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MESSAGE FROM THE CHAIR AND THE DIRECTOR GENERAL

Mr. Pierre Duchesne  
Minister of Higher Education, Research, Science and Technology  
Government of Québec

Minister Duchesne,

On behalf of the Board of Governors and the entire John Abbott College community, we are pleased to provide the Annual Report for the 2011-2012 academic year to you.

You will find in this report that this year has seen the realization of very significant and inspiring projects. We are so very proud to witness the opening of the new Science & Health Technologies building which welcomed students at the beginning of the fall 2012 semester. The College also saw the opening of a new athletic field that further highlights the importance the College places on physical activity for young people. The entire community is proud of these landmark accomplishments and appreciates the interest and the support we have received from our partners in the Ministry of Education, Recreation and Sports.

Once again this year, the success of our students has remained our top priority. We would like to take this opportunity to emphasize the importance of the staff and faculty at John Abbott College. During numerous meetings held by the Board of Governors, the primary direction and choices made maintained a critical focus on the ongoing quality of education for students of all ages who attend the College.

Lastly, we would like to highlight the great collaboration that exists between the Board of Governors and administrators at the College. We are all very united in our motivation to achieve the goals laid out in the strategic plan.

Respectfully,

Joanne Simoneau-Polenz  
Chair of the Board of Governors

Ginette Sheehy  
Director General

Joanne Simoneau-Polenz  
Chair of the Board of Governors

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 6000 full-time and 2000 part-time students. Our staff consists of some 500 faculty and almost 200 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
Nathalie Wong Kee Song

Parents
Patrick Burn
Jeff Bedard

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

Students
Pre-University Studies – Cara Parisien
Technical Studies – Peter den Heyer

Faculty
Sergio Fratarcangelli
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
Nathalie Hallé

ACADEMIC COUNCIL

Ex Officio Member
Erich Schmedt, Academic Dean

Two Academic Administrators
Thomas McKendy
Margaret Leech

Eleven Employees Representing The Teachers
Ute Beffert
Daniel Gosselin
Roger Haughey
J.P. Parkhill
Karl J. Raudsepp
William Russell
Gordon Spicer
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
Peter den Heyer
Victor Mikolajczyk
Robert Ortopan

Recording Secretary
Mary Milburn
The Board of Governors of John Abbott College held six regular meetings during the 2011-2012 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

- Adopted Policy 9 on “Records Management and Archives”.
- Adopted Policy 16, the “John Abbott College Institutional Research Policy”.
- Authorized the appropriation from the College’s unappropriated accumulated surplus account for the following projects:
  - Construction of an emergency generator;
  - Decommissioning of a power plant/water tower and connection to the Ville de Montréal’s aqueduct system;
  - Renovations to existing facilities;
  - Budgetary cuts ordered by the Ministry of Education, Leisure and Sports.
- Approved amendments to the following program planners:
  - Information and Library Technologies;
  - Pre-Hospital Emergency Care;
  - Arts and Sciences.
- Approved the new DEC program "Biopharmaceutical Production Technologies".
- Approved the granting of the “Transition from Licensed Practical Nurse (LPN) to Nurse (RN)” Nursing program leading to a DEC through Continuing Education.
- Approved the new AEC program "Damage Insurance Program".
- Approved the revocation of Policy 6 “Academic Decision-Making Process: Structures, Roles and Responsibilities”.
- Approved amendments to:
  - Policy 7 "Institutional Policy on the Evaluation of Student Achievement (IPESA)";
  - By-law 1 "Concerning the General Administration of the College";
  - By-law 6 "Concerning Registration Fees, Educational Support Fee, Student Services Fee and User Fees";
  - Memorandum of Understanding between the Board of Governors of John Abbott College and the John Abbott College Foundation.
- Re-elected Mrs. Joanne Simoneau-Polenz as chair and elected Ms. Cynthia Némorin as Vice-Chair of the Board of Governors for 2012-2013.
CODE OF ETHICS

The Board of Governors of John Abbott College functions under a Code of Ethics (Policy no. 5). During the fiscal year 2011-2012, no violations were investigated.

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 fulfilment 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 fulfilment 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 2011-2012

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 2011-2012 academic year.

STUDENT SUCCESS

At the heart of our 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 meetings with Continuing Education, Student Services, and the International Office to extend the Learning Centre’s office hours to 6:00 p.m. and to establish other academic support for Continuing Education students.
- Presented a completed master plan to the relevant committees on renovations to the Library.
- Successfully completed one-third of the renovations of study rooms and common game rooms in the student residence.
- Increased to 39 from 30 the number of bursaries and scholarships made available to College students.

Support diverse learning opportunities, styles and environments related to critical thinking both inside and outside the classroom
- Held a successful first Education Technology Week at the College for staff and faculty on various topics including e-learning.
- Continued the tradition of “Lunch and Learn” sessions for faculty to share best teaching practices and to network.
- Held a Smartboard workshop for all Chemistry teachers.
- Conducted a successful pedagogical day for over 100 faculty and staff on “Writing in the Disciplines” where a 5.2 release project related to this topic was approved for the 2012-2013 academic year.
- Held a pedagogical day for all Science faculty to introduce Supporting Active Learning Technology in Science Education (SALTISE) and to exchange information on same.

Increase the persistence and success of male students
- Posted regular rotating messages throughout the year to demystify the stereotyping of seeking or being referred for counselling.
- Held successful new health outreach initiatives on various topics where male attendance was predominant.
- Investigated issues relating to persistence and success of male students and presented them to the Student Success Committee.
**Improve the transition of students into college life**

- Held workshops for first semester students in technology programs where advisors provided information on prerequisites necessary for entry into university.
- Recorded more than 250 hours of ESL (English Second Language) tutorial services and peer tutoring.
- Provided committed academic coaches/mentors to work with student-athletes resulting in a record 59 student-athletes graduating with an average of 80% or more.
- Offered 18 classroom workshops on various topics (an increase of 64% from last year) such as study skills and time management which included information on services provided by Student Services Office and the Learning Centre. Workshops were developed specifically for first semester students.
- Provided 4 recurring and 2 new outreach activities early in the Fall semester on various health and wellness topics such as sexual health and smoking.
- Hosted 19 groups of Aboriginal students from across the province to prepare them to attend the College (an increase of 51% from last year).

**Help students manage their competing priorities and remain motivated**

- Offered modernized workshops on anxiety for students with special needs and one on sleeping well when stressed.
- Student Mentoring Program provided support for 15 first semester "at risk" students in collaboration with the Counselling Department.
- Promoted the value of the Athlete Academic Student Involvement Program (AASIP) to all student-athletes which resulted in an increase in participation and improved results in their athletic eligibility.
- Augmented promotion of the various services available to students experiencing financial difficulties by posting more messages on the Portal and through MIO. Also advertised workshops for students with l'Association coopérative d'économie familiale where students can access their resources for free.
- Continued to provide a holistic health assessment for students which included addressing lifestyle choices and their impact in academic success.
- Held successful new events on stress busters and mental illness awareness and addressed competing priorities.
- Approved a new complementary course on learning techniques.

