



OntarioLearn

2021 - 2022 **Annual Report**



OntarioLearn

Partner Institutions

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
Kenjgewin Teg
Lambton College
Loyalist College
Mohawk College
Niagara College
Northern College
Sault College
Seneca College
Seven Generations Education Institute
Sheridan College
St. Clair College
St. Lawrence College

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Our Mission

OntarioLearn is a consortium of institutions 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.

*Canadian Association for Distance Education (CADE) 2006 award
"Excellence and Innovation in Partnership/Collaboration"

Achievements at a Glance

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
- 87,954 registrations achieved

2020 - 2021

Explosive Growth and Partnership Expansion

- OntarioLearn celebrated Kenjgewin Teg and Seven Generations Education Institute joining our collaborative community
- OntarioLearn pivoted to support members during the early days of COVID-19 as members also adapted to a new environment to support their learners
- OntarioLearn engaged with several institutions to continue expanding access to degree breadth courses for Ontario degree students
- 105,864 registrations achieved

2021 - 2022

Board Approves New Strategic Plan

- Members provide input to ensure OntarioLearn's new 2022-2025 Strategic Plan is relevant and supports the system's directions and needs
- Introduced new policies and updated existing policies to support strategic directions
- Introduced several new business streams to support system collaborations in new online programming
- 93,369 course registrations achieved (a return to more realistic enrolment after the explosive growth seen during the pandemic)

A Message from the Chair

On behalf of OntarioLearn's Board of Directors, I am pleased to present the Annual Report for 2021-2022. It has been a remarkable year that saw OntarioLearn continue to support member institutions through challenging times. Now more than ever, the collaborative nature of OntarioLearn has shown and continues to pave the way to flexible, affordable offerings, leveraging the best the system has to offer as we began to emerge from the pandemic. We have seen the implementation of our new Strategic Plan, centered in our values of quality, student centred approaches, collaboration, innovation and sustainability.

As you review the report, you will see our values at work through our strategic priorities exemplifying our commitment to quality, advancing digital strategies, innovation, sustainability and growth. As the system finds its new norm, we reflect on lessons learned through the pandemic and the rapid move to online learning. OntarioLearn is once again poised to continue to provide leadership across the sector.

This past year has seen a collaborative degree ready to launch under a private stream, sharing of niche programming, breadth courses and increased retention of learners, implementation of a new operational plan, full implementation of the Program Attestation Process and much more.

I am extremely proud of our collective achievements over the past year and want to recognize the commitment and hard work of our Board, but most importantly, the leadership and staff of OntarioLearn. This team has worked tirelessly to support member institutions, their learners and the sector. With great flexibility, understanding and a true belief in collaboration, they have engaged in process improvement, systems enhancements, introduced and supported new business streams, to name just a few, all to ensure the best support to our members and their learners.

I would also like to highlight the remarkable leadership of our Executive Director, Susan Savoie. Susan is a steadfast champion of OntarioLearn and with her team has moved OntarioLearn forward in a strategically sound way, always looking to the future – a true advocate of collaboration. Susan has seen an exemplary career in the sector, through her roles at Seneca College, her dedication as Chair of the Board of Directors and her leadership of OntarioLearn as Executive Director. We have been blessed with Susan's expertise, commitment and outstanding leadership, for which we are all grateful.

I look to the year ahead with excitement as we actualize our strategic plan, support OntarioLearn and its members, move forward to meet learners where they are in innovative ways that represent the best digital learning experiences for learners and further our commitment to collaboration.

Michelle DeCoste
Chair, OntarioLearn

A Progressive Leader in Online Education

OntarioLearn is a progressive leader in the collaborative sharing and delivering of quality online education. With about 1.3 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.

Governed by the 24 Ontario colleges, the consortium works as a synergistic, responsive and dynamic group to develop and deliver flexible, demand-driven online learning focused on the needs of Ontario's online post-secondary learners. Additional post-secondary institutions and other organizations with values that align with the colleges participate in various business streams within the consortium and expand the opportunity for relevant online learning for learners in Ontario. This partnership approach allows members 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, provide OntarioLearn with leadership and oversight.

Fostering Innovation

Work continued during this past year with several initiatives to advance access and enrich the online learning experience for learners. Expanding into a variety of different business streams has enabled partners to explore unique ways to deliver online courses and programs in a collaborative environment.

One of these business streams involved three colleges who have partnered with each other to develop a fully online degree program. They've partnered with each other to develop the curriculum and courses and will launch the program using a private business stream customized for the needs of this unique partnership. The program has its own program landing page on the OntarioLearn website with clear information about the degree program and links to the three participating colleges. The program will launch in the Fall 2022 semester.

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 throughout the province, leveraging what is available across the entire system rather than an individual institution. By supporting several different business streams, OntarioLearn member institutions can partner with specific institutions to share niche programming that may be relevant to a smaller number of institutions and unique sharing arrangements are created by those participating institutions. OntarioLearn 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 really enjoyed how this course was laid out. It was presented and offered in a way that I could work on my assignments and still continue working my full-time job without the stress of missing live classes. All the information you'd need for this course is outlined in the textbook and the lessons."

