Director, APQA managed the process with oversight from the VPA. Together they determined the membership of the QAPA Steering Committee. The Program Director, APQA led the development of the institution report, with input from the QAPA Steering Committee.

## **Quality Assurance Policy and Practices**

JIBC's internal quality assurance processes are comprehensive, evidence-informed, and governed by policy and procedure. In 2019, in accordance with JIBC's *Policy 2104: Policy Development and Maintenance*, which requires that policies and procedures be reviewed regularly, JIBC began the process of reviewing its policies and procedures related to program review, and program development, change, suspension, and termination. The policy review resulted in a significant renewal of these processes. The new *Policy 3311: Program Development, Change, Suspension, and Termination*, and revised *Policy 3305: Program Review*, and their respective new and revised procedures were launched in 2021.

All information relating to JIBC's academic quality assurance processes is available on its Academic Affairs intranet page, which serves as the main resource site for matters relating to course and program development, review, change, suspension, and termination.

### Faculty Scholarship and Professional Development

JIBC is unique in post-secondary institutions in that the majority of faculty are part-time sessional instructors, and therefore it does not have a faculty association. Full-time excluded staff fall within a non-bargaining "Fair Comparison" category, most of whom are responsible for managing programs, which may or may not include instructional duties. JIBC's faculty stay current in a number of ways, including funded professional development, educational leaves, in-house educational opportunities, and active research.

The Centre for Teaching, Learning, and Innovation (CTLI) serves JIBC faculty with guidance, support, project management, and leadership on a number of curriculum and faculty development initiatives. CTLI offers numerous training opportunities for staff and faculty who are directly involved in teaching and program development activity. In addition to formal training events, CTLI staff routinely support faculty on the use of educational technologies, curriculum design and development, and teaching and engagement strategies.

JIBC's Centre for Research, Innovation and Scholarship (CRIS) has a mandate to establish JIBC as a leading justice and public safety applied research institution in Canada. CRIS provides essential services to support researchers including preparing research proposals, administering funded research, identifying funding sources, developing research plans, managing research projects, and supporting Work Integrated Learning (WIL) opportunities for students.

### Learning Outcomes

The program curriculum design process requires the identification and development of program-specific competency frameworks, essential skills, and credential-level specifications that learners should be able to demonstrate and apply after successful completion of the program. These outcomes encompass the knowledge, skills, competencies, and attributes that connect the learning to the realities of the world beyond the program and should produce graduates equipped to thrive in their industry or profession. Further to the program- and course-level outcomes, each course outline lists nine JIBC Core Competencies, and indicates which of these competencies is supported by the course curriculum.

CTLI provides support to faculty to design and develop curriculum that meets learning objectives, increasingly applying Universal Design for Learning (UDL) principles to create learning approaches and assessment that meet the needs of all learners. UDL provides more choice and flexibility for students by providing several pathways to content and multiple options to demonstrate learning.

### Program Development

New program development at JIBC, as outlined in *Policy 3311: Program Development, Change, Suspension, and Termination* is evidence-informed through labour market analysis, consultation with stakeholders, and quality assurance standards set by the Institute, Ministry, and professional governing bodies. JIBC programs fall into three categories, as outlined in *Policy 3306: Program Completion and Credentials*: non-degree credential programs, degree programs, and professional programs. Each category has a different governance level for

program development, change, suspension, and termination (see Table 3: Governance below). As a result, five different procedures were developed to meet the differing needs and governance levels of JIBC programs. These are:

- *Procedure 3311-001: Program Development for Non-Degree Credential Programs*, which includes all credential programs except for bachelor's and master's degrees;
- *Procedure 3311-002: Program Development for Degree Programs* for bachelor's and master's degrees; and
- *Procedure 3311-003: Program Development for Professional Programs* for programs developed and delivered under a service contract.
- *Procedure 3311-004: Program Change*, which applies to all programs.
- *Procedure 3311-005: Programs Suspension, Reinstatement, and Termination*, which applies to all programs.

The procedures are further supported by a *Program Development, Change, Suspension, and Termination – User Guide*, templates, forms, and other reference documents developed to streamline procedural requirements and support consistency and rigour in development of new programs.

While the forms, templates, level of detail, and governance differ for each program category, they all follow the same basic development process:

- *Stage One – Concept Program Proposal (CPP) Development*  
The first stage begins with proponent(s) seeking permission from the Dean to explore the viability of a concept. The Dean assigns a Proposal Champion who leads the CPP development process, which includes consultation from internal and external stakeholders representing a variety of academic, operational, Indigenous, and industry/employer perspectives, to determine the feasibility of the concept. Data on labour market needs is gathered and analyzed. From this consultation, data gathering, and analysis process, the concept proposal is drafted and circulated through the School's Curriculum Committee (SCC) for review and feedback. With the SCC's recommendation, the CPP is then presented to one of the following for approval to proceed to the next stage of the program development process:
  - for credential programs – Program Council (JIBC's equivalent of an Education Council)
  - for professional programs – the Vice-President, Academic (VPA)
- *Stage Two – Full Program Proposal (FPP) Development*  
The second stage is the full program proposal, which documents in-depth information about the proposed program including curricular frameworks, delivery methodologies, labour market research, and stakeholder consultation. The FPP includes a business plan developed in consultation with the Deputy Chief Financial Officer, and an implementation and communication plan developed in consultation with the Registrar's Office and Academic Planning and Quality Assurance.

