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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 you with the Annual Report for the 2012-2013 academic year.

There is no doubt that the shining moment of the 2012-2013 school year was the official opening of the new science building, at long last! The entire community was touched by this historic event whether at the ribbon cutting, the Foundation gala or at the naming ceremony where the building officially became known as the Anne-Marie Edward Science building, named in memory of a former student who died tragically in the events of December 6, 1989 at the École Polytechnique. The building truly came to life in September 2012, as 1500 students crossed the threshold for the first time, sitting at the desks, and working in the laboratories and learning centres. Architectural plans came to life with cutting edge design and ecological functionality becoming a key part of the students’ education.

In 2012-2013, Mr Gerald Stachrowski, a pillar of the College community since 1972, retired as Director of Administrative Services & Corporate Affairs. We take this opportunity to salute him for his long-standing contribution.

At the mid-point of the College strategic plan implementation process, we can see that our focus on the long-term is being maintained and that each year brings us closer and closer to its full implementation. The contribution of each of the College directors presented in this report speaks to this encouraging trend. You will see, while reading this report, the high degree of dedication of the creative and dynamic team on campus that has addressed important challenges in a difficult budgetary context.

In addition, we would like to emphasize the importance of the staff and faculty at John Abbott College. Despite the cuts experienced by the collegiate network throughout the province, our priorities remain true to our fundamental objectives of accessibility to post-secondary studies for those who desire it and success for those students.

It is important to highlight the unrelenting contribution of the members of the Board of Governors as well as the collaboration between the Board and the Administration. It is the joint objective of attaining a successful strategic plan that binds us closely and motivates us.

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 nine pre-university and twelve 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 450 faculty and almost 250 non-teaching staff. Our campus is one of the finest in Québec.

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 student 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
Andre Mumme
Cynthia Némorin – Vice Chair

University-Level Teaching Institution
Jeffrey Derevensky

School Board
Joanne Simoneau-Polenz, Chair

Manpower
Line Roussin

Business Community
Louise Arsenault
Nathalie Wong Kee Song

Parents
Jeff Bedard
Dwayne Rahal

Alumni
Pre-University Studies - Andrew Biteen
Technical Studies – Monique Lessard

Students
Pre-University Studies – Nabil Shah
Technical Studies – Dylan Finn-Gagné

Faculty
Sergio Fratarcangelli
William Russell

Non-Teaching Professional
Darryl Climan

Support Personnel
Ray Fournault

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

Academic Administrators
Ronnie Dorsnie
Margaret Leech
Thomas McKendy

Eleven Employees Representing the Teachers
Violaine Arès
Ute Beffert
Daniel Gosselin
Alex Panassenko
Karl J. Raudsepp
William Russell
Robbyn Seller
Abe Sosnowicz
Lawrence Szigeti
Christopher Tromp
James Vanstone

One Employee Representing the Non-Teaching Professionals
Lou Chapman

One Employee Representing the Support Personnel
Joanne Ross

Three Students
Jillian Brayne
Cassandra Forget
Charles Keita

Recording Secretary
Mary Milburn
The Board of Governors of John Abbott College held six regular meetings during the 2012-2013 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

- Authorized the appropriation from the College’s unappropriated accumulated surplus account for:
  - Renovation Project;
  - Imposed budget cuts by the Ministère de l’Enseignement supérieur, de la Recherche et de la Technologie.
- Approved a new service agreement between McGill University and John Abbott College for the shared use of the campus.
- Approved the Visual Arts DEC program formerly known as Fine Arts.
- Approved a Marketing profile for the Business Management program.
- Approved amendments to the following program planners:
  - Dental Hygiene;
  - Double DEC in Science and Social Science.
- Approved the Nursing program assessment.
- Approved the revised Publication and Web Design AEC program as well as two new AEC programs:
  - Perioperative Nursing;
  - Mobile Applications Development.
- Adopted Policy 17 on ”Health and Safety”.
- Approved amendments to:
  - By-law 5 “Concerning the College’s Academic Council”;
  - By-law 6 “Concerning Registration Fees, Educational Support Fee, Student Services Fee and User Fees”;
  - Policy 7 “Institutional Policy on the Evaluation of Student Achievement (IPESA)”.
- Re-elected Joanne Simoneau-Polenz as Chair and Cynthia Némorin as Vice-Chair of the Board of Governors for 2013-2014.
CODE OF ETHICS

The Board of Governors of John Abbott College functions under a Code of Ethics (Policy 5). During the fiscal year 2012-2013, 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 Québec 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 member.
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

The 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 2012-2013

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 2012-2013 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

- Identified four courses to be offered as bilingual sections in Fall 2013.
- Implemented formal recognition of academic improvement, thirty letters sent.
- Reviewed operations of the Language Resource Centre.
- Held creative writing contest.
- Increased Facebook use to approximately 70% of residents. This increased usage helps improve communication with other students. Common uses include: Social use, the selling and buying of books, academic advice and the general exchange of information.
- Updated Housing website to include recent event photos and updated information including online application.

Support diverse learning opportunities, styles and environments related to critical thinking both inside and outside the classroom

- Organized and held the annual Learning Disabilities conference.
- Piloted blended learning courses.
- Continued to support new initiatives from faculty whose pedagogy took students into the community.
- Implemented model for use of the new science building (AME Science building) as a learning tool.
- Acquired rights to hold the Montreal Regional Science Fair 2014.

Increase the persistence and success of male students

- Examined factors affecting the success of male students in General Social Science profile.
- Increased the number of postings from the Health & Wellness department and the Counselling department throughout the academic year.
Improve the transition of students into college life

- Extended orientation services aimed at first semester students; integrated Student Services and Academic sectors.
- Examined the provision and accessibility of information to first semester students.
- Completed qualitative analysis of Mid-Semester Assessment effectiveness.
- Implemented the new College Certificate of Aboriginal Studies.
- Hosted consultants from Lester B. Pearson School Board (Ped day) to discuss strategies on how to ease transition of students from high school to CEGEP.
- Held 13 classroom counselling workshops to first-semester students in Day programs and seven workshops to first-semester AEC students.
- Improved the Counselling internal referral procedures to work more closely with advisors to help offer key information on course selection for special needs students.
- Assigned an Academic Coach to all first-year student-athletes and at risk student-athletes. Those meetings were held one-on-one and on a continual basis.