**Algonquin College Student,
2022 Winter OntarioLearn Student Feedback Survey**

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 Winter 2022 student survey, 88% of students indicated that their work schedule and/or their family responsibilities were the reason for choosing an online course, which was an increase of 14% over last winter. 37% of students said they preferred the online environment, an increase of 4% over last winter.

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 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 offers the ability to complete a program at their own pace.

Diversity

There are many reasons why students choose to learn online. OntarioLearn recognizes this and makes every 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 institution or who have unique needs that make travel to and from campus difficult.

In a Winter 2022 OntarioLearn Student Feedback Survey, respondents indicated:

- 75% are employed while they study
- 74% are female
- 88% take online courses because of their work schedule and/or their family responsibilities

- 37% prefer the online learning environment
- 73% are enrolled to complete a certificate or diploma, 11% a graduate certificate, 6% a degree
- 50% are in online courses related to previous post-secondary education or training
- 46% are looking to improve themselves in their current careers
- 38% are looking to change careers
- 17% are newcomers to Canada (within the last 10 years)

Student Demographics
2022 Winter OntarioLearn Student Feedback Survey

Age	Percentage
-20	4%
20-29	27%
30-39	29%
40-49	23%
50-59	14%
60+	3%

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 institutions in the consortium can be either a host institution or a registering institution.

The host institution owns the course content and delivers the course for the province. The host institution'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 institution is multi-faceted: designing, developing and delivering online courses to be shared with the consortium's partner institutions. The host institution is also responsible for course quality, maintenance, assigning the online course facilitator and providing final grades.

A registering institution identifies and selects courses from the OntarioLearn course inventory to complement and add to their own list of online courses. This allows each institution 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 1,450+ courses available across the system and register for their selected courses with the institution of their choice.



In addition to the course inventory, institutions 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 review, and learning outcome changes are available to all institutions for shared programs to ensure up-to-date information is available for institutions when they make decisions about what programs to make available for their students.

Our Intake Activity

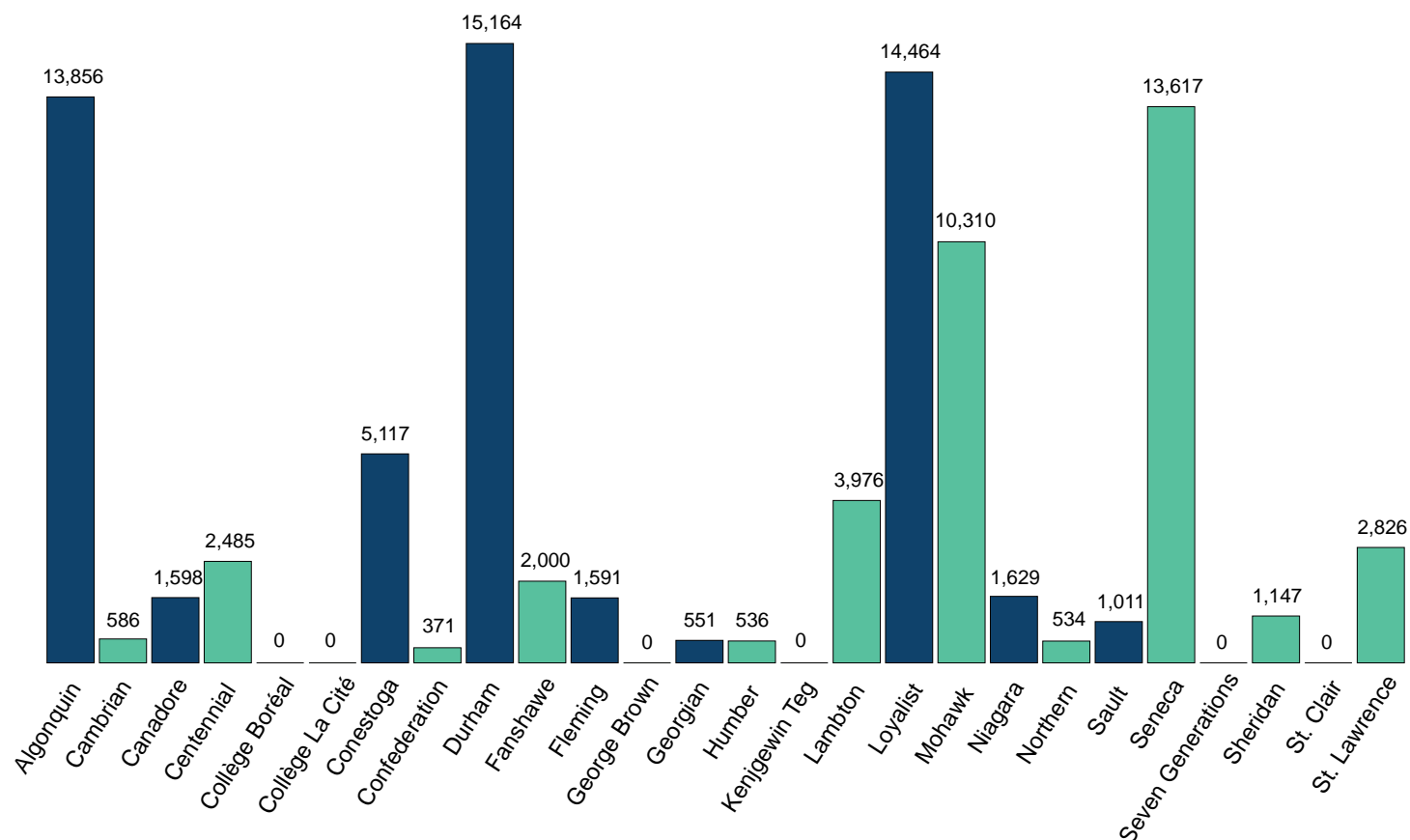
OntarioLearn continues to offer courses not only each semester but monthly, giving students more flexibility in choosing when to begin their studies. As the chart below demonstrates, although the majority of course enrolment resulted from courses offered on a semester basis, monthly intake enrolments continue to be attractive to online learners and account for 21.5% of the overall total enrolment for 2021/2022. Included in the enrolment information is enrolment in the private and privately shared business streams, which now accounts for 3.9% of the overall total enrolment. These private streams are continuing to grow with the addition of activity, such as the privately shared degree stream that will be launched in Fall 2022. It's also noteworthy that several institutions utilize degree breadth courses delivered through OntarioLearn to ensure their own degree students have choice when selecting optional breadth courses that interest them most. An increasing number of institutions are relying on OntarioLearn delivered breadth courses for their Nursing degrees.

