



OntarioLearn

Colleges Working Together

2017-2018
Annual Report



OntarioLearn Partner Colleges

Algonquin College
Cambrian College
Canadore College
Centennial College
Collège Boréal
Collège La Cité
Conestoga College
Confederation College
Durham College
Fanshawe College
Fleming College
George Brown College

Georgian College
Humber College
Lambton College
Loyalist College
Mohawk College
Niagara College
Northern College
Sault College
Seneca College
Sheridan College
St. Clair College
St. Lawrence College



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Mission

OntarioLearn is a consortium of colleges devoted to the development and delivery of high-quality, accessible, student-centred 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.

OntarioLearn Fast Facts

2017-2018



Board Restructures

- ✓ The OntarioLearn Board of Directors restructures from 24 Directors to 9 to allow for a more strategic, responsive Board.
- ✓ A 24 member Management Committee is created with four new sub-committees.
- ✓ 76,050 course registrations achieved.

2016-2017



Launches New Corporate Brand

- ✓ A new visual identity supported by brand guidelines is introduced.
- ✓ An updated website along with major upgrades to the portal are rolled out.
- ✓ The partnership with Ontario Colleges Libraries and Learning Centres is expanded.
- ✓ The Quality Matters™ Rubric to strengthen Quality Assurance is formally adopted.

2015-2016



Quality Framework for Online Courses Launches

- ✓ A new quality assurance model for online courses is introduced.
- ✓ 1,263 online courses are now accessible in the course inventory.
- ✓ 71,250 course registrations reached.
- ✓ Major upgrades to the OntarioLearn portal and website are initiated.



From the Chair

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, student-centred online learning opportunities provincially, nationally and across the globe.

As a result, we have experienced another record-breaking year with 76,050 course registrations, an 8.2% increase over the previous year. Part of this growth can be attributed to OntarioLearn partners collaborating in the development and delivery of over 100 new courses available for each partner college to offer to its students. This new development, adding an additional 12 programs to the online offerings through OntarioLearn, is a direct result of the success we realized by collaborating in our submissions for funding that became available through eCampus Ontario.

I invite you to read this report 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 and quality assurance.

Change continues to be the only constant in the Ontario post-secondary sector. Strengthening Ontario's publicly-assisted college system is part of the province's plan

to create fairness and opportunity during this period of rapid economic change.

We look forward to playing an important role in the evolution of the sector.

Thank you for the opportunity to serve as the Board Chair. This year will see a number of changes as I prepare to step aside as Chair of the Board. I am proud to have been part of the recently re-organized board structure reducing the Board size to 9 members, and creating a management committee structure which includes membership from all 24 colleges, ensuring OntarioLearn is well-prepared to respond quickly to an ever-changing environment.

OntarioLearn is in good hands with André Léger, M.Ed., M.A, Associate Dean - School of Contemporary Teaching & Learning of St. Lawrence College taking over as Chair of the Board. I look forward to watching the continued success of OntarioLearn.



Susan Savoie
Chair, OntarioLearn

A Progressive Leader in Online Education

For 23 years, OntarioLearn has been a progressive leader in the collaborative sharing and delivering of quality online education. With over 920,000 course enrollments since its inception in 1995, and a student retention rate close to 90%, OntarioLearn has proven it delivers what students want and need.

Comprised of all 24 Ontario Community Colleges, the consortium works as a synergistic, responsive, and dynamic group to develop and deliver flexible, demand-driven online learning. This partnership approach allows the colleges to optimize resources, and deliver one of the largest inventories of high quality online programs and courses in North America. The Board of Directors along with recommendations from a Management Committee consisting of representatives from each member institution provide OntarioLearn with leadership and oversight.

Fostering Innovation

Work continued on a number of initiatives to advance access and enrich the online learning and teaching experience during the past year. OntarioLearn introduced Security Assertion Markup Language (SAML) as the standard protocol to communicate user identities across the internet and to facilitate user access to partner applications with one set of credentials across OntarioLearn sites. Additionally, OntarioLearn created its own YouTube Channel, with orientation videos for students and facilitators. In

collaboration with our partners, new content continued to be added for online students and facilitators ranging from college libraries, tutor services, e-textbooks to virtual proctoring. Together with previous accomplishments, these resources and services continue to provide a solid foundation for OntarioLearn's future in online education.

Inspiring Student Learning

OntarioLearn's commitment to continue advancing its resources has considerably elevated the online learning experience, offering students a rich environment in which to learn.

