ANNUAL REPORT
2010 - 2011
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Dear Minister Beauchamp:

At the end of a year filled with many projects, we are delighted to submit the 2010-2011 Annual Report to you.

This year marked the 40th anniversary of our founding and we celebrated in due form. It was vital to honour those who have shaped this institution over the years and those who continue to make the College a wonderful place to learn and work.

John Abbott College is an institution that definitely carries out its prime mission of teaching students to prepare them for university studies or the labour market, but it also strives to instil in them the importance of becoming citizens capable of critical thought and informed speech.

These young people avid for new experiences and a wide range of learning are entitled to expect us to make every effort to provide them with the best learning conditions possible. All our projects—whether the new Science and Health Technologies building, the renovation of older facilities, or the synthetic-surface multi-sports field—are motivated by this higher interest that must drive us as an institution fit to make critical judgments about our young people’s education.

Finally, I would like to acknowledge the close collaboration between the Board of Governors and the College’s directors. Our united commitment and efforts will ensure that we attain the College’s objectives as set out in our Strategic Plan.

As you read this report, we hope you can appreciate the work accomplished in 2010-2011.

Respectfully submitted,

Joanne Simoneau-Polenz
Chair of the Board of Governors
Dear Madam Chair:

I take great pride in submitting to you the Annual Report for John Abbott College.

You will notice that the report reflects our Strategic Plan both in structure and its succinct tone, as well as the focus on very specific outcomes. Both our Strategic Plan and the two series of documents emerging from that Plan—the work plan and the annual report—are built on a structure that first sets out the direction, the strategic objective, then the actions and responsibilities to be implemented.

Our student success plan forms an integral part of the planning initiative and the main thrust that brings together primarily the Academic Dean’s Office and Student Services, as well as all players indispensable to our College.

I can assure you that this document reflects achievements that would not have been possible without the team spirit and the sense of belonging that characterize our institution. I take great pride in that.

Sincerely,

Ginette Sheehy
Director General
MISSION STATEMENT

Founded in 1971, John Abbott College is the only English language CEGEP in the West Island of Montreal. The College offers pre-university and career programs, as well as a wide range of continuing education programs to over 5900 full-time and 2000 part-time students. Our staff consists of some 450 faculty and almost 250 non-teaching staff. Our campus is one of the finest in Quebec.

The mission of John Abbott College is to provide an excellent education for our students within a stimulating learning environment that will enhance their development and potential for success in society.

WE ARE COMMITTED TO:

Learning

• Foster in our students the ability to make and articulate informed, intellectual, aesthetic and ethical decisions, while demonstrating skills needed for success in modern society.
• Cultivate a love of learning, autonomy and responsible citizenship in our students, both in the classroom and through socio-cultural, leadership, recreational and sports activities.
• Respect and learn from diverse world views and international perspectives, as reflected in our programs, our approach and our community.

Quality

• Provide well-rounded and balanced pre-university and career programs that meet high standards of quality and ethical consciousness, and respond to the requirements of universities, employers and society.
• Value excellence in teaching and learning as dynamic and interactive processes.
• Promote lifelong learning and continuous improvement in the College community, with a commitment to innovative pedagogy, effective administration and quality support services.
• Deliver leading-edge training, tailored to the needs of business, industry and other sectors, through our continuing education services and specialized programs.

Students

• Cultivate a safe, caring and challenging learning environment that bolsters self-esteem and promotes a sense of belonging and purpose, mutual respect and healthy lifestyles, leading students to attain academic, professional and personal success.
• Ensure governance that reflects the active engagement of students, staff and faculty, and places students learning at the centre of our decisions and actions.
• Establish effective partnerships with academic, professional and social communities, to maximize our students’ success and continued growth.
COLLEGE GOVERNANCE

BOARD OF GOVERNORS

Socio-Economic
Cynthia Némorin
Charles Morris

University-level Teaching Institution
David Lewis

School Board
Joanne Simoneau-Polenz, Chair

Manpower
Robert Amyot

Economic Sectors
Marcel Brunet
Nathalie Wong Kee Song

Parents
Patrick Burns
Art Campbell

Alumni
Pre-University Studies - Andre Mumme
Technical Studies – Melissa Reis

Students
Pre-University Studies – Christopher Nguyen
Technical Studies – Jason Halarides

Faculty
Stephen Bryce
William Russell

Non-Teaching Professional
Darryl Climan

Support Personnel
Bill Mahon

Ex-officio members
Ginette Sheehy, Director General
Erich Schmedt, Academic Dean

Secretary General
Gerald Stachrowski

Recording Secretary
Lison Desclos

ACADEMIC COUNCIL

Ex officio member
Erich Schmedt, Academic Dean

Two Academic Administrators
Thomas McKendy
Margaret Leech

Eleven employees representing the teachers
Ute Beffert
Suzanne Black
Stephen Bryce
Daniel Gosselin
Alice McLeod
J.P. Parkhill
Bert Somers
Abe Sosnowicz
Lawrence Szigeti
Bruce Tracy
James Vanstone

One employee representing the non-teaching professional category
Lou Chapman

One employee representing the Support Personnel
Joanne Ross

Three Students
Anthony Rossi
Arad Mojtahedi
Robert Ortopan
The Board of Governors of John Abbott College held six regular meetings during the 2010-2011 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

- Adopted Policy 15 “Policy on Naming of College Assets”.
- Approved amendments to:
  - Policy 4 “Concerning Sexual Harassment, Psychological Harassment, Abuse of Power and Violence.
  - By-law 2 “Concerning the Appointment, the Renewal of Mandate and the Evaluation of the Director General and the Academic Dean”;
  - By-law 4 “Concerning College Admissions”;
  - By-law 6 “Concerning Registration Fees, Educational Support Fee, Student Services Fee and User Fees”; and
  - By-law 7 “Concerning Human Resources Management”.
- Awarded the construction of the Science and Health Technologies building contract to EBC Inc.
- Entered into a water supply agreement with McGill University and with the City of Montreal pursuant to which the City of Montreal is to supply water to the site of the campus from the City’s water network.
- Authorized the appropriation of $1,400,000 from the College’s unappropriated accumulated surplus account for the construction of the Heating Plant, phase 2.
- Approved the lists of amended priorities to be financed by the provincial and the federal governments’ reinvestment initiatives.
- Approved the Social Science (300.A0) Assessment.
- Appointed Ms. Melissa Reis as the Technical programs Alumnus representative to the Board of Governors.
- Elected Mrs. Joanne Simoneau-Polenz as Chair and Mr. Marcel Brunet as Vice-Chair of the Board of Governors for 2010-2011 and re-elected both for 2011-2012.
- The Board of Governors of John Abbott College functions under a Code of Ethics (Policy no. 5). During the fiscal year 2010-2011, no violations were investigated.

**CODE OF ETHICS**

**ARTICLE 1 - GENERAL PROVISIONS**

1.1 Preamble
The rules of ethics and professional conduct stated in this document are in conformity with the Act to amend the Act respecting the Ministère du Conseil exécutif and other legislative provisions as regards standards of ethics and professional conduct. These provisions complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Quebec Civil Code (Appendix 2) and Articles 12 and 20.1 of the Colleges’ Act. Public order legislative provisions, notably Articles 12 and 20.1 of the Colleges’ Act, take precedence, in the case of conflict, over the provisions of this Policy.

1.2 Definitions
In the present Policy, the following expressions mean:

1.2.1 BOARD MEMBER: A member of the Board of Governors.
1.2.2 STAFF BOARD MEMBER: The Director General, the Director of Studies as well as two faculty, one professional and one support staff members of the Board of Governors.
1.2.3 CODE: The Code of Ethics and Professional Conduct for the Members of the Board of Governors.
1.2.4 INTEREST: Something which matters, is useful or advantageous.

