

2013 - 2014
ANNUAL REPORT



OntarioLearn Online Collaborative Inc.

OntarioLearn at a Glance

1995–1996	LAUNCH OF CONTACT SOUTH
	<ul style="list-style-type: none">• Seven colleges partner to share in 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
	<ul style="list-style-type: none">• 12 more colleges join the consortium.• 1500 total course registrations experienced.
1998–1999	TECHNICAL SERVICE OPERATIONS OUTSOURCED
	<ul style="list-style-type: none">• Embanet Corporation becomes technical service provider.
1999–2000	CONTACT SOUTH CHANGES NAME TO ONTARIOLEARN (SEPTEMBER 2000)
2000–2001	PARTNER MEMBERSHIP INCREASES TO 22 COLLEGES
	<ul style="list-style-type: none">• 285 online courses are available in the course inventory.• 11,314 total course registrations attained.
2005–2006	ONTARIOLEARN PORTAL SYSTEM IS LAUNCHED
	<ul style="list-style-type: none">• The student experience is enhanced with a new online gateway to improve online access to courses and resources.
2011–2012	ONTARIOLEARN IS INCORPORATED AS ONTARIOLEARN ONLINE COLLABORATIVE INC.
	<ul style="list-style-type: none">• 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
	<ul style="list-style-type: none">• All of Ontario's community colleges are part of the consortium.• 1,115 online courses are now accessible in the course inventory.• 69,838 course registrations achieved.
2013–2014	STRONG ENROLLMENT GROWTH CONTINUES
	<ul style="list-style-type: none">• 1,157 online courses are made available in the course inventory.• 72,926 total course registrations reached.



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

Message from the Chair.....	2
Shaping Ontario's Education Landscape.....	3
What makes OntarioLearn different?	
The Student Learning Experience	
Organizational Performance Summary	5
Host College vs Registering College	
Semester Intake vs Monthly Intake Activity	
Success Rates	
2013–2014 Performance Highlights	
Enrollment Report	8
Courses and Programs	9
Quality Assurance	10
Technology Infrastructure and Support	12
2013–2014 Financial Summary	14
Looking Ahead	15
Executive Committee and Board Members	16

Message from the Chair

Dear Colleagues,

This year marks another period of successful collaboration resulting in significant accomplishments that demonstrate our commitment to expand and improve online education for OntarioLearn students.

With 24 partner colleges working together to support our core educational mission, we continue to advance our vision as a national leader in high-quality, accessible, online learning opportunities for all communities in the province and beyond.

As a result, we have experienced another record-breaking year with 72,926 course registrations, a 4.4% increase over the previous year. This translates to a noteworthy outcome of more than 630,000 course registrations since we initiated our online presence in 1995 – definitely an accomplishment to be proud of.

I invite you to read this document to learn more about OntarioLearn's accomplishments, our performance in key areas over the last year as well as highlights on student demographics, enrollment trends, course development, quality assurance, and continued support of OntarioLearn's website in both official languages.

We are experiencing an era of incredible change in post-secondary education. Reza Moridi, Ontario Minister of Training, Colleges and Universities recently stated "Our goal is to make a world-class postsecondary education in Ontario as affordable, accessible and innovative as possible for students." We look forward to being a part of this evolution.

Lastly, thank you for the opportunity to serve as your Board Chair for the past year. I particularly want to thank everyone who has contributed to making OntarioLearn such a successful collaboration. Over the coming months, I look forward to working with each of the partner colleges to support OntarioLearn's mandate and ensure we are positioned for future growth.

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

The OntarioLearn consortium comprised of all 24 Ontario Community Colleges works as a synergistic, responsive, and innovative group to develop and deliver flexible, demand-driven academic learning.

OntarioLearn is governed and managed by an Executive Committee and a Board of Directors, consisting of representatives from each member institution.

WHAT MAKES ONTARIOLEARN DIFFERENT?

As a major contributor and stakeholder in Ontario's urban and rural communities, OntarioLearn's partner colleges collaborate to strategically pool 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 more 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, 23% of respondents from a recent student survey cited that one of the reasons they take course(s) online is because they live too far from a college campus.