Accessibility

OntarioLearn's collaborative model has given students (including those in rural and remote communities) access to an exceptionally large number of online courses and programs from across the province, leveraging what is available across the entire college system rather than an individual college. Students can access courses at any time from their home, office or elsewhere, at their convenience, and connect with their course facilitator and classmates who may be participating from anywhere in Ontario, Canada or internationally.

"I have to say I am very impressed with these online courses. I only have one more to get my certificate and I am already looking at what I'm going to take next."

Algonquin College Student

Flexibility

For some learners dealing with family and school schedules, employment hours, day-to-day obligations, or living in a rural or remote location, the flexibility of an online education offers a practical alternative to stringent on campus class timetables or a long commute to attend classes in person. In a 2017 student survey, 57.7% indicated that their work schedule was the reason for choosing an online course.

Another advantage for students is the frequent start dates of courses. In addition to the three traditional semester intakes in the fall, winter and spring, OntarioLearn offers a large number of courses at the start of every month throughout the year. The monthly intake option gives students greater flexibility to begin their courses at a time that suits their needs and the ability to complete a program at their own pace.

“I loved the experience this course gave me. I enjoyed being able to take part when I had the time or while my son was asleep and that I was able to work at my own pace.”

Niagara College Student, 2017 OntarioLearn Student Survey

Diversity

There are many reasons why students choose to learn online. OntarioLearn recognizes this and makes every reasonable effort to provide support to all learners. This includes students who are preparing for a career change or working toward completing their post-secondary education, and students who

chose courses unavailable at their local college or who have unique needs that make travel to and from campus difficult.

In a 2017 OntarioLearn Student Survey, respondents indicated that:

- ✓ 73% are employed while they study;
- ✓ 22.2% live too far from a college campus;
- ✓ 88.6% are enrolled to complete a certificate or diploma;
- ✓ 46.9% are in online courses related to previous post-secondary education or training;
- ✓ 32.7% are looking to change careers; and
- ✓ 11.7% are newcomers to Canada (within the last 10 years).

Student Demographics

**2017 OntarioLearn Student Survey*

| Age | Percentage |
|-------|------------|
| -20 | 4.4% |
| 20-29 | 32.6% |
| 30-39 | 27.6% |
| 40-40 | 22.3% |
| 50-59 | 11.5% |
| 60+ | 1.6% |

The Consortium's Mandate

How OntarioLearn Works

OntarioLearn operates as a virtual organization responsible for managing the infrastructure and course inventory of all online courses offered through the consortium. The partner colleges in the consortium can be either a host college or a registering college.

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 structure of this course is great. The forums help me keep on track and the assignments are interesting and help me develop real skills and understanding that I can directly apply to my current job."

Sault College Student, 2017 OntarioLearn Student Survey

The role of the host college is multi-faceted: designing, developing, and delivering online courses to be shared with the

consortium's partner colleges. The host college is also responsible for course quality, maintenance, assigning the online course facilitator, and providing final grades.

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.

As a result of OntarioLearn's collaborative model, students can access all 1,460 courses available across the system, and register for their selected courses with the college of their choice.

