

# Comprehensive Program Review

## FINAL SUMMARY REPORT

Advanced Speciality Certificate in Community Care Licensing  
School of Health Community & Social Justice, Health Sciences Division

---

### Program Review Team Members:

- Kent Highnam, Dean
- Deborah Richards, Program Director
- Elizabeth Williams, Program Manager

Date Submitted: December 3, 2025

***We respectfully acknowledge JIBC's New Westminster campus is located on the unceded Traditional Territories of the Qayqayt, Musqueam and Coast Salish Peoples.***



## Table of Contents

1. Self-Study Report Summary .....	4
Conclusions.....	4
Recommendations.....	6
Future Directions.....	7
2. External Review Team (ERT) Report Summary .....	7
Site Visit Findings.....	8
3. Self-Study Team Response to ERT Report.....	9
4. Final Recommendations .....	10

## 1. Self-Study Report Summary

The Advanced Specialty Certificate in Community Care Licensing (CCLO1) effectively prepares students with the skills needed to work as facilities Licensing Officers for community care and childcare settings within health authorities across British Columbia. The program has a positive reputation with employers, which is reflected by the high rate of employment upon program completion.

The CCLO1 program emphasizes continuing improvement to maintain quality education that serves the needs of students who will be joining a profession that oversees many different types of care for many different types of people. Faculty are dedicated to refining and advancing the curriculum to ensure it aligns with current licensing practices and trends, setting students up for success upon graduation.

The program is committed to integration of Indigenous perspectives and methodologies. We acknowledge that progress has been slower than desired and requires a holistic approach involving Indigenous input to make changes. The program area is actively seeking to diversify the voices on the Program Advisory Committee (PAC); this will take time and key work on building relationships with Indigenous groups to identify persons to be recommended for inclusion in the PAC. Achieving full and cohesive Indigenization of the curriculum, and also including a wider cultural safety perspective will require additional time and resources particularly during the curriculum development phase.

The self-study conducted as part of the comprehensive review process indicated several key areas for growth. We are determined to continue to enhance our curriculum and improve the learner experience thus ensuring students are well prepared by their education to improve facility care through whatever employment route they pursue.

## Conclusions

### *Program Overview*

Program accomplishments over the last 5 years include:

- Creation of a new course CCLO-3411- Professional Practice in Community Care, which offered a non-practicum option for students to complete their final course and fulfill graduation requirements.
- Securing Co-operative Education and Work Integrated Learning (CEWIL) iHUB funding of \$2000 per student enrolled in CCLO-3409 – Capstone Project in Licensing Practice or CCLO-3410 – Practice Experience courses in the Fall semester of 2024.
- Establishing an articulation agreement with Thompson Rivers University for block transfer credit recognition towards three undergraduate degree programs at that institution.
- Updating assignments to better engage students in critical thinking regarding their coursework and updating some assignment rubrics.
- Hosting an online Townhall in Fall 2024 that was open to staff, current students and prospective students.

### *Program Curriculum support for employment and further education*

- Over 50% of graduates gain employment as Licensing Officers in local health authorities. Twenty percent of graduates are employed in the delivery of care – managing community services and/or working as early childhood educators.
- In 2021 and 2023, 100% of graduates were employed full-time, though only 80% were permanent positions.
- In 2021, 12% of graduates pursued further studies. This increased to 18% in 2023. Due to the limited number of responses, it is challenging for any meaningful data to be gathered and analysed about the effectiveness of the program in preparing graduates for further studies. With the new TRU block transfer arrangement in place, and our ability to get statistics via TRU, and from Institutional Research about student post-secondary pathways reporting, about students who transfer into the degree programs from the CCLO1 program it is likely that there will be more evidence at the next Comprehensive Review, to be able to better comment on how the program curriculum prepares learners for future studies.
- The *Program Performance Report for 2023-2024* shows that the usefulness of education in performing the main job (or other related job) was rated at 100% in 2021 but decreased to 78% in 2023. The lower rating may be due to the unstable work environment of Facilities Licensing in the wake of COVID-19, which saw new and unprecedented responsibilities for Licensing Officers in health authorities. These new tasks, skills or responsibilities would not have been taught in the program and would have varied based on health authority and staffing needs.
- Data on the usefulness of education to be hired and work as a Licensing Officer was not available for 2021 and 2022. However, in 2023, it was rated at 67%, with a three-year average of 80%, five percent shy of the 85% target.
- The practicum course (CCLO-3410) is consistently reviewed as the most helpful part of the program. Some graduates also noted a need for more instruction pertaining to specific health authorities to better prepare them for their practicum, such as practice time on completing common documents used by Licensing Officers for inspections and investigations.

### *Program Demand*

- Applications, offers and enrolments have declined over the review period, which is in line with trends experienced in other healthcare education programs across the province. Job openings exist, so there are positions available for graduates. There are no comparable programs at other institutions. As such, the decline in student demand is likely due to economic factors rather than competition.
- The External Review Team (ERT) interviews also highlighted that there may be opportunities to market the program and its outcomes to others who work in related regulatory monitoring roles across the health and human services sector.