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**Promote student engagement throughout the College**
- Submitted a proposal for pedagogical use of new building for the Energy Management program.
- Supported a highly successful student initiative on mental illness awareness.
- Encouraged stronger student participation in the Québec Entrepreneurship Contest (32 participants versus 18 in 2010). This was the first time the College won first prize in both college categories at the Montreal Regional level with each group winning $500.
- Committed to host the 2014 Montreal Regional Science Fair.
- Implemented peer tutoring, a writing contest, a book club, and a buddy system allowing an increased opportunity for student expression.
- Recorded a record participation of 20 teams for the new Outdoor Mini Soccer League.
- Offered a full program of intramural sports where the College finished second at the McGill Intramural Festival. Participation increased in the intramural program for the new outdoor soccer league that played on the new turf (Memorial Field).
- Held various pedagogical days such as "Writing in the Disciplines", "Research to Writing", and organized a retreat for faculty to present their varied techniques to foster awareness and skills in dealing with student engagement.
- Committed to host the 2013 CCAA National Men’s Basketball Championships in March 2013.
- Held a new and improved Career Fair with the assistance of 33 Business Administration students, as well as Pathways and Environmental Studies students.

**Guide students through career exploration and decision making regarding their future**
- Held an updated Career Fair featuring over 65 careers where 219 students explored new career options revealing that 60% of effective advertising was done through the College intranet portal.
- Organized a day on green careers where 150 students attended a special presentation on the College’s new LEED building and visited 11 eco-career booths.
- Provided additional resource material on our intranet portal for the University and Career Centre Community (UCIC) which increased student usage. Visits to the UCIC increased to 4311 in 2011, up from 3215 in 2010.

**Recognize the enriching value of diversity on campus**
- Promoted Multiculturalism Week with 20 Chinese students visiting from the Sichuan province for a week-long exchange. Many of these students were placed in home-stay families with John Abbott College students. As well, some new activities featured information kiosks on ethnic and cultural backgrounds, a Latin Dance class and music presentations.
- Achieved various new programming events through work with the Gay And Lesbian Association (GALA) club to address the needs of Gay, Lesbian, Bisexual and Transgender (GLBT) students.

**Develop collaborative initiatives that support students faced with disabilities**
- Established (preliminary groundwork to create) a link between the Director of Adult Mental Health Services at the Centre de santé et de services sociaux (CSSS) and the College Director of Student Services to address mutual needs and roles.

**Promote the importance of leading a balanced and healthy lifestyle throughout life**
- Conducted a new workshop for special needs students to help deal with anxiety.
- Provided up-to-date information on mental health issues via two new weekly College intranet portal postings.
- Organized two workshops (one each semester) on health and nutrition for Native students.
**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

- Adapted the Strategic Plan to incorporate a revised structure where the role of the Academic Dean is reflected by an improved distribution of responsibilities and resources.
- Restructured the Communications Office to include select Foundation activities, namely Events, Bursaries and Scholarships, as well as a link with Student Services on Financial Assistance.
- Developed a draft policy on College Communications.
- Developed a preliminary plan to rejuvenate the College’s visual image.
- Appointed and trained a Corporate Affairs support person to coordinate Board materials for the Board of Governors.
- Held a session on defining the roles and responsibilities of the members of the Board of Governors.

Consolidate and optimize all directors’ contributions around the institutional mission while promoting teamwork and respect

- Held weekly meetings and a mid-year meeting to monitor the accomplishments of each Director.
- Cultivated a strong collaborative relationship amongst the directors through commitment, trustworthiness, respect and humour.

Develop an organizational structure in accordance with student success and institutional values

- Hired a Dean of Academic Resources to create a link between Academic Services and Student Services while strengthening the delivery of services to students and enabling their success.
- Implemented strategic decisions to ensure compliance with budgetary restrictions as dictated by Law 100 and in place until June 30, 2014, in a setting where an important proportion of resources are dedicated to Student Services.

Represent the College at all necessary forums while maintaining awareness of new funding opportunities

- Engaged in two international projects - Indonesia and China – and travelled to Indonesia to position the College on various projects, namely Nursing and Languages.
- Continued to represent the College at the various educational committee meetings and associations.
- Continued to endorse a profitable Protocole d’entente with Optech Montréal and Cégep André-Laurendeau in managing the transfer of technology within a collegial setting.
- Received from the John Abbott College Foundation Annual Golf Tournament $104,650 of which $20,000 was donated to the Students Assistance Fund, $10,000 to the Sports and Recreation department for the 2013 Canadian Collegiate Athletic Association’s (CCAA) Men’s National Basketball Tournament being held at the College, and $5,000 to Intensive Nursing for their 2012 Ghana humanitarian mission.
- Was President of CIDE (Consortium international de développement en éducation).

Manage the new building and other major construction and renovation projects

- Monitored the second year of the building project with the Secretary General, the Academic Dean and the Project Manager.
- Successfully completed the Athletic Field project and proceeded to inauguration with government officials. The field received the 2-Star FIFA certification.
- In conjunction with the directors, prepared a document outlining the context and philosophy, timelines, and necessary resources to embark upon the second phase of renovation projects and presented this at a Town Hall meeting.
- Developed the resources necessary to advance the renovation projects as much as possible within the estimated costs and the specified timelines.
- Provided Facilities Management Services with the resources and leadership/guidance needed to fulfill their duties.
Monitor the work of the Foundation in its regular duties

- Reorganized the structure of the College’s Foundation to enable a College team of individuals to manage Events as well as Bursaries and Scholarships. This enabled the Foundation’s Executive Director to focus on strategic developments rather than operational ones.
- Oversaw the management of the Foundation together with the Executive Director, within the budget constraints and defined regulations.

Oversee the Capital Campaign related to the new building project

- Formulated the Foundation’s Executive Committee and ensured regular meetings.
- Participated in outside meetings to gather funding.

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

- Alumnae Association of the Royal Victoria Hospital Teaching School for Nurses Scholarship
- Amy William Scholarship
- Andrew Stachowski Scholarship
- Anne Marie Edward Scholarship
- Bert Young Scholarship
- Bourses d’excellence Dessercom
- CAE Scholarship
- Colgate-Palmolive Admission Scholarship
- Colin Robertson Memorial Scholarship
- David Burt Memorial Scholarship
- Doug Anakin Scholarship
- Gary W. Sims Québec Association of Applied Educational Technology Scholarship
- Jason Panich Memorial Scholarship
- John Abbott College Scholarship
- John Abbott College Faculty Association Scholarship
- Julie Zachau Scholarship
- Karla Napier Scholarship
- Liberal Arts Scholarship
- Luann Bisaillon Scholarship
- McGown-Christoff Scholarship
- Merck Frosst Employee Scholarship
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Memorial Scholarship
- Peace Studies Scholarship
- Roxanne Craig Memorial Scholarship
- See a Need Scholarship
- Selma and John Greenblat Memorial Scholarship

Bursaries

- Angela Wilson Memorial Bursary
- Anna Whitton Memorial Bursary
- Jason Panich Memorial Bursary
- John Abbott College Bursaries
- Kirk MacGeachy Memorial Bursary
- Nicholas Sidorenko Memorial Bursary
- R & T Tax Management Bursary
- Ruth & Cy Harris Memorial Bursary

Awards

- Pamela Montgomery Award

Integrate new government reforms while maintaining sound financial management

- Sustained budget tracking of accounts in order to monitor and control expenditures for future construction and renovation projects.
- Put forth strategies to ensure compliance with budget compressions as outlined in Bill 100.
- Applied controls within the SRIC (Société du réseau informatique des collèges) financial system to ensure that all financial and accounting information are available to those responsible for budgetary income and expenditures.
- Received notification that the change in the financial year end for 2013-2014 is no longer being considered by the Ministry of Education, Leisure and Sports (MELS).