FLEXIBILITY

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

Students can start courses during any one of the 14 intakes that are scheduled throughout the year. In addition to the 3 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 certain disabilities that make travel to and from school difficult, who have different learning needs and preferences, and who have different family, work, or school obligations and schedules. In a 2014 Online Learner survey, respondents indicated that:

- 76.6% are employed while they study;
- 34.8% are experienced workers;
- 9.4% are either international students or newcomers to Canada; and
- 6.7% of respondents are living with a disability.

"I found this course very interesting and I was surprised how interactive it was between students that were taking the course from all across Canada."

Durham College Student

STUDENT DEMOGRAPHICS

Age	%
- 20	2.8%
20 - 29	33.1%
30 - 39	25.3%
40 - 49	23.3%
50 - 59	13.3%
60+	2.2%

ORGANIZATIONAL PERFORMANCE SUMMARY

HOST COLLEGE VS REGISTERING COLLEGE

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

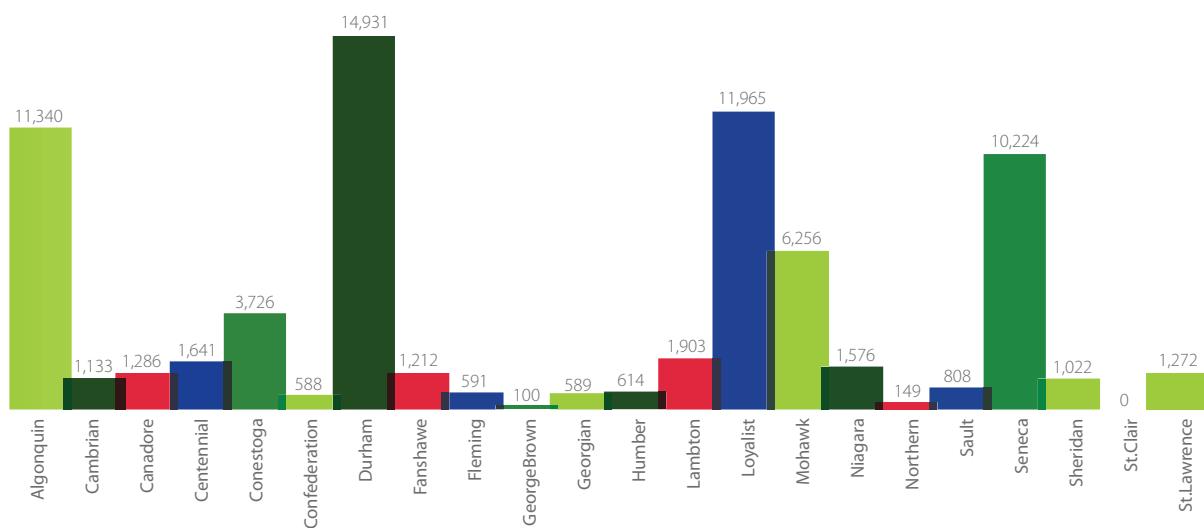
The partner colleges in the consortium can be either a registering college or a host/lead college. A registering college identifies and chooses courses from the OntarioLearn course inventory to complement and add to their own list of online courses. This allows each college to expand their course offerings 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.

2013–2014 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 18.8% of the overall total enrollment for 2013–2014.

The table below compares the enrollment activity in semester-intake courses and monthly-intake courses during 2013–2014.

2013–2014 Course Intake Activity

Semester	Total 2013-2014		Semester-intake		Monthly Intake		
	# Sections	Enrollment	# Sections	Enrollment	# Sections	Enrollment	% Enrol. Activity
Spring 2013	1,292	23,696	877	18,600	415	5,096	21.5
Fall 2013	1,228	24,395	906	19,617	322	4,778	19.6
Winter 2014	1,166	24,835	943	21,035	223	3,800	15.3
TOTAL	3,686	72,926	2,726	59,252	960	13,674	18.8

2013–2014 PERFORMANCE HIGHLIGHTS

KEY OBJECTIVE

- Establish OntarioLearn as the leader for online learning to support Ontario Colleges in reaching new markets.