1.3 Intent
The intent of the Policy is to establish rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:

a) ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
b) allow Board members to exercise their mandate and carry out their duties and obligations with confidence, independence and objectivity for the better realization of the College mission.

1.4 Scope
This Policy applies to Board members and, in the case of Article 2.3, to former members of the Board of Governors of the College.

ARTICLE 2 - DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.1 General
Board members carry out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

2.2 Duties and Obligations While in Office
In the fulfillment of their obligations, Board members shall:

a) respect the obligations laid down in the Colleges’ Act and the College’s constituent charter and by-laws and act within the limits of the College’s powers;

b) avoid placing themselves in situations that constitute a conflict between their personal interest, or that of the group or person who elected or nominated them and their duties and obligations as Board members;

c) be guarded in their comments, avoid attacks on other people’s reputations and treat other Board members with respect;

d) not use College goods for their benefit nor for the benefit of others;

e) not divulge nor use privileged or confidential information obtained in the fulfillment of their duties as Board members for their benefit nor for the benefit of others;

f) not abuse their powers or use unduly their position to gain a personal benefit;

g) not directly or indirectly grant, solicit or accept undue favours or advantages for themselves or other persons;

h) not accept a gift, a mark of appreciation or other advantages other than those customarily granted and of nominal value.

2.3 Duties and Obligations after Leaving Office
In the year following the termination of their mandate, former Board members shall:

a) act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;

b) not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other operation to which the College may be a party to. This rule does not apply to staff Board members with regard to their employment contract;

c) not use confidential or privileged information about the College for personal gain nor give advice based on information not available to the general public.

ARTICLE 3 - REMUNERATION

Board members are not entitled to any remuneration for the carrying out of their duties as Board members. Also, they shall not receive any remuneration from the College other than the reimbursement of expenses authorized by the Board of Governors.

The above stipulation shall not prevent staff Board members from receiving their salary and other advantages foreseen in their employment contract.

ARTICLE 4 - CONFLICTS OF INTEREST

4.1 Intent
The following rules are meant to assist Board members in their understanding of conflict of interest situations and establish administrative procedures for members in a conflict of interest situation with the view of best serving the interest of the College.

4.2 Conflict of Interest Situations

a) A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member’s independence and impartiality, attributes necessary to the role of governor, or in a situation where a Board member uses, or seeks to use, the position of governor to receive an undue advantage for him/herself or seeks to acquire such an advantage for a third party.

b) Without restricting the meaning of Article 4.2 a), the following examples are or can be viewed as conflict of interest situations:
• a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
• a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College;
• a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;
• a situation where a Board member accepts a gift or benefit from a business enterprise which deals, or is likely to deal, with the College, with the exception of customary gifts of nominal value.

4.3 Situations Constituting a Conflict of Interest for Staff Board Members
Other than the rules outlined in Article 4.2, a staff Board member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges’ Act.

4.4 Disclosure of Interests
Within thirty (30) days following the coming into effect of the Policy, or within the thirty (30) days following nomination, Board members shall submit to the Chairman of the Board a declaration of their interests in organizations which, to the best of their knowledge, have done or are doing business with the College and disclose, if applicable, any inherent conflict of interest, whether real, potential or perceived. This declaration shall be revised and updated annually by the Board members.

Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges’ Act.

4.5 Restrictions
Besides the conflict of interest provisions foreseen in Articles 12 and 20.1 of the Colleges’ Act, Board members in conflict of interest with regard to an agenda item under discussion shall withdraw from the room and allow deliberation and voting to take place in their absence and in complete confidentiality.

4.6 The Role of the Chairman
The Chairman is responsible for the smooth running of Board meetings. He shall decide on any question concerning the right to vote at a Board meeting. In the case of a challenge on the right to vote on a resolution, the Chairman shall hear the representations from Board members on this issue and make a decision on the right to vote. The Chairman has the power to intervene and order a Board member to refrain from voting and to withdraw from the room during the deliberation and vote. The decision of the Chairman is final.

ARTICLe 5 - ADMINISTRATION OF THe pOLICY

5.1 The Role of Professional Conduct Counsellor
Director of Administrative Services/Secretary General or any other person designated by the Board shall act as Professional Conduct Counsellor. This person is responsible for:
   a) informing Board members of the provisions of the Policy and on its application;
   b) advising Board members on matters concerning ethics and professional conduct;
   c) investigating allegations of irregularity with respect to the Policy and reporting findings to the Board of Governors;
   d) publishing the Policy in the College’s annual report and the other information prescribed by law.

5.2 Disciplinary Committee and Sanctions
   a) The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in the Policy and report the results of the investigation into the matter.
   b) The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee and decide on the validity of the infraction and, if warranted, determine the sanction to be imposed.
   c) The disciplinary committee shall notify the Board member, in writing, of the alleged infraction(s). Also, the Board member shall be informed of a 30-day delay to submit, in writing to the committee, personal comments on the alleged infraction(s) and sanction and of the possibility of meeting the members of the committee, if requested.
   d) In the case of an urgent situation requiring immediate action, or in the case of a serious offence, the Chairman may relieve provisionally a person from office.
   e) If the disciplinary committee concludes that a Board member has contravened the law or Policy, it shall impose the appropriate sanction. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.
HIGHLIGHTS OF 2010-2011

Each year, the College identifies a number of key areas of development within the Strategic Plan objectives. The following sections list some of the major accomplishments from the 2010-2011 academic year.

STUDENT SUCCESS

At the heart of our new Strategic Plan is the College’s primary goal of student success and its emphasis on encouraging student engagement in both academic and student life pursuits.

While student success is the responsibility of the entire College community, accountability for the goals that were set rests jointly with the Academic sector, Student Services and the Centre for Continuing Education.

STRATEGIC ORIENTATION 1

Promote a college-wide commitment to student success

Provide diverse and enhanced learning opportunities, styles and environments in support of literacy and numeracy

• Held a successful pedagogical workshop for Social Science teachers: “Empowering your students to read critically in the Social Sciences”.
• Drafted a master plan for the renovation of the Library.
• Initiated the make-over process for the study rooms in the residence.

Increase the persistence and success of male students

• Investigated issues that relate to the persistence and success of male college students and reviewed literature pertaining to Academic Advising.
• Actively promoted men’s health issues; at each event more male students met with a nurse than they proportionally do for individual office consultations.
• Identified characteristics unique to males and their health needs, e.g. anger, common symptom of depression.

Improve the transition of students into college life

• Held 10 orientation sessions for 1800 new students.
• Implemented mid-semester assessments for all students; once identified, at-risk students are encouraged to seek help.
• Published four issues of ConneXions, the new Student Success newsletter.
• Created a forum to share teaching and learning strategies on-line.
• Offered lunch and learn sessions on a variety of topics such as High School Reform, Using Library Resources, Rubrics (for grading/evaluating student assignments), and Power Stretching.
• Conducted 14 workshops for 455 first-semester students.
• Held a special orientation session for 80 student-athletes.
• Surveyed first-semester students on their experience at Orientation and made some adjustments for future orientation sessions.
• Surveyed incoming students of reform to better understand academic preparedness in sciences.
• Implemented ESL Tutorial Service and Peer Tutoring resulting in 4900 hours spent tutoring students.
• Participated in five career fairs in Northern Quebec and in several conferences for Native students in the Montreal region.
• Helped 100 students through the Early Alert Program.
• Visited 11 high schools to discuss transition to CEGEP with over 2000 students.
• Reached over 2000 first-year students through the Phone-A-Thon.
• Interviewed and monitored all students on probation to assess and offer appropriate recommendations and referrals; 763 initial contacts and 532 follow up contacts for a total of 1295 total probation contacts.
• Promoted Academic Advising services at special events.
• Provided assistance to 700 students through the Read and Write Lab: second language students, probation students, students who were flagged at mid-semester reporting, international students and special needs students.
• Visited 47 English classrooms (1250 first-semester students) as part of an extended orientation.
• Gave Learning Techniques presentation on “surviving the first few weeks of college” to 125 students.
• Supported programming and timely interventions for special groups of first-year students by offering a workshop on college integration to 30 students, 45 study group sessions to Nursing students, 20 in-class presentations on study skills.
Help students manage their competing priorities and remain motivated
- Implemented a pilot project to mentor students on academic probation.
- Conducted an awareness campaign on balancing school and part-time work.
- Implemented “time management” workshops which reached 100 students.
- Filled 92 requests for tutoring.
- Provided accommodations to 300 students on a special needs list.
- Offered academic support to students with learning difficulties/disabilities.
- Offered Study Skills Workshops during the Winter intersession and March break.

