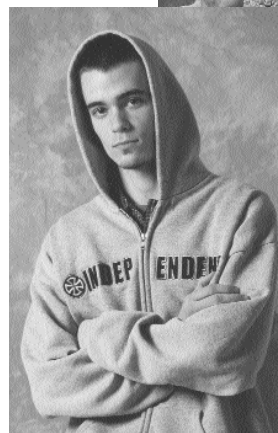
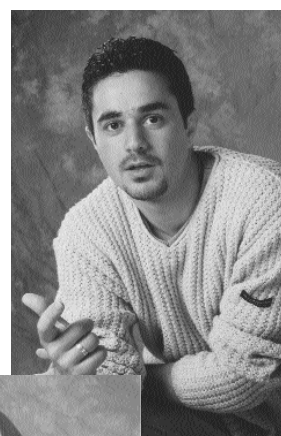
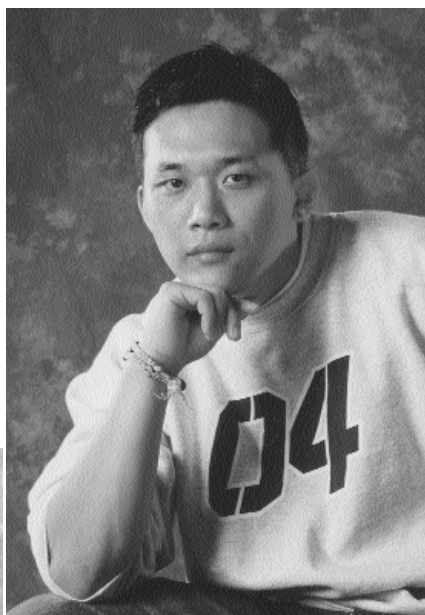
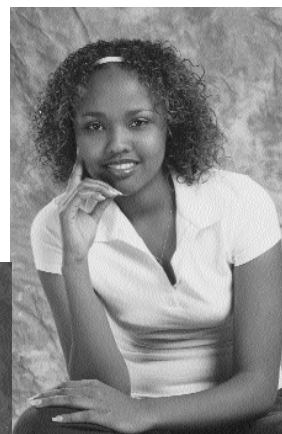
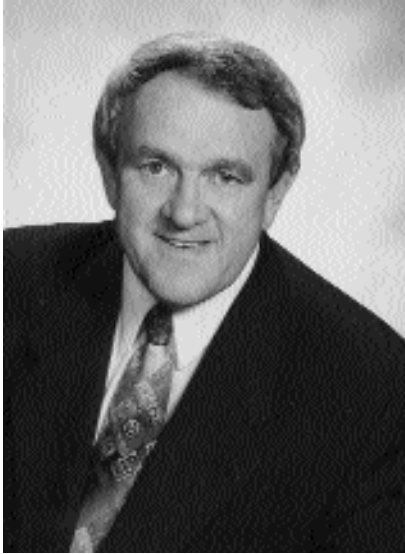


# Annual Report

## 2000-2001





## PROGRESS THROUGH PERFORMANCE

As we approach our 35th year of providing responsive, market-driven education and training to the needs of students, employers and our community we are proud of the accomplishments made over the past 12 months.

Postsecondary enrolment jumped by seven per cent in Fall 2001. Demand for St. Clair graduates was strong and employers reported high levels of satisfaction with our grads performance. We have achieved outstanding support for programs and projects from public and private sector partners.

Increased collaboration with other education providers, business and industry, and a renewed emphasis on academic quality and student success, were major themes. Team building, managing resources efficiently and effectively, identifying new revenue generating activities, and developing a performance measurement system were other areas of focus.

In Fall 2000, consultations were held with internal constituent groups, including students, faculty, support staff, and administrators, to review College directions. As a result, the St. Clair College Board of Governors developed and approved, in January 2001, a clearly defined action plan which will ensure College energies and resources are focused on priorities that will work to meet our organizational goals.