Help students manage their competing priorities and remain motivated

- Offered nine in-class workshops in Pathways and Liberal Arts program.
- Investigated motivation of returning Social Science and Creative Arts students that decided to reduce their course load to 4 or 5 courses.
- Presented two classroom workshops to first-semester students to continue to promote student engagement. These workshops are designed to continue improving motivation and reducing procrastination.

Promote student engagement throughout the College

- Encouraged collaborative learning experiences between high school and JAC students by holding David Suzuki Essay Writing Contest throughout feeder high schools and hosting the Lester B. Pearson School Board’s Annual Science Day.
- Produced an orientation video.
- Provided opportunities for expression and participation: Book Club and Creative Writing Contest.
- Held a college-wide pedagogical day. Main topics presented were: learning disabilities, motivation & de-motivation and digital citizenship.
- Encouraged student involvement in the David Suzuki event and the national basketball championships.
- Encouraged and supported course development which promoted active student involvement in the College.
- Promoted a special “Fit Happens” campaign to all the College community. Two hundred students and staff participated in the event.
- Recruited a record high of 56 student volunteers who contributed to all the events in the Student Employment Centre.
- Ran leagues during the winter semester for cosom hockey (4 teams), basketball (6 teams) and outdoor soccer (20 teams). One-day tournaments included dodge ball and badminton. John Abbott won the McGill Intramural Festival.
- Continued to improve and to develop individual contacts from the Student Employment Centre through visits to Career Program teachers, especially with new faculty and in Pathways.
Guide students through career exploration and decision making regarding their future
- Promoted and increased the number of counselling workshops and advertised to Faculty.
- Implemented a survey of the Career Exploration workshops and they were rated as excellent by a third of students and as good by half the students in these workshops.
- An important increase was noted in the student participation in the Career Fair and Summer Job Fair.

Recognize the enriching value of diversity on campus
- Promoted an awareness campaign by the Gay and Lesbians Association (GALA). This increased the participation of students and staff in the Homophobia Awareness Day.

Develop collaborative initiatives that support students faced with disabilities
- Met with the directors of the local CLSCs and Crisis Centre, as well as the head of the Council of doctors at the Lakeshore Hospital in order to establish better ways to communicate with and refer students in distress, as well as to clarify our mandate to them. As a result, new procedures for referral to the Crisis Centre and the CLSC have been implemented and have shown effective thus far.
- Implemented a new on-line self-help magazine (Student Health 101) which turned out to be popular with students. This monthly on-line magazine helps students find the proper service areas on campus in order to benefit from very valuable health information.

Promote the importance of leading a balanced and healthy lifestyle throughout life
- Held two workshops on health and nutrition for Aboriginal students.
- Initiated a method of communication by creating new informational communities for staff and students on the intranet (Portal). Counselling staff posted more announcements to keep them visible on the Portal.
- Evaluated the ULifeline and “Go Ask Alice” websites. Since they have dropped significantly, the focus will shift to Student Health 101.
- Offered a special counselling workshop to the Residence assistants in regards to mental health issues faced by students and the resources available.
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
- Revised the 2010-2015 Strategic Plan to adapt the content to the reality of the new Human Resources department and Facilities Management Services.
- Ensured the selection of the Director of Finance and the transition period for that position ran smoothly. The position of Secretary General has been rethought.

Consolidate and optimize all directors’ contributions around the institutional mission while promoting teamwork and respect
- Met with directors on a weekly basis to assess the degree of completion of the work plans.

Develop an organizational structure in accordance with student success and institutional values
- Implemented strategic decisions to ensure compliance with budgetary compressions as dictated by Law 100.

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.
- Continued to position the College in regards to international programs: ongoing contact with the Ambassador of Indonesia, trip to India and Brazil with the Association of Canadian Community Colleges.

Manage the new building and other major construction and renovation projects
- Completed the construction of the new Science building which welcomed its first cohorts in Fall 2012. A naming ceremony was held in April. The building is now known as the Anne-Marie Edward Science building.

Monitor the work of the Foundation in its regular duties
- Held many successful fundraising events.
- Concluded the Capital Campaign. A strategy will be developed to position the role of the Foundation in regards to the Renovation Project.

Integrate new government reforms while maintaining sound financial management
- Implemented budget tracking accounts to control expenditures regarding the expansion, construction and renovation projects.
- Implemented budgetary adjustments and controls as outlined in Law 100. Strategic decisions are being considered to be compliant with the budgetary compressions imposed by the provincial government.
- Provided timely financial data to management for budgetary control.

Maximize the effectiveness of our service to students
- Performed a competitive analysis with other suppliers to maximize cost efficiency for suppliers.
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**

- Alumna Association of the Royal Victoria Hospital Training School for Nurses Scholarship
- Amy William Scholarship
- Andrew Stachrowski Scholarship
- Anne-Marie Edward Scholarship
- Canadian Institute of Plumbing & Heating Scholarship
- Colgate-Palmolive Admission Scholarship
- Colin Robertson Memorial Scholarship
- David Burt Memorial Scholarship
- Desjardins Scholarships
- 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
- Karla Napier Scholarship
- Liberal Arts Scholarship
- Luann Bisaillon Scholarship
- McGown-Christoff Scholarship
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Memorial Scholarship
- Selma Greenblat Memorial Scholarship

