

  2014 - 2015  
  **ANNUAL REPORT**



## Ontario*Learn* at a Glance

- 1995–1996 LAUNCH OF CONTACT SOUTH**
- Seven colleges partner to share the delivery of part-time online courses.
  - 500 registrations in online courses are reported in the first year.
- 1997–1998 CONTACT SOUTH WELCOMES MORE COLLEGE PARTNERS**
- 12 more colleges join the consortium.
  - 1,500 course registrations reached.
- 1998–1999 TECHNICAL SERVICE OPERATIONS OUTSOURCED**
- Embanet Corporation becomes technical service provider.
- 1999–2000 CONTACT SOUTH CHANGES NAME TO ONTARIOLEARN (SEPTEMBER 2000)**
- 2000–2001 PARTNER MEMBERSHIP INCREASES TO 22 COLLEGES**
- 285 online courses are available in the course inventory.
  - 11,314 course registrations attained.
- 2005–2006 ONTARIOLEARN PORTAL SYSTEM IS LAUNCHED**
- The student experience is enhanced with an online gateway to improve online access to courses and resources.
- 2011–2012 ONTARIOLEARN IS INCORPORATED AS ONTARIOLEARN ONLINE COLLABORATIVE INC.**
- Consortium expands to include Ontario's two French colleges.
  - 65,964 course registrations result in a 370% increase of growth in a decade.
- 2012–2013 ONTARIOLEARN NOW 24 COLLEGES STRONG**
- All of Ontario's community colleges have joined the consortium.
  - 1,115 online courses are now accessible in the course inventory.
  - 69,838 course registrations achieved.
- 2013–2014 STRONG ENROLLMENT GROWTH CONTINUES**
- 1,157 online courses are made available in the course inventory.
  - 72,926 total course registrations reached.
- 2014–2015 COURSE CHOICE AND ENROLLMENT INCREASES**
- 1,191 online courses are available in the course inventory.
  - 73,059 course registrations fulfilled.



# A Year in Review

## PARTNER COLLEGES

ALGONQUIN  
BORÉAL  
CAMBRIAN  
CANADORE  
CENTENNIAL  
CONESTOGA  
CONFEDERATION  
DURHAM  
FANSHAWE  
FLEMING  
GEORGE BROWN  
GEORGIAN  
HUMBER  
LA CITÉ COLLÉGIALE  
LAMBTON  
LOYALIST  
MOHAWK  
NIAGARA  
NORTHERN  
SAULT  
SENECA  
SHERIDAN  
ST. CLAIR  
ST. LAWRENCE

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## Message from the Chair

Dear Colleagues,

It's been a very busy and successful 2014-15 fiscal year for OntarioLearn as we continue to advance our vision as a national leader in high-quality, accessible online learning for all communities. Our success this year is highlighted with another record number of course enrollments totaling 73,059.

Also this year, with the support of funding from the Ministry of Training Colleges and Universities (MTCU), OntarioLearn colleges were successful in developing and/or refreshing an additional 70 online courses. A showcase event held in October 2014 brought together the course designers and content experts from across the college system; a successful event that enabled participants networking opportunities and the sharing of best practices with these exciting new online course development projects.

In addition, two major research projects were developed and completed. The first project, led by KPMG, involved an in-depth look at the OntarioLearn business model with recommendations on how to evolve and improve the existing OntarioLearn model to ensure long-term sustainability. With approved funding from MTCU, the project will now move to the next phase during the coming year.

The second project involved the development of a three-year digital plan – The OntarioLearn Digital Strategy 2014-2017: Excellence through Innovation. The OntarioLearn Board of Directors endorsed this strategy as it provides a framework to build on past success and strengthen learner access and attainment of online post-secondary education by harnessing the power of innovations.

Another major and significant event this year was the establishment of the *Ontario Online Learning Consortium/Consortium ontarien pour l'apprentissage en ligne* (OOLC/COAEL). This joint university and college member-driven consortium established in 2014 is a centre of excellence for online and technology enabled learning. We look forward to contributing to the success of the OOLC.

Lastly, I want to thank you for the opportunity to continue to serve as the OntarioLearn Board Chair. It is through the ongoing collaborative efforts of everyone involved in OntarioLearn that has enabled us to be supported by all stakeholders including the ministry and to continue to grow and support our learners!

Sincerely,

Susan Savoie  
Chair, OntarioLearn

### MISSION

OntarioLearn is a consortium of colleges devoted to the development and delivery of high-quality, accessible online learning opportunities.

