

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: Justice Institute of British Columbia

SITE VISIT DATES: December 6 and 7, 2022

SUBMISSION DATE: December 20, 2022

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives

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

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

Guiding Principles

- 1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability and contribute to the national and international reputation of the BC public post-secondary system.
- 2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.
- 3) QAPA standards will recognize the diversity and different mandates of BC public post-secondary institutions.
- 4) Primary responsibility and accountability for educational program quality assurance rest with post-secondary institutions.
- 5) QAPA will be carried out to maximize the opportunity to:
 - a. affirm, and add value to the internal quality assurance processes at each institution; and
 - b. share best practices from other BC institutions and elsewhere.
- 6) QAPA will promote a collaborative and supportive process that benefits BC public post-secondary system.

Justice Institute of British Columbia QAPA Summary

Institutional Context

The Justice Institute of British Columbia (JIBC) was established in 1978 as a public post-secondary provincial institute mandated to provide education and training to public safety professionals. The JIBC provides applied education, training and research in conjunction with community partners. JIBC delivers education and training at its six campuses and in over 90 additional communities throughout the province. It educates students across their entire careers in justice and public safety from entry and mid-career to senior leadership through a range of programming from micro-credentials to post-graduate diplomas. While engaging with

almost 30,000 students per year, the actual full-time equivalency (FTE) is 3,300. The institute has more than 600 faculty, predominantly teaching on a part-time basis¹.

Domestic students dominate at 84% with international making up 16% of student enrolments. Self-identified Indigenous students comprise 5% of the FTEs in 2020-2021.

The program development and review processes support the vision, mission and the Strategic Plan of the JIBC. They are:

Vision: Safer communities and a more just society.

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

The 2022-2027 Strategic Plan, *For the Greater Good*, outlines JIBC's key commitments:

1. **Putting Students First** Helping every student and trainee be successful while at JIBC and beyond.
2. **Pursuing Education & Training Excellence** Delivering relevant, inclusive, and responsive education, training, and research.
3. **Living Indigenous Ways of Thinking, Being, Relating and Doing** Respecting and weaving Indigenous knowledges into our experiences.
4. **Fostering the Success of Our People** Advancing a healthy, diverse, empowered, and thriving workplace.
5. **Championing Equity, Diversity & Inclusion** Creating accessible programming, workplaces and spaces that reflect the global community.
6. **Elevating Organizational Effectiveness** Supporting a culture of continuous improvement in every area of JIBC.

Program Offerings

Fields of study at JIBC	2020-21 FTE
Justice & Public Safety	1,015
Health Sciences	757
Fire & Safety	348
Corrections & Community Justice	318
Emergency Management	314
Liberal Studies	153
Police Academy	131
Conflict Resolution	97
Counselling & Community Safety	83
Sheriff Academy	50
Leadership	26
Court Administration	6
Driver Education	6

¹ In preparation for the QAPA Review, JIBC provided a QAPA Institutional Report. Data in this section is drawn from that report.

Source: JIBC Central Data Warehouse, May 2021. Includes domestic and international students.

CREDENTIALS AWARDED

	Degrees	Diplomas	Certificates	Graduate Certificates	Short Certificates
2016-17	33	156	756	9	891
2017-18	34	162	727	21	1251
2018-19	49	154	636	31	1834
2019-20	30	154	597	21	1787
2020-21	44	161	354	32	732

Source: Student Information System, May 2021. Includes credentials awarded to domestic and international students.

Institutional Report

Over the last few years, JIBC has been updating and improving their program development and program review policies and processes. Under the leadership of the Vice President, Academic, a department of Academic Affairs was created. JIBC hired a Program Director, Academic Planning and Quality Assurance to lead this process. The revised policies for Program Development and Program Review were updated in 2021 to ensure they align with the requirements of British Columbian Ministry of Advanced Education, Skills and Training (AEST). Other related policies updated include: Prior Learning Assessment and Recognition; Transfer Credit; Academic Progression; Program Completion and Credentials; and Course Development, Change, Suspension, and Termination. The QAPA panel notes several policies have yet to be updated, such as the Program Advisory Committee (PAC); Evaluation of Learning; and Final Grade Appeal. Three program reviews were completed in September 2022 following the new processes. A schedule for further program reviews has been developed over the next five years.