**Bursaries**

- Admissions Bursaries
- Alumnae Association of the Montreal General Hospital School of Nursing Bursary
- Angela Wilson Memorial Bursary
- Anna Whitton Memorial Bursary
- Bert Young Memorial Bursary
- Isobel Lumsden Bursaries
- Jason Panich Memorial Bursary
- John Abbott College Bursaries
- John Abbott College Faculty Association Bursaries
- John Abbott College Management Association Bursary
- John Abbott College Professional Association Bursary
- Kirk MacGeachy Memorial Bursary
- Lakeshore Association of Artists Mentorship Program
- Ruth & Cy Harris Memorial Bursary

**Awards**

- Antony Grimaudo Award
- Pamela Montgomery Award
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 (IPESA) as per recommendations from the Commission d’évaluation des études collegial (CEEC).
- Revised the following academic procedures:
  - Comprehensive Assessments;
  - Cheating and Plagiarism;
  - College Certificates; and
  - Academic Achievement.
- Developed and implemented an evaluation grid for program Comprehensive Assessments.
- Implemented recommendations from report on calculations of CRC scores in Science.
- Increased efficiency through streamlining the services of Academic Advising and the Registrar’s Office.
- Examined the feasibility of moving the course add/drop period, decision to keep status quo.
- Increased the contact hours of advisors and students; most notably with special needs, Native students and those needing advanced standing.
- Revised and implemented Volet II faculty releases to ensure equity.
- Prepared a report on current practices of learning opportunities in operations at the College.
- Collected and reviewed departmental policies and procedures.
- Reorganized the structure of the College Learning & Teaching Resource Centre.

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

- Finalized the renovation plans for classrooms and areas including Geosciences, Physical Education, Creative Arts, Psychology, the new Dojo and the Library.
- Identified gaps in current complementary course offering.
- Implemented cross-listing of language courses as well as courses in Sociology and Geosciences with Social Science.
- Selected courses for the newly approved John Abbott College Certificate in Aboriginal Studies (over 80 courses to date and close to 25 students recruited).
- Expanded environment as interdisciplinary theme by holding a full-day Suzuki Event, planting of community garden and finalized education component of LEED certification for the new Science building.
- Submitted three Chantier 3 projects with McGill University as well as with Dawson College, Marianopolis College, Centennial College, Collège de Rosemont and Université du Québec à Montréal.
- Finalized the Social Science and Humanities Research Council accreditation for John Abbott College.
- Circulated relevant information concerning NSERC and SSHRC accreditation to the College community.

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

- Completed the Program Assessment Report for the Nursing program.
- Selected Arts & Sciences program and General Education as areas to begin assessment in Fall 2013.
- Modified the mandate of the Program Assessment Coordination Committee to include the assessment of General Education.
- Ascertained and approved the composition of the General Education Assessment Committee.
- Developed, approved and implemented new Literature Profile for the Creative Arts, Literature and Languages program.
Developed and approved a new Marketing Profile for the Business Administration program: Program Planner, Exit Profile and Comprehensive Assessment. Revised and approved planner changes as required by the government for the new Visual Arts program (formerly Fine Arts).

Approved course outlines for second year of the newly implemented Biopharmaceutical Production Technology program.

Developed and approved two Attestations d’études collégiales (AEC): 1) Perioperative Nursing and 2) Mobile Applications Development.

Revised the AEC for Damage Insurance as per recommendations by the government.

Established guidelines to govern the offering of bilingual courses.

Reviewed and selected four course sections to be offered in bilingual format in Fall 2013.

**Develop the use of information technology in teaching and learning**

- Completed blended learning pilot projects in two courses.
- Provided software platforms to facilitate faculty innovation and development for student online learning.
- Participated in SALTISE (Supporting Active Learning and Technological Innovation in Science Education) initiative in collaboration with another college.
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
- Improved the messages on job search etiquette on the JAC Portal.
- Actively screened more CVs posted on-line and offered CV reviews.
- Promoted the Student Employment Centre community to students. Started the preparation of a handout for students with tips on how to act with employers and on good cover letters.
- Issued and reviewed a special survey for the Residence. Results showed that the biggest source of dissatisfaction was the internet services. Modifications have been made by ITS and new routers have been installed improving service to all floors.
- Established a three-year, nine-phase Residence Renovation plan with a design company. Provided each resident assistant with a subscription to “Reslife.net”. This program has inspired many programing initiatives such as “Crocodile Joe” (Educational) & the “Beat the blues, solve the clues” (Social).
- Developed and implemented an online lease application system. Over 145 applications were successfully transmitted.
- Implemented a new online student self-help magazine (Student Health 101) to better meet the health needs of our students.
- Developed new promotion material and mini events for Health Services: mini-kiosks, table top kiosks and kiosks in Herzberg corridor which proved to be very effective.
- Implemented a Student Activities Facebook page and Twitter account. Facebook seems to be the more popular site to promote College events.
- Set up a three-week pilot “Walk Safe” project. Police Technology students were asked to be “walkers”. Only 36 people used the service.
- Modified the access to the facilities in the Casgrain Sports Centre (weight room, gyms, etc.) for a better flow and increased number of student athletes participating in intercollegiate programs.
- Promoted and fundraised for the intercollegiate teams. Student athletes participated in all department fundraising activities: Comedy Night featuring “Sugar Sammy”, Yearbook, etc.

Provide quality student and community support services
- Offered two grief workshops in the fall semester and two during the winter semester. Two oral presentation workshops were given to Dental Hygiene students. One anxiety workshop was offered to Nursing students in the Day program.
- Offered a group dynamics workshop to Continuing Education Nursing students leaving for a stage abroad. One suicide post intervention was given to a class upon request from the program coordinator following the suicide of one of their students.
- Prepared various “Crisis Management” simulation exercises to present to the College’s management group next year.
- Implemented a new partnership with the Foundation and a financial institution. A seminar titled “Managing your Finances” was very successful with over 30 students participating.
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
- Significantly raised the number of business training contracts, including both small and large companies.
- Extended outreach into the West Island and off-island communities via Chambers of Commerce and other institutions.
- Carried out an Emploi-Québec-funded project in partnership with Cégep de Maisonneuve to better assist EQ clients who have an IT background, more accurately identifying the best course of action for them – be it RAC (Reconnaissance des acquis et des compétences), an AEC, individual courses, or immediate entry into the job market – and the most relevant subfield of IT.
- Received an Adéquation formation-emploi grant from Emploi-Québec to investigate training needs in the pharmaceutical and biopharmaceutical industries.
- Reached out to the anglophone immigrant community through a Ministry-funded project, in collaboration with Lester B. Pearson School Board, to diagnose the needs for recognition of prior learning.