Promote student engagement throughout the College
- Developed a pilot project in Social Science to investigate the feasibility of implementing “learning communities”.
- Offered a full program of 16 intercollegiate teams (350 athletes) within the Fédération québécoise du sport étudiant program as well as a full program of intramural sports involving over 450 participants.
- Implemented a creative writing contest – 50 students participated.
- Implemented programs designed to promote healthy lifestyle choices and student participation in fitness activities.
- Supported student participation in the Quebec Entrepreneurship Contest – three projects were submitted with 18 students participating.
- Supported Faculty with resources when organizing activities beyond the classroom: mock interviews, networking activities, trade fairs, industry liaison, etc.
- Supported student participation in activities on campus:
  - Business Administration's annual Public Speaking competition (bilingual event, hosted outside participants from other colleges)
  - Social Science Program's 'Become a College Student for a Day'.
  - Provided 33 volunteer opportunities for College events: i.e. Loonie Line, Earth Day
  - Pennies for Poultry Project;
  - Dragon's Den Competition (to mimic the National Research Council judging of funding applications);
- Supported student participation in activities off campus:
  - Marathon d'écriture; Prix littéraire des collégiens (French)
  - Science on tourne! competition!
  - Brazilian Film Festival of Montreal (Creative Arts)
  - Edinburgh Festival Fringe (Theatre)
  - Chapeau, les Filles! Competition (Technologies)
  - IMPACT! The Cooperaors Youth Program (Social Science, sustainability)
  - Youth Action Symposium in Montreal
  - Creative Arts, Literature and Languages program graduation exhibition at Cinéma du Parc
  - Vanier College BDC Case Challenge (Business Administration)

Guide students through career exploration and decision-making regarding their future
- Provided career counselling and exploration to 135 individual students and instituted 4 group sessions for a total of 540 student contact appointments.
- Developed a University and Career Centre community on our intranet portal with 700 students actively visiting.
- Provided 5 in-class career exploration workshops to 163 students.
- Provided special workshops and interviews to 35 medical school and 5 law school applicants.
- Organized a career fair which spanned over 4 days: 100 professionals representing 70 careers met with students. A summer job fair also featured 21 companies on campus recruiting for over 500 jobs.

Recognize the enriching value of diversity on campus
- Showcased Native issues, traditions and contemporary life with 6 mini-exhibits in main traffic areas.
- Promoted multiculturalism by holding a special week of activities featuring information kiosks from over 21 ethnic/cultural backgrounds.
- Held several learning activities such as:
  - For 3 days, more than 60 students collaborated with Montreal artists’ collective En Mass to create a breathtaking 8 foot high, 352 foot long, black and white mural on the Herzberg Oval representing the diversity of our population and 40 years of John Abbott College history;
  - Black History Month;
  - Multicultural dialogues;
  - Culture in the Media; and
  - International Day against Homophobia.
Develop collaborative initiatives that support students faced with disabilities
- Informed personnel on services offered by distributing a Faculty Handbook on Special Needs services; 800 letters of accommodation were sent to teachers in Fall 2010 and 700 in Winter 2011.

Promote the importance of leading a balanced and healthy lifestyle throughout life
- Provided counselling services to 807 students.
- Organized two workshops (one each semester) on health and nutrition for Native students reaching 20 students per workshop.
- Promoted healthy lifestyle by offering 20 outreach events to hundreds of students.
- Developed a workshop for special needs students to help deal with anxiety.
DIRECTOR GENERAL

ORIENTATION 2
Build and sustain the relationships and infrastructures necessary to support the development of a stimulating learning environment

Manage the College governance in compliance with the law and in the most transparent mode possible
• Implemented budget cuts imposed by Bill 100 “An Act to implement certain provisions of the Budget Speech of 30 March 2010, to reduce the debt and return to a balanced budget in 2013-2014”.

Consolidate and optimize all directors’ contributions around the institutional mission while promoting teamwork and respect
• Implemented a self-evaluation methodology for all managers.

Develop an organizational structure in accordance with student success and institutional values
• Developed an autonomous Human Resources department. The new Director started in January 2011.
• Held and concluded consultations in order to bring Student Success under the supervision of the Academic Dean’s office. The change will be implemented in August 2011.

Represent the College at all necessary forums while maintaining awareness of new funding opportunities
• Represented the College at local, provincial and federal associations and committees on education, development and economy.
• Raised, through the John Abbott College Foundation, $40,683 for the Student Assistance Fund, $62,500 at the annual golf tournament and received pledges and donations for the Capital Campaign bringing the latter to a total of $2,023,344.

Manage the new building and other major construction and renovation projects
• Managed the construction phase of the new Science and Health Technologies building with the assistance of a full-time project manager from SNC-Lavalin Inc.
• Completed two Knowledge Infrastructure Projects (KIPs) by the stipulated deadline and received an extended deadline to complete two other KIPs and the Athletic Field project.

Monitor the work of the Foundation in its regular duties
• Recruited a new Executive Director.

Oversee the Capital Campaign related to the new building project
• Worked closely with the Foundation’s Executive Committee in the successful recruitment of a Campaign Manager.

Manage the development of plans to address sustainability and crisis management in order to protect the College and to raise awareness in the community
• Completed an Emergency Guide for all employees.

The College and the Foundation gratefully acknowledge the various associations and individuals who have made generous contributions. Bursaries are offered every fall and winter semester to Canadian citizens and permanent residents who study full-time at John Abbott College; scholarships are offered in the spring to graduating students who will be attending university the following fall.

Scholarships
• Andrew Stachrowski Scholarship
• Anne Marie Edward Scholarship
• CAE Scholarship
• Carla Napier Scholarship
• Colin Robertson Memorial Scholarship
• David Burt Memorial Scholarship
• Doug Anakin Scholarship
• Jason Panich Scholarship
• John Abbott College Scholarship
• Julie Zachau Scholarship
• Kirk MacGeachy Scholarship
• Liberal Arts Scholarship
• Luann Bisaillon Scholarship
• McGown-Christoff Scholarship
• Merck Frosst Employee Scholarship
• Nick Arganski Memorial Scholarship
• Doug Anakin Scholarship
• Roxanne Craig Memorial Scholarship
• Selma Greenblat Memorial Scholarship
• The Gary W. Sims Scholarship
Bursaries
- Ruth & Cy Harris Memorial Bursary
- Bert Young Bursary
- Aditya Youth Trust Bursary
- Angela Wilson Memorial Bursary
- Anna Whitton Memorial Bursary
- Kirk MacGeachy Bursary
- Nicholas Sidorenko Memorial Bursary
- R &T Tax Management Bursary

Awards
- Pamela Montgomery Award
ACADEMIC DEAN

ORIENTATION 3

Develop and nurture a collaborative and integrative approach between programs and the learning environment

Promote and instil institutional effectiveness in support of Student Success

- Revised the Institutional Policy on the Evaluation of Student Achievement; will be approved in 2011-2012.
- Established the process and procedures for French second language testing which will be compulsory for all graduating students.
- Reviewed and recommended the intersession course offerings to answer to increased demand.
- Produced a formal statement as to new Registration priority to increase fairness over all types of applicants.
- Made all course outlines available online.
- Implemented new guidelines for admission of international students.
- Reviewed the application of the terms of probation to clarify discrepancies in understanding; mandate of Probation Review Committee was made clear.
- Reviewed the needs of Double DEC students; one year coordinator-type support was approved to form a program committee.

