



OntarioLearn

Colleges Working Together

2019 - 2020
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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Our 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 restructured from 24 directors to nine to allow for a more strategic, responsive Board
- A 24 member Management Committee was created with four new sub-committees
- 76,050 course registrations achieved

2018 - 2019

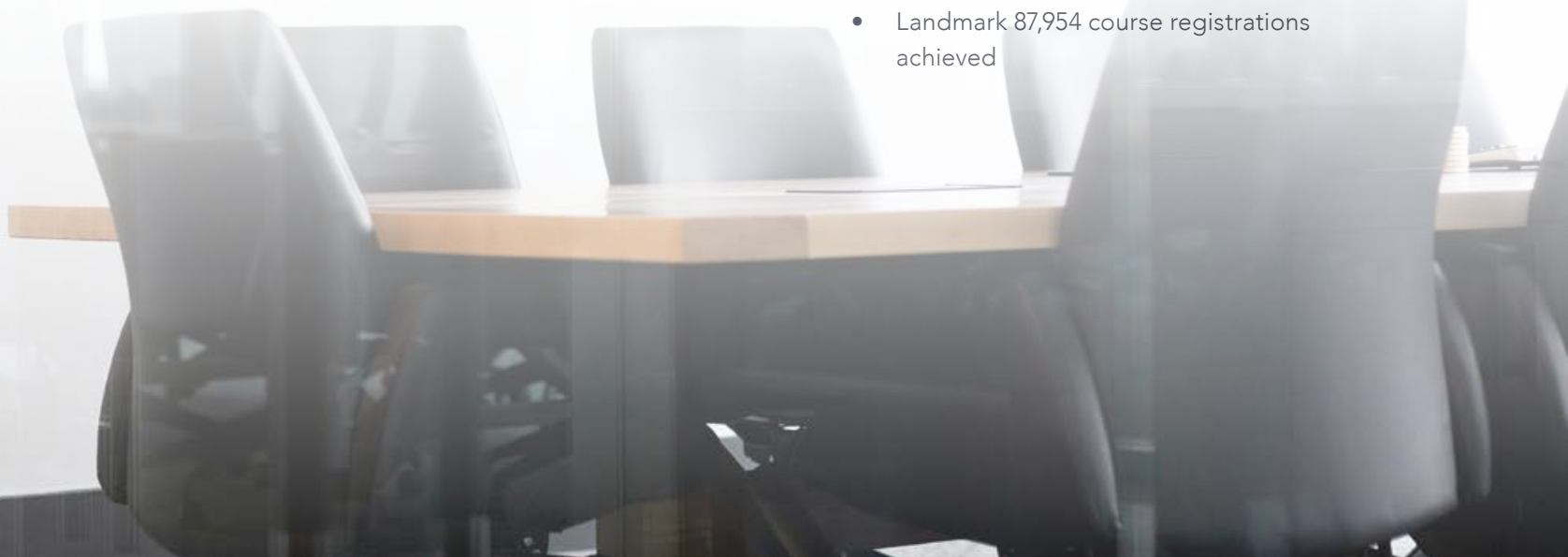
Board Implements Strategic and Operational Plans

- Responded to market demand with programming expansion
- Introduced new policies and updated existing policies to support strategic directions
- Introduced a number of new business streams
- 80,278 course registrations achieved

2019 - 2020

New Horizons, Great Accomplishments

- Board celebrated 25 years of colleges collaborating to improve access to online post-secondary education for college students
- Introduced quality assurance policies and processes for shared programs
- Expanded access to degree breadth courses ensuring Ontario degree students have maximum choice
- Landmark 87,954 course registrations achieved



From the Chair

OntarioLearn continued to play an integral role in promoting access to education this year as the organization entered the second year of its three-year Strategic Plan 2018-21. The strategic plan has enabled the organization to focus on its ongoing commitment to flexible and quality learning by seeking new ways to improve collaboration within the college sector.

This commitment has been exemplified by the inaugural launch of the new Collaborative Program Quality Assurance policy, which was developed in partnership with the Ontario College Quality Assurance Council (OCQAS) last year. The newly implemented policy was well received by the 24 colleges as select programs underwent a pilot this past year by completing a series of attestation documents. These documents are designed to outline the collaborative efforts in ensuring each course is actively contributing to program goals and capturing the insights from individual labour markets. The new procedure will continue to be implemented within the upcoming 2020-21 year and will be refined with each iteration to ensure it continues to meet the needs of each institution.

This year also included a 9.6% enrolment growth in part-time course registrations as the sector increased its course offerings to 1,466 with an additional 218 currently under development. These course offerings provide a wealth of opportunity for part-time learners to participate in higher education and enables individual colleges to leverage the expertise of their counterparts in supporting access to online learning within remote communities.

While the 2019-20 fiscal year featured strong enrolments and advancements in quality assurance, the college sector faced unprecedented change in late March 2020 due to COVID-19 and the sudden switch to alternative/online delivery. OntarioLearn will continue to support the college sector in the upcoming year by promoting

cross-institutional partnerships and seeking out new opportunities to ensure learners maintain access to higher education.

As we reflect on our 2019-20 achievements, I am quickly reminded that this marks my fourth year on the Board of Directors and my final year as Board Chair. This experience has been humbling as each member of the Board of Directors has showcased a genuine commitment to organizational values and a passion for good governance. I wish them well as my colleague Michelle DeCoste (Dean, Center for Part-Time & Online Learning at Centennial College) accepts her new appointment as Board Chair effective October 1, 2020. OntarioLearn will undoubtedly benefit from Michelle's 20+ years in academic leadership at Centennial as the organization completes its final year of the current Strategic Plan and begins the ideation process for its next iteration.