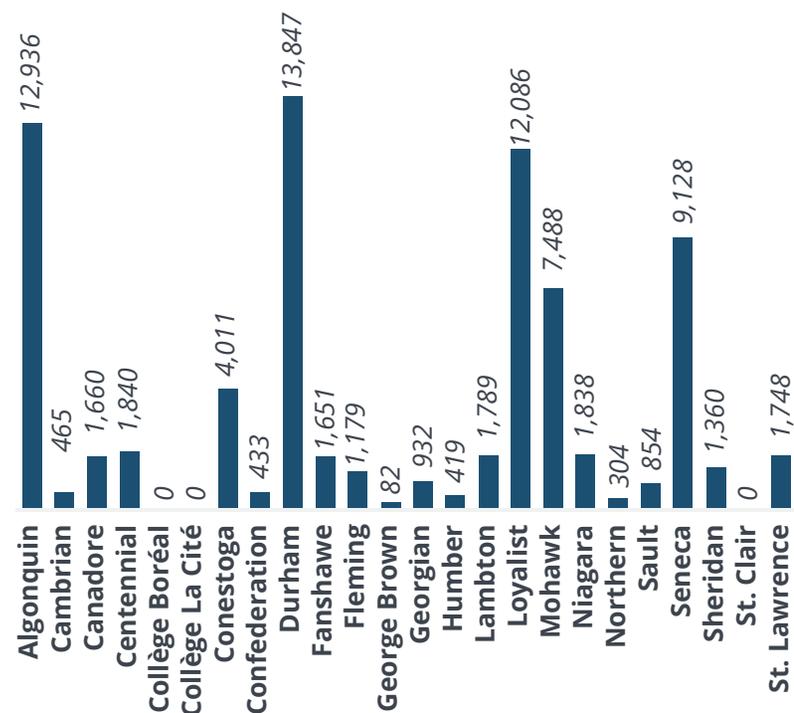
Intake Activity

OntarioLearn continues to offer courses not only each semester but on a monthly basis, giving students more flexibility in choosing when to begin their studies. As the chart below demonstrates, although the majority of course enrollment over the last year resulted from courses offered on a semester basis, monthly intake enrollments continue to account for close to 20% of the overall total enrollment for 2017-2018.

“This was my first time taking online classes. I found it to be a great option and worked well with my busy schedule.”

Lambton College Student, 2017 OntarioLearn Student Survey

2017-2018 Hosting College Activity



Course Enrollment by Intake

| Semester | Semester-Intake | | | Monthly Intake | | | Total 2017-18 | |
|--------------|-----------------|---------------|-------------------|----------------|---------------|-------------------|---------------|---------------|
| | Sections | Enrol. | % Enrol. Activity | # Sections | Enrol. | % Enrol. Activity | # Sections | Enrol. |
| Spring 2017 | 952 | 18,344 | 79.5 | 235 | 4,721 | 20.5 | 1,187 | 23,065 |
| Fall 2017 | 896 | 21,779 | 84.3 | 290 | 4,046 | 15.7 | 1,186 | 25,825 |
| Winter 2018 | 956 | 22,129 | 81.5 | 220 | 5,031 | 18.5 | 1,176 | 27,160 |
| Total | 2,804 | 62,252 | 81.9 | 745 | 13,798 | 18.1 | 3,549 | 76,050 |

Success Rates

The student success rate for OntarioLearn's online courses continues to show strong results at 77.6%. With adjustments to factor in attrition, the rate increases to 87.2%.

Below is a comparative look at trends in success rates, attrition and retention over the last five-years.

Rate Descriptions

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.

"I liked the ability to work at my own pace within the framework of the course calendar. This is really set up well to allow for the flexibility one requires from distance learning but to have expectations and keep on course. I also liked the requirement to participate in regular discussion forums as it was a nice way to feel connected and continue to learn from classmates. The facilitator was well engaged, very professional and encouraging. Thank you!"

George Brown College Student, 2017 OntarioLearn Student Survey

| | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) |
|---------------------------------------|----------|----------|----------|----------|----------|
| Success Rate | 77.2 | 77.9 | 77.1 | 78.4 | 77.6 |
| Success Rate (Minus Attrition) | 86.7 | 87.1 | 86.6 | 87.5 | 87.2 |
| Attrition Rate | 10.9 | 10.5 | 11.0 | 10.4 | 11.0 |
| Retention Rate | 89.1 | 89.5 | 89.0 | 89.6 | 89.0 |

Performance Highlights

Key Objective

Board Restructure

To reinforce OntarioLearn's role as the college sector's collaborative centre for the delivery of online courses and programs, and to increase the consortium's operating efficiencies, by creating a smaller, skills-based board to enable more nimble response.

Achievement

- ✓ Members approved the creation of a nine Director Board of Directors in June 2017
- ✓ 24 representative management committee was created to ensure all member colleges continue to have in put into the organization and to move forward various initiatives that are important to the consortium members
- ✓ Initiated an integrated risk management planning process as a first step in the development of a risk management plan

Key Objective

Collaborative Programming Quality Assurance

To ensure a quality assurance process is established for collaborative programs

Achievement

- ✓ Establishment of a Pathways, Partnership and Program Innovation committee to develop the framework for enrollment analytics for shared programs and streamlined processes for member colleges
- ✓ Initiated discussions to adapt existing processes to accommodate collaborative programs

"The assistance was prompt and thorough and specifically addressed my issue. Thanks!"

Durham College Facilitator, September 2017 Help Desk Survey

Key Objective

Technical Service Provider Agreement

To ensure a transparent and collaborative procurement process in selection of a vendor (and subsequent contract negotiation) for its 24/7 technical support services.