Maximize the effectiveness of our services to students

- Created an order list and procedure form to ensure efficient transfer of stationary supplies from Facilities Management to the Bookstore.
- Updated the College Bookstore website and catalogue.
- Created a web order pick-up station to handle increased on-line orders and charging of departmental budgets.
Maximize the effectiveness of the printing resources
- Completed inputting of data to automate the operation of the print room using online access.
- Semi-completed a feasibility study to position the print room to provide efficient service within budget constraints.

Consolidate the governance structure
- Revised the Archival System Policy to allow for efficient retrieval of College documents.
- Continued negotiations with McGill in order to finalize cost sharing and service agreements beyond 2012.

Set standards and policies for communications while improving the content, look and accuracy of the information
- Produced a draft Communications Policy.
- Brought together the Communications team and the Foundation group to create dynamic synergy.

Deliver timely and relevant information to the proper target audiences
- Reviewed and revised all program brochures incorporating a renewable and sustainable approach.

Provide accurate and timely data through the growth and efficiency of the Data Mining Office
- Delivered the first instalment of a common data report for all programs.
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

• Implemented the revised Institutional Policy on the Evaluation of Student Achievement (IPESA).
• Converted the Academic Decision Making Policy to a procedural document.
• Improved the registration process for International non-credit students.
• Introduced distance academic advising services for students in order to respond to the increased demand.
• Removed the restriction on cross-listing of complementary courses with program courses.

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

• Completed the diagnostic testing report of pre and post Reform science students and continued to monitor student performance.
• Finalized the Renovation Master Plan for the Academic Sector.
• Finalized the projected operations of the College Learning & Teaching Resource Centre.
• Moved forward with an interdisciplinary course in the 6th domain and continued to expand environment as an interdisciplinary theme.
• Implemented a new initiative in the Honours Science Program. Honours students hosted high school visits in January, by supervising a series of Chemistry labs that they developed and tested in their first year Chemistry class.
• Received College accreditation for NSERC (Natural Sciences and Engineering Research Council) and SSHRC (Social Science and Humanities Research Council) funding.
• Extended orientation timelines for new faculty.

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

• Conducted the Youth and Adult Correctional Intervention Program Assessment and initiated the Liberal Arts Program Assessment.
• Carried out recommended changes from the Accreditation report for Dental Hygiene.
• Implemented the revised Comprehensive Assessment for the Science program.
• Developed the Biopharmaceutical Technologies Program and approved course outlines for first-year courses.
• Prepared application for CMA (Canadian Medical Association) Certification for Pre-Hospital Emergency Care program.
• Collaborated with Continuing Education to developing new DECs for Nursing 180.B0 in response to demands from local health sector.
• Collaborated with Continuing Education in developing new AECs for the following programs: Damage Insurance program LCA.6A, Publication and Web Design LCE.0Z (revised AEC).
• Obtained approval to offer a College Certificate of Aboriginal Studies.
• Reviewed and approved recommendations for the Social Science Commerce profiles.
• Reviewed and evaluated recommendations for revisions to Pathways streams and enhanced Science and Social Science courses. One hour was added to enhance specific sections of Chemistry, Math and Physics in the Science program as well as three of the Math sections in Social Science program.
• Presented a report on the allocation of complementary courses and the academic vision on what is desirable or missing from the curriculum.
• Established a cyclical review plan for College course outlines.
• Reviewed General Education representation on Program Committees.
• Initiated a review of the course outlines in Police Technology to ensure coherence.
• Submitted a Chantier 3 grant application with McGill University in Nursing/Dietetics for stage placement in First Nations communities.
• Responded to changes in current practices by adopting a new planner for Arts & Sciences, Information and Library Technologies, Pre-Hospital Emergency Care, and Professional Theatre.

• Supported the development of new study initiatives abroad for faculty and students:
  ✓ Three College Faculty went to India;
  ✓ Two Nursing teachers to Indonesia;
  ✓ Meeting with Bangladeshi Mission to discuss the Biopharmaceutical, Engineering Technologies, Computer Science, and Publication Design and Hypermedia Technology programs;
  ✓ Two Social Science students to Cégep de la Gaspésie for the Winter semester;
  ✓ Youth & Adult Correctional Intervention students to France;
  ✓ Intensive Nursing students to Ghana.

• Introduced a number of measures to improve sustainability awareness within the College: water stations/fountains, LEED education components for new building.

Develop the use of information technology in teaching and learning
• Produced a preliminary needs assessment report on the future vision of e-learning at the College.
• Purchased new computers for students with special needs.
• Implemented video streaming of two online resources: National Film Board (completed) and Remote Access to Films on Demand (in process).
• Investigated and implemented centralized printing for students.
• Offered two blended learning courses as pilot projects for the Winter 2012 semester.
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
- Implemented action plans to improve the services offered in the Residence and augment value to students living there.
- Integrated a successful training method for Housing staff via Octopus, the College’s service centre software.
- Collaborated with Information Development Services and installed new servers to enhance internet service in the Stewart apartments.
- Implemented recommendations to promote services available to students such as using the Portal, accessing computers, using the online job site.
- Surveyed employers to target their requirements in hiring students for part-time and summer employment.
- Used the Portal more effectively to post weekly updates of events and resources available on the Student Employment Centre Community.
- Proposed various options for students experiencing financial difficulties.
- Increased to 39 from 30 the number of bursaries and scholarships available to students.
- Developed a link with the Centre de santé et de services sociaux de l’Ouest-de-l’Île (CSSS) to meet the health needs of the College.
- Held a very successful Mental Health Awareness Week including workshops on coping with stress.
- Increased awareness of the Health and Wellness Centre as a support service for mental health.

Provide quality student and community support services
- Received a total of 1171 student job postings through the College Employment Centre.
- Held a successful Career Fair featuring over 65 careers where over 200 students explored career options.
- Fostered student engagement whereby students showed leadership by initiating 2 health promotion events Mental Awareness Week and Human Sexuality.
- Increased the scheduling availability of the weight room for student use.
- Surveyed students attending the Summer Job Fair where 60% revealed the most effective job advertising was via the College’s intranet Portal and 96.2% revealed the experience was very positive.
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
• Raised the College’s profile with the hiring of a manager active in outreach and business training.
• Continued partnerships with the Jewish Eldercare Centre, Cégep de la Pocatière, Champlain College, and McGill University.