Develop and support faculty and staff in their quest for academic excellence

- Reviewed the placement test in French.
- Reduced the number of students per class in English.
- Created a forum for sharing innovative pedagogies.
- Developed a master plan for the upgrading of classrooms, laboratories and equipment.
- Developed a pilot project in support of interdisciplinary approaches to learning; an environment course was offered by the Chemistry and Physics departments.
- Formalized the scheduling of pedagogical days to assure that all faculty & staff have access to professional development.
- Supported a number of events for faculty and/or staff; organised by faculty and/or staff:
  - “Empowering your students to read critically in the Social Sciences”
  - “Staying Connected” workshops (faculty & staff)
  - “From Receptacle to Resource” workshops (5 held over the course of the year)
  - Conference for the Anglophone CEGEP physics teachers
- Revived the Science and Social Science Speaker Series in high schools.

Adapt program development and curriculum to the changing needs of students and society

- Established a five-year plan for effective and regular program assessment and evaluation follow-ups.
- Conducted the Nursing program assessment and completed the Social Science program assessment.
- Reviewed and revised the Science Program Comprehensive Assessment as recommended through the program assessment process.
- Submitted a request to the MELS to offer a Business Management profile in Business Administration.
- Developed a code of conduct for Police Technology.
- Developed ambulance stages and driving course for Pre-Hospital Emergency Care.
- Reviewed the first offering of Marine Biology course in Barbados; course highly successful and number of groups may be increased in the near future.
- Reviewed student performance statistics in Macroeconomics and made recommendations for future cohorts.
- Redefined the mandate of the General Education Committee and its status as a subcommittee of Academic Council.

Develop the use of information technology in teaching and learning

- Provided information and workshops on IT use in the classroom through APOP (Association pour les applications pédagogiques de l’ordinateur au postsecondaire).
- Drafted a report assessing the future of e-learning at the College.
- Defined lists of data reports, to be provided on a regular basis, that are needed to assess student performance. Separate list for various levels: departments, programs, committees, etc.
STUDENT SERVICES

ORIENTATION 4
Offer high quality services focusing on the enhancement of student learning and personal development and fostering student engagement

Customize services to the changing needs of students
- Provided specific programming on mental health and emotional wellbeing by offering stress busters workshops, information on suicide prevention, and classroom presentations on stress.
- Implemented an on-line tutoring services pilot program with 71 students using the service.
- Acquired new software to assist Special Needs and other students with learning difficulties: Work Q., Kruzweil, Dragon Naturally Speaking.
- Put in place additional part-time support for students with Asperger, Anxiety, OCD and other emotional neurological challenges; a total of 59 students with Bipolar, Depression and or Anxiety disorders and a total of 15 students with Asperger or autism problems benefited from this extra support.
- Created a multi-faith calendar that was made available on the website.
- Conducted 22 program and registration information sessions for 282 newly admitted students.
- Helped students with their search for summer employment by holding a Job Fair that welcomed more companies and students than previous events.

Provide quality student and community support services
- Improved services for conference group users.
- Coordinated the construction and planning for the new synthetic field project.
- Established the rules and regulations associated with the usage of the new synthetic field as well as some guidelines for renting the field to external users.
- Improved the cafeteria serving area and broadened the food offering.
- Provided holistic and comprehensive health services with an increased demand for services.
- Informed the students on Québec financial aid program which resulted in an increase in the number of beneficiaries by 4%.
- Collaborated in the development of a centralized method for calling work orders and tracking the progress online.
CENTRE FOR CONTINUING EDUCATION

ORIENTATION 5

Implement the College's commitments to lifelong learning and to a global vision

Improve methods of identifying the training and educational needs of the adult population
• Increased the volume of Business Training contacts by 40%.
• Developed a partnership with Cégep de La Pocatière in Palliative Care.
• Worked with Cégep Gérald-Godin on a possible partnership.
• Developed a partnership with the Jewish Eldercare Centre in the context of the AEC for Internationally-educated nurses.

Offer courses and programs that reflect the learning needs of adults
• Increased the registrations under hors programme (080.CA) funding with 66 students in the fall semester and 57 in winter for a net revenue of approximately $57,200.
• Implemented health care program prerequisite courses for Kahnawake with good CEGEP acceptance rate for participants.
• Prepared the implementation of the Palliative Care program.

Expand capacity to offer prior learning assessment and recognition (RAC)
• Participated in the provincial implementation of RAC in the Pre-Hospital Emergency and the Residential Real Estate programs and was responsible for the translation of tools. Service will be offered in Fall 2011.
• Sat on the interlevel RAC steering committee for the anglophone sector.
• Implemented the joint McGill-Champlain-Abbott grant for development of RAC tools.
• Sat on the conseil administratif of Compétences Montréal.

Build consensus on the educational importance of international understanding and cooperation
• Established the mandate for a working group on the implementation of international programs.

Pursue opportunities for international and intercultural learning through international development and cooperation projects
• Completed preliminary preparations for a partnership project under the Canada-EU International Academic Mobility program in cooperation with European and Canadian institutions.
• Led a partnership as part of the Initiative Inde program; carried out Phase 1.
• Prepared a successful application to be presented to the Ministère des relations internationales for a Quebec-China grant, in partnership with Vanier College.
• Opportunities for partnership with Indonesia created through a mission to that country.
• Revived discussions on collaboration with Odense Technical College in Denmark.
• Developed a database of faculty expertise for future international projects.

Create opportunities for student and faculty international mobility
• Drafted a partnership project with the Institut méditéranéen de formation (IMF), Marseille, France for internship exchange in Youth and Adult Correctional Intervention.
• Delivered a new summer program for students from the Tec de Monterrey, Occidental Zone.
• Drafted a set of guidelines governing the selection process, the number and the type of mobility projects to be executed in a given academic year.
HUMAN RESOURCES AND ADMINISTRATIVE SERVICES

ORIENTATION 6
Foster and recognize the excellence of the College’s human resources while working in a collaborative environment.

Develop a human resources management approach focusing on communications and professional development respectful of individuals and collective agreements

- Established a joint employee recognition committee with representatives from the different employee associations.
- Implemented a new Employee Assistance program with work life services.
- Developed and launched a new College Retirement Gift program and Celebration of New Retirees.
- Planned and coordinated two pedagogical days for all College employees
- Planned two benefits/wellness information workshops for all employees
- Ratified 5 year collective agreements with Faculty, Professional and Support Unions and ensured the rapid completion of the transitional clauses.

