

QUALITY ASSURANCE PROCESS AUDIT

INSTITUTION REPORT

September 2022



**Justice
Institute**

BRITISH COLUMBIA

LEARNING THAT TAKES YOU BEYOND

jibc.ca



JIBC's six campuses are located in New Westminster, Maple Ridge, Pitt Meadows, Chilliwack, Kelowna and Victoria on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Sylix/Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.

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1. INSTITUTION PROFILE

1.1. OVERVIEW

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

JIBC's curriculum emphasizes real-world, hands-on experiential learning and training that has an immediate and lasting impact. More than 30,000 students study at JIBC every year, benefiting from our practitioner-scholar instructional model, where our faculty understand the critical professions for which we train as expert practitioners with current practical experience on the front lines, doing the jobs themselves.

The Institute offers a variety of programming models to satisfy regulatory and accreditation standards and fulfill employers' needs within each occupation. In some cases, students apply to JIBC programs in pursuit of a career path through a variety of credentials, from applied undergraduate certificates to bachelor's degrees and post-graduate certificates. In other cases, individuals are recruited into positions and then enter a rigorous professional training program at JIBC to acquire the knowledge, skills, and aptitudes required for success within their new occupation and workplace. JIBC also provides a wide range of shorter programming to meet continuing education needs across all community and public safety professions. These programs and courses help professionals develop advanced specialty skills, train to meet new workplace requirements, and increase their leadership competencies as they pursue senior leadership positions.

JIBC's role in training those who help keep communities safe and healthy – municipal police officers, paramedics, firefighters, sheriffs, correctional and probation officers, emergency managers, and search and rescue personnel – is a significant responsibility, and one we are honoured to share with our many partners and stakeholders. Equally significant for JIBC is our role in preparing individuals to pursue careers in these public safety professions through our academic program offerings. We are also proud of the distinctive community care and social justice curriculum we have developed, our online and applied education and research, and our notable conflict resolution, counselling, and leadership programming.

Strategic Plan

JIBC's vision – *Safer Communities and a More Just Society* – combined with our mission of developing dynamic justice and public safety professionals through exceptional applied education, training, and research underpin all that we do at JIBC. Each of the six core commitments in our [Strategic Plan 2022-2027 – For the Greater Good](#) (Appendix A) is supported by overarching objectives and strategies that link to our aspirations and core purpose. Our six core commitments are our principal ambitions, and our objectives are the specific and measurable goals that connect to each commitment. The strategies serve as our roadmap – the approach and methods JIBC will use. Our desired outcomes are the results JIBC wants to achieve, and our values of Service, Integrity, and Diversity guide how we conduct ourselves. JIBC's six commitments and primary objectives are:

- **Putting Students First**
Support students throughout their educational journey through services and support systems that are responsive, easy to access and easy to use.
- **Pursuing Education & Training Excellence**
JIBC students and trainees are the beneficiaries of in-depth, unique educational experiences that are responsive to student and stakeholders’ needs and contribute to the safety, security, well-being and social fabric of British Columbia, Canada, and the world.
- **Living Indigenous Ways of Thinking, Being, Relating and Doing**
Indigenous perspectives are considered, recognized, included, and celebrated in JIBC education and workplace practices.
- **Fostering the Success of Our People**
JIBC offers a purposeful, professional, and contemporary work experience and environment that values and supports its people.
- **Championing Equity, Diversity & Inclusion**
JIBC is a respectful, progressive, and inclusive institution of higher learning where students and staff have equal access to opportunity.
- **Elevating Organizational Effectiveness**
Consistently strengthen our operational support structure to ensure financial sustainability, administrative effectiveness, risk mitigation, and future innovation.

1.2. STUDENT ENROLLMENT

Enrollments are for the 2021-2022 fiscal year and include domestic and international students.

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

Source: Central Data Warehouse, May 2022.

1.3. CAMPUS LOCATIONS

JIBC has six campuses:

- **JIBC New Westminster** - This is JIBC’s main campus and is the administrative hub of the Institute.
- **JIBC Chilliwack** - Located at the Canada Education Park, the campus serves as a regional training centre for the Fraser Valley.
- **JIBC Maple Ridge** - This campus is designed for hands-on firefighting practice and training. Among its unique simulation training props are a three-storey concrete burn building, a ship’s steel superstructure, LNG props, and an 11-car train derailment to name a few.
- **JIBC Okanagan** - Located in Kelowna, the campus serves as a regional training centre for the Okanagan.

- **JIBC Pitt Meadows** - Located adjacent to the Pitt Meadows Regional Airport, the campus consists of a classroom facility and an unobstructed paved surface used as a driving track for emergency vehicle driver training.
- **JIBC Victoria** - Located in downtown Victoria, the campus serves as a regional training centre for Vancouver Island.

1.4. PROGRAM OFFERINGS

Total number of credential programs offered by credential level. Add rows as needed.

JIBC offers a broad range of academic and professional programming with opportunities for hands-on experience, providing students the academic and experiential foundation required for further education, professional and personal development, and career success. JIBC students can pursue programs of study leading to degrees, diplomas, and certificates. JIBC also offers two post-baccalaureate diplomas and three graduate certificates.

Credential Type (CDW Type)	# of Programs
Micro-Credential (SCRT)	1
Associate Certificate (SCRT)	11
Certificate (CERT)	7
Advanced Certificate (ADCT)	0
Advanced Specialty Certificate (ADCT)	1
Diploma (DIPL)	3
Advanced Diploma (ADIP)	1
Bachelor's Degree (BACH)	2
Post Baccalaureate Diploma (PDDP)	2
Graduate Certificate (GRCT)	3
Master's Degree (MAST)	0

In addition to the credential types listed above, JIBC also offers eight programs under service agreements with public-sector agencies and provides professional certificates upon completion of all evaluative components.

List international partnerships involved in the delivery of programs which result in the conferring of a credential.

JIBC's international partnerships include the following student exchange programs:

- Study abroad programs – where students in JIBC's Diploma and Bachelor of Law Enforcement Studies attend one semester at the University of Portsmouth (England) or South East Technological University (Ireland).
- Incoming exchange students – where students from the University of Portsmouth (England) or South East Technological University (Ireland) attend up to two semesters in JIBC's Bachelor of Law Enforcement Studies.

Both agreements contribute to the conferring of credentials from the student's home institution.

1.5. IMPACT OF THE INSTITUTION MANDATE ON ITS QUALITY ASSURANCE MECHANISMS

Describe how the institution's Mandate impacts or influences the quality assurance mechanisms employed by the institution (300 words maximum).