### VISION STATEMENT

OntarioLearn is a national leader in post-secondary online education. This leadership will be ensured by maintaining the highest standards of curriculum design and delivery, leveraging our award-winning cooperative model, and pursuing ever expanding markets.

# SHAPING ONTARIO'S EDUCATION LANDSCAPE

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## ONTARIO ONLINE LEARNING CONSORTIUM (OOLC) AND ONTARIOLEARN

The Ontario Online Learning Consortium (OOLC) became an incorporated entity in the fall of 2014. The OOLC, whose membership consists of all Ontario's publicly assisted colleges and universities, is a centre of excellence in post-secondary online and technology-enabled learning.

With a proven track record in collaboration and the development and delivery of diverse courses and programs over the last 20 years, OntarioLearn will continue to be an important vehicle for the collaborative sharing and delivery of online courses for the college system and supporting the mandate of the new OOLC.

## WHAT MAKES ONTARIOLEARN DIFFERENT?

The OntarioLearn consortium is comprised of all 24 Ontario Community Colleges working as a synergistic, responsive, and innovative group to develop and deliver flexible, demand-driven online learning. OntarioLearn is governed and managed by an Executive Committee and a Board of Directors, consisting of representatives from each member institution.

As a major contributor and stakeholder in Ontario's urban and rural communities, OntarioLearn's partner colleges collaborate to strategically leverage stakeholder resources to expand access to online education. This partnership approach allows the colleges to optimize resources, avoid course duplication, and more importantly, pursue academic excellence through collaboration, flexibility, convenience and choice to meet the many and diverse needs of online learners.

## THE STUDENT LEARNING EXPERIENCE

### ACCESSIBILITY

OntarioLearn's collaborative model allows students from almost anywhere – including those in rural and remote communities – access to a wide range of online learning options for broader career paths and brighter futures. Students can access courses from their home, office or elsewhere, at their convenience, and connect with their course instructor and classmates who may be participating from anywhere in Canada or internationally.

In fact, 22% of respondents from a recent student survey cited that one of the reasons they take courses online is because they live too far from a college campus.

*"OntarioLearn continues to help growing numbers of students pursue higher education. The wide range of online programs is an essential component in Ontario's post-secondary system."*

Linda Franklin, President and CEO,  
Colleges Ontario



### FLEXIBILITY

Day-to-day obligations, full-time employment, disabilities, conflicting schedules, remote locations and travel time make it difficult to conform to strict class timetables or to physically attend on-campus classes.

Students can start online courses during any one of the 14 intakes that are scheduled throughout the year.

In addition to the three traditional semester intakes in the fall, winter and spring, OntarioLearn offers many courses at the start of every month during the year. The monthly intake options give students great flexibility to begin their courses at a time that suits their needs and the ability to complete a program at their own pace.

### DIVERSITY

OntarioLearn makes every effort to provide support to its diverse learners – students who are undergoing job retraining, who reside in rural or remote communities, who are new Canadians looking to improve their job prospects, who have disabilities that make travel to and from school difficult, who have different learning needs and preferences, and who have family, work, or school obligations and schedules.

In a 2014 OntarioLearn Student Survey, respondents indicated that:

- 69% are employed (full-time or part-time) while they study;
- 68% have completed college and/or university;
- 62% are enrolled in a course as a credit to complete a certificate or diploma;
- 32% are preparing for a career change; and
- 14% are newcomers to Canada (within the last 10 years).

*"I enjoyed the interaction with the professor and the other students taking the course. I had a sense of pride when I finished the course with a good average."*

St. Clair College student

### STUDENT DEMOGRAPHICS\*

Age	%
- 20	4%
20 - 29	38%
30 - 39	25%
40 - 49	20%
50 - 59	12%
60+	2%

\*2014 OntarioLearn Student Survey

# ORGANIZATIONAL PERFORMANCE SUMMARY

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## HOST COLLEGE VS REGISTERING COLLEGE

OntarioLearn operates as a virtual organization managing the infrastructure and course inventory for all online courses offered through the consortium.