Assist staff and faculty in carrying out their duties

- Developed a three-tier Orientation Program to help facilitate the integration of the College’s new employees.
- Developed and introduced the Human Resources Service Index, a reference guide of HR services for College employees.
- Provided operational funds of approximately $46,936 for staff and faculty professional development in addition to the regular training allocation already provided for in the various collective agreements.
- Granted professional development funding to the following groups for both individual and group activities including courses, theses, conferences, workshops and other activities in which an individual wants to participate with regard to work related goals:
  - Faculty: 165 funding applications valued at approximately $80,560;
  - Professionals: 18 funding applications valued at approximately $6,557;
  - Administrative Support Personnel: 31 funding applications valued at approximately $14,637.
- Offered the following Professional Development opportunities to all College employees:
  - French Courses at the Centre for Continuing Education for 17 participants;
  - Microsoft Office 2010 Courses;
  - A “Staying Connected” pedagogical day that was attended by 101 staff and faculty members;
  - A “Guerre des Clans” francophone pedagogical event that was attended by 28 staff and faculty members;
  - A spring “Environmental Awareness” retreat for a cross-section of faculty from a variety of departments and programs, administrators at the college level and support and non-teaching professional staff in Val David, Quebec to 28 participants;
  - A Learning Disabilities Conference entitled “The Elephant in the Classroom: Strategies for Addressing the Achieving Gap In and Out of the Classroom” by Lawrence Feld, M.Ed. at John Abbott College to 62 participants

Formalize consistent hiring practices and formulate a succession planning strategy

- Modernized the College’s recruitment and selection process by implementing a new on-line job application system (ATS) thus, improving our ability to manage our recruitment needs, to streamline and simplify the job application process, and to manage large quantities of resumes by making information accessible on-line.
- Adjusted hiring procedures according to changes resulting from the implementation of the new Applicant Tracking System (ATS).
- Offered training sessions to deans, department chairs and selection committee members to learn remote user access functionalities on the ATS.
- Developed recruitment strategies for priority departments.
- Developed proposal for the centralization of the hiring of occasional employees (implementation in 2011-2012)
Integrate new government reforms while maintaining sound financial management

- Implemented budget tracking to control expenditures for the expansion project.
- Adjusted the financial statements according to Generally Accepted Accounting Principles. Preliminary figures as at March 31, 2011 are currently being audited.
- Adopted a plan on staff and expenses reduction as dictated by Bill 100.
INFORMATION DEVELOPMENT SERVICES

ORIENTATION 7
Offer high quality services focusing on the enhancement of student learning and personal development and fostering student engagement

Provide information technology (IT) solutions that support the College’s mission and statement of purpose
• Implemented the first year of the Microsoft Campus Licence Agreement; this helped lower the cost of IT administration and saved the Centre for Continuing Education $18,000.
• Replaced the Fire Protection System in the server room at 40% of the initial budget cost.
• Transferred all databases from the former Student Information and Inventory system.
• Implemented the fourth year of the 5-year plan for IT lab renewal.

Improve the quality and efficiency of information technology services
• Analyzed, chose and put in place a call centre software.
• Reduced annual telephone expenditures by $90,000 per year.

Deliver and support a robust, flexible, secure and efficient technology infrastructure
• Created a virtual map to analyze network traffic and improve troubleshooting.
• Changed a dozen network switches to increase throughput.
• Started documenting and implementing a Unified Backup System.
• Started the implementation of a server maintenance rotation.

Support in the development and the implementation of the information and communications technology plan
• Provided training on the use of interactive projectors.
• Participated in the e-Learning working project.

Provide and support up-to-date communication and media systems to all new and renovated facilities
• Installed media projectors in nine classrooms.
• Analyzed the renewal of the College phone system.

Set standards and policies for communications while improving the content, look and accuracy of the information
• Provided publicity banners for 26 programs of studies.
• Started revision of web site content.

Deliver timely and relevant information to the proper target audiences
• Finalized the e-Course Calendar project as part of a green initiative and saved the College money in printing cost.
• Reviewed the program brochures with a renewable and sustainable approach.
FACILITIES MANAGEMENT SERVICES

ORIENTATION 8

Provide and maintain high quality sustainable facilities that respond to the needs of our College community

Maintain all campus facilities to provide a good learning and working environment for students, faculty and staff

- Planned for the Ministry of Education, Leisure and Sports’ Programme de maintien des actifs immobiliers initiative.
- Renovated three model classrooms and replaced furniture in several others.
- Streamlined multiple processes in order to reduce administrative overhead.
- Changed the lighting in the cafeteria in conjunction with Food Services.

Administer and coordinate all construction and renovation projects to support the changing needs of the institution

- Replaced the roof and renovated the 4th floor of the Centre for Continuing Education (on budget).
- Renovated the serving area of the cafeteria (slightly over budget).

Administer and coordinate the new Science and Health Technologies Building project

- Assisted the Project Manager in linking the management of the new building with the existing facilities.
- Participated in the coordination of the project.

Coordinate the move towards self-sufficiency in providing heat, steam and water to the College facilities

- Completed phase 1 of the heating plant project.

Integrate and support sustainable and energy efficient measures throughout the projects

- Help to reintroduce the refundable can project where funds directly aid students in financial difficulties.
- Analyzed multiple projects to reduce the College’s operation costs.

Implement health and safety measures in cooperation with analysis performed and recommendations brought forward by the Health and Safety Committee

- Instigated an early morning and weekend schedule for snow removal to insure safety.
- Reviewed the College’s fire prevention plan and invested over $20,000 in replacing out-dated safety equipment.
ABOUT OUR STUDENTS

Enrolment in the Day Division
The College once again saw an impressive level of enrolment for 2010-2011; at the MELS’ request, we had to admit an additional 150 students during an unprecedented 4th round of applications.

Student Population Analysis – Fall 2010
The student population in the Day Division is split between Pre-University and Career programs as follows:

<table>
<thead>
<tr>
<th>Pre-University Program (DEC)</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways</td>
<td>259</td>
<td></td>
<td></td>
<td>259</td>
</tr>
<tr>
<td>Accueil</td>
<td>45</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Science</td>
<td>646</td>
<td>423</td>
<td></td>
<td>1069</td>
</tr>
<tr>
<td>Science and Social Science (Double DEC)</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Social Science</td>
<td>1405</td>
<td>825</td>
<td></td>
<td>2230</td>
</tr>
<tr>
<td>Creative Arts, Literature and Languages</td>
<td>339</td>
<td>204</td>
<td></td>
<td>543</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>52</td>
<td>46</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>30</td>
<td>20</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>73</td>
<td>77</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>2864</strong></td>
<td><strong>1600</strong></td>
<td><strong>10</strong></td>
<td><strong>4474</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Program (DEC)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>41</td>
<td>29</td>
<td>34</td>
<td>104</td>
</tr>
<tr>
<td>Nursing</td>
<td>100</td>
<td>82</td>
<td>73</td>
<td>255</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>44</td>
<td>23</td>
<td>12</td>
<td>79</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>38</td>
<td>22</td>
<td>24</td>
<td>84</td>
</tr>
<tr>
<td>Police Technology</td>
<td>56</td>
<td>41</td>
<td>57</td>
<td>154</td>
</tr>
<tr>
<td>Police Technology (Intensive)</td>
<td>40</td>
<td>51</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Youth &amp; Adult Correctional Intervention</td>
<td>39</td>
<td>36</td>
<td>38</td>
<td>113</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>37</td>
<td>14</td>
<td>13</td>
<td>64</td>
</tr>
<tr>
<td>Business Administration</td>
<td>38</td>
<td>36</td>
<td>40</td>
<td>114</td>
</tr>
<tr>
<td>Publication Design &amp; Hypermedia Technology</td>
<td>55</td>
<td>43</td>
<td>50</td>
<td>148</td>
</tr>
<tr>
<td>Computer Science</td>
<td>50</td>
<td>43</td>
<td>34</td>
<td>127</td>
</tr>
<tr>
<td>Professional Theatre (Design &amp; Technical)</td>
<td>24</td>
<td>20</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>Professional Theatre (Acting)</td>
<td>28</td>
<td>19</td>
<td>18</td>
<td>65</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>590</strong></td>
<td><strong>459</strong></td>
<td><strong>411</strong></td>
<td><strong>1460</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3454</strong></td>
<td><strong>2059</strong></td>
<td><strong>421</strong></td>
<td><strong>5934</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Ratio Male-Female</th>
<th>1st year M</th>
<th>1st year F</th>
<th>2nd year M</th>
<th>2nd year F</th>
<th>3rd year M</th>
<th>3rd year F</th>
<th>Total M</th>
<th>Total F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-University</td>
<td>1411</td>
<td>1452</td>
<td>727</td>
<td>873</td>
<td>3</td>
<td>7</td>
<td>2141</td>
<td>2332</td>
</tr>
<tr>
<td>Career</td>
<td>265</td>
<td>326</td>
<td>226</td>
<td>233</td>
<td>174</td>
<td>237</td>
<td>665</td>
<td>796</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1676</strong></td>
<td><strong>1778</strong></td>
<td><strong>953</strong></td>
<td><strong>1106</strong></td>
<td><strong>177</strong></td>
<td><strong>244</strong></td>
<td><strong>2806</strong></td>
<td><strong>3128</strong></td>
</tr>
</tbody>
</table>
DECs (Diplômes d’études collégiales) Granted