Entitled *The 2001 Plan: New Dynamics for Success*, the document affirms St. Clair's commitment to ongoing progress through performance enhancement. It identifies six overriding strategic areas, and measurable outcomes to be achieved within specified time frames including:

*Focus on the Learner*

*Focus on the Employer as a Client*

*Focus on Teamwork and Morale*

*Focus on Innovation*

*Focus on Financial Management*

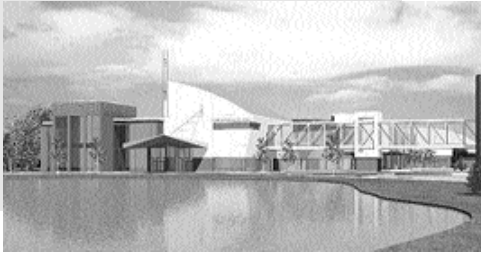
*Focus on Resource Management*

2000-2001 was a year of significant progress at St. Clair College, the result of not one person but of the collective efforts of many: faculty and staff, students, private and public sector partners, alumni, volunteers, friends and supporters. Building on past performance and present strengths, we look forward to making an even greater contribution to career education, lifelong learning, community well-being and economic development in the year ahead.

John A. Strasser, Ph.D.  
President

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# Milestones

There were many significant developments that will shape our future. They include:

- Outstanding support for the Ford Centre for Excellence in Manufacturing, including a \$3 million donation from Ford of Canada, and the involvement of four Industry Task Forces in planning for the Centre to ensure it meets employer needs.
- St. Clair's successful application for \$1.5 million from the Strategic Skills Investment Program of the Ontario Ministry of Economic Development and Trade for modernization of the James Burgess Metal Trades Training Centre in Wallaceburg, with a commitment from business and community partners to provide the balance of funding.
- A graduate placement rate of 93 per cent and an increase in graduate, employer and student satisfaction levels in the 2000-2001 Key Performance Indicator surveys.
- Innovative articulation agreements with other education providers, which expand learning options for students and reduce program duplication.
- Plans for the College's first Student Residence, to open at the Windsor Campus in September 2002.
- Academic revitalization through the introduction of a Program Renewal Process, new and revised programs in response to marketplace demands, and ongoing quality improvements.
- Continued financial and classroom support through our strategic partnership with DaimlerChrysler Canada.

# Enhancing the Learning Environment

St. Clair College initiated steps during 2000-2001 to enhance learner success, retention and satisfaction through a range of quality improvements focusing on programs, student support services, learning resources and campus life.

## Program Renewal

Excellence, relevance, quality and effectiveness are goals of the Program Renewal Process initiated in 2000-2001. The process is designed to ensure St. Clair College programs are of the highest quality and meet the needs of the marketplace. Program reviews of four postsecondary programs-Travel Counsellor, Heating Refrigeration and Air Conditioning, Mechanical Technician-Mouldmaking (South Campus and Wallaceburg) are currently nearing completion. Next year, programs that are being offered in the Ford Centre for Excellence in Manufacturing will be targeted for review.

## Program Relevance

St. Clair responded to changing community and marketplace demands with innovative program developments. For example, new postsecondary programs launched in September 2000 included the Animation-Tradigital Program at South Campus, Native Early Childhood Education which is delivered at First Nations sites, and the Early Childhood Education Concurrent Bachelor of Arts (or Science)/ Bachelor of Education/Early Childhood Education Diploma Program, given in collaboration with the University of Windsor.

The College's computer studies programs were revised to address changes in the information technology field and provide more opportunities for students in both software development (programming) and networking. The School of Business also moved ahead with plans for a more comprehensive offering of programs in response to changes in the workplace which have created a need for different types of business professionals. A Business Administration-Finance Program will be launched as a new concentration in September 2002. Under development are other programs including a Human Resources program and an International Business focus.

## Applied Degrees

St. Clair moved forward in 2000-2001, in consultation with industry, on the development of a proposal for a four-year Applied Degree in Industrial Management for submission to the Ministry in May 2002. The proposed degree is in an area of key economic need where there is demonstrated employer demand.

## Student Support

Steps were taken during 2000-2001 to strength the focus on student success/retention and to provide a supportive learning environment for students from entry to graduation. Student support includes a broad range of services including:

- **Aboriginal Student Services** provided support to 125 Aboriginal students attending the College, introduced an Aboriginal Student Support Day, and participated in the new, province-wide Aboriginal Post Secondary Information Program.
- **Counselling and Disability Services** were consolidated to enhance access and service; the department is poised to implement an "intrusive advising" model of service to support College retention initiatives and provide increased support to at-risk students. More than 4,700 counselling appointments were provided in both our Windsor and Chatham campuses.
- In November 2000, the **Invest Learning Lab**, which recorded a 262 per cent increase in the number of users over the year, became the first of 13 Community Access Program sites to be launched in Windsor.
- **The Learning Centre** organized, scored and provided reports for more than 1,000 students taking a variety of tests, and the Peer Tutoring Program responded to over 900 requests for tutor support.