Offer courses and programs that reflect the learning needs of adults
- Saw solid or growing enrollment in AEC programs, with excellent job placement rates.
- Developed and approved new programs: Mobile Applications Development, Perioperative Nursing programs for RNs and LPNs.
- Refined the Palliative Care program, with excellent response from the second cohort.
- Implemented Nursing for LPNs (180.B0) in Winter 2013.
- Carried out the Employee Development program for College staff in collaboration with Human Resources.
- Increased registrations for Emploi-Québec-funded IT courses, with additional courses approved by Emploi-Québec, to make John Abbott one of the Island colleges with the largest offering of these courses.
- Carried out the last year of a three-year collaboration with Kahnawake, offering adult learners from the community prerequisites to health career programs.
- Continued partnership with Jewish Eldercare Centre.

Expand capacity to offer prior learning assessment and recognition (RAC)
- Wrapped up the Champlain-McGill project for creating tools to be used in the recognition of prior learning.
- Worked with Lester B. Pearson School Board on a Ministry-funded project to diagnose the needs for recognition of prior learning within the anglophone immigrant community.
- Offered RAC to a cohort of experienced paramedics needing recognition of their acquired competencies for the DEC.

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 Programs Office.
- Enhanced the integration of international students into the College.
- Recruited Abbott students to partner with Japanese students for the Summer 2013 program.
- Developed a policy and protocol governing College-sanctioned mobility projects.
- Continuing Education professional named by the Ministry for the role of Conseil-expert in the network.
Pursue opportunities for international and intercultural learning through international development and cooperation projects

- Visit to Brazil resulted in signed Memorandum of Understanding with Instituto Federal de Espirito Santo and acceptance of Brazilian students into the International Non-Credit program as well as additional future collaborative projects.
- Participated in two ACCC missions to Brazil in the context of the Science without Borders project.
- Mission to Chengdu, China resulted in agreements for projects including a Summer 2013 language program.
- Recruiting mission to several Monterrey Tec campuses in Mexico, lead to a majority of Mexican students in our International Non-Credit program.
- Participated in a conference in Delhi, India to set up partnerships for accompanying Indian polytechnic institutions in a transformation to a community college model, as mandated by the Indian government.

Create opportunities for student and faculty international mobility

- Continued Marine Biology course in Barbados.
- Sent large group of Business Administration stagiaires for several weeks in companies in Annecy, France.
- Carried out faculty and student mobility project at Qufu University in China.

Position the College for the recruitment of additional international DEC students as space allows

- Positioned the College to participate in the Brazilian Science without Borders program.
- Increased institutional contacts in China and India.
- Continued developing the College’s relationship with Monterrey Tec.
- Investigating the possibility of AEC programs for international students.
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 retirement preparation session for employees. Researched alternative subject matters/presentation formats of interest to employees (i.e. mid-career financial planning) for future consideration.
- Collaborated with health technology program faculty and students to offer expanded Wellness Week initiatives resulting in increased participation of all employee groups.
- Organized Harassment Awareness Day through the Psychological Awareness Committee and highlighted a video that was created and produced by JAC faculty members featuring volunteer JAC student actors.
- Concluded a local agreement with the faculty association on the composition and function of Academic Council.
- Converted TEPA (Temporary Employment – Payment Authorization) positions to specific projects and projected permanent positions for the Plan d’effectifs as agreed with the support staff association.
- Provided opportunities to all employees to follow Employee Development courses made available through collaboration with Continuing Education and McGill University. Provided operational funds of approximately $21,000 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 participated with regard to work related goals:
  - Faculty: 187 funding applications valued at approximately $107,000.
  - Professionals: 16 funding applications valued at approximately $8,250.
  - Administrative Support Personnel: 26 funding applications valued at approximately $14,000.
- Offered the following Professional Development opportunities to all College employees:
  - French Courses (oral and written) at the Centre for Continuing Education.
  - A week of Microsoft Office 2010 training workshops for multiple levels of expertise: Intermediate Word, Publisher, Basic and Intermediate Excel, Beginner Access and Introduction to PowerPoint.
  - “Staying Connected” pedagogical day in collaboration with the Learning Centre which included a learning disabilities workshop, sessions on 13 different topics and four concurrent afternoon workshops: Group Work that Actually Works!, Motivation and Demotivation; Introduction to Spanglish; and Digital Citizenship for All.
  - JAC’s 2nd Annual Educational Technology Week in collaboration with APOP (Association for the Educational Application of Computer Technology at the Post-Secondary Level): workshops included: Go portable, go global Video podcasting for teachers and students; “App”tastic; How can Moodle spice up your repertoire?; Q&A with the JAC ITS Department; Technology in Nursing: High Fidelity Human Simulation; GoToMeeting: Easy Web Conferencing and Online Meetings.
  - Two (2) La Sapinière retreats Fall 2012: Connecting Learning and Technology; and Spring 2013: This isn’t going according to plan! Motivation and the Emerging Adult.
  - Social Science: High School/CEGEP Transition with the Lester B. Pearson School Board.
  - Launch of the new MT/Performa “Graduate Certificate in College Teaching”.