### *Program Growth and Demand Initiatives*

- The program area will continue to participate in conferences attended by our student demographic.

- Advertising will continue with Google, using either search ads or display ads, scheduled to coincide with program application periods.
- Growth strategies will focus on:
  - increasing advertising to Licensing Officers employed by provincial health authorities,
  - using the potential pathway to a bachelor's degree through the TRU degree programs to which the CCLO1 program is articulated, as a professional and career growth incentive for applicants and
  - expanding the program marketing to include focused on linkages between program and course outcomes which can prepare graduates for other regulatory monitoring roles across the health and human services sector.

Key findings of the review process were:

- The CCLO1 program adequately fulfills the purpose for which it was intended, by providing standardized training for persons working in the facility licensing field.
- To continue to support its key program outcomes the program would benefit from a revision of its curriculum to include Indigenous perspectives, cultural safety and anti-racism content.
- The greatest strength of CCLO1 is its instructional staff. They are passionate both about the career, the work and about the benefit that their work brings to the community. They bring this energy into their classes, and students appreciate how committed their instructors are to their learning journey.

## Recommendations

The recommendations as outlined in the self-study report are summarized as follows:

1. Conduct additional research on enrolment, application and persistence trends by analyzing application, admission and enrolment data (including incomplete applications), to better understand trends, assess potential barriers and other root causes that might impact enrolment, to inform strategies to improve access and respond to changing demand for the program.
2. Enhance the representation and support of Indigenous students by building relationships with Indigenous organizations to promote diversity and inclusion.
3. Increase student participation in practical skills training. Graduates and employers have expressed a need for more hands-on learning and training on specific health authorities' practices. This could be addressed by increasing the promotion of the practicum option or integrating more synchronous online content.
4. Complete a program revision to update the curriculum, to address inclusion of Indigenous perspectives and themes of intersectionality and anti-racism, strengthen student writing skills, and expand hands-on learning opportunities. The program needs consistent inclusion of Indigenous perspectives and cultural safety in its content. Updating course materials offers a chance to include Indigenous knowledge and anti-racism themes consistently throughout the curriculum. Reviewing course content would also provide an opportunity to review the ways

students interact with the content, as well as review and revise evaluated components in all courses.

5. Develop students' report writing skills. Strengthening report and academic writing skills is a priority. This could be achieved by adding a university-level writing course as an admission requirement, which would also standardize the English language admission requirement for applicants.

## Future Directions

The program is meeting the needs for which it was originally developed and has the potential to expand use of its courses to support other regulatory monitoring roles within the health and human services sector. Moving forward a refresh of the curriculum to address inclusion of equity, diversity and inclusion, inclusion of Indigenous perspectives, themes of intersectionality, and cultural safety, as well as address academic writing and report writing gaps in the curriculum will strengthen the program.

## 2. External Review Team (ERT) Report Summary

The Self-Study Report provides an accurate description of strengths, weaknesses, and recommendations within the program. Additional finding resulting from the interview process, added supplementary clarity of the program.

1. **Conduct additional research on enrolment.**  
The ERT is in support of the recommendation – *There were identified opportunities to enhance processes pertaining to enrolment, application and marketing (including Thompson River University transfer pathway) identified throughout the interview process.*
2. **Enhance the representation and support of Indigenous students.**  
The ERT is in support of the recommendation – *There are benefits in enhancing representation along with other types of students and demographic areas.*
3. **Increase student participation in practical skills training.**  
The ERT is in support of the recommendation – *Interviewees see value in the practicum experience but did also identify obstacles of current practicum practices which may be the barrier to participation.*
4. **Complete a program revision to update the curriculum, to address inclusion of Indigenous perspectives and themes of intersectionality and anti-racism, strengthen student writing skills, and expand hands-on learning opportunities.**  
The ERT is in support of the recommendation – *Interviewees identified respect and kindness as it pertains to all people, balancing APA writing with Report writing and hands-on learning.*
5. **Develop students' report writing skills.**  
The ERT is in support of the recommendation – *Both students and graduates identified that an increase in report writing instruction would be a benefit.*



### Site Visit Findings

Throughout the external review interview process, the ERT identified other themes within the three identified groups. These are provided for program consideration.

#### Faculty

- **The instructional team be provided with opportunity to meet with each other.** This would provide the program to be looked at holistically, knowledge and experience could be shared, and relationships built. This would translate to a more seamless experience for students and consistency between instructors. A formal onboarding protocol for new sessional instructors would provide them with time to review course material, meet other instructors, and better understand the program's purpose.

*Consider an annual or bi-annual team meeting with sessional instructors to allow for reviewing program purpose and structure; knowledge and experience sharing; and relationship building. This would also support the onboarding of new instructors.*

- **Experiential learning.** Some courses/topics could be improved with experiential learning, in a synchronous fashion. For example, having weekly evening webinars where conflict resolution would be practiced with role playing. Intersectionality and how to engage with other populations is another topic that might benefit from some aspects of synchronous learning.