Offer courses and programs that reflect the learning needs of adults
• Implemented new programs in Palliative Care and Residential Real Estate.
• Developed new programs, which were approved by the Board of Governors and the Ministry: Damage Insurance, Nursing for RNA’s.
• Revised the Attestation program in Publication Design Hypermedia Technologies (PDHT).
• Created a new Employee Development program for College staff in collaboration with Human Resources.
• Transformed the Event Planning and Management program to an auto-financed basis with successful enrolment.
• Increased registrations for non-credit Cégep à la carte and Emploi-Québec-funded IT courses.
• Continued collaboration with Kahnawake for prerequisites to health career programs.

Expand capacity to offer prior learning assessment and recognition (RAC)
• Participated for a final year with Champlain College and McGill University in a Chantier 3 grant for creating tools to be used in the recognition of prior learning.
• Participated in the RAC Table for the English sector colleges and school boards.
• Introduced one of our professionals as a Conseil-expert in RAC for the English sector.
• Took part in the RAC information evening for the English sector at Dawson.

Build consensus on the educational importance of international understanding and cooperation
• Created bridges between Québec and international students through guided activities initiated by the International Office.
• Enhanced the integration of international students into the College.
• Held workshops to raise awareness of cultural differences throughout the College.

Pursue opportunities for international and intercultural learning through international development and cooperation projects
• In partnership with Vanier College, participated in a joint language project with Qufu University in China.
• Participated in a four-college mission to meet prospective partner institutions in China’s Shandong Province.
• Visited Chengdu, Sichuan Province, to publicize the College’s programs and hosted a reciprocal visit with administrators and students from Chengdu schools which resulted in the signing of three memoranda of understanding.
• Signed a memorandum of understanding with Poltekkes Bandung in Indonesia following the Director General’s visit to several partner institutions.
• Offered workshops with representatives from the College’s Nursing and English departments to partner institutions in Bandung and Palembang, Indonesia.
• Successfully completed the Initiative Inde project with teacher training workshops offered to Tamil Nadu polytechnic instructors on site in India by four John Abbott teachers from Physics, Chemistry and Engineering.
Create opportunities for student and faculty international mobility
- Successfully executed the Marine Biology course held in Barbados and the Business Administration stages held in Annecy, France.
- Received approval on grant applications under the Mobilité enseignante initiative for Indonesia and Cuba and realized the projects.

Position the College for the recruitment of additional international DEC students as space allows
- Drafted a partnership with a Brazilian institution to recruit their students as international non-credit students and into specialized language programs.
- Explored with partners in Sichuan Province the possibility of recruiting a limited number of DEC students as well as creating summer programs.
HUMAN RESOURCES

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

- Held management information sessions to present major changes to the Collective Agreements for faculty, professionals and support staff.
- Modified support staff job classifications in accordance with the new Classification Plan.
- Implemented collective agreement clauses for faculty regarding pay equity and evaluation of experience.
- Formed a Reclassification Committee and implemented a process to analyze job reclassification requests.
- Initiated an Annual Wellness Week program aimed at health maintenance and disease prevention.
- Developed and administered an Employee Recognition survey, analyzed the results and drafted a proposal.
- Planned and coordinated two Professional Development events for all College employees.
- Developed and implemented a harassment awareness questionnaire targeting students and employees.
- Restructured and centralized Human Resources information on the College website and intranet Portal to facilitate information searches and to ensure that information from Human Resources is highly accessible to all employees.

Soutenir le personnel et le corps professoral dans l’exécution de leurs fonctions
Assist staff and faculty in carrying out their duties

- Participated in training sessions with CARRA and CSST facilitating transfer of knowledge.
- Conducted a preliminary review of the current Absence Reporting Process for faculty and staff in order to implement a new process incorporating additional software programs.
- Developed Phase 1 of the College “Employment Development” training catalogue to assist in the acquisition of knowledge and skills for staff.
- Provided organizational development support to College departments through the creation of three specific projects (two management and one professional positions) as well as on permanent management position.
- Provided operational funds of approximately $39,300 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: 190 funding applications valued at approximately $98,868.
  ✓ Professionals: 28 funding applications valued at approximately $17,008.
  ✓ Administrative Support Personnel: 34 funding applications valued at approximate $20,074.
- Offered the following Professional Development opportunities to all College employees:
  ✓ Advanced French courses at the Centre for Continuing Education for 9 participants.
  ✓ Microsoft Office 2010 courses for 36 participants.
  ✓ “Writing in the Disciplines” pedagogical day that was attended by 89 staff and faculty members.
  ✓ JAC’s 1st Annual Educational Technology Week – March 19-23 2012.
  ✓ Podcasting workshop and Adobe Premiere Pro CS5 for 12 participants.
  ✓ La Sapinière Faculty Retreats; Fall 2011: Student Centered Learning and Spring 2012: Classroom Blueprint for Success: Where do we begin?
Counselling workshop "How to deal with emotionally distressed students" attended by 18 staff and faculty members.

Lecture presentation Assessment Indicators of Mental Illness by Ron Hoffman M.A., PhD. (candidate) to help police officers, correctional workers and other healthcare professional be able to recognize a person who may be at risk to himself/herself or others. Reviewed in The Gazette on Thursday, March 15, 2012.


Workplace Health and Safety Training (WHMIS) for 16 staff and faculty.

12th Annual Learning Disabilities Conference entitled "The ELEPHANT IN THE CLASSROOM Part II: Learning for the 21st Century: Implementing Word-Mapping Strategies into the Classroom, the Resource Room and the Library".

**Formalize consistent hiring practices and formulate a succession planning strategy**

- Established a preliminary policy framework regarding the administration of temporary employees.
- Prepared a draft Deployment Plan for the hiring of temporary employees.
- Participated in the West Island Job Fair to assist in recruiting qualified employees.
- Identified priority departments where recruiting qualified employees is sometimes complex (Nursing, Biopharmaceutical Engineering Technology). A detailed analysis and proposal is forthcoming.

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<tr>
<th>Category</th>
<th>Permanent</th>
<th>Non permanent</th>
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<tbody>
<tr>
<td>Director General</td>
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<td>2</td>
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<tr>
<td>Academic Dean</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Directors</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Cadres</td>
<td>20</td>
<td>3</td>
<td>23</td>
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<tr>
<td>Faculty – Day Division</td>
<td>331</td>
<td>154</td>
<td>485</td>
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<tr>
<td>Faculty – Continuing Education (Credit)</td>
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<td>Professionals</td>
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<td>Support</td>
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<tr>
<td>Total</td>
<td>532</td>
<td>292</td>
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</table>

**Male/Female Ratio**

- Males: 43%
- Females: 57%
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
- Converted the entire network speed to 1 GB and upgraded the remaining non-Dell servers (80% complete).
- Coordinated the purchasing, replacing and moving of the IT equipment for the new Science and Health Technologies building.
- Implemented a revised Administrative Policy on student printing.

