



OntarioLearn

2022 - 2023 **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

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)

2022 - 2023

First Year of New Strategic Plan

- First year of the 2022-25 Strategic Plan, providing all the committees a new focus that supports member Colleges and Indigenous Institutes current goals
- New partnership supporting the Nursing Program Transformation Initiative, including the launch of the Internationally Educated Nurse (IEN) Pathway and the Personal Support Worker (PSW) to Practical Nursing (PN) Pathway
- 80,330 course registrations achieved

A Message from the Chair

On behalf of OntarioLearn's Board of Directors, I am pleased to present the Annual Report for 2022-2023. It has been another productive and innovative year for OntarioLearn. Working with Colleges Ontario and all 24 public colleges in the development of a Nursing Program Transformation Initiatives to increase access to nursing programs as part of a provincial strategy to increase the supply and retention of nurses in the health workforce, 24 courses for three pathways were developed, utilizing OntarioLearn's collaborative platform and technology.

Work has begun for the transition from our traditional contract technology approach to a revisioning of Technology Service directions including website and DNS hosting, LMS administration, expansion of institutional email sign-on and Helpdesk. This will be no small feat but the small but exemplary OntarioLearn team continues to progress and strive to make the transition seamless for members.

With a continued focus on quality, the standing committees have implemented improvements to program level quality checks, program attestations and inclusion of microcredentials.

OntarioLearn continues to be committed to our priorities of:

- Advancing quality
- Advancing digital strategies
- Advancing innovation; and
- Advancing 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 launched 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 ensuring OntarioLearn continues to provide leadership across the sector as it expands its service provision. The team, as always, has worked tirelessly to support member institutions, their learners and the sector. As an exemplar of collaboration, members have seen process improvement, systems enhancements, introduced and supported new business streams, and much more.

The year ahead will provide exciting challenges and potential for the organization and its members and I am excited to represent such an esteemed group of colleagues and members!

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 over 1.35 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 the new business streams was working in partnership with Colleges Ontario and partner colleges on the launch of the Nursing Program Transformation Initiative (NPTI). 2022/23 saw the launch on OntarioLearn of the IEN (Internationally Educated Nurse) Competency Upgrade Pathway and the Personal Support Worker (PSW) to Practical Nursing (PN) Pathway, with development work continuing on the Practical Nursing (PN) to Bachelor of Science in Nursing (BScN) Pathway.

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'm on-call a lot for work. Online learning allows me to commit to post-secondary education learning and I'm very grateful it is available as an option."

**Seneca College Student,
2023 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 2023 student survey, 90% of students indicated their work schedule and/or their family responsibilities were the reason for choosing an online course, which was an increase of 16% over the last two years. 39% of students said they preferred the online environment, an increase of 6% over the last two years.

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 2023 OntarioLearn Student Feedback Survey, respondents indicated:

- *72% are employed while they study*
- *71% are female*
- *90% take online courses because of their work schedule and/or their family responsibilities*

- *39% prefer the online learning environment*
- *73% are enrolled to complete a certificate or diploma, 12% a graduate certificate, 7% a degree*
- *49% are in online courses related to previous post-secondary education or training*
- *46% are looking to improve themselves in their current careers*
- *36% are looking to change careers*
- *24% are newcomers to Canada (within the last 10 years)*

Student Demographics
2023 Winter OntarioLearn Student Feedback Survey

Age	Percentage
-20	4%
20-29	30%
30-39	29%
40-49	23%
50-59	11%
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