## Student Financial Aid

In 2000-2001, the College's Scholarship and Bursary Program provided close to \$1 million in awards and financial assistance to over 1,000 students. Under a new awards program, more than 200 Academic and Entrance Awards, with a total value of \$129,000, were made available to students entering the college directly from high school. In the last five years, St. Clair College has more than doubled the amount of financial aid money available to students.

## Partners in Education

Innovative new articulation agreements developed during 2000-2001 will increase learning options for students and address marketplace needs. They include:

- A Collaborative Bachelor of Science in Nursing to be offered at Lambton College, St. Clair campuses in Windsor and Chatham, and the University of Windsor beginning in September 2001. Students may enter the program at any of the three sites, and all institutions are involved in program delivery.
- An agreement with the University of Windsor which gives graduates of St. Clair's Mechanical Engineering Technology-Automotive Product Design Program direct entry with advanced standing in up to 17 courses into the university's Bachelor of Applied Science in Mechanical Engineering (Automotive Engineering Option). Developed in close collaboration with DaimlerChrysler Canada, it is the first agreement in Ontario to prepare automotive professionals with both a technology diploma and an engineering degree.
- Comprehensive articulation agreements with the Greater Essex County District School Board and the Lambton Kent District School Board which fast track qualified secondary school graduates into the second year of St. Clair's Mouldmaking Technician, Toolmaking Technician, and Manufacturing CAD/CAM Programs, reducing training time and costs for students.

## Global Perspective

Ensuring a cross-cultural perspective in all aspects of college life, two initiatives merit special attention:

- Building on the College's successful language-training partnership with the Government of Panama, which has brought some 450 Panamanians to Windsor since 1999, St. Clair signed a new agreement in June 2000 with Panama's Institution for the Formation and Improvement of Human Resources. This will result in more Panamanian students studying at the College in such areas as international business, computer science and engineering.
- In Spring 2001, the College signed an historic agreement with the University of Panama to offer a joint Masters of Business Administration Program in International Trade Management, commencing in 2002. Under the agreement, the University of Panama will deliver the core MBA curriculum and St. Clair will deliver the international trade management component at its South Campus in Windsor and on the University of Panama campus in the City of Knowledge.

## Flexible Learning



St. Clair's Virtual Campus and extensive computer network and instructional technology resources continued to enhance the learning environment and to give students more control over where, how and when they learn.

To augment on-campus initiatives in online learning, St. Clair became a member of Ontario Learn this year. Funded in part by the Ontario Ministry of Training, Colleges and Universities, Ontario Learn's mandate is to assist postsecondary institutions in creating and adopting electronic curriculum in their institutions by sharing expertise, information and resources.

## Student Life

Participation in extracurricular academic, recreational and social activities is an important component of the college experience. In 2000-2001, the College provided support for a vibrant campus atmosphere and the rejuvenation of college life. This was accomplished through enhanced communication with student leaders and student groups, revitalization of the varsity athletics program including plans for the return of men's hockey and women's basketball in Fall 2001, and approval of a Student Residence at South Campus.

The College also provided encouragement and support for competitive learning opportunities for students, with impressive results:

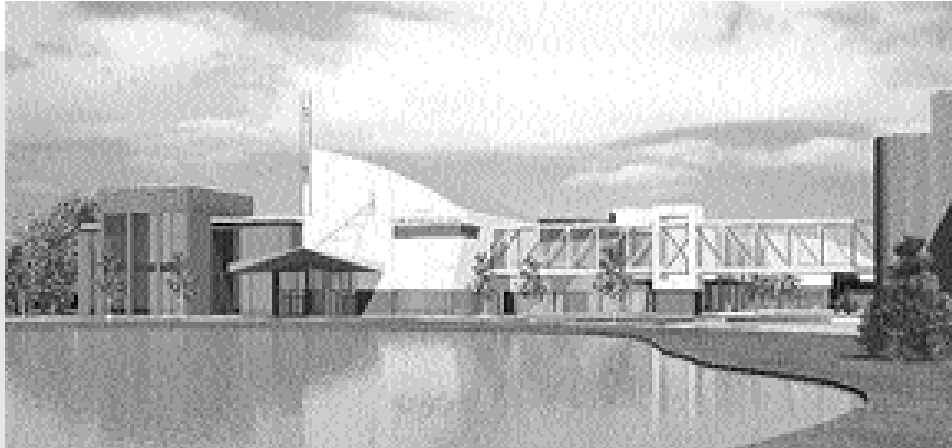
- Daniel Comartin won Bronze in the Mechanical CAD Competition and Jonathan Bysma and Stephen Gerber won Gold medals for the 2001 Skills Canada - Ontario Competition in Mechatronics.
- Second year Civil Engineering Technology student David McBeth won the A. D. Latornell Award of Merit sponsored by the Ontario Chapter of Soil and Water Conservation Society.
- For the third consecutive year, St. Clair's concrete canoe defeated entries from major U.S. universities to win first place in the coveted Final Product Category at the North Central Regional Conference, Concrete Canoe Competition. "The Great White," was the only college and the only Canadian entry in the competition.
- Hospitality student Stephanie Bedford was awarded the prestigious \$3,500 Garland Culinary Award, one of only two such awards presented annually in Canada.
- Carol Truong won the top International Business Studies Achievement Award in the Ontario Global Traders Awards Competition.
- A team of third-year advertising students, which included Stephanie Dame, Bryan Hermiston, Bonnie Ketcheson, Jennifer MacNevin, Sean McCorkell, Rodney Mulder and Doug Sinclair captured the Gold Medal in the Advertising Educator Association of Canada integrated Marketing Communications Competition, which is open to all colleges and universities offering marketing communications and advertising programs.





# Building Partnerships

St. Clair College is committed to ensuring its programs and services meet the needs of employers and the marketplace. To that end the College continued to develop and implement a number of strategic partnerships that will bring tremendous benefits to our students.



## The Ford Centre for Excellence in Manufacturing

The Ford Centre for Excellence in Manufacturing, for which the College was awarded \$12.2 million from the government's SuperBuild Growth Fund, is an outstanding example of how public and private sector organizations can work together to promote community well-being and provincial economic prosperity.

In late 2000, Ford of Canada announced a donation of \$3 million to St. Clair College, its largest corporate donation ever, to help build the Ford Centre in Manufacturing in an effort to address skilled labor shortages. Outstanding support for the Centre has also been received from other industry partners such as DaimlerChrysler Canada, Reko Tool & Mould Inc., Valiant Machine & Tool Inc., Active Burgess Mould and Design and The Toldo Group.

Planning for the \$32-million, 100,000-square-foot learning and teaching facility moved into high gear during the year! The FCEM will accommodate an additional 1,300 students and provide state-of-the-art training in manufacturing-related apprenticeship and postsecondary programs.

### Project planning highlights are many:

- Special attention has been given to the need for the Centre to be a forum for public education and promotion of the occupational opportunities which exist in this sector of the economy.
- Approximately 87 per cent of the building is devoted to learning space, which is being designed to look and feel like an industry setting to accelerate the smooth transition of graduates into the work environment.
- Four Industry Task Forces - Precision Metal Cutting, Plastics, Industrial Maintenance Mechanic - Millwright, and Mechanical Engineering - meet on a regular basis to review and critique the space plan.
- During 2000-2001, consultations were held with more than 40 companies to ensure the Centre meets employer needs for quality education, training and applied research.

## James Burgess Metal Trades Training Centre Modernization

Outstanding support from business and community partners was key to St. Clair's success in being awarded \$1.5 million from the Strategic Skills Investment Program for expansion and modernization of the James Burgess Metal Trades Training Centre in Wallaceburg. The \$4.6 million project, to be completed in early 2002, will benefit the community, students and especially the area's manufacturing sector which requires a supply of skilled workers for competitive growth and development. It will allow the College to address shortages in the machinist, tool & die, mouldmaker and millwright trades by increasing student capacity and enhancing the quality of program delivery.

## Innovative Mentorship

An innovative "Student Mentorship Program," which will benefit both St. Clair College and University of Windsor students, was announced by Lakeside Plastics Ltd. of Oldcastle.

Under the program, the company will sponsor up to six college students and ten university students by paying a percentage of their education fees. The company will provide summer and part-time employment, establish a mentor at the company to help them link their studies to the workplace, and develop a support relationship for the students. In return, the students will contract to work for three years after graduation for the company.

## Women in Skilled Trades

An innovative 50-week program launched in March 2000 at Rhodes Campus, with support from the Ontario Women's Directorate, drew enthusiastic response.