ACHIEVEMENT

- During the past 12 months, OntarioLearn has actively participated on the Ontario Ministry of Training, Colleges and Universities' Steering Committee in the development of the new Ontario Online initiative. The contribution of OntarioLearn's 18 years of experience in developing and delivering online education during this initial planning phase is instrumental in defining OntarioLearn's future role within the Network and driving the direction of OntarioLearn over the next few years. Work with this committee and with the new Ontario Online Board will continue over the next year.

KEY OBJECTIVE

- Continually assess and improve operational efficiencies to ensure they meet the needs of stakeholders.

ACHIEVEMENT

- To achieve operational efficiencies, several new OntarioLearn operating committees were established.
 - Finance – heading up the development of a new OntarioLearn Business Model for 2014–2015.
 - Digital – leading the development of the 2014–2017 Digital Strategy.
 - Policy – focusing on a review of current policies to identify areas of improvement in 2014–2015.
 - Quality Assurance – handling the improvement of current online assessment tools.
 - Credit Transfer – working with Ontario universities and the Ontario Council on Articulation and Transfer (ONCAT) to facilitate credit transfer of online courses between Colleges and Universities.

631,159

Over 630 thousand
course enrollments
from 1995 to 2013

KEY OBJECTIVE

- Develop and implement a sustainable OntarioLearn Business Model that benefits all stakeholders and ensures ongoing financial stability.

ACHIEVEMENTS

- As part of the strategic plan, OntarioLearn determined that a review of the current revenue model was necessary as a critical component to the advancement of a sustainable business model. To that end, OntarioLearn engaged KPMG International Cooperative to perform this review and provide options to improve the current model.
- A report with recommendations from KPMG is now completed and scheduled for review by the OntarioLearn Board on October 23, 2014.

KEY OBJECTIVE

- Develop and deliver a digital strategy that meets the changing needs of all stakeholders.

ACHIEVEMENTS

- Over the past year, OntarioLearn procured the services of a skilled consultant to assist in defining a digital strategy, identify and perform a wide range of research, and ascertain current digital tools and trends.
- At the conclusion of an extensive audit, a set of priorities were established. The final audit and action plan is ready for presentation to the OntarioLearn Board on October 23, 2014.

KEY OBJECTIVE

- Establish enhancements to the quality assurance process including course evaluation practices.

ACHIEVEMENTS

- Research on eCampus Alberta was initially conducted in 2012. A follow up on current operating practices, the funding model, and quality assurance has recently been completed. Distribution of the findings is planned for the end of October 2014.
- A review and comparison of the Quality Matters rubric was conducted with eCampus Alberta and the OntarioLearn Checklist. Results are expected by early November 2014.
- A survey on the quality of online teaching and the method to assess quality was drafted and circulated to member colleges. The Summary Report is scheduled for distribution by the end of October 2014.

SUCCESS RATES

The student success rate for OntarioLearn's online courses continues to improve and is now sitting at 77.2% - the highest rating in the last five years. When adjustments are made to factor in attrition, the rate increases to 86.7%.

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

	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
Success Rate	73.7	75.3	74.8	76.9	77.2
Success Rate (minus Attrition)	84.2	85.3	85.3	86.3	86.7
Attrition Rate	12.4	11.7	12.3	10.9	10.9
Retention Rate	87.6	88.3	87.7	89.1	89.1

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.

