OntarioLearn
Colleges Working Together

2015 - 2016
ANNUAL REPORT

OntarioLearn Online Collaborative Inc.

PARTNER COLLEGES

Algonquin
Cambrian
Canadore
Centennial
Collège Boréal
Conestoga
Confederation
Durham
Fanshawe
Fleming
George Brown
Georgian
Humber
La Cité
Lambton
Loyalist
Mohawk
Niagara
Northern
Sault
Seneca
Sheridan
St. Clair
St. Lawrence

2015-2016: A YEAR IN REVIEW

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.

ONTARIOLEARN: FAST FACTS

2015-2016
QUALITY FRAMEWORK FOR ONLINE COURSES LAUNCHED

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.

2014-2015
COURSE CHOICE AND ENROLLMENT INCREASES

1,191 online courses are offered in the course inventory.

73,059 course registrations achieved.

2010-2013
ONTARIOLEARN IS INCORPORATED AS ONTARIOLEARN ONLINE COLLABORATIVE INC.

All 24 Ontario community colleges including two French language colleges are now part of the consortium.

69,838 total course registrations represent a 517% increase in growth in just over a decade.

2005-2006
ONTARIOLEARN PORTAL SYSTEM IS LAUNCHED

The student experience is enhanced with an online gateway to improve access to online courses and resources.

2000-2001
CONTACT SOUTH CHANGES NAME TO ONTARIOLEARN

285 online courses are available in the course inventory.

11,314 course registrations attained.

1997-1998
CONTACT SOUTH WELCOMES MORE COLLEGE PARTNERS

12 more colleges join the consortium.

1,500 course registrations reached.

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.

FROM THE CHAIR

The past year was one of the busiest in OntarioLearn's history. With funding from the Ministry of Training, Colleges and Universities (MTCU), OntarioLearn undertook three key strategic projects that support the advancement of our mission to develop and deliver high-quality, accessible online learning.

The first strategic project was a continuation of the work completed last year by KPMG on the OntarioLearn Business Model. The Revenue Model Transition Project delved into the financial operations and sustainability of the consortium as well as taking an in-depth look at the governance of the OntarioLearn Board.

The Quality Assurance (QA) Compatibility Project closely examined the existing policies and procedures and concluded that OntarioLearn adopt a certified international benchmark process to assess the online courses it delivers. Recognizing that QA is a fundamental core value essential for the long-term growth and sustainability of the OntarioLearn consortium, the Quality Matters Rubric was initiated, greatly enhancing OntarioLearn's QA footing.

The Access Web Development Project determined that a complete upgrade of the OntarioLearn website, including a fully AODA compliant, bilingual format was needed. The project also recommended major upgrades to the OntarioLearn portal to enhance connectivity and navigation of courses for both students and faculty.

Another successful task funded by the MTCU resulted in Ontario Colleges developing or renewing 110 online courses through the Shared Online Course Fund Round #2 initiative. These were showcased at an eCampus Ontario event in Toronto this past January.

Lastly, OntarioLearn's leadership role in administering MTCU funds under the Shared Online Course Fund (ShOCF) Round #3 for the college sector is allowing Ontario Colleges to develop or renew an additional 100+ courses/modules for delivery in 2016-2017.

OntarioLearn is a unique model that is recognized as a leader in the online postsecondary field. I want to take this opportunity to thank the OntarioLearn Board members and staff who worked tirelessly over the past year. I am also honoured to remain as Chair and represent the college sector on the newly established eCampus Ontario Board, bringing my years of knowledge and experience with OntarioLearn to this forum.

Sincerely,

Susan Savoie
Chair, OntarioLearn

775,468
Over 3/4 million course enrollments from 1995 to 2015

ADVANCING ONTARIO'S ONLINE EDUCATION

Over the last 20+ years, OntarioLearn has proven to be an innovator in collaborative sharing and delivery of online education for the college system.

Comprised of all 24 Ontario Community Colleges, the consortium works as a synergistic, responsive, and dynamic group to develop and deliver demand-driven online learning. This partnership approach allows the colleges to optimize resources, avoid course duplication, and most importantly, provide flexible, high-quality education online with convenience and choice for today's online learners.

