



JUSTICE INSTITUTE  
of BRITISH COLUMBIA

Office of the President

June 13, 2006

The Honourable Murray Coell  
Minister  
Ministry of Advanced Education  
PO Box 9059 Stn. Prov. Gov't  
Victoria, BC V8W 9T6

Dear Minister:

On behalf of the Justice Institute of British Columbia (JIBC), we are pleased to present the Justice Institute's Service Plan Report for 2005 – 2006.

Fiscal year 2005 – 2006 was the second year of implementation of our renewed strategic plan. During the year, as well, an education plan was created which significantly affects the JIBC's future academic direction as part of the strategic planning process. To this end, you will see an emphasis in our strategic direction and results that focuses on the leading edge of post secondary education today – technology-enhanced simulations, interdisciplinary studies, applied research and the pursuit of relevant and enhanced credentials for all our learners.

As Board Chair and President, we accept accountability for this Institutional Service Plan Report. We are pleased with the JIBC's performance results and proud to head into the future with the vision and strategic direction outlined in the JIBC's Service Plan for 2006 – 2009.

Respectfully submitted,

Handwritten signature of Bruce Hall.

Bruce Hall  
Chair

Handwritten signature of Jack McGee.

Jack McGee  
President



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INSTITUTE  
of BC

Innovative Education and Training for Those  
Who Make Communities Safe

## 2005-2006 Institutional Service Plan Report

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## **INSTITUTIONAL OVERVIEW**

The Justice Institute of BC has become a world leader in justice, public safety and human services education and training.

Our growth over the years has been tremendous. In our first year (1978) we trained just over 2,000 students. Today, our student numbers are over 30,000 and our offerings include programs ranging from basic training to Masters programs in partnership with other learning institutions.

Students access our programs in the traditional classroom style, and increasingly through online programs, with 6,000 online enrollments annually. We also take our programs out into the community. Last year, our instructors were in over 180 communities in BC delivering programs.

Our international reputation brings students and governments from around the world to the JIBC, in search of best practices and training delivery.

Core to our Service Plan is the JIBC's Strategic Plan that was approved by the Board of Governors in March 2004. The plan describes our vision for the future and creates a clear sense of direction and unity of purpose for our Institute. The plan lists 5 key action areas and 4 strategic initiatives for success. To ensure that the strategies approved by the Board achieve the intended results, each division within the JIBC develops an annual operational plan to align the local activities with the institute's mission and strategic direction.

The JIBC successfully followed our Strategic Plan and has successfully completed the audit for continuous quality improvement. This affirmed our registration under ISO 9001:2000 that requires us to continue the strategic planning implementation processes, thus reinforcing our focus on program and instructional excellence and accountability.

Our comprehensive Institutional Service Plan for 2005-2008 provides us with the focus to guide us through the challenges and to seize the opportunities that await us.

## **STRATEGIC DIRECTION**

We have developed a Strategic Plan (2004-2007) to describe our vision for the future and create a clear sense of direction and unity of purpose for the Justice Institute of British Columbia in the context of our environment (described on pages 5 - 20). We are in the final year of executing this plan; during the coming fiscal year, we are undertaking a process to review and renew our strategic direction.

### **Our Mission:**

Innovative education and training for those who make communities safe

### **Our Vision:**

A world leader in education, training and the development of professional standards of practice in justice, public safety and human services

### **Our Values:**

- We are learning centred, quality driven and committed to continuous improvement.
- We combine professional expertise, work experience and instructional skills to design and deliver programs that are practical and relevant.
- We provide a safe and healthy working and learning environment.
- We communicate openly and work collaboratively and cooperatively throughout the institute to build trust and strengthen the organization.
- We are ethical and treat all people with fairness, integrity, and respect.
- We foster innovation and an entrepreneurial spirit.
- We integrate our structures and processes to enhance efficiency and effectiveness.
- We are fiscally responsible, focusing our resources on our core competencies.
- We are accountable for our performance and results.

## Our Areas of Expertise

Since its inception, the Justice Institute of British Columbia has been renowned for our specialized content areas. These now include:

- Conflict resolution, negotiation, mediation/third party intervention, restorative practices
- Corrections and community justice (adult and youth)
- Court services operations (sheriffs, registry, management)
- Emergency management, emergency social services, search and rescue
- Critical incident stress management
- Leadership
- Emergency vehicle operation, advanced driver training, accident investigation
- Fire services (recruit, officer, industrial, marine, hazmat, aviation)
- Paramedics, emergency medical services, resuscitation
- Policing, law enforcement, private security
- Victim services, child welfare, family violence, youth at risk, community safety

Graduates of our programs will possess the following core competencies:

- **Communication**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

- **Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

- **Critical Thinking**

Identify and examine issues and ideas, analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

- **Numeracy**

Determine what is required to be measured, perform calculations and analyze and apply the resulting data.

- **Information Literacy**

Recognize when information is required and effectively locate, evaluate and use the needed information.

- **Project Management**

Plan, organize, and control resources to achieve specific goals within the constraints of time, materials, cost and quality.

- **Interpersonal Relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others.

- **Teamwork**

Understand and work productively within the dynamics of a group, respect others' perspectives and provide constructive feedback.

## **OPERATIONAL CONTEXT**

### **A provincial mandate ...**

The JIBC fills a unique role in the public post-secondary system of British Columbia as a Provincial Institute with a specific mandate to provide learning opportunities in justice, public safety and related human services.

This mandate recognizes the interconnectedness that exists amongst justice and public safety agencies, the need to protect sensitive training content, and the reduction of cost that can be achieved for critical incident training by consolidating specialized instructional facilities and human resources.

The concentration of specialized justice and public safety learning resources at the JIBC builds upon the close working relationship fostered between the Institute, employers and practitioners, and enhances the capacity of the Province of BC to respond quickly, appropriately, effectively and efficiently to emerging learning needs in these critical fields.

### **... With an increased demand for advanced specialized learning opportunities and recognition ...**

The JIBC has a long tradition of providing professional learning opportunities to address the career needs of justice, public safety and human services professionals in British Columbia, and of responding promptly to meet the learning needs of clients in British Columbia, Canada and around the world.