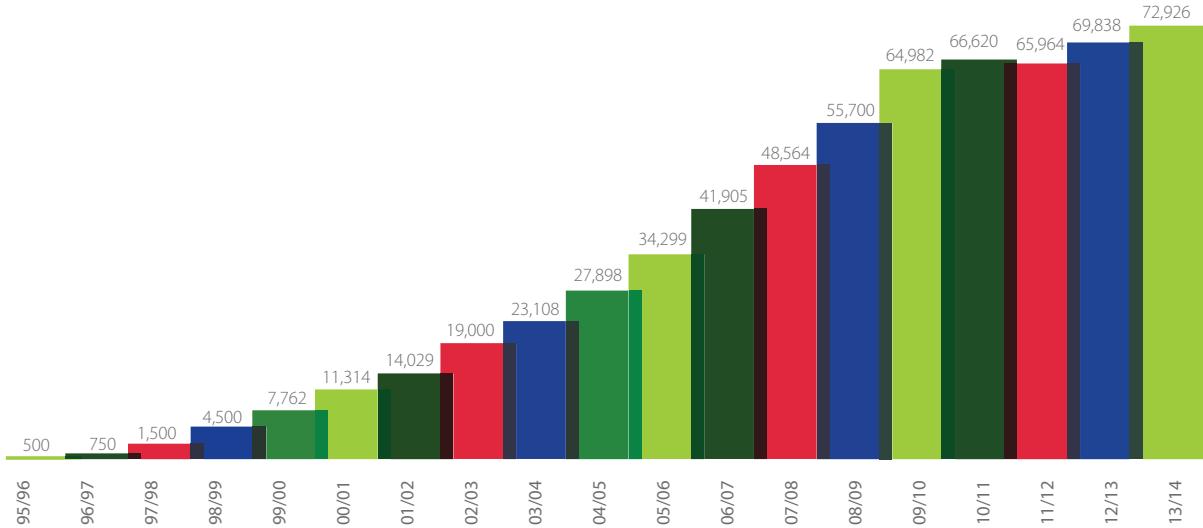
Retention rate is defined as the % of students who were assigned a final grade.

ENROLLMENT REPORT

DISTRIBUTION OF COURSE ENROLLMENT

The record high enrollment of 72,926 course registrations can be attributed to the continued expansion and diversity of online courses and programs offered through OntarioLearn.

OntarioLearn Course Enrollment Trends



Course Enrollment by College

College	2009 / 10	2010 / 11	2011 / 12	2012 / 13	2013 / 14	Enrollment	% Change from Previous Year
	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Variance	
Algoma	7,114	5,866	5,770	6,604	6,296	-308	-4.7
Cambrian	865	925	941	915	1,018	103	11.3
Canadore	875	909	757	938	914	-24	-2.6
Centennial	3,000	3,166	3,348	3,507	3,622	115	3.3
Conestoga	3,436	3,903	4,056	4,236	4,572	336	7.9
Confederation	1,672	1,921	1,298	1,282	1,852	570	44.5
Durham	6,902	7,367	7,500	7,702	7,955	253	3.3
Fanshawe	2,085	1,803	1,623	1,594	1,587	-7	-0.4
Fleming	1,499	1,809	2,073	2,731	3,553	822	30.1
Georgian	1,108	1,518	1,912	2,103	2,047	-56	-2.7
George Brown	1,505	1,611	1,463	1,811	1,750	-61	-3.4
Humber	1,746	2,255	1,828	1,925	1,607	-318	-16.5
Lambton	2,088	2,085	1,752	1,772	1,685	-87	-4.9
Loyalist	4,518	3,945	4,311	4,186	4,072	-114	-2.7
Mohawk	7,953	8,092	7,643	7,799	7,702	-97	-1.2
Niagara	3,859	4,378	5,276	6,529	8,018	1,489	22.8
Northern	294	335	204	285	317	32	11.2
Sault	744	786	674	683	777	94	13.8
Seneca	7,768	7,700	8,187	7,867	8,733	866	11.0
Sheridan	4,075	4,092	3,424	3,344	2,437	-907	-27.1
St. Clair	273	291	257	216	548	332	153.7
St. Lawrence	1,603	1,863	1,667	1,809	1,864	55	3.0
TOTAL	64,982	66,620	65,964	69,838	72,926	3,088	4.4

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

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.