The VPA approves FPPs for professional programs and advises the Board. Program Council approves the FPPs for credential programs under 20 credits and recommends all other credential programs proceed to the Board. The Board approves FPPs for credentials 20 credits or greater, with the exception of degrees, which proceed to Stage Three after Board endorsement. Following approval of FPPs, JIBC operationalizes the communication and implementation plans.

- *Stage Three – DQAB Assessment (for Degree Programs only)*

The third stage is for degree programs only, as they require approval by the Minister of Post-Secondary Education and Future Skills. The process consists of submitting the FPP for review under the DQAB degree authorization process. Upon Ministerial approval, JIBC operationalizes the communication and implementation plans.

**Table 3: Governance – Final Approval Levels**

	Credential Program Approvals			Other Program Approvals
	<i>Non-degree programs 20+ credits &amp; graduate programs</i>	<i>Non-degree programs fewer than 20 credits</i>	<i>Degrees</i>	<i>Professional Certificates</i>
<b>Program Development</b>	Board of Governors	Program Council	Board of Governors and Minister, PSFS	VP Academic
<b>Substantive Program Change</b>	Board of Governors	Program Council	Board of Governors	VP Academic
<b>Non-Substantive Program Change</b>	Program Council	School Curriculum Committee	Program Council	School Curriculum Committee
<b>Program Suspension</b>	VP Academic	VP Academic	VP Academic	VP Academic
<b>Program Reinstatement</b>	VP Academic	VP Academic	VP Academic	VP Academic
<b>Program Termination</b>	Board of Governors	Program Council	Board of Governors	VP Academic

Detailed guidelines, tools, templates, and other resources are provided on the Academic Affairs intranet page to assist those involved in developing new programs. These documents provide guidance and endeavour to simplify the process. They also ensure consistency in the program development process across program areas. In addition, the following people and departments support the program development process: School Deans; Program Director, Academic Planning and Quality Assurance; Director, Institutional Research; Registrar’s Office; and the Centre for Teaching and Learning Innovation.

Program Review

Program reviews at JIBC, as outlined in *Policy 3305: Program Review* and *Procedure 3305-001: Program Review*, are evidence-informed and address a wide range of criteria and all aspects of the learning environment. Reviews are relevant and meaningful for the specific program and allow flexibility to accommodate specific program circumstances. Program reviews fall into two categories: annual reviews and comprehensive reviews.

*Annual Reviews*

Annual reviews inform planning processes, enrollment management activities and assessments of risk. The focus is the current state of the program and planning for continuous improvement. Annual reviews are conducted each September based on a data package provided by Institutional Research. The review informs the annual course scheduling and

budgeting processes and results in an action plan for the upcoming fiscal year. Annual reviews are a new addition to JIBC's quality assurance processes and will begin in September 2022.

### *Comprehensive Reviews*

JIBC programs undergo comprehensive reviews every 5-7 years, and the Institute's Academic Affairs intranet site includes a multi-year review schedule. Comprehensive reviews ensure that programs remain relevant, current, and aligned with the overall strategic directions and the Institute's mandate, mission, and values. They are forward-looking and formative, building from the findings and action plans developed during the Annual Reviews. They are collaborative, inclusive, and transparent processes. They provide the opportunity for consultation with stakeholders, including faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.

There are typically two to five comprehensive reviews scheduled in a year. The schedule is reviewed by the Deans and Institutional Research, and a final version is submitted to Program Council. The VPA will appoint a Program Review Steering Committee each year to oversee and support the program review process. The Program Review Steering Committee consists of a representative from Academic Affairs as Chair, the Dean(s) of the programs undergoing review, the Director of Institutional Research, and other members, as necessary.

Programs that undergo external accreditation reviews are not exempt from JIBC's program review process; however, where elements of the external accreditation review are consistent with Institute requirements for comprehensive reviews, the external accreditation process can be used to supplement or replace a component of a comprehensive review.

Comprehensive reviews consist of four phases:

- Phase 1 - Internal Self-Study: The program area, supported by the Program Review Steering Committee, conducts an internal self-study that systematically reviews the program strengths, weaknesses, needs, and recommendations for quality improvement. The internal self-study is a comprehensive and evidence-informed report that includes the use of a broad range of relevant data as appropriate to the context of the program.
- Phase 2 – External Review: As of September 2021, comprehensive reviews include an external review by peer faculty and/or industry representatives. It culminates in a report that summarizes the self-study and external review reports and includes recommendations and any institutional responses. The external review's purpose is to validate the internal self-study report and provide additional information regarding program strengths and opportunities for improvement. External review teams consist of at least three members, selected by the Dean and the VPA:
  - Two external experts, both of whom are academic peers from other post-secondary institutions, or one academic peer from another post-secondary institution and an industry/employer representative, depending upon the nature of the program.
  - A JIBC academic member from a program not currently under review, and in a different school (or as by arrangement with the VPA.)
- Phase 3 – Quality Assurance Action Plan (QAAP): Based on the information from Phase 1 & Phase 2, the program area develops a multi-year action plan to implement changes to the program. These are completed in consultation with the Dean, and presented to both the Vice- President, Academic, and Program Council. The *Final Summary Report* is published on JIBC's Academic Planning and Quality Assurance webpage.