In addition to these practical learning needs, students, employers and the public interest now require advanced education in these specialized areas along with appropriate credentials to mark higher levels of achievement. The JIBC's goal is to offer diplomas and degrees in its specialized areas of justice and public safety. From its founding as a provincial institute, the JIBC has been delivering post baccalaureate programming in the areas of victimology and probation. In recent years, it has also been delivering post baccalaureate studies to international police officers

### **... Occurring within a dynamic planning environment ...**

As part of the annual planning cycle, each academy, division and department identifies the critical drivers of change in its particular discipline. Most operational units find themselves in a period of transformation characterized by reduced public funding, increased demand for training, and the process of increased "credentialing" at the institution. While some of the elements of change are unique to the individual area, there are also common themes that cut across the context of planning for results at the JIBC.

## **EXTERNAL ENVIRONMENT**

The listing below captures those external issues that are widely shared throughout the institution:

- Many key clients have gone through significant restructuring, causing them to review or modify their relationship with the JIBC, leading to a re-focusing of JIBC services and funding models
- Strategic partnerships within and beyond the institution have become keys for success in several program and service areas. Collaboration at the provincial, national and international level is occurring more and more to ensure the development and delivery of high-quality, effective programming.
- While much of the education continues to be conducted within a legislative framework, there is an increasing need to undertake aggressive business development and utilize effective and efficient business processes to grow the institute's markets.
- The needs of students, clients, communities and regions are varied, and there are pressures to strengthen core programming by offering a diversity of curricula to meet those needs. To fulfill the institute's provincial mandate and serve remote communities throughout the province, innovative integrated technology and instructional strategies are needed to build competitive advantage by increasing "in your home community" learning access for students.
- Stakeholders' expectations and demands are high. The JIBC's annual plans must build a learning environment that attracts and motivates students, clients, staff and instructional teams as well as provide added value to students and staff from all JIBC areas through effective and efficient support systems.

In addition, the JIBC's program council has identified key trends that will drive change for this education plan, as depicted on the following page.

## Trends

identified by JIBC Program Council as those most likely to have an impact on the Institute's Education & Strategic Plans 2005 - 2007

Developed by Program Council, 12 - 26 Apr 2005



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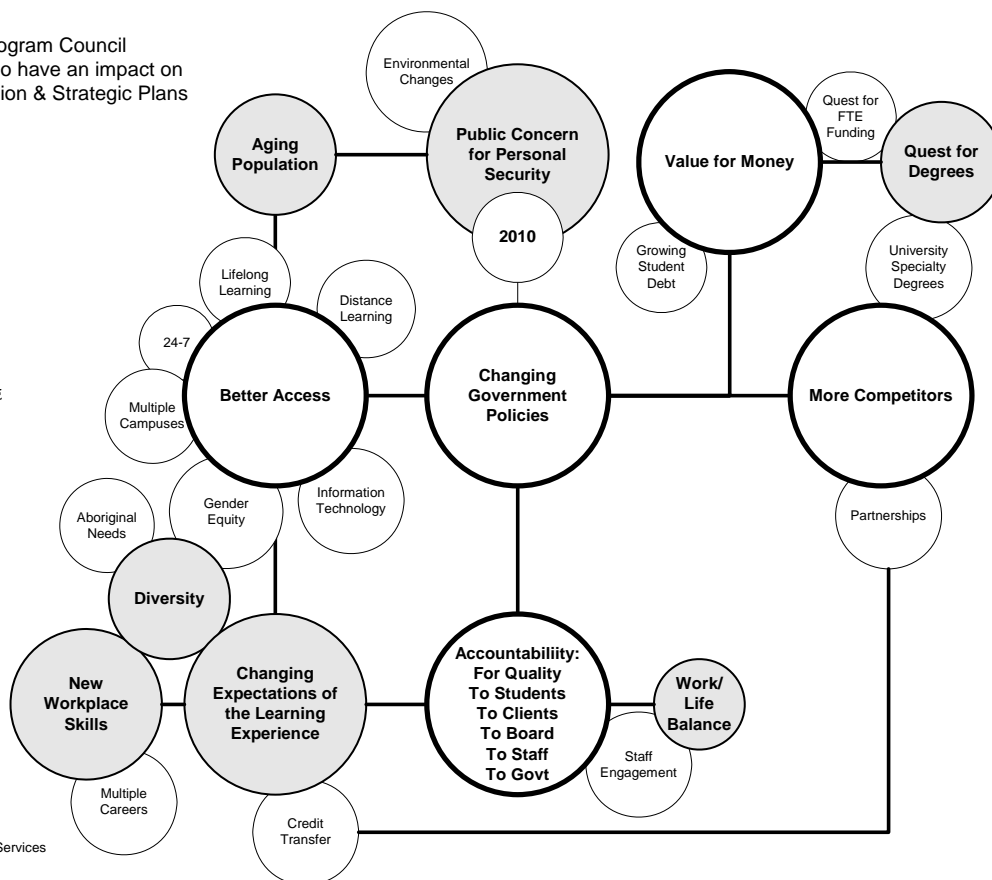


Chart prepared by  
Keith Wilkinson  
Director, Academic & Student Services  
& Registrar, 26 Apr 05

As this diagram shows, more than 25 trends were deemed to have potential significance for the institute and its education plan. Five were seen to be of primary importance in influencing future choices for the JIBC (those portrayed in the larger white circles) and another seven were believed to be necessary to monitor closely over the next three to five years (those portrayed in the shaded circles). A discussion of these trends as well as their implications for future programming follow.

### ▪ Better Access to Post-Secondary Education

The concept of “access” can be interpreted in several ways in post-secondary education today.

What may first come to mind is accessibility via technology, that is, students no longer have to be on site at an institute, college or university to engage in the learning process. “Virtual campuses” (Benady, 2005) and “cyber students” (Ross, 2001) are not concepts out of science fiction, but viable options for learners across Canada today. For example:

The lack of physical resources has not stopped Athabasca from becoming the largest executive MBA school in Canada and one of the world's most highly rated. In 2001,



Canadian Business magazine ranked Athabasca ([www.athabascau.ca](http://www.athabascau.ca)) third in its list of top MBA schools, right after Queen's University School of Business and the Richard Ivey School of Business at Western University in London, Ontario. (Belford, 2004, p. K7)

Having sufficient financial resources to obtain a post-secondary education is another significant variable affecting accessibility. (Levin, 1990) Canadian governments, educational institutions, companies and nonprofit groups sponsor tens of thousands of need- and merit-based awards, ranging in value from \$100 to \$50,000 or more. However, as the number of scholarships has risen, so has the number of applicants. (*Maclean's*, Nov 20, 2000, p. 94). In addition, the quality of a post-secondary education is often evaluated relative to the institution's own access to financial resources and, thus, its ability to provide students with valuable opportunities. For example, the "Maclean's Rankings" measure the size of the operating budget per weighted full-time-equivalent student, as well as the percentage of the budget devoted to student services and to scholarships and bursaries.

