



40
1978–2018

 **JUSTICE INSTITUTE**
of BRITISH COLUMBIA

2018–2019 INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

VISION

Safer communities and a
more just society.

MISSION

Developing dynamic justice
and public safety professionals
through exceptional applied
education, training, and research.

MANDATE

Unique among post-secondary
institutions in Canada, the Justice
Institute of British Columbia
offers specialized, applied
education, training, and
research in conjunction with our
community partners in the fields
of justice and public safety.

July 11, 2019

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister:

The Justice Institute of British Columbia (JIBC) celebrated its 40th anniversary in 2018-2019 by continuing to do what it does best – building its reputation as Canada’s leading public safety educator.

Since its founding in 1978, JIBC has endeavoured to bring together different sectors of the first responder community under the umbrella of one institute. There are distinct differences, but they share a common bond of wanting to be there to help people on their worst days. While this concept remains relatively unique in the world, over its 40 years JIBC has been a shining example of why it works so well.

Here at JIBC, instructors in fields of law enforcement, paramedicine, firefighting, corrections, and emergency management are able to exchange ideas related to working collaboratively, while recruits and students from different disciplines have opportunities to interact.

The result, we believe, is a first responder and emergency services workforce that knows how to work together efficiently and effectively in situations where every second counts.

This environment led to the development of expertise in related fields. From conflict resolution and mediation, to counselling, leadership and driver safety training, these skills not only help students in justice and public safety to do their jobs better but members of the general public as well.

The Institute’s expertise is recognized across Canada and around the world, a fact that has led to continual growth and success of its international education programs held both in Canada and abroad.

Today, JIBC is training paramedics in Hong Kong and Singapore, law enforcement professionals from China,

and firefighters in the United Arab Emirates. Within Canada, JIBC’s reach includes training corrections staff in Nunavut and Indigenous firefighters in Quebec.

We continued to strengthen existing partnerships and cultivate new relationships in the past year, hosting delegations from China, Latvia and Hungary and signing a Memorandum of Understanding with Chiba International Medical and Welfare Technical College from Japan.

Here at home, JIBC’s Bachelor of Emergency and Security Management Studies program was recognized for program excellence with a Colleges and Institutes Canada Award. The degree program is currently offered online to be easily accessible and flexible to students no matter where they are located.

JIBC also continues to conduct research to improve the work and lives of those in emergency services professions. In the past year, that included being awarded a \$127,000 grant to help develop a mental health screening tool for public safety personnel.

There are many in B.C. and across the country who contribute to our collective success. We are thankful for the dedication and commitment of JIBC staff and faculty, and the support of JIBC donors and stakeholders.

Each and every day, there are examples of our graduates — our everyday heroes — supporting the health, safety and well-being of communities in B.C., across Canada, and around the world. Much has been accomplished here in 40 years and we look forward to the next 40 years to come.



A handwritten signature in black ink, appearing to read 'M. Tarko'.

Dr. Michel Tarko
President and CEO



A handwritten signature in black ink, appearing to read 'Sukhminder Singh Virk'.

Mr. Sukhminder Singh Virk
Chair, Board of Governors



With the opening of the Justice Institute of British Columbia (JIBC) in the spring of 1978, came the beginnings of a post-secondary institution unique in Canada, if not the world, for its focus on justice and public safety through applied training, education, and research.

The fledgling Institute started out with five educational areas under one roof – the Police Academy, Corrections Division, Courts Academy, Fire Academy and Educational Services.

Today, in addition to recruit training for all municipal police departments in British Columbia and BC Sheriff Services, JIBC is responsible for training workers in BC Corrections, and community justice. JIBC educates and trains students for careers in law enforcement, paramedicine, firefighting, emergency management, security, bylaw enforcement, community care licencing, intelligence analysis, and tactical criminal analysis. At JIBC, professionals can also develop and hone their skills in counselling, mediation, negotiation, conflict resolution and leadership.

In its first 40 years, JIBC had nearly 295,000 individuals enroll in its courses, of which more than 40,000 have graduated from its programs – both non-credentialed programs and those culminating in certificates, diplomas, advanced diplomas, baccalaureate degrees and graduate certificates.

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1 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. Programming is designed to provide the educational foundation and meet professional development needs across careers in law enforcement, security, corrections, fire protection, paramedicine, and emergency management. Ensuring that communities are inclusive, safe, and secure—both physically and psychologically—is the focus of social justice programming in conflict resolution, leadership, counselling, and community safety.

JIBC's vision of safer communities and a more just society is evident in our graduates who 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.

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. Over 32,000 students are educated each year through academic and professional programs, advanced training, and continuing education. Supporting student success was a focus of JIBC's 40th anniversary celebrations in 2018, and the JIBC Future 40 Campaign funded 23 new student financial awards and bursaries.

JIBC's approach to experiential education is at the heart of the Institute, 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 500 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. JIBC has a mandate to fulfill labour market demands and



educational needs in justice and public safety for the entire province, and the Institute strives to provide equitable and affordable access to education for all learners, regardless of location. Over 60 percent of students receive their education off-campus in their own communities or online through distance learning. Programming is also provided in partnership with regional colleges to meet local demand. 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 agile and responsive to current and future labour market demands and aligned with the provincial Labour Market Outlook. Community engagement supports a strong foundation of strategic and academic planning.

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



1.2 JIBC MANDATE

Unique among post-secondary institutions in Canada, JIBC offers specialized, applied education, training, and research in conjunction with our community partners in the fields of justice and public safety. In 2006, the minister 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 including post-secondary education at the baccalaureate and applied master's degree levels.

The B.C. Government established JIBC in 1978 as a provincial institute through an Order-In-Council with a mandate to:

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

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

1.3 SCHOOLS AND OFFICES

JIBC offers training and education in all justice and public safety fields, with courses and programs organized under three schools and supported by the Offices

of Applied Research & Graduate Studies, Indigenization, and International Affairs.

1.3.1 SCHOOL OF HEALTH, COMMUNITY & SOCIAL JUSTICE

The 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:

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

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 and territories facilitate delivery across the country. Substantive training is provided to industry, various levels of government, and small to large 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.

In 2018/19, the School led the design, development and rollout of the Trauma Informed Practice (TIP) curriculum for the justice, public safety, and anti-violence community in B.C. This curriculum is the first of its kind in Canada, developed with cross-sector collaboration to deliver common learning across all five justice and public safety sectors. The curriculum includes both online and in-person courses and will continue into 2019/20 with the development of further resources and online learning courses.

1.3.2 SCHOOL OF PUBLIC SAFETY

The School of Public Safety prepares individuals to work as first responders and public safety professionals and provides education to those in the field to enhance their competencies. There are three divisions/centres in the School:

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

These divisions provide education and skills training in support of three occupations with high labour market demand in B.C.—firefighters, emergency managers, and taxi and limousine drivers—and also provide training to the province's search and rescue volunteers. The School is a key educational partner with Emergency Management B.C.

The School offers certificates, diplomas, and degrees in emergency management and fire and safety studies. For example,



the Fire Fighting Technologies Certificate (FFTC) 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) combines studies in emergency management and security with exposure to business and general education courses in order to prepare students to fulfill a wide range of duties and responsibilities in public safety.

The School also offers diverse customized training, education, consultation and applied research at JIBC's three Lower Mainland campuses, across the province, across the country, and worldwide. This includes delivery of contract training and education through engagement with several B.C. 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 2018/19, the Fire & Safety Division implemented two initiatives to improve access to its programs. A part-time studies option was launched for FFTC. With this option, students complete the on-campus applied components of the program on evenings and weekends, allowing them to continue to work while completing their studies. The Division also rolled out online delivery of the Incident Safety Officer program, which enables students

from across the province to complete the program in their own community.

The Driver Education Centre (DEC) moved into the new classroom and office structure at the Pitt Meadows campus. This much-needed facility, funded through federal and provincial initiatives, has vastly improved the learning environment for students. The positive impact of this new facility was very apparent in meeting increased demand from sheriff and police recruit training in 2018/19.

1.3.3 SCHOOL OF CRIMINAL JUSTICE & SECURITY

The School of Criminal Justice & Security prepares individuals for a variety of careers in law enforcement, corrections, youth justice, and court services. The School comprises the following divisions, and academies:

- 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 operates B.C.'s police, sheriff, and corrections academies, providing training to all new recruits and in-service

officers for municipal, transit, and First Nations police forces, B.C. Corrections, and B.C. Sheriff Services. 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 and regulatory compliance careers.

JIBC provides the security industry training courses required to become a licensed security professional in B.C. In addition to educating over 500 students in basic security training, JIBC also provides training throughout the province through a network of 35 contracted providers. New business processes were implemented to improve operational efficiency and increase satisfaction for students and educational partners.

Responsiveness and collaboration with the Ministries of Public Safety & Solicitor General, Attorney General, and Advanced Education, Skills and Training allows JIBC to quickly adapt training to meet emerging issues affecting the safety and security of citizens and communities. The Police Academy developed the Opioid Forum in 2018 with the Ministry of Public Safety & Solicitor General to educate police leaders on the current state of the opioid crisis and provide opportunities to plan coordinated policing approaches.

Key curriculum updates in 2018/19 included adapting the adult probation officer training for B.C. Corrections from an online



individualized approach to a cohort model delivered through blended online and face-to-face learning. Training in interviewing skills for youth probation officers was also updated to meet the contemporary needs in youth justice.

1.3.4 OFFICE OF APPLIED RESEARCH & 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

JIBC's Centre for Teaching, Learning & Innovation (CTLI) supports curriculum design and delivery through a wide range of innovative and effective learning technologies in partnership with subject

matter experts. Recipient of three Horizon Awards in 2018, CTLI provided extensive expertise, resources, and support in developing a micro-learning platform to prepare Indigenous learners for employment within pre-hospital healthcare.

The Centre for Liberal & Graduate Studies develops courses designed to broaden a learners' skills and understanding beyond the requirements of an area of specialization to help develop foundational skills to serve students' career and life goals. The Centre also supports the development of JIBC graduate programs in all fields.