Course Enrolment by Intake

There were **20,113 monthly-intake enrolments reported for 2021/22**. This accounts for 21.5% of the overall 2021/22 OntarioLearn enrolment activity. The table below compares the enrolment activity in “semester-intake” courses and “monthly-intake” courses during 2021/22.

	Semester Intake			Monthly Intake			Total 2021 - 2022	
Semester	# Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.
Spring 2021	965	24,831	74.6	512	8,460	25.4	1,477	33,291
Fall 2021	941	24,457	79.2	351	6,408	20.8	1,292	30,865
Winter 2022	951	23,968	82.0	253	5,245	18.0	1,204	29,213
Total	2,857	73,256	78.5	1,116	20,113	21.5	3,973	93,369

Hosting Institution Activity (2021 - 2022)

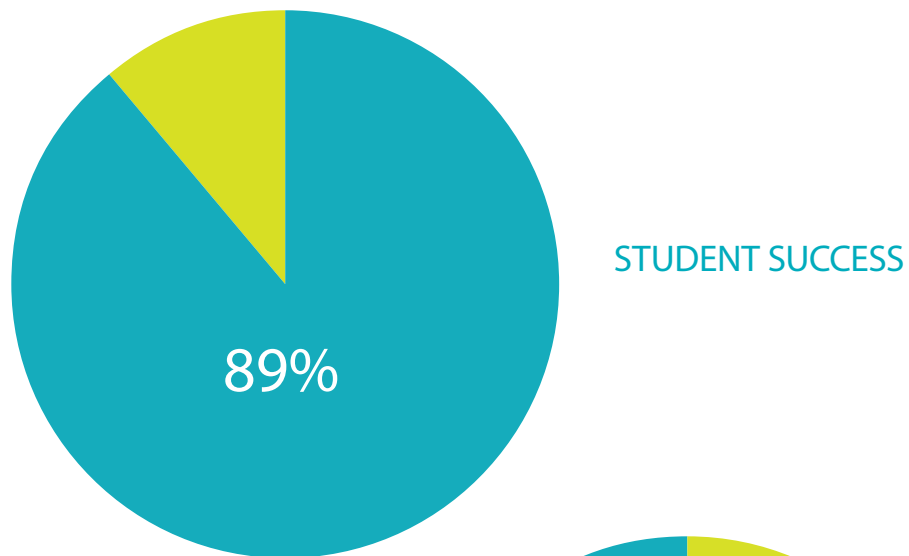


"I learned so many new concepts. The course and all of the resources were both thorough and helpful. I thoroughly loved the course, both in terms of instruction and the resources that were supplied."

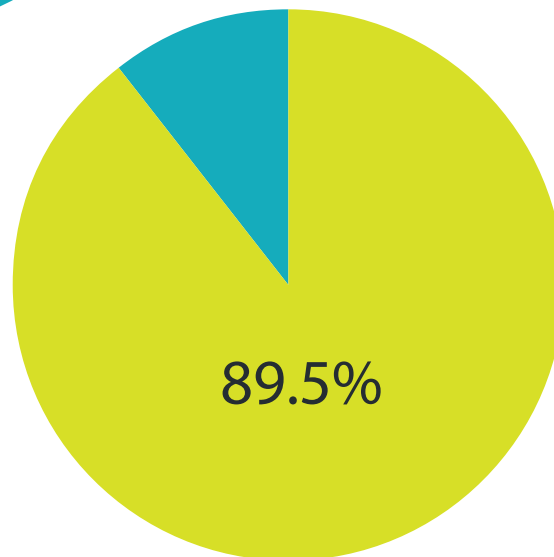
**George Brown College Student,
2022 Winter OntarioLearn Student Feedback Survey**

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 in 2021 was 89.0%. The retention rate was 89.5%.