2013–2014 STATUS REPORT *OntarioLearn* Course Inventory

1,157 courses available
223 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 503 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

Academic and Career Entrance Program	Human Resources
Accounting	Justice
Apprenticeship	Leadership Development Series (LDS)
Business	Legal/Office Administration
Business Writing	Library & Information Studies
College Preparation	Management
Communications & Languages	Marketing
Computer Programming	Mathematics
Computer Software Applications	Military Arts and Science
Corrections	Police Foundations
Creative Writing/Literature	Sciences
Early Childhood Education	Security
Educational Assistant	Social Sciences
General Education	Sports/Leisure & Recreation
General Interest	Teacher Training
Health Sciences	Teacher Training for Online Technology
Home Inspection	Trades
Hospitality/Travel & Tourism	

QUALITY ASSURANCE

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

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.

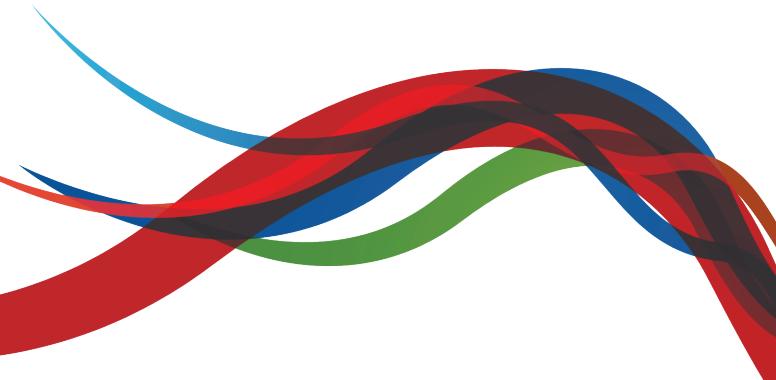
Last year, with the assistance of CCI Research Inc., a new survey process was successfully launched. Due to the high survey response rate of 49.7% that continued with equally responsive results this year, OntarioLearn has extended the services of CCI Research Inc. to winter 2015.

2013–2014 QUALITY ASSURANCE REPORT

- 41 courses are under active review including – 24 new and/or LMS change reviews
- 62 new or LMS change courses are pending review

"An extremely well-designed course where the exercises, quizzes, and assignments supported the lectures, and led to achieving the course objectives."

Mohawk College student



TEACHING EXCELLENCE SUPPORTED IN THE ONLINE CLASSROOM

OntarioLearn has a comprehensive Online Teachers' Resource Site providing online instructors with quick access to teaching strategies, best practices, and technology and resource tools to enhance the learning environment. The site also contains self-directed learning modules that focus on:

Engagement
Learning
Assessment & Evaluation
Learning Technology

OntarioLearn's Online Teacher's Resource site

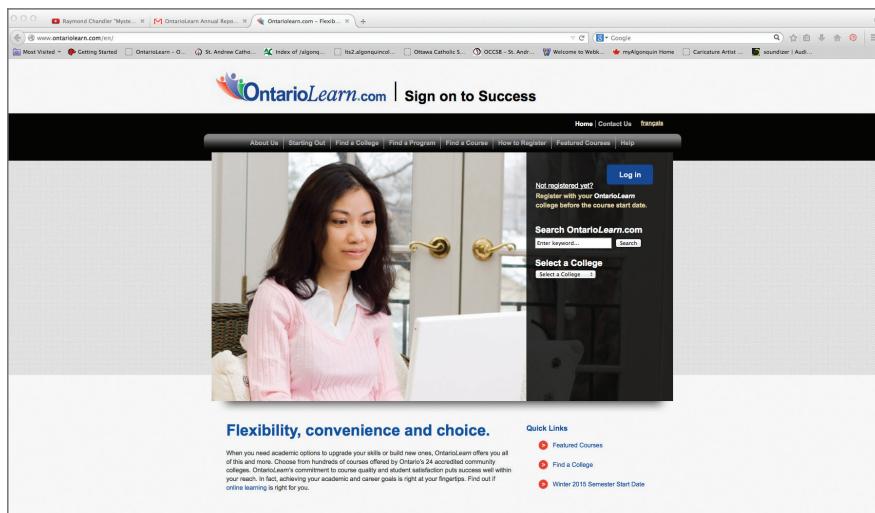
The screenshot shows the homepage of the OntarioLearn Online Teachers' Resource Site. The header features the OntarioLearn logo and navigation links for Home, Getting Started, Modules, Resources, About Us, and Contact Us. Below the header is a banner for the "Online Teachers' Resource Site". The main content area includes a "WELCOME" section with a "EDUCATION AT YOUR FINGER TIPS." sub-section, a brief introduction, and a numbered list of benefits. To the right is a photograph of a woman in a professional setting. At the bottom is a "GETTING STARTED" button.