Achievement

- ✓ Alignment of approach with provincial procurement guideline and posting of RFP to MERX
- ✓ Upon announcement of preferred vendor in January 2017, discussions to finalize terms of agreement with both organizations began and was finalized in August 2017
- ✓ Highlights of the 3 year agreement include: Enhanced OntarioLearn Intellectual Property Rights and Confidentiality Clauses and Flexibility to replace or supersede Learning Management System (LMS) platforms

“This was my first time taking an online course. I feel very comfortable doing the course online because it’s at my convenience and also the entire course was outlined, which makes planning around my personal schedule a breeze.”

Seneca College Student, 2017 OntarioLearn Student Survey

Key Objective

Expanding Awareness and Partnership Creation

To continue to advance OntarioLearn’s presence in the online sector and to seek out growth opportunities and partnership possibilities.

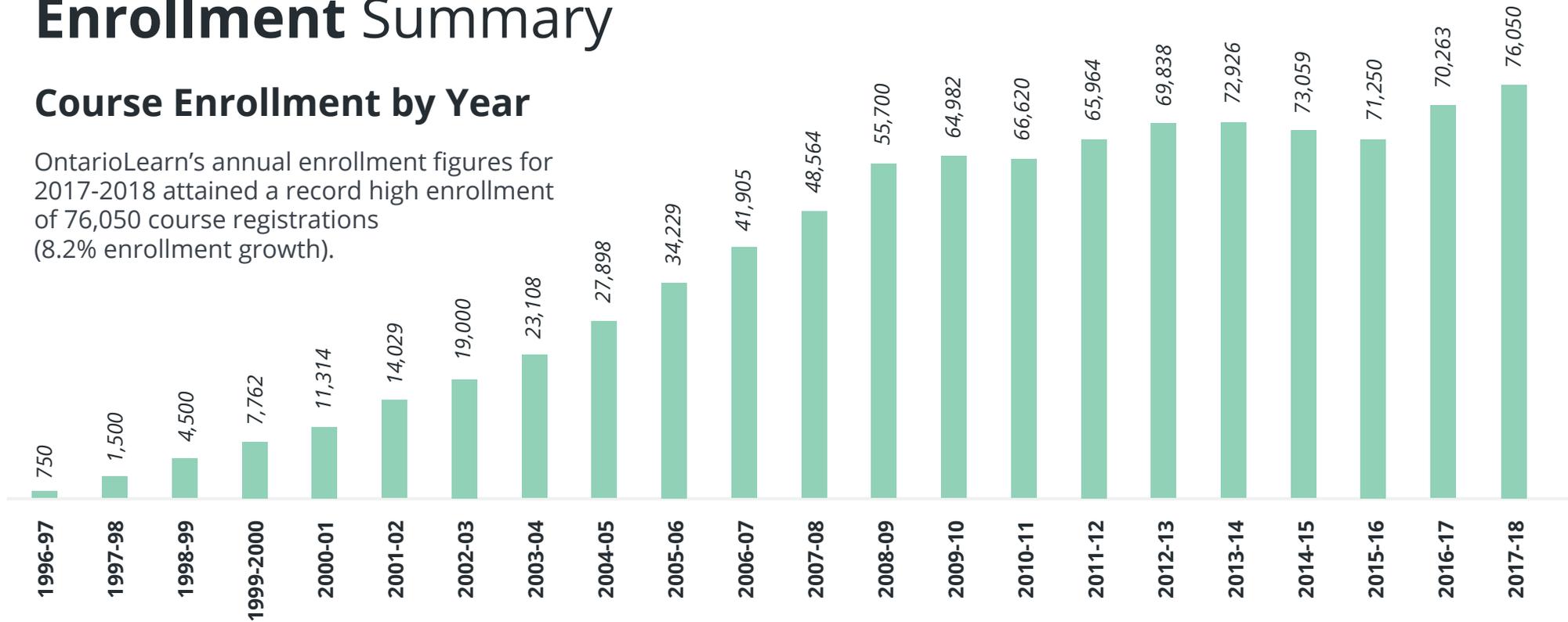
Achievement

- ✓ Regular meetings with eCampusOntario, OCAS and Contact North to seek out synergies and efficiencies provincially
- ✓ Participation in new partnership discussions with several organizations including a pan-Canadian francophone organization and an international association
- ✓ Participation in the World Conference on Online Learning and Technology Enabled Seminar and Showcase

Enrollment Summary

Course Enrollment by Year

OntarioLearn's annual enrollment figures for 2017-2018 attained a record high enrollment of 76,050 course registrations (8.2% enrollment growth).