I would also like to thank Susan Savoie (Executive Director, OntarioLearn) and Donna Church (Associate Director, OntarioLearn) for their exceptional leadership this past year. The organization welcomed a new operational structure this year that both maximized the efficiencies of previous iterations and provided opportunities to innovate. This change required extensive work as both leaders reflected on the needs of the college sector in reshaping OntarioLearn's operational procedures.

OntarioLearn enters its 26th year as an organization that values: quality course/program design, student-centered learning, cross-institutional collaboration, business innovation, and fiscal sustainability. These values will serve the organization well as it continues to support the college sector in the upcoming year.

I look forward to reading more about OntarioLearn's evolution in the coming year.

*André Léger
Chair, OntarioLearn*

A Progressive Leader in Online Education

For 25 years, OntarioLearn has been a progressive leader in the collaborative sharing and delivering of quality online education. With over one million course enrolments 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 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 experience during the past year. This included introducing a number of new business streams and encouraging and supporting robust and innovative assessment options that take advantage of technology and current academic approaches to evaluating student success. New innovative programs and delivery models such as the Cannabis Industry Specialization Program enables colleges to actively engage with each other to deliver unique programming.

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.

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.

"The course content was very well delivered, the facilitator always had the assignments marked quickly after they were submitted, and the assignments were completely fair and reasonable."

*Algonquin College Student,
2020 Winter OntarioLearn Student Survey*

In a Winter 2020 student survey, 82% indicated that their work schedule and/or their family responsibilities were the reason for choosing an online course and 32% said they preferred the online environment.

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.

"The facilitator was very knowledgeable, accessible and well-prepared. The material was interesting, useful and relevant. I would highly recommend this course."

*Sault College Student,
2020 Winter 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 Winter 2020 OntarioLearn Student Survey, respondents indicated:

- 68% are employed while they study
- 73% are female
- 82% take online courses because of their work schedule and/or their family responsibilities
- 32% prefer the online learning environment
- 86% are enrolled to complete a certificate or diploma
- 48% are in online courses related to previous post-secondary education or training
- 45% are looking to improve themselves in their current careers
- 32% are looking to change careers
- 22% are newcomers to Canada (within the last 10 years)

Student Demographics 2020 Winter OntarioLearn Student Survey

Age	Percentage
-20	6%
20-29	38%
30-39	24%
40-49	19%
50-59	10%
60+	2%

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 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 1,466 courses available across the system and register for their selected courses with the college of their choice.

In addition to the course inventory, colleges collaborated in the development of fully online programs that meet the needs of students across the province. Quality Assurance policies and processes have been developed to support program sharing in addition to course sharing. Program Attestation documents outlining programs of study, quality reviews, and learning outcome changes are available to all colleges for shared programs to ensure up-to-date information is available for colleges when they make decisions about what programs to make available for their students.

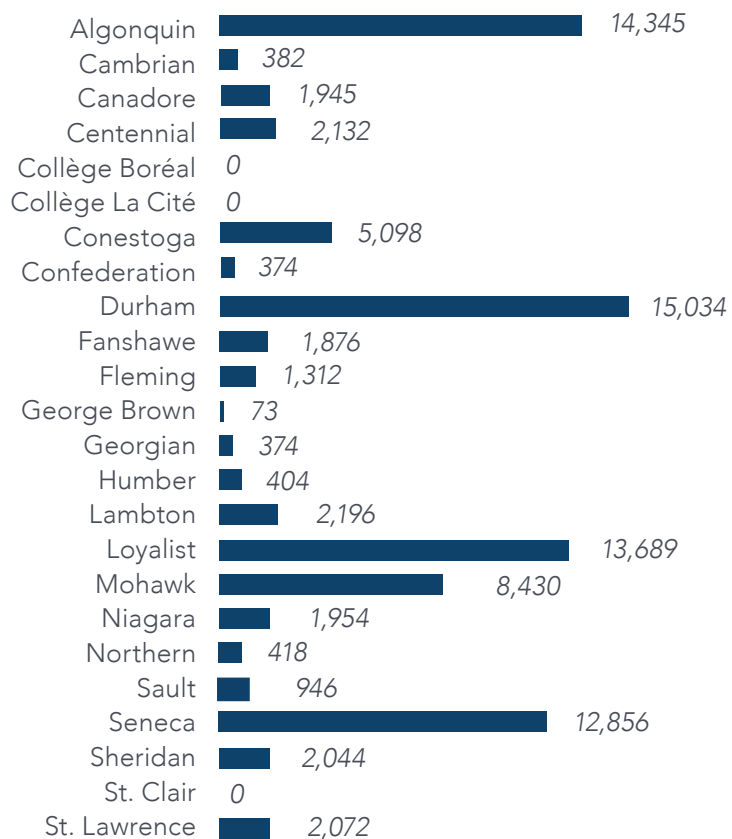
Our Intake Activity

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 enrolment resulted from courses offered on a semester basis, monthly intake enrolments continue to increase and account for 18.3% of the overall total enrolment for 2019-2020. Included in the enrolment information is enrolment in the private and privately shared business streams which account for 3% of the overall total enrolment. It's also noteworthy that a number of colleges utilize degree breadth courses delivered through OntarioLearn to ensure their own degree students have choice when selecting optional breadth courses that interest them most.