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.

"Thank you for this course. I get to know and experience how online learning is. The format and presentation tools were creative and effective. As a busy mom, learning online at my own pace is a plus. This course is useful in our everyday life and especially for my future career path. And to my facilitator, thank you for all you do!"

*Niagara College Student,
2022 Winter OntarioLearn Student Feedback Survey*

Performance Highlights

Key Objective

Marketing and Strategic Enrolment Committee

To help promote OntarioLearn to internal and external stakeholders.

Achievement

- Provided input into the new Operational Plan from the committee's perspective, particularly around communication that will strengthen the provincial network by telling the OL story
- Provided input into the criteria and qualifications for a co-op student to work on reviewing our website and Google Analytics with the intention of developing a strategy to retain visitors for longer periods of time

"This was an excellent course. The content was relevant and the assignments and discussions aligned to the course outcomes. The facilitator provided detailed feedback and was quick to respond to questions. Overall, a great experience!"

**Seneca College Student,
2022 Winter OntarioLearn Student Feedback Survey**

Key Objective

Pathways, Partnerships, Programs

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

Achievement

- Annual Program Attestation Process fully implemented with a perpetual inventory accessible to all institutions
- With the approval of the OntarioLearn Management Committee, amended the Verification Process to allow institutions to have a choice with this essential quality oversight. Institutions may elect to utilize in-house qualified personnel to perform this work.
- Spring 2021 existing courses that have been formally assessed and identified as requiring course improvements are being treated as new courses to achieve QM standards
- Quality Assurance Community of Practice (QACOP) is co-chaired by two institution leaders who are members of this community. Highlights for 2021/22 include:
 1. Self-help videos have been created to support instructional designers. These brief, themed videos have been well received.
 2. With the development of short courses, the group began work on modifying the Quality Matters™ (QM) Rubric to meet the different needs of short courses

Key Objective

Risk Management and Policy Committee

To maintain a regular schedule for reviewing all policies, creating new policies as required and ensuring all are accessible to all members.

Achievement

- Introduced a new Policy Review Schedule to ensure all policies are on a regular schedule and considered in equal numbers throughout the year for review and approval through October 2025
- Updated four academic policies (Academic Appeals, Course Outlines, Grading and Transfer of Academic Credit)
- Updated three administrative policies that will go before the Board's October meeting for approval (Course Section Maximums, Examinations, Course Feedback and Review)

Key Objective

Technology and Data Analytics Committee

Continuation of a multi-year phased business efficiency, process and technology project to ensure currency of technologies, security and forward-looking development. This year marked several milestones.

Achievement

- Created infrastructure in Microsoft Ecosystem to assist in shared development opportunities
- Modified and automated processes involved in reimbursement of fees between partner institutions to support a wider variety of delivery options
- Began processes to update major LMS to cloud-based service to achieve better security, automatic updates and decrease possibility of downtime. This is a year-long project.