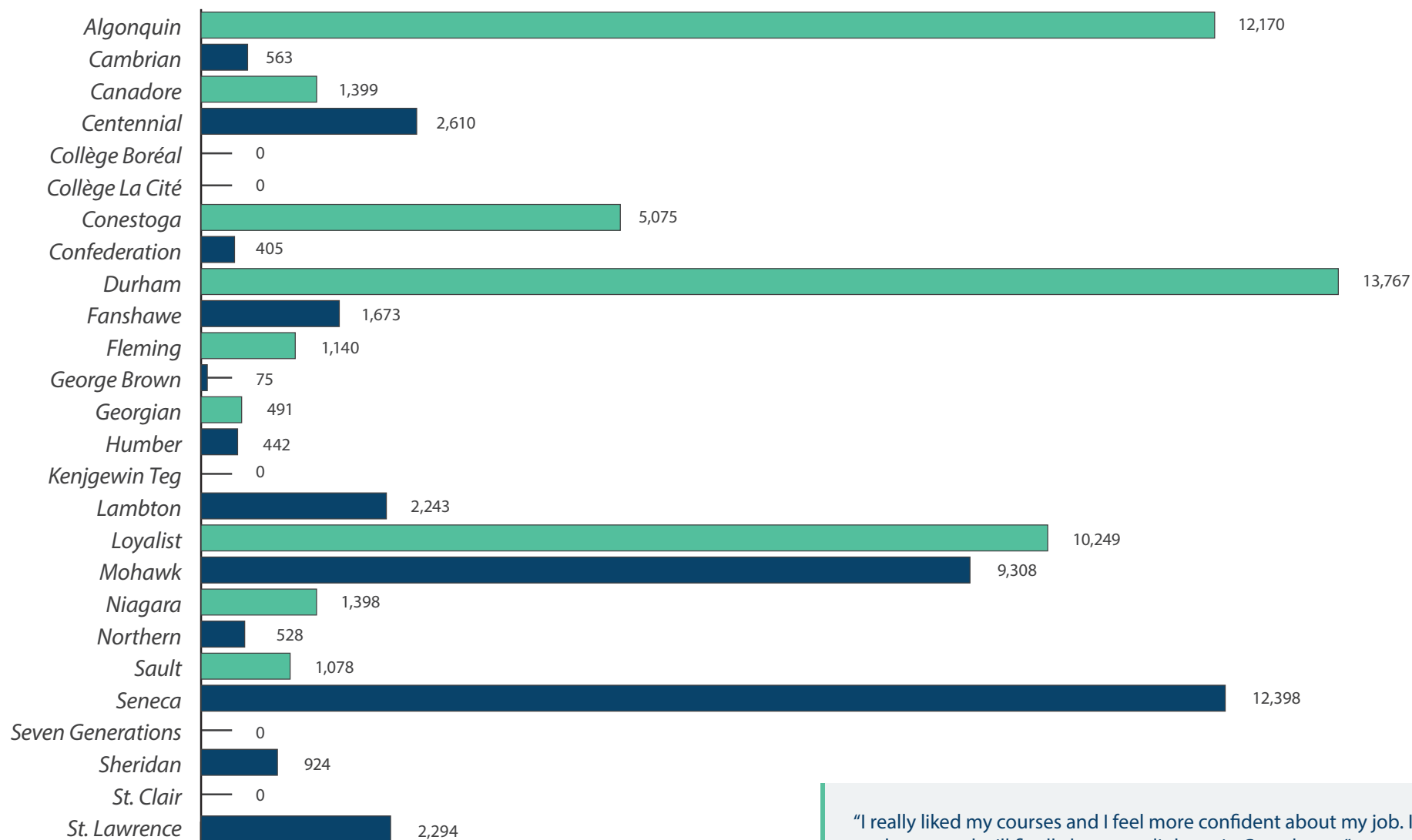
OntarioLearn continues to offer courses not only each semester but monthly, giving students more flexibility in choosing when to begin their studies. As the chart below demonstrates, although the majority of course enrolment resulted from courses offered on a semester basis, monthly intake enrolments continue to be attractive to online learners and account for 20.5% of the overall total enrolment for the 2022/2023 year. Included in the enrolment information is enrolment in the private and privately shared business streams, which now accounts for 3.3% 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 was 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 **16,470 monthly-intake enrolments reported for 2022/23**. This accounts for 20.5% of the overall 2022/23 OntarioLearn enrolment activity. The table below compares the enrolment activity in "semester-intake" courses and "monthly-intake" courses during 2022/23.