The Centre for Research, Innovation & Scholarship advances research to provide evidence that supports JIBC's experiential learning methods and programming. Examining the stressors on justice and public safety practitioners and advancing the knowledge, theory and practice in allied professions are additional areas of research. New and ongoing research projects include:

- Developing and validating a mental health screening tool for public safety professionals.

- Developing open educational resources to support students with disabilities.
- Supporting student applied research training through a guided capstone project.
- Building personal resilience and coping skills in BScN nursing students.
- Scaling implementation of the JIBC Rural Disaster Resilience Planning Program.
- Standards and Taxonomies for a Canadian Paramedic Information System.

1.3.5 OFFICE OF INTERNATIONAL AFFAIRS

The Office of International Affairs (OIA) develops and implements JIBC's international strategy. The OIA coordinates international contracts, partnerships, and recruitment of international students and develops specialized supports and services for international students, staff, and faculty who engage internationally.

JIBC's international strategy envisions balanced 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, leveraging existing international partnerships, and identifying new markets to expand JIBC's global involvement and reputation. Establishing a solid foundation of business processes and resources is the key to creating sustainable growth in international activity and revenue.

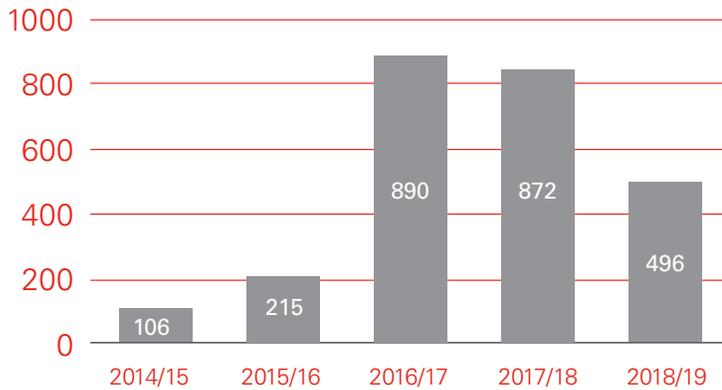
JIBC's key educational partnerships include: Hong Kong Fire Services Department, Singapore Armed Forces, Singapore Civil Defence Force, Singapore University of Social Sciences, several Chinese police colleges, Saudi Aramco, Universidad de Guadalajara, Waterford Institute of Technology, Portsmouth University, and United Arab Emirates Civil Defence.

Some international educational activity was stalled in 2018/19 due to a variety of geopolitical factors. Activities with Saudi Arabia came to a standstill in 2018/19

due to a diplomatic dispute between the Government of Canada and the Kingdom of Saudi Arabia that prevented trade and student travel. Similarly, several Chinese national police colleges were unable to send their students for a semester abroad at JIBC due to government travel restrictions. Marine firefighting and swift water rescue training with the United Arab Emirates Civil Defence was also delayed because of conflict and unrest in the region. JIBC plans to develop new strategies in 2019/20 to balance the portfolio of International activities to mitigate risks, including a Post Baccalaureate Diploma in Law Enforcement, designed in part to ensure that JIBC continues to meet the labour market demand for highly skilled new entrants.



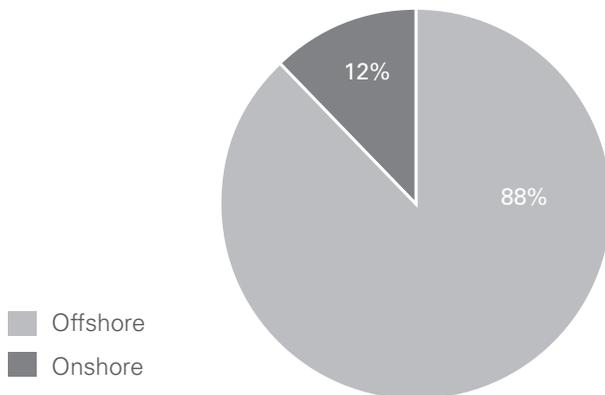
International Student FTE



Source: FTE Audit Tool. Central Data Warehouse, May 2019.

Note: International FTEs were recalculated in January 2019 for fiscal 2017/18 and prior using the FTE audit tool. Values do not match annual FTE reports due to the addition of historical enrolments not in the database at the time of reporting.

International Student FTE Onshore and Offshore



Source: Central Data Warehouse, May 2019.

Note: Offshore students are those whose campus location is outside of Canada. Based on a three-year average of fiscal years 2016/17, 2017/18, and 2018/19.



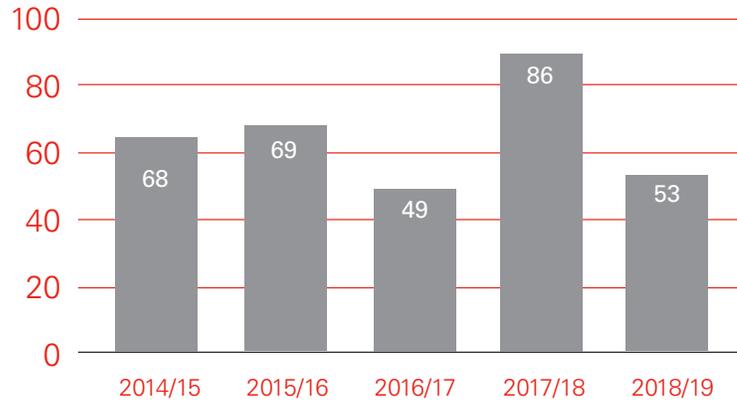
1.4 INDIGENOUS EDUCATION

JIBC serves the people of communities located in the ancestral and unceded territories of First Nations Peoples across British Columbia and welcomes First Nations, Inuit and Métis learners who seek knowledge and skills in justice and public safety.

JIBC's Office of Indigenization (OI) was created in 2012 to provide services that support and enhance Indigenous Education across all facets of the Institute. OI has been working to foster cross-cultural learning and knowledge exchange that promotes respect and understanding of the cultures, traditions, languages and protocols of Indigenous Peoples. Accomplishments of the OI have included creation of the Aboriginal Gathering Place, the Indigenous Health Garden, new curriculum for Indigenization courses, and ongoing support to individual programs wanting to integrate Indigenous perspectives into teaching and learning.

More than 6,300 Indigenous students have attended JIBC in the last five years and five percent of the total domestic student body (counted as FTEs) were Indigenous in 2018/19, close to the overall proportion of Indigenous adults living in the province. Indigenous students complete academic and professional programs, particularly paramedicine and firefighting, and take courses to advance in their careers. 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. Indigenous student headcount varies year-to-year based on these contracts for skills training.

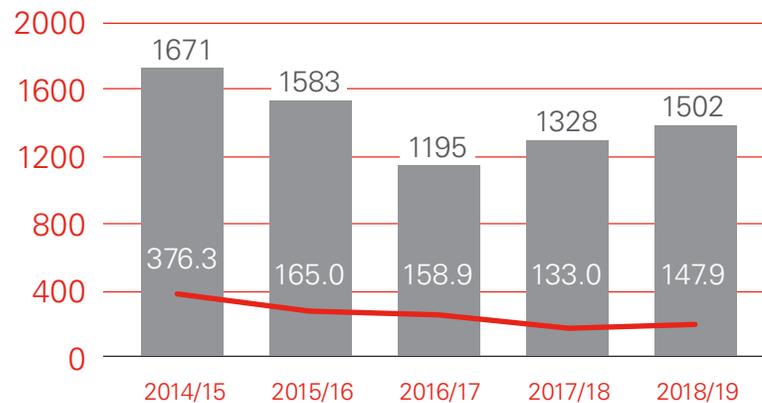
Credentials Awarded to Indigenous Students



Source: JIBC Student Information System, May 2019 and Student Transitions Project Aboriginal Spool, 2017-18.

Note: Includes short certificates. Based on self-declaration as an Aboriginal person at JIBC or any B.C. K-12 or post-secondary institution. Data based on fiscal years.

Indigenous Student Headcount and FTE



■ Headcount
■ FTE

Source: Central Data Warehouse, May 2019 and Student Transitions Project Aboriginal Spool, 2017-18.

Note: Based on self-declaration as an Aboriginal person at JIBC or any B.C. K-12 or post-secondary institution. Data based on fiscal years.



Overrepresentation of Indigenous Peoples in the correctional system is continuing to increase, with Indigenous girls now making up 60 percent of female youth in custody in B.C. The child welfare system is similarly imbalanced, where two-thirds of B.C.'s children under 15 in foster care are Indigenous. Educational attainment is improving and almost half of Indigenous people have a post-secondary qualification compared to two-thirds of Canada's non-Indigenous population. Increasing post-secondary access and credential completion for Indigenous Peoples and former youth in government care is one of B.C.'s policy objectives and a priority for JIBC.

A specific objective is providing pathways for young Indigenous learners to join justice and public safety professions. Since 2000, only 0.2 percent of B.C.'s municipal police officers and 1.6 percent of B.C.'s paramedics have self-declared as Aboriginal while training at JIBC. Indigenous individuals may not view a career in justice or public safety as an attainable goal. With project funding from the Ministry of Advanced Education, Skills and Training, JIBC developed and delivered the second offering of the Justice and Public Safety Career Preparatory Certificate. The JIBC Indigenous Youth Career Camp is another recruitment tool that introduces teens to an array of occupational possibilities in justice and public safety and planning is underway for future camp opportunities.

Given its unique role, JIBC is responsible for answering the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action in the fields of education, child welfare, health, justice, and training for public servants. Given the complex



historical relationship between Indigenous Peoples and policing, corrections, and other justice and public safety fields, JIBC has a significant opportunity to advance true and lasting reconciliation. Trauma-informed practice is central to JIBC's indigenization strategy and process. 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 TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).