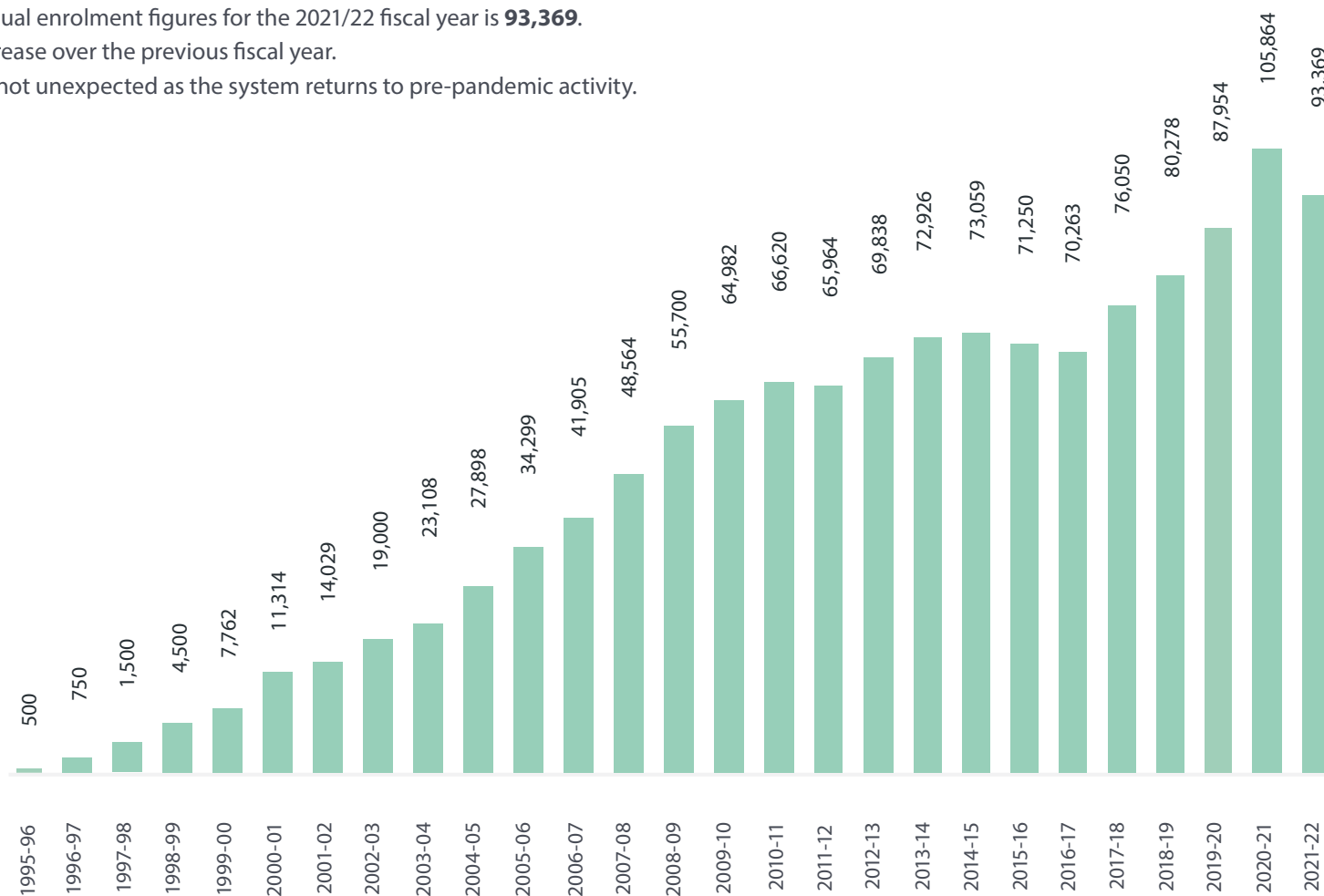
Enrolment Summary

Course Enrolment by Year

OntarioLearn's annual enrolment figures for the 2021/22 fiscal year is **93,369**.

This is a 11.8% decrease over the previous fiscal year.

This decrease was not unexpected as the system returns to pre-pandemic activity.



Course Enrolment by Institution

The following table details enrolment activity at each partner institution during the past 5 years.

Enrolment by Institution							
Institution	2017/18 Enrol.	2018/19 Enrol.	2019/20 Enrol.	2020/21 Enrol.	2021/22 Enrol.	Enrolment Variance	% Change from Previous Year
Algonquin	8,618	9,255	9,488	11,525	9,693	-1,832	-15.9%
Cambrian	319	272	369	549	617	68	12.4%
Canadore	922	994	851	1,044	1,004	-40	-3.8%
Centennial	5,240	6,115	6,577	6,702	4,873	-1,829	-27.3%
Collège Boréal	0	0	0	0	0	0	0.0%
Collège La Cité	0	0	0	0	0	0	0.0%
Conestoga	4,989	5,185	5,559	5,927	5,726	-201	-3.4%
Confederation	2,252	2,699	2,356	3,045	3,286	241	7.9%
Durham	6,871	6,930	9,127	12,644	11,824	-820	-6.5%
Fanshawe	1,629	1,718	1,795	2,166	1,997	-169	-7.8%
Fleming	4,850	4,521	4,821	5,636	4,740	-896	-15.9%
George Brown	2,576	2,370	2,486	3,370	2,773	-597	-17.7%
Georgian	3,057	2,718	2,828	2,540	2,302	-238	-9.4%
Humber	1,269	1,139	1,251	1,991	1,466	-525	-26.4%
Kenjgewin Teg	0	0	0	0	11	11	1100.0%
Lambton	1,955	2,184	2,635	4,173	3,554	-619	-14.8%
Loyalist	3,300	3,350	3,245	4,126	4,284	158	3.8%
Mohawk	7,077	7,300	8,225	10,499	10,395	-104	-1.0%
Niagara	5,100	5,877	6,810	5,475	4,927	-548	-10.0%
Northern	214	176	288	388	610	222	57.2%
Sault	690	774	949	973	894	-79	-8.1%
Seneca	10,623	11,773	13,594	18,298	14,763	-3,535	-19.3%
Seven Generations	0	0	0	0	1	1	100.00%
Sheridan	2,035	2,587	2,279	2,129	1,482	-647	-30.4%
St. Clair	205	178	197	126	139	13	10.3%
St. Lawrence	2,259	2,163	2,224	2,538	2,008	-530	-20.9%
TOTAL	76,050	80,278	87,954	105,864	93,369	-12,495	-11.8%

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.

2021 - 2022 OntarioLearn Course Inventory

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

- *1,458 courses available*
- *164 new courses claimed and under development*

Programs

In addition to continually developing and delivering new courses, one of OntarioLearn's strategic priorities is to expand our offerings based on market demands.

There are many credentials for online students to choose from. Currently, there are 637 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. In 2021/2022, Confederation and Cambrian began offering the Accommodations and Human Rights Management (AHRM) ON College Graduate Certificate. Algonquin, George Brown and Mohawk continued developing courses within their Bachelor of Business Administration (Trades Management) (Honours) program that will launch in the Fall of 2022.