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 co-ordination 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.

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

JIBC has also been recognized through government orders and legislation as the provider of education and training required to meet licensing requirements for B.C. municipal police officers, family dispute resolution professionals, security guards, and gaming security officers. JIBC is governed by the B.C. [College and Institute Act](#) and is unique in B.C. post-secondary institutions in that it has a unicameral governance structure, as defined by the Act. [JIBC's Board of Governors](#), in addition to providing strategic leadership and oversight on matters such as policy, which programs the Institute offers, and the financial performance of the Institute, also has the powers and duties of an education council. The Board delegated a number of these powers and duties through the President's Office to JIBC's Program Council.

In addition, JIBC takes direction on specific provincial strategic priorities from the Minister of Advanced Education and Skills Training (AEST) through the [*Ministry Mandate Letter*](#) and annual [*Letter of Direction*](#), and demonstrates its continued commitment to its students and the government of British Columbia through its annual [*Institutional Accountability Plan and Report*](#). These documents are provided in Appendix A.

2. QUALITY ASSURANCE POLICY AND PRACTICE

This report introduces the QAPA team to the internal processes currently in use at the institution and other materials needed during the site visit. Describe how the internal policies and program review processes are reflective of the institution's mission and whether the internal process gauges such things: how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, how learning outcomes are being achieved, and how student progress is assessed and measured.

2.1. OVERVIEW

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

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

2.2. PROGRAM DEVELOPMENT

New program development at JIBC, as outlined in [Policy 3311: Program Development, Change, Suspension, and Termination](#) is evidence-informed through labour market analysis, consultation with stakeholders, and quality assurance standards set by the Institute, Ministry, and professional governing bodies. JIBC programs fall into three categories, as outlined in [Policy 3306: Program Completion and Credentials](#): non-degree credential programs, degree programs, and professional programs. Each category has a different governance level for program development, change, suspension, and termination (see Governance section below). As a result, five different procedures were developed to meet the differing needs and governance levels of JIBC programs. These are:

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

The procedures are further supported by a *Program Development, Change, Suspension, and Termination – User Guide*, templates, forms, and other reference documents developed to streamline procedural requirements and support consistency and rigour in development of new programs. All policies, procedures, and supporting documents related to program development are available on the Academic Affairs intranet site, and provided in Appendix A.

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

Stage One – Concept Program Proposal (CPP) Development

The first stage begins with proponent(s) seeking permission from the Dean to explore the viability of a concept. The Dean assigns a Proposal Champion who leads the CPP development process, which includes consultation from internal and external stakeholders representing a variety of academic, operational, Indigenous, and industry/employer perspectives, to determine the feasibility of the concept. Data on labour market needs is gathered and analyzed. From this consultation, data gathering, and analysis process, the concept proposal is drafted and circulated through the School's Curriculum Committee (SCC) for review and feedback. With the SCC's recommendation, the CPP is then presented to one of the following for approval to proceed to the next stage of the program development process:

- for credential programs – Program Council (JIBC's equivalent of an Education Council)
- for professional programs – the Vice-President, Academic (VPA)

Stage Two – Full Program Proposal (FPP) Development

The second stage is the full program proposal, which documents in-depth information about the proposed program including curricular frameworks, delivery methodologies, labour market research, and stakeholder consultation. The FPP includes a *Business Plan* developed in consultation with the Deputy Chief Financial Officer, and an *Implementation & Communication Plan* developed in consultation with the Registrar's Office and Academic Planning and Quality Assurance.

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

Following approval of FPPs, JIBC operationalizes the communication and implementation plans.

Stage Three – DQAB Assessment (for Degree Programs only)

The third stage is for degree programs only, as they require approval by the Minister of Advanced Education and Skills Training. The process consists of submitting the FPP for review under the B.C. Degree Quality Assurance Board (DQAB) degree authorization process. DQAB posts the results of their review to the Post-Secondary Institution Proposal System (PSIPS) for peer review and feedback. Upon Ministerial approval, JIBC operationalized the communication and implementation plans.

Governance

The following table outlines the final approval levels in the program governance process.

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

2.3. PROGRAM REVIEW

JIBC is committed to excellence in providing education to its students. Formal, systematic, and timely review of programs ensures these programs meet expectations for educational excellence and student success. JIBC ensures that all programs are current, relevant and of the highest quality by conducting regular program reviews. Reviews are guided by the Institute’s mandate, values, mission, and integrated plans.

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

Annual Reviews

Annual reviews inform planning processes, enrollment management activities and assessments of risk. The focus is the current state of the program and planning for continuous improvement. Annual reviews are conducted each September based on a data package provided by Institutional Research. The review informs the annual course scheduling and budgeting processes and results in an action plan for the upcoming fiscal year. Annual reviews are a new addition to JIBC’s quality assurance processes and will begin in September 2022.

Comprehensive Reviews

JIBC programs undergo comprehensive reviews every 5-7 years, and the Institute’s Academic Affairs intranet site includes a multi-year review schedule. Comprehensive reviews ensure that programs remain relevant, current, and aligned with the overall strategic directions and the Institute’s mandate, mission, and values. They are forward-looking and formative, building from the findings and action plans

developed during the Annual Reviews. They are collaborative, inclusive, and transparent processes. They provide the opportunity for consultation with stakeholders, including faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.

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

Comprehensive reviews consist of four phases:

- **Phase 1 - Internal Self-Study:** The program area, supported by the Program Review Steering Committee, conducts an internal self-study that systematically reviews the program strengths, weaknesses, needs, and recommendations for quality improvement. The internal self-study is a comprehensive and evidence-informed report that includes the use of a broad range of relevant data as appropriate to the context of the program under review.
- **Phase 2 – External Review:** An external review of the program is conducted, culminating in a report that summarizes the self-study and external review reports and includes recommendations and any institutional responses. The external review’s purpose is to validate the internal self-study report and provide additional information regarding program strengths and opportunities for improvement.
- **Phase 3 – Quality Assurance Action Plan (QAAP):** Based on the information from Phase 1 & Phase 2, the program area develops a multi-year action plan to implement changes to the program.
- **Phase 4 - Annual Follow Up:** The program area reports annually on the status of the items in the action plan.