The "Women in Skilled Trades Pre-Apprenticeship Program" will prepare women for employment and apprenticeship opportunities in the precision metal cutting trades of tool and die maker, mould maker and general machinist. The program was developed in consultation with industry and has strong backing from the Automotive Parts Manufacturers' Association .



## Applied Research

In 2000-2001, the College made a concerted effort to hire more staff with research capabilities and experience and initiated a process to identify and expand applied research activities, especially as they relate to opportunities for joint industry/education projects in the Ford Centre for Excellence in Manufacturing.

## **School-to-Work Transitions**

With the support of area employers, the College's Automotive Manufacturing Skills Initiative, which combines in-classroom postsecondary education and in-plant apprenticeship training, continued to expand. The first intake of students in the Industrial Mechanic (Millwright) Mechanical Engineering Technology Program took place in September 2000.

Both the number of students and the number of employers participating in co-operative education programs continued to grow. Some 14 postsecondary programs now offer co-op as an optional program component, providing students with valuable practical experience and employment contacts during paid work terms.

## **Advisory Committees**

Some 40 Program Advisory Committees, reporting to the Board of Governors and including almost 400 representatives from business, industry, education and community groups, help to ensure programs are of a high quality and relevant to employer/workplace needs.

## **Providing Training Solutions**

St. Clair Corporate and Professional Training received top marks in a survey by Forum Research of client satisfaction with employee training delivered by Ontario's colleges. Some 96 per cent of respondents who had used St. Clair resources for employee training said they would likely use the College's services again. The College received a grade of 90 per cent or better in numerous other categories.

This division also continued to respond to diverse workplace education and training needs with new and innovative training partnerships including:

- a customized supervisory training program for more than 100 employees of MEDA Limited, a supplier of on-site engineers and technical professionals for contract and project work;
- a comprehensive five-day management development program for 30 managers employed by Elias Markets Ltd.;
- an intensive Service Excellence in Healthcare seminar for more than 110 staff of Devonshire Seniors' Residence;
- Industrial Maintenance Gas Technician training for Hiram Walker and Sons employees; and
- Facilities Maintenance Mechanic (Phase 1) training for custodial staff of the Greater Essex County District School Board.

## **Export Advice**

St. Clair enhanced its services to start-up, small and medium-size companies wishing to expand their business opportunities in a global economy by becoming the host for the federally funded Export Trade Advisors Program in the Windsor area.

# Improving Performance

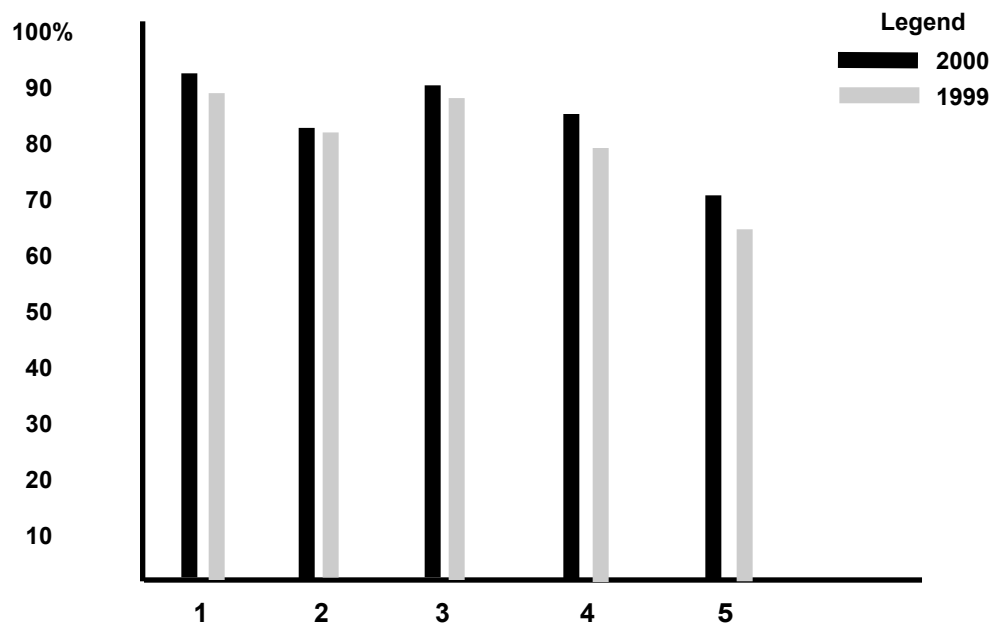
The Key Performance Indicator (KPI) initiative provides important information that is used by St. Clair College to enhance program quality and service excellence. The College's continuing emphasis on quality improvement was reflected in positive results in the 2000-2001. KPI surveys showed an increase in graduate, employer and student satisfaction levels.