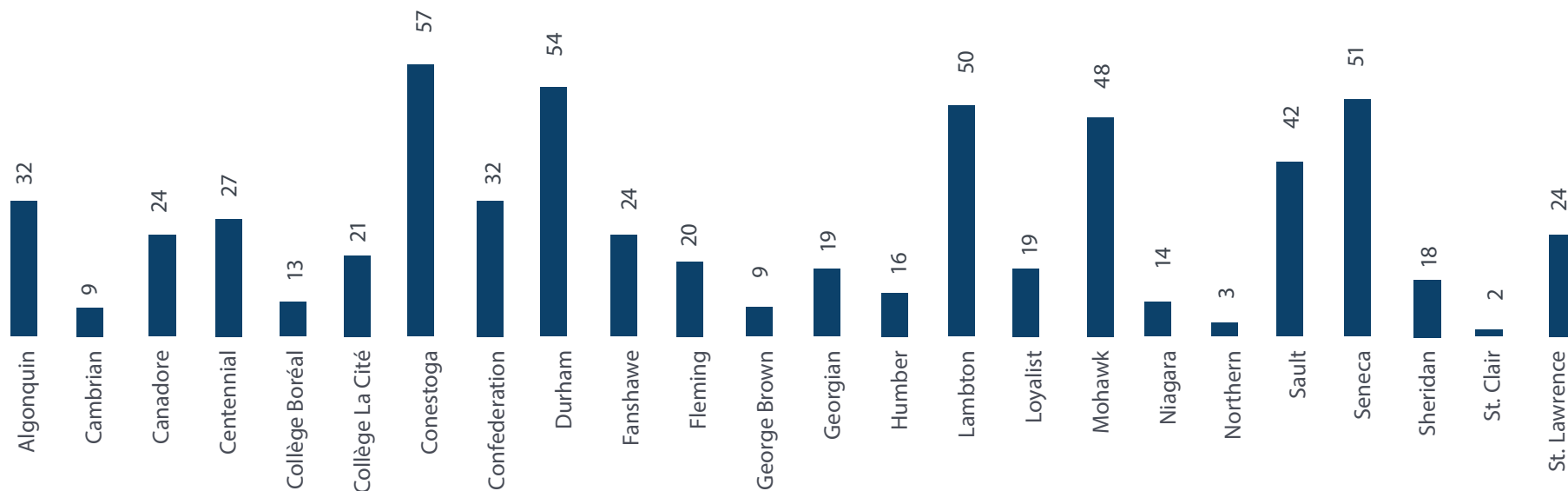
Categories of Credentialed Programs

Credential	College Approved Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	Other	Total # of Programs
TOTAL	401	22	40	3	58	113	637



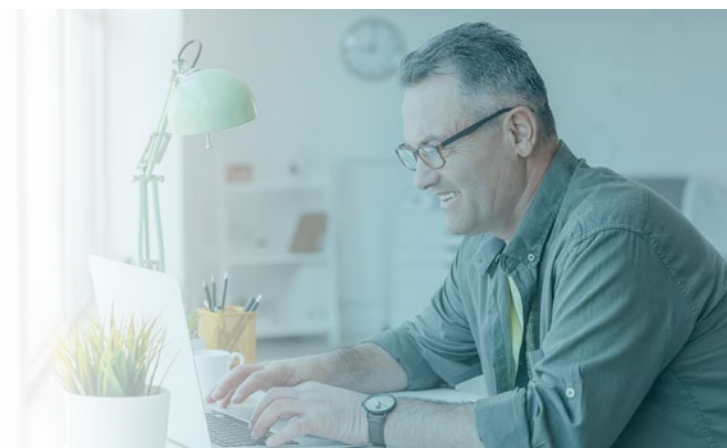
Program Inventory

There are 637 partner institution programs listed on the OntarioLearn website, as highlighted below.



"Although this course was online, it felt very interactive and I really enjoyed all of the assignments. They supported me in applying the knowledge I had gained."

**Durham College Student,
2022 Winter OntarioLearn Student Feedback 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 institutions 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) higher education rubric process with additional annotations relevant to OntarioLearn.

Quality Matters™

Our streamlined Quality Matters™ (QM) approach process has been adopted by all member institutions. As a result, we provide an automated Self Review and Verification process through QM for all new and revised courses.

Over the 2021-22 year, 31 existing courses were identified for renewal. All courses were developed prior to 2016 and will now utilize the QM 6th Edition Higher Education Rubric to guide their redevelopment. These courses must meet the required threshold of 85% for all required QM standards. The courses engaged in redesign reflect a diverse group of subject matter ranging from business, sociology, environment, math, communication, health care and technology.

The Future of Quality at OntarioLearn

OntarioLearn has revisited the role of our OL Quality Coordinator. As institutions have matured with their own quality practices, we are committed to a peer-to-peer model, whereby the OL Coordinator guides and supports the instructional designers at the respective institutions.

Over the 2021/22 year, the Chair of the OL Community of Practice has created a series of self-help videos that focus on asynchronous course design. These materials are made available to the institutions' Quality representatives through our OL Community of Practice Teams environment.