<table>
<thead>
<tr>
<th>Pre-University Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>401</td>
</tr>
<tr>
<td>Social Science</td>
<td>591</td>
</tr>
<tr>
<td>Creative Arts, Literature &amp; Languages</td>
<td>178</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>25</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>66</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total (Pre-University)</strong></td>
<td><strong>1280</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>30</td>
</tr>
<tr>
<td>Nursing</td>
<td>87</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>11</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>13</td>
</tr>
<tr>
<td>Police Technology</td>
<td>89</td>
</tr>
<tr>
<td>Youth &amp; Adult Correctional Intervention</td>
<td>28</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>12</td>
</tr>
<tr>
<td>Business Administration</td>
<td>25</td>
</tr>
<tr>
<td>Publication Design &amp; Hypermedia Technology</td>
<td>35</td>
</tr>
<tr>
<td>Computer Science</td>
<td>28</td>
</tr>
<tr>
<td>Professional Theatre</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total (Career)</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1664</strong></td>
</tr>
</tbody>
</table>

Enrolment in Continuing Education

Enrolment was up in most of the programs for both the Fall and the Winter semesters.

Overview

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Winter 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Full-time DEC</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Part-time DEC (1 to 3 courses)</td>
<td>270</td>
<td>225</td>
</tr>
<tr>
<td>Full-time AEC</td>
<td>208</td>
<td>226</td>
</tr>
<tr>
<td>Intensive Nursing</td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>Part-time AEC</td>
<td>119</td>
<td>107</td>
</tr>
<tr>
<td>Non-credit and Community courses</td>
<td>251</td>
<td>168</td>
</tr>
<tr>
<td>Part-time Emploi-Québec subsidized non-credit IT courses</td>
<td>135</td>
<td>105</td>
</tr>
<tr>
<td>University pre-requisites</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Hors-programme</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Career Development (Cégeps à la carte)</td>
<td>57</td>
<td>51</td>
</tr>
</tbody>
</table>

1 Ten students successfully completed the double DEC in Science and Social Science.
AECs (Attestations d’études collégiales) Granted

<table>
<thead>
<tr>
<th>Program</th>
<th>Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>902.56 Real Estate Agent</td>
<td>2</td>
</tr>
<tr>
<td>902.57 Real Estate Broker</td>
<td>35</td>
</tr>
<tr>
<td>CWA.0D Refresher Nursing</td>
<td>10</td>
</tr>
<tr>
<td>CWA.OK Nursing for Internally Trained Nurses</td>
<td>35</td>
</tr>
<tr>
<td>CWC.05 Ambulance Technician Program</td>
<td>39</td>
</tr>
<tr>
<td>ECA.0B Bio-Industrial Process Technology</td>
<td>11</td>
</tr>
<tr>
<td>LCA.84 Finance</td>
<td>11</td>
</tr>
<tr>
<td>LCA.85 Marketing</td>
<td>1</td>
</tr>
<tr>
<td>LCA.AB Computerized Financial Management</td>
<td>21</td>
</tr>
<tr>
<td>LCE.0Z Publication and Web Design</td>
<td>1</td>
</tr>
<tr>
<td>LEA.32 Programmer/Analyst Program</td>
<td>1</td>
</tr>
<tr>
<td>LEA.BO Network Administration</td>
<td>28</td>
</tr>
<tr>
<td>LEA.BJ Cisco Networking</td>
<td>10</td>
</tr>
<tr>
<td>LEA.BN Internet Programming and Development</td>
<td>12</td>
</tr>
<tr>
<td>NWE.1P Web Technology</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>227</td>
</tr>
</tbody>
</table>

STUDENT SUCCESS TRENDS

First semester overall pass rates

The graph shows the overall pass rates in the first semester for John Abbott College in both technical and pre-university programs. A pass rate is evaluated by dividing the number of courses passed (grade ≥ 60) by the number of courses a student is registered in. Once all the pass rates are individually calculated, an average of all of them is determined to evaluate the overall pass rates for the College.

Highlight: In 2010-2011, our first semester students were 9% above the provincial averages for both technical and pre-university programs.
Third semester retention rates

A good measure of success is the number of returning students for a third semester of study either in their original program or in another program. At John Abbott College, the number of returning students is above the provincial averages in all categories.

Graduation rates

The ultimate mission of the College is to have students graduate. One measure of success is to analyze the percentage of incoming students graduating in the usual time frame from both pre-university programs (2 years) and technical programs (3 years).

If we look at graduation within the expected timeframe, our students from the pre-university sector placed slightly below the provincial average. In the technical sector however, our students ranked 1%-4% higher than the provincial average.

We can also look at graduation rates a few years after the allocated or usual time for completing a pre-university or technical program. At John Abbott College, the graduation rate is above the provincial averages for pre-university sector, but not for the technical programs.
CELEBRATING ACHIEVEMENTS

The following are just a few examples of the achievements of our students and staff, all of whom earned special recognition for their efforts throughout 2010-2011.

STUDENTS

Governor General’s Academic Medal
Awarded to the graduating student with the highest overall academic average: Amanda Hakala.

Outstanding Achievement Award
Presented to the graduating student with an academic average in the top one percent combined with significant involvement in student life outside the classroom: Andrew Francis.

Outstanding Service Award
Presented to students who show excellent leadership, organizational and communication skills and a sense of commitment, responsibility and dedication to their fellow students:
Ally Brumer, Jill Ohayon, Andrew Francis and Kate Roberge.

Student Service Awards
Given to students with significant involvement in service organizations, student clubs, volunteer groups and/or special projects:
David Alexander, Angeline Allaire, Philippe Arseneault, Melissa Barbiero, Louisa Bielig, Daniel Blanchfield, Craig Browning, Ally Brumer, Nicholas Buonvino, Melissa Canales-Pannese, Adam Chan, Jenna Cocullo, David D’Arienzo, Roxanne Dubé, Moneeb Durrani, Melissa Ferland, Andrew Francis, Eman Hawass, Megan Heath, Sumiati Kufatono, Eve Laguë, Patrick Lanouette, Courtney Lister, Ying Ran Lin, Janet McMillan, Arad Mojtahedi, Nour Moudarres, Marissa Morgan-Cavallaro, Elia Moscovitz, Krystin Nievas, Jill Ohayon, Robert Ortopan, Ryan Patton, Kate Roberge, Anthony Rossi, Daniel Saenz, Neha Shukla, Yanto Sugiarto Tatang, Lixuan Tang, Samantha Touchette, Qing Qing Yang and Isabella Zelliger.

