



Comprehensive Program Review

FINAL SUMMARY REPORT

Associate Certificate in Leadership and Conflict Resolution
(LCRE1)

School of Health, Community and Social Justice. Centres for Leadership
and Conflict Resolution

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

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1. Self-Study Report Summary

Conclusions

This program effectively prepares students with essential leadership and conflict resolution skills that are highly relevant across a variety of sectors. These skills are not only practical but also highly adaptable, proving effective in diverse settings as evidenced by the broad range of our student and client demographics.

The Centres for Leadership and Conflict Resolution emphasize continuous improvement and curriculum adaptation to maintain leading-edge status. Our faculty and staff are constantly refining and advancing our curriculum to ensure our offerings remain at the forefront of the latest trends in leadership, conflict resolution, and adult education, providing our students with the most relevant and impactful learning experiences.

We are deeply committed to the integration of Indigenous perspectives and methodologies, recognizing their importance as a foundational aspect of our curriculum development. While we are very invested in this goal, we acknowledge that it has not yet been fully achieved, primarily due to resource constraints. We are committed to see it through, but we understand that realizing this vision will require extra time during the curriculum development phase as well as additional funding.

The self-study conducted as part of the comprehensive program review process indicated potential for the program's growth and an opportunity to more closely align our educational practices with progressive and inclusive pedagogies. It is important to us that we continue to cultivate a learning environment that not only imparts essential skills but also fosters an understanding of responsive leadership in today's globalized context. We are determined to continue to enhance our curriculum, ensuring that our students are well-prepared to lead with integrity and innovation, and to navigate and grow from conflicts in both their professional and personal lives.

Recommendations

The recommendations as outlined in the Self-Study Report fall into the following categories:

Clear Program Outcomes

The Self-Study Report (SSR) and External Review Team (ERT) emphasized developing and clearly articulating program outcomes to align teaching methods, curriculum and assessment with defined goals.

Integration of Indigenous Perspectives

Enhancing the integration of Indigenous ways of knowing, being, doing, and relating throughout the curriculum and pedagogy is a critical piece to meet JIBC's strategic goals; align with the Truth and Reconciliation Commission of Canada's recommendations; respond to student and instructor feedback;

and because it's the right thing to do. This requires the expertise of Indigenous subject matter experts and elders.

Faculty Professional Development

To enhance faculty professional development in the LCRE1 program, it is recommended to provide comprehensive training on Indigenous perspectives, online teaching methods, and equity, diversity, and inclusion (EDI). Faculty should engage in continuous improvement through regular professional development sessions on the latest trends in leadership and conflict resolution, interdisciplinary collaboration, and effective assessment and feedback practices. These initiatives will equip faculty to deliver inclusive, innovative, and high-quality education that meets the diverse needs of students and the community.

Student Engagement and Support

We need to find ways to engage meaningfully with both learners and faculty within the LCRE1 program to fully understand its role in the broader educational framework. We will collaborate with JIBC's Institutional Research Division to design targeted surveys for new students and recent graduates, aimed at evaluating their expectations and satisfaction. This feedback will inform specific program adjustments, such as potentially transitioning the program into a micro-credential to better serve our learners.

Marketing Strategy

Both the SSR and ERT identified the need for a targeted marketing strategy that acknowledges the diverse student population for the program. This may include leveraging the Occupational Information Network (O*NET) data for targeted marketing campaigns and conducting a comprehensive environmental scan.

Continuous Improvement and Feedback Mechanisms

It is important both for the success of the program, and to be accountable to our institutional quality assurance, to establish a culture of continuous improvement with regular curriculum assessment, feedback collection, and regular adaptation based on trends and student needs.

Technology and Online Learning Support

Providing more standardized and accessible technology support for faculty and students is an area that requires an integrated institutional approach.

Connections with External Entities

Strengthening connections with external stakeholders, including professional associations and Indigenous partner organizations, to enhance the program's relevance and applicability was recommended in the SSR and supported by the ERT.

Future Directions

We hope to expand both nationally and internationally, identifying new markets and extending the program's reach beyond British Columbia..

We recognize that we need to strengthen connections with external entities and increase community engagement to ensure the program's ongoing development and relevance.

2. External Review Team (ERT) Report Summary

The ERT validated the strengths and weaknesses identified in the SSR, affirming that the program's curriculum aligns well with contemporary educational outcomes and incorporates Indigenous perspectives effectively.

Recommendations from the Self-Study were supported by the data and findings from the ERT site visit. These include enhancing curriculum alignment, improving marketing strategies to reach diverse audiences, boosting student engagement and support, connecting more effectively with external entities, and emphasizing continuous curriculum improvement.

Additional observations suggested the need for clear program learning outcomes to better define the program's value and guide development. The ERT also highlighted the potential to expand and integrate more inclusive and diverse teaching and assessment methods.

The assessment strategy for the program was recommended for redesign to better reflect the integration and application of course teachings.

Overall, the ERT agrees with the SSR recommendations and emphasizes the importance of clearly defined learning outcomes. They suggest a stronger focus on inclusive educational practices and a comprehensive approach to faculty development and program assessment. The redesign of evaluation methods and an enhancement of the marketing strategy are particularly highlighted to better reflect the program's dynamic and applicable nature.

3. Self-Study Team Response to ERT Report

The program area is grateful for the ERT's thorough analysis and constructive feedback. We appreciate the independent validation of the strengths and the endorsement of the issues identified in our Self-Study Report.

Our response to specific recommendations is as follows:

- *Curriculum Alignment*: We will update program information to address the ERT's recommendation for clearer program learning outcomes.
- *Marketing and Recruitment*: We will work towards reaching a broader and more diverse audience and coordinate with Brand, Communications and Engagement (BCE) to do so.