OntarioLearn is governed and managed by an Executive Committee and a Board of Directors, consisting of representatives from each member institution. In addition, OntarioLearn is a strategic partner on the Board of eCampus Ontario, a newly launched portal for learners to find online courses and programs at Ontario's colleges and universities. This initiative is funded by the Government of Ontario.

A TIME OF TRANSFORMATION

In 2015-2016, OntarioLearn embarked on three major projects - the Revenue Model Transition Project, the Quality Assurance (QA) Compatibility Project, and the Access Web Portal Development Project. The objective is to strengthen the consortium's partnerships across the system, to build capacity, and to modernize and expand its services, all with the goal of increasing access to online education in Ontario. OntarioLearn committees worked together to assure the completion of these far-ranging projects and the transformation of the consortium to respond to the changing needs of its students and instructors in the years ahead.

ENRICHING STUDENT ENGAGEMENT

Implementation of these three projects will greatly enrich the online learning experience by improving accessibility for students and instructors, enhancing existing quality courses, improving navigation of the web and portal, and expanding the range of courses, programs and services.

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 easily access courses at any time from their home, office or elsewhere, and connect with their course instructor and classmates who may be participating from anywhere in Canada or internationally.

In fact, 21.8% of respondents from the 2015 student survey cited that the reason they take a course online is because they live too far from a college campus.

"This course has been great to take for my upcoming career change. It's been a good learning experience and will help me in my new career."

Niagara College Student

FLEXIBILITY

Day-to-day obligations, full-time employment, disabilities, conflicting schedules, remote locations and travel time can make it difficult to conform to fixed class timetables or to physically attend on campus classes. For example, 56.5% of students in a 2015 student survey indicated that they chose online courses because of their work schedule.

Students can start 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 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.

"Very interesting course overall. I appreciated the flexibility that the online format provides, which allowed me to work and succeed at my own pace."

Northern College Student

DIVERSITY

OntarioLearn makes every effort to provide support to its diverse learners including students who have unique learning needs and preferences, or who have family, work, or school obligations and schedules. OntarioLearn also serves students who are undergoing job retraining, who reside in rural or remote communities, who are new Canadians looking to improve their job prospects, or who have disabilities that make travel to and from school difficult. In a 2015 OntarioLearn Student Survey, respondents indicated that:

- 72.0% are employed while they study;
- 67.5% have completed college and/or university;
- 88.3% are enrolled to complete a certificate or diploma;
- 32.0% are preparing for a career change; and
- 10.6% are newcomers to Canada (within the last 10 years).

Student Demographics*	
Age	%
-20	3.3%
20-29	32.9%
30-39	27.4%
40-49	22.0%
50-59	12.7%
60+	1.7%

*2015 OntarioLearn Student Survey

ORGANIZATIONAL SYNOPSIS

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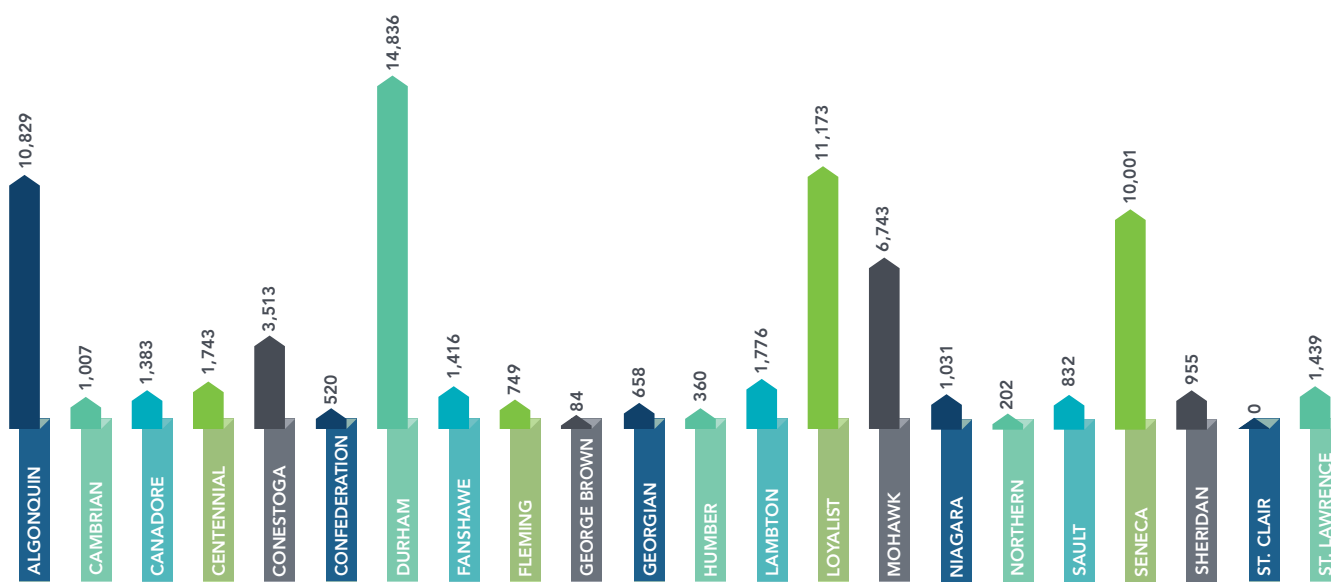
The lead college owns the course content and delivers the course for the province. The lead college's role is indispensible in making possible what OntarioLearn strives to achieve: providing in-demand, accessible, flexible, and high quality online courses to students.