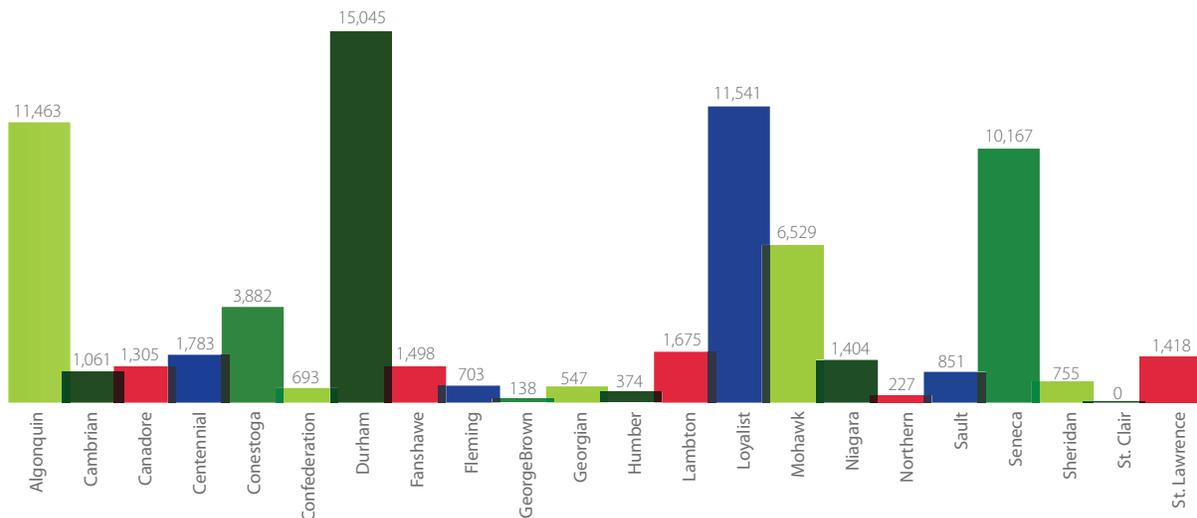
The partner colleges in the consortium can act either as a registering college or a host/lead college. A registering college identifies and chooses courses from the OntarioLearn course inventory to complement and add to their own list of online courses. This allows each college to expand their course offerings without the extra costs and resources to develop, schedule and maintain additional courses.

The host college owns the course content and delivers the course for the province. The host college's role is indispensable in making possible what OntarioLearn strives to achieve: providing in-demand, accessible, flexible, and high quality online courses to students.

The role of the host college is multi-faceted: designing, developing, and delivering online courses to be shared with registering colleges. Hosting activity may differ from one college to another due to a number of factors such as financial and human resources, and timing. However, due to OntarioLearn's collaborative model, students have greater choice of and access to courses, at the college of their choice.

The host college is also responsible for course quality and maintenance, hiring the online course instructor, and providing final grades.

## 2014–2015 Hosting Activity



## SEMESTER INTAKE VS MONTHLY INTAKE ACTIVITY

As flexibility in online courses has been a consistent demand from students over the last few years, OntarioLearn has continued to offer courses not only each semester but on a monthly intake basis. Although the majority of the increase in course enrollment attained over the last year resulted from courses offered on a semester basis, monthly intake enrollments account for 18.4% of the overall total enrollment for 2014–2015.

The table below compares the enrollment activity for the 2014–2015 semester-intake courses and monthly-intake courses.

### 2014–2015 Course Intake Activity

Semester	Total 2014-2015	Semester-intake	Monthly Intake	
	Enrollment	Enrollment	Enrollment	% Enrol. Activity
Spring 2014	22,927	18,147	4,780	20.8
Fall 2014	24,932	20,382	4,550	18.2
Winter 2015	25,200	21,077	4,123	16.4
<b>TOTAL</b>	<b>73,059</b>	<b>59,606</b>	<b>13,453</b>	<b>18.4</b>

## 2014–2015 PERFORMANCE HIGHLIGHTS

### KEY OBJECTIVE

- OntarioLearn (OL) will continue to work with the Ministry’s Steering Committee and the new Ontario Online Learning Consortium (OOLC).

### ACHIEVEMENT

- In 2014-15, OntarioLearn has actively participated and supported the OOLC mandate, contributing and responding to requests for feedback, providing OntarioLearn data and contributing to the discussions on the launch of a course hub. In addition, OntarioLearn representatives have participated in OOLC portal discussions as part of a joint college-university endeavor.
- OntarioLearn was also heavily involved in the shared course development funds for the college sector with over 70 course projects and two modules approved through the OntarioLearn project stream. The funded modules will be incorporated in the OOLC support hub where appropriate.

### KEY OBJECTIVE

- The OntarioLearn Board will review a series of new revenue models. The OntarioLearn Board will select a revenue model that best fits the needs of all members of the Consortium.