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.

Course Enrollment by College

| College | Enrollment | | | | | Past Years | |
|-----------------------|---------------|---------------|---------------|---------------|---------------|--------------|-------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Variance | % Change |
| Algonquin College | 6,296 | 6,274 | 6,878 | 7,062 | 8,618 | 1,556 | 22.0% |
| Cambrian College | 1,018 | 804 | 770 | 492 | 319 | -173 | -35.2% |
| Canadore College | 914 | 945 | 949 | 938 | 922 | -16 | -1.7% |
| Centennial College | 3,622 | 3,800 | 3,697 | 3,669 | 5,240 | 1,571 | 42.8% |
| Collège La Cité | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Collège Boréal | 0 | 0 | 0 | 2 | 0 | -2 | -100.0% |
| Conestoga | 4,572 | 4,672 | 4,662 | 4,707 | 4,989 | 282 | 6.0% |
| Confederation College | 1,852 | 1,653 | 1,692 | 1,806 | 2,252 | 446 | 24.7% |
| Durham College | 7,955 | 7,753 | 7,729 | 7,123 | 6,871 | -252 | -3.5% |
| Fanshawe College | 1,587 | 2,000 | 1,925 | 1,901 | 1,629 | -272 | -14.3% |
| Fleming College | 3,553 | 3,661 | 4,109 | 4,446 | 4,850 | 404 | 9.1% |
| George Brown College | 1,750 | 1,863 | 1,858 | 2,132 | 2,576 | 444 | 20.8% |
| Georgian College | 2,047 | 2,706 | 2,699 | 2,573 | 3,057 | 484 | 18.8% |
| Humber College | 1,607 | 1,283 | 1,076 | 1,110 | 1,269 | 159 | 14.3% |
| Lambton College | 1,685 | 1,803 | 1,720 | 1,730 | 1,955 | 225 | 13.0% |
| Loyalist College | 4,072 | 3,938 | 3,902 | 3,468 | 3,300 | -168 | -4.8% |
| Mohawk College | 7,702 | 7,954 | 7,860 | 7,310 | 7,077 | -233 | -3.2% |
| Niagara College | 8,018 | 7,550 | 4,642 | 4,976 | 5,100 | 124 | 2.5% |
| Northern College | 317 | 290 | 250 | 214 | 214 | 0 | 0.0% |
| Sault College | 777 | 717 | 830 | 658 | 690 | 32 | 4.9% |
| Seneca College | 8,733 | 9,050 | 9,804 | 9,711 | 10,623 | 912 | 9.4% |
| Sheridan College | 2,437 | 1,957 | 1,818 | 1,906 | 2,035 | 129 | 6.8% |
| St. Clair College | 548 | 483 | 325 | 188 | 205 | 17 | 9.0% |
| St. Lawrence College | 1,864 | 1,903 | 2,055 | 2,141 | 2,259 | 118 | 5.5% |
| Total | 72,926 | 73,059 | 71,250 | 70,263 | 76,050 | 5,787 | 8.2% |

Academic Pathways

Courses

The OntarioLearn consortium is committed to providing a wide range of high-quality courses and programs 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.

2017-2018 OntarioLearn Course Inventory

OntarioLearn is continually adding to the course inventory to assist students on their academic journey. Currently, there are:

- ✓ 1,460 courses available, and
- ✓ 298 new courses under development.