The role of the lead college is multi-faceted: designing, developing, and delivering online courses to be shared with registering colleges. Lead 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 lead college is also responsible for course quality and maintenance, hiring the online course instructor, and providing final grades.

2015-2016 LEAD COLLEGE ACTIVITY

College	Value
ALGONQUIN	10,829
CAMBRIAN	1,007
CANADORE	1,383
CENTENNIAL	1,743
CONESTOGA	3,513
CONFEDERATION	520
DURHAM	14,836
FANSHAWE	1,416
FLEMING	749
GEORGE BROWN	84
GEORGIAN	658
HUMBER	360
LAMBTON	1,776
LOYALIST	11,173
MOHAWK	6,743
NIAGARA	1,031
NORTHERN	202
SAULT	832
SENECA	10,001
SHERIDAN	955
ST. CLAIR	0
ST. LAWRENCE	1,439

SEMESTER AND 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 represent 19.2% of the overall total enrollment for 2015-2016.

89.0%
Course satisfaction rating*
*Rating of good or excellent
2015 OntarioLearn Student Survey

The table below compares the enrollment activity for the 2015-2016 semester-intake courses and monthly-intake courses.

2015-2016 COURSE INTAKE ACTIVITY

SEMESTER	TOTAL 2015/16		SEMESTER - INTAKE		MONTHLY INTAKE		
	# Sections	Enrol.	# Sections	Enrol.	# Sections	Enrol.	% Enrol. Activity
SPRING 2015	1,212	22,919	985	17,918	317	5,001	21.8
FALL 2015	1,199	23,521	940	19,052	259	4,469	19.0
WINTER 2016	1,123	24,814	911	20,610	212	4,200	16.9
TOTAL	3,534	71,250	2,746	57,580	788	13,670	19.2

SUCCESS RATES

The student *success rate* for OntarioLearn's online courses continues to show strong results at 77.1%. With adjustments to factor in attrition, the rate increases to 86.6%.

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

	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)
Success Rate	74.8	76.9	77.2	77.9	77.1
Success Rate (minus Attrition)	85.3	86.3	86.7	87.1	86.6
Attrition Rate	12.3	10.9	10.9	10.5	11.0
Retention Rate	87.7	89.1	89.1	89.5	89.0

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.

TRANSFORMATION 2015-2016: PERFORMANCE HIGHLIGHTS

KEY OBJECTIVE
- Revenue Model Transition project
OntarioLearn will conduct a comprehensive assessment of the consortium's operations to improve access to online learning and to ensure a solid foundation for future growth.

ACHIEVEMENT
- The comprehensive assessment was completed and concluded that the consortium is a *gold standard* operation.

  ▷ OntarioLearn is the only consortium in Canada that has fully operationalized a seat-sharing model, and is regarded as a leader in its approach to collaborative online learning.
  ▷ After consultation across the system, review of existing reports, analysis of leading practitioners of online learning in North America and discussions with the province, 11 recommendations were proposed to take OntarioLearn operations to the next level.
  ▷ The consortium continued discussions with eCampus Ontario to build on OntarioLearn's strengths as a collaborative hub.
  ▷ The consortium further evaluated operational efficiencies within current processes.
  ▷ OntarioLearn extended collaboration with members to prioritize development of shared programs.
  ▷ The team worked with Trent University on a diploma to degree pathway across the system.