## 2000-2001 Highlights

- 1 St. Clair College continues to have one of the highest graduate employment rates in the province, with 93 per cent of 1999-2000 graduates employed within six months of graduation, compared to a provincial average of 91 per cent.
- 2 85 per cent of 1999-2000 graduates (an increase of three per cent over last year) were satisfied with the usefulness of their college education in achieving their goals after graduation, compared to a system average of about 83 per cent.
- 3 Almost 90 per cent of employers who hired 1999-2000 St. Clair grads were satisfied with the quality of their educational preparation, an increase of one per cent over last year.
- 4 Almost 86 percent of St. Clair students responding to the Student Satisfaction Survey said they were satisfied their program is giving them knowledge and skills which will be useful in their future career, an increase of almost five per cent over last year.
- 5 St. Clair's overall student satisfaction rate was almost 71 per cent, an increase of eight per cent over the previous year.

The Institute of Learning and Teaching conducted an aggressive education/information campaign prior to the Student Satisfaction Survey to increase participation. The result was one of the better participation rates in the province with 73 per cent of available students (those in second semester and beyond) completing the survey.

St. Clair was awarded \$699,677 in KPI funding for the fiscal year 2001-2002 based on three performance indicators: graduate employment, graduate satisfaction and employer satisfaction.

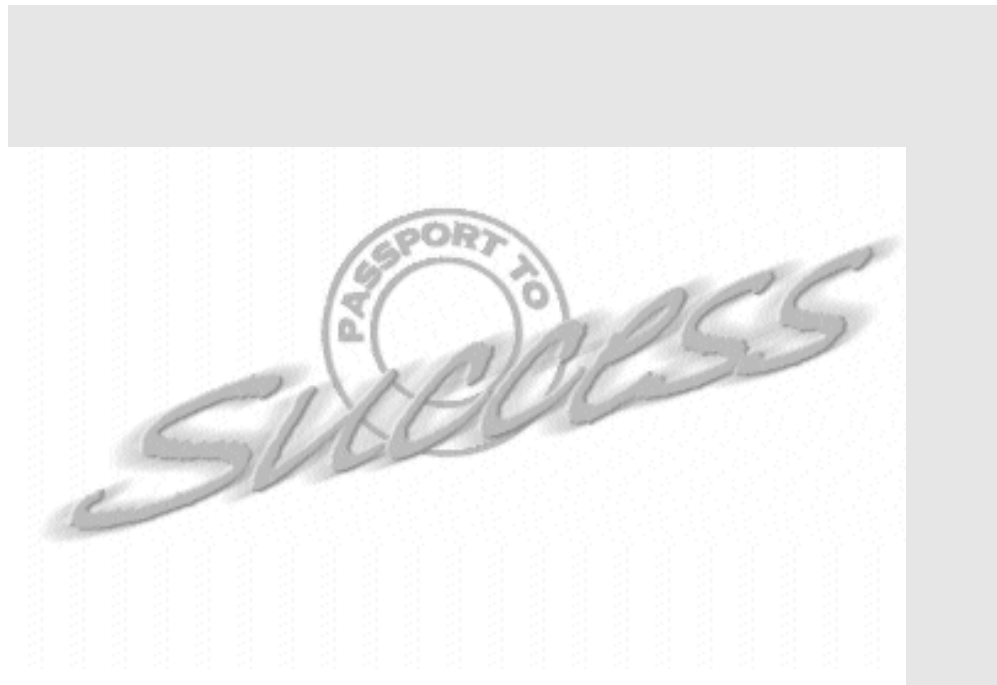


# Enrolment and Image

Energetic, consolidated and effective marketing initiatives undertaken during the year resulted in a significant enrolment increase in Fall 2001 and an enhanced profile for St. Clair College in the community. In late September 2001, full-time postsecondary enrolment was up seven per cent, with increases in each year of intake. Part-time registrations were also up and, for the first time, Thames Campus enrolment exceeded 1,000 students.