With an eye to the future, our intention in 2022/23 is to introduce a Peer Reviewer Model. As early as Spring 2022, institutions will be able to utilize their own qualified and certified Peer Reviewers.



Enriched Technology Services

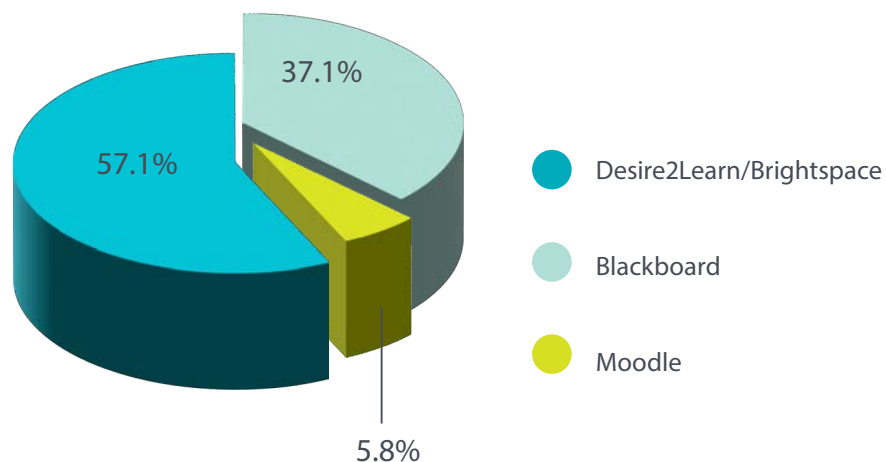
OntarioLearn Website

The OntarioLearn website provides students with a user-friendly, seamless vehicle to explore online learning options offered across all participating institutions. 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 institutions determine which platform to use for their courses. As part of maintaining modern secure infrastructure, Blackboard will be moving to a Software as A Service (SAAS) platform by Fall 2024.

2021- 2022 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. To further support a variety of delivery models, updates to the portal and other related processes have been implemented to allow for more flexibility in the net settlement process. In addition, plans are under way to update internal processes to allow for more differentiated intakes.

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 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 2021, the Help Desk responded to **19,648 inquiries**.

2021 Help Desk	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Phone	977	446	293	251	758	272	212	216	772	261	259	173	4,890
Email/Webforms	555	482	242	186	387	216	188	176	428	225	173	193	3,451
Online Chats	2,157	1,368	765	537	1,854	574	458	531	1,645	532	493	393	11,307
Total	3,689	2,296	1,300	974	2,999	1,062	858	923	2,845	1,018	925	759	19,648

"I'm glad that the tech support is 24/7. Not everyone works 9-5, so, for me, working afternoons and doing my course late at night, it's nice to know I always have the support whenever I need it."

**Centennial College Student,
January 2022 Help Desk Survey**

"Great job! Thanks for the quick response and easing my stress."

**Mohawk College Student,
January 2022 Help Desk Survey**

"Very professional, knowledgeable and understanding!"

**Durham College Facilitator,
January 2022 Help Desk Survey**

"Very good interaction. Agent confirmed the solution to my problem and then walked me through a step-by-step training session for the solution. I was very impressed."

**Conestoga College Facilitator,
January 2022 Help Desk Survey**

Finance Brief

Statement of Financial Position

March 31, 2022

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 institutions.

As a participant in the consortium, members and partner institutions pay an annual fee plus an administration fee per enrolment to OntarioLearn. OntarioLearn's infrastructure is solely sustained by members and partner institutions' contributions. In 2021-2022, OntarioLearn continued to invest in its operations, including quality assurance processes and the OntarioLearn Portal.

OntarioLearn's revenue sources are comprised mainly of annual fees and administration fees from enrolments. Operating costs are primarily salaries and contract services (systems, legal, accounting, etc.).

Assets

Current assets:

Cash	\$932,453
Amounts receivable	203,717
Prepaid expenses	3,353
	1,139,523
	\$1,139,523

Liabilities and Net Assets

Current liabilities:

Accounts payable and accrued liabilities	\$230,481
Deferred revenue	72,000
	302,481
Net assets: Unrestricted	837,042
	\$1,139,523

OntarioLearn is embarking on its new 2022-2025 Strategic Plan, approved at its Spring Board meeting. The plan focuses on several strategic priorities that reflect the leadership that OntarioLearn provides the system in online learning.

The learner is at the forefront of OntarioLearn priorities, including ensuring learners have access to consistent and high-quality learning opportunities across the province.

Our priorities include:

Advancing quality by leveraging the expertise we have within our Quality Assurance Community of Practice. We'll continue to focus on course and program reviews with the intention of ensuring consistency of the learner experience and quality improvement through the lens of equity, diversity and inclusion.

Advancing digital strategies that support our various business models and enhance processes using sustainable technology that continues to enable and support our collaboration. This priority will strengthen our approach to quality assurance and security. To achieve this priority, we will include a review of our website, portal and learning management systems.

Advancing innovation and creating flexible opportunities for learners, supported by the strength we draw from collaborating with each other. We will expand our delivery model to include options for diverse learning activities and learner engagement channels and leverage technology to enable multiple options operating simultaneously.