KEY OBJECTIVE
- Quality Assurance Compatibility project
To reinforce the consortium's high-quality standards, OntarioLearn will implement a Quality Assurance (QA) activity plan that introduces new training, processes, and protocols to enhance the consistency and rigor of QA for the OntarioLearn shared online course and program inventory.

ACHIEVEMENT
- The project made significant advances in ensuring online courses in the OntarioLearn inventory offered high-quality teaching and learning experiences online.

  ▷ OntarioLearn adopted a new QA framework to assess courses in the consortium inventory.
  ▷ A review of two courses using the OntarioLearn Enhanced Course Checklist revealed shortcomings in the process.
  ▷ A literature review and environmental scan pointed to Quality Matters (QM) for quality assurance online.
  ▷ The new quality assurance framework for OntarioLearn is a hybrid, incorporating the best elements of the existing OntarioLearn quality checklist into a widely used rubric by Quality Matters.
  ▷ Member colleges begin with a self-review of new and significantly revised courses using the new rubric's 43 fully annotated standards resulting in ratings of Met or Conditionally Met.
  ▷ Reviews of online courses can now be easily tracked and reported, while system-generated emails ensure all stakeholders are informed during the review process (all translated to French).
  ▷ More than 60 people from all 24 Ontario member colleges have undergone QM training.

KEY OBJECTIVE
- Access Web Portal Development project
  OntarioLearn will research and assess, develop, pilot and evaluate enhancements to improve and maintain OntarioLearn's web and portal environments. In addition, the project will identify and prioritize shared support services to improve support to students and instructors across the consortium.

ACHIEVEMENT
- The project activities expanded and modernized the OntarioLearn web and portal environments by exploring, piloting and evaluating new functionalities and shared services to serve the needs of students and instructors.

  ▷ The project team met with suppliers and members to develop a shared vision across the consortium.
  ▷ The team canvassed students, instructors and college representatives (surveys, polls, exercises) on their OntarioLearn website and portal experiences.
  ▷ A Request for Proposal (RFP) and five Requests for Quote (RFQs) evaluated new supplier services.
  ▷ Eleven video modules were created in response to stakeholder requests for new media support.
  ▷ Twenty-five specifications were developed for new features, functionalities and integration with systems.
  ▷ Multiple web and portal pages are being updated to improve access in both English and French and for learners with disabilities, as well as to enhance performance across desktop and mobile devices.
  ▷ Four pilot projects involving five outside partners were initiated:
    - Ontario Colleges Digital Library (OCDL): online reference services Phase I complete;
    - Tutor.com, Inc.: virtual tutoring Phase I curriculum review and training underway;
    - B-Virtual, Inc.: virtual proctoring Phase I complete; Phase II underway;
    - Kivuto (Texidium) Solutions Inc. and Pearson Canada: eTextbook distribution and deployment: Phase I and II complete; Phase III underway.
  ▷ In November 2015, the OntarioLearn Board of Directors approved the expansion of help desk support services in French.

"The course was very detailed and informative. Great interaction and discussion was encouraged. The facilitator…was knowledgeable and very involved in ensuring we understood the subject matter."
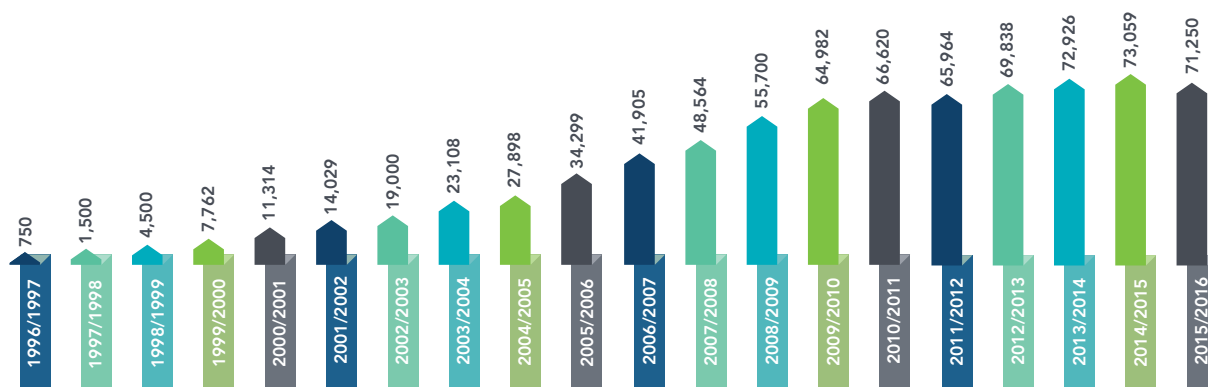
Seneca College Student