Programs

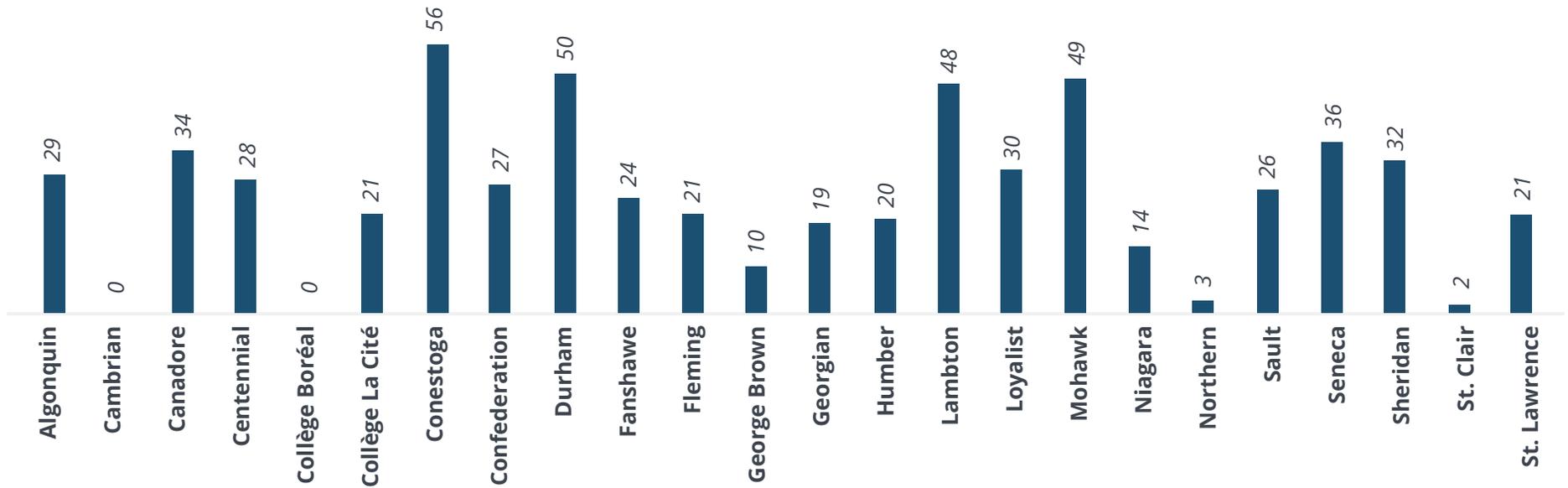
In addition to continually developing and delivering new courses, OntarioLearn has made one of its strategic priorities to develop and deliver complete programs leading to credentials. There are a number of credentials for online students to choose from. Currently there are 600 college programs that lead to credentials listed on the OntarioLearn website. This great diversity of learning options for students is a large part of what makes OntarioLearn so successful.



Categories of Credentialed Programs

| Credential | College Approved Certificate | Ontario College Certificate | Ontario College Diploma | Ontario College Advanced Diploma | Ontario College Graduate Certificate | Other External/College-Specific Designations | Total Number of Programs |
|------------|------------------------------|-----------------------------|-------------------------|----------------------------------|--------------------------------------|--|--------------------------|
| Total | 365 | 27 | 28 | 2 | 67 | 111 | 600 |

Number of Credentialed Programs by College



Quality Assurance

Ensuring 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 the academic success and satisfaction of learners.

OntarioLearn has a two-pronged approach to the quality assurance eco-system. New and substantially altered courses undergo a review following the Quality Matters™ (QM) rubric process established in 2016 while courses developed prior to Fall 2016 continue to be measured against the OntarioLearn course standards checklist.

Quality Matters™

OntarioLearn (OL) continued to move forward in the adoption of the Quality Matters™ (QM) rubric process. The number of Colleges participating in the submission of new courses climbed by 34% year-over-year, submitting a total of 119 new courses for OntarioLearn's custom QM review. During 2017, the colleges actively participated in the OntarioLearn sponsored training, with a total of 92 participants taking various courses including free webinars offered by QM.

2017-2018 Quality Matters™ Implementation Results

| Number of | Total |
|--|-------|
| Colleges that submitted courses for OntarioLearn's custom QM review | 13 |
| Courses submitted for OntarioLearn custom QM review | 119 |
| Courses that met OntarioLearn custom QM standards | 59 |
| Individuals who trained on applying new rubric in OntarioLearn QM system | 27 |
| Individuals who completed advanced Peer Reviewer training | 5 |
| Participants from all colleges taking various QM training | 92 |

OntarioLearn Checklist

With the implementation of the Quality Matters™ initiative, the original OntarioLearn (OL) Checklist is now only applied to courses undergoing quality control checks. Developed in consultation with instructional design specialists from OntarioLearn partner colleges, the course standards checklist reflects the mandatory elements required for all courses. Designed to work with all Learning Management System platforms, the checklist is used to evaluate all new courses and reassess courses that fall below the expected student satisfaction levels.