Finally, accessibility is also described in terms of specialized or targeted programs that may perform an "outreach" function to certain groups of learners. Specific attention has been given to the needs of women and those from the visible minority population, for example. In certain areas of Canada, there has been a particular focus on the provision of post-secondary programming for aboriginal peoples, including the models for educational delivery. Published research has examined the access and rates of completion in these targeted programs and has analyzed the benefits and risks of First Nations control of First Nations education (Richardson and Blanchet-Cohen, 2000).

#### ▪ **Changing Government Policies**

At both the provincial and federal levels across the country, the spotlight is on post-secondary education. Perhaps at no other time in recent memory has the public consciousness been turned toward these issues so intensely. The echo boom and escalating applications, on-line learning, major bequests, government commissions, new educational legislation, business leaders' admonitions for research and innovation – barely a day goes by without education and training as one of the lead items in the daily news. The past two years, in particular, have generated public inquiry and political action with consequences that will significantly influence post-secondary education and training for years – perhaps decades – to come.

The Province of B.C. has responded to this attention and focus:

We all want our children to have the opportunity to pursue their dreams and build a future here in B.C. To ensure young British Columbians have access to those opportunities, we're undertaking the largest expansion of post-secondary education in B.C. in 40 years. Between now and 2010, we'll be adding 25,000 new student spaces at colleges, universities and institutes across the province. Our goal is to ensure that students who get a B or better in high school will have the opportunity to go to university closer to home, and to build their futures in a province that is second to none.  
<<http://www.gov.bc.ca/bvprd/bc/home.do>>

▪ **Accountability**

In 2002, PricewaterhouseCoopers LLP was retained by the Council of Ministers of Education (CMEC) to compile a national sampling of institutional indicators used to determine the quality of education in their jurisdictions. Information was gathered through document review and interviews with provincial ministries of education, executives of educational institutions (colleges and universities), and academic experts in the field of quality in education. The study revealed a number of important generalizations regarding postsecondary quality measurement in Canada:

1. The provinces have made tremendous progress over the last three to five years. All jurisdictions, however, have opportunities to modify and improve their approaches.
2. There does not exist one perfect performance measurement model. Since a variety of methods are used (e.g., indicators, reviews, monitoring efforts, surveys), it is nearly impossible to build a common measurement system for all jurisdictions.
3. The general purpose of quality measurement is to meet each institution’s government planning and decision-making needs, including external accountability requirements and a desire to communicate with the public. All jurisdictions seem to face similar challenges (e.g., resource constraints, conceptual difficulties measuring “quality”, diversity of institutions).
4. All institutions measure more than just what is required of them by the provinces. (CMEC, 2002)

*The Development of Education in Canada* was prepared by the Council of Ministers of Education, Canada with support from the Federal Government and the Canadian Commission for UNESCO. This report reviews the “host of transformations” directing the country’s creation of a learning society and their impact on the public’s perceived need for political responsibility and accountability to achieve that goal. (CMEC/UNESCO, 2001) In particular, the report notes that governments seek to achieve administrative, teaching and testing systems that provide the best preparation for Canadian youth by balancing action in response to the needs of their citizens and in the face of diverse and often conflicting factors. They are called upon to balance the need(s) of:

Local communities	vs.	Provincial expectations
Established institutions	vs.	Student mobility
Common mechanisms of accountability	vs.	Recognition of the diversity of community needs
Common standards of accountability	vs.	Recognition of professional responsibility and academic freedom
Strengthening basic skills and employability skills	vs.	Promoting personal development and training for citizenship
Promoting maximum, effective use of IT	vs.	Recognizing and valuing cultural diversity
Providing excellent labour force training in every province and territory	vs.	Encouraging businesses to assume a greater share of responsibility for training
Ensuring optimum early childhood development and youth education	vs.	Facilitating adult participation in education
Controlling public spending	vs.	Investing strategically in education and training

- **More ‘Value for Money’ in Post-Secondary Education**

As the table on the following page demonstrates, tuition fees in Canada have risen significantly during the past 15 years. When juxtaposed against the “student-as-consumer” mindset of many learners, one finds that a focus on the “value” of an education has increased.

**University Tuition Fees by Province (1990/91-2004/05)**

Source: Statistics Canada

	1990/91	2004/05	% change
<b>Canada</b>	<b>\$1,464</b>	<b>\$4,172</b>	<b>+185%</b>
NL	\$1,344	\$2,606	+94%
PEI	\$1,874	\$4,374	+133%
NS	\$1,941	\$5,984	+208%
NB	\$1,925	\$4,719	+145%
QC	\$904	\$1,890	+109%
ON	\$1,680	\$4,960	+195%
MB	\$1,512	\$3,160	+109%
SK	\$1,545	\$4,894	+217%
AB	\$1,286	\$4,804	+274%
BC	\$1,808	\$4,735	+162%

However, in British Columbia, students claimed victory in the 2005 Throne Speech commitment to re-regulate tuition fees and cap them at the rate of inflation. In the fall of 2004, over 38,000 signatures calling for lower tuition fees were collected in over 40 different BC communities and presented to the BC legislature. As Lisa MacLeod, BC Chairperson for the Canadian Federation of Students, has noted:

"Tuition fees have already climbed higher than many British Columbian families can afford. With elimination of the BC student grant program in last years budget many British Columbians are still being left behind. Students will continue with our successful

lobbying efforts to ensure this is announcement is a first step on a long road to building a province where everyone has an opportunity to succeed." (CFS website, Feb 9 2005)

Statistics Canada has reported that finances are one of the most important barriers to students shut out of post-secondary education. Students from low-income backgrounds are significantly under-represented in Canadian universities, according to a report from Statistics Canada, *Participation in Post-secondary Education in Canada*. The study concludes that as income rises, so do participation rates in university. The study examined participation rates in both university and college between 1993 and 2001. In addition to confirming the widely recognized exclusion of students from the lowest-income bracket, it also tracks a small but worrisome decline in participation from families earning less than \$75,000 per year (the middle-income brackets). The study also notes interesting trends in participation at institutions with lower tuition fees. Community colleges, for example, exhibit an equality of participation from across the income spectrum. In Québec, where there are no tuition fees for college, participation rates are 15% higher than other regions.