JIBC Five Year Comprehensive Review Schedule		
(approved by Program Council 2022.02.02)		
Code	Title	Credential Type
2021-22 Academic Year		
EMANAS	Emergency Management	Associate Certificate
EMEDAS	Emergency Management Exercise Design	Associate Certificate
FOFF1	Fire Officer	Certificate
FPOF1	Fire Prevention Officer	Certificate
IANAGC	Intelligence Analysis	Graduate Certificate
IESKAS	Investigation & Enforcement Skills	Associate Certificate
LEST2	Law Enforcement Studies	Diploma
LEST4	Law Enforcement Studies	Bachelor
TCANGC	Tactical Criminal Analysis	Graduate Certificate
2022-23 Academic Year		
CCOA1	Conflict Coaching	Associate Certificate
CTRAAS	Complex Trauma	Associate Certificate
EFFOAS	Exterior Fire Fighter Operations	Associate Certificate
FFTE1	Fire Fighting Technologies	Certificate
FSFO1	Full Service Fire Fighter Operations	Certificate
IFFOAS	Interior Fire Fighter Operations	Associate Certificate
2023-24 Academic Year		
ACPAAD	Advanced Care Paramedicine	Advanced Diploma
ESMA2	Emergency & Security Management	Diploma
ESMS4	Emergency & Security Management Studies	Bachelor
LCRE1	Leadership & Conflict Resolution	Associate Certificate
PCPA1	Primary Care Paramedicine	Certificate
SARM1	Search & Rescue Technician QL5A	Certificate

2024-25 Academic Year		
LESPDD	Law Enforcement Studies	Post-Bacc Diploma
2025-26 Academic Year		
APLEAS	Applied Leadership	Associate Certificate
CCLO1	Community Care Licensing	Advanced Specialty Certificate
DMPDD	Disaster Management	Post-Bacc Diploma
HSEM2	Health Sciences (EMS)	Diploma
TCINAS	Trauma & Crisis Intervention	Associate Certificate

Source: JIBC Institutional Report, Appendix A3 Program Review, Sept. 2022, p. 11

Program Development

Under the direction of the office of Academic Affairs, program development, change, suspension and termination follow the Policy 3311 with procedures laid out in a guide located on JIBC's intranet². The guide includes templates, flow charts, tools, and reference documents designed to ensure consistency across the school within a strict timeline. Depending on the credential, approvals and timelines vary. Departments lead the process with the assistance of the Program Director, Academic Planning and Quality Assurance.

Policy 3311 Governance Chart	Credential Program Approvals		Other Program Approvals
<i>20 or more credits and all graduate certificates</i>	<i>fewer than 20 credits</i>		<i>Professional Certificates</i>
Program Development	Board (Minister for degrees)	Program Council (PC)	Vice President Academic (VPA)
Substantive Program Change	Board	PC	VPA
Non-Substantive Program Change	PC	SCC	SCC
Program Suspension	VPA	VPA	VPA
Program Reinstatement	VPA	VPA	VPA
Program Termination	Board	PC	VPA

Source: Program Development, Change, Suspension, and Termination User Guide, June 2022, p. 6

² The QAPA Review Panel did not review the intranet site. JIBC participants interviewed by the panel confirmed the features described in this report.