Student recruitment and retention are important to the College's financial stability, and enhancing the College's profile provides essential support for College objectives: fundraising, staff and student recruitment, graduate employment, community relations, and the development of strategic partnerships.

The multifaceted marketing thrust emphasized the value of a college education, the success of St. Clair College graduates, and the broad range of learning opportunities available through the College. It included innovative advertising campaigns, new publications and a new web page design, increased interaction and improved communication with prospective students, stronger media relations, and various information/public relations initiatives, including a highly successful Passport to Success Open House, targeted to students who have been accepted to the College.



# St. Clair College Foundation

Since being established in 1996, St. Clair College Foundation has played an increasingly important role in providing support for College projects and priorities. It does this by mobilizing needed resources, by building alliances with individuals and groups and by raising awareness of and support for the College through special events/projects.

The Foundation is a charitable organization with its own Board of Directors, comprising community leaders committed to the value of college education and training and to the mission and goals of St. Clair College. In 2000-2001, the Foundation continued to work in partnership with others to make things happen.

## **Leadership:**

St. Clair alumnus Gerry Lesa (President of SWT Specialty Products Group) was appointed Chair of a strong and expanded Board of Directors who continue to play a leadership role in garnering support for College initiatives.

## **Ford Centre for Excellence in Manufacturing:**

Fundraising for the Ford Centre for Excellence in Manufacturing resulted in significant donations and is an ongoing priority. Initiatives undertaken in 2000-2001 in support of this campaign included:

1. establishment of an Academy of Board Chairs, comprising past chairs who are committed to helping to raise money for the Centre;
2. formation of an Equipment Task Force, comprising company owners and senior managers, who will work to secure high-quality "in-kind" equipment donations; and
3. the launch of the \$300,000 Ford Centre "Family" Campaign which includes staff, alumni, students, and past and present Board of Governors members.

## **Trades Training:**

The Foundation led the successful fundraising effort among business and industry partners for the \$4.6-million modernization of the James Burgess Metal Trades Training Centre in Wallaceburg, for which St. Clair was awarded \$1.5 million from the Strategic Skills Investment Fund.

## **Student Awards:**

More than 200 general bursaries and scholarships totalling close to \$130,000 were presented to students in Windsor and Chatham. Many of these awards come from investment income generated by the St. Clair College Scholarship Endowment Fund, which now totals almost \$2.3 million.

## **Special Events:**

The Foundation provided support for numerous special events and projects designed to increase awareness of and support for the College. For example, in 2000-2001, it partnered with the College Alumni Association to present the first St. Clair College Alumni of Distinction Awards to outstanding graduates. The award winners were also the College's nominees for the prestigious Premier's Awards. Hazel McDonald (Nursing '77, Thames Campus), one of the award recipients, went on to win the 2000 Premier's Award for Health Sciences.

# Financial Management

Sound financial management and ongoing administrative and program efficiencies helped St. Clair College end fiscal 2000-2001 with an operating surplus of \$570,261, while maintaining existing diversity in College programs and services and addressing current priorities.

Total operating and ancillary revenue increased by almost six per cent moving up to \$65,885,786 from \$62,170,136 in 1999-2000.

Provincial operating grants, which include Key Performance Indicator funding, increased by about \$900,000, and student tuition revenue rose by \$700,000. The latter was due largely to tuition fee increases which included a two per cent increase for all postsecondary programs and an increase in fees for part-time courses and tuition short programs to the maximum allowable.

There was also a significant increase in donations revenue (to \$2,619,134 from \$299,665 in 1999-2000) resulting from substantial "in-kind" donations of equipment and software from private sector partners in support of such initiatives as the Access to Opportunities Program and the James Burgess Trades Training Centre Modernization Project.

In the face of ongoing funding restraints, St. Clair College will seek to ensure institutional financial viability, while focusing on strategic priorities, through the development of alternate revenue generating activities in contract training, continuing education and international education, by building mutually beneficial relationships with community and business partners, and through ongoing operational efficiencies.

## Facility Enhancement

Plans for the Ford Centre for Excellence in Manufacturing and modernization of the James Burgess Metal Trades Training Centre have been documented elsewhere in this report. Another major development was approval for a Student Residence at South Campus, the College's first student residence. Site work began in 2001 for the 408-bed facility to be ready for occupancy by September 2002.



The residence will assist the College in accommodating anticipated enrolment increases, in recruiting students for specialized technology programs being offered in the Ford Centre for Excellence in Manufacturing, and in creating a vibrant campus environment. A feasibility study for a student residence at Thames Campus (Chatham) will be completed by March 31, 2002.