A N N U A L  R E P O R T
2012 - 2013
• CEGEP JOHN ABBOTT COLLEGE
Assist staff and faculty in carrying out their duties

- Collaborated in the creation of new positions as well as the re-organization of positions in the Learning Centre and achieved the goal of discontinuing occasional TEPA positions.
- Provided organizational development support and coaching to front-line management staff. Provided comprehensive information and enrolled members in the new modular 3-option health insurance plan for faculty.
- Provided Applicant Tracking System (ATS) technical assistance for new department chairs and faculty for various applications using the online application system and faculty hiring process.
- Implemented a Preventative Heat Response Plan in collaboration with Facilities Management Services and Academic Resources, to improve the working conditions in the library during the summer months, while maintaining the efficiency of the College’s operations.
- Collaborated with departments to draft a policy and procedure on Administrative User Accounts.

Formalize consistent hiring practices and formulate a succession planning strategy

- Held meetings to discuss the interpretation of the “Outaouais” grievance and finalizing details pertaining to the application of this section of the collective agreement and the process for priority selection of Continuing Education faculty.
- Held meetings with the academic administration regarding the process of faculty postings and hiring.
- Added additional human resource, including a night manager to bolster the FMS/IT department to support and maintain the Anne-Marie Edward Science building.
- Conducted organizational review of budget and staffing structure and costs. Individual and small group meetings were held with management to solicit feedback on current departmental strengths and challenges. Recommendations were presented in preparation for budget and staffing deliberations.
- Compliance with Law 100 was achieved as one director position was eliminated through the retirement of the Director of Facilities Management Services (FMS) in November 2012, the retirement of the Director of Finance and Corporate Affairs in June 2013, and the resignation of the Director of Information Technology Services (ITS) in January 2013. The College hired a Director of Finance and Legal Affairs (May 2013), but eliminated the position of Director of IT (Jan 2013) and combined FMS and ITS and hired a new director in May 2013.

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<tr>
<td>Faculty – Continuing Education (Credit)</td>
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<td>Professionals</td>
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<td><strong>316</strong></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

- Implemented the 2nd installment of N-computing (virtual desktops) in the library.

Improve the quality and efficiency of information technology services

- Finalized the revision of the administrative policy on granting/removing of access to IT resources. Implementation is planned for the fall of 2013.
- Successfully transferred the responsibility for responding to technical problems concerning the LEA Course Management System and the Messaging in Omnivox System (MIOs) from the Education Advisor, ICT Specialist to the ITS Technicians.

Deliver and support a robust, flexible, secure and efficient technology infrastructure

- Implemented a new expandable wireless internet/network system in the Anne-Marie Edward Science building. Similar enterprise-grade performance internet/network access points are being installed throughout the remainder of Abbott buildings. This replacement is 50% complete at present with 20% slated to be complete in the fall 2013. The remaining 30% coverage of all John Abbott College buildings will be completed in the 2013–2014 school year.
- Started the process of developing an Information Technology disaster recovery plan (DRP); this will continue in 2013–2014.
- Completed the conversion of the entire College network to 1GB bandwidth.
- Upgraded all non-DELL servers.

Support in the development and the implementation of the information and communications technology plan

- Purchased and installed IT equipment in the new Learning & Teaching Resource Centre (CLTRC). Full completion is scheduled for early fall 2013.
- Purchased and fully integrated within the College network an Atomic Learning (AL) site license, used for web-based software training and support tool for over 200 popular software applications. All employees and students now have 24/7 access to on-demand software training. The license has been renewed for 2013-2014 and it will continue to be promoted through the CLTRC as well as the Student Learning Centre.
- Evaluated the usage of the Citrix GoToMeeting/GoToWebinar online meeting platform. This supports online student tutorial sessions, in class virtual presentations by guest speakers, as well as online meetings. The license has been renewed for 2013-2014 and further adoption of this tool is expected.
- Collaborated with other CEGEPs and our IT partners regarding best practices and challenges concerning the pedagogical use of technology. Information is shared and discussed among faculty and staff on a regular basis through a variety of activities, i.e. Educational Technology weeks, webinars, face to face meetings etc.
- Provided training sessions and support on the use of interactive whiteboards and the course management system – LEA. Weekly training sessions were provided during the winter (online and face to face) to support faculty development of online active learning course activities in the new Moodle system.
• Worked extensively within the College community to further develop “Interim Report eLearning @ John Abbott College: Overview, Analysis, and Recommendations”. Detailed guidelines for faculty are currently being drafted with implementation planned for 2013-2014, following the release of the final report.

**Provide and support up-to-date communication and media systems to all new and renovated facilities**

• Installed permanent projectors with permanent computers in all newly renovated classrooms as a baseline standard.

• Incorporated smart boards into classrooms where beneficial (and possible), with podiums & permanent computers. These are supplemented with whiteboards for greater teaching surfaces. Whiteboards are used as a standard where projectors and/or SMART board installations are ill-advised, (i.e. due to architecture of the room, surrounding equipment, etc.).

• Continued researching new technologies to enhance the teaching and learning experience. This includes pilot installations where deemed beneficial/practical.
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

• Updated the FMS webpages to reflect the new reality of this service.
• Implemented a new cleaning contract which represents substantial savings.
• Hired a new night manager to supervise the cleaning crew and provide college-wide event setup support.
• Conducted a survey regarding Food Services. The goal is that of continuous improvement in food services and catering. A consultation process was held with the JAC community. Overall, Food Services has improved as is reflected in the survey.
• Completed training of PGMAI (Programme de gestion du maintien des actifs institutionnels).

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

• Started and/or completed the renovation projects in the following areas:
  ✓ Theatre - complete
  ✓ The Student Oval renovations have begun. Completion is expected in September 2013.
  ✓ The gym curtain separating gym 2 and 3 has been changed.
  ✓ The wall between squash courts 1 and 2 has been removed and a supporting column installed. Painting of the walls is complete and all is on time for this transformation into a dojo.
  ✓ Transformation of racquetball courts 3 & 6 into squash courts will also take place by mid-September.
  ✓ Replacement of the walls and floor in the cafeteria freezer will be complete in mid September.
  ✓ Facelift of selected areas of Brittain Hall are ongoing.
  ✓ Transfer of the security office from Herzberg to Casgrain is in progress. Preliminary architectural drawings have been created and the design concept accepted.
  ✓ Several classrooms in Herzberg and Hochelaga have undergone facelifts this summer, (floors, painting, boards installed and blinds changed). New desks have also been purchased for these classrooms.
  ✓ Demolition in the new Creative Arts, Psychology and Geography areas has begun. Reconstruction will occur over the course of the semester.
  ✓ Parking additions/modifications have been made around the campus.
  ✓ Climbing wall – installation discussions will continue during the fall of 2013.
  ✓ Gyms – the floors were refinished, walls/ceiling painted, new bleachers installed.