1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

<p>JIBC delivers the Child Welfare Practitioner Training Program on behalf of the Ministry of Child and Family Development to prepare individuals for child safety practice in B.C. This partnership includes additional training for B.C.'s adoption workers and child and youth mental health professionals. Instruction regarding Indigenous child welfare is woven throughout the program and students learn how to build cultural safety practices into their daily work.</p>	<p>Implemented</p>
<p>The Aboriginal Focusing-Oriented Therapy and Complex Trauma certificate is a 10.5 credit program that uses Focusing-Oriented Therapy as a safe and effective method of working with clients who experience complex trauma. The program emphasizes both knowledge and application through classroom instruction, clinical practice, and clinical supervision. A variety of Indigenous treatment modalities are woven throughout the courses, including experiential exercises, story telling, ceremonial processes, and land-based healing techniques.</p>	<p>Implemented</p>
<p>The Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention takes an integrative approach to the assessment and treatment of complex trauma and child sexual abuse. Learners gain knowledge and understanding of culturally relevant practice and how multiple identities, social locations and Indigenous historical contexts inform theory and practice. Instruction regarding Indigenous communities and child welfare are woven throughout the program.</p>	<p>Implemented</p>
<p>JIBC is developing a new three-day course, A Systemic Approach To Celebrating Indigenous Families that encompasses traditional knowledge and family systems training. There are many courses and resources on family systems with a colonial lens but very few that offer the view of Indigenous families through the traditional systemic lens with its foundational focus on attachment and relationships.</p>	<p>In Progress</p>



23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

<p>The Justice and Public Safety Career Preparatory Certificate provides Indigenous learners with an opportunity to seek knowledge and skills in justice and public safety and prepare for careers working in paramedicine, firefighting, corrections, policing, and law enforcement. This 30-credit full time program is offered in partnership with Native Education College and the Vancouver Aboriginal Friendship Centre and is designed to provide culturally relevant experiences, knowledge, and supports. In 2018/19, students benefitted from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers.</p>	<p>Implemented</p>
<p>The JIBC Indigenous Youth Career Camp – Building Bridges, Breaking Barriers, Encouraging Connections, is a funded camp for Indigenous youth to explore employment opportunities in health, justice, and public safety, develop important applied skills, and make lasting personal and community connections in a culturally appropriate environment. To achieve truth and reconciliation, JIBC recognizes that more Indigenous people and perspectives are needed in the fields of justice and public safety. The pilot camp was held in 2017 and planning is underway for future deliveries.</p>	<p>Implemented</p>
<p>The First Nations Health Authority engaged JIBC to provide First Responder (FR) and Emergency Medical Responder (EMR) training to prepare Indigenous learners for employment within pre-hospital healthcare and enhance their abilities to engage in more advanced healthcare education. The modular design and flexible structure responds to an existing gap in access to healthcare education within Indigenous communities by allowing students to remain in their community while they study, progress through material at their own pace, and engage with interactive and culturally relevant curriculum. JIBC delivered EMR and FR training to members from 23 Indigenous communities and 90 percent of learners successfully completed their courses and provincial licensing exams. The participants, their families, and community Elders attended a final workshop to help integrate the new medical responders into a community-based responder system.</p>	<p>Implemented</p>
<p>JIBC plans to develop an Indigenous admission policy that removes systemic barriers and increases the number of Indigenous students in JIBC programs.</p>	<p>In progress</p>



36: CORRECTIONAL SERVICES

We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

JIBC is committed to training corrections professionals equipped with the trauma-informed and culturally grounded skills and approaches necessary to achieve the best outcomes possible for Indigenous Peoples involved in the correctional system. Through the Corrections Academy and Office of Indigenization, JIBC has supported the indigenization of the core cognitive behavioural programs offered through all custody centres and community corrections offices in B.C. JIBC has not only supported indigenizing the content and delivery of these programs, but has indigenized the process of training the correctional staff who facilitate and deliver these programs. The primary purpose of JIBC's collaboration with BC Corrections in indigenizing these programs is to provide more culturally relevant services to the individuals under the supervision of BC Corrections on issues such as substance abuse, family and domestic violence.

Implemented



57: PUBLIC SERVANTS

We call upon the federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<p>In response to this Call to Action, JIBC developed a new three-credit Indigenous cultural competency training course, Reconciling Colonial Practices in Justice and Public Safety. This course provides learners with an overview of colonization in Canada, with a specific focus on the involvement and role of the justice and public safety professions within this history. Students are introduced to the complex Indigenous systems of health, governance, and justice and the impacts of their displacement through contact and colonization. Students explore the contemporary context of reconciliation through nation-to-nation relationships and the Indigenization of complex systems in British Columbia and Canada today. Concepts of decolonization and reviewing the work of the TRC is introduced. Students have opportunities to reconcile colonial practices and perspectives while developing concrete skills, strategies and techniques to improve their professional interactions and outcomes with Indigenous Peoples, organizations, and communities.</p>	<p>Implemented</p>
<p>Indigenous Trauma-Informed Practice—Justice/Public Safety is a three-credit course that provides an overview of the history of relationships between Indigenous Peoples and justice and public safety professionals. Learners develop an understanding of the current overrepresentation of Indigenous Peoples in the justice and public safety system and the lived, vicarious and intergenerational trauma that is experienced by Indigenous Peoples. Learners are introduced to the field of trauma and trauma-informed practice from an Indigenous perspective and learn concrete tools and approaches to use for self-care and in daily work as a justice and public safety professional.</p>	<p>Implemented</p>
<p>JIBC has worked to indigenize curriculum within the Police Academy, integrating trauma-informed perspectives, and creating opportunities for every BC police recruit to engage directly with residential school survivors through Circles of Understanding delivered by the Vancouver Aboriginal Policing Centre Society.</p>	<p>Implemented</p>
<p>In 2018/19, JIBC hosted a one-day special event, ReconciliAction Through Indigenous Trauma-Informed Practice, to introduce Indigenous perspectives on complex trauma and trauma-informed practice. The event demonstrated concrete tools and approaches that can be utilized on a daily basis to achieve better outcomes working with Indigenous Peoples and communities experiencing or impacted by trauma. It also demonstrated how Indigenous trauma-informed practices can lead to better outcomes for all Canadians through supporting the implementation of the TRC Calls to Action.</p>	<p>Implemented</p>
<p>Trauma-informed practice is an essential approach to working with victims of crime, and JIBC’s Centre for Counselling and Community Safety was selected to develop and deliver a Trauma Informed Practice Curriculum for Justice, Public Safety and Antiviolence Sectors in B.C. This curriculum is the first of its kind in Canada, developed with cross-sector collaboration to deliver common learning and a specific focus on trauma-informed practice within Indigenous communities and with Indigenous victims of crime. The goal of the common educational curriculum is to ensure public servants can recognize and understand trauma and its effects on victims and witnesses, understand how violence and abuse shape victim responses, use skills to assess practices through a trauma-informed lens, and reduce the potential to re-victimize.</p>	<p>In Progress</p>

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

JIBC has specific responsibilities to support First Nations as they establish autonomy and control of their economic and social conditions. 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.

<p>POLICING JIBC delivers B.C. Police Recruit Training and advanced training courses for the Stl'at'imx Tribal Police Service, the only First Nations administered police force in British Columbia.</p>	Implemented
<p>EMERGENCY MANAGEMENT Emergency Management B.C. and JIBC has collaborated to develop relevant and effective emergency management training, based on the unique needs of First Nations. In 2018/19, JIBC delivered training to 22 First Nations communities in B.C. including fundamentals of establishing an emergency operations centre and planning community response. Additional training was provided through contracts with eight additional Indigenous communities and Indigenous Services Canada.</p>	Implemented
<p>With support from Indigenous and Northern Affairs Canada and collaboration with Wilfred Laurier University, JIBC developed The Aboriginal Disaster Resilience Traditional Knowledge Toolkit to help First Nations decide how to best incorporate knowledge of past disasters, existing risks, and traditional practices in their plans to mitigate and prepare for emergencies. Elements include storytelling and talking circles as well as community-based teams to promote knowledge sharing between First Nation community emergency management practitioners. Multi-year implementation has included train-the-trainer sessions with regional emergency management practitioners in First Nation communities and the development of a web-based Aboriginal Disaster Resiliency Planning Tool (ADRP). The ADRP provides communities with a comprehensive capacity and strength-based process to identify potential hazards that could lead to a disaster, and tools to identify risk, community strengths, and gaps. JIBC continues to develop applied research approaches to Indigenous disaster resilience, with plans for further implementation through community facilitation.</p>	Implemented
<p>JIBC is supporting development of the Inventory of Emergency Management Capabilities in Indigenous Communities.</p>	In Progress
<p>PARAMEDICINE JIBC's Health Sciences Division partnered with the First Nations Health Authority to respond to a labour market need within healthcare for paramedics in Indigenous communities. JIBC provided First Responder (FR) and Emergency Medical Responder (EMR) training to support 23 Indigenous communities. Additional EMR training for Indigenous communities was delivered through contractual arrangements with the Tribal Resources Investment Corporation and the Gitanyow Hereditary Chiefs in 2018/19.</p>	Implemented
<p>FIRE JIBC partners with the First Nations Emergency Services Society to deliver vocational firefighter training to First Nations communities in B.C and train Exterior Firefighting Team Leaders. The Fire & Safety Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training.</p>	Implemented
<p>In 2019/20, JIBC will support the Cree First Nations in Quebec through increased training and support to adopt B.C.'s Firefighter Competency and Training Playbook</p>	In Progress
<p>CORRECTIONS In 2018/19, the Corrections & Court Services Division commenced the development of the Indigenous Online Parenting Separation Course for the Family Justice Division, Ministry of Attorney General. Corrections and Sheriffs Divisions will also continue to focus on integrating content and apply strategies to indigenize curricula and pedagogy in 2019/20.</p>	In Progress



JIBC relies on project-based funding for Indigenous Education initiatives. The absence of Aboriginal Service Plan funding means, at times, there is insufficient funding to support the staff team required to implement the JIBC Indigenization Plan and the TRC Calls to Action. Unsustainable funding hampers multi-year inter-woven initiatives required to create true reconciliation and lasting change.

1.5 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 identifies 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.

The strategic goals 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 tactics and ensures these are in alignment with the Institute's Strategic Plan, Education Plan, the B.C. Ministry Service Plans, and objectives outlined in JIBC's Mandate Letter. Integrated planning helps the Institute build on its strong foundation as a public post-secondary institution and adapt to change. Specific priorities for 2019/20 include:

- Collaborate with the Board of Governors to develop a new 2020-2025 strategic plan.
- Select and implement an enterprise risk framework to identify strategic risks and embed risk-based assessment into the JIBC operating environment.