Roles in Comprehensive Reviews

The following is a summary of the roles and responsibilities of JIBC staff/departments involved in program review:

Individual/Department	Role
Self-study Team	Comprising the Program Director, Manager, and faculty members. Leads the review. Writes self-study report, financial report, final summary report, and quality assurance action plan.
Institutional Research	Provides data, analysis, and survey results.
School Dean	Establishes the Self-study Team. Provides oversight and input on the reviews conducted within their school.
Program Review Steering Committee	Provides support and oversight of overall program review process, ensuring all reports meet the program review standards.
Program Director, Academic Planning and Quality Assurance	Oversees quality assurance processes for the Institute, ensuring compliance with JIBC policies & procedures and DQAB requirements. Chairs the Program Review Steering Committee.
Vice-President, Academic	Responsible for all academic programs at the Institute.

Comprehensive Review Timeline

The overall Comprehensive Review process is designed to take approximately 16 months. The Comprehensive Review process starts in June each year and must be completed and submitted to Program Council no later than September the following year. For planning purposes, the table below is a guide to how long each step may take. Depending on the size and complexity of the program, reviews may be completed sooner.

Milestones	Months (Maximum Number of Months for Each Step in Parentheses)															
	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Phase 1																
Planning & Data		(2)														
Surveys			(3)													
Internal Self-Study				(5)												
Phase 2																
External Review								(5)								
Phase 3																
Action Plan														(3)		
PC Submission																(1)
Phase 4 – Annual Follow-Up																

Comprehensive reviews are further supported by a *Comprehensive Program Review Manual* including templates, forms, and other reference documents developed to streamline procedural requirements and support consistency and rigour in development of new programs. All policies, procedures, and supporting documents related to program review are available on the Academic Affairs intranet site, and provided in Appendix A.

2.4. FACULTY SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

JIBC is unique in post-secondary institutions in that the majority of faculty are part-time sessional instructors, and therefore it does not have a faculty association. Full-time excluded staff fall within a non-bargaining “Fair Comparison” category, most of whom are responsible for managing programs, which may or may not include instructional duties.

JIBC’s faculty stay current in a number of ways, including:

- **Practitioner-Scholar Faculty Model:** JIBC’s promise of evidence-informed applied learning is facilitated through a unique practitioner-scholar instructional model that relies predominantly on part-time sessional faculty who are leaders in their field with recent practice experience and the expertise to deliver excellent instruction.
- **Professional Development Funds:** JIBC allocates the equivalent of two percent of each Fair Comparison member’s salary for professional development activities.
- **Educational Leave:** JIBC offers educational leave opportunities to regular faculty to pursue advanced research, education or training, or a course of independent study.
- **In-House Educational Opportunities:** JIBC’s Centre for Leadership offers instructor development courses covering essential and advanced skills for trainers and facilitators. Content covers the development of lesson plans, theory on adult learning, active learning methods, and facilitation tools to engage learners across a variety of contexts and delivery methods. Reflection and self-

assessment are components of all training to encourage the ongoing development of instructional practice.

- **Research Grants:** The Social Sciences and Humanities Research Council (SSHRC) offers grants to eligible Canadian post-secondary institutions to fund small-scale research and research-related activities. SSHRC Institutional Grants (SIG) provide researchers with up to \$5,000 and are integral in developing scholarship at JIBC.

The Centre for Teaching, Learning, and Innovation

The Centre for Teaching, Learning, and Innovation (CTLI) serves JIBC faculty with guidance, support, project management, and leadership on a number of curriculum and faculty development initiatives. CTLI offers numerous training opportunities for staff and faculty who are directly involved in teaching and program development activity. Training can include workshops in areas such as learning management system orientation and training, instructional skills, and topics of interest and relevance to the JIBC community. In the past, these topics have included Universal Design for Learning, Open Education, facilitating online, and Equity, Diversity, and Inclusion in education.

In addition to formal training events, CTLI staff routinely support faculty on the use of educational technologies, curriculum design and development, and teaching and engagement strategies. CTLI also serves as a resource area for staff and faculty who are looking to improve their educational practices.

Applied Research

JIBC's Centre for Research, Innovation and Scholarship (CRIS) has a mandate to establish JIBC as a leading justice and public safety applied research institution in Canada. CRIS works collaboratively with JIBC researchers and stakeholders to achieve the following research goals:

- To advance the knowledge, theory and practice supporting justice and public safety professions;
- To examine the role and functions of, and the stressors on, justice and public safety practitioners; and
- To provide evidence supporting the experiential learning used to create transformational learning environments.

CRIS provides essential services to support researchers in meeting these goals. These services include preparing research proposals, administering funded research, identifying funding sources, developing research plans, managing research projects, and supporting Work Integrated Learning (WIL) opportunities for students.

2.5. LEARNING OUTCOMES AND STUDENT PROGRESS

All JIBC programs have program goals identified in the program proposal, and the associated course outlines specify the extent to which program outcomes are taught and assessed to build the competencies expected of graduates. It is these student learning outcomes that drive the application of both formative and summative evaluation activities as governed by [Procedure 3302-001: Evaluation of Learning](#). The application of these evaluation activities informs academic standing according to [Policy 3301: Academic Progression](#). These documents are provided in Appendix A.

The program curriculum design process requires the identification and development of program-specific competency frameworks, essential skills, and credential-level specifications that learners should be able to demonstrate and apply after successful completion of the program. These outcomes encompass the

knowledge, skills, competencies, and attributes that connect the learning to the realities of the world beyond the program and should produce graduates equipped to thrive in their industry or profession. Further to the program- and course-level outcomes, each course outline lists nine JIBC Core Competencies, and indicates which of these competencies is supported by the course curriculum. These are:

- Critical thinking
- Globally minded
- Communication, oral and written
- Problem solving
- Leadership
- Interpersonal relations
- Independent learning
- Inter-professional teamwork
- Information literacy

CTLI provides support to faculty to design and develop curriculum that meets learning objectives, increasingly applying Universal Design for Learning (UDL) principles to create learning approaches and assessment that meet the needs of all learners. UDL provides more choice and flexibility for students by providing several pathways to content and multiple options to demonstrate learning. Because the majority of JIBC's instructors are sessional, the Institute provides more turn-key curriculum resources to faculty than might be typical of other B.C. post-secondary institutions, including lesson plans, quizzes and exams, assessment rubrics, etc.

The comprehensive program review process requires an evaluation and analysis of the program-level learning outcomes; programs are required to review the current relevance of program learning outcomes given shifting industry and labour market realities. Programs must also review the range of assessment and evaluation methods used to evaluate student learning and determine how best to support student attainment of program learning outcomes. Both the annual and comprehensive reviews include evaluation of essential skills measured through the B.C. Student Outcomes surveys.