Improve the quality and efficiency of information technology services
- Drafted a procedure to improve the granting/removing of IT and Facilities access to employees.
- Implemented and promoted the use of a college-wide call centre software.
- Published a Dashboard of statistics on the services requested of the Helpdesk.

Deliver and support a robust, flexible, secure and efficient technology infrastructure
- Completed the centralized Storage Area Network (SAN) project in Continuing Education to serve as part of our Disaster Recovery Plan.
- Analyzed and upgraded the security access to all systems as per financial auditor’s recommendations.
- Continued the implementation of a server rotation plan.
- Started documenting a plan for IT Disaster Recovery.

Support in the development and the implementation of the information and communications technology plan
- Participated in the development of the e-Learning pilot project.
- Continued to provide training on the use of interactive projectors.

Provide and support up-to-date communication and media systems to all new and renovated facilities
- Installed a new fully functional College phone system (on budget).
- Coordinated the purchase and installation of media equipment for the new Science and Health Technologies building.
- Managed the installation of a full coverage cellular phone system in the College.
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
- Revised the College Food Services Policy to reflect the structural changes made in Facilities Management.
- Analyzed and updated the Purchasing Policy to include a new credit card procedure and the completion of purchase orders electronically.
- Implemented the Programme de gestion du maintien des actifs institutionnels (PGMAI). Training will start in September 2012.
- Prepared a budget analysis on the resources required to add a night manager to the Facilities Management team with no increase in cost.
- Successfully launched a call centre software system to replace the former work order system.

Administer and coordinate all construction and renovation projects to support the changing needs of the institution
- Completed renovations in four classrooms: three in Hochelaga and one in Penfield (on budget).
- Completed the renovations to the Athletic Field and the changing rooms in Casgrain (on budget).
- Replaced the College generator (on budget).
- Sustained timely communications on all College construction and renovation projects.
- Presented a multi-year renovation plan which was approved by the Project Management Committee.
- Worked with a design company to create a plan to effectively redo all signage on campus.
- Cooperated with a design firm to present a renovation plan for the Stewart Apartments which was adopted by the directors of the College.
- Completed the renovation projects for the following areas (on budget):
  ✓ Health & Wellness Centre;
  ✓ Student Activities;
  ✓ Steward Hall 2nd floor;
  ✓ Cafeteria & foyer;
  ✓ Extra room for stationery in Bookstore.

Administer and coordinate the new Science and Health Technologies Building project
- Analyzed the additional financial and human resources necessary to maintain the new building.
- Structured a plan (committee, timeline, tenders) for the move into the new building.
- Managed areas relative to the College for LEED accreditation of the new building – i.e. garden area, carpooling, communications plan. We are approaching gold status.
- Participated in multiple ancillary projects for the new building and trained current workers and Facilities Management on the new building systems.

Coordinate the move towards self-sufficiency in providing heat, steam and water to the College facilities
- Completed the analysis for the 2nd phase of the heating plant project.
- Implemented and monitored changes to the parking policy with positive results.

Integrate and support sustainable and energy efficient measures throughout the projects
- Initiated and completed a new Administrative Policy on Carpooling where eleven parking spots were designated to carpoolers.
- Prepared a feasibility study and received quotes on the costs of upgrading the heating and cooling systems in the Stewart Apartments.
- Participated in events throughout the year to highlight new initiatives that promote sustainable measures
✓ Earth Day
✓ Green Giants – student club – visit to the Macdonald Campus garden, vermicomposting workshop, garbage audit, Garbage Reduction Week, flash “recycling” mob in different areas of the College
✓ Recycling program with the West Montreal Readaptation Centre (WMRC) program participants;
✓ Association for the Advancement of Sustainability in Higher Education (AASHE) Stars program – sustainability assessment

Implement health and safety measures in cooperation with analysis performed and recommendations brought forward by the Health and Safety Committee
• Updated and implemented all building evacuation plans to ensure safety.
• Coordinated and executed a CSST action plan entitled Prévention-jeunesse.
• Communicated the College’s plan on Emergency and Crisis Management.
• Managed and completed a college-wide SST (Santé et sécurité au travail) Audit (from AON) and began implementing corrective measures.
• Assessed the College’s plan for preventative maintenance of health and safety (emergency) equipment and implemented service centre software.
ABOUT OUR STUDENTS

Enrolment in the Day Division
Enrolment increased by 198 students from fall of 2010; there were 3643 returning students and 2495 new students.

Student Population Analysis – Fall 2011
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>
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<tbody>
<tr>
<td>Pathways</td>
<td>240</td>
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<tr>
<td>Acceuil</td>
<td>61</td>
<td></td>
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<tr>
<td>Science</td>
<td>633</td>
<td>479</td>
<td></td>
<td>1112</td>
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<tr>
<td>Science and Social science (Double DEC)</td>
<td>21</td>
<td>9</td>
<td>6</td>
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<tr>
<td>Social Science</td>
<td>1459</td>
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<tr>
<td>CALL</td>
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<td>202</td>
<td></td>
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<tr>
<td>Fine Arts</td>
<td>52</td>
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<td>Arts &amp; Sciences</td>
<td>31</td>
<td>25</td>
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<td>56</td>
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<tr>
<td>Liberal Arts</td>
<td>77</td>
<td>60</td>
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<td><strong>Subtotal</strong></td>
<td><strong>2935</strong></td>
<td><strong>1745</strong></td>
<td><strong>6</strong></td>
<td><strong>4686</strong></td>
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<table>
<thead>
<tr>
<th>Career Program (DEC)</th>
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<tbody>
<tr>
<td>Dental Hygiene</td>
<td>37</td>
<td>34</td>
<td>24</td>
<td>95</td>
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<tr>
<td>Nursing</td>
<td>95</td>
<td>85</td>
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<td>Pre-Hospital Emergency Care</td>
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<td>Publication Design &amp; Hypermedia Technology</td>
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<td>Computer Science</td>
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<td><strong>1719</strong></td>
<td><strong>1207</strong></td>
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DECs (Diplômes d’études collégiales) Granted

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<td>Science</td>
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<td>Social Science</td>
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<td>Creative Arts, Literature &amp; Languages</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<td>Liberal Arts</td>
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<td>Arts &amp; Sciences</td>
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<tr>
<td><strong>Total (Pre-University)</strong></td>
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<table>
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<tr>
<th>Career Programs</th>
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<td>Nursing</td>
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<td>Engineering Technologies</td>
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<tr>
<td>Police Technology</td>
<td>81</td>
</tr>
<tr>
<td>Youth &amp; Adult Correctional Intervention</td>
<td>30</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>15</td>
</tr>
<tr>
<td>Business Administration</td>
<td>43</td>
</tr>
<tr>
<td>Publication Design &amp; Hypermedia Technology</td>
<td>37</td>
</tr>
<tr>
<td>Computer Science</td>
<td>27</td>
</tr>
<tr>
<td>Theatre</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total (Career)</strong></td>
<td><strong>404</strong></td>
</tr>
<tr>
<td>DEC Sans Mention</td>
<td>2</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1751</strong></td>
</tr>
</tbody>
</table>