- Develop a sustainable funding and faculty model for the Police Academy.
- Increase delivery of emergency management courses in Indigenous communities on behalf of Emergency Management B.C.
- Develop new post-graduate training in cybercrime analysis, a new post baccalaureate diploma in security and emergency management, and a new model for primary care paramedics education.
- Develop new mental health supports for students including peer support and a mental health first aid program for students.
- Develop a new online course in anticipation of the introduction of ride sharing services to provide prospective drivers with training on assault avoidance, key aspects of accessibility, and customer service.
- Align JIBC operations with B.C.'s Climate Plan.
- Build processes and supports for student study abroad and international exchange experiences.
- Build JIBC capacity to promote occupational health and safety practices that safeguard employee health and well-being.

2 STRATEGIC CONTEXT

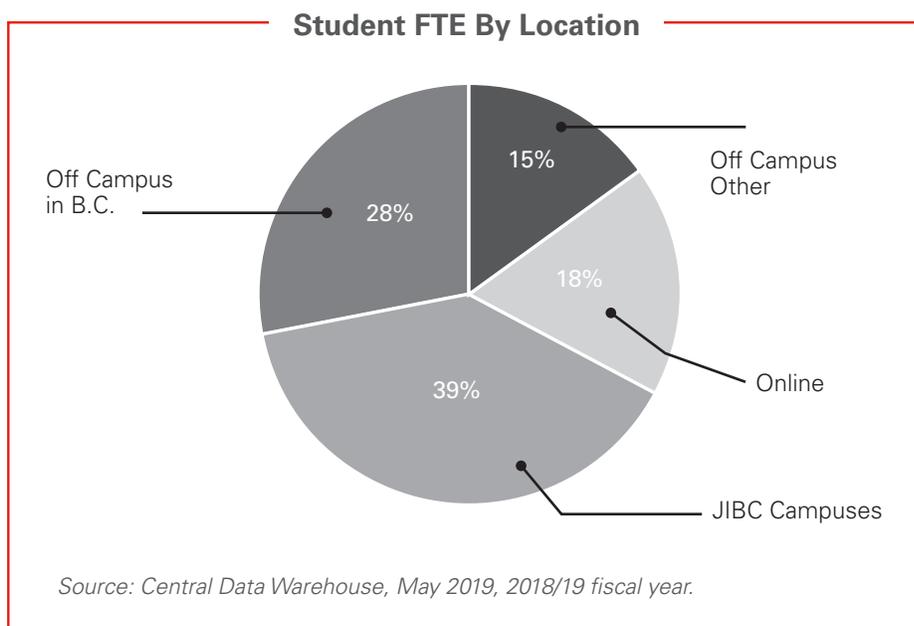


The needs in justice and public safety continue to evolve as the social, environmental, cultural, demographic, and legal context change. Timely identification of the shifts required to deliver greater value to students and other stakeholders drives JIBC's strategic and operational planning.

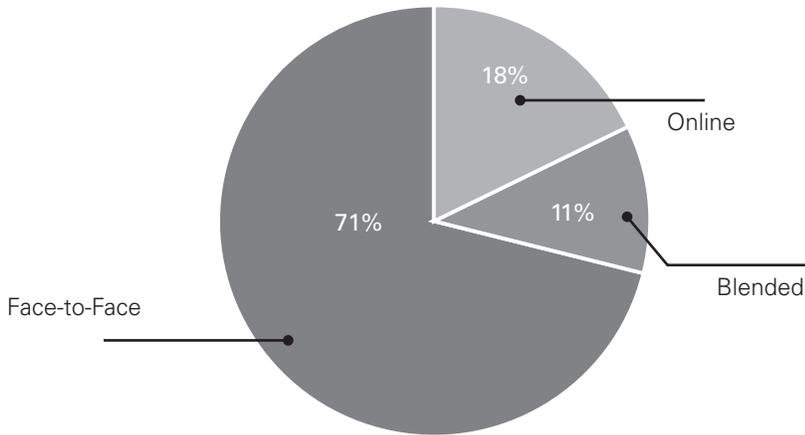
2.1 INTERNAL SCAN

2.1.1 JIBC'S PROVINCIAL MANDATE

JIBC delivers education and training at its six campus locations and, in 2018/19, offered courses at over 150 additional locations throughout British Columbia. Instruction is provided province-wide and uses multiple delivery modes to make education accessible and affordable. In 2018/19, almost 30 percent of instruction was provided, entirely or in part, through distributed learning and 53 percent of domestic student FTEs were educated outside of the Lower Mainland.



Student FTE by Delivery Mode



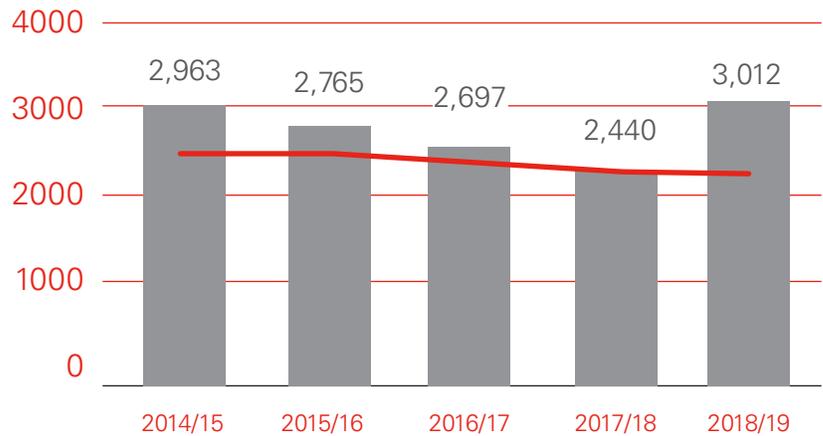
Source: Central Data Warehouse, May 2019, 2018/19 fiscal year.

2.1.2 STUDENTS

In 2018/19, JIBC awarded almost 3,000 credentials—short certificates, certificates, diplomas, and degrees—to both experienced professionals advancing in their careers and learners embarking on their chosen career path.

Accountability targets are created for each institution specifying the number of full-time equivalent students (FTE) to be produced annually. The utilization rate is the ratio of the actual number of FTEs produced relative to the target set by AEST. JIBC continues to surpass Ministry targets for FTE with a 126 percent utilization rate for domestic students in 2018/19. The headcount was 32,287 domestic and international learners, a 22 percent increase from 2017/18. The consistently high headcount demonstrates very impressive reach for the Institute, whose reputation and unique programming attracts students from all over B.C., Canada, and internationally.

Student FTE - Target and Actuals



■ FTE Results
■ FTE Target

Source: FTE Final Reports and Budget Letters.

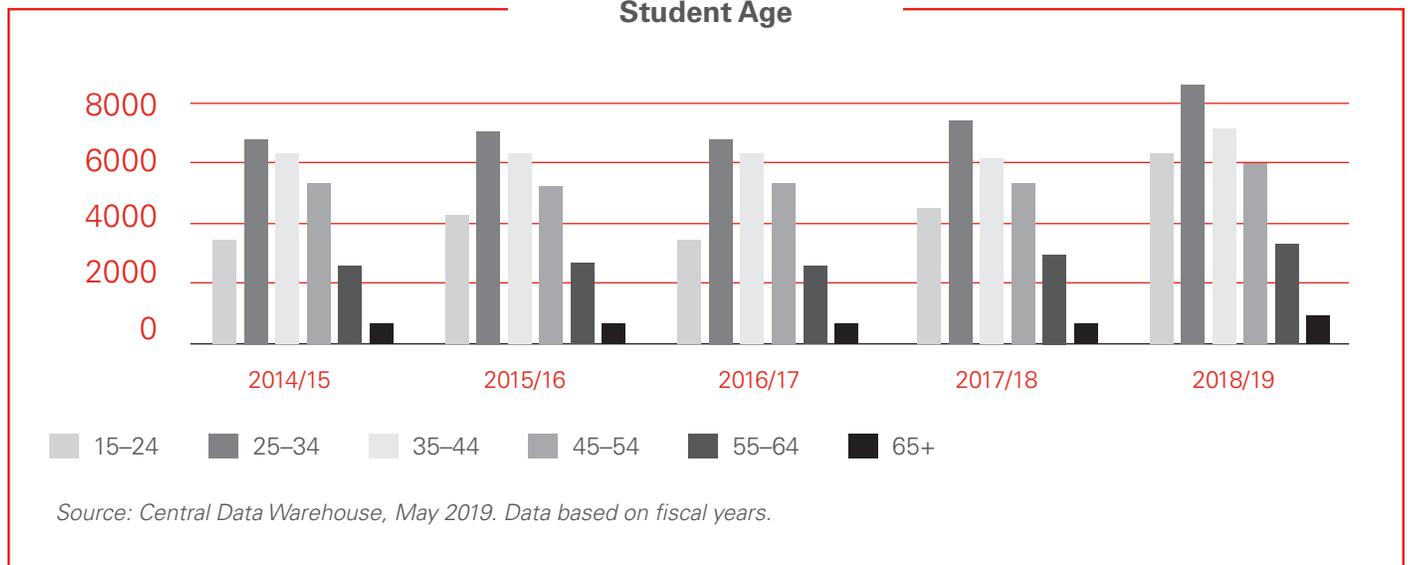
Demographics

The majority of students enrolled are mid-career learners, many engaged in learning sponsored by their employer. Sixty-eight percent of JIBC students are 25-54 but younger students are the fastest growing demographic reflecting our focus on unique degrees, diplomas, and certificates for undergraduate students interested in pursuing a career in law enforcement, paramedicine, and emergency management.