2.6. OTHER QUALITY ASSURANCE-RELATED POLICIES

In addition to policies and procedures related to program review, and program development, change, suspension, and termination described above, JIBC also has the following policies related to quality assurance:

- [*Policy 3309: Course Development, Change, Suspension, and Termination*](#), guides the development of new courses, revision of existing courses, and decision-making processes for the suspension and termination of courses.
- [*Policy 3302: Evaluation of Learning*](#), makes clear that students are to be informed about the learning objectives of a course and the methods that will be used for the evaluation of their learning, and be provided with appropriate and timely feedback on their standing relative to standards expected in the course or program.

- [*Policy 3301: Academic Progression*](#), provides a framework for early identification of at-risk students, and ensures such students are informed of their academic standing and are referred to appropriate support services established to enhance and assist their success.
- [*Policy 3105: Program Advisory Committee*](#), sets out the process for establishing and maintaining Program Advisory Committees, which help ensure programs stay current and meet relevant industry needs.
- [*Policy 3303: Final Grade Appeals*](#), sets out the process for students to appeal the final grade in a course.
- [*Policy 3212: Transfer Credit*](#), establishes the process for students to have their courses taken at other post-secondary institutions assessed for academic credit.
- [*Policy 3202: Prior Learning Assessment and Recognition*](#), establishes the standard and process for students to have their skills, knowledge, and abilities acquired from sources other than post-secondary institutions assessed for academic credit.

External Accreditation

A number of JIBC's programs are also governed by external accrediting bodies and, as such, undergo regular accreditation reviews. These are:

Fire Programs: The Fire & Safety Division (FSD) is accredited to 32 levels of National Fire Protection Association standards through the International Fire Service Accreditation Congress (IFSAC) and the National Board on Fire Service Professional Qualifications (Pro Board). JIBC is the only entity in British Columbia accredited by IFSAC. FSD completed re-accreditation with both IFSAC and Pro Board in 2022. Re-accreditation occurs every five years and involves an extensive process that includes submission of a self-study report and a multi-day site visit.

Health Sciences Programs: All paramedic and medical responder programs require approval and regular program reviews by the Emergency Medical Assistants Licensing Board (EMALB), the provincial regulatory body for paramedics in B.C. JIBC's regular and accelerated Emergency Medical Responder courses and Advanced Diploma in Advanced Care Paramedicine were re-accredited in 2021. In addition, both the Primary Care Paramedicine and Advanced Care Paramedicine programs are certified by Accreditation Canada until 2023.

3. SELF-EVALUATION APPROACH

Provide a general overview of the approach used by the institution to complete its internal evaluation process (self-study) for the QAPA. This section should outline the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/ evidence collection procedures; data/ evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; and any consultations carried out.

3.1. GOVERNANCE OF QAPA PLANNING PROCESS AT JIBC

As befitting JIBC engagement and governance practices, a collaborative and consultative approach was used in the development of the institution report. From the outset of the QAPA process a steering committee was formed to govern the planning process. Membership included:

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

The Program Director, APQA managed the process with oversight from the VPA. Together they determined the membership of the QAPA Steering Committee. The QAPA Steering Committee provided input in writing the institution report and planning the site visit. The Program Director, APQA will oversee the logistics of the site visit.

3.2. DEVELOPMENT OF INSTITUTION REPORT

The Program Director, APQA led the development of the institution report, with input from the QAPA Steering Committee and drawing upon the following resources:

- [*JIBC Strategic Plan 2022-2027 – For the Greater Good*](#)
- Program development, change, suspension, and termination policy, procedures, and resources
- Program review policy, procedure, and resources
- Other academic policies and procedures

3.3. PREPARATIONS FOR SITE VISIT

Upon confirmation from DQAB of the program samples for the QAPA, the VPA notified the relevant program areas and program review teams. Meeting requests for the site visit have been sent to all key stakeholders, and rooms have been reserved at JIBC's New Westminster campus. The Program Director, APQA will work with the QAPA Steering Committee to develop the agenda for the QAPA, which will be submitted to DQAB in advance of the site visit.

4. QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-STUDY

4.1. OVERALL PROCESS

4.1.1. Does the process reflect the institution’s mandate, mission, and values?

Criteria

The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.

The process should contribute to the continuous improvement of the institution.

Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

Program Development Process

JIBC’s commitment to quality learning experiences that are relevant and responsive to labour market demands and the needs of students and stakeholders, is reflected in our program development process. As outlined in Section 2.2, JIBC’s program development process is guided by [Policy 3311: Program Development, Change, Suspension, and Termination](#) and [Procedures 3311-001: Program Development for Non-Degree Credential Programs, 3311-002 Program Development for Degree Programs, and 3311-003 Program Development for Professional Programs](#). In addition, [Procedure 3311-004: Program Change](#) directs those undertaking program change to follow the relevant program development procedure should the program change be determined to be so substantial as to constitute a new program. These documents are provided in Appendix A.

New program development at JIBC is evidence-informed through labour market analysis, consultation with stakeholders, and quality assurance standards set by the Institute, Ministry, and professional governing bodies. Programs provide flexible education pathways for learners; reflect current and emerging trends, technologies, and practices; and are designed to meet the needs of students, employers, government, and communities. Programming is culturally responsive and inclusive with emphasis on Indigenous Truth and Reconciliation within program content, pedagogical approaches, and learning environments.

Detailed guidelines, tools, templates, and other resources are provided on the Academic Affairs intranet page to assist those involved in developing new programs. These documents provide guidance and endeavour to simplify the process. They also ensure consistency in the program development process across program areas. In addition, the following people and departments support the program development process:

Individual/Department	Role
School Deans	Assigns resources for the program development process. Provides oversight and input on program proposals.
Program Director, Academic Planning and Quality Assurance	Provides guidance and planning advice throughout the program development process. Develops and maintains tools and templates.

Individual/Department	Role
Director, Institutional Research	Gathers and analyzes data regarding labour market needs, student demand, and the competitive landscape.
Registrar’s Office	Provides advice on the operationalization of new programs.
Centre for Teaching and Learning Innovation (CTLI)	Provides advice and resources on the design of curriculum and instructional design.

Program Review Cycle and Process

As outlined in Section 2.3, JIBC’s program review process is guided by [Policy 3305: Program Review](#) and [Procedure 3305-001: Program Review](#) (Appendix A).