New program proposal development for Non-Degree Credential Programs consists of two stages:

- Stage One – Concept Program Proposal Development
- Stage Two – Full Program Proposal Development

Although the time required to move a program idea through to implementation will vary, the process can take up to 18 months. For those programs requiring extensive consultation and adherence to quality assurance standards set by bodies external to JIBC, such as government ministries and professional governing bodies, the process will take longer. Several tools and templates are provided to support development of concept and full program proposals for non-degree credential programs, including program maps, curriculum maps, business plans, implementation, and communication plans.

Degree Programs

New degree programs are approved by JIBC's Board of Governors and require approval from the Ministry of Advanced Education and Skills Training through the degree authorization process conducted by the Degree Quality Assessment Board (DQAB).

New program proposal development for Degree Programs consists of three stages:

- Stage One – Concept Development and Initial Assessment
- Stage Two – Full Program Proposal Development
- Stage Three – DQAB Assessment

Timelines for new degree proposal development and approval can be lengthy (three or more years) and requires significant planning and resources as DQAB assessment can take time. There are several tools and templates provided to support development of concept and full program proposals for non-degree credential programs including stakeholder consultation guides, program maps, curriculum maps, business plan, implementation, and communication plans.

Professional Programs

Professional Programs are developed and delivered under a service contract, where learning is evaluated, but no credits are granted, such as JIBC's Police Recruit Training Program. Program proposal development is intended to help both the client and JIBC achieve a clear understanding of the purpose of the proposed program and are not included in the QAPA process.

Program Review

JIBC program review is governed under Policy 3305 Program Review, which was updated in March 2021. The policy ensures an evidence-informed process to support a relevant and meaningful review process. JIBC programs go through two types of reviews, an annual review

and a comprehensive review. QAPA reviews the comprehensive review process. JIBC annual reviews enable program areas to identify short-term initiatives, inform the scheduling and budgeting processes, and the development of yearly operational plans (i.e., hiring). Some programs require regular reviews for accreditation. Accreditation reviews may overlap the comprehensive reviews and may be conducted at the same time.

Program review guiding principles:

- Programs are reviewed on a scheduled basis to evaluate program quality and sustainability in support of academic excellence and student success.
- Program Reviews utilize specific review criteria to reassess program quality and relevancy.
- Program Reviews fall into two categories. Annual Reviews (AR) inform planning processes, enrolment management activities and assessments of risk. Comprehensive Reviews (CR) ensure that programs remain relevant, current and aligned with the overall strategic directions and the Institute's mandate, mission, and values.
- AR are conducted for all JIBC programs. CR are required for all programs that award a JIBC credential. For programs that do not award a JIBC credential, CR is at the Dean's discretion.
- Some programs are required to conduct reviews by external accrediting bodies. Where elements of the external review are consistent with Institute requirements for CR, the external accreditation process can be used in place of a CR, either wholly or partially.

Comprehensive Reviews

Qualifying programs are scheduled for a comprehensive review every five to seven years. Comprehensive reviews generally do not exceed twelve months in length and vary according to the size of the program. Programs that are related and set in the same program area may be scheduled to be reviewed simultaneously to reduce workload.

Process

There are four (4) phases to a CR:

- Phase 1 - an internal self-study of the program. The self-study systematically reviews the program strengths, weaknesses, needs, and recommendations for quality improvement. The self-study is an evidence-informed report that includes the use of a broad range of relevant data prepared by Institutional Research as appropriate to the context of the program under review.
- Phase 2 - an external review of the program, culminating in a report that summarizes and "validates" the self-study and external review reports and includes recommendations and any institutional responses.
- Phase 3 - a quality assurance action plan guiding changes to the program.
- Phase 4 - an annual follow-up on the action plan. The action plan is posted on the JIBC website. It should be noted that as the Program Review process at JIBC is recently revised. As a result, the QAPA could not evaluate the success of the action plans.

External Accreditation

Programs that undergo review by an external accrediting body must submit a summary report reflecting the findings of the accreditation review, final recommendations, and action plan. Gaps between the accreditation review and comprehensive review are identified and may require additional data included to meet the requirements of the comprehensive review.