### ACHIEVEMENT

- During 2014-15, KPMG International Cooperative was engaged to perform a review and provide recommendations and options to develop and implement a sustainable business model to benefit all stakeholders. In fall 2014, KPMG presented a report with distinct business model options as well as the projected benefits of each option. As a result, it was determined that a Revenue Model Transition Project Work Plan was required. An outline of the Work Plan was developed with five key activities and delivery dates. One of the key activities is to conduct a simulation of possible revenue allocation models during summer 2015.

704,218

Over 700 thousand  
course enrollments  
from 1995 to 2014

## 2014–2015 PERFORMANCE HIGHLIGHTS (CONT'D)

### KEY OBJECTIVE

- The OntarioLearn Board will review the new digital strategy and its strategic pillars. The OntarioLearn Board will approve a digital action plan that supports the diverse and ever changing needs of students.

### ACHIEVEMENTS

- In fall 2014, a new three-year Digital Strategy for OntarioLearn was presented to and approved by the OntarioLearn Board. The strategy addresses the need to continue to lead in technological innovation and technical support to increase student access to and successful completion of online post-secondary education in Ontario.
- In addition to defining a digital strategy, the plan outlines several tools and resources available to enhance online learning and teaching, and reports on an environmental scan of other consortia. It also outlines the pillars and goals along with an action plan to support digital innovation. Implementation of the action plan is underway (see details under the Digital Strategy Operating Committee below).

### KEY OBJECTIVE

- Continue to assess and improve operational efficiencies to meet the needs of stakeholders.

### ACHIEVEMENTS

- Over the past year, several operating committees' have been involved in setting priorities, developing project proposals and establishing and executing actions plans:
  - › **Finance** – devised and submitted a new revenue model transition proposal to the Ministry of Training, Colleges and Universities to modify the current OntarioLearn financial model in support of a more balanced approach between registering and hosting colleges, and to initiate a new phase of learning online as the college course hub for OOLC.
  - › **Digital** – established a set of strategic priorities and goals for multiple projects. Initiatives to achieve these goals is underway. Examples include validating shared courses and course equivalencies, publishing course-sharing protocol, evaluating growth of online learner demand for technical services, enhancing the technical infrastructure to support multiple learning systems (LMS), maintaining a Course Standards Checklist quality review of online courses and implementing measures to showcase the quality of online teaching and the effectiveness of the consortium.
  - › **Policy** – A new Policy Site on the OntarioLearn portal was launched in December 2014 to house all policies and procedures. Policies and procedures continue to be converted to the new compatible format.
  - › **Quality Assurance (QA)** – completed review of QA tools; reviewed and developed enhanced course checklist to include areas that were not previously evaluated; created a QA work plan for implementation in spring 2015. This involves the possibility of using the enhanced OntarioLearn course checklist with additional objectives currently part of the Quality Assurance Compatibility project.
  - › **Credit Transfer** – meetings with the Ontario Council on Articulation and Transfer (ONCAT) to facilitate credit transfer of online courses between Colleges and Universities continued as part of the OOLC collection process.

*"Excellent course and instructor gave me feedback on discussions and assignments promptly. I enjoyed the course and it is helping me in my present job."*

Conestoga College student

# 89%

## course satisfaction rate\*

\*Rating of good or excellent  
2014 OntarioLearn Student Survey

## SUCCESS RATES

The student success rate for OntarioLearn's online courses continues to improve and is now sitting at 77.9% - the highest rating in the last five years. When adjustments are made to factor in attrition, the rate increases to 87.1%.

### A comparative look at trends in success rates, attrition and retention

	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
<b>Success Rate</b>	75.3	74.8	76.9	77.2	77.9
<b>Success Rate (minus Attrition)</b>	85.3	85.3	86.3	86.7	87.1
<b>Attrition Rate</b>	11.7	12.3	10.9	10.9	10.5
<b>Retention Rate</b>	88.3	87.7	89.1	89.1	89.5

**Success rate** is defined as the % of students who achieved a final grade "greater or equal to" the minimum pass rate for their course.