Annually the VPA, in consultation with the Deans, drafts the *5-Year Comprehensive Program Review Schedule* (Appendix A), which is approved by Program Council and posted on the Program Review section of the Academic Affairs intranet page, as well as the [Academic Planning and Quality Assurance webpage](#). Some considerations in developing the schedule include:

- **Laddering Credentials:** Comprehensive reviews that include a series of credential levels should normally focus on the larger credentials (e.g., diploma, bachelor), and include only brief discussion on implications for related credentials (e.g., part-time certificates).
- **Related Credentials:** Where there are several related programs, it is encouraged that the related program areas will be scheduled for program review at the same time to increase the efficiency of the process and increase integration among related programs.
- **External Accreditation:** For programs with external accreditation, the program review process is designed to complement existing or future accreditation review processes, minimizing duplication. Where it makes sense, JIBC’s comprehensive reviews are scheduled to take place synchronously with program accreditation reviews.

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

All comprehensive reviews include an external review in Phase 2. The purpose of the external review is to validate the internal self-study report and provide additional information regarding program strengths and opportunities for improvement. External review teams consist of at least three members, selected by the Dean and the VPA:

- Two external experts, both of whom are academic peers from other post-secondary institutions, or one academic peer from another post-secondary institution and an industry/employer representative, depending upon the nature of the program under review.
- A JIBC academic member from a program not currently under review, and in a different school (or as by arrangement with the VPA.)

Detailed guidelines, tools, templates, and other resources are provided on the Academic Affairs intranet page to assist those involved in conducting program reviews. These documents provide guidance and endeavour to simplify the process. They also ensure consistency in the review process across program areas. In addition, the following people support the program review process:

Individual/Department	Role
Program Director, Academic Planning and Quality Assurance	Oversees the program review process Institute-wide, ensuring reviews follow the process in accordance with policy and procedure, and stay on schedule. The Program Director also chairs the Program Review Steering Committee.
School Deans	The Deans of programs undergoing comprehensive review are responsible for ensuring the program reviews are conducted effectively and efficiently. The Deans guide and assist their self-study teams as they work their way through the program review process.
Director, Institutional Research	The Director designs and directs the production of metrics, reports, and surveys to support the comprehensive and annual review processes, and acts as a specialized resource for research, data collection, and analysis.

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

4.1.2. Is the scope of the process appropriate?

Criteria
<p><i>There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:</i></p> <ul style="list-style-type: none"> ➤ <i>A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:</i> <ul style="list-style-type: none"> ○ <i>the continuing appropriateness of the program’s structure, admissions requirements, method of delivery and curriculum for the program’s educational goals and standards;</i> ○ <i>the adequacy and effective use of resources (physical, technological, financial and human);</i> ○ <i>faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;</i> ○ <i>that the learning outcomes achieved by students/graduates meet the program’s stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;</i> ○ <i>the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program’s stated goals have been achieved;</i> ○ <i>the graduate satisfaction level, student satisfaction level, and graduation rate; and</i> ○ <i>where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.</i>

- *An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;*
- *A summary of the conclusions of the evaluation that is made appropriately available.*

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for ongoing program and institutional assessment and other relevant institutional policies should be attached as an appendix.

As mentioned in section 2.1, in 2019, JIBC began the process of reviewing its policy and procedure related to program review. The policy review resulted in a significant renewal of this process. The revised [Policy 3305: Program Review](#) (Appendix A), and its related procedure were launched in 2021.

JIBC's program review process policy and procedure were reviewed and updated to reflect best practices in post-secondary quality assurance processes. JIBC ensures that all of its programs are current, relevant and of the highest quality by conducting periodic comprehensive reviews.

Comprehensive reviews ensure that programs remain relevant, current, and aligned with the overall strategic directions and the Institute's mandate, mission, and values. Comprehensive reviews are:

- **Formative** – ongoing collection of feedback that can be used to guide improvements to the program over time.
- **Summative** – a formal review, conducted systematically within a prescribed timeframe, with the following characteristics:
 - Self-study conducted by the program area;
 - External review, conducted by internal and external peers, including an on-site visit, and written report; and
 - A final report summarizing findings, conclusions, and recommendations for future changes to strengthen the program.
- **Participatory** – using input from internal and external stakeholders, including learners, graduates, employers, program advisory committees, licensing or accreditation bodies, staff, faculty, and administration.
- **Standardized** – conducted using standardized, evidence-informed processes and methodologies
- **Strategic** – leading to recommendations that facilitate short- and long-term planning for the program.
- **Accountable** – to program faculty, staff, students, and administrators; Program Council; the VPA; industry partners and accrediting bodies; and the Ministry.
- **Iterative** – drawing on previous reviews and recommendations, with specific attention to trends and patterns. (*Comprehensive Program Review Manual, Appendix A*)

Detailed guidelines, tools, templates, and other resources were developed or updated, and placed on the Academic Affairs intranet page to assist those conducting annual and comprehensive program reviews.

Self-Study

The self-study is evidence-informed and addresses the quality of curriculum design, instructional design, faculty, resources, services, and facilities to ensure the program is of the highest quality and continues to meet the needs of students, employers, and relevant regulatory bodies. It is conducted by program area staff with support from Academic Planning and Quality Assurance, and Institutional Research, and takes into account the following:

Section	Sub-Sections
1. Program Overview	<ul style="list-style-type: none">• Program Description• Brief History of the Program• External Accreditation• Scope of the Review
2. Program Currency and Connections	<ul style="list-style-type: none">• Competitive Context• Program's Connections to its Advisory Committee• Program's Connections to the Discipline/Sector• Program's Connections to Other JIBC Academic Departments• Program's Articulation and Credential Recognition Processes• Program's Marketing Strategies• Student Demand for the Program
3. Quality of Curriculum Design	<ul style="list-style-type: none">• Assessment of the Curriculum• Faculty Satisfaction with the Curriculum• Career/Further Education Preparedness• Curriculum Development and Review Processes
4. Quality of Instructional Design	<ul style="list-style-type: none">• Delivery Modes• Experiential Learning• Assessment Methods• Student Experience• Faculty
5. Quality of Resources, Services and Facilities	<ul style="list-style-type: none">• Description of Program Resources, Services and Facilities• Student Satisfaction with Program Resources, Services and Facilities
6. Conclusions and Recommendations	<ul style="list-style-type: none">• Conclusions• List of Recommendations
7. Dean's Response	

External Review

As of September 2021, comprehensive reviews include an external review by peer faculty and/or industry representatives. The external review includes a site visit and meetings with program staff, faculty, students, and graduates. (Due to COVID-19 the first iteration of this process was held virtually.) The purpose of the external review is to confirm the conclusions and recommendations of the self-study are supported by the data and the findings of the site visit. Following the site visit, the external review team submits a report of their findings and recommendations.