Enrolment in Continuing Education

Enrolment was down slightly from last year in the fall semester but increased year-over-year in the winter semester.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Winter 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Integration Program</td>
<td>60</td>
<td>33</td>
</tr>
<tr>
<td>Full-time DEC</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Part-time DEC (1-3 courses)</td>
<td>161</td>
<td>192</td>
</tr>
<tr>
<td>Full-time AEC</td>
<td>202</td>
<td>261</td>
</tr>
<tr>
<td>Intensive Nursing</td>
<td>77</td>
<td>98</td>
</tr>
<tr>
<td>Part-time AEC</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>165</td>
<td>126</td>
</tr>
<tr>
<td>Part-time Emploi Québec subsidized</td>
<td>57</td>
<td>95</td>
</tr>
<tr>
<td>University pre-requisites</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Hors-programme</td>
<td>108</td>
<td>85</td>
</tr>
<tr>
<td>Career Development (Cégeps à la carte)</td>
<td>83</td>
<td>70</td>
</tr>
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</table>
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>1</td>
</tr>
<tr>
<td>CWA.0D Refresher Nursing</td>
<td>5</td>
</tr>
<tr>
<td>CWA.0K Nursing for Internationally Trained Nurses</td>
<td>79</td>
</tr>
<tr>
<td>CWA.0N Support and Intervention in Palliative Care</td>
<td>14</td>
</tr>
<tr>
<td>CWC.05 Ambulance Technician</td>
<td>24</td>
</tr>
<tr>
<td>EEC.1Y Real Estate Agent</td>
<td>6</td>
</tr>
<tr>
<td>LCA.84 Finance</td>
<td>4</td>
</tr>
<tr>
<td>LCA.85 Marketing</td>
<td>2</td>
</tr>
<tr>
<td>LCL.21 Event Planning and Management</td>
<td>19</td>
</tr>
<tr>
<td>LEA.1S PC Technical Support</td>
<td>16</td>
</tr>
<tr>
<td>LEA.80 Network Administration</td>
<td>15</td>
</tr>
<tr>
<td>LEA.BJ Cisco Networking</td>
<td>12</td>
</tr>
<tr>
<td>LEA.BN Internet Programming and Development</td>
<td>11</td>
</tr>
<tr>
<td>NWE.1P Web Technology</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>217</strong></td>
</tr>
</tbody>
</table>

STUDENT SUCCESS TRENDS

First semester overall pass rates

These graphs show the overall pass rates in the first semester for new John Abbott College students (Population A) compared with those of all other CEGEPs in the province. Pass rates are calculated by dividing the number of courses passed (grade ≥ 60) by the number of courses taken.

Highlights: John Abbott students’ first semester pass rates exceed those of the province as a whole in both categories of programs. John Abbott’s pass rates have generally been on the rise compared to those of the province which have been falling, as indicated by the linear trend in each graph. In fall 2011, the Pre-University programs were 7% above those of the province while the Career programs were 10% higher.
Third Semester Retention Rates
These graphs show the proportion of students returning for their third semester of studies.

Highlights: John Abbott has high retention rates which exceed the provincial averages in all categories: Pre-University or Career programs, same program or in another program of study. Furthermore, the trend at John Abbott College is to have increasing, or at the least, steady rates of retention compared to the province which is demonstrating a decline in previously steady retention rates.
**Graduation Rates**

When it comes time to graduate, how do our students fare compared to the province? Here we look at graduation within the normal time frame (two years for Pre-University programs and three for Career programs), and two years after the normal time. Also shown are the graduation rates for students who graduate in a program other than the one that they first registered in ("Any Program").

The tables below show the average graduation rates beginning with the 2002 cohort. The top two charts show the graduation rates for the Pre-University sector, while the bottom two show the rates for the Career sector.

**Highlights:** With one exception, John Abbott is always stronger, which indicates that a higher percentage of our students are graduating sooner than the rest of the province.
LA RELANCE - Placement Statistics for 2010-2011 Graduates of Career Programs

There continues to be a strong demand for healthcare workers so our Nursing and Dental Hygiene graduates continue to have strong employment rates. New this year is our first graduating class from the Pre-Hospital Emergency Care program. The placement rate was very reasonable at 83.3% despite the fact that graduates had to pass a Ministère de la santé et des Services sociaux exam established after they completed their DEC. Passing this exam is essential in order to be certified to work in the province of Québec. Business Administration includes the first COOP students among its 2011 graduates. Many Business graduates continue their studies, but those that seek employment are quite successful.

Computer Science obtained a placement rate of 77.8% while Engineering Technologies had 2/3 of its group at university full-time leaving 1/3 seeking employment. Those in the latter group attained a placement rate of 66.7%. Information and Library Technologies had an outstanding placement rate of 100% this year with the seven graduates working. PDHT had the majority of their graduates looking for work with 60% being successful and a small group continuing their studies. Unlike last year, the Youth and Adult Correctional Program obtained a much better placement rate at 61.5% compared to 28.6% last year and Professional Theatre obtained a 44.4% rate having both actors and technicians finding work. Police Technologies maintained their placement rate of 65.1% which includes graduates working in public or private security while waiting to obtain a

<table>
<thead>
<tr>
<th>Career Programs</th>
<th>Number of Graduates</th>
<th>Number of Respondents</th>
<th>Number continuing their studies</th>
<th>Number available to work**</th>
<th>Employment Rate Number %</th>
<th>Average salary per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>30</td>
<td>23</td>
<td>0</td>
<td>21</td>
<td>100%</td>
<td>$ 26.64</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>12</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>100%</td>
<td>$ 19.02</td>
</tr>
<tr>
<td>Nursing</td>
<td>87</td>
<td>44</td>
<td>6</td>
<td>36</td>
<td>97%</td>
<td>$ 21.15</td>
</tr>
<tr>
<td>Business Administration</td>
<td>25</td>
<td>17</td>
<td>8</td>
<td>9</td>
<td>89%</td>
<td>$ 14.81</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>83%</td>
<td>$ 20.30</td>
</tr>
<tr>
<td>Computer Science</td>
<td>28</td>
<td>18</td>
<td>8</td>
<td>9</td>
<td>78%</td>
<td>$ 17.63</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>67%</td>
<td>$ 18.00</td>
</tr>
<tr>
<td>Police Technology</td>
<td>88</td>
<td>61</td>
<td>17</td>
<td>43</td>
<td>65%</td>
<td>$ 17.30</td>
</tr>
<tr>
<td>Youth and Adult Correctional Intervention</td>
<td>28</td>
<td>16</td>
<td>3</td>
<td>13</td>
<td>62%</td>
<td>$ 17.35</td>
</tr>
<tr>
<td>Publication Design and Hypermedia Technology</td>
<td>36</td>
<td>28</td>
<td>7</td>
<td>20</td>
<td>60%</td>
<td>$ 12.95</td>
</tr>
<tr>
<td>Theatre (acting/design/technical)</td>
<td>26</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>44%</td>
<td>$ 20.00</td>
</tr>
<tr>
<td>Totals</td>
<td>384</td>
<td>244</td>
<td>61</td>
<td>176</td>
<td>137</td>
<td>$ 18.65</td>
</tr>
</tbody>
</table>

The overall response rate was 63.5%, obtained after reaching 244 of the 384 graduates.