Andrew Francis (Honours Science), Huan Lu (Dental Hygiene) and Naomi Lucate (Youth and Adult Correctional Intervention) were recipients of a Regroupement des fondations des collèges de Montreal bursary.

Melissa Morgan-Cavallaro (Honours Science student) received an entrance scholarship to McGill Medical School and was one of two Quebec residents of a total of 96 recipients to receive a Miller Thomson Foundation's National Scholarship.

Brittany Blacklock and Mark Cabana received the Dessercor Inc. Scholarships awarded to full-time 5th semester Pre-Hospital Emergency Care students.

Melissa Canales-Pannese (Honours Social Science) and Sabrina Stropetti (Graduated from Social Science in Fall 2010) won first place for their project “Condom Crazy: A Campaign Created for teens, by teens” at the Quebec Entrepreneurship Contest.

Emilie Matte and Michelle Grant won first and second place, respectively, at the Business Administration Public Speaking Contest.

Emilie Valet (Social Sciences) was invited to attend IMPACT! The Co-operators Youth Program in Guelph, Ontario.

Marilyne Dupuis (Police Technology), Alexandra Lavigne (Engineering Technologies) and Marie-Andrée Cloutier (Pre-Hospital Emergency Care) each won a prize at the Chapeau, les filles! Competition which is held to honour female students that have chosen to study in fields that are traditionally male dominated.

A group of Theatre students and their teachers were invited to perform at the very prestigious Edinburgh Festival Fringe. There were over one thousand applications sent to the Festival, but only twenty groups were selected.
CELEBRATING ACHIEVEMENTS

Athletic Awards

Outstanding performance male rookie: Jordan Tyrrell – Basketball
Outstanding performance female rookie: Valérie Campanelli – Flag Football
Outstanding performance by a female athlete: Rita Sibo (Basketball) & Stephanie Sapienza (Soccer)
Outstanding performance by a male athlete: Kirby Coussa – Swim Team

Jeff Mills Memorial Cup
Presented to a graduating student-athlete who has shown over his/her career great athletic skills, a solid academic record, solid leadership qualities and the ability to rise up above all the rest both on and off the playing surface: Roxanne Dubé – Volleyball Team.

EMPLOYEES

The following staff members were recognized for their continued service to the College:

15 years – Violaine Arès, Christine Fambely, Carol Lavoie, Eric Laferrière, Erwin Regler, Pierre-Normand Vaillancourt, and Lori Weber.

25 years – Deborah Cunningham, Miles Gordon, Christine Jacobs, Susan Kail, Diane Radu, Debra Rideough, Diane Talbot-Laniel, Margaret Waller and Janette Wygergangs.

The following staff members were congratulated this year as they took their retirement from the College:

Distinctions, Awards, Accomplishments

The following employees completed a program of study:

Diploma in College Teaching: Nazareth Arabaghian (English)

Master Teachers Program: Farida Alli (Continuing Education), Remi Cardinal (Business Administration), Pierre Dussol
(Theatre & Music), Carol Etienne (Dental Hygiene), Norma Ponzoni (Nursing), Sally Robinson (Information and Library
Technologies) and Kevin Williams (Business Administration).

Julie Podmore (Geosciences) received a research grant from the Fonds québécois de la recherche sur la nature et les tech-
nologies for the "Virtual and Socio-geographical Spaces of Socialization " project.

Robert Seely (Mathematics) also received a research grant from the Fonds québécois de la recherche sur la nature et les
technologies for the "Categorical Semantics for Logic and Computability" project.

Stephen Bryce, John Buskard and Julie Podmore (Geosciences) published their first textbook called “Introducing
Geography”.

Heather Short (Geosciences) presented two scientific papers at the European Geosciences Union Conference, in Vienna,
Austria: one on pedagogical techniques in climate science and one on her geologic research in Val d'Or.

Karen Kaderavek (History, Philosophy and Religion) published a book titled "Rapture and Despair: Creativity and the
Bipolar Affect".

Joanne Ross (Business Administration) was re-elected to the executive committee of the Quebec branch of l’ACDEC
(Association canadienne de l’enseignement coopératif.

Rokksana Nazneen (Sociology) was selected for a high level delegation of community leaders on the historic “From
Compassion to Action: Glassman Tools for Tolerance Mission to Poland and Germany” by the Friends of Simon Wisenthal
Center for Holocaust Studies.

Matthew Barlow (History) gave a public lecture in New Haven, CT, about the Irish experience in Montréal. The lecture
was sponsored by the Irish History Roundtable, a local community history group. He also participated in a Round Table at
the Canadian Association for Irish Studies Annual Conference at Concordia, entitled "Griffintown: Inside Stories," based on

Ed Osowski (History) published a book titled “Indigenous Miracles: Nahua Authority in Colonial Mexico”.

Karen Oljemark (Physical Education), along with three other teammates, won the bronze medal K4 at the Canadian
Masters Sprint Canoe-Kayak Championships in Welland, Ontario.

Josée Lanouette (Crisis Management and Sustainability) was elected to the Board of Directors of Water Polo Canada.

Doug Brown (Arts and Sciences) was appointed for a seventh year on the Board of Directors of the Canadian Bureau for
International Education.

Dave Hill (Physical Education) coordinated the “Route Bleue of Greater Montreal” expedition.

The Dental Hygiene department received accreditation from the Commission on Dental Accreditation of Canada.
FINANCIAL REPORTING

Operational Budget

Operations for the year 2010-2011 resulted in a surplus of $114,900 which includes a prior year adjustment of $582,300. The accumulated surplus stands at $4,126,900 of which $2,068,200 has been appropriated leaving an unappropriated balance of $2,058,700.

Capital Assets

Expenditures of a capital nature amounted to $16,237,000.

<table>
<thead>
<tr>
<th>Building</th>
<th>$3,728,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries</td>
<td>$1,696,000</td>
</tr>
<tr>
<td>Furniture</td>
<td>$290,600</td>
</tr>
<tr>
<td>Other Equipment</td>
<td>$3,728,500</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>$13,958,700</td>
</tr>
<tr>
<td>Total</td>
<td>$49,289,000</td>
</tr>
</tbody>
</table>

Assets are adjusted annually for depreciation.

Operating Expenses

<table>
<thead>
<tr>
<th>($000) EXPENDITURES</th>
<th>10-11</th>
<th>09-10</th>
<th>10-11</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>34,043</td>
<td>32,977</td>
<td>70%</td>
<td>71%</td>
</tr>
<tr>
<td>Support to Teaching</td>
<td>1,202</td>
<td>1,318</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Student Services</td>
<td>2,337</td>
<td>2,395</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>1,751</td>
<td>1,580</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Personnel Services</td>
<td>1,120</td>
<td>1,013</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>1,470</td>
<td>795</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Facilities</td>
<td>4,690</td>
<td>4,937</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>General Administration</td>
<td>1,847</td>
<td>1,665</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>48,640</td>
<td>46,680</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense Type</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>30,551</td>
<td>29,360</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Non-teaching personnel</td>
<td>11,109</td>
<td>10,843</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>48,460</td>
<td>46,680</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teaching & Administration

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>2,110</td>
<td>2,511</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Service Fees &amp; Contracts</td>
<td>4,690</td>
<td>3,966</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>48,460</td>
<td>46,680</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Continuing Education

The operations of Continuing Education resulted in a surplus of $2,078,100 for 2010-2011 which includes a prior year adjustment of $15,200. After appropriations, the accumulated surplus stands at $3,950,700.

Ancillary Operations

The Bookstore showed a surplus of $317,800 for 2010-2011 and has an accumulated surplus of $1,931,000. The Stewart Hall Residence had a surplus of $237,900 and has an accumulated deficit of $20,300. Food Services showed a surplus of $212,400 and an accumulated surplus of $579,200 at June 30, 2011. Each of the ancillary units contributed a part of their accumulated surplus to the Day Division.