Quality Assurance Process Audit

The QAPA audit team to conduct a review of JIBC included:

- Dr. Maureen Wideman, Chair
- Dr. Robert Adamoski
- Dr. John Winterdyk
- Ms. Dao Lau, AEST – support for the panel

The panel visited the JIBC New Westminster campus on December 6 and 7, 2022. The role of the panel was to examine whether the JIBC program development and program review processes were consistent with its own policies, whether these policies followed the basic characteristics of quality assurance and to offer feedback and recommendations. In doing so, the review ensures the effectiveness of JIBC's educational programs and services, and its commitment to continuous program improvement.

Before the site visit, the panel received documentation that included associated policies and processes, guides, data reports, institutional reports such as the strategic plan. The documentation also included three program reviews recently conducted:

- Law Enforcement Studies
- Graduate Certificate in Intelligence Analysis and Graduate Certificate in Tactical Criminal Analysis
- Fire Prevention Officer

The QAPA panel met with program development/review teams over one and a half days. There was a noticeable overlap in the teams participating in the review meetings providing evidence of a lean organization with staff and faculty working across several departments.

Commendations

- The QAPA panel acknowledges the work of completely overhauling the program development and review processes and most associated policies. The newly revised procedures began in 2021.
- JIBC has developed new procedures for program development for non-degree credential programs, degree programs, professional programs. New program change procedures include program suspension, reinstatement, and termination.
- Revised policies and processes provide opportunities to support the strategic plan, in particular the goals of Indigenization and EDI.
- External reviews are new to the program review process.

- Revised policy and processes support the goals and objectives of JIBC by ensuring responsive, relevant recommendations for continuous program improvement.
- Procedures are supported by robust user guides, including templates, forms, etc., to assist in the process and ensure consistency.

Affirmations

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

Recommendations

The QAPA panel recommends:

- Broadening and honing data collection from students and graduates – i.e., being more creative in gathering graduate and employer data.
- More inclusion of students and graduates in the overall process.
- JIBC continue to explore how to include faculty in self-study process with an understanding the nature of the organizational structure. There is an opportunity to address this more creatively.
- As part of the program review process, faculty information be included that relates to currency in their field.
- Continued support for faculty development in areas of teaching and learning, online teaching, applied research, decolonization and Indigenization, culturally-responsive teaching, as these skills impact program quality.
- Revision to external reviewers' instructions to ensure a more independent analysis of the program and to take advantage of the expertise and professional experience of the panel.
- JIBC continue to implement change management strategies for faculty and staff related to new program development and reviews, such as sharing review experiences, posting documents to intranet, etc.

- JIBC more fully incorporates PACs into the program development and review processes. PACS can be valuable in providing expertise from the field during initial planning for comprehensive review, followed by sharing the results of the comprehensive review with the PAC. The PAC template may assist in process.
- Several templates in the program development guide may be helpful for the comprehensive review such as curriculum mapping template.
- Closer scrutiny of materials provided in comprehensive reviews. Some material was discussed by not addressed in recommendations.
- Recommendations from the self-study or external review that were not included in the final summary or Action Plan require a rationale for why they were excluded.
- The QAPA panel notes that they have not seen any follow-up to the revised processes to ensure recommendations are being undertaken. In conversations with program managers, they stated that the process has revealed many areas for program improvement and although the yearly update has not been written, progress is being made according to the Action Plan.
- The QAPA panel is concerned about the sustainability of the new processes as the resources, i.e., funding and people, appear to be extremely limited. The panel feels that more resources be made available to ensure a continuous, rigorous program review across the institution.