* The employment rate includes full-time and part-time employment rates in the field of study.
** When the number of graduates available to work is less than the number of respondents minus the number continuing their studies, it is because some respondents were not eligible to work; they had not obtained their license to practice in the field as is the case for Dental and Nursing, or they were indisposed to work.
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 2011-2012.

Students

Governor General’s Academic Medal
Awarded to the graduating student with the highest overall academic average: Jasmine Lemay-Dagenais.

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: Alexander Levis.

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: Mélisande Masson, Alexander Messina and Allison O’Neil.

Student Service Awards
Given to students with significant involvement in service organizations, student clubs, volunteer groups and/or special projects: Yara Attala, Zachary Bergeron, Louisa Bielig, Ally Brumer, Caroline Côté, Samantha Craig, Peter den Heyer, Shawn Fontaine, Julie Fortin, Felipe Guevara, Steven Hamer, David Hawkins, Megan Heath, Gabriela Ioachim, Katheryn Kastner, Tamara Lavoie, Stephen Lee, Alexander Levis, Courtney Lister, Florence Lizotte, Emily MacGowan, Lauren Maloney, Mélisande Masson, Alexander Messina, Nader Moudarres, Allison O’Neil, Robyn Ochiai, Jill Ohayon, Gabriella Ortuso, Fiorella Schiffino and Matthew Slimovitch.

Jasmine Lemay-Dagenais (Science), Elyse Quesnel (Theatre) and Robert Sharpe (Computer Science) were recipients of a Regroupement des fondations des collèges de Montreal scholarship.

More than fifteen John Abbott students brought home first place in both college categories at the Montreal Regional Quebec Entrepreneurship Contest (QEC). Mariella Castellana (Sociology) and Vicki Beaupré-Odorico (Sociology) with thirteen dedicated students lead by an executive composed of Mélisande Masson, Daniel Santiago Saenz and Marnie Guglieimi-Vitullo put together a project called “Vagina Monologues” last semester and won the top entrepreneurial project in the Group category. Ally Brumer and Jillian Ohayon, won first place in the Individual/Small Group category for their project “Break a Leg, Push a Limit”.

Valeria Akim (Honours Science) took first place at the third Annual Intercollegiate Public Speaking Event.
Megan Brown (Computer Science) and Samantha Octave (Intensive Police Technology) were each awarded a prize at the Regional Gala of the Chapeau, les filles! Competition which is held to honour female students that have chosen to study in fields that are traditionally male dominated. Miss Brown went on to win at the Provincial level.

Jonathan François Etienne (Social Science, Commerce) placed first for the Canada-Eastern Region at the Wilfrid Laurier University Stock Market Competition.

Shennel Jordan (Pre-Hospital Emergency Care) was awarded a scholarship from the Quebec Black Medical Association.

Giancarlo Torino (CALL – Languages) helped save two people in a fatal fire in Pointe-Claire in November 2011.

Hilina Hitimana (Dental Hygiene) was selected to receive the 2012 SWAAC Leadership Award (Senior Women Academic Administrators of Canada). This award was established to recognize women who have demonstrated outstanding leadership in their university and in the community while maintaining an exemplary academic record.

Mélisande Masson (Social Science with Math) was the recipient of the 3rd prize awarded by the Association pour la recherche au collégial. She was the first student from an Anglophone CEGEP to win a prize.

**Athletic Awards**

Outstanding performance male rookie: Nicholas Morin – Cross Country Running
Outstanding performance female rookie: Katerina Cardi – Swim Team
Outstanding performance by a female athlete: Mélanie Gendreau – Flag Football
Outstanding performance by a male athlete: Jordan Tyrrell – Basketball

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: Mélisande Masson – Women’s Volleyball and Rob Pemberton – Men’s Volleyball.

**Staff**

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

15 years – Saba Ahmad, Patrick Burger, Christopher Chadi, Robert Collins, Geoffrey Cook, Michael Cooney, Ruth Gordon, Patricia Griffiths, Carolyyn Price, Sophie Pukteris, Gennaro Rispoli, Darlene Robillard and Joanne Watson.

25 years – Micheline Belmonte, Andrée Besner, Deborah Job, Carmen Lamarre, Margaret Macaulay, Nicholas Matziorinis, Bess Miller, Gregory Petersen and Paul Zemanovich.

The following staff members were congratulated this year as they took their retirement from the College: Yassaman Ameri, Virinder Dhir, Shahid Jalil, Stephen Luxton, James Leek, Joan McBride, Gregory Ostrander, Diane Radu, Gisèle Samson-Johnson, Leonard Samuel, Vivianne Silver, Margaret Waller and Janette Wygergangs.
Distinctions, Awards, Accomplishments

Tom Abray (English) published his short stories “Pollen” which are said to portray moments of suffering, confusion and discovery with wit and sensitivity.

Matthew Barlow (History, Economics and Political Science) gave several media interviews for his knowledge of the history of hockey in Montréal.

Murray Bronet (Chemistry) presented a paper titled "Breaking the Boundaries of the Podium" at the Society for Teaching and Learning in Higher Education (STLHE) in June 2012. Murray was also involved in a two-year project titled Supporting Active Learning and Technological Innovation in Science Education (SALTISE) www.saltise.ca

Meredith Browne (Humanities and Liberal Arts) had a number of her paintings included in a new book by Kurt Gilliland and Royce Montgomery from the University of North Carolina, “Anatomists and Eponyms: The Spirit of Anatomy Past”.

Rémi Cardinal (Business Administration), Jane Hannah (PDHT), Homa Nasser (PDHT), Janos Varga (Continuing Education) and Kevin Williams (Business Administration) completed the Master Teachers Program.

Michael Dugdale and Nathaniel Lasry (Physics) were invited to present their learning model at the Massachusetts Institute of Technology (MIT) and for a Mazur post-doctoral research group at Harvard University.

Wendy Eberle-Sinatra (English) presented a conference paper at the Dawson and ACCC conference on Youth and Violence: the Role of Education.

Monica Healey (Physical Education) completed a Moksha yoga teacher training program.

Mike Homsy (Physical Education) was appointed President of the West Island Lakers Basketball Association (800 boys and girls) and also acted as Director of Officials for the National Basketball League of Canada.

Sean Hugues (Chemistry), Greg Mulcair (Engineering Technologies) and Bruce Tracy (Physics) conducted a week-long student-centered learning workshop for a large group of polytechnic colleges in Tamil Nadu, India. They presented a variety of teaching techniques and shared their own personal experiences, tips and tricks. This bi-directional learning experience exposed the Indian participants to a culturally different pedagogical style while giving our Abbott teachers a true global vision of what is out there. Upon their return to Canada, they presented their work at various conferences (ACCC, AQPC, STLHE).