**Attrition rate** is defined as the % of students who officially withdrew from their course OR did not complete the course and were assigned a grade of zero

**Retention rate** is defined as the % of students who were assigned a final grade.

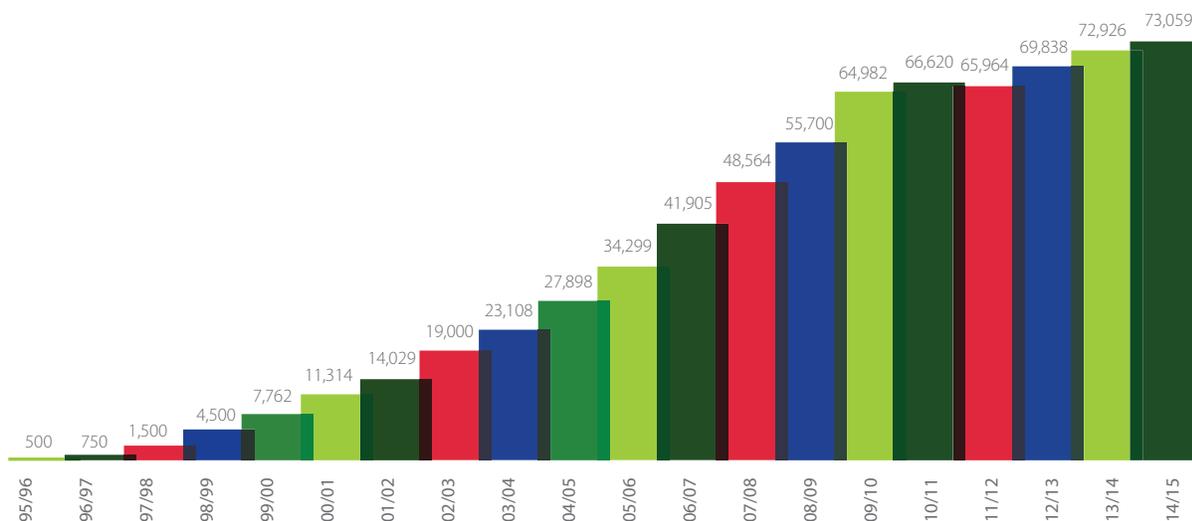


# ENROLLMENT REPORT

## DISTRIBUTION OF COURSE ENROLLMENT

The record high enrollment of 73,059 course registrations can be attributed to the continued expansion and diversity of online courses and programs offered through OntarioLearn.

### 2014-2015 OntarioLearn Course Enrollment Trends



### Course Enrollment by College

College	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	Enrollment	% Change from
	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Variance	Previous Year
Algonquin	5,866	5,770	6,604	6,296	6,274	-22	-0.3
Cambrian	925	941	915	1,018	804	-214	-21.0
Canadore	909	757	938	914	945	31	3.4
Centennial	3,166	3,348	3,507	3,622	3,800	178	4.9
Conestoga	3,903	4,056	4,236	4,572	4,672	100	2.2
Confederation	1,921	1,298	1,282	1,852	1,653	-199	-10.7
Durham	7,367	7,500	7,702	7,955	7,753	-202	-2.5
Fanshawe	1,803	1,623	1,594	1,587	2,000	413	26.0
Fleming	1,809	2,073	2,731	3,553	3,661	108	3.0
Georgian	1,518	1,912	2,103	2,047	2,706	659	32.2
George Brown	1,611	1,463	1,811	1,750	1,863	113	6.5
Humber	2,255	1,828	1,925	1,607	1,283	-324	-20.2
Lambton	2,085	1,752	1,772	1,685	1,803	118	-7.0
Loyalist	3,945	4,311	4,186	4,072	3,938	-134	-3.3
Mohawk	8,092	7,643	7,799	7,702	7,954	252	-3.3
Niagara	4,378	5,276	6,529	8,018	7,550	-468	-5.8
Northern	335	204	285	317	290	-27	-8.5
Sault	786	674	683	777	717	-60	-7.7
Seneca	7,700	8,187	7,867	8,733	9,050	317	3.6
Sheridan	4,092	3,424	3,344	2,437	1,957	-480	-19.7
St. Clair	291	257	216	548	483	-65	-11.9
St. Lawrence	1,863	1,667	1,809	1,864	1,903	39	2.1
<b>TOTAL</b>	<b>66,620</b>	<b>65,964</b>	<b>69,838</b>	<b>72,926</b>	<b>73,059</b>	<b>133</b>	<b>0.2</b>

**Note:** Course enrollment numbers in this report reflect the quantity of course registrations through OntarioLearn only. Many partner colleges offer additional online courses internally at their college.

# COURSES AND PROGRAMS

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## COURSE DEVELOPMENT AND OFFERINGS

OntarioLearn is committed to providing a wide range of high-quality courses and achieves this at a manageable cost to students by placing a focus on reducing course overlap. This no-duplicate policy allows only one course in a particular subject area to be part of the OntarioLearn course inventory.