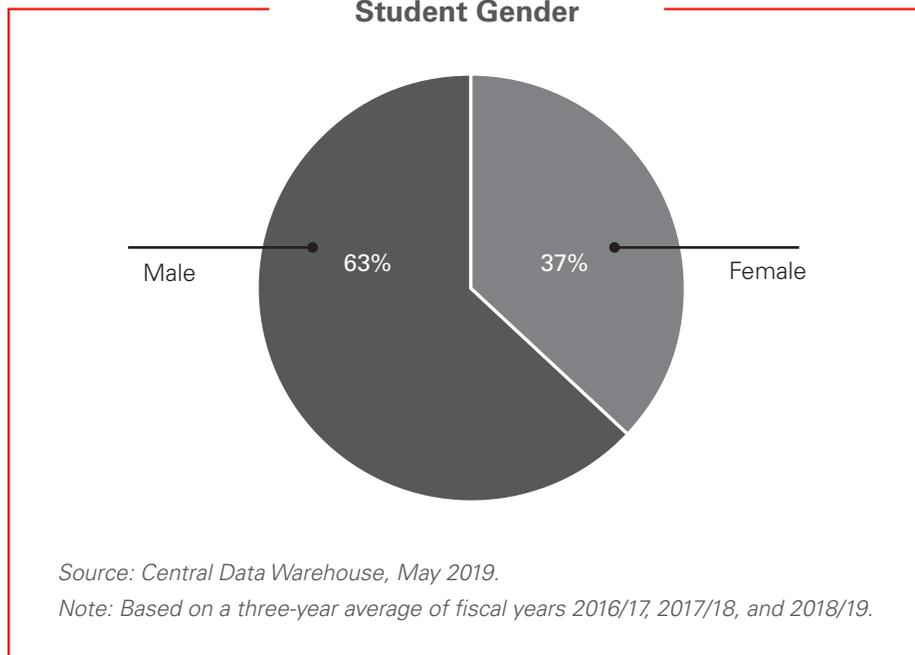
To meet the needs of more learners, the Law Enforcement Studies program is developing online third and fourth year courses so students have the option of completing their degree online.

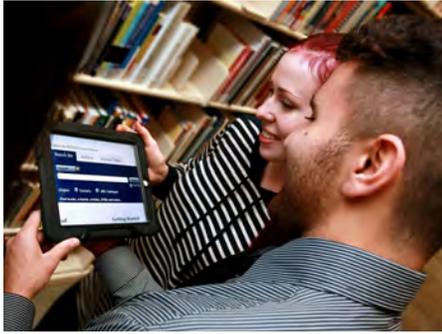
Men make up 60 percent of the student body, reflecting typical patterns in most justice and public safety professions. JIBC has a particular interest in addressing gender imbalance in our open-enrolment programs. Recruitment efforts, such as the Hands-on Firefighting Workshop for Women, are providing opportunities to find out what it takes to pursue careers in justice and public safety. Working in collaboration with fire departments and other agencies, the Fire & Safety Division will target other underrepresented groups in the fire service.

Student Age



Student Gender





Student Well-being

JIBC focuses on student safety and mental well-being as essential components required for academic success and supportive learning environments. Empowering students to maintain their wellness involves supporting self-management competencies, increasing mental health awareness, providing accessible mental health services, identifying students at risk, addressing discrimination and inequities, and having the right policies, planning, and organization. In 2018/19, JIBC surveyed faculty and staff to develop a report card on the components in place to support the mental health of our students. This report card indicated a need to increase awareness and education on the supports that are already available to students. In 2019/20, JIBC will develop a peer support program for mental health and wellness for students including a mental health first aid program. Work is underway to create a province-wide virtual mental health service for all post-secondary students in B.C.

Seeking to normalize a culture of self-care, peer support, and willingness to ask for help, coursework in building resiliency prepares first responders to address occupational mental health concerns. JIBC offers resiliency training to all paramedic students at JIBC and nurses at Langara College through an evidence-based online course developed through applied research at JIBC. In 2019/20, JIBC plans to incorporate additional mental health modules into academic programs in criminal justice and security.

JIBC is a strong advocate for vulnerable and under-represented students. The Institute is developing recruiting and retention strategies to increase the number of students that face systemic access barriers and prepare learners to be successful in their chosen career path. JIBC is participating in the provincial initiative to support former youth in care with tuition waivers. JIBC supported seven students through the process in the past year and three of those students recently graduated.

Emergency and supplemental education funding assists vulnerable students when unexpected expenses and life events threaten to derail educational plans. JIBC awarded two Youth Futures bursaries to former youth in care and 10 Indigenous Emergency Education Awards in 2018/19 to help students overcome barriers in their educational path. In 2019/20, JIBC will develop additional wrap-around supports for former youth in care.

JIBC experienced a significant increase in the number of students accessing academic accommodations for disability related issues. In 2017, only 17 students accessed services and in 2018, 71 students were accessing services. The increase may be credited to better and more welcoming information for students, especially through the website. In 2019/20, the Institute will focus on increased initiatives to support students with disabilities in programs with high labour market demand, including a specialized writing service and more intensive training for faculty on universal design principles to better support students with diverse learning profiles.

JIBC participated in the provincial Sexualized Violence Prevention campaign in the fall and again in January. In addition to the provincial program, JIBC also increased the available information on the website and included information around student conduct in all orientations.

2.1.3 PROGRAMMING

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.

New Programming

In 2018/19 JIBC created two new programs designed to meet the needs of international students. The Post-baccalaureate Diploma in Law Enforcement Studies will provide international students, with previous success in achieving an undergraduate degree, a unique combination of theoretical knowledge and applied capabilities in

law enforcement and security in the Canadian context. This full time 60-credit program, comprised of mainly upper-level undergraduate courses, builds on previously developed competencies and develops expertise in a new area of specialization. JIBC will begin developing a second post-baccalaureate diploma program focusing on emergency and security management, with plans to launch in 2020/21.

The Certificate in International Law Enforcement Studies provides a general overview and understanding of the Canadian criminal justice system and opportunities for comparative study for international exchange students. The 15-credit program was piloted and developed over several years through educational partnerships with Chinese police colleges and it is highly regarded by officials as an important contributor to the ongoing modernization of China's law enforcement and justice systems.

In 2019/20, the Health Sciences Division will review and revise the structure and content of the Primary Care Paramedic program. The new program will help graduates smoothly enter the paramedic profession and fulfill a greater variety of healthcare roles and keep the program relevant and impactful through the coming years as the profession continues to evolve. 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 as entry to practice.

Program Reviews

The Certificate in Conflict Resolution program underwent an in-depth program review in 2018. The 18-credit part-time program was established in 1984 as Canada's first post-secondary program in the field. Since 2004, the program has offered two specializations: negotiation and mediation/third-party intervention. Faculty members are active practitioners who link



theory to practice with real-life examples, and students are highly satisfied with their knowledge and the program overall. JIBC's program excels in flexibility, curriculum, faculty expertise, and greater affordability than other B.C. post-secondary programs. Students are mainly from B.C. but the program attracts students from other provinces who are drawn by its reputation, fit with personal schedule, and real-world simulations. Barriers to timely completion are cost, work obligations, and course scheduling. Opportunities to improve the program include increasing access to appropriate classroom space and providing more continuous assessment and feedback to students. The program will also explore work-integrated learning opportunities.

Technology-related Programming

JIBC is at the forefront of education in intelligence analysis—making sense of the massive footprint of data and information related to cybercrime, financial fraud, organized crime, and terrorism. The Institute offers two graduate certificates, one in intelligence analysis and one in tactical criminal analysis. Both programs are delivered online over a 16-month period, and graduates are in high demand in fields such as banking, security, insurance, the military, and all levels of government. The program began seven years ago at the request of the B.C. Ministry of Justice, in response to the epidemic of missing and murdered women on Vancouver's Downtown Eastside and the Robert Pickton trial.

In 2019/20, JIBC will begin developing a third stream of programming related to cybercrime investigation and analysis. 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. The Institute is also working with Canterbury Christchurch University (UK) to provide JIBC graduates with direct entry to an MSc in International Cybercrime Analysis.

2.1.4 WORK-INTEGRATED LEARNING

Providing students with real experiences during their studies in their chosen field helps develop career-ready graduates with stronger employability and personal agency. With mandatory professional practice a staple for students training in accredited professions, the benefits of work-integrated learning in all types of programs is coming to the forefront. JIBC has 40 years of experience in evaluating, consolidating, and extending student's skills, knowledge, and attitudes through on-the-job learning, which remains a critical component of many JIBC programs.

Providing students who are not already employed in their field of study with similar opportunities is a priority, and JIBC schools are collaborating in support of building capacity and opportunity for a range of workplace integrated learning opportunities, including work-placements and applied research projects. This work will ensure a solid foundation for future

co-op and internship options for students in academic programs. Designing successful work-integrated learning components requires considerable resources in relationship building, student support and mentoring, integrating workplace and classroom learning, and program evaluation. Recognizing the importance of workplace learning opportunities, the Emergency Management Division has established relationships with local, provincial, and federal employers eager to hire Bachelor of Emergency and Security Management Studies students. In summer 2019, several of the online program's students will have the opportunity to be deployed to support provincial wild fire response and others being employed by various federal agencies. These summer employment opportunities will give students the experience they need to gain full-time employment upon graduation.

JIBC is currently leveraging funding from the Accountability Council for Co-op Education and Work-Integrated Learning to explore and establish policy and procedures to support growth in work-integrated learning; extend online tools, resources, and support for students and clinical/field educators; and explore options for capturing, documenting, and assessing evidence of learning in the workplace environment.



2.1.5 TECHNOLOGY

Educational Technology

Serving diverse student populations throughout B.C. with high quality, relevant, and cost-effective education and training has fueled JIBC excellence in the use of educational technology and learning design. 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.

To reduce education costs for students, the Law Enforcement Studies diploma program is being adapted as a ZED Cred program through which students can achieve a credential while paying no textbook costs. Two liberal studies courses replaced each of their current textbooks with a zero-cost open textbook, with more planned for 2019/20. JIBC is a provincial leader in developing open education resources with the support of B.C. Campus and collaborations with other post-secondary institutions in B.C.

Praxis is an online, team-based learning system that focuses on decision-making simulations and is a critical part of JIBC's teaching and learning environment. Developed through applied research at JIBC, Praxis is widely incorporated into regular training and education programming in emergency management, leadership, and policing. 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 is also used by other post-secondary institutions and by industry to support employee training.