Signed:

Chair of the QAPA Team:



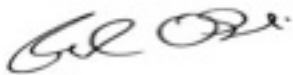
(Signature)

December 20, 2022

(Date)

Maureen Wideman
(Printed Name)

QAPA Assessors:



(Signature)

December 20, 2022

(Date)

Robert Adamoski

(Printed Name)



(Signature)

Dec. 20/22

(Date)

John A. Winterdyk

(Printed Name)

4.1. Overall Process

<i>A. Does the process reflect the institution's mandate, mission, and values?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>(i) 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, and their responsiveness to the student, labour market, and social needs.</p>	<ul style="list-style-type: none"> • JIBC has recently revamped its program development and program review processes. The policies and procedures are supplemented by a Comprehensive Program Review Manual, and templates. • Participants told the panel that Academic Affairs have developed a fulsome and thorough process with templates to support the process, and this was evident in the three program reviews shared with the QAPA panel. • JIBC appears to be embracing the new program review process, creating efficiencies through iterative improvements. • Evidence is Policy Number 3305, Procedures 3305-001, and the Five Year Comprehensive Program Review Schedule approved by Program Council on February 2, 2022. • Strong quality assurance would serve to support their strategic plan • E.g., All points are reflected in the self-study report for the LESD and BLES program – specifically, see pages 19-20.

<p>(ii) The process should contribute to the institution's continuous improvement.</p>	<ul style="list-style-type: none"> • Feedback from participants – say the process does support the improvement of programs. Because the process is new, we could not assess actual improvement. • The Comprehensive Review of the Graduate Certificates in Intelligence Analysis and Tactical Criminal Analysis included reference to recommendations from a previous review conducted in 2015, under the former policy and process. There was some evidence of follow-through. (Appendix E, p. 19) E.g., the LESD and BLES Self-Study report demonstrates an apparent effort to keep the programs current and inclusion of initiatives and action plans that align with the institute's vision, goals, and mandate. Furthermore, the program has already introduced – based on the recommendations of the External Review Committee - a “capstone project” (recommendation #15) and an acknowledgement to review and explore how to diversify the selection of learners/students (recommendation #16). • The comprehensive review completed with the accreditation of the Fire Prevention Program will lead to significant changes to the program.
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<p><i>B. Is the scope of the process appropriate?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<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:</p> <ul style="list-style-type: none"> • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including 	<ul style="list-style-type: none"> • The self studies reviewed by the panel were often undertaken by the Dean and Program Manager. In some cases, the Program Manager had previously taught in the program. Faculty input was gathered through a survey. • More faculty engagement is recommended in self-study process. In the exemplars that were reviewed, there