Through a course claim process, any partner college may propose developing a new course. Another college may challenge this claim if they believe one of their current courses appears to have identical learning outcomes. The Executive Committee and an independent arbitrator evaluate any disputes involving potential duplicate courses. A college has one year following the successful submission of a claim to develop the course.



### 2014–2015 STATUS REPORT

#### OntarioLearn Course Inventory

- 1,191 courses available
- 292 new courses under development

## PROGRAMS BY AREAS OF INTEREST

OntarioLearn partner colleges package courses and create their own College-approved Certificate programs, Ontario College Certificate programs, Ontario College Graduate Certificate programs, Ontario College Diploma programs and Ontario College Advanced Diploma programs using courses from the OntarioLearn course inventory.

Currently there are 521 partner college programs listed on the OntarioLearn website. This great diversity of learning options for students is a large part of what makes OntarioLearn so successful. As illustrated below, programs and courses offered through OntarioLearn can be found under these specific areas of interest.

## AREAS OF INTEREST

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Academic and Career Entrance Program  
Accounting  
Apprenticeship  
Business  
Business Writing  
College Preparation  
Communications & Languages  
Computer Programming  
Computer Software Applications  
Corrections  
Creative Writing/Literature  
Early Childhood Education  
Educational Assistant  
General Education  
General Interest  
Health Sciences  
Home Inspection  
Hospitality/Travel & Tourism

Human Resources  
Justice  
Leadership Development Series (LDS)  
Legal/Office Administration  
Library & Information Studies  
Management  
Marketing  
Mathematics  
Military Arts and Science  
Police Foundations  
Sciences  
Security  
Social Sciences  
Sports/Leisure & Recreation  
Teacher Training  
Teacher Training for Online Technology  
Trades

# QUALITY ASSURANCE

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The quality of course curriculum is a core value of OntarioLearn. Courses are continually reviewed and improvements made to meet the high academic standards set by the colleges and to ensure learners academic success and satisfaction.

OntarioLearn's Quality Assurance / Quality Control Specialist vigorously monitors courses and works with our member colleges to conduct course reviews, and to oversee the Course Evaluation and Review process. The quality assurance and course review process involves two assessment tools:

- A Course Standards Checklist, and
- An online Course Evaluation Survey.

## COURSE STANDARDS CHECKLIST

Developed in consultation with instructional design specialists from OntarioLearn partner colleges, the OntarioLearn Course Standards Checklist reflects the mandatory elements required for all courses. Designed to work with all LMS platforms, the checklist is used to evaluate all new courses and reassess courses that fall below the expected student satisfaction levels.

## COURSE EVALUATION SURVEY

A key component of quality assurance is the feedback received from students. Students participate in an online Course Evaluation Survey questionnaire, the assessment tool used to measure the overall effectiveness of instruction, course content and students' general perceptions of quality. Based on established review criteria, the Executive Committee sets a course of action for each course. Courses with negative results are subject to additional analysis by the OntarioLearn Executive Committee. This may include a course review, instructor review, possible course suspension or the possibility of a loss of the course claim.

As a result, OntarioLearn is investigating a low-cost annual solution to data collection and reporting for future Course Evaluation Surveys.

## 2014–2015 QUALITY ASSURANCE REPORT

- 695 course reviews have been completed since 2009;
- 74 courses are currently under an active review; and
- 44 new and/or redesigned courses are pending review.

*"The instructor gave great feedback on assignments. The online quizzes were a great tool to check how much you retained..."*

Lambton College student



# TECHNOLOGY INFRASTRUCTURE AND SUPPORT

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## ONTARIOLEARN WEBSITE

The OntarioLearn website – [www.ontariolearn.com](http://www.ontariolearn.com) – is available in both official languages with enhanced search capabilities that allow visitors to search for course information by registering college course code, subject area or by keyword. Visitors can also search for online programs offered by partner colleges.



## ONTARIOLEARN PORTAL

The OntarioLearn Portal is the gateway to all online courses, tools, and support for students, instructors and administrators. Phase 2 of the Redesign Project is underway this year focusing on the administrative views and the OntarioLearn Grades System module.

## ONTARIOLEARN DIGITAL STRATEGY 2014-2017

One of the priority goals of the digital strategy is to offer extended (24/7/365), centralized technical support services to online learners. Work on two activities to support this goal began this year –

- Evaluate the growth trajectory of online learner demand for technical support services in both official languages.
- Enhance the technical infrastructure that maintains support for multiple Learning Management Systems (LMS).