(<http://www.statcan.ca/Daily/English/050216/d050216b.htm>)

A recent report from the Association of Universities and Colleges of Canada in Ottawa has estimated that the added value of a college or university degree is at least a million dollars over the course of a career. (*Globe & Mail*, Aug 19, 2005) The analysis used Statistics Canada employment figures and education and work data from the 2001 census as an informal, internal calculation for the association on the value of a degree over a 40-year career at a full-time job. This advantage was labeled as a conservative estimate, because people without a degree are also more likely to be unemployed during parts of their working lives. The unemployment rates of Canadians with only high school education average 12 to 20 per cent higher than degree holders of the same age, and people with degrees are much more likely to be employed during their peak mid-career earning years.

#### ▪ **Competitors in Post-Secondary Education**

Learners have always had a certain amount of choice regarding their options for post-secondary education and training, i.e., the local community college or correspondence courses from an institution in another province. However, the range and nature of that competition has escalated and indications are that the trend will continue. Some of the competitors will be known and expected. Others will emerge from unanticipated sources, though, such as the advent of private degree-granting institutions in the province.

Sea to Sky University received its Charter, and degree-granting authority, in May 2002 when the Government of British Columbia adopted the Sea to Sky University Act. A registered charitable institution, SSU is being constructed on a 97-hectare (240-acre) site in Squamish, B.C. Our interactive academic programs will feature small class sizes, block programming, integrated learning in the arts and sciences, cutting edge open courseware, and study abroad opportunities with distinguished partner universities throughout the world. Our innovative student life programs will facilitate lifelong intercultural understanding and a commitment to global sustainability. (<http://seatoskyu.ca/>)

LearningWise Inc., headquartered in Victoria, British Columbia, has applied for and received Ministerial Consent to operate the first private university approved under the British Columbia Degree Authorization Act. The new University Canada West (UCW) proposes to offer a range of degree programs in the Arts, Sciences, and Business with a practical orientation that builds on the strengths of Vancouver Island, British Columbia, and Canada. UCW programs will use a flexible, Internet-enhanced, delivery design including a quarterly system that allows students to complete their degree in three years, at a lower cost than the traditional four-year model. Courses will be delivered face to face by both full-time and visiting professors. Learning Coaches will work with students throughout their UCW experience to provide academic and personal support. Undergraduate programs are structured so that students will remain together as cohorts for their whole degree, developing strong bonds and networks. The MBA programs will be provided mostly through distributed learning, although they will come together for three-week residencies at the beginning of each academic year. (from an Aug 16/04 media release *New "University Canada West" Approved by BC Minister of Advanced Education*)

Corporate training is another source of competitive pressure, and organizations are developing associations and structures to facilitate access for learners. For example, CUX (Corporate University Exchange) claims to be the leading provider of corporate education intelligence in the enterprise learning marketplace, offering research on learning best practices, consulting services, events, publications and membership communities. They provide unique services to the learning industry, such as CLO Xchange (an exclusive network of Chief Learning Officers), consulting on corporate learning strategy and practices, and customized research including market intelligence on the corporate learning marketplace. (<http://www.corpu.com/>)

Education and training is now a global enterprise and that circumstance has contributed to competition. For example, as part of its *Service Industries Overviews Series*, Industry Canada reported in April 2001 that half of Canadian suppliers of education and training are active in international markets. Through the export of educational products and services, the industry makes a significant contribution to meeting skills needs, particularly in emerging economies. Industry Canada characterizes the market as diverse, made up of:

- Over 5,000 private training and e-learning companies,
- 1,000 private career colleges,
- 204 community colleges and cégeps,
- 92 universities,
- 400 school boards,
- Training components of companies in other industrial sectors,
- Corporate learning centres,
- Professional certification organizations, and
- Industry associations.

(<http://strategis.ic.gc.ca/SSI/bp/ets-eng.pdf>)

- **Identifying future opportunities**

The most valuable and comprehensive approach for the institute involves using the key trends presented, juxtaposed on the local operational plans (LOPs) developed by each academy and division to create an overarching set of academic priorities for the institute. Using this approach generates the following results:

<i>Trends</i>	<i>Implications for Future Demand and Learning Model</i>
<ul style="list-style-type: none"> <li>▪ Changing expectations of the learning experience</li> <li>▪ Information technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simulations; online learning</li> </ul>
<ul style="list-style-type: none"> <li>▪ New workplace skills</li> <li>▪ Accountability</li> <li>▪ Changing expectations of the learning experience</li> <li>▪ Value for money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary programming</li> <li>▪ Specialized studies linked to labour market needs</li> </ul>
<ul style="list-style-type: none"> <li>▪ Better access</li> <li>▪ Changing government policies</li> <li>▪ More competitors</li> <li>▪ Diversity</li> <li>▪ Renewed environmental concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ New markets and applications for existing programming</li> </ul>
<ul style="list-style-type: none"> <li>▪ New workplace skills</li> <li>▪ Changing expectations of the learning experience</li> <li>▪ Public concern for personal security</li> </ul>	<ul style="list-style-type: none"> <li>▪ New programming in new and/or existing markets</li> </ul>
<ul style="list-style-type: none"> <li>▪ Quest for degrees</li> <li>▪ More competitors</li> <li>▪ Changing government policies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applied research; new credentials</li> </ul>

## INTERNAL CONDITIONS

### Educational philosophy

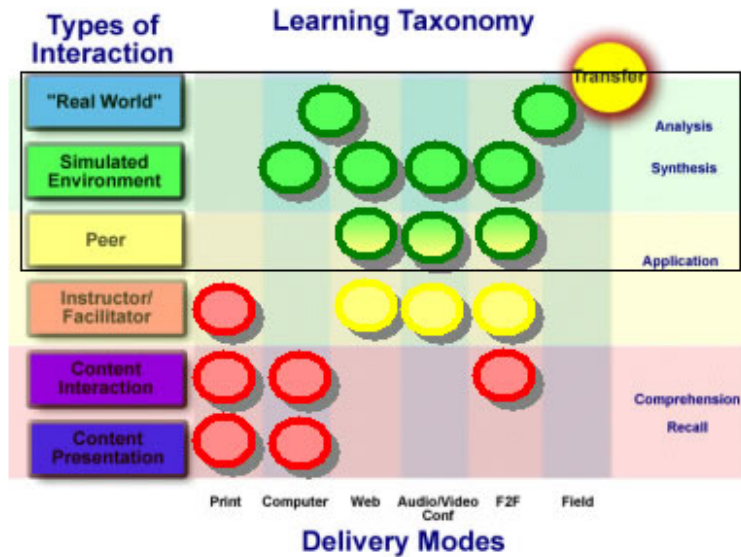
JIBC learners acquire new skills, experiences and knowledge that they can immediately apply to their roles in making communities safe.