Rapid changes in technology impact how instructors teach and students learn. Artificial intelligence (AI), virtual and augmented realities, and the Internet of Things (IoT) are creating rapid change that is rippling across society. Post-

secondary institutions are challenged to leverage technology for student success while managing the budgetary impacts that grow larger as occupational and teaching tools become networked smart devices. Creating learning environments that are as close as possible to the real-world is critical preparation for the realities of occupational practice and in 2019/20, JIBC will begin exploring how contemporary evidence-based teaching practices and emerging technologies may improve the development of immersive learning experiences for students.

Administrative Technology and Shared Services

EducationPlannerBC (EPBC) allows students to research educational opportunities and apply to JIBC programs on the same website used to apply to other post-secondary institutions in B.C. In 2018/19, JIBC had 12 programs accepting applications through EPBC and another three programs are in the queue to on-board in summer 2019. JIBC's Registrar is the co-chair of the operations working group which helps to ensure that the voice of the smaller and more dynamic institution can be supported on the provincial site. In 2019/20, JIBC plans to participate in the provincial transcript exchange for students coming from the B.C. secondary schools to JIBC.

JIBC shares the same student information system (Colleague) with nine B.C. post-secondary institutions, sharing software, infrastructure, methods, and costs. Major initiatives related to Colleague in 2018/19 included automation of program admission communications and process redesign to improve the student experience. In 2019/20, the Institute will continue to operationalize modules in Colleague to open more self-service features for students and improve data governance.

Enhancing systems for finance, payroll, and human resources is planned as the next phase of the ERP project. JIBC has been using Unit4 Business World since 2000 and four more B.C. post-secondary Institutions also use the product. In 2018/19, work

commenced to implement additional finance and payroll functionality already available within the current product license. This will include automated calculations, elimination of paper-based processes and duplicated entry, process streamlining, provision of web-based payroll information to employees, and improved reporting.

Enhancing the website has been a multi-year process that is expected to be completed in 2019/20. The new website will improve accessibility by providing a truly mobile experience, intuitive navigation, and streamlined course discovery.

2.1.6 HUMAN RESOURCES

The current collective agreement between JIBC and its 160 full time and part time administrative staff, represented by BCGEU, expires on June 30, 2019. Initially bargaining will involve several other post-secondary institutions whose support staff are also represented by BCGEU or CUPE. When wage negotiations are concluded at the common table, local bargaining will be scheduled.

JIBC relies on highly qualified practitioner-scholars for curriculum development, teaching, and research. The labour pool of qualified faculty faces pressures from the high cost of living in B.C. and individuals are less willing to take on the risk of variable contract work. Competition for faculty is growing as academic salaries have not kept pace with those offered to experienced professionals with advanced degrees in government and the private sector. Faculty development is important for retention and JIBC is also exploring additional opportunities to develop our faculty to support excellence in programming and delivery.

2.1.7 FACILITIES AND EQUIPMENT

In 2018/19, JIBC renewed and upgraded building systems and components to reduce deferred maintenance and increased the use of direct digital controls to improve infrastructure connectivity. A new mobile maintenance program and centralized service model



were introduced to improve services and operations for regional and satellite campuses and streamline administration. Feasibility studies and condition assessments on buildings and systems were conducted to inform planning.

Climate Planning

JIBC has implemented operational changes resulting in significant reductions in energy consumption. Energy consumption is monitored at all campuses to identify trends in usage and to ensure buildings operate at optimal conditions for the season. Tracking energy usage gauges the effectiveness of implemented energy efficient strategies designed to achieve carbon neutrality through the reduction of greenhouse gas (GHG) emissions.

In 2018/19, the following projects were undertaken to reduce GHG emissions:

- Retrofitted interior and exterior lighting to LED type as part of a rolling replacement program.
- Conducted an energy audit and retro-commissioning study and implemented recommended energy savings strategies at the New Westminster campus.

JIBC's future plans to reduce GHG emissions include:

- Additional energy audits and retro-commissioning studies to develop and implement recommended energy savings strategies at regional campuses.
- Installation of additional direct digital controls for heating/cooling plants and lighting systems.
- Continuation of the rolling replacement program for retrofitting lighting to LED type.
- Participation in BC Hydro's Energy Manager Associate Program to develop a strategic energy management plan for the Institute.

2.2 EXTERNAL SCAN

The Institute has mechanisms to track and monitor significant changes in society, the environment, technology, the economy, and political factors that could influence JIBC's future success. In 2018/19, JIBC conducted a comprehensive external scan to support the development of a new Strategic Plan.

2.2.1 PUBLIC POLICY

Priorities in Criminal Justice

After more than a decade of declining police-reported crimes, the trend is showing some reversal. British Columbia has now seen three consecutive years of higher rates of crime, with an increase in reported cases of sexual assault, possession of stolen property, motor vehicle theft, and homicide. Despite the recent increases, the police-reported crime rate is still 23 percent lower than 10 years ago. The youth crime rate remains low and the number of new admissions to B.C. youth correctional services in 2016/17 was 3,047 compared with 24,425 10 years ago. Indigenous incarceration continues to occur at a rate approximately six times greater than expected given the percentage of Indigenous persons in the B.C. population.

The increase in reported crime has downstream effects, with a 10 percent increase in adult criminal cases in B.C. Provincial Court over the last four years. Improving access to justice by reducing trial delay is a priority and strategies include more sheriffs, alternative dispute resolution, and specialized courts such as the Drug Treatment Court, Downtown Community Court, and First Nations Court.

Money laundering through B.C.'s casinos and real estate market has snowballed in recent years. Experts estimate that 72 percent of illegal proceeds of crime were laundered through B.C.'s residential housing market, driving a five percent rise in housing prices.

A report by Peter German recommended the establishment of a dedicated Gaming Enforcement Police Service with 30 officers trained at JIBC's Police Academy,

transferring regulatory responsibilities from the BC Lottery Corporation, and establishing an intelligence unit.

Recent municipal elections significantly changed the policing landscape as Surrey decided to transition to a municipal police force. There are currently 835 RCMP officers in Surrey and, should the switch to municipal policing come to fruition, training will shift to JIBC over the following two to four years. These changes are expected to impact space utilization in New Westminster as police training currently accounts for 20 percent of room usage.

Since the provincial legalization of cannabis, police require new skills in detection of drug-impaired driving and JIBC continues to support development through training in roadside field sobriety testing.

The Ministry of Attorney General and Ministry of Public Safety and Solicitor General have set the following objectives over the next three years that will impact JIBC programming:

- Develop an Access to Justice Framework and Action Plan.
- Improve dispute resolution services for B.C. families.
- Partner with Indigenous leadership to develop an Indigenous Justice Strategy.
- Provide evidence-based and culturally-appropriate programming in correctional centres and create memorandums of understanding with First Nations to support the successful reintegration of Indigenous Peoples being released from custody and/or under community supervision who are returning to their communities.
- Implement Intercultural Safety Training in the justice and public safety sector.
- Partner with First Nations communities to improve emergency management services and supports.

- Develop a cross-sector curriculum on trauma-informed practice for the justice, public safety and anti-violence community sectors.
- Develop an integrated, cross-sector, strategic approach to enhancing the use of restorative justice in B.C.
- Implement initiative to increase and improve the efficiency of traffic enforcement with a focus on reducing high-risk driving behaviours (alcohol, drugs, speeding and distraction.)
- Continue to enhance emergency management, consistent with the adoption of the UN Sendai Framework for Disaster Risk Reduction.
- Develop a comprehensive disaster recovery program that addresses legislative gaps and critical recovery needs of local and First Nations governments.
- Work across ministries and other levels of government to establish and maintain overall provincial business continuity plans.
- Continue to develop and implement British Columbia Provincial Policing Standards and evaluate compliance with those standards.
- Improve the response to money laundering of the proceeds of crime in B.C. and implement a coordinated regulatory and policing approach.

2.2.2 LABOUR MARKET OUTLOOK

Changes in the labour market are fueled by the economy, demographic changes, globalization, and technology. The demand for skilled workers with post-secondary education will grow and eight out of ten workers will require some post-secondary education ten years from now.

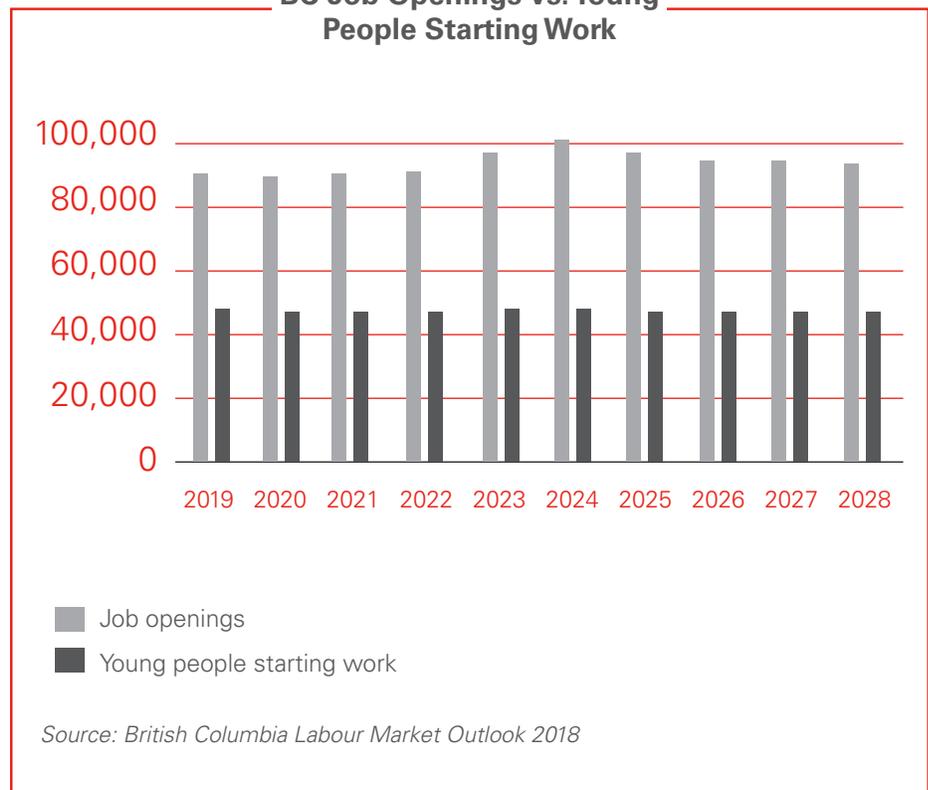
The B.C. labour market is expected to be in balance over the next ten years despite a growing gap between the number of new entrants to the workforce and job vacancies. Young people entering the workforce for the first time will only fill half of anticipated job openings, and the gap will be filled predominately through immigration, supplemented by interprovincial migration, automation, and greater labour force participation.