Quality Assurance Workgroup

The customized OL Quality Matters™ (QM) rubric, recommended by the Quality Assurance Workgroup (2016), continues to be the standard used by the Colleges for all new OntarioLearn courses and those courses that have substantially changed. The new Pathways, Partnership and Program Innovation Committee continues to monitor the progress and workflow of the Quality Matters™ process, through continuous feedback from the Colleges.

“I really enjoyed doing this program online. I see it as a great way to be a student and yet still work to provide for myself.”

Algonquin College Student, 2017 OntarioLearn Student Survey

2017-2018 OntarioLearn Checklist Reviews

| Number of | Total |
|--|-----------|
| Level 1 course reviews opened (quality control reviews) | 40 |
| Level 1 course reviews closed (quality control reviews) | 14 |
| Level 1 facilitator reviews opened (quality control reviews) | 55 |
| Level 1 facilitator reviews closed (quality control reviews) | 19 |
| Level 2 (at-risk-of-suspension) course or facilitator quality control reviews | 0 |
| New-course reviews opened (grandfathered quality assurance reviews) | 7 |
| New-course reviews closed (grandfathered quality assurance reviews) | 7 |

Enriched Technology Services

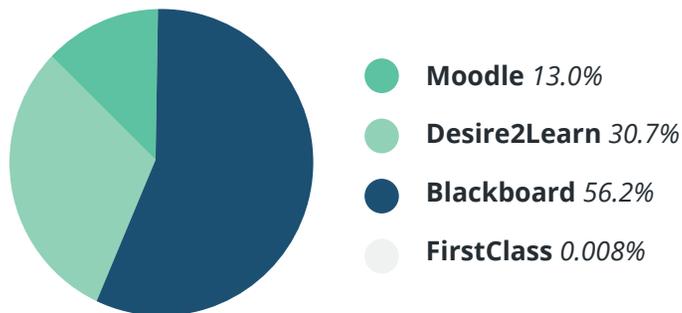
OntarioLearn Website

The OntarioLearn website provides students with a user-friendly, seamless vehicle to explore online learning options offered across all 24 Ontario. The website features accessible theme-based web pages with a responsive design to suit visitor devices.

Learning Management Systems

Four supported Learning Management Systems (LMS) serve as reliable platforms of online course delivery. These are Blackboard, Desire2Learn, FirstClass and Moodle, as determined by host colleges.

2017-2018 Enrollment Distribution by Platform



OntarioLearn Portal

The OntarioLearn Portal is a gateway to all online courses, tools and support for students, facilitators and administrators in the OntarioLearn network. In March 2018, OntarioLearn deployed its mobile SSO (single sign on) and SAML (Security Assertion Markup Language) project. With this project, OntarioLearn set out to fortify the security of its authentication protocols from the OntarioLearn Portal (a web browser application) to partner applications and to simplify their use at the desktop or on mobile devices. The development introduced Security Assertion Markup Language (SAML) as the standard protocol to communicate user identities across the internet and to facilitate user access to partner applications with one set of credentials across OntarioLearn sites.

To accommodate different OntarioLearn users, the development provided both single sign on and direct sign on to the OntarioLearn Learning Management System (LMS) applications including D2L, Blackboard and Moodle for: (1) OntarioLearn Portal users (students, facilitator, college staff members and OntarioLearn administrators), (2) OntarioLearn Portal grandfathered users, (3) Technical Service Provider users and (4) Algonquin College users of OntarioLearn LMS applications.

The OntarioLearn Portal has been updated to act as the identity provider for the third-party Learning Management Systems using SAML. OntarioLearn Portal users are now able to securely navigate to their LMS systems as well as log in to their LMS mobile applications with the same username and password.

Techincal Support

Pearson 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 facilitators with a live 24/7 help desk;
- ✓ Centralized servers with extensive backup processes and documented emergency procedures;
- ✓ Frequent scheduled system maintenance and upgrading.

Pearson Embanet provides exceptional live 24/7/365 help desk support to all of our students and facilitators on four learning management systems. This support is key to OntarioLearn's operations. Telephone, ticket submission, online chat, FAQ links and a knowledge base search tool are available from the customized Online Support Centre. Help desk statistics are provided each month to OntarioLearn allowing the consortium to identify and react in a timely manner to trends impacting end-users.

"Your service is very good. The agent that helped me was very helpful and patient."