### Learning model

- ***experiential learning*** ....with a strong emphasis on role playing, simulations and practicum settings
- ***competency- based instructional design....*** with measurable standards of performance that are outcomes-based and reflect expectations of performance in a work role
- ***extended learning*** .... The classroom serves as “home base” and is augmented by various forms of distance learning including online and web based delivery. There is substantial interaction and communication between learners and faculty, and amongst learners themselves
- ***focused on critical skills and issues*** ...for those whose lives are routinely at risk and those who work to keep communities safe.
- ***practitioners as faculty*** ...a unique instructional model with faculty drawn from justice and public safety professionals
- ***learning linked to employers and the community*** ... To ensure that programs are current and relevant, the JIBC maintains strong links with justice and public safety employers, professional associations, communities and agencies.

The following chart shows the range of delivery modes and types of interaction used to transfer knowledge and skills to learners in the JIBC learning model. This model focuses on the active learning layer, using peer-based interactions, role play, simulation, and workplace learning to ensure that learners develop the critical skills and decision-making abilities they require for their work and community roles.

# The Active Learning Layer



**Figure 1-** SOURCE: Ron Bowles, Virtual JIBC Committee

Under this model, learners interact with content, their instructors, their peers, with simulated experiences, and the “real” world. Content interactions – activities such as self-study of texts, videos, or multimedia material – help build a solid foundation of knowledge and comprehension.

Interactions with instructors help learners to make sense and build meaning from this content, while interactions with their peers help learners put their skills and knowledge into the context of their communities of practice.

Interactions in the simulated environment range from role-playing and simulations to large scale, multi-person immersive experiences. These experiences allow learners to apply their skills and knowledge in novel situations, develop and practice critical thinking skills, perform complex procedures, and examine their judgment and beliefs in authentic, experiential settings.

Field placements, practicums, and on-the-job learning interactions help learners develop their own individual practice with support and guidance from mentors, preceptors, and instructors.



## JIBC programs assist the provincial government in its delivery of justice and public safety services

- The government counts on the JIBC to deliver effective education and training in justice and public safety fields. JIBC content is focused on skills relevant to critical public safety issues and occupations
- The government relies on the JIBC to shift to tuition-based and pre-employment programs when appropriate. Many key government ministries have gone through significant restructuring or repositioning and look to the JIBC to be responsive to their new needs

The provincial government created the JIBC as a special purpose institution to assist it in fulfilling its justice and public safety responsibilities. Specifically, the JIBC’s role was to design, develop and deliver justice and public safety education and training for the province.

Since its inception in 1978, the JIBC has been viewed by its varied constituency of clients as a responsive, reliable organization, able to provide quick, appropriate and flexible training to meet the real workplace learning needs of those who make communities safe. That role has included the development of the operational skills demanded of police officers, firefighters, correctional and probation officers, deputy sheriffs or paramedics as well as for unusual and emerging training needs in these and related disciplines – needs such as training in conflict resolution, volunteer search and rescue, emergency management, victim services, sex offender awareness, professional driver training or human trafficking. The JIBC has always delivered training with knowledge, skill, sensitivity and efficiency.

The JIBC’s original core clients were the provincial government ministries and departments responsible for police, corrections, courts, and fire services. Emergency management, and paramedicine were additions in the early 1980s. Each of these core clients originally held the expectation that the JIBC would be *its* training organization, committing time and effort not just to instruction but to providing consultation, leadership and practical support in the development of personnel working in justice and public safety.

In 2004-05, core clients of the JIBC included the BC provincial government ministries outlined in the following table.

Ministry	Department / Branch	JIBC Division
Attorney General	Court Services Branch	Courts Academy
	Family Justice Services Division	Corrections & Community Justice Division
Children and Family Development	Child Protection Branch	Centre for Leadership & Community Learning
	Youth Justice Branch	Corrections & Community Justice Division
Health	BC Ambulance Services	Paramedic Academy

Public Safety & Solicitor General	Corrections Branch	Corrections & Community Justice Division
	Police Services Branch	Police Academy
	Emergency Management BC	Emergency Management Division
	Victim Services Branch	Centre for Leadership & Community Learning

The ethic of service and resulting community of trust amongst these core clients became a hallmark of the JIBC's operations. As both the range of clients and the complexity of client learning needs grew and diversified, this ethic of service to industry also expanded. What industry found beneficial, individual learners also found worthwhile – education that is valuable across a wide range of situations, while clearly learner-centered. What follows is an overview of some of the key elements that contribute to this philosophy.

### **JIBC programs fulfill a provincial mandate ... and beyond**

- **Regional delivery model** - brings JIBC programs to local and remote communities throughout the province. This model increases accessibility for learners and is supported by 5 JIBC regional campuses in Victoria, Maple Ridge, Okanagan, Chilliwack and Vancouver
  - **A collaborative approach** - Strong collaborations with educational partners increase the JIBC's ability to serve specific regions and specialized markets. Current JIBC educational partners within B.C. include:
    - Colleges/University Colleges*
    - Camosun College
    - College of New Caledonia
    - Douglas College
    - Malaspina College
    - NorthWest College
    - Okanagan College
    - University College of the Fraser Valley
    - Vancouver Community College
    - Institutes*
    - BCIT
    - Nicola Valley Institute of Technology
    - Universities*
    - Royal Roads University
    - Simon Fraser University
    - Thompson River University
    - University of British Columbia
    - University of British Columbia – Okanagan
    - University of Northern British Columbia
    - University of Victoria
- Note: collaborations with provincial government ministries are outlined on the previous page
- **Online learning:** JIBC has 6,000 online enrollments annually and anticipates strong growth in these numbers
  - **National and global reach:** JIBC programs serve learners and clients from throughout Canada and around the world.