Course Enrolment by Intake

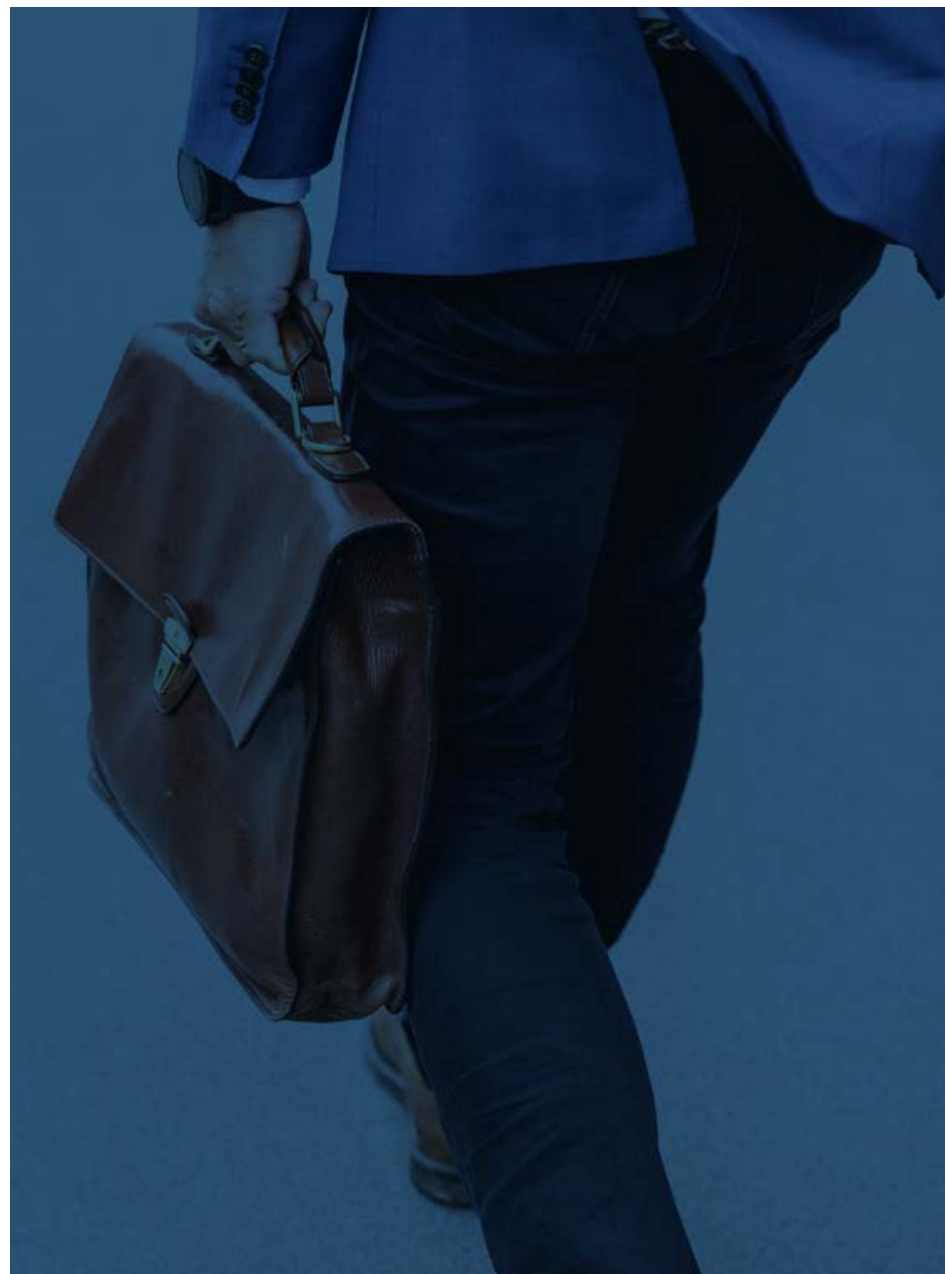
Semester Intake				Monthly Intake			Total 2019 - 2020	
Semester	Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.
Spring 2019	967	20,553	79.6	310	5,276	20.4	1,277	25,829
Fall 2019	953	24,651	81.3	273	5,658	18.7	1,226	30,309
Winter 2020	1012	26,657	83.8	223	5,159	16.2	1,235	31,816
Total	2,932	71,861	81.7	806	16,093	18.3	3,738	87,954

Hosting College Activity (2019 - 2020)



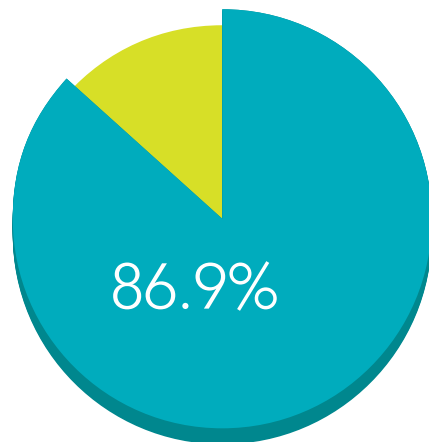
"The facilitator was a wonderful and amazing resource person who knows well how to facilitate a suitable learning environment to the needs of the students. It was my pleasure attending this applied online course."