Action Plan

Following the external review, the program area drafts a *Final Summary Report* and develops a *Quality Assurance Action Plan* (QAAP) plan to implement the recommendations from the self-study and the external review. These are completed in consultation with the Dean, and presented to both the Vice-President, Academic, and Program Council. The *Final Summary Report* is published on JIBC's [Academic Planning and Quality Assurance webpage](#).

Follow-Up

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

Criteria

The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for the approval of new programs and other relevant institutional policies should be attached as an appendix.

Program Development

As mentioned in section 2.1, in 2019, JIBC began the process of reviewing its policy and procedures related to program development, change, suspension, and termination. The policy review resulted in a significant renewal of the process. The new [Policy 3311: Program Development, Change, Suspension, and Termination](#) (Appendix A), and its related procedures were launched in 2021.

JIBC has a responsibility to its disciplines and the communities they serve to inspire and prepare students for justice and public safety careers. To that end JIBC delivers programming that is evidence-informed and developed in consultation with communities and justice and public safety professions. JIBC's program development processes were reviewed and updated to reflect best practices in post-secondary quality assurance processes, and ensure alignment with the Institute's commitment to relevant, responsive programming, as well as associated policies, procedures, and government requirements.

JIBC's program development process, described in section 2.2, includes extensive consultation at both the concept proposal and full proposal stages. The proposal champion or team, in consultation with the Dean, generates a list of stakeholders who may influence the success of the program or have interest in providing input regarding the proposed program. This list will include both internal and external stakeholders representing a variety of academic, operational, Indigenous, and industry/employer perspectives. In addition, where required by DQAB, full program proposals are posted on the Post-Secondary Institute Proposal System ("PSIPS") website for peer review and feedback.

Program Change

Program change is integral to the continuous improvement of JIBC's programs, and also includes a consultation step. Program change can be an outcome of Institute annual and/or comprehensive program reviews or may be driven by adjustments in regulatory requirements or accreditation results. Should it be determined that the proposed change is comprehensive enough to constitute a new program, the program area is required to follow the relevant program development procedure for the new program, and [Procedure 3311-005: Program Suspension, Reinstatement, and Termination](#), for the termination of the old program.

4.1.3. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?

Criteria

- (i) The guidelines are adaptable to the range of programs and offerings within the institution.*
- (ii) The guidelines provide measurable, consistent means and direction to undertake diversified program review.*
- (iii) The guidelines are consistent with institutional Mandate, mission, vision and associated strategic goals.*

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

Program Development

JIBC offers a variety of applied education programs and credentials that meet the complex and evolving needs of public safety professions and the education training requirements of their personnel. To meet the needs of the diversity of programs, JIBC has created three separate procedures for program development under [Policy 3311: Program Development, Change, Suspension, and Termination](#). These are:

- [Procedure 3311-001: Program Development for Non-Degree Credential Programs](#), for all credential programs except for bachelor's and master's degrees;
- [Procedure 3311-002: Program Development for Degree Programs](#) for bachelor's and master's degrees; and
- [Procedure 3311-003: Program Development for Professional Programs](#) for programs developed and delivered under a service contract.

Detailed guidelines, tools, templates, and other resources were developed or updated for each procedure, and placed on the Academic Affairs intranet page to assist those developing new programs. All policies, procedures, and supporting documents related to program development are provided in Appendix A.

Program Review

JIBC's program review process is guided by [Policy 3305: Program Review](#) (Appendix A) and its related procedure, and is designed to be adaptable to the variety of programs the Institute offers. The self-study is designed to be comprehensive while recognizing that some sections may not be relevant to all programs. For programs required to conduct reviews by external accrediting bodies, where elements of the external review are consistent with Institute requirements, the external accreditation process can be

used in place of a comprehensive review, either fully or in part. Detailed guidelines, tools, templates, and other resources provide consistency across program reviews.

4.1.4. Does the process promote quality improvement?

Criteria

- (i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.*
- (ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.*
- (iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.*

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

As described in section 4.1.3, the adaptability and flexibility of JIBC's program development and program review processes are designed to meet the needs of the range of vocational, professional, and academic programs offered at the Institute. These include different governance processes that allow the Institute to be nimble and responsive to changing industry needs.

Section 2.4 describes the range of scholarly and professional development opportunities offered to JIBC faculty, including applied research, and support from JIBC's Centre for Teaching, Learning, and Innovation. In addition, the program review process includes an assessment of how faculty maintain their expertise and currency in their discipline/sector.

Section 2.5 outlines how JIBC's learning outcomes are achieved and student progress is assessed and measured. As part of the program development process, program areas work with CTLI to map their curriculum. These curriculum maps are also used during the program and course change processes to ensure changes to course learning outcomes remain aligned with overall program learning outcomes. Learning outcomes are also assessed through the program review self-study process, where program areas are asked to evaluate the quality of curriculum design including program competencies, essential skills, and learning outcomes.

4.1.5. Institution Assessment

Based on the preceding responses in section 4.1, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

All JIBC policies and procedures undergo regular reviews as per [Policy 2104: Policy Development and Maintenance](#) (Appendix A) to ensure they remain current. The policies and procedures related to program development and program review were recently reviewed, with the renewed versions launched in 2021. The new processes align with JIBC's mission, vision, mandate, and commitment to

providing quality programs for students and employers. They are rigorous, comprehensive, and data-informed, and encourage engagement and collaboration both within the Institute and externally with industry, employers, and other post-secondary institutions. The processes are structured and standardized to ensure consistency while still being flexible and adaptable to the different types of programs offered at JIBC. Detailed guides, templates, and resources provide clarity of expectations and are available on the Academic Affairs intranet site. The revised program review process enhances accountability through formal follow-ups to action plans, and the posting of review summaries on the Institute's [Academic Planning and Quality Assurance webpage](#).