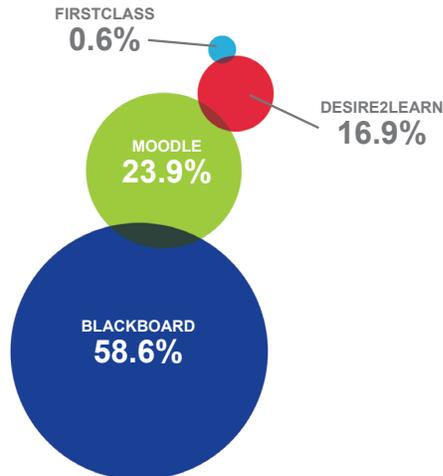
*"I was dreading doing an online course but this has been a very positive experience. I needed technical help at the beginning and they were very helpful. I am now looking forward to another online course."*

Durham College student

## LEARNING MANAGEMENT SYSTEM ACTIVITY

OntarioLearn made use of four supported Learning Management Systems (LMS) that serve as reliable modes of online course delivery. These include Blackboard, Moodle, Desire2Learn, and FirstClass.

### 2014–2015 Enrollment Distribution



## TECHNICAL SERVICE PROVIDER

Pearson Embanet has been the Technical Service Provider for OntarioLearn since 1999 and continues to effectively deliver:

- Proven reliability and site stability;
- Centralized technical support for students and instructors with LIVE 24/7 help desk;
- Centralized servers with extensive backup processes and proactive emergency procedures;
- Continual scheduled maintenance and upgrading.

Pearson Embanet provides LIVE 24/7/365 help desk support to all of our students and instructors on all four learning management systems. This support is key to OntarioLearn's operation. Telephone, ticket submission, online chat, FAQ links and a knowledgebase look up are all available from the customized Online Support Centre. Help desk statistics are provided each month allowing OntarioLearn to identify and react to trends impacting end-users.

In 2014, the Help Desk provided technical assistance to 14,636 inquiries.



# FINANCIAL SUMMARY

The OntarioLearn infrastructure is sustained by partner college contributions only, with funding from the Ministry for Special Projects. Partner colleges pay an annual membership fee plus an administration fee per enrollment to OntarioLearn.

## Year ended March 31, 2015

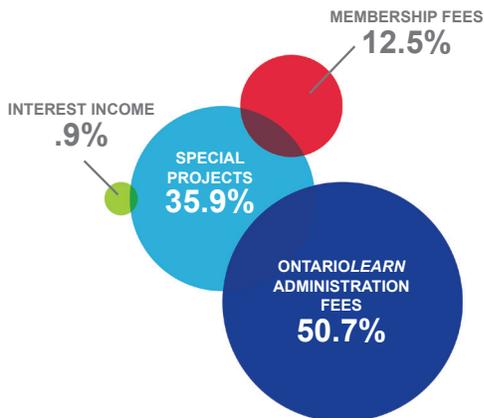
REVENUE	
Membership Fees	72,000
OntarioLearn Administration Fees	291,728
Interest Income	5,233
Special Projects	206,890
<b>TOTAL REVENUE</b>	<b>\$575,851</b>

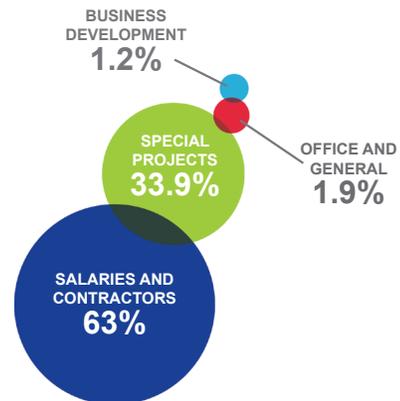
EXPENDITURE	
Salaries and Contractors	333,554
Special Projects	179,290
Office and General	9,988
Business Development (travel, PD, PR)	6,666
<b>TOTAL EXPENSES</b>	<b>\$529,498</b>

The data above relates to the infrastructure operations of OntarioLearn only and does not reflect the revenue and costs incurred by individual partner colleges.

### Revenue Sources



### Expenditures



# LOOKING AHEAD

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## OUTLOOK FOR 2015 -2016

OntarioLearn has planned an intensive period of transformation leading with three major projects to be completed within the year.