ENROLLMENT OVERVIEW

DISTRIBUTION OF COURSE ENROLLMENT

High enrollment continues with a total of 71,250 course registrations as OntarioLearn expands the number and diversity of online courses.

2015-2016 ONTARIOLEARN COURSE ENROLLMENT TRENDS

Year	Enrollment
1996/1997	750
1997/1998	1,500
1998/1999	4,500
1999/2000	7,762
2000/2001	11,314
2001/2002	14,029
2002/2003	19,000
2003/2004	23,108
2004/2005	27,898
2005/2006	34,299
2006/2007	41,905
2007/2008	48,564
2008/2009	55,700
2009/2010	64,982
2010/2011	66,620
2011/2012	65,964
2012/2013	69,838
2013/2014	72,926
2014/2015	73,059
2015/2016	71,250

COURSE ENROLLMENT BY COLLEGE

COLLEGE	2011/12 Enrol.	2012/13 Enrol.	2013/14 Enrol.	2014/15 Enrol.	2015/16 Enrol.	Enrolment Variance	% Change from Previous Year
Algonquin	5,770	6,604	6,296	6,274	6,878	604	9.6%
Cambrian	941	915	1,018	804	770	-34	-4.2%
Canadore	757	938	914	945	949	4	0.4%
Centennial	3,348	3,507	3,622	3,800	3,697	-103	-2.7%
Conestoga	4,056	4,236	4,572	4,672	4,662	-10	-0.2%
Confederation	1,298	1,282	1,852	1,653	1,692	39	2.4%
Durham	7,500	7,702	7,955	7,753	7,729	-24	-0.3%
Fanshawe	1,623	1,594	1,587	2,000	1,925	-75	-3.8%
Fleming	2,073	2,731	3,553	3,661	4,109	448	12.2%
Georgian	1,912	2,103	2,047	2,706	2,699	-7	-0.3%
George Brown	1,463	1,811	1,750	1,863	1,858	-5	-0.3%
Humber	1,828	1,925	1,607	1,283	1,076	-207	-16.1%
Lambton	1,752	1,772	1,685	1,803	1,720	-83	-4.6%
Loyalist	4,311	4,186	4,072	3,938	3,902	-36	-0.9%
Mohawk	7,643	7,799	7,702	7,954	7,860	-94	-1.2%
Niagara	5,276	6,529	8,018	7,550	4,642	-2,908	-38.5%
Northern	204	285	317	290	250	-40	-13.8%
Sault	674	683	777	717	830	113	15.8%
Seneca	8,187	7,867	8,733	9,050	9,804	754	8.3%
Sheridan	3,424	3,344	2,437	1,957	1,818	-139	-7.1%
St. Clair	257	216	548	483	325	-158	-32.7%
St. Lawrence	1,667	1,809	1,864	1,903	2,055	152	8.0%
TOTAL	**65,964**	**69,838**	**72,926**	**73,059**	**71,250**	**-1,809**	**-2.5%**

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.

ACADEMIC PATHWAYS

COURSES: INVENTORY PROCESS

The OntarioLearn consortium is committed to providing a wide range of high-quality courses and programs that are delivered at a manageable cost for students by focusing 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 the 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 resolve claims involving potential duplicate courses. A college has one year following the successful submission of a claim to develop the course.