Areas for Improvement

Change Management: JIBC's renewed program development and program review processes were launched in 2021 and, not surprisingly, are experiencing growing pains. Some of the new processes have yet to complete a full cycle. Academic Affairs held numerous consultation sessions prior to the policy changes, and information sessions leading up to the launch of the new processes. We are currently tracking feedback on the processes and identifying needs for tweaks to the processes, instructions, and tools. We also recognize that faculty and staff are likely overwhelmed by the volume of policy and process changes in recent years. A longer-term change management strategy is needed to reinforce buy-in and embed the changes in our institutional culture.

Curriculum Mapping: While curriculum mapping is not new to JIBC's program development process, refreshing curriculum maps as part of the course and program change processes is, as is incorporating it in the program review process. We have identified as a priority the mapping of the curriculum of all our programs. This will include developing tools, resources, and training to support this process.

Resources: Like most public post-secondary institutions, JIBC is no stranger to ongoing struggles with time and resources. Program review is a time-consuming process, despite our efforts to streamline it. Following the first iteration of our refreshed program review process, we will be assessing it to identify further opportunities for streamlining and efficiency.

Faculty Engagement: JIBC's part-time practitioner-scholar and distributed (online or remote) faculty models pose challenges for engagement and professional development. On the positive side, faculty members who have full-time jobs in their field of study by default are remaining current in their area of expertise. However, because of their full-time jobs it can be difficult to engage them in activities outside their scheduled teaching hours, such as participation in quality assurance processes or professional development. CTLI has made great strides in adapting professional development opportunities to meet the needs of remote and part-time faculty, and we look forward to further progress on this front.

4.2. REVIEW FINDINGS

4.2.1. Were the responses to the sample program review findings adequate?

Criteria

The institution has a follow-up process for internal program reviews and acts in accordance with it.

Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

As outlined in [Procedure 3305-001: Program Review](#) (Appendix A), as of September 2021 all comprehensive reviews include a *Quality Assurance Action Plan* (QAAP), which includes implementation timelines to ensure the recommendations are actioned. Program areas are required to provide annual status updates on their QAAPs until such time as they can demonstrate substantial completion of the action items. In addition, beginning September 2022, as part of JIBC’s new annual review process, all programs must identify action plans for the coming year and report on the status of action items from the previous year.

4.2.2. Does the process inform future decision making?

Criteria

The program review ensures that the program remains consistent with the institution’s current mission, goals and long-range plan.

Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

A requirement of the comprehensive program review internal self-study is to confirm how the program aligns with JIBC’s mission, vision, mandate, and strategic plan. Recommendations are informed through stakeholder consultation and the analysis of relevant data. Following the self-study and the external review, a multi-year quality assurance action plan is developed to ensure recommendations are implemented.

In addition, the new annual program review process will dovetail with key planning processes at JIBC including enrolment management, budgeting, implementation of the strategic plan. Through the processes currently being developed, all programs will develop an annual action plan to:

- Continue implementation of comprehensive program review recommendations;
- Improve performance in key areas that are below identified targets;
- Respond to Program Advisory Committee recommendations; and
- Participate in initiatives to implement the strategic plan.

Curriculum changes identified through the annual and comprehensive program review processes must go through governance approval as per [Policy 3309: Course Development, Change, Suspension, and Termination](#) or [Policy 3311: Program Development, Change, Suspension, and Termination](#) (Appendix A).

Through the integration of comprehensive and annual program reviews in its planning processes JIBC creates a continuous cycle of improvement for all programs.

4.2.3. Are the review findings appropriately disseminated?

Criteria

The institution has a well-defined system to disseminate the review findings to the appropriate entities.

Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

All comprehensive program review reports, including the Self-Study Report, the External Review Report, the Final Summary Report, the Quality Assurance Action Plan, and the Annual Follow-Up are presented to the Vice-President, Academic, and Program Council before being posted on JIBC'S Academic Affairs intranet page to ensure all faculty and staff have access to the reports. Final Summary Reports are shared with the Program Advisory Committees and, as per [Procedure 3305-001: Program Review](#) (Appendix A), published on the Institute's [Academic Planning and Quality Assurance webpage](#).

4.2.4. Institution Assessment

Based on the preceding responses in section 4.2, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

JIBC recently refreshed its program review process, expanding it to include an external review, and a formal quality assurance action plan and follow up. These new components help validate review recommendations and ensure they are actioned. The program review process and outcomes have demonstrated their usefulness for staff in determining future directions for the programs reviewed. The evidence-informed process has confirmed or refuted suspicions and enabled the development of a clear roadmap for improvement. This aligns with JIBC's strategic goals of delivering relevant, inclusive, and responsive education, and supporting a culture of continuous improvement.

Program review information has always been made available to JIBC staff and faculty on its intranet site. This now includes the results of the external review, and the QAAP. Under the refreshed process, final summary reports of program reviews will also be made available publicly on JIBC's [Academic Planning and Quality Assurance webpage](#). Further accountability to the public and government is achieved by profiling program development and review milestones in the annual Institutional Accountability Plan and Report.

Areas for Improvement

Implementation: As the refreshed program review process is still in its infancy, there are still some components to be fully implemented. Of particular note is the annual review process, which we look forward to launching in fall 2022. Supporting guides, templates, and tools are currently under development. In addition, some of the instructions for the comprehensive review process need to be expanded and clarified.

Timelines: During the first iteration of the refreshed program review process some aspects took longer than expected to complete. As program areas worked through the new process, issues came to light that necessitated minor changes to data reports, templates, and the scheduling of the external reviews. While the reviews were completed within the overall timeframe, the timing of milestones within the process needed to be adjusted to accommodate these changes. Academic Affairs and the Program Review Steering Committee are working to incorporate these changes, and identify opportunities to streamline and improve the efficiency of the process.

External Reviews: The external review has been a valuable addition to the refreshed program review process, generating benefits both for the programs undergoing review, and for the members of the

external review team (ERT). It has also introduced some logistical complexities to the process (e.g. obtaining ERT commitments), which the Institute will need to address.

Resources: During the launch of the refreshed program development and program review process, the Program Director, APQA has been very hands on, providing extensive guidance through the first iteration of these processes. While this helped ensure the success of the launch, and provided consistency and standardization in the resulting outputs, it also created periodic bottlenecks that impeded the timeliness of the processes. The depth of involvement is not sustainable in the long run. Academic Affairs is reviewing roles and responsibilities around these processes to ensure there is no undue burden on any person/department that may impact process timelines. With time and experience there will be a larger pool of faculty and staff familiar with the new processes who can assist in providing support.