Loyalist College student, September 2017 Help Desk Survey

In 2017, the Help Desk responded to 16,654 inquiries.

| Help Desk | 2017 |
|-----------------|---------------|
| Phone | 6,357 |
| Emails/Webforms | 1,267 |
| Online Chat | 7,026 |
| Work Orders | 2,004 |
| Total | 16,654 |

"The assistance was prompt and thorough and specifically addressed my issue. Thanks!"

Durham College Facilitator, September 2017 Help Desk Survey

Finance Brief

Statement of Financial Position

March 31, 2018

The data below reflects figures related to the infrastructure operations of OntarioLearn only and does not include the revenue and costs incurred by individual partner colleges.

As a member of the consortium, partner colleges pay an annual membership fee plus an administration fee per enrollment to OntarioLearn. OntarioLearn's infrastructure is solely sustained by partner college contributions. In 2017-2018, OntarioLearn continued to invest in its operations including quality assurance processes and the OntarioLearn Portal.

OntarioLearn's revenue sources are comprised mainly of membership fees (19.0%) and administration fees from enrollments (80.3%). Operating costs are primarily (90.7%) salaries and contract services (systems, legal, accounting, etc.).

| Assets | | Liabilities and Net Assets | |
|----------------------------------|-----------|--|-----------|
| Current assets: | | Current liabilities: | |
| Cash | \$239,463 | Accounts payable and accrued liabilities | \$40,315 |
| Investments | - | Deferred revenue | 72,000 |
| Accrued interest receivable | - | Deferred capital contributions | 357,235 |
| Amounts receivable from colleges | 66,770 | | 469,550 |
| Prepaid expenses | - | Net assets: | |
| | 306,233 | Investment in intangible | 48,856 |
| Intangible assets | 406,091 | Unrestricted | 193,918 |
| | \$712,324 | | 242,774 |
| | | | \$712,324 |

Outlook 2018-2019

Emerging technologies and an evolving career landscape are changing student expectations. Students expect technology to be seamlessly integrated into education and are looking for more online learning opportunities that provide flexible delivery and increasing access.

As the provincial system evolves its online learning landscape and with the continuing increase in global competition, there is an opportunity to continue to strengthen OntarioLearn's position as a leader in collaborative online education.

The following strategic objectives will guide the actions of OntarioLearn for the upcoming year:

Advancing a Robust and Sustainable Business Model

OntarioLearn will continue to build on its collaborative model and develop more opportunities for all partners to realize the value of their participation in the consortium. Our policies, practices, and processes will evolve over time to enable and encourage opportunities to expand and support all members of the consortium in a variety of ways that meet diverse needs.

OntarioLearn will expand its operating model to include efficiencies for individual members as well as OntarioLearn. We will also enable and support opportunities for growth within the consortium membership with results that ensure financial sustainability for OntarioLearn. In order to support

the evolution of OntarioLearn, we will seek out alternative revenue sources to support our activity.

Advancing Digital Strategies

Embedded within our digital strategy will be our approach to quality assurance and security where our policies, practices and processes will support these priorities in all that we do.

This strategic initiative will support our business model(s) ensuring that we underpin our approaches to all that we do with solid, sustainable technology that enables and supports our collaboration. We will devise methods of supporting the intelligence that we need to attain and disseminate to our members by utilizing technology to enable automation whenever and wherever possible.

Advancing Diverse Online Learning Opportunities

OntarioLearn will embrace creativity in the various online activities that it supports. Continuing our strategy to expand the cooperative delivery of online programs, we will ensure well defined policies and processes are in place to support this expansion. We will continue to create flexible opportunities for students, supported by the strength we draw from collaborating with each other.

With a renewed commitment to improving communication within the consortium we will ensure all members are provided with clear guidelines and are aware of the many opportunities membership affords them.



“This was my first time taking online classes. I found it to be a great option and worked well with my busy schedule.”

*Lambton College Student
2017 OntarioLearn Student Survey*

OntarioLearn 2017-18

Board of Directors

Chair

Susan Savoie, Seneca

Northern Region

Don Duclos, Confederation

Vice Chair/Eastern Region

André Léger, St. Lawrence

Western Region

Alison Horton, Mohawk

Treasurer/Northern Region

Diane Sénécal, Boréal

Western Region

Susan Cluett, Fanshawe

Central Region

Michelle Decoste, Centennial

VPA Liaison (Ex-officio)

Donna Church, Lambton

Central Region

Mark Ihnat, Humber

Executive Director (Ex-officio)

Tracie Marsh-Fior

Eastern Region

Rebecca Milburn, Durham



OntarioLearn