## Regional delivery model

As one strategy to reach justice and public safety professionals, the JIBC has developed extensive networks for regional delivery of programs in communities throughout the province. In recent years the JIBC has delivered face-to-face classes in over 180 separate BC communities annually. Many of these classes were for firefighters, paramedics, emergency management workers, and search and rescue volunteers.

In 2004-05, JIBC provided programs in the following regions:

<b>Class Delivery Location</b>	<b>Student Contact Hours</b>	<b>% of total</b>
Fraser Valley	57,020	4.6%
Eastern Lower Mainland	27,848	2.2%
<b>Maple Ridge Campus</b>	<b>64,525</b>	<b>5.2%</b>
<b>New Westminster Campus</b>	<b>417,042</b>	<b>33.5%</b>
<b>Distance delivery</b>	<b>276,868</b>	<b>22.2%</b>
Western Lower Mainland	64,054	5.1%
<b>Victoria Campus</b>	<b>25,610</b>	<b>2.1%</b>
Other Vancouver Island	79,496	6.4%
Okanagan	52,763	4.2%
Kootenays	16,203	1.3%
Northern & Central BC	53,721	4.3%
Other Canadian locations	7,055	0.6%
International locations	3,384	0.3%
Undetermined locations	100,697	8.1%
<b>Total Student Contact Hours</b>	<b>1,246,286</b>	<b>100.0%</b>

Diverse class locations and the JIBC's instructor-practitioner model means that the institute has instructors located in the field throughout the province. Field instructors and program graduates in selected areas are also supported by special JIBC field support services. Notable among these is field access to the specialized collection and resources of the JIBC's library.

## Online learning

In recent years, over 20% of JIBC education has been delivered at a distance, with a significant proportion delivered through online learning. In 2004 -05 there were 6,000 enrollments in online courses at the JIBC.

Online learning provides opportunities for students to access educational offerings from many organizations worldwide. The JIBC anticipates growth in demand from its traditional student and client base for online learning opportunities, as well as from new distance learners and clients interested in easy access to the JIBC's areas of expertise.

The JIBC will continue to adapt its distributed delivery model to match learner needs provincially, nationally and internationally, providing face-to-face classes where appropriate, and learning at a distance where preferred and feasible.

Technical field support for online learning and related services is also provided for paramedic regional training centres at seven locations in British Columbia, and to all JIBC students involved in online coursework

### **National and global reach**

National and international contract programs provide the JIBC with a valuable source of revenue, opportunities to become better informed about international justice and public safety issues and to fulfill in part the JIBC vision of being a world leader in education. Current educational partners outside BC include: Canadian Police Research College, China People's Public Security University, University of Calgary, University of North Florida, and World Trade University

### **JIBC Programs provide value added credentials**

- **JIBC programs are recognized by industry and professional bodies** - JIBC credentials are recognized and supported by relevant licensing, accrediting and professional bodies.
- **Professional path programs** - JIBC has historically developed and delivered professional path programs responsive to community and employer needs
- **Degree path programs** - a new initiative for the JIBC, these programs bring learners the best of applied learning developed to a standard that ensures depth and breadth in the degree curriculum and learning outcomes, and where appropriate, transfer credit within the post secondary system.

### **Programs recognized by industry and professional bodies**

Industry-based regulatory bodies have for many years set standards for professional performance in justice and public safety fields. The JIBC makes efforts to anticipate and comply in advance with these industry expectations in the courses it develops. As a result, JIBC courses and programs are recognized and accredited by such diverse professional groups as Family Mediation Canada, International Fire Service Accreditation Congress, BC Arbitration and Mediation Institute and the Canadian Medical Association. To further accommodate international standards, the JIBC became, in 2001, the first Canadian post-secondary institution to meet ISO standards in all of its program areas and now meets ISO9001: 2000 standards in all program and support areas.

### **Professional path programs**

JIBC has historically developed and delivered professional path programs responsive to community and employer needs, where students develop competencies of immediate,

practical value. These highly specialized, custom programs have been a cornerstone of the JIBC model.

### **Degree path programs**

While the JIBC has for many years delivered post baccalaureate programs in the areas of human services, probation and to international police officers, it is now offering its first degree. Additional degrees are in development. JIBC degree path programs, a new initiative for the JIBC, bring learners the best of applied learning developed to a standard that ensures conceptual integrity, depth, breadth and where feasible, transfer credit within the post secondary system. Development of carefully researched degree path programs is a high priority for the JIBC.

Degree path programs are created where there is clear student and employer demand. Wherever possible, degree path programs provide credit for those students who have completed relevant professional path programs through the JIBC.

In addition, degree path programs:

- build on the existing strengths and expertise of the JIBC;
- provide multiple entry and exit points to accommodate learners with a variety of educational goals;
- ensure recognition and support from relevant licensing, accrediting and professional bodies;
- match or exceed the standards at other BC public post-secondary institutions;
- use complex simulations and the critical incident simulation centre where appropriate;
- include online learning opportunities wherever feasible;
- are taught by faculty meeting high standards of professional and educational preparation with an appropriate balance of academic, applied and research qualifications;
- provide credit for prior learning activities and accommodate two-way credit transfer with other post secondary institutions and organizations wherever feasible;
- include collaboration and partnership with other post-secondary institutions offering complementary programs, particularly where those programs provide career progression opportunities for students; and
- are evaluated regularly on a comprehensive range of criteria.

### **Learners served**

The table below presents total student training days, course hour equivalents (or student contact hours) and full-time equivalent student enrollments (FTEs).

<b>Student contact</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Total training days (7 hrs/day)	199,228	191,995	204,387	186,501
Total student contact hours	1,394,596	1,343,965	1,430,709	1,305,507
Total FTEs <sup>1</sup>	1,916	2,004	2,051	1,938

<sup>1</sup>Using 2001 - 2004 Ministry of Advanced Education calculation methodology.