	Semester Intake			Monthly Intake			Total 2022 - 2023	
Semester	# Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.	% Enrol. Activity	# Sections	Enrol.
Spring 2022	889	19,321	76.3	338	6,000	23.7	1,227	25,321
Fall 2022	883	22,477	81.1	288	5,253	18.9	1,171	27,730
Winter 2023	881	22,062	80.9	230	5,217	19.1	1,111	27,279
Total	2,653	63,860	79.5	856	16,470	20.5	3,509	80,330

Hosting Institution Activity (2022 - 2023)

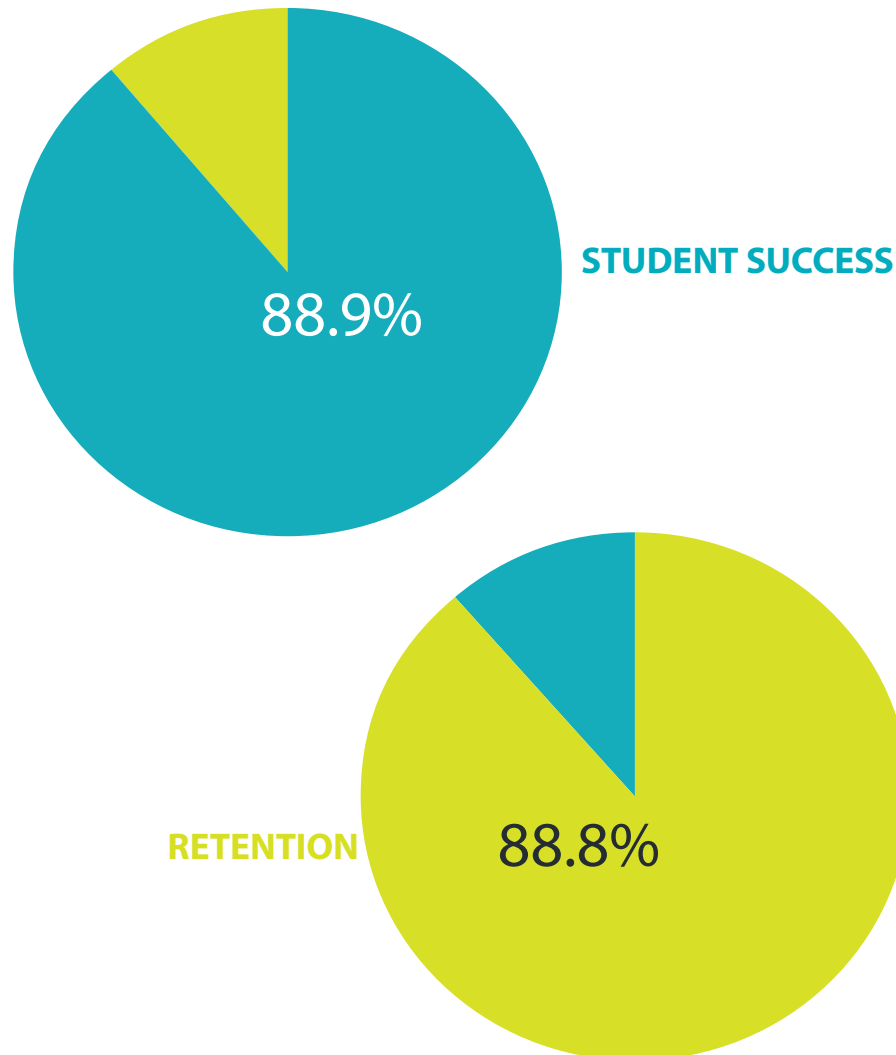


"I really liked my courses and I feel more confident about my job. I am happy and will finally have my diploma in Canada too."

**Durham College Student,
2023 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 2022 was 88.9%. The retention rate was 88.8%.



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.

"As someone who struggled to focus and learn in high school, I can say this program helped me understand that I can in fact apply myself to succeed in post-secondary education. The course layout is easy to follow and excellent to understand. Working through this course online has motivated me to continue with post-secondary education and learn as much as I can while being able to work full time. I would like to say thank you to our teacher for helping us all through any questions or struggles we encountered during the course."