Increasing automation will continue to redefine the workforce, displacing workers, particularly in lower skilled occupations, as technology takes on the physical and processing tasks currently handled by people. Automation is a key strategy to address labour shortages in a shrinking workforce as the bulge of Baby Boomers retire faster than the rate of replacement. In the longer term, the demand for skilled labour will make re-training older workers

displaced by automation a vital focus.

JIBC graduates consistently have the strongest employment outcomes in the province. The B.C. Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO) assesses labour market and other outcomes for graduates. JIBC's success in work-related training is evident in the results, with 96 percent of graduates surveyed indicating they were in the workforce and 91 percent working in a permanent position one year post-graduation. JIBC graduates surveyed had the lowest unemployment rate at 2.1 compared to 7.1 percent across B.C. and the highest average hourly wage at \$31 compared to the provincial average of \$23 for graduates at all public post-secondary institutions.

BC Job Openings vs. Young People Starting Work



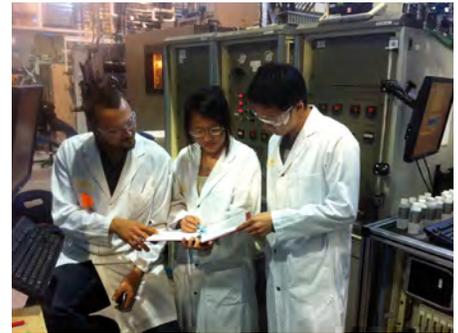
Aligning Education with the Workplace

Industries and workplaces are evolving rapidly and post-secondary institutions need to be adaptive and agile partners, capable of re-aligning the curriculum and pedagogy to be responsive to change. The Ministry of Advanced Education, Skills and Training began creating linkages between post-secondary programming

and workforce needs in 2014, requiring PSIs to align 25 percent of instructional activity with occupations experiencing labour shortages. In 2018/19, 58 percent of JIBC instructional activity aligned with B.C.'s 'Top 100' in-demand jobs. JIBC trains workers in the following occupations, and the ten occupations with an identified skills gap are highlighted in gray.

OCCUPATION	EXPANSION DEMAND	REPLACEMENT DEMAND	JOB OPENINGS
By-law enforcement and other regulatory officers	255	689	944
Commissioned police officers	30	205	235
Correctional service officers	602	1,821	2,424
Family, marriage and other related counsellors	1,799	3,488	5,286
Fire chiefs and senior firefighting officers	71	546	617
Firefighters	759	2,047	2,806
Government managers - health and social policy development and program administration	96	463	559
Inspectors in public and environmental health and occupational health and safety	823	2,467	3,289
Managers in social, community and correctional services	1,520	3,436	4,956
Natural and applied science policy researchers, consultants and program officers (includes emergency managers)	930	1,736	2,666
Other managers in public administration	186	746	932
Paramedical occupations	1,351	1,421	2,772
Police officers (except commissioned)	2,138	5,539	7,677
Program officers unique to government (includes intelligence)	227	942	1,168
Security guards and related security service occupations	3,800	8,804	12,604
Sheriffs and bailiffs	126	302	429
Social and community service workers	9,715	13,888	23,603
Social workers	2,027	3,630	5,657
Taxi and limousine drivers and chauffeurs	2,590	3,277	5,868

Source: BC Labour Market Outlook 2018: Job Openings by Occupation for BC and Regions. Expansion demand is due to economic growth and replacement demand arises from permanent exits from the labour force (retirements, etc.)



Skills Training

Skills training has always been a recognized part of the post-secondary sector but not a strategic priority to date as the focus has been on training new entrants to the workforce. As demographics change, meeting the labour market demand requires lifelong learners willing to be re-trained for occupations that are continually adapting to environmental, economic, and technological change. The post-secondary system needs to be equitable for individuals regardless of how and when they enter into education. The Ministry of Advanced Education, Skills and Training plans to partner with employers and industry to deliver skills upgrading to employees, an area of excellence for JIBC. The Ministries of the Attorney General and Public Safety and Solicitor General have already identified a strategic need to develop the next generation of leaders to ensure they have the critical skills and knowledge for the future. With employers and ministries aligned about the strategic priority of lifelong training and teaching new skill sets, JIBC may benefit as the role of continuing education and professional development finds a firmer place within the post-secondary sector.

The growing importance of skills training within the post-secondary landscape will inevitably lead to increased competition as institutions, public and private, move to meet emerging demand. Large employers will be evaluating post-secondary offerings against their capacity to develop in-house training that is customized to their workplace needs. Indeed, JIBC's core clients in policing and corrections are already demanding a greater role in skills training, suggesting a growing importance of our legislated mandate to, "Identify the educational and specific training needs for all components of the British Columbia Justice System."

Competencies for the Future

The K-12 education system in B.C. is being modernized and schools are transitioning to a new curriculum that is concept-based and competency-driven. Future post-secondary

students brought up through the new curriculum will likely arrive with different expectations and experiences regarding teaching and learning. K-12 education in B.C. will put more focus on personalized and flexible learning delivered in a variety of novel and engaging environments. A strong focus on literacy—text, numeric, financial, visual, and digital—and a focus on core competencies may bring learners more prepared for post-secondary education. The Ministry of Advanced Education, Skills and Training is already identifying core competencies for post-secondary learners that will prepare them for successful transitions to work. Employers are prioritizing new skills sets including digital literacy, creative and critical thinking, global citizenship, and social skills. Post-secondary institutions will also need to examine what will be required in the future of work and determine how to prepare learners for successful transitions.

The Financial Squeeze in Higher Education

Public funding of post-secondary education in Canada has been shrinking over the last twenty years. In 2013/14, 49 percent of public funding came from different levels of government across Canada while 25 percent came from student tuition and fees. Nine years prior, governments were contributing over 54 percent.

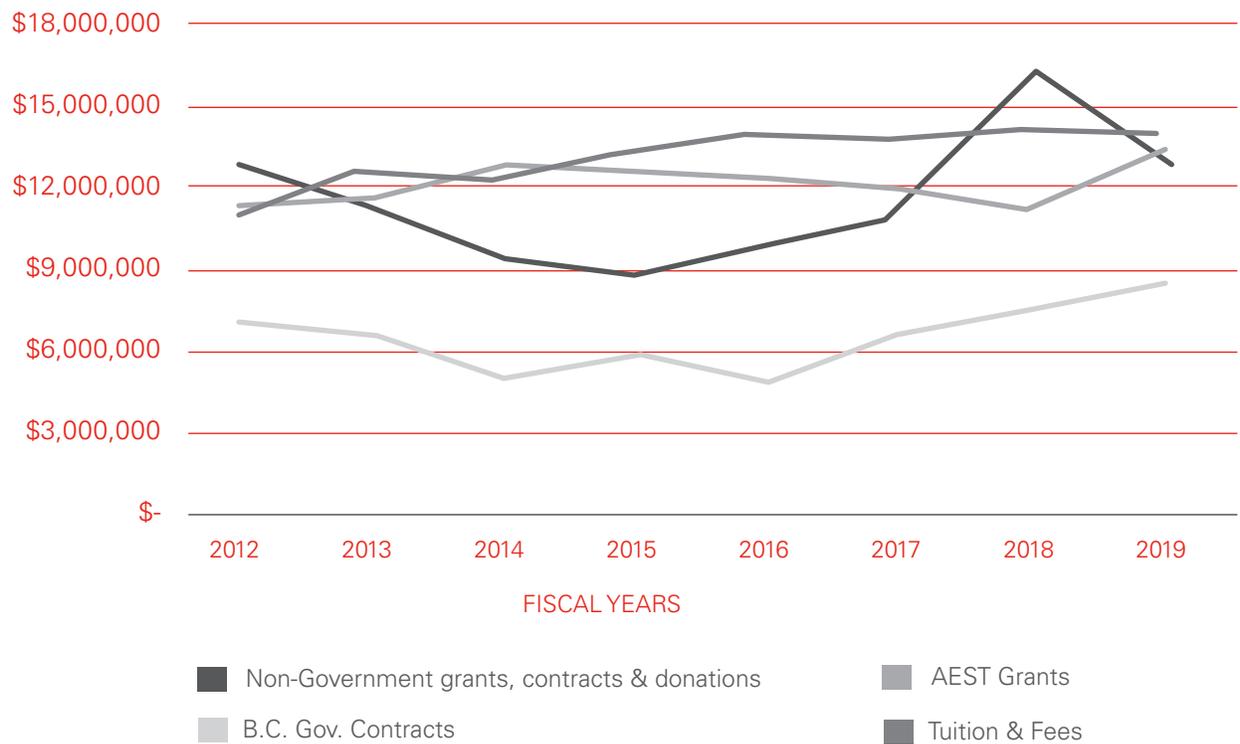
In B.C., grants are provided by the Ministry of Advanced Education, Skills and Training and the Industry Training Association (ITA), a B.C. crown corporation that funds trades education. JIBC receives no grants from ITA but does receive a grant from the Ministry of Public Safety and Solicitor General to support police training. Other B.C. ministries and agencies contract annually with JIBC to provide staff and/or stakeholder training. To keep education affordable, domestic tuition and mandatory student fees are limited to a two percent increase for established programs through the Tuition Limit Policy. The absence of any government FTE funding for JIBC's core academic degrees,

diplomas, and graduate certificates in law enforcement and emergency and security management makes cost recovery essential but the resulting higher tuition detracts students who are expected to foot the entire cost of their education.