*Consider incorporating active participation in experiences, followed by reflection on those experiences to enhance their learnings.*

- **Enhancing Student Experience.** Because the first month of the program can be challenging, particularly for students enrolling in multiple courses, supporting students with using the online platform, navigating the online world, library, writing and APA is taking away from the instructor teaching content.

*Consider having a program specific orientation week or providing video sessions to work through these topics before the program starts, would benefit both the student and instructor. When asked more about the writing skills and APA, instructors felt very strongly that University level APA and academic writing skills are required prior to enrollment. Additionally, creating a space to provide an onboarding protocol for new sessional instructors to have time to review course material, learn more about program intent, and to meet other instructors would be valuable.*

#### Students

- **Student Orientation.** There was not a program specific orientation process. Students identified that it was quite overwhelming to learn the processes within the first few weeks of the program.

*Consider providing an appropriate orientation period for new students prior to the start of the first class that includes items such as but not limited to learning how to use online platform, the use of library, and APA referencing. Video sessions would be helpful.*



- **Practical Report Writing.** It was suggested that the writing focus should be more on practical report writing than academic writing and that although referencing needs to be done appropriately, there were some instances where the focus on APA took away from the learning of new concepts or ideas.

*Consider incorporating examples of real-life report writing specific to the work including inspections, investigations, and sample templates including wording for public facing documents.*

### *Graduates*

- **Marketing and Transfer Pathways.** Graduates were unaware of the University Transfer Pathway to the Bachelor of Health Sciences at Thompson River University but were very happy that this is now available.

*Consider a targeted marketing campaign to build awareness of the transfer pathway to Thompson River University Bachelor of Health Sciences to prospective students and graduates of the program.*

- **Health Authority Differences.** Graduates had ideas for improvement in curriculum which include an increase in focus on health authority differences (potentially guest speakers from different health authorities), investigation process and how to interview a person, collecting data and analyzing, more opportunities for hands on learning (shadow a current licencing officer for a day), and the shifts in responsibilities for licensing officer roles such as health authority vs. regulatory body.

*Consider exploring ways to provide insight on differences within health regions for students as part of their learnings.*

## 3. Self-Study Team Response to ERT Report

The SST is appreciative of the additional feedback gleaned from the ERT during the interview process. That feedback reinforces and supports the original findings of the SST. Additionally, their report identified two areas where the program area could improve supports to:

- **Faculty members** through the development and implementation of: (i) orientation sessions for new faculty; (ii) ongoing opportunities throughout the year for all program faculty to gather online for faculty meetings to support faculty collaboration; (iii) focussed onboarding process for new faculty hires to make them aware of JIBC supports for faculty.
- **Students** through the development and implementation of an online program orientation session for new students to the program. The program area does already provide an extensive program handbook document for students in the program and directs students to JIBC services available to them. This feedback does suggest that we can enhance the student experience by adding in this focussed opportunity to attend an orientation session (synchronous or recorded).



## 4. Final Recommendations

The original recommendations outlined in the SSR are supported and strengthened by the feedback from the ERT. As such the Final Recommendations from the Comprehensive Review process incorporate and synthesize the original recommendations and incorporates the new recommendations from the ERT about support for the onboarding and overall program experience of students and faculty who engage with the program.

The final recommendations and the resulting Quality Assurance Action plan will be addressed in four (4) major goals:

- Improve program quality through improvements in program instructional design.
- Increase faculty support and foster faculty collaboration.
- Improve the student experience by creating a comprehensive new student onboarding process and creating a community of practice to support ongoing student engagement with the program.
- Improve program sustainability through implementing revised program marketing and recruitment initiatives to promote program growth.

The final recommendations are as follows:

1. **Improve program quality by addressing program instructional design** through the completion of a program revision. This revision will modernize pedagogy to address inclusion of Indigenous perspectives and themes of intersectionality and anti-racism, diversity, equity and inclusion, strengthen student academic writing and report writing skills, and expand hands-on learning opportunities. The proposed revision will also review and address the ways in which students interact with the content, as well as review and revise evaluated components.
2. **Increase faculty support and foster faculty collaboration** through development of (i) a structured new faculty onboarding process, (ii) implementation of a faculty onboarding webinar, and (iii) at least two all-faculty meetings per academic year.
3. **Improve the student experience by creating a comprehensive new student onboarding process and creating a community of practice** to support ongoing student engagement with the program.
4. **Improve program sustainability through implementing revised program marketing and recruitment initiatives to promote program growth** through:
  - a. conducting of additional research on enrolment, application and persistence trends by analyzing application, admission and enrolment data (including incomplete applications), to better understand trends, assess potential barriers and other root causes that might impact enrolment, to inform strategies to improve access and respond to changing demand for the program.
  - b. building relationships with Indigenous organizations to promote diversity and inclusion and enhance the representation and support of Indigenous students in the program.
  - c. development of an enhanced program marketing and recruitment outreach plan.

We feel confident that by addressing these four key goals through action as stated above, that the CCLO1 program will be strengthened and in turn contribute to the fulfillment of the following JIBC strategic initiatives:

- pursuing education and training excellence
- living Indigenous ways of thinking, being relating and doing
- fostering success of our people
- championing equity, diversity and inclusion