The percentage of JIBC student contact hours delivered through various funding sources in recent years is outlined in the following table:

<b>Percentage of Student Contact Hours by Funding Source</b>				
<b>Funding Source</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
% Ministry of Advanced Education funded	18	17	16	12
% Contract funded	19	31	26	28
% Core client funded	37	25	25	23
% Tuition funded	26	27	33	37
Total %, all funding sources	100	100	100	100

## GOALS AND OBJECTIVES

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

We ...

- Develop and deliver high quality programs that focus on success for our students and clients,
- Create an environment that supports our people,
- Expand entrepreneurial activities that enhance our programs and services,
- Apply strategies that ensure effectiveness and financial viability, and
- Advance our global and regional reputation and leadership.

Activity in all Academies, Centres and Divisions is guided by results-oriented objectives in the key action areas, as outlined on the following pages.

## **1.0 Develop and deliver quality programs that focus on success for our students and our clients**

1.1 Increase the number of credentialed programs, credit courses and transfer agreements to create more career paths for our students and clients

1.2 Enhance and develop new opportunities and approaches for experiential learning to provide quality, competency-based programming

1.3 Expand distributed learning opportunities to meet the needs of students and employers

1.4 Enhance interdisciplinary programming to build on the full breadth of our subject matter expertise

1.5 Establish facilities, partnerships and technologies to serve as the foundation for our programs

1.6 Sustain continuous quality improvement through initiatives that include ISO certification and relevant professional accreditations

## **2.0 Create an environment that supports our people**

2.1 Clarify, strengthen and apply our values

2.2 Enhance and support effective internal communications

2.3 Implement a comprehensive Human Resources plan, including career development plans, performance review, and employee orientation, based on a collaborative model that supports institution-wide strategic initiatives

## **3.0 Expand entrepreneurial activities that enhance our programs and services**

3.1 Identify and serve new markets

3.2 Build new programs and services for existing students and markets

3.3 Enhance our communication technologies to provide increased access to innovative, high quality programs and services.



#### **4.0 Apply strategies that ensure effectiveness and financial viability**

- 4.1 Enhance services through the increased integration of technology
- 4.2 Use effective decision-making processes, including the development and implementation of a method to allocate resources for JIBC-wide priorities
- 4.3 Expand our institutional research capacity to inform decision-making
- 4.4 Establish and build contingency funds and plans
- 4.5 Increase success in JIBC fundraising activities

#### **5.0 Advance our global and regional reputation and leadership**

- 5.1 Sustain and enhance the JIBC's mandate in justice, public safety and human services education and training
- 5.2 Develop the capacity to conduct and publish applied research
- 5.3 Strengthen intellectual property policies and procedures
- 5.4 Create, implement and monitor an external development plan, to include JIBC-wide marketing and external communications.
- 5.5 Create, implement and monitor marketing and communications plans for Academies and Divisions that complement JIBC-wide plans

#### **Strategic Initiatives**

Specific Strategic Initiatives cutting across key action areas and the JIBC as a whole and producing flagship results in the next three years include:

- Credentialing
- Virtual JIBC
- Applied Research
- Critical Incident Simulation Centre

## JIBC STRATEGIC OBJECTIVES AND ASSOCIATED AVED PERFORMANCE MEASURES

JIBC Goal 1.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Develop and deliver high quality programs that focus on success for our students and clients	1.1 Increase the number of credentialed programs, credit courses and transfer agreements to create more career paths for our students and clients	Quality	▪ Student satisfaction with education
		Efficiency	▪ Student satisfaction with transfer
	1.2 Enhance and develop new opportunities and approaches for experiential learning to provide quality, competency-based programming	Capacity	▪ Student spaces (FTEs)
		Quality	▪ Student outcomes – skill gain
	1.3 Expand distributed learning opportunities to meet the needs of students and employers	Accessibility	▪ Degrees and diplomas
	1.4 Enhance interdisciplinary programming to build on the full breadth of our subject matter expertise	Quality	▪ Student assessment of quality of instruction
		Relevance	▪ Usefulness of knowledge and skills in performing job
	1.5 Establish facilities, partnerships and technologies to serve as the foundation for our programs	Capacity	▪ Student spaces (FTEs)
		Quality	▪ Student satisfaction with education
	1.6 Sustain continuous quality improvement through initiatives that include ISO certification and relevant professional accreditations	Quality	▪ Student satisfaction with education

JIBC Goal 2.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Create an environment that supports our people	2.1 Clarify, strengthen and apply our values	Quality	<ul style="list-style-type: none"> <li>Student satisfaction with education</li> </ul>
	2.2 Enhance and support effective internal communications	Quality	<ul style="list-style-type: none"> <li>Student satisfaction with education</li> </ul>
	2.3 Implement a comprehensive Human Resources plan, including career development plans, performance review, and employee orientation, based on a collaborative model that supports institution-wide strategic initiatives	Quality	<ul style="list-style-type: none"> <li>Student assessment of quality of instruction</li> </ul>

JIBC Goal 3.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Expand entrepreneurial activities that enhance our programs and services	3.1 Identify and serve new markets	Capacity	<ul style="list-style-type: none"> <li>Number and percent of post-secondary students that are Aboriginal</li> </ul>
		Accessibility	<ul style="list-style-type: none"> <li>Degrees and diplomas</li> </ul>
	3.2 Build new programs and services for existing students and markets	Capacity	<ul style="list-style-type: none"> <li>Student spaces (FTEs)</li> </ul>
		Quality	<ul style="list-style-type: none"> <li>Student satisfaction with education</li> </ul>
	3.3 Enhance our communication technologies to provide increased access to innovative, high quality programs and services	Quality	<ul style="list-style-type: none"> <li>Student outcomes – skill gain</li> </ul>
		Relevance	<ul style="list-style-type: none"> <li>Usefulness of knowledge and skills in performing job</li> </ul>

JIBC Goal 4.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Apply strategies that ensure effectiveness and financial viability	4.1 Enhance services through the increased integration of technology	Quality	<ul style="list-style-type: none"> <li>▪ Student satisfaction with education</li> </ul>
	4.2 Use effective decision-making processes, including the development and implementation of a method to allocate resources for JIBC-wide priorities	Quality	<ul style="list-style-type: none"> <li>▪ Student satisfaction with education</li> </ul>
	4.3 Expand our institutional research capacity to inform decision-making	Capacity	<ul style="list-style-type: none"> <li>▪ Degrees and diplomas</li> </ul>
		Quality	<ul style="list-style-type: none"> <li>▪ Student assessment of quality of instruction</li> </ul>
	4.4 Establish and build contingency funds and plans	Capacity	<ul style="list-style-type: none"> <li>▪ Student spaces (FTEs)</li> </ul>
	4.5 Increase success in JIBC fundraising activities	Capacity	<ul style="list-style-type: none"> <li>▪ Student spaces (FTEs)</li> </ul>