*George Brown College Student,
2020 Winter OntarioLearn Student Survey*

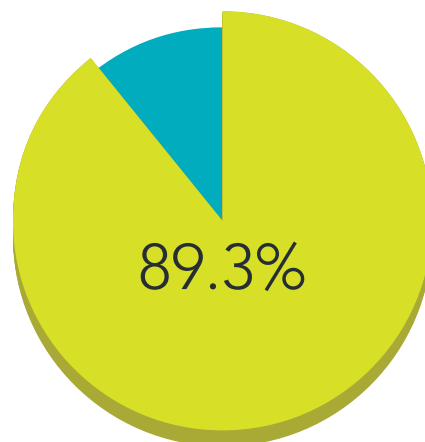


Student Success Rates

The student success rate for OntarioLearn's online courses continues to show strong results. When adjusting to factor in attrition, the student success rate was 86.9%. The retention rate was 89.3%.



STUDENT SUCCESS



RETENTION

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 thoroughly enjoyed this course. I also liked the layout... lots of useful knowledge and the lectures contained relevant information about the subject material. The layout of the OntarioLearn site was also really great and straight forward. I found this platform much easier to use as opposed to other online learning platforms I have used in the past."

*Niagara College Student,
2020 Winter OntarioLearn Student Survey*

Performance Highlights

Key Objective

Marketing and Strategic Enrolment Committee

To help promote OntarioLearn to internal and external stakeholders.

Achievement

- Updated editable infographic explaining overall benefits for colleges participating in OntarioLearn for internal use
- Created promotion material for insertion into newspaper and distribution to specific business HR departments
- Reviewed OntarioLearn inventory to ensure viability of courses with low enrolment, consider other venues to promote offerings

"The course material and the facilitator were really good. I really enjoyed doing this course as this was my first online course. Thanks."

*Seneca College Student,
2020 Winter OntarioLearn Student Survey*

Key Objective

Pathways, Partnerships, Programs

To ensure quality assurance policies and processes are updated for courses and programs.

Achievement

- Created a Quality Assurance Community of Practice involving practitioners from each college who interact regularly and significantly moved the quality assurance agenda forward in the following areas:
 1. Developed strategies to improve efficiency and time effectiveness in quality process
 2. Created resources and tools to assist with the design and development of online courses using QM Standards
 3. Developed a best practices approach for designing and reviewing courses using the Quality Matters Rubric
 4. Shared templates and master course shells
- Developed an Annual Program Attestation Process and a perpetual inventory for all programs delivered through OntarioLearn



Key Objective

Risk Management and Policy Committee

To create a schedule for reviewing all policies regularly, create standard templates, and create risk registry and policy.

Achievement

- Introduced a number of new policies including Academic Integrity and Program Quality Assurance with consultation and feedback from the other committees and the OntarioLearn Management Committee
- Updated 12 policies and corresponding procedures
- Provided risk management report to Board

Key Objective

Technology and Data Analytics Committee

To continue to support and advance OntarioLearn's presence in the online sector and to seek out technological efficiencies which provide for growth opportunities and partnership possibilities.

Achievement

- Introduction of a multi-phased business efficiency, process and technology project. The project involves three phases:
 1. Needs analysis
 2. Research cost of implementation and funding possibilities
 3. Implementation
- Completed interviews with Ontario college staff and OntarioLearn staff in order to track the processes currently used to maintain various databases/technologies. The findings will inform requirements needed to help update and future proof our current technologies and processes over the short, medium and long term.

Enrolment Summary

Course Enrolment by Year

OntarioLearn's annual enrolment figures for 2019 - 2020 attained a record high enrolment of **87,954** course registrations (**9.6% enrolment growth**).



Course Enrolment by College

College	Enrolment					Past Years	
	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	Variance	% Change
Algonquin College	6,878	7,062	8,618	9,255	9,488	233	2.5%
Cambrian College	770	492	319	272	369	97	35.7%
Canadore College	949	938	922	994	851	-143	-14.4%
Centennial College	3,697	3,669	5,240	6,115	6,577	462	7.6%
Collège La Cité	0	0	0	0	0	0	0.0%
Collège Boréal	0	2	0	0	0	0	0.0%
Conestoga	4,662	4,707	4,989	5,185	5,559	374	7.2%
Confederation College	1,692	1,806	2,252	2,699	2,356	-343	-12.7%
Durham College	7,729	7,123	6,871	6,930	9,127	2,197	31.7%
Fanshawe College	1,925	1,901	1,629	1,718	1,795	77	4.5%
Fleming College	4,109	4,446	4,850	4,521	4,821	300	6.6%
George Brown College	1,858	2,132	2,576	2,370	2,486	116	4.9%
Georgian College	2,699	2,573	3,057	2,718	2,828	110	4.0%
Humber College	1,076	1,110	1,269	1,139	1,251	112	9.8%
Lambton College	1,720	1,730	1,955	2,184	2,635	451	20.7%
Loyalist College	3,902	3,468	3,300	3,350	3,245	-105	-3.1%
Mohawk College	7,860	7,310	7,077	7,300	8,225	925	12.7%
Niagara College	4,642	4,976	5,100	5,877	6,810	933	15.9%
Northern College	250	214	214	176	288	112	63.6%
Sault College	830	658	690	774	949	175	22.6%
Seneca College	9,804	9,711	10,623	11,773	13,594	1,821	15.5%
Sheridan College	1,818	1,906	2,035	2,587	2,279	-308	-11.9%
St. Clair College	325	188	205	178	197	19	10.7%
St. Lawrence College	2,055	2,141	2,259	2,163	2,224	61	2.8%
Total	71,250	70,263	76,050	80,278	87,954	7,676	9.6%

Note: Course enrolment 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

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.