Classroom improvements, road resurfacing, roof repairs and a variety of infrastructure upgrades were some of the projects undertaken during the year with the \$1,451,600 allocated to St. Clair for facilities renewal and modernization. Work also commenced on a Windsor South Campus Facilities Master Plan and on a College Information Technology Strategy to address infrastructure and administrative system requirements.

## **Human Resources**

To ensure high standards of performance throughout the organization, the College took steps to develop and implement strategic performance measurement systems and to strengthen its commitment to the professional development of staff.

All colleges, including St. Clair, will need to hire large numbers of new faculty and staff in the next five years due to retirements and projected enrolment growth, as well as providing professional development opportunities for existing staff to meet the needs of a rapidly changing learning environment.

This is addressed in the College's Strategic Directives document and calls for the development of a "Professional Development Plan" for at least 50% of all staff by March 2002.



# Statement of Revenue & Expenditure

Year ended March 31, 2001, with comparative figures for 2000

	2001	2000
<b>Revenue:</b>		
Government operating grants	\$ 29,162,702	\$ 28,503,035
Government capital support grants	1,191,030	954,238
Contract income	13,058,299	13,919,468
Student tuition	14,136,681	13,441,530
Ancillary operations	2,809,603	2,323,791
Donations	2,619,134	299,665
Other	2,908,337	2,728,409
	<u>65,885,786</u>	<u>62,170,136</u>
<b>Expenditure:</b>		
Academic	38,900,561	38,410,661
Student services	5,917,957	5,277,405
Administration	7,080,488	6,816,786
Plant and property	5,162,049	5,085,930
Supplementary	1,951,647	2,247,302
Other expenditures out of capital support grants	2,612,477	954,238
Ancillary operations	2,515,490	2,100,253
Accrued vacation pay adjustment	51,243	182,132
Accrued future employee benefits	86,000	-
Bursaries	342,933	299,665
	<u>64,620,845</u>	<u>61,374,372</u>
Excess of revenue over expenditure before the undernoted	1,264,941	795,764
Amortization of capital assets	(1,969,740)	(2,194,384)
Amortization of deferred capital contributions	1,211,435	1,382,435
Gain on disposition of assets	63,625	183,950
	<u>(694,680)</u>	<u>(627,999)</u>
Excess of revenue over expenditure	\$ 570,261	\$ 167,765

# Ongoing Challenges

Funding remains an ongoing challenge for Ontario's colleges. Tuition fee increases have only partially offset the decline in direct per student government support, and the ceiling on tuition increases announced in 2000 (two per cent per year for the next five years) further erodes the College's financial position. Appropriate and stable funding levels, and an overhaul of the current funding formula, are needed to respond to projected enrolment increases, student, employer, and community expectations and ongoing quality improvements.

While the government's investment in capital projects through the SuperBuild Growth Fund is applauded, funding for facilities renewal and modernization falls short of total requirements for physical infrastructure upgrades and equipment renewal. Low interest rates means a low return on investment, and the competition for private sector dollars has grown increasingly in the current economic climate.

Other challenges include the recruitment and retention of staff to accommodate projected enrolment increases and to replace large numbers of retiring staff, as well as the provision of professional development opportunities for existing staff to meet the needs of a rapidly changing learning environment.

The Premier's announcement in Spring 2001 that the Ontario government would introduce a new charter for Ontario's colleges is good news. Changes are needed to provide colleges with the flexibility and authority to better meet the needs of students, communities, the job market and the provincial economy in the context of the global marketplace.



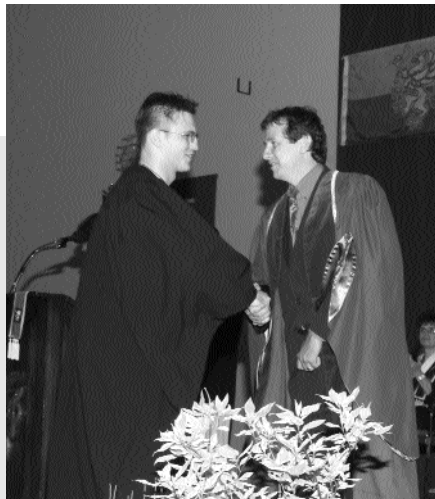
# Student Success



## Convocation



June



2001