JIBC Goal 5.0	JIBC Objective	Ministry Strategic Objective	Performance Measures
Advance our global and regional reputation and leadership	5.1 Sustain and enhance the JIBC’s mandate in justice, public safety and human services education and training	Quality	<ul style="list-style-type: none"> <li>▪ Degrees and diplomas</li> </ul>
		Relevance	<ul style="list-style-type: none"> <li>▪ Unemployment rate, former JIBC students</li> </ul>
	5.2 Develop the capacity to conduct and publish applied research	Quality	<ul style="list-style-type: none"> <li>▪ Student assessment of quality of instruction</li> </ul>
	5.3 Strengthen intellectual property policies and procedures	Quality	<ul style="list-style-type: none"> <li>▪ Student satisfaction with education</li> </ul>
	5.4 Create, implement and monitor an external development plan, to include JIBC-wide marketing and external communications	Quality	<ul style="list-style-type: none"> <li>▪ Student satisfaction with education</li> </ul>
	5.5 Create, implement and monitor marketing and communications plans for Academies and Divisions that complement JIBC-wide plans	Capacity	<ul style="list-style-type: none"> <li>▪ Degrees and diplomas</li> </ul>
		Quality	<ul style="list-style-type: none"> <li>▪ Student outcomes – skill gain</li> </ul>

## BASELINE AND PERFORMANCE TARGETS

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Target Assessment	NOTES	Performance		
					2005/06	2004/05	2003/04
1.2, 1.5, 4.4, 4.5	Capacity	Student Space (FTEs) Actual % Util.	ACHIEVED	Progress is as a result of an overall strategic commitment to a marketing approach and a delivery model that enhances programs' profiles and accessibility in communities throughout the province.	<b>221</b> <b>103.9%</b>	224 106.8%	202 97.8%
3.1, 3.2, 4.3, 5.1, 5.5	Capacity	Degrees & Diplomas	ACHIEVED	Success here represents institutional commitment to increasing credentialed programming overall.	<b>1,293</b>	1,147	794
3.1	Accessibility	Number and percent of post-secondary students that are Aboriginal  Actual #  Actual %	ACHIEVED  NOT ACHIEVED	While the absolute number of Aboriginal students increased slightly, their presence as a proportion of overall students declined slightly. The growth and success of our Aboriginal Leadership Diploma in the coming years should improve this pattern.	<b>409</b> <b>1.3%</b>	404 1.4%	335 1.3%
1.1	Efficiency	Student Satisfaction with Transfer	Did not contribute toward achievement of system level target	Because of the uniqueness of JIBC programming, this question had an extremely small sample. As the numbers of JIBC diplomas and applied degrees grow, frequency of transfers will likely increase.	<b>0</b>	100%	NA

JIBC Objectives	AVED Strategic Objectives	Performance Measure	Target Assessment	NOTES	Performance		
					2005/06	2004/05	2003/04
1.2, 3.3, 5.5	Quality	Skill Outcomes – Skill Gain – overall average	ACHIEVED	The overall average remained above the JIBC target. Variance year-over-year within the skill-specific performance measures is largely attributable to the program cohorts from which the eligible sample has been drawn.	<b>81.1%</b>	84.5%	72.6%
		Written communication			<b>69.7%</b>	70.2%	47.1%
		Oral communication			<b>72.4%</b>	86.9%	62.1%
		Group collaboration			<b>94.6%</b>	94.5%	85.7%
		Critical analysis			<b>88.3%</b>	91.1%	83.7%
		Problem resolution			<b>85.9%</b>	90.9%	82.5%
		Reading and comprehension			<b>79.8%</b>	79.6%	76.5%
		Self learning			<b>77.2%</b>	78.4%	70.3%
1.1, 1.5, 1.6, 2.1, 2.2, 3.2, 4.1, 4.2, 5.3, 5.4	Quality	Student satisfaction with education	ACHIEVED	Level of achievement for this indicator is likely attributable to the JIBC emphasis on applied learning. In addition, the JIBC had the highest proportion of respondents citing they were “completely satisfied” (51%).	<b>94.7%</b>	99.2%	NA
1.4, 2.3, 4.3, 5.2	Quality	Student assessment of quality of instruction	ACHIEVED	While this indicator is down slightly from 2004/05, it is still above the average CIP code 43 results for all institutions in 2005/06, which was 92.3%.	<b>94.8%</b>	97.2%	93.0%
1.4, 3.3	Relevance	Usefulness of knowledge and skills in performing job	NOT ACHIEVED	While the JIBC did not demonstrate improvement over time for this indicator, its performance was above the system average for 2005/06 (75.3%).	<b>81.0%</b>	88.0%	45.5%
5.1	Relevance	Unemployment rate, former JIBC students	ACHIEVED	This indicator is very strong, as the target was < 9.6%.	<b>3.3%</b>	5.4%	2.3%

## SUMMARY FINANCIAL REPORT

This section describes high-level financial projections for revenue and expenditures over the following three years.

Financial Report	2005/06 Actual (000's)	2005/06 Forecast (000's)	2004/05 Actual (000's)
<b>Revenues</b>			
AVED Funding	9,120	6,801	6,554
BC Government Training	10,804	10,589	11,458
Tuition and Student Fees	9,290	9,997	8,091
Sales of Goods & Services	5,284	5,967	6,426
Other	1,380	138	1,385
Deferred Capital Contributions	1,254	1,254	1,193
<b>Total Revenues</b>	<b>37,132</b>	<b>34,746</b>	<b>35,107</b>
<b>Expenditures</b>			
Salaries & Benefits	19,436	18,823	18,648
Contract Instruction and Program Development	5,308	4,717	4,824
Operating Expense	10,319	9,388	9,859
Depreciation	1,805	1,800	1,749
<b>Total Expenditures</b>	<b>36,868</b>	<b>34,728</b>	<b>35,080</b>
<b>Net Results</b>	<b>264</b>	<b>18</b>	<b>27</b>