1. The **Revenue Model Transition** project has several strategic activities scheduled for completion in four stages during 2015:
  - *Consultation* – to build collaboration, compare shared inventory of online courses and programs, validate stakeholder resources, and weigh against industry models;
  - *Scenarios* – to develop strategic approaches considering shared online programming and services, and financial strategies of member institutions;
  - *Simulation* – to simulate various revenue sharing approaches with enrolments across a cross-section of shared online courses and programs in different sectors and levels of study; and
  - *Implementation* – to plan the strategy for the transition to the derived revenue model.
  
2. The **Quality Assurance** project is focused on advancing the consortium’s high-quality standards with its members by introducing new training, processes, and protocols to enhance the consistency and rigour of QA for the OntarioLearn shared online course and program inventory. Work on this project is scheduled over the 2015 spring, summer and fall. Key activities include:
  - *Collection* – to collect the data and validate findings from the pilot of the OntarioLearn Enhanced Version of the Course Checklist with member institutions;
  - *Expansion* – to conduct research to identify leading processes and protocols for the quality assurance of online courses and programs, and to extend new competencies across the membership;
  - *Review* – to apply new processes and protocols to a selection of shared online courses and programs under development to test the viability of a revised review framework; and
  - *Compatibility* – to present findings, highlight certification and professional development opportunities and implement new processes and protocols across the consortium inventory.
  
3. The **Access Web/ Portal Development** project is focused on putting students first. This is achieved by heightening performance, exploring, piloting and evaluating new functionalities and shared services for the consortium. There are several stages to this project:
  - *Assessment* – to evaluate and benchmark the ease of use of both web and portal environments;
  - *Build* – to build the site map and develop the web content for approvals;
  - *Maintenance* – to complete system upgrades to improve and maintain portal performance;
  - *Production* – to develop the website with quality checks through production and survey website users to gauge satisfaction;
  - *Enhancement* – to consider and recommend enhancements to the portal functionality weighing learner demand, relevance, quality, efficiency, infrastructure, and financial implications.
  - *Prioritization* – to identify and prioritize shared support services; to verify if high-quality service delivery is viable; to outline the test environment; and
  - *Evaluation* – to review feedback, assess infrastructure, and finalize the map for broad implementation of a shared support service across the consortium.

# 2014–2015 EXECUTIVE AND BOARD MEMBERS

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## Executive Committee

Chair	Susan Savoie, Seneca
Co-Chair	Tracie Marsh-Fior, Canadore
Treasurer	Linda Rees, Algonquin
VPA Liaison	Laurel Schollen, Fleming
Western Region Representative	Donna Church, Lambton
Eastern Region Representative	Mary Blanchard, Durham
Northern Region Representative	Tracie Marsh-Fior, Canadore
Central Region Representative	Michelle DeCoste, Centennial
Executive Director	Dan Holland
Administrator	Heather Ryan

## Board Members

VPA Liaison	Laurel Schollen
Algonquin	Linda Rees
Boréal	Danielle Talbot-Larivière
Cambrian	Louise Turcotte
Canadore	Tracie Marsh-Fior
Centennial	Michelle DeCoste
Conestoga	Sandra Schelling
Confederation	Don Duclos
Durham	Mary Blanchard
Fanshawe	Susan Cluett
Fleming	Brenda Pander-Scott
George Brown	Kathleen Abbott
Georgian	Dr. Cassandra Thompson
Humber	Mark Ihnat
La Cité collégiale	Suzanne Gibault
Lambton	Donna Church
Loyalist	Jim Whiteway
Mohawk	James Humphreys
Niagara	Jayne Moffat
Northern	Sara Munroe
Sault	Ted Newbery
Seneca	Susan Savoie
Sheridan	Has Malik
St. Clair	Peter Tumidajski
St. Lawrence	Lynn Walker

**89.8%**

student retention rate

*2014 - 2015 OntarioLearn  
Year-End Summary Report*

# ONTARIO

**Confederation**  
Thunder Bay

**Northern**  
Timmins

**Collège Boréal  
Cambrian**  
Sudbury

**Sault**  
Sault Ste. Marie

**Canadore**  
North Bay

**Algonquin,  
La Cité collégiale**  
Ottawa

**Humber**  
Toronto

**Seneca**  
Toronto

**Centennial**  
Toronto

**George Brown**  
Toronto

**Georgian**  
Barrie

**Fleming**  
Peterborough

**Loyalist**  
Belleville

**St. Lawrence**  
Kingston

**Conestoga**  
Kitchener

**Durham**  
Oshawa

**Lambton**  
Sarnia

**Fanshawe**  
London

**Sheridan**  
Oakville

**Mohawk**  
Hamilton

**Niagara**  
Welland

**St. Clair**  
Windsor