TECHNOLOGY INFRASTRUCTURE AND SUPPORT

ONTARIOLEARN WEBSITE

The OntarioLearn website – 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. The site incorporates website accessibility requirements into the student and faculty views of the portal system.

As part of the Digital Strategy project, OntarioLearn received funding from the Ontario Ministry of Training, Colleges and Universities to assist in the implementation of upgrades and enhancements planned for 2014–2015.

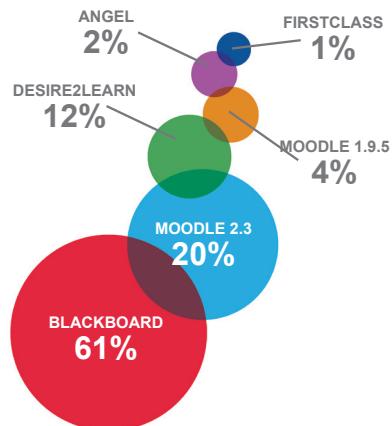
“...The instructor was always professional and knowledgeable. When I had issues with Embanet I called the technical hotline and they were able to assist me right away.”

Loyalist College Student

LEARNING MANAGEMENT SYSTEM ACTIVITY

Four supported Learning Management Systems (LMS) serve as reliable modes of online course delivery including Blackboard, Desire2Learn, FirstClass and Moodle. During 2013–2014, all activity on Moodle v1.9.5 was migrated into Moodle v2.3. Angel was discontinued as of January 2014.

2013–2014 Enrollment Distribution



TECHNICAL SERVICE PROVIDER

Embanet has been the Technical Service Provider for OntarioLearn since 1999.

Pearson Embanet 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 exceptional LIVE 24 x7 x 365 help desk support to all of our students and instructors on all five 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.



FINANCIAL SUMMARY

The OntarioLearn infrastructure is sustained by partner college contributions only, with no direct funding from the Ministry. Partner colleges pay an annual membership fee plus an administration fee per enrollment to OntarioLearn.

Year ended March 31, 2014

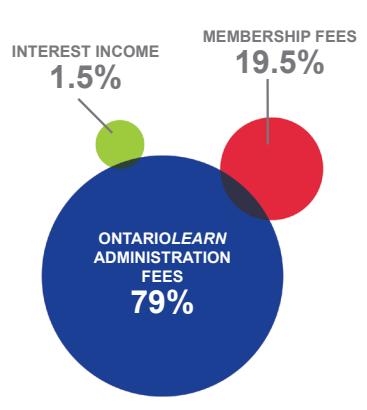
REVENUE	
Membership Fees	72,000
OntarioLearn Administration Fees	291,806
Interest Income	5,798
TOTAL REVENUE	\$369,604

EXPENDITURE	
Salaries and Contractors	262,220
Special Projects	49,286
Office and General	36,860
Professional Fees	23,930
PR and Advertising	12,700
Travel	15,220
TOTAL EXPENSES	\$400,216

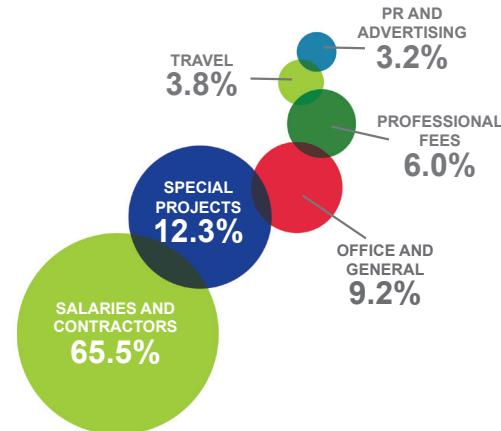
The data above relates to the infrastructure operations of OntarioLearn only and does not reflect the revenue and costs incurred by individual partner colleges.