Advancing sustainability and growth by building on OntarioLearn's collaborative model and developing more opportunities for all partners. This will include focusing on strategic business development and partnership opportunities.

As a longstanding and high-caliber provider of online learning to learners from across Ontario, as well as nationally and internationally, OntarioLearn is exceptionally well-situated to continue to grow and thrive as a valued partner and collaborator. Our philosophy of meeting learners where they are by providing just-in-time learning has never been more relevant and we look forward to serving our learners and member institutions through this strategic roadmap for our collective future.



Success Stories

"I am a single mother with an autistic, adult child. If it wasn't for online learning, I wouldn't have been able to go back to school. It has been a great experience. I've been lucky enough to have good, supportive teachers. I have gotten to interact and do online group projects with students from all over Canada and the U.S.

The program lessons for each course have been clearly laid out with each course having its own calendar to let you know what and when is due. I can do my learning and assignments anytime - day or night. My favourite part is how everything is interactive. My online textbooks have read aloud options, which I love.

It has really been a great experience and I'm so glad this program exists. I can't say enough good things about it. This experience has given me a chance I would not have had with in-class learning."

Tina
Sault College
Office Assistant Certificate Program

"The online learning has been absolutely fantastic! As a mom of three who works full time, it was difficult to find a course that was offered 100% online. I love that I can work it into my schedule so I can further my education while still living my busy life!"

Savannah
Sault College
Early Childhood Education Leadership Program



"Like so many others, the pandemic caused me to question my own career (and life, really) and I made a 'COVID pivot' to work in career development. As I researched options, I found this program to be perfect for my career transition. With OntarioLearn at Fanshawe College, I am able to get the best of both worlds: I am able to work full time and be immersed in the field while also building my knowledge and skills as a practitioner through my courses. Now, one year into the program, I can already tell a number of the different learnings, strategies and techniques I've learned have helped me offer better support to students.

If you are considering a career in career development, I would absolutely recommend this program. The CDP program gives you 1) a chance to be 'digitally' surrounded by people who are curious and passionate about career development and 2) guidance from seasoned professionals on what to read, watch and how to challenge yourself to think differently and more openly. For me, the highlights of the program have been: the practicality of the assignments and course materials to my every day, the thoughtful discussions with peers and faculty members and the flexibility of the program and how I can make sure it fits into my life.

Whether you are considering starting work in career development for the first time or you are already working in the field, you will bring something new to the table and you will also take new resources and perspectives away from this program, your classmates and your instructors. Wherever you're at, you can leverage the learnings in this program and the people you meet to build a base for a new career or to refine an existing career development foundation."

Molly
Fanshawe College
Career Development Practitioner Program



"I have always found technology-based learning to be difficult. Currently, I am taking Training and Development, where all learning is online. This course is being delivered in excellent detail by the facilitator, who is involved and interactive. The facilitator creates a learning environment where group discussion and connections with personal experience are encouraged and learning the course content is reinforced through multiple activities and assignments designed to improve content learning and application.

I find my retention is better in this course and I believe this to be, in large part, due to the fact that engagement is mandatory for successful completion. If I want to do well in this course and apply the knowledge I'm learning, then I need to ensure that every discussion, assignment and submission progresses in succession with the content as I learn it.

The difference in course design has produced noticeable results for me - 1) while this course is involved and requires much of my time, it is providing me with active and challenging learning experiences that engage me and require me to be adaptive and 2) the formalized and structured approach facilitates my effective learning experience."

Danielle
Durham College
Training and Development



"I chose the Library & Information Technician program at Mohawk College because I wanted a career change. The modern library provides a multitude of services and I wanted to be a part of the community that supports access to information.

Returning to education after 20 years while working full-time with a family was daunting, but the flexibility of learning online made it possible. Logging in over a lunch break or later in the evening and not having to commute to attend in-class meant that I could learn and complete assignments without too much impact on daily life. I never felt far away from my facilitator or my college. All facilitators provided clear instructions and responded to any queries without delay. Having an online space to chat with other students was great for asking questions, sharing information and referring to documents and discussions quickly.

My learning experience gave me the tools and the confidence for my new career as a library worker and my personal experience using the D2L platform prepared me for supporting staff and students in the school where I work when our education system went online due to COVID-19 restrictions."

Victoria
Mohawk College
Graduate Library and Information Technician Diploma



"I enjoyed having the ability to change my life from the comfort of my own home.

I think it is amazing that I was able to acquire a diploma from the comfort of my bed, office, coffee shops, just about anywhere. The education I received was high quality as well.

I am grateful to Algonquin and the opportunity they provide at an incredibly reasonable price. I hope to use my diploma to do great things in the future.

Thanks, Algonquin."

Curtis
Algonquin College
Graduate Computer Programming

"I had a very good experience with this online course - our facilitator was very helpful. Whenever I had any kind of problem, he always helped me to solve it as soon as possible."

***Northern College Student,
2022 Winter OntarioLearn Student Feedback Survey***

OntarioLearn 2021 - 2022

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