Melissa Hunn (Physical Education) was Assistant Coach to the Special Olympics Basketball Team; she organized workshops for Special Olympics coaches as well.

Mia Ilantzis (Human Resources Services) is now a Certified Professional and Personal Coach (PPCC) having recently completed a program through the Centre for Human Relations and Community Studies at Concordia University. The program adheres to the International Coach Federation core competencies.

Christine Jacobs (Information and Library Technologies) was awarded the Anne Galler Award for Outstanding Library Service by the Quebec Library Association. This award recognizes an individual who has enriched librarianship in Québec and made a lasting contribution to the profession.

Roksana Naszneen (Sociology) and Gary Sims (Retiree – Library Media Services) each received the Queen Elizabeth II Diamond Jubilee Medal and a certificate from the Governor General of Canada for their contributions to Canada.

Julie Podmore (Geosciences) received a grand from the Fonds de recherche du Québec – Société et culture (FRQSC) under the Release from Teaching Duties for College Researchers project. She is developing research projects on Spaces of Socio-Geographical and Virtual Socialisation.

Maria Popica (French) was guest speaker at the National Congress for French Second Language Teachers of Technological Universities in Puebla, Mexico. She also gave workshops at the Intercollegiate Conference for French Second Language Teachers at Marianopolis College. Finally, Maria co-authored the book À mots découverts. Français de base.

Geneviève Raymond-Parent (Physical Education) was a Trip Leader for the LIVE DIFFERENT movement, accompanying five John Abbott College students to the Dominican Republic over the Christmas break to build a home for a family in need.

Robert Seely (Mathematics) 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.

Heather Short (Geosciences) also received a research grant from the Fonds québécois de la recherche sur la nature et les technologies for the “Petrologic Characterization and Radiometric Dating of Regional Metamorphism and Fault Reactivation in the Abitibi Sub-province of Québec: Implications for Early Tectonics and Gold Mineralization” project.

Kelly Sudia (Academic Advisor) and her teammates of the Montreal Stars won the Clarkson Cup.

Lori Weber (English) published a novel entitled “Yellow Mini” which is described as a powerful freeverse novel that intertwines the coming-of-age stories of five teens and their relationships with each other, their parents, and themselves.
FINANCIAL REPORTING

Operational Budget

Operations for the year 2011-2012 resulted in a surplus of $900,247 which includes a prior year adjustment of $46,400. The accumulated surplus stands at $8,791,600 of which $7,747,500 has been appropriated leaving an unappropriated balance of $1,044,100.

Capital Assets

Expenditures of a capital nature amounted to $25,637,800.

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Budget Group</th>
<th>11-12</th>
<th>10-11</th>
<th>11-12</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td></td>
<td>$ 29,230,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td></td>
<td></td>
<td>565,100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Improvements</td>
<td></td>
<td></td>
<td>2,129,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Books</td>
<td></td>
<td></td>
<td>362,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Equipment</td>
<td></td>
<td></td>
<td>1,420,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td>136,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Equipment</td>
<td></td>
<td></td>
<td>3,857,900</td>
<td></td>
<td></td>
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<tr>
<td>Construction in Progress</td>
<td></td>
<td></td>
<td>34,139,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>$ 71,841,900</td>
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</tbody>
</table>

Assets are adjusted annually for depreciation.

Operating Expenses

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>11-12</th>
<th>10-11</th>
<th>11-12</th>
<th>10-11</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>31,602</td>
<td>30,551</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>Non-teaching Personnel</td>
<td>9,648</td>
<td>11,109</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>434</td>
<td>1,470</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Facilities</td>
<td>5,255</td>
<td>4,690</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>General Administration</td>
<td>2,033</td>
<td>1,847</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48,682</td>
<td>48,640</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Continuing Education

The operations of Continuing Education resulted in a surplus of $1,820,000 for 2011-2012 which includes a prior year adjustment of $56,600. After appropriations, the accumulated surplus stands at $5,190,700.

Ancillary Operations

The Bookstore showed a surplus of $419,200 for 2011-2012 and has an accumulated surplus of $2,150,200. The Stewart Hall Residence had a surplus of $284,300 and has an accumulated surplus of $39,000. Food Services showed a surplus of $214,300 and an accumulated surplus of $618,600 at June 30, 2012. The newly created Casgrain Sports profit centre had a surplus of $171,200 and has an accumulated surplus of $71,200. Each of the ancillary units contributed a part of their accumulated surplus to the Day Division.

Annex S034 – Québec Government’s Reinvestment in Higher Education

| Carried forward from 2010-2011 | $226,699 |
| Allocation for 2011-2012 | $505,198 |
| Total available for 2011-2012 | $731,897 |
| Expenses in 2011-2012 | $468,542 |
| Will be carried forward to 2012-2013 | $263,355 |

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

Provided diverse learning opportunities, styles and environments in support of literacy and numeracy
- Technical support in several departmental learning centres.

Provided services to specific groups of students through the Learning Centre and Counselling Services:
- Learning disabilities;
- Transition into college life;
- Motivation;
- Cultural diversity;
- Etc.

EXPENDITURES $ 83,120

EXPENDITURES $ 166,004

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

Supported teachers in the use of information technologies in the classrooms.

Increased technical help in the computer labs.

Prepared application for CMA (Canadian Medical Association) Certification for Pre-Hospital Emergency Care program and updated program planners to respond to changes in current practices.

EXPENDITURES $ 72,064

EXPENDITURES $ 27,000

EXPENDITURES $ 25,591

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

Sustained budget tracking of accounts in order to monitor and control expenditures for future construction and renovation projects.

Put forth strategies to ensure compliance with budget compressions as outlined in Bill 100.

Applied controls within the SRIC (Société du réseau informatique des collèges) financial system to ensure that all financial and accounting information are available to those responsible for budgetary income and expenditures.

EXPENDITURES $ 94,763

EXPENDITURES $ 468,542

TOTAL
Annex S035 – Measures to Promote Healthy Eating Habits and a Physically Active Lifestyle

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.

| Carried forward from 2010-2011 | $ 9,489 |
| Allocation for 2011-2012 | $ 6,250 |
| Total available for 2011-2012 | $ 15,739 |
| Expenses in 2011-2012 | $ 8,862 |
| Will be carried forward to 2011-2012 | $ 6,877 |

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 2011-2012, the College had predicted that five employees would retire. At June 30, 2012, none of the targeted employees actually retired. It is noteworthy to state that during this year, the Government introduced two regulations modifying retirement: Loi 39 sur le Régime de rentes du Québec and Loi 58 Loi modifiant la Loi sur le régime de retraite du personnel d’encadrement.

To achieve the targets set by the Act, the College has chosen to apply the cuts to two distinct areas. Advertising, training and travel expenses were reduced by 27.39% or $23,115 and other administrative expenses were reduced by an additional 31.59% or $35,032.

The objectives set for 2011-2012 were achieved. In the coming year, the cuts will be applied on a consistent basis.