<p>strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:</p> <ul style="list-style-type: none"> • the continuing appropriateness of the program’s structure, admissions requirements, method of delivery and curriculum for the program’s educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • 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; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program’s stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level. <p>➤ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should typically include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;</p> <p>➤ A summary of the conclusions of the evaluation that is made appropriately available.</p>	<p>was a lack of faculty involvement in the self-study process. The panel notes that involving more faculty in the self-study should increase engagement and commitment to the program and increase faculty support for resulting recommendations.</p> <p>E.g., although the administrators (i.e., Dr. S. Ruttan & G. Keenan) for the LESD and BLES were involved in Self-Study report (May 2022), programs administrators, the role of faculty was largely limited to their responses to the faculty survey that focused on their satisfaction with the curriculum, content aligning with the program goals, content and relative Indigenization. However, there was no input from the faculty regarding their specific thoughts about career/further education preparedness (see p. 22). Yet, the Dean does have informal meetings with faculty (and students) to discuss “Issues about curriculum and the program” (p. 23). But, the process is informal, and there is no indication of frequency, duration, or comprehensiveness of this process.</p> <ul style="list-style-type: none"> • Uses data to support the appropriateness of the program through student satisfaction, PAC feedback, and external review. The panel noted that some surveys used in the data packages had low participation rates. This is an opportunity to get creative in gathering student and faculty data. • Process addressed the appropriateness of the program structure, admission requirements, delivery method, curriculum, etc. • Assessment of resources included. • Data provided for faculty performance is assessed through course evaluations – it is difficult to determine if they are program specific or not.
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	<ul style="list-style-type: none">• Faculty currency in the field of specialization could be better captured within the QA process. Faculty bios were provided in Appendix T of the Graduate Certificates in Intelligence Analysis and Tactical Criminal Analysis, but they provide little insight into recent engagement in the areas of specialization. For graduate programs one would expect that the Program Review process would specifically capture faculty activity in professional innovation and applied research.• Hiring based on field expertise – teaching skills provided through CTI.• Curriculum maps should be used to determine if the curriculum is aligned and outcomes are being met.• Asking students if they have achieved outcomes should not be taken as evidence of achieving learning outcomes. It needs to be visible and measurable.• Graduate outcomes are primarily captured through the provincial Diploma, Associate and Certificate Student Outcomes survey. JIBC has a unique level of engagement with the agencies that employ their students. At a minimum, better engagement with the Program Advisory Committees could supplement the existing DACSO data.• External reviews are now part of the program review process but with specific mandate to validate the internal review. Qualify instructions to the external review panel to set distance. Not lead with self-study but remain independent of self-study.• The summary includes a plan which is posted on the website.• The LESD and BLES programs address all the above mentioned points in their Self-Study Report (dated May 2022). In
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	<p>addition, their report includes a total 14 recommendations (see pages 33-34) that seek to help align with the institutions' approved standards and governance policies. For example, the recommendations range from improving student intake, enhancing PAC membership, addressing course satisfaction, and seeking feedback and input from students and faculty on improving the program and ensuring its currency and value.</p> <ul style="list-style-type: none"> • Resources – do they have enough people to do the reviews along with accreditation? Staff often involved with more than one department.
<p>E(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.</p>	<ul style="list-style-type: none"> • JIBC has two policies outlining the process to develop and approve new programs (Procedures Number 3311-001 and 3311-002) They both require that internal and external stakeholders representing a variety of academic, operational, Indigenous, and industry/employer perspectives be included in all stages of the program development.

<p><i>C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) Are the guidelines adaptable to the range of programs and offerings within the institution?</p>	<ul style="list-style-type: none"> • Yes. The panel was provided with examples of combined reviews, including diploma/degree, graduate certificates and certificate programs through this process. JIBC has also implemented an Annual Review process. • As detailed in the Self-Study Report, the LESD and BLES programs allow students to exit after two years (LESD) with a diploma or apply to enter into the degree-based program - BLES provided they

	<p>meet the entrance requirements of the newly implemented standard of a 3.0 GPA (i.e., B grade)(formerly 2.0). However, Recommendation #11 calls for a review/monitoring of the grading to ensure “more consistency” (p. 26).</p> <ul style="list-style-type: none"> • In the Fire Prevention Program review, the comprehensive review was conducted along with an accreditation review. The process did support recommendations for changes for program improvements.
<p>(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?</p>	<ul style="list-style-type: none"> • A detailed handbook and various templates support the new Program Review procedures. • Feedback to panel was that the data packages were comprehensive leading to evidence-based decisions regarding program improvements. Some participants wanted their programs moved up on the schedule to have the review completed sooner as the benefits were significant. • Comprehensive Reviews can be combined with the accreditation process. Requires a gap analysis to meet the requirements of both the accreditation and the comprehensive program review. JIBC recognizes it has a variety of program types that require program review and the process is adaptable.
<p>(iii) Are the guidelines consistent with the institutional Mandate, mission, vision and associated strategic goals?</p>	<ul style="list-style-type: none"> • It supports the institutional mandates, but more work must be done to support fuller participation. More engagement of students and marginalized groups in the program review process would better reflect the core role of student experience, Indigenization, equity, diversity and inclusion in the institutional strategic goals. • It is noted that in two of the three reviews presented that Indigenization of the program needed to be improved but was