Annex S028 – Financial Support for Student Success

The College received two amounts regarding the Mesure de soutien à la réussite (S028) in 2010/2011. One amount of $98,325 was combined with the amount of $74,838 carried forward from 2009/2010. Of the total amount of $173,163 available, $160,240 was used for salaries and fringe benefits of employees involved directly with Student Success initiatives. The unused portion of $12,923 will be carried forward to 2011/2012.

Regarding the second amount of $32,775, a total of $32,402 was used in 2010/2011 to recognize student involvement in College life. The remaining $368 will be carried forward to 2011/2012.

Annex S034 – Quebec Government’s Reinvestment in Higher Education

| Carried forward from 2009-2010 | $264,895 |
| Allocation for 2010-2011       | $491,847 |
| Total available for 2010-2011  | $756,742 |
| Expenses in 2010-2011          | $530,044 |
| Will be carried forward to 2011-2012 | $226,698 |

### AXIS 1 – Accessibility, quality of services, student success and skills development

<table>
<thead>
<tr>
<th>EXPENDITURES ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided diverse learning opportunities, styles and environments in support of literacy and numeracy</td>
</tr>
<tr>
<td>• Pedagogical workshops</td>
</tr>
<tr>
<td>• Technical support in several departmental learning centres</td>
</tr>
<tr>
<td>Provided services to specific groups of students through the Learning Centre and Counselling Services</td>
</tr>
<tr>
<td>• Learning disabilities</td>
</tr>
<tr>
<td>• Transition into college life</td>
</tr>
<tr>
<td>• Motivation</td>
</tr>
<tr>
<td>• Cultural diversity</td>
</tr>
<tr>
<td>• Etc.</td>
</tr>
</tbody>
</table>

### AXIS 2 – Support for information technology and updated programs and information resources

<table>
<thead>
<tr>
<th>EXPENDITURES ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported teachers in the use of information technologies in the classrooms</td>
</tr>
<tr>
<td>Increased technical help in the computer labs</td>
</tr>
<tr>
<td>Developed ambulance stages and driving courses for the Pre-Hospital Emergency Care program</td>
</tr>
</tbody>
</table>

### AXIS 3 – Operation and maintenance of buildings and quality of training place

<table>
<thead>
<tr>
<th>EXPENDITURES ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated new government reforms according to the Generally Accepted Accounting Principles guidelines</td>
</tr>
<tr>
<td>Implementation of new measures to insure safety</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Annex S035 – Measures to promote healthy eating habits and a physically active

This year the Virage Santé program was once again under the “JAC ON THE MOVE” umbrella of activities designed to promote healthy lifestyle choices in the areas of food and physical activity.

<table>
<thead>
<tr>
<th></th>
<th>EXPENDITURES $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carried forward from 2009-2010</td>
<td>$ 9,255</td>
</tr>
<tr>
<td>Allocation for 2010-2011</td>
<td>$ 6,250</td>
</tr>
<tr>
<td>Total available for 2010-2011</td>
<td>$ 15,505</td>
</tr>
<tr>
<td>Expenses in 2010-2011</td>
<td>$ 6,016</td>
</tr>
<tr>
<td>Will be carried forward to 2011-2012</td>
<td>$ 9,489</td>
</tr>
</tbody>
</table>

In addition, the College received an amount of $176,700 representing the equivalent of 2.42 ETC which was expensed in 2010-2011.

<table>
<thead>
<tr>
<th></th>
<th>EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking workshop for college students – fall &amp; spring semesters</td>
<td>1,303</td>
</tr>
<tr>
<td>Lunchtime recreational swim for students and employees</td>
<td>572</td>
</tr>
<tr>
<td>On-campus bicycle loan program for students and employees</td>
<td>967</td>
</tr>
<tr>
<td><em>Mon cégep à vélo</em> program</td>
<td>198</td>
</tr>
<tr>
<td>Bike to school week – supplies and guest speaker</td>
<td>181</td>
</tr>
<tr>
<td>Nutritionist consultations and “healthy eating” workshop</td>
<td>567</td>
</tr>
<tr>
<td>Personal trainer – Weight room programs</td>
<td>1,020</td>
</tr>
<tr>
<td>Clean water filling program</td>
<td>1,000</td>
</tr>
<tr>
<td>Printed material and miscellaneous costs</td>
<td>208</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,016</strong></td>
</tr>
</tbody>
</table>

Annex S036 – Federal Transfers

*Plan triennal d’action lié à l’utilisation des sommes allouées aux cégeps dans le cadre du réinvestissement du Québec consécutif au rétablissement partiel des transferts fédéraux à l’enseignement supérieur*

<table>
<thead>
<tr>
<th></th>
<th>EXPENDITURES $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carried forward from 2009-2010</td>
<td>$ 845,344</td>
</tr>
<tr>
<td>Allocation for 2010-2011</td>
<td>$ 1,616,716</td>
</tr>
<tr>
<td>Total available for 2010-2011</td>
<td>$ 2,462,060</td>
</tr>
<tr>
<td>Expenses in 2010-2011</td>
<td>$ 933,459</td>
</tr>
<tr>
<td>Will be carried forward to 2011-2012</td>
<td>$ 1,528,601</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>EXPENDITURES $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 1 - Actively contribute to the economic development of Quebec and its regions</strong></td>
<td></td>
</tr>
<tr>
<td>Participated in several activities for the development and the implementation of Recognition of Acquired Competencies</td>
<td>75,809</td>
</tr>
<tr>
<td>Pursued opportunities for student and faculty mobility</td>
<td>16,000</td>
</tr>
<tr>
<td>Promoted multiculturalism by holding enriching activities</td>
<td>33,957</td>
</tr>
<tr>
<td>Redesigned promotional brochures for all programs</td>
<td>20,500</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>146,266</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>EXPENDITURES $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 2 – Adapt and enhance services to students</strong></td>
<td></td>
</tr>
<tr>
<td>Improved the numerous services offered to students in order to better respond to the different needs and to engage them in their studies and beyond</td>
<td>286,312</td>
</tr>
<tr>
<td>Maintained safe facilities conducive to work and study</td>
<td>167,717</td>
</tr>
<tr>
<td>Provided up-to-date communication and media systems</td>
<td>54,052</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>639,861</strong></td>
</tr>
</tbody>
</table>
Report on the application of the act to implement certain provisions of the budget speech of 30 March 2010, reduce the debt and return to a balanced budget in 2013-2014

- In 2010-2011, the College had predicted that seven employees would retire. At June 30, 2011, four employees – one cadre and three support employees – have actually retired; none were replaced.
- To achieve the targets set by the Act, the College has chosen, for this first year, to apply the cuts to the sum of the advertising, training and travel expenses only; those expenses were reduced by 63.71% or $53,768. This cut was offset by an increase in the operating expenses.
- The objectives set for 2010-2011 were achieved. In the coming years, the cuts will be applied to other administrative operating expenses.

| OBJECTIVE 3 – Ensure mass replacement of teachers and emphasize the importance of their role in students’ lives |
|-------------------------------------------------|---|
| Supported faculty in the organization of pedagogical activities and created a forum for sharing innovative pedagogies. | 72,894 |
| Applied the policy on the evaluation of faculty | 49,039 |
| Granted professional development funding for 165 activities for faculty, 18 for professionals and 31 for support employees | 53,867 |
| Developed a new orientation program to help facilitate the integration of new employees | 23,017 |
| Modernized the recruitment and selection process by implementing a new on-line job application system | 38,017 |
| Developed and introduced the Human Resources Service Index, a reference guide for employees | 42,279 |
| **Sub-total** | **279,112** |
| **TOTAL** | **933,459** |