2015-2016 ONTARIOLEARN COURSE INVENTORY
- 1,263 courses available
- 393 new courses under development

PROGRAMS: FIELDS OF STUDY

OntarioLearn partner colleges package courses and create their own College-approved Certificate programs as well as 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 552 partner college programs listed on the OntarioLearn website. This great diversity of learning options for students is in large measure what makes OntarioLearn so successful. As illustrated below, programs and courses offered through OntarioLearn can be found under these specific fields of study.

FIELDS OF STUDY

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

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 learners academic success and satisfaction.

2015-2016 QUALITY ASSURANCE REPORT
- 853 course reviews have been completed since 2009;
- 82 courses are currently under active review: and
- 24 new and/or redesigned courses are pending review.

OntarioLearn's Quality Assurance/Quality Control Specialist vigorously monitors courses and works with partner 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 Learning Management System platforms, the checklist is used to evaluate all new courses and reassess courses that fall below the expected student satisfaction levels.

"First online course I completed and it was very clear and concise and easily navigated. Facilitator was excellent, very helpful."

Algonquin College Student

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 further review by the OntarioLearn Executive Committee. This may include a course review, instructor review, possible course suspension or the possible rejection of the course claim.

QUALITY ASSURANCE COMPATIBILITY PROJECT

During 2015-2016, OntarioLearn worked diligently to establish a new quality assurance framework integrating the best features of the existing Course Standards Checklist with the widely employed Quality Matters (QM) rubric. The new framework was approved in fall 2015. Since then, over 60 staff from all 24 Ontario colleges have completed QM training.

EMERGING TECHNOLOGY SERVICES

ONTARIOLEARN WEBSITE

The OntarioLearn website – *www.ontariolearn.com* - is available in both English and French with enhanced search capabilities that allow visitors to search for course information by the registering college course code, the subject area or by keyword. Visitors can also search for online programs offered by partner colleges.
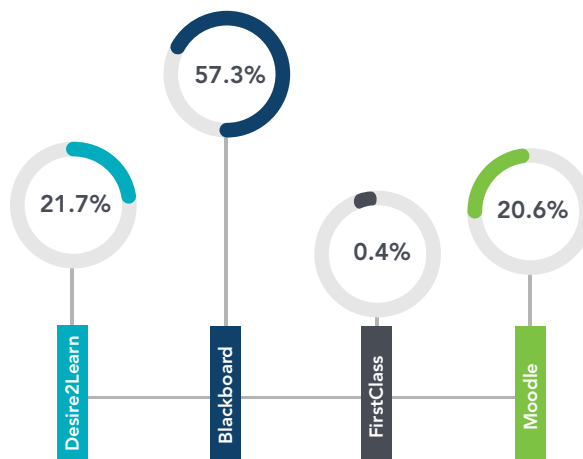
ONTARIOLEARN PORTAL

The OntarioLearn Portal is the gateway to all online courses, tools, and support for students, instructors and administrators.
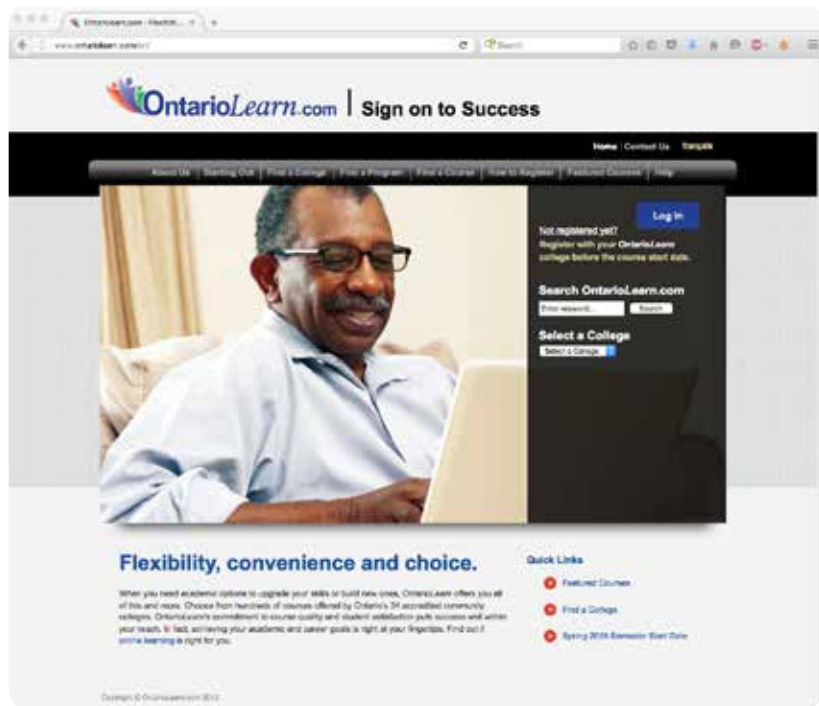
LEARNING MANAGEMENT SYSTEMS