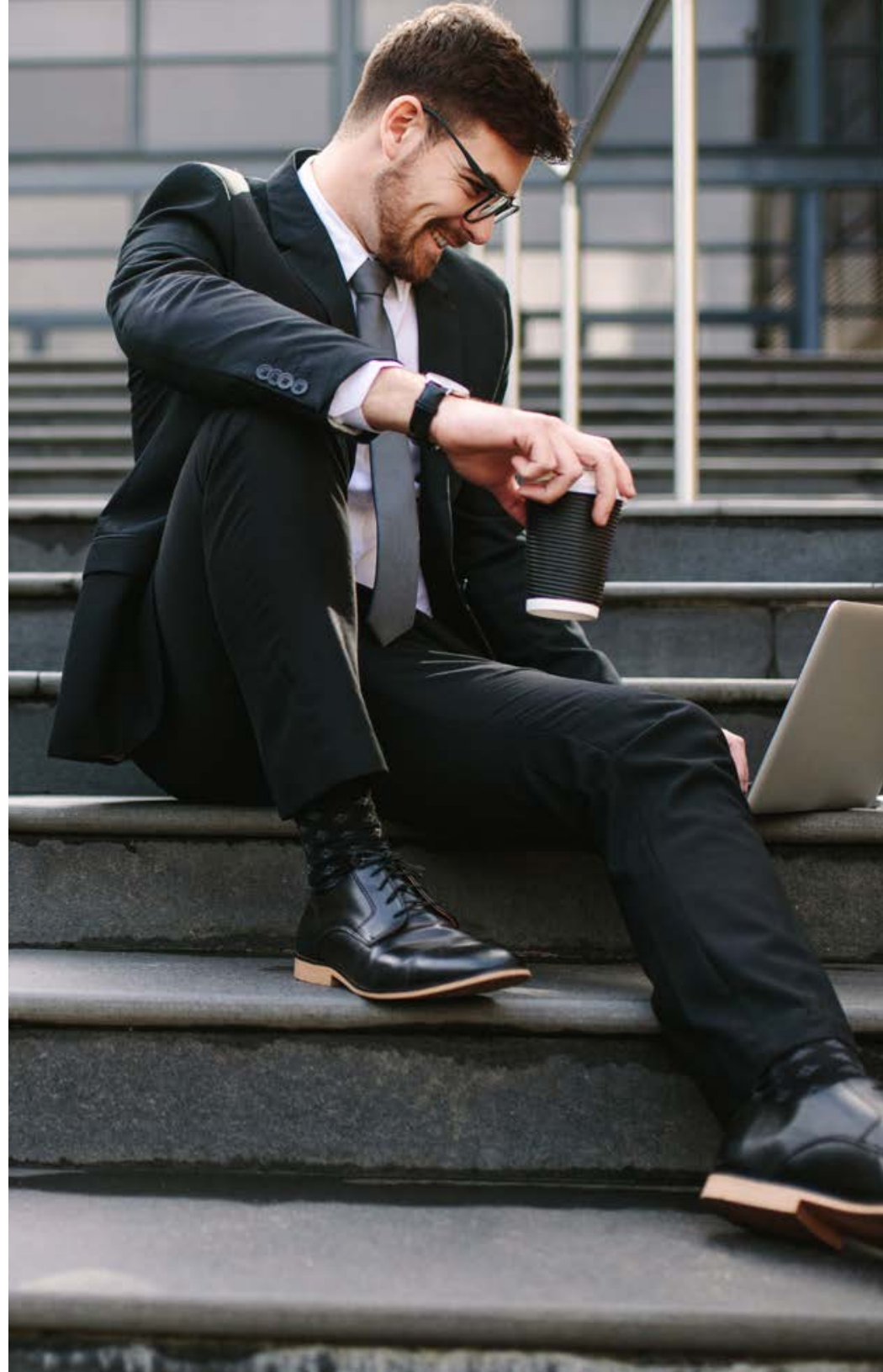
2019 - 2020 OntarioLearn Course Inventory

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

- *1,466 courses available*
- *218 new courses under development*

Programs

In addition to continually developing and delivering new courses, one of OntarioLearn's strategic priorities is to expand the offering of complete programs leading to credentials. There are a number of credentials for online students to choose from. Currently there are 635 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 unique and successful.



With a mandate to increase programming, OntarioLearn has added 17 new programs this year to its inventory. Some examples of new programs added in 2019-20 include:

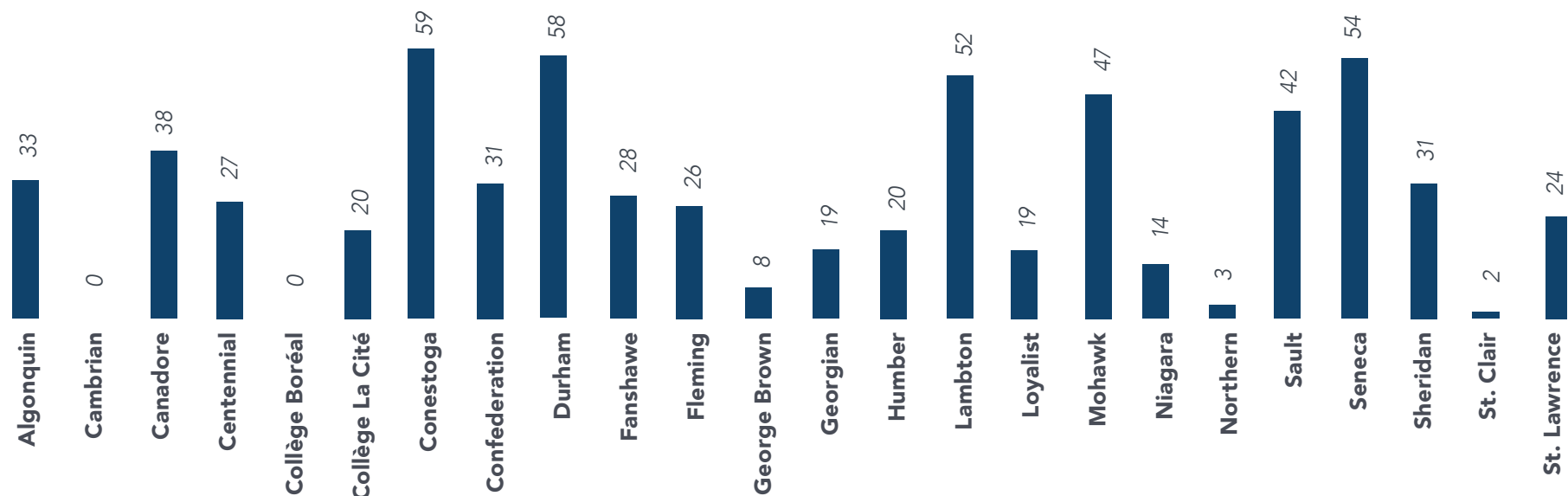
- Wastewater Collection and Treatment Systems Operation Board of Governors' Certificate
- Water Treatment and Systems Distribution Board of Governors' Certificate
- Cannabis Specialist Industry Program Award of Completion
- Restorative Practices and Alternative Dispute Resolution Ontario College Graduate Certificate
- Leadership in Sustainable Business Practices Ontario College Graduate Certificate

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	404	23	37	2	65	124	655



Number of Credentialed Programs by College



"The facilitator was great - always helpful and getting marks back quickly. She was also very helpful at the end of the semester when the COVID-19 pandemic was happening. She reached out to let us know that we could take some extra time on assignments and get them in before the final date. She was very responsive and understanding."

*Durham College Student,
2020 Winter OntarioLearn Student Survey*



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's approach to the quality assurance ecosystem includes a requirement for all new and substantially altered courses to undergo a review following the Quality Matters™ (QM) rubric process with additional annotations relevant to OntarioLearn.

Quality Matters™

In an effort to streamline our QM approach, OntarioLearn consulted with its Quality Specialist and the Quality Coordinators at each college. This process resulted in the use of an automated Self Review and Verification process through Quality Matters for all new courses.

Over the 2019 - 20 year, 17 new courses at seven colleges met the required threshold of 85% for all required QM standards. The courses reflected a diverse group of subject matter ranging from horticulture, law, supply chain, health care, technology, and interior decorating.

The Future of Quality at OntarioLearn

Guiding principles and processes were implemented to ensure sustainable quality assurance for both courses and programs. OntarioLearn implemented a program Quality Assurance Policy along with an Annual Program Attestation process. The Program Attestation process was created with input from the OntarioLearn Management Committee. Each spring, lead colleges will complete the Annual Program Attestation and OntarioLearn will make them available in a central repository.

The Annual Program Attestation process focused on eight collaborative programs during the 2019-20 year and will expand to other programs in the coming years.

Key elements of this annual process involve program details such as admission and progression requirements; program/course review, including program advisory recommendations; student services availability and communication through OntarioLearn and respective colleges; and highlighting anticipated changes.

Enriched Technology Services

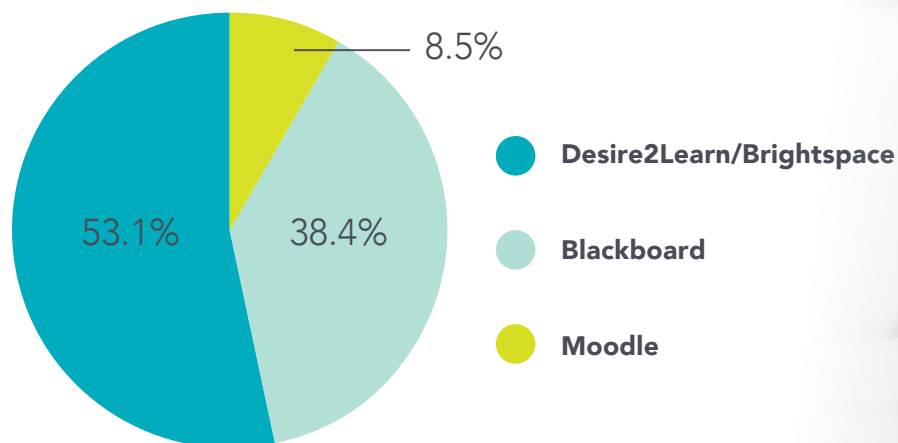
OntarioLearn Website

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

Learning Management Systems

Three supported Learning Management Systems (LMS) serve as reliable platforms of online course delivery. These are Blackboard, Desire2Learn, and Moodle. Host colleges determine which platform to use for their courses.

2019 - 2020 Enrolment 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. Portal updates are scheduled for coming months that will enable better enrolment reporting and enable settlement processing to be streamlined and automated.

Technical 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 three 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.

In 2019, the Help Desk responded to 18,271 inquiries.

Help Desk	2019
Phone	5,160
Emails/Webforms	3,203
Online Chat	9,908
	18,271

"[Pearson] responded to my request in a very timely fashion and had a resolution for my issue - all this during the Christmas holiday period! Thank you."