Administer and coordinate the new Science and Health Technologies building project

• Deposited the application for LEED certification with the Canadian Green Building Council (CaGBC).
• Completed the Hydro-Québec technical compliance evaluation and project approval. The Anne-Marie Edward Science building (AME) is currently operating at a lower electrical consumption rate than originally expected.
• Restored the contractor’s parking lot to grass
• Generated a list of building deficiencies which is now being monitored.
• Completed the AME building signage.
Coordinate the move towards self-sufficiency in providing heat, steam and water to the College facilities

- Started the construction of the second phase of the heating plan project; it is in progress and on-schedule. All is expected to be finished ahead of the heating season for 2013-2014
- Completed the new JAC-McGill service level agreement (SLA) with budget savings realized.

Integrate and support sustainable and energy efficient measures throughout the projects

- Drafted a waste management administration policy.
- Supervised the eco-friendly CCAA Championships in March. It was a near zero-waste event. More than 300 kg of waste was diverted from landfills.

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

- Coordinated and implemented the second year of a CSST action plan titled Prévention jeunesse.
- Added two security guards during normal operating hours, as a direct result of the new SLA, in order to improve public security.
- Implemented machine guarding corrective actions based on CSST study.
- Launched the new Health and Safety policy in June 2013.
## ABOUT OUR STUDENTS

### ENROLMENT IN THE DAY DIVISION

**Student Population Analysis – Fall 2012**

<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>
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<tr>
<td>Accueil</td>
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<tr>
<td>Science</td>
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<td>Science and Social science (Double DEC)</td>
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<td>Social Science</td>
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<tr>
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<td>Dental Hygiene</td>
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<td>Nursing</td>
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<td>Youth &amp; Adult Correctional Intervention</td>
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<td>Information &amp; Library Technologies</td>
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<td>Publication Design &amp; Hypermedia Technology</td>
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<td>Computer Science</td>
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### ENROLMENT BY GENDER

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<td><strong>1209</strong></td>
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### DECs (Diplômes d’études collégiales) Granted

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<td>Full-time DEC</td>
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<td>Part-time DEC (1-3 courses)</td>
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<td>Full-time AEC</td>
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<td>Intensive Nursing</td>
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</tr>
<tr>
<td>Hors-programme</td>
<td>84</td>
<td>78</td>
</tr>
<tr>
<td>Career Development (Cégep à la carte)</td>
<td>65</td>
<td>56</td>
</tr>
</tbody>
</table>
### AECs (Attestations d’études collégiales) Granted

<table>
<thead>
<tr>
<th>Program</th>
<th>Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWA.0D Refresher Nursing</td>
<td>8</td>
</tr>
<tr>
<td>CWA.0K Nursing for Internationally Trained Nurses</td>
<td>78</td>
</tr>
<tr>
<td>CWA.0N Support and Intervention in Palliative Care</td>
<td>17</td>
</tr>
<tr>
<td>CWC.05 Ambulance Technician</td>
<td>1</td>
</tr>
<tr>
<td>EEC.1Y Real Estate Agent</td>
<td>9</td>
</tr>
<tr>
<td>LCA.AB Computerized Financial Management</td>
<td>17</td>
</tr>
<tr>
<td>LCA.84 Finance</td>
<td>8</td>
</tr>
<tr>
<td>LCE.0Z Publication and Web Design</td>
<td>1</td>
</tr>
<tr>
<td>LCL.21 Event Planning and Management</td>
<td>19</td>
</tr>
<tr>
<td>LEA.80 Network Administration</td>
<td>14</td>
</tr>
<tr>
<td>LEA.BJ Cisco Networking</td>
<td>9</td>
</tr>
<tr>
<td>LEA.BN Internet Programming and Development</td>
<td>10</td>
</tr>
<tr>
<td>NWE.1P Web Technology</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>205</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 are higher than 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 remained stable, as indicated by the linear trend in each graph. In Fall 2012, the Pre-University programs were 6% above those of the province while the Career programs were 5% 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
The charts below show the average graduation rates beginning with the 2003 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.
LA RELANCE - Placement Statistics for 2011-2012 Graduates of Career Programs

The 2011-2012 job placement statistics for Career programs reflect the reality of the current labour market. The overall response rate was 67.8%, obtained after reaching 274 of the 404 graduates, as shown in Table 1.

Nursing and Dental Hygiene programs obtained employment rates of 95.5% and 81.3% respectively. Dental Hygiene was somewhat lower than previous years as the market has seen a decrease in available jobs. Pre-Hospital Emergency Care obtained a 75% rate with its main employer, Urgences-santé, offering temporary contracts. Youth and Adult Correctional Intervention had a similar placement rate at 75%, slightly higher than last year. Police Technology also recorded a slightly higher rate at 70.6%, with many of its graduates waiting for a date to enter the National police training school; up to one year wait at times. Placement rates for Information Library & Technologies graduates went from one hundred percent to 69.2% as more students were unemployed at the time, mainly due to the advanced level of French language skills needed for the workforce. Publication Design and Hypermedia Technology recorded a 66.7% rate with a significant number of graduates going to university. Business Administration obtained a 50% placement rate with more students choosing to go to school or to work in unrelated fields than previously. The majority of Engineering Technologies graduates were enrolled in university, leaving a small number of graduates available for work and affecting the 33% placement rate. As for the Professional Theatre programs, they are volatile to the local film and art scene in the greater Montreal area and they obtained a 50% placement rate.