With flattening of government funding and a limit on tuition increases, post-secondary institutions are increasingly looking to develop other revenue streams to meet rising costs. Institutions have become more market-focused, changing the balance between activities that are purely academic and those that are market-driven. Fundraising has increased, partnerships with large corporations formed, and capitalization of intellectual property pursued. B.C. enrolled a record number of international students in the province in 2018, a growing source of tuition revenue that is not subject to a cap. JIBC has increasingly relied on revenue from contract training to maintain services and fuel growth as government funding and tuition flattened over the last five years. Post-secondary institutions now depend on revenue sources that carry much greater business risk.

The funding squeeze, coupled with declining enrolment due to demographic shifts, is contributing to a more competitive climate in higher education. Private colleges and institutions from other jurisdictions are promoting their programs in our market, and are increasingly relevant as digital education makes distance much less of a factor.

JIBC Major Revenue Sources



Source: JIBC Audited Financial Statements.

Climate Change

The world’s scientists have reached consensus that the earth’s climate is warming, with consequences that are a growing threat to humanity. All areas of the globe will be affected with rising sea levels, retreating glaciers, and changes to many physical and biological systems. There are already increasingly severe and frequent disasters and emergencies due to natural and human-caused hazards, climate change, and urban expansion. Governments are preparing for climate change now to manage impacts that include:

- Higher risk of wildfires.
- More frequent and severe heat waves.
- More frequent and severe flooding.

- More frequent and intense weather causing damage to buildings and infrastructure.
- Negative impacts on health determinants due to poor air quality, extreme heat, drought, and changes in infectious diseases.

Increasing emergency management capacity is an important strategy to minimize human suffering and losses and increase community and business resiliency in the face of increased risk. The province has developed British Columbia’s Adaption Strategy and JIBC will be a strategic partner with municipalities and Emergency Management B.C. to help create a culture of preparedness built on a strong foundation of knowledge and tools.

3 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

The Institute operates under the guidance of the Strategic Plan 2015-2020. 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 mission and mandate, 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.

Goals established under each Strategic Plan priority cascade into objectives set out in the Education Plan, Capital Plan, and Local Operating Plans developed for each School and Division. Additional objectives are

developed in response to JIBC's Mandate Letter, Budget Letter, and the Service Plans of government partners. Integrated planning helps the Institute build on its strong foundation as a public post-secondary institution and adapt to change.

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 2019/20 Service Plan:

GOALS	
Goal 1	Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training.
Goal 2	British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential.
Goal 3	British Columbians are prepared for and connected to current and emerging opportunities in B.C.'s economy.

The following table shows how JIBC's strategic goals, as outlined in the Strategic Plan, are in alignment with Ministry's goals.

MINISTRY GOALS	OBJECTIVES	JIBC STRATEGIC GOALS
Goal 1	<ul style="list-style-type: none"> Implement the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples in the post-secondary education and skills and trades training system. 	<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 and equitable access to quality post-secondary education and skills training. Respond and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training, and increase their participation in the skilled workforce. 	<ul style="list-style-type: none"> Create a responsive service culture. Increase financial sustainability through fiscal discipline and new revenues. Increase inter-professional applied training, education, and research.
Goal 3	<ul style="list-style-type: none"> Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the B.C. economy. Labour market information connects British Columbians to current and emerging career opportunities. 	<ul style="list-style-type: none"> Ensure programs reflect current and emerging labour market and educational needs/trends. Improve long-term planning. Improve data-informed decision-making built on effective business systems. Optimize technology to support high quality programming and services.

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				
2018/19 Target	2018/19 Actual	Performance	2017/18 Target	2017/18 Actual
2,393	3,011	Exceeded	2,400	2,440

JIBC continues to exceed FTE targets.

ALLIED HEALTH SPACES				
2018/19 Target	2018/19 Actual	Performance	2017/18 Target	2017/18 Actual
313	312	Substantially Achieved	320	333

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. Advanced Care Paramedic cohort numbers vary year-to-year due to student recruitment challenges.

CREDENTIALS AWARDED				
2018/19 Target	2018/19 Actual	Performance	2017/18 Target	2017/18 Actual
765	816	Achieved	863	846

JIBC re-designed fire programming to align with Structure Firefighters Competency and Training Playbook, splitting the certificate-level program into three levels of competency. Students earn a certificate only upon completion of Full Service Fire Fighter Operations, the highest level of training. Many fire departments only require the first-level training, so the number of credentials is lower as short certificates are not tracked in this metric.

JIBC credentials and corresponding 2018/19 target were over-reported in the 2017/18 reporting year. These values have been revised this reporting year and targets re-evaluated.

Ministry Objective: Access

ABORIGINAL STUDENT SPACES						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
157	189		Exceeded	TBI	185	

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 B.C. 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						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
$\geq 90\%$	90.9%	+/- 1.7%	Achieved	$\geq 90\%$	91.4%	+/- 1.9%

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						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
$\geq 90\%$	95.5%	+/- 1.2%	Achieved	$\geq 90\%$	94.5%	+/- 1.6%

Many instructors at JIBC are practitioner scholars with deep and current experience in their field. Students consistently express high satisfaction with instructor knowledge of the subject-matter in course evaluations.

STUDENT ASSESSMENT OF SKILL DEVELOPMENT						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
$\geq 85\%$	80.5%	+/- 2.1%	Substantially Achieved	$\geq 85\%$	84.8%	+/- 2.0%

The DACSO survey highlights a decline in two skill areas: reading and comprehension and learning independently. JIBC faculty are working on both skill sets and students may perceive that their skills are not as good as past cohorts due to increased rigour in grading. See Appendix A for detailed results for the skills assessed.

Ministry Objective: Relevance

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
$\geq 90\%$	78.7%	+/- 2.5%	Substantially Achieved	$\geq 90\%$	83.6%	+/- 2.7%

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 British Columbia's fire fighters are volunteers. The number of firefighting students surveyed increased from 28 percent in 2017 to 41 percent in 2018.

UNEMPLOYMENT RATE						
2018/19 Target	2018/19 Actual		Performance	2017/18 Target	2017/18 Actual	
≤ 8.0%	2.1%	+/- 0.9%	Exceeded	≤ 10.6%	2.4%	+/- 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				
	2018/19 Target	2018/19 Actual	Performance	2017/19 Actual
JIBC contributes skilled workers to more than 10 occupations in demand in B.C.	≥25%	57.8%	Exceeded	69%

DOMESTIC ENROLMENTS (FTE)				
	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Outside Lower Mainland	≥41%	52.7%	Exceeded	62.8%
Distributed Learning	≥20%	20.2%	Achieved	28.1%

JIBC Strategic Priority: Increase Engagement and Awareness

BC RESIDENTS (BY REGION) AWARE OF JIBC				
	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Triennial survey not administered 2017/18	≥ 48%	58%	Exceeded	—

JIBC Strategic Priority: Create Exceptional Learning Environments

STUDENT SATISFACTION WITH COURSES				
	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Class Evaluations	≥ 92%	—		93.1%

Data from all course evaluations has not yet been compiled. The Institute licensed a new survey tool in 2018 and is developing new processes to aggregate data across all course evaluations.

CREDENTIALS AWARDED TO ABORIGINAL STUDENTS				
	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Includes short certificates.	≥ 44	51	Exceeded	86

Indigenous students graduated from over a dozen programs, primarily paramedicine (PCP), Fire Officer, and Aboriginal Oriented Therapy & Complex Trauma.

PROFILES IN JIBC AND EXTERNAL MEDIA

	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Students	≥ 85	104	Exceeded	82
Employees	≥ 169	277	Exceeded	196

CREDENTIALS AWARDED (ALL STUDENTS)

	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Graduate Certificates	≥ 20	38	Exceeded	21
Bachelor Degrees	≥ 40	48	Exceeded	34
Advanced Diplomas	≥ 15	15	Achieved	23
Advanced Certificates	≥ 6	13	Exceeded	6
Diplomas	≥ 128	143	Exceeded	148
Certificates	≥ 558	563	Exceeded	605
Short Certificates	≥ 930	1,416	Exceeded	964

The number of certificates is decreasing due to change in fire fighting program laddering in response to new professional competencies prescribed by the B.C. government. The Advanced Diploma in Advanced Care Paramedic varies in enrolment year-to-year due to student recruitment challenges; the program targets mid-career paramedics interested in career advancement and requires two years of fulltime study. Graduation from diploma programs is stable, with an annual graduation rate of 137 over five years.

JIBC Strategic Priority: Be Effective and Accountable

REVENUE DIVERSITY – CONTRACT, B.C. CONTRACT, TUITION

	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
Diversification index measuring the concentration of four revenue streams	≤ 0.275	0.259	Achieved	0.265

INTERNATIONAL ENROLMENTS (FTE)

	2018/19 Target	2018/19 Actual	Performance	2017/18 Actual
International Onshore	≥ 85	65.3	Not Achieved	69.7
International Offshore	≥ 663	430.3	Not Achieved	802.1

Geopolitical factors impacted plans for international education in 2018/19. The Institute conducted less training in the Middle East due to political unrest in the region. Onshore education was similarly impacted due to China's diplomatic dispute with Canada.

4 FINANCIAL INFORMATION



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

5 APPENDIX A

STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT						
Skill	2018/19 Target	2018/19 Actual		Performance	2017/18 Actual	
	≥ 85%	80.5%	+/- 2.1%	Substantially Achieved	84.8%	+/- 2.0%
Written communication	≥ 85%	61.6%	+/- 3.4%		65.2%	+/- 3.6%
Oral Communication	≥ 85%	76.6%	+/- 2.8%		81.0%	+/- 2.9%
Group collaboration	≥ 85%	90.3%	+/- 1.8%		91.7%	+/- 1.9%
Critical analysis	≥ 85%	89.6%	+/- 1.8%		94.0%	+/- 1.6%
Problem resolution	≥ 85%	85.8%	+/- 2.1%		90.3%	+/- 2.0%
Learn on your own	≥ 85%	73.6%	+/- 2.7%		79.9%	+/- 2.9%
Reading and comprehension	≥ 85%	78.8%	+/- 2.5%		86.2%	+/- 2.4%

6 GOVERNANCE



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