*Seneca College Facilitator,
January 2020 Help Desk Survey*

Finance Brief

Statement of Financial Position

March 31, 2020

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 enrolment to OntarioLearn. OntarioLearn's infrastructure is solely sustained by partner college contributions. In 2019-20, 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 and administration fees from enrolments. Operating costs are primarily salaries and contract services (systems, legal, accounting, etc.).

Assets		Liabilities and Net Assets	
Current assets:		Current liabilities:	
Cash	\$595,149	Accounts payable and accrued liabilities	\$384,882
Investments	-	Deferred revenue	72,000
Accrued interest receivable	-	Deferred capital contributions	157,403
Amounts receivable from colleges	243,348		614,285
Prepaid expenses	3,353	Net assets:	
	841,850	Invested in intangible assets	21,526
Intangible assets	178,929	Unrestricted	384,968
	\$1,020,779		406,494
			\$1,020,779

2020 - 2021 Outlook

We will continue advancing our three strategic plan focus areas: Robust and Sustainable Business Model, Digital Strategies, and Diverse Online Learning Opportunities. Students continue to expect technology to be seamlessly integrated into education and are looking for more online learning opportunities that provide flexible delivery increasing their access regardless of where they live and whatever their work and family obligations may be.

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 consistent with our Strategic Plan 2018-2021:

Advancing a Robust and Sustainable Business Model

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 opportunities to use technology to streamline our support to the colleges.

Having introduced settlement processing for the colleges, we will follow up with additional portal updates to enable streamlined support and transparent reporting and tracking.

Advancing Digital Strategies

Focus on enabling colleges to continue sharing delivery in an online environment in innovative ways. This includes introducing new streams of activities such as micro credentials, additional collaborative programs, and streamlining our quality assurance processes for both courses and programs. Support new and innovative models that enable colleges to share online courses and programs with each other.

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 continue to define policies and processes that 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 and with external organizations and partners, we will ensure all members are provided with clear information and are aware of the many opportunities membership affords them. In addition, we will invite input and feedback to capture new and unexplored opportunities.

Success Stories

"I couldn't have gone through and succeeded in college without the help I received from OntarioLearn. Their online courses are making it possible for me to achieve my Accounting diploma despite the difficulties and challenges I face."

*Daniel Arnott,
Georgian College Student*



"Pursuing my Small Business Bookkeeping Certificate through OntarioLearn was the ideal way for me to go to college because I could continue to work while studying. Coursework could be completed at any time, which allowed me to fit my studies around my family obligations."

I never felt alone in my online studies. Each of my classes had a chat forum, where conversations with my classmates were always lively and interesting. One of my instructors hosted a monthly video call, providing students with an opportunity to ask questions and receive feedback. We also used LinkedIn Learning to supplement the course material."

The courses were interesting and easy to navigate. There was always enough work to do to keep me busy and engaged, but not so much that I felt overwhelmed. After completing my certificate, I feel confident in my grasp of the subject matter."

At present, I am working as a bookkeeper for a grocery store and as an online tutor for Loyalist College Distance Education students."

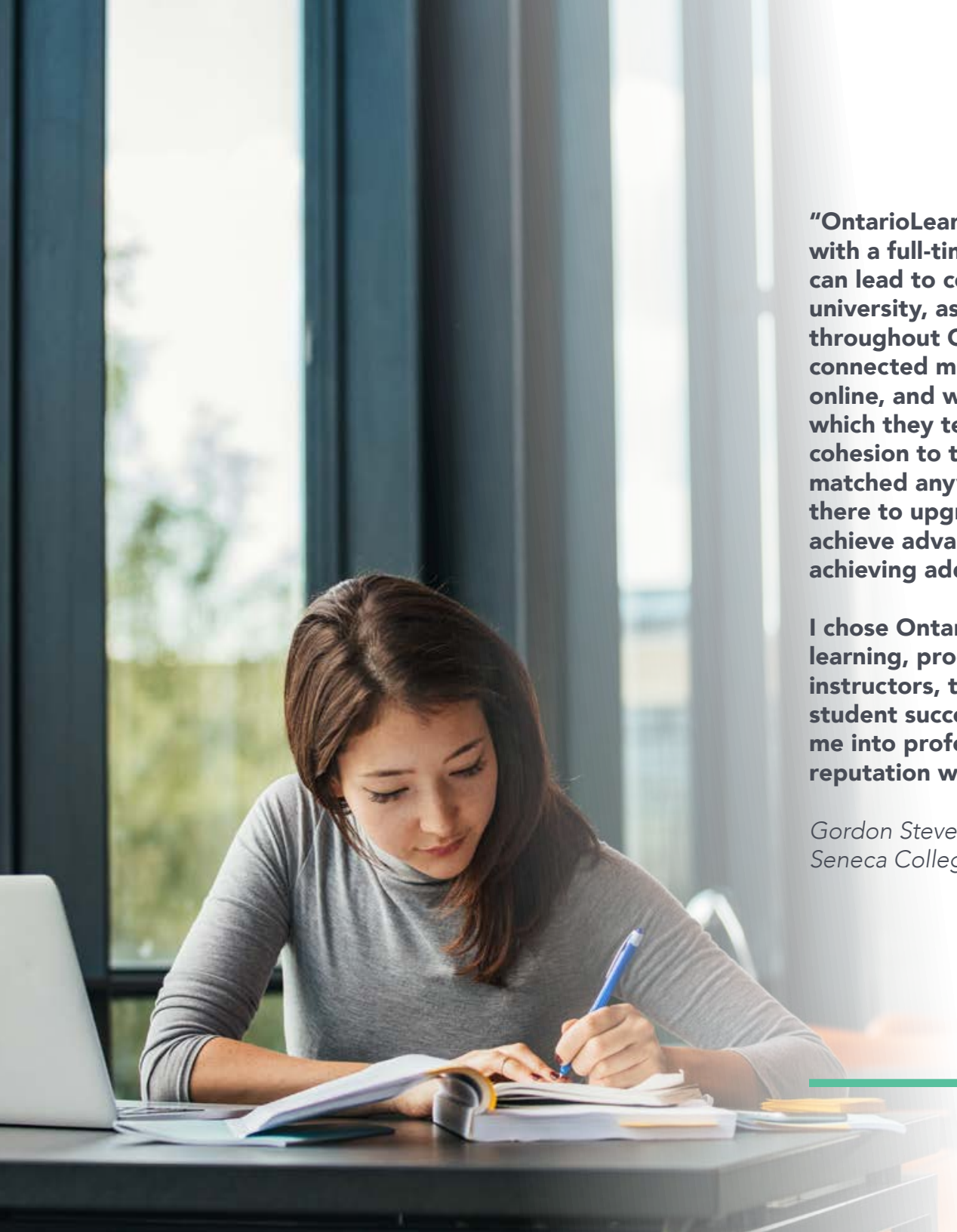
I had an exceptional experience and highly recommend education through OntarioLearn."