Overall, 38.3% of respondents (105 out of 274) chose to continue their studies hence removing themselves from the job placement rates. This is especially evident in Computer Science and Engineering Technologies, but also happened in Business Administration, Correctional Intervention, even Nursing and Publication Design and Hypermedia Technology, as the market may require or favour a Bachelor degree for long-term employment.

As for the starting salary, the average listed for each program is competitive with the overall average at $20.37/hour, a respectable starting salary for the current labour market.

<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>%</th>
<th>Average salary per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>45</td>
<td>32</td>
<td>18</td>
<td>14</td>
<td>7</td>
<td>50.0%</td>
<td>$22.00</td>
</tr>
<tr>
<td>Computer Science</td>
<td>26</td>
<td>24</td>
<td>18</td>
<td>14</td>
<td>7</td>
<td>100.0%</td>
<td>$19.86</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>24</td>
<td>16</td>
<td>18</td>
<td>6</td>
<td>6</td>
<td>61.3%</td>
<td>$26.60</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>21</td>
<td>17</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>$22.00</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>69.2%</td>
<td>$16.60</td>
</tr>
<tr>
<td>Nursing</td>
<td>83</td>
<td>54</td>
<td>9</td>
<td>44</td>
<td>42</td>
<td>95.5%</td>
<td>$21.49</td>
</tr>
<tr>
<td>Police Technology</td>
<td>86</td>
<td>55</td>
<td>21</td>
<td>34</td>
<td>24</td>
<td>70.6%</td>
<td>$17.61</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>75.0%</td>
<td>$19.53</td>
</tr>
<tr>
<td>Publication Design and Hypermedia Technology</td>
<td>38</td>
<td>25</td>
<td>9</td>
<td>15</td>
<td>10</td>
<td>66.7%</td>
<td>$16.37</td>
</tr>
<tr>
<td>Theatre (acting/design/technical)</td>
<td>28</td>
<td>16</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>50.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Youth and Adult Correctional Intervention</td>
<td>31</td>
<td>18</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
<td>$21.30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>404</td>
<td>274</td>
<td>105</td>
<td>167</td>
<td>126</td>
<td>67.8%</td>
<td>$20.34</td>
</tr>
</tbody>
</table>

The overall response rate was 67.8%; obtained after reaching 274 of the 404 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 can be the case for Dental and Nursing, or they were indisposed to work. This year saw this occurring in Nursing and PDHT only.
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 2012-2013.

**Students**

**Governor General’s Academic Medal**
Awarded to the graduating student with the highest overall academic average: Zhu Yin Xu (Honours Science).

**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: Sean Cohen (Liberal Arts).

**Service Awards – Community Involvement**
Maxine Aird, Nicole Ayalon, Charles Keita, Melissa Manganaro, Holly McGarr, Paige Metrakos, Tomaso Morgan Cavallaro and Zhu Yin Xu.

**Service Awards – Outdoor Adventure and Sports**
Yara Attala, Catherine de Bellefeuille, Tom Ben-Eliyahu, Eve C. Desnoyers, Alessia Fasanella, Kassandra Galanerou, Guillaume Labranche, Meagan Mackenzie, Nicholas McCullagh, Nathie Richard and Jessica St-Hilaire.

**Service Awards – Student Life**
Gabriel Brunet, Zachary Dennison, Loïc Freeman-Lavoie, Adel Ghadban, Jake Prillo, Ryan Sauve, Mariya Yordanova and Kaegan Brisebois Kancachian.

**Service Awards – Leadership**
Analisa Astorino, Adriana Cefis, Brianna Garneau, Felipe Guevara, Brendan McGarry, Roberta McLean, Yasmine Mosimann and Emma Sutherland.

Taylor McWhirter (Science) took first place at the Annual Intercollegiate Public Speaking Event while Gabriel Brunet (Creative Arts) received the People’s Choice Award.

Karine Lapointe (Pre-Hospital Emergency Care) and Chrystelle Gosselin (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.

Nida Ashraf (Science), Anne G. Frazer-McKee (Honours Science) and Nicholas J. Matte (Social Science Commerce) received a Horatio Alger Scholarship awarded to students who have demonstrated integrity and perseverance in overcoming adversity, as well as strength of character, a good academic record, a commitment to pursue a university education, and a desire to contribute to society.

Nicolas Morin (Social Science Commerce) ran with the Québec team that won a gold medal at the Canadian Collegiate Athletic Association Cross-Country Championship.

Felipe Guevara (Honours Science) and Charles Keita (Social Science) were finalists in the 2013 Bar of Montreal Debating Competition.

Zhu Yin Xu (Honours Science) received a Schulich Leader Scholarship awarded to students intending to enroll in the STEM (Science, Technology, Engineering, Mathematics) areas of study.
**Athletic Awards**

Outstanding performance by a male rookie: Charles Miller – Basketball  
Outstanding performance by a female rookie: Jenna Thompson – Swim Team  
Outstanding performance by a female athlete: Marie-Pier Corriveau – Hockey  
Outstanding performance by a male athlete: Jason Galet – 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: Sean Smallwood -- Men's Rugby.  

**Staff**

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

**15 years** – Marie-Claude Barrette, Iliria Bicovnik Carnevale, William Boshuck, Daniel Erban, Daniel Gatien, Christina Gehlsen, Alain Jomphe, Patricia Laforce, Julie Podmore, Sharon Rutherford, Tracie Seales, Linda Toivanen, Fiona Tomaszewski, Kathleen Toohy, and Anna Woodrow.  

**25 years** – Céline Chartier, Lysane Collett, Eleanore Frew, Mary Glowacki, Josée Lanouette, William Mahon, Sandra Stephenson, and Francine Trudeau.  