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

57.3%

21.7%

0.4%

20.6%

Desire2Learn

Blackboard

FirstClass

Moodle

TECHNICAL SERVICES

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 instructors 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 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 search tool are all 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.

In 2015, the Help Desk provided technical assistance to 14,496 inquiries.

ACCESS WEB PORTAL DEVELOPMENT PROJECT

This project focused on expanding and updating functionalities throughout the OntarioLearn website and portal to better meet the needs of students and instructors. Several activities were undertaken including assessing the current website and portal, creating new media support, and identifying new features and updates required on existing web and portal pages to improve access.

"The online learning experience was intimidating at first, however the technical support was very helpful and encouraging. The instructor was also patient and respectful. Much appreciated!"

Georgian College Student

89.0%
Student retention rate
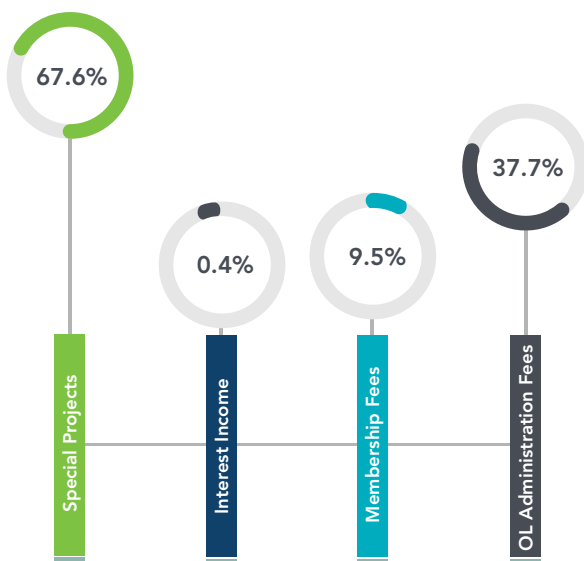*2015-2016 OntarioLearn*
Year-End Report

FINANCE BRIEF

OntarioLearn's infrastructure is supported by partner college contributions through an annual membership fee plus an administration fee per course enrollment. Special projects are funded by the Ministry of Training, Colleges and Universities (MTCU).
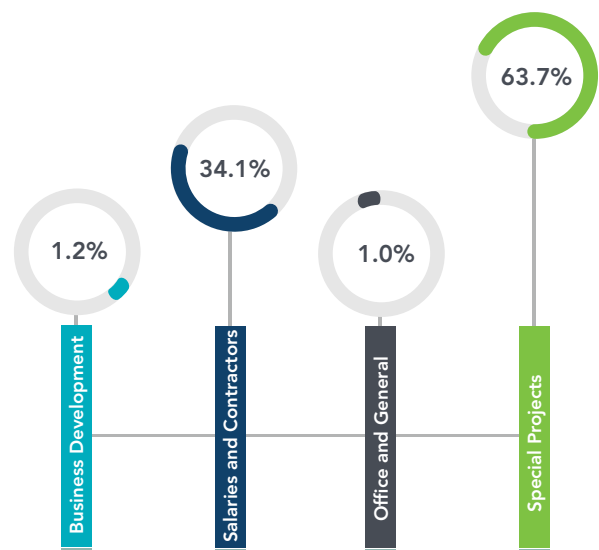
KEY FIGURES AS OF MARCH 31, 2016*

REVENUES	
Membership Fees	72,000
OntarioLearn Administration Fees	284,652
Interest Income	3,001
Special Projects	750,000
TOTAL REVENUES	$1,109,653

EXPENDITURES	
Salaries and Contractor Costs	399,692
Special Projects	746,717
Office and General	11,488
Business Development (travel, PD, PR)	13,887
TOTAL EXPENSES	$1,171,784

The unaudited 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

- Special Projects: 67.6%
- Interest Income: 0.4%
- Membership Fees: 9.5%
- OL Administration Fees: 37.7%

EXPENDITURES

- Business Development: 1.2%
- Salaries and Contractors: 34.1%
- Office and General: 1.0%
- Special Projects: 63.7%

OUTLOOK: 2016 AND BEYOND

OntarioLearn's continued commitment to improve access to online education and enhance the quality of its partners' programs and courses to the highest standards requires new, leading-edge approaches to succeed.