5. OTHER INSTITUTION COMMENTS

In accordance with JIBC [Policy 2104: Policy Development and Maintenance](#) (Appendix A), the Institute embarked on a review of a number of academic policies and procedures over the past few years, with the program review and program development policies being a priority. The aim was to enhance existing academic quality assurance practices by identifying and implementing opportunities for improvement – all with the goal of ensuring student success. The policy review included extensive pan-institute consultation resulting in a more informed process, and increased engagement from faculty and staff.

In addition to renewed academic policies and procedures, other improvements were realized; specifically, the development of supporting documents and templates to assist those conducting program reviews or developing new programs. These have resulted in more standardized and higher quality reports and proposals. These tools are also resulting in increased buy-in from program faculty and staff as JIBC works towards heightening its culture of thoughtful quality assurance.

The implementation of these process improvements required significant change management, which was supported by a newly formed, centralized, and dedicated position focusing on academic planning and quality assurance (APQA). Over time we hope to have a small but robust APQA team rather than one resource to lead the Institute’s quality assurance and continuous quality improvement processes.

We look forward to meeting with the QAPA team to share JIBC’s quality assurance processes and receive feedback on how we can strengthen and improve our practices.

6. PROGRAM SAMPLES

Identify the programs selected by the DQAB for sampling.

For each of the programs selected, include:

- *Policy/process in effect at the time of the review*
- *Self-study document and/or other appropriate documents used as part of the internal quality assurance process*
- *External review team's report*
- *An account of the institution's follow-up response*

The three programs selected as samples for the QAPA process are:

- Bachelor of, and Diploma in Law Enforcement Studies (joint review)
- Graduate Certificates in Intelligence Analysis, and Tactical Criminal Analysis (joint review)
- Certificate in Fire Prevention Officer

All three programs were conducted starting in September 2021 under the version of [Policy 3305: Program Review](#) (Appendix A) that was approved in March 2021. Final Summary Reports for these reviews are available on JIBC's [Academic Planning and Quality Assurance webpage](#). All other documentation for these reviews will be provided in a separate file (Appendix B).

7. APPENDIX A: SUPPORTING DOCUMENTS

The following supporting documents are provided in a separate file, with the exception of those marked “link only.”

1. Institute Plans and Documents

- [Institutional Accountability Plan and Report](#)
- [Minister Letter of Direction](#)
- [Ministry Mandate Letter](#)
- [Strategic Plan 2022-2027 – For the Greater Good](#)

2. Program Development

- [Policy 3311: Program Development, Change, Suspension, and Termination](#)
- [Procedure 3311-001: Program Development for Non-Degree Credential Programs](#)
- [Procedure 3311-002: Program Development for Degree Programs](#)
- [Procedure 3311-003: Program Development for Professional Programs](#)
- [Procedure 3311-004: Program Change](#)
- [Procedure 3311-005: Programs Suspension, Reinstatement, and Termination](#)
- Concept Program Proposal (CPP) Template - Non-Degree & Professional Programs
- Curriculum Map Template
- [Degree Program Review Criteria and Guidelines](#) (link only)
- [DQAB Degree Authorization Website](#) (link only)
- [DQAB New Health Programs Website](#) (link only)
- DQAB Stage 1 Review for New Degree Proposals Template
- Full Program Proposal (FPP) Template - Degree Programs
- Full Program Proposal (FPP) Template - Non-Degree & Professional Programs
- Implementation & Communication Plan Template
- JIBC Student Research Skills Development Framework
- Program Development, Change, Suspension, and Termination Governance – Quick Reference
- Program Development, Change, Suspension, and Termination - User Guide
- Program Map Template
- Program Statuses - Quick Reference
- Proposal Development Milestones & Timelines - Non-Degree Programs
- Proposal Development Milestones & Timelines - Professional Programs
- [PSIPS Website](#) (link only)
- Stakeholder Consultation Template - Programs
- Status Tracking and Approval Form (STAF) - Degree Programs
- Status Tracking and Approval Form (STAF) - Non-Degree Programs
- Status Tracking and Approval Form (STAF) - Professional Programs

3. Program Review

General

- [Policy 3305: Program Review](#)
- [Procedure 3305-001: Program Review](#)
- 5-Year Comprehensive Program Review Schedule
- Comprehensive Program Review Manual
- Important Dates 2022-23

Comprehensive Review Phase 1 – Internal Self-Study

- Accreditation Gap Analysis Worksheet
- Financial Report (FR) Template
- Self-Study Report (SSR) Template

Comprehensive Review Phase 2 – External Review

- External Review Faculty/Student/Graduate Template
- External Review Team (ERT) Candidate Template
- External Review Team (ERT) Expense & Honorarium Guidelines
- External Review Team (ERT) Guidelines
- External Review Team (ERT) Report Template
- External Review Team (ERT) Site Visit Agenda Sample

Comprehensive Review Phases 3 & 4 – Quality Assurance Action Plan & Follow-Up

- Final Summary Report (FSR) Template
- Quality Assurance Action Plan (QAAP) Template

Annual Review

- Annual Program Review Manual
- Annual Program Review Report Template
- Program Advisory Committee (PAC) Annual Report Template

4. Related Policies and Procedures

- [Policy 2104: Policy Development and Maintenance](#)
- [Policy 3105: Program Advisory Committee](#)
- [Policy 3202: Prior Learning Assessment and Recognition](#)
- [Policy 3212: Transfer Credit](#)
- [Policy 3301: Academic Progression](#)
- [Policy 3302: Evaluation of Learning](#)
- [Procedure 3302-001: Evaluation of Learning](#)
- [Policy 3303: Final Grade Appeals](#)
- [Policy 3306: Program Completion and Credentials](#)
- [Policy 3309: Course Development, Change, Suspension, and Termination](#)

8. APPENDIX B: PROGRAM REVIEW REPORTS

The following program review documents are provided in separate files.

- 1. Bachelor of, and Diploma in Law Enforcement Studies (joint review)**
 - a. Self-Study Report
 - b. Self-Study Appendices
 - c. External Review Report
 - d. Final Summary Report
 - e. Quality Assurance Action Plan

- 2. Graduate Certificates in Intelligence Analysis, and Tactical Criminal Analysis (joint review)**
 - a. Self-Study Report
 - b. Self-Study Appendices
 - c. External Review Report
 - d. Final Summary Report
 - e. Quality Assurance Action Plan

- 3. Certificate in Fire Prevention Officer**
 - a. Self-Study Report
 - b. Self-Study Appendices
 - c. External Review Report
 - d. Final Summary Report
 - e. Quality Assurance Action Plan