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

Lois De Jean, Stanley Gendron, Deirdre King, Renée Lallier, Bess Miller, Brenda Morrison, Gennaro Rispoli, Gerald Stachrowski, Penelope Steward, Alexander Stirling, Jan Szumski, and Brian Watts.
Distinctions, Awards, Accomplishments

Corinne Côté (Registrar’s Office), Axel Traa (Facilities Management Services) and Vince Dimayuga (Print Room) received a Diploma of College Studies (DEC).

Frederick Belzile (Creative Arts) created a video that was aired at the *Festival Traverse Vidéo*, Toulouse (France). Some of her other videos played at the Streaming Festival, The Hague (Netherlands), the Antimatter Film Festival, Victoria (BC), and Festival HTMlles, Montreal.

Murray Bronet (Chemistry) received the 2013 SALTISE Best Practices & Pedagogical Innovators Award. This award recognizes educators who stand out as leaders in the promotion of academic excellence, the use of innovative pedagogies and the support of their academic communities. Murray also received a PAREA grant for his project “Connecting Conceptual and Social Networks in Science Education”.

At the request of the Harassment Committee, the Theatre department collaborated with Creative Arts to produce a 20-minute film dealing with harassment, bullying and profiling. The film titled “What to Do” was written by Christopher Brown (Theatre), filmed by Yudi Sewraj (Creative Arts) and co-directed. The majority of the cast were Theatre students and the film was screened in the Agora for Harassment Awareness Week.

Douglas Brown (English) co-edited “Foreigners and Foreign Institutions in Republican China”. This book is said to be of great interest to students and scholars from diverse fields including Chinese and global history, politics and international relations, Chinese studies, literary studies and gender studies.

Andrew Cuk (Theatre) directed a production of Mozart’s “The Marriage of Figaro” at the Rialto Theatre.

Nikki Forrest (Creative Arts) presented a solo exhibition at *Galerie La Centrale* in Montreal called "Flip/Bend". Her most recent video "Studio Experiments 1, 2, 3" was shown at several festivals in 2012 including the *Festival international des films sur l’art* (FIFA), the *Videos de femmes dans le parc* (VFP) and most recently at Diamon Video Centre in Gatineau, Québec.

Lynda Gelston (Political Science) received an honourable mention during the AQPC (Association québécoise de pédagogie collégiale) annual assembly. This honour is given to teachers for their remarkable commitment to education, the quality of their work and their contribution to the evolution of the education.

Sasan Ghinani (Physical Education) obtained his 4th degree black belt in Taekwondo. He also published a book titled “Stimulus-Response Curves: Descriptors of Corticospinal Tract Function”.

Susan Gillis (English) published a collection of poetry titled “The Rapids”.

Sabrina Gloux (Anthropology) directed an archaeo-osteology field school in Transylvania.

David Hill and Sasan Ghinani (Physical Education) spent three weeks doing a pre-trip visit and risk assessment in Peru, where they will be teaching a new Physical Education course called Mountaineering and Mountain Magnanimity (MMM).

Bettina Hoffmann (Creative Arts) was awarded an artist residency in New York City by the *Conseil des arts et des lettres du Québec* which entitled her to stay for 6 months to research and develop work at the intersection of performance and digital technology. In addition, her dual-channel video "Swing" was shown in a group exhibition at the Video and Digital Arts Festival in Girona (Spain) during the fall of 2012. In 2013, she received a grant from *the Conseil des arts et des lettres du Québec* to produce her video and performance project "Displaced movements in a shared space".
Edwin W. Holland (Anthropology) wrote the Instructor's Manual and Test Item File to accompany a major Canadian textbook in Archaeology. He also delivered the keynote address at Lower Canada College’s "CSI Day".

Cheryl Jenkins (Economics) received a grant from the Canada-Québec Entente for the project Modules interactifs destinés aux étudiants en macroéconomie de John Abbott, Vanier, Kiuna et Kativik.

Nathaniel Lasry (Physics) received a Chantier 3 grant for his project titled Conception et implantation d'une trousse d'outils pédagogique facilitant l'adoption durable de de la conception universelle comme cadre d'accès à l'apprentissage. Nathaniel was also given the green light for a PAREA project (Programme d'aide à la recherche sur l'enseignement et l'apprentissage) titled "Using Collective Conceptual Networks in Learning and Teaching: Linking school science to the real world with the aid of new IT tools".

Jennifer R. McDermott (English) had a chapter published in the book "Religion and the Senses in Early Modern Europe".

Tracey Mckee (Creative Arts) was selected to be on the jury for the Radio and Television News Directors Association awards.

Karen Oljemarck won the gold in the Women's K4 Canadian at the Masters Sprint Canoe Kayak Championships in Dartmouth, N.S.

Daniel Schorr (Creative Arts) has been invited to participate as part of the professional jury for the Anima Mundi - International Animation Festival of Brazil. This festival aims to inform, train, educate and entertain by using the infinite possibilities of the language of animation.

John Serrati (History) published the following books:
- Various entries, in R.S. Bagnall et al. (eds), The Encyclopedia of Ancient History.
- "Imperial Expansion and the Fall of the Roman Republic: Post Hoc, Propter Hoc", in D. Hoyos (ed.), The Companion to Roman Imperialism.

Michelle Smith (Creative Arts) co-authored a chapter - Dissemination and Ownership of Knowledge (Engineering Technology) in the new book: Handbook of Participatory Video (Alta Mira Press, 2012). The book brings together a growing community of researchers, academics, artists and practitioners using participatory media practices for learning and social change.

In 2011, three Egyptian mummies were CT scanned at the Montreal Neurological Institute & Hospital to produce high-resolution 3D radiological images. Using those scans as a basis, Victoria Lywood (Anthropology) forensic artist, and Mark Ewanchyna (Engineering Technology), transformed the medical scans into solid 3D models of each mummy's skull and jaw using 3-D printing technology normally used in manufacturing and rapid prototyping. Two thousand years later, we are able to look at the faces of three Egyptians who believed they would live on forever after death.

These facial reconstructions were unveiled January 25 at McGill University’s Redpath Museum where they are featured in the World Cultures gallery.