- Phase 4 - Annual Follow Up: One year after the comprehensive review is completed, the program area submits to the Vice-President, Academic, and Program Council a report on the status of the action items in the QAAP. These status updates will continue annually until such time as the program area can demonstrate substantial completion of the action items.

The overall Comprehensive Review process is designed to take approximately 16 months. The process starts in June each year and must be completed and submitted to Program Council no later than September the following year. Comprehensive reviews are supported by a *Comprehensive Program Review Manual* including templates, forms, and other reference documents developed to streamline procedural requirements and support consistency and rigour in the review of programs.

While JIBC's current program review process is relatively new (launched in September 2021), it has already received positive feedback from the program areas who appreciated the guidance provided by the process structure and resources, and the feedback received through the external review. As well, JIBC received unsolicited feedback from a number of external review team members who found the experience collegial, informative, and valuable to their respective roles.

## **QAPA Review**

The QAPA panel conducting the assessment were Maureen Wideman, panel chair, and panel members Robert Adamoski and John Winterdyk. The site visit held at the New Westminster campus on December 6-7, 2022. Dao Luu, a member of the DQAB Secretariat also attended. The QAPA panel submitted its report on December 20, 2022. The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:

- The QAPA panel acknowledges the work of completely overhauling the program development and review processes and most associated policies. The newly revised procedures began in 2021.
- JIBC has developed new procedures for program development for non-degree credential programs, degree programs, professional programs. New program change procedures include program suspension, reinstatement, and termination.
- Revised policies and processes provide opportunities to support the strategic plan, in particular the goals of Indigenization and EDI.
- External reviews are new to the program review process.
- Revised policy and processes support the goals and objectives of JIBC by ensuring responsive, relevant recommendations for continuous program improvement.
- Procedures are supported by robust user guides, including templates, forms, etc., to assist in the process and ensure consistency.



Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:

- Incorporating annual reviews for every program is a helpful tool to support comprehensive reviews.
- The use of PACs is vital to the process of program improvement.
- Indigenization and culturally-responsive curriculum needs to be broadened.
- Curriculum mapping would support the currency of outcomes, objectives and assessments. Requires the development of tools, resources and training.
- Change management is required to instill program review into the culture of the institution.
- The newly revised program development and review processes provide an opportunity to evaluate resources to ensure maximum efficiency and effectiveness.
- The new processes contribute to accountability through accreditation process and by posting final plans online.
- The new processes are rigorous with analysis and evaluation being supported by data.
- There needs to be more faculty engagement in the processes.

Recommendations are areas needing improvement. The panel identified the following areas:

- Broadening and honing data collection from students and graduates – i.e., being more creative in gathering graduate and employer data.
- More inclusion of students and graduates in the overall process.
- JIBC continue to explore how to include faculty in self-study process with an understanding the nature of the organizational structure. There is an opportunity to address this more creatively.
- As part of the program review process, faculty information be included that relates to currency in their field.
- Continued support for faculty development in areas of teaching and learning, online teaching, applied research, decolonization and Indigenization, culturally-responsive teaching, as these skills impact program quality.
- Revision to external reviewers' instructions to ensure a more independent analysis of the program and to take advantage of the expertise and professional experience of the panel.
- JIBC continue to implement change management strategies for faculty and staff related to new program development and reviews, such as sharing review experiences, posting documents to intranet, etc.
- JIBC more fully incorporates PACs into the program development and review processes. PACS can be valuable in providing expertise from the field during initial planning for comprehensive review, followed by sharing the results of the comprehensive review with the PAC. The PAC template may assist in process.
- Several templates in the program development guide may be helpful for the comprehensive review such as curriculum mapping template.
- Closer scrutiny of materials provided in comprehensive reviews. Some material was discussed by not addressed in recommendations.
- Recommendations from the self-study or external review that were not included in the final summary or Action Plan require a rationale for why they were excluded.

- The QAPA panel notes that they have not seen any follow-up to the revised processes to ensure recommendations are being undertaken. In conversations with program managers, they stated that the process has revealed many areas for program improvement and although the yearly update has not been written, progress is being made according to the Action Plan.
- The QAPA panel is concerned about the sustainability of the new processes as the resources, i.e., funding and people, appear to be extremely limited. The panel feels that more resources be made available to ensure a continuous, rigorous program review across the institution.

JIBC provided a response on March 29, 2023 that included an action plan to address the recommendations.