- *Student Engagement and Support:* We will continue to explore opportunities to enhance student support and engagement; we will collaborate with Institutional Research to refine our feedback mechanisms to ensure the recommendations are specific to the LCRE1 program. Additionally, we will investigate ways to improve student orientation and ongoing support so that learners have a clear understanding of what is expected of them as they progress through the program.
- *Connections with External Entities:* While we recognize the need to strengthen partnerships with external interested parties and partners, our first step is to determine who those external parties and partners might be.
- *Continuous Improvement:* We are committed to continuous improvement of our courses and programs, and recognize the need to establish specific mechanisms for regular feedback collection, curriculum updates, and the integration of emerging trends and technologies.

Plans for Implementation

The Self-Study Team has created a long-term strategic plan to implement the recommendations as well as a Quality Assurance Action Plan (QAAP), which includes timelines, resources required, and expected outcomes.

Challenges and Constraints

One challenge will be focusing on the recommendations that relate specifically to the LCRE1 program, as opposed to those that could equally relate to the larger programs in the Centre for Conflict Resolution and the Centre for Leadership, in which the courses also reside.

Ongoing Evaluation

As per JIBC Policy, we commit to ongoing evaluation and review of the program adjustments. Our annual reviews will assess the impact of the changes outlined in our QAAP and ensure the program remains aligned with our educational standards.

4. Final Recommendations & Action Plan

Based on the recommendations from the External Review Team (ERT), several modifications have been suggested for the LCRE1 Self-Study Report (SSR).

Curriculum Enhancement, Alignment, and Development

The SSR recommended developing clear program outcomes aligned with course-level learning outcomes and integrating Indigenous perspectives. The ERT suggested defining program learning outcomes to highlight the program's value, expanding Indigenous and EDI content throughout the program, and revising assessments to reflect the program's impact. Therefore, the updated recommendation is to clearly outline program learning outcomes through a collaborative process involving internal and external consultations, ensure alignment through curriculum mapping, and infuse Indigenous ways of

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knowing, being, doing, and relating into the curriculum. Additionally, assessments should be updated to include diverse methods, such as video submissions and face-to-face coaching, to accommodate all students.

Action Items:

- Internal consultations with staff, PAC, and JIBC Office of Indigenization
- Develop and review draft Program Learning Outcomes
- Align assessment with UDL, Indigenization, and EDI practices

Decolonize and Indigenize Programming

The program will promote opportunities for faculty and staff to engage in learning that supports the work of decolonizing and Indigenizing the program. The curriculum and pedagogical approaches will be reviewed and adjusted to reflect Indigenous knowledges (ways of thinking, being, relating and doing).

Action Items:

- Research professional development opportunities and promote these to staff and faculty
- Review and adjust the curriculum to reflect Indigenous knowledges.

Targeted Marketing and Recruitment Strategy

The SSR originally proposed collaborating with institutional resources to create a targeted marketing strategy, using creative approaches to enhance enrollment, and conducting a thorough environmental scan for recruitment opportunities. The ERT recommended using ONET data for targeted marketing campaigns and developing an infographic to summarize the learning journey and program impact. Hence, the updated recommendation is to create a targeted marketing strategy using ONET data, pinpoint sectors needing LCRE1 skills, and develop an infographic to illustrate the learning journey and program impact.

Action Items:

- Explore micro-credentialing and badging to attract more students
- Reconsider target demographics and marketing approach based on current trends
- Develop an engaging strategy to communicate the benefits of being a student in the Associate Certificate

Student Engagement and Support

The SSR suggested forming a working group to assess faculty satisfaction, surveying new students and graduates, and considering a micro-credential version of the program. The ERT recommended providing continuous feedback on assessments and potentially using sharing circles for reflection and learning. Therefore, the updated recommendation includes setting up a working group to gather regular feedback from faculty and students, using virtual and in-person sharing circles for reflection, and providing ongoing feedback on assessments.

Action Items:

- Develop an Internal Communications Plan to track and support student progress
- Communicate assessment expectations effectively
- Assess student satisfaction through graduation surveys

Faculty Professional Development

The SSR initially focused on collaborating with faculty to understand Indigenous perspectives. The ERT advised enhancing faculty development to support decolonization and EDI efforts, including training on trauma's impact on problem-solving and intergenerational communication. Thus, the updated recommendation is to boost faculty development for decolonization, EDI, and understanding the impact of trauma, incorporating training on intergenerational communication and diverse learning and assessment methods.

Action Items:

- Increase opportunities for faculty engagement to ensure consistency in grading assessments and support program cohesion
- Provide orientation and professional development to support program cohesion and Indigenization

Continuous Improvement

The SSR recommended fostering a culture of continuous improvement with regular curriculum assessments and planning for emerging trends. The ERT emphasized involving faculty from different areas in the review process. Therefore, the updated recommendation is to create a culture of continuous improvement, involve diverse faculty in the review process, and integrate emerging trends and technologies to keep the program dynamic.

Action Items

- Regularly update and align the program with emerging trends and student needs, involving consultations with various stakeholders.

Institutional Support

The SSR advocated for resources to address program growth and development, and collaboration with other JIBC divisions for continuing professional development. The ERT did not provide additional suggestions. Thus, the updated recommendation is to collaborate with other divisions to offer LCRE1 as continuing professional development and enhance the program's visibility and relevance within the Institute and with relevant stakeholders.

Action Items:

- Explore partnerships with external entities to strengthen program delivery and relevance