Note: At the close of fiscal year 2013–2014, OntarioLearn received \$275,000.00 in funding from the Ontario Ministry of Training, Colleges and Universities for special projects undertaken in 2014–2015.

Revenue Sources



Expenditures





"OntarioLearn's forward-thinking model is exactly what the province needs to deliver technology enabled higher education to more students in the years ahead."

Linda Franklin, President & CEO
Colleges Ontario

LOOKING AHEAD

STRATEGIC DIRECTION 2013–2016

The first phase of OntarioLearn's 2013–2016 strategic plan is now successfully concluded. The following initiatives confirm the actions taken in support of the OntarioLearn strategic initiatives over the next three years.

Develop and implement a sustainable business model that benefits all stakeholders.

- As part of the ongoing process to redevelop OntarioLearn's business model, a new sustainable revenue model that supports the continued development and maintenance of online courses to the benefit of all stakeholders has been completed and is ready for presentation to the OntarioLearn Board.

Develop and deliver a digital strategy that meets the changing needs of students.

- A thorough audit along with a digital strategy action plan has now been finalized and is set for the OntarioLearn Board to review. The key elements of the digital strategy put the needs of learners first, increasing learner access and the delivery of online post-secondary education.

Establish OntarioLearn as the leader for online learning to support Ontario Colleges in reaching new markets.

- When the Ministry of Training, Colleges and Universities set up a Steering Committee tasked with the development of the Ontario Online Initiative, OntarioLearn immediately offered to contribute its almost 20 years of experience to assist with this demanding, complex task.

OUTLOOK FOR 2014–2015

The next year will be an exciting, challenging year of major transformation for OntarioLearn. A number of assessments and decisions are on the horizon that will contribute to the evolution of a more efficient and sustainable model.

- The OntarioLearn (OL) Board will review a series of new revenue models.
- The OL Board will select a revenue model that best fits the needs of all in the Consortium.
- The OL Board will review the new digital strategy and its strategic pillars.
- The OL Board will approve a digital action plan that supports the diverse and ever changing needs of students.
- OntarioLearn will continue to work with the Ministry's Steering Committee and with the new Ontario Online Board on the Ontario Online Initiative.

ONTARIO COLLEGE-FOCUSED GROWTH

As we look ahead, OntarioLearn's plan to progressively execute a new business model, to action a new digital strategy and to proactively participate with the Ministry's Online Initiative requires a strong collaborative environment and a sense of shared commitment to successfully enhance the quality and delivery of online post-secondary education.

2013–2014

EXECUTIVE AND BOARD MEMBERS

Executive Committee

Chair	Susan Savoie, Seneca
Co-Chair	Tracie Marsh-Fior, Canadore
Treasurer	Linda Rees, Algonquin
VPA Liaison	Cheryl Jensen, Mohawk
Western Region Representative	Donna Church, Lambton
Eastern Region Representative	Mary Blanchard, Durham
Northern Region Representative	Tracie Marsh-Fior, Canadore
Central Region Representative	Dan Piedra, Sheridan
Executive Director	Dan Holland
Administrator	Heather Ryan

Board Members

VPA Liaison	Cheryl Jensen
Algonquin	Linda Rees
Boréal	Danielle Talbot-Larivière
Canadore	Tracie Marsh-Fior
Centennial	Michelle DeCoste
Cambrian	Louise Turcotte
Confederation	Don Duclos
Conestoga	Sandra Schelling
Durham	Mary Blanchard
Fanshawe	Bruce Smith
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 Newberry
Seneca	Susan Savoie
Sheridan	Dan Piedra
St. Clair	Dr. Peter Tumidajski
St. Lawrence	Lynn Walker
Coordinator Representative	Karen Quinney

86%

ARE LIKELY TO STUDY WITH
ONTARIOLEARN IN THE FUTURE

Online Learner Survey 2014

ONTARIO