REVENUE MODEL TRANSITION PROJECT

To assure OntarioLearn's future success, a solid, sustainable business model that drives collaboration is essential. With this in mind, the OntarioLearn Board will be looking at a number of best practices. Some examples are listed below.

- Articulate clearly OntarioLearn's role as the collaborative hub for the college sector, highlighting the benefits to member institutions.
- Consider adopting a new revenue-sharing model that promotes increased member participation in OntarioLearn.
- Develop a program development prioritization strategy with a focus on student retention and achievement.
- Develop a multi-year programming strategy.

QUALITY ASSURANCE COMPATIBILITY PROJECT

With the success of this project to date, the Quality Assurance Committee brought forward a series of recommendations to continue into the future.

- Approval of a new Quality Assurance policy.
- Launch of an in-house training program.
- Alignment of the student feedback tool with the new Online Teaching Competencies Matrix.
- Develop a strategy to review the existing inventory of shared courses in order to ensure the ongoing quality of teaching and learning across its entire course inventory.

ACCESS WEB PORTAL DEVELOPMENT PROJECT

With the extensive work that has been completed to date, the following recommendations were recently presented to the OntarioLearn Board to expand and modernize the website and portal.

- In April 2016, the OntarioLearn Board agreed to pursue the next phase of implementation with external partners.
- Continue implementing quality assurance measures for the OntarioLearn website and portal including reviews, testing and adaptations.
- Outline specifications for Phase II Mobile Single Sign On (SSO) specifications.
- Advance Phase II of ecommerce platform implementation.
- Continue evaluation and implementation of new external partnerships, identifying process adaptations to increase uptake and simplify use.
- Increase communication and training to leverage new features and functions.

2015-2016 EXECUTIVE AND BOARD MEMBERS

EXECUTIVE COMMITTEE

Chair	Susan Savoie, Seneca
Co-Chair	Tracie Marsh-Fior, Canadore
Treasurer	Donna Church, Lambton
VPA Liaison	Laurel Schollen, Fleming
Western Region Representative	Sandra Schelling, Conestoga
Eastern Region Representative	Lynn Walker, St. Lawrence
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	Sandra Larwill
Cambrian	Sherrill McCall
Canadore	Tracie Marsh-Fior
Centennial	Michelle DeCoste
Collège Boréal	Danielle Talbot-Larivière
Conestoga	Sandra Schelling
Confederation	Don Duclos
Durham	Rebecca Milburn
Fanshawe	Susan Cluett
Fleming	Brenda Pander-Scott
George Brown	Kathleen Abbott
Georgian	Catherine Drea
Humber	Mark Ihnat
La Cité	Suzanne Gibault
Lambton	Donna Church
Loyalist	Julia Chapelle
Mohawk	Alison Horton
Niagara	Jayne Moffat
Northern	Sara Munroe
Sault	Ted Newbery
Seneca	Susan Savoie
Sheridan	Blair Kettle
St. Clair	Irene Moore Davis
St. Lawrence	Lynn Walker

ONTARIO

Confederation
Thunder Bay

Northern
Timmins

Collège Boréal, Cambrian
Sudbury

Canadore
North Bay

Algonquin, La Cité
Ottawa

Sault
Sault Ste. Marie

St. Lawrence
Kingston

Fleming
Peterborough

Seneca
Toronto

Georgian
Barrie

Loyalist
Belleville

Humber
Toronto

Durham
Oshawa

Conestoga
Kitchener

Centennial
Toronto

Sheridan
Oakville

George Brown
Toronto

Fanshawe
London

Lambton
Sarnia

Niagara
Welland

Mohawk
Hamilton

St. Clair
Windsor