*Virginia Hewton,
Loyalist College Student*

"OntarioLearn is an excellent choice for any learner. Taken with a full-time or part-time approach, these programs can lead to certificates, diplomas, degrees, pathways to university, as well as a solid reputation with employers throughout Canada and beyond. Distance learning has connected me with coursework designed to be delivered online, and with teachers who work in the industries in which they teach, bringing life experience, authenticity and cohesion to the classroom and coursework that cannot be matched anywhere else. Other students in my classes are there to upgrade or change their careers or, like me, to achieve advanced standing in a master's degree, as well as achieving additional professional certifications.

I chose OntarioLearn because it has the best balance of learning, program delivery, qualified and experienced instructors, tuition pricing, administration focused on student success, the right partnerships, credentials to get me into professional programs, and importantly, an excellent reputation with employers."

*Gordon Stevens,
Seneca College Student*

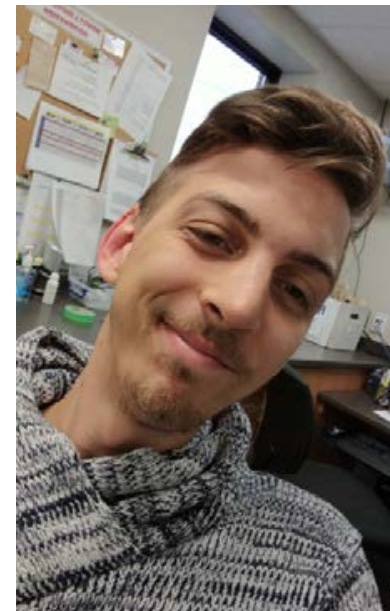


"I was drawn to libraries from a young age. Growing up on a farm in rural Ontario, I was often found pedalling to the local library to stuff my backpack with a week's worth of books. I decided I wanted to work in libraries before committing to the schooling and landed a part-time position at my local library. Since then I've worked many different positions in libraries and come to love every aspect of this field."

I entered the library technician program at Mohawk College, through OntarioLearn, which allowed me to continue working while completing my schooling. This afforded me the unique experience of applying each course directly to my job. In the time it took me to complete my education, I worked seven different positions within libraries, from courier driver to supervising a branch. I wound my way through libraries and school. OntarioLearn allowed me the flexibility necessary to continue working."

Throughout the library and information technician program, a wide variety of tools are taught and I find myself utilizing these acquired skills on a day to day basis. Upon completing the program, I was hired within the same month to a full-time position as a Local History and Digital Literacy library technician. Overall, I found the program not only worked for my schedule and lifestyle but prepared me to work in areas I would not have expected library work would take me."

*Marinus van Leeuwen
Mohawk College Student*



"As a mature student and mother of three, figuring out the logistics of furthering my post-secondary education was interesting, to say the least. While I was studying for both my Interdisciplinary Studies Degree and Supply Chain Management Graduate Diploma, OntarioLearn provided me with the flexibility I needed to complete my education while balancing my personal life."

I completed over 20 online courses, most of which were offered through OntarioLearn. The availability of courses from many participating colleges across Ontario afforded me the option to study from home, provided more time to complete my studies and spend time with my family due to the removal of a commute, and also removed the expense of travel. These factors made OntarioLearn the perfect path for my educational journey."

The ability for me to complete my degree and graduate diploma predominantly through OntarioLearn has greatly influenced my confidence and decision to pursue further education through a master's degree. OntarioLearn provides excellent opportunities for those who require flexible options to further, continue, and complete their education and career goals."

*Esther Sampson
Seneca College Student*



"I was very nervous about starting a new online platform. I was concerned that it would be too much to learn... I was surprised at how easy it was to navigate. I am happy with the course outline, time frames and the facilitator; I was able to receive feedback and assistance right way on any questions or concerns. I would take OntarioLearn courses again, and likely will in the summer to make my next year a little bit lighter."

*Northern College Student,
2020 Winter OntarioLearn Student Survey*

OntarioLearn 2019 - 2020

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