	<p>not included in the final action plans as administrators felt that Indigenization was a role of the institution not the program. The panel was assured that this gap would be addressed.</p> <ul style="list-style-type: none"> As reflected in the LESD and BLES Self-Study Report and programs' Action Plan (Sept. 7, 2022), the stated recommendations and action plans are consistent with the institutional mandate, mission, vision, and associated strategies. Since the report was prepared in Sept. 2022, it was not possible to observe to what extent, if any, the action items had been effectively operationalized but a timeline of around May 2023 was set for addressing/completing the action plans. Given the program's history, we anticipate that some/most of the action items will have been addressed in some capacity.
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<i>D. Does the process promote quality improvement?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.</p>	<ul style="list-style-type: none"> Robust policies in place. The policy includes follow-up plans. Annual review, an action plan that goes to program council yearly. Summary report and action sent to VPA and Program Council for information at the end of a comprehensive review. Summary report was posted on the website. Annually a year after PR is completed, status report to VPA and program council. Deans will report to the program council on specific actions taken due to a comprehensive review.

<p>(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.</p>	<ul style="list-style-type: none"> • CTLI does provide professional development. • Funding for applied research exists. • Faculty currency was not well captured as part of the Graduate Certificate Program Reviews that were shared with the QAPA Panel.
<p>(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.</p>	<ul style="list-style-type: none"> • Completion rates data provided. • Curriculum mapping needs to be included as part of the program review process. • Based on a review of the Self-Study Report, Action Plan, the Final Summary Report, External Review Report, and discussion with the program administrators (i.e., Greg Keenan, Stuart Ruttan, & Melanie Chernoff (Weds. December 7th/22)), the LESD and BLES programs process would appear to promote and demonstrate requisite accountability for vocational, professional and both academic programs. • In the Fire Prevention Program, the review noted the need to revise assessments to ensure outcomes were met.

4.2. Review findings

<i>A. Were the responses to the sample program review findings adequate?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a follow up process for internal program reviews and acts in accordance with it.</p>	<ul style="list-style-type: none"> • There is a follow-up process outlined in the policy and process. The panel could not determine that the programs were acting according to it. Timelines, milestones, and accountabilities one year after the review but not able to determine. • The Program Reviews for the Graduate Certificates in Intelligence Analysis and Tactical Criminal Analysis generated an Action Plan with detailed recommendations and timelines. • The Fire Prevention Program noted 19 recommendations in its Action Plan, with staff explaining what steps were underway to meet those recommendations.

B. Does the process inform future decision making?

CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.</p>	<ul style="list-style-type: none">• Program reviews could be organized around the strategic plan's goals to ensure all institutional goals are being met as part of the process. Template provides opportunity to align to strategic plan but reviews (Grad Certs) outlined gaps but did not include those gaps to be addressed in the final recommendations. Be more intentional in addressing this in the self-study.• The LESD and BLES programs have a comprehensive list of recommendations from their Self-Study, their Action Plan, and External Review that even though they were not able to provide concrete indicators - due primarily to the fact that most of the documents were prepared earlier this year – the process and intention seem reasonably robust. It is assumed that the administration will monitor and make decisions accordingly.• While the institutions' mandate is important to the Fire Prevention Program, the first goal is to ensure it meets the criteria as set out by accreditation.

C. Are the review findings appropriately disseminated?

CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a well-defined system to disseminate the review findings to the appropriate entities.</p>	<ul style="list-style-type: none">• Policies, procedures, templates, self-study, and external study are posted on intranet. The final report and action plan are posted on the website.• In terms of the LSED and BLES programs, all the relevant documents to conducting Quality Assurance review (i.e., Self-Study, Action Plan, External Review, and an array of institutional documentation were readily available. Therefore, it is our view that the review documentation for these programs was “appropriately disseminated.” It is perhaps also worth noting that Ms. C. Quigley (Program Director, Academic Planning and Quality Assurance) was most helpful in ensuring the panel had access to all the relevant documentation and offered to provide any additional information, should we the panel felt it was needed.