*St. Lawrence College Student,
2023 Winter OntarioLearn Student Feedback Survey*

Performance Highlights

Key Objectives

Marketing and Strategic Enrolment Committee

To help promote OntarioLearn to internal and external stakeholders.

Achievement

- Strategized on the provision of marketing materials for internal stakeholders, including a specific focus on how OntarioLearn can support retention strategies.
- Supported the marketing of the Nursing Program Transformation Initiatives (NPTI) with other provincial partners.

Pathways, Partnerships, Programs

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

Achievement

- Supported the development of the review process for short courses. These courses receive the same level of quality design and review using the modified Quality Matters (QM) Rubric; however, the focus is primarily on the essential standards and very important standards.
- Effective Spring 2022, colleges can now employ their own qualified and certified Peer Reviewers to complete their quality matters reviews of their short and full courses.
- Quality Assurance Community of Practice (QACOP) is co-chaired by two college leaders who are members of this community. Highlights for 2022/23 include:
 1. With the development of short courses, the group continued working on modifying the QM Rubric to meet the different needs of the short courses.
 2. Preparation for the release of the 7th Edition QM Rubric expected June 2023.

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

- Updated two academic policies (Grading, Transfer of Academic Credit).
- Updated three administrative policies (Course Section Maximums, Examinations, Course Feedback and Review).

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.

Achievement

- Continued the process to update major LMS to cloud-based service to achieve better security, automatic updates and decrease possibility of downtime.
- Began to prepare for major changes as the current Technology Service Provider will be transitioning away from this service delivery. This includes the 24/7/365 Helpdesk, website and the LMS technical support.

Enrolment Summary

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Course Enrolment by Year

OntarioLearn's annual enrolment figures for the 2022/23 fiscal year is **80,330**.

This is a 14% 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	2018/19 Enrol.	2019/20 Enrol.	2020/21 Enrol.	2021/22 Enrol.	2022/23 Enrol.	Enrolment Variance	% Change from Previous Year
Algonquin	9,255	9,488	11,525	9,693	8,215	-1,478	-15.2%
Cambrian	272	369	549	617	615	-2	-0.3%
Canadore	994	851	1,044	1,004	890	-114	-11.4%
Centennial	6,115	6,577	6,702	4,873	6,419	1,546	31.7%
Collège Boréal	0	0	0	0	0	0	0.0%
Collège La Cité	0	0	0	0	0	0	0.0%
Conestoga	5,185	5,559	5,927	5,726	4,617	-1,109	-19.4%
Confederation	2,699	2,356	3,045	3,286	3,216	-70	-2.1%
Durham	6,930	9,127	12,644	11,824	9,740	-2,084	-17.6%
Fanshawe	1,718	1,795	2,166	1,997	1,526	-471	-23.6%
Fleming	4,521	4,821	5,636	4,740	3,718	-1,022	-21.6%
George Brown	2,370	2,486	3,370	2,773	1,885	-888	-32.0%
Georgian	2,718	2,828	2,540	2,302	2,552	250	10.9%
Humber	1,139	1,251	1,991	1,466	444	-1,022	-69.7%
Kenjgewin Teg	0	0	0	11	17	6	54.5%
Lambton	2,184	2,635	4,173	3,554	2,413	-1,141	-32.1%
Loyalist	3,350	3,245	4,126	4,284	3,207	-1,077	-25.1%
Mohawk	7,300	8,225	10,499	10,395	8,887	-1,508	-14.5%
Niagara	5,877	6,810	5,475	4,927	4,696	-231	-4.7%
Northern	176	288	388	610	806	196	32.1%
Sault	774	949	973	894	991	97	10.9%
Seneca	11,773	13,594	18,298	14,763	12,642	-2,121	-14.4%
Seven Generations	0	0	0	1	92	91	9100.00%
Sheridan	2,587	2,279	2,129	1,482	943	-539	-36.4%
St. Clair	178	197	126	139	160	21	15.1%
St. Lawrence	2,163	2,224	2,538	2,008	1,639	-369	-18.4%
TOTAL	80,278	87,954	105,864	93,369	80,330	-13,039	-14.0%

Academic Pathways

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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.

2022 - 2023 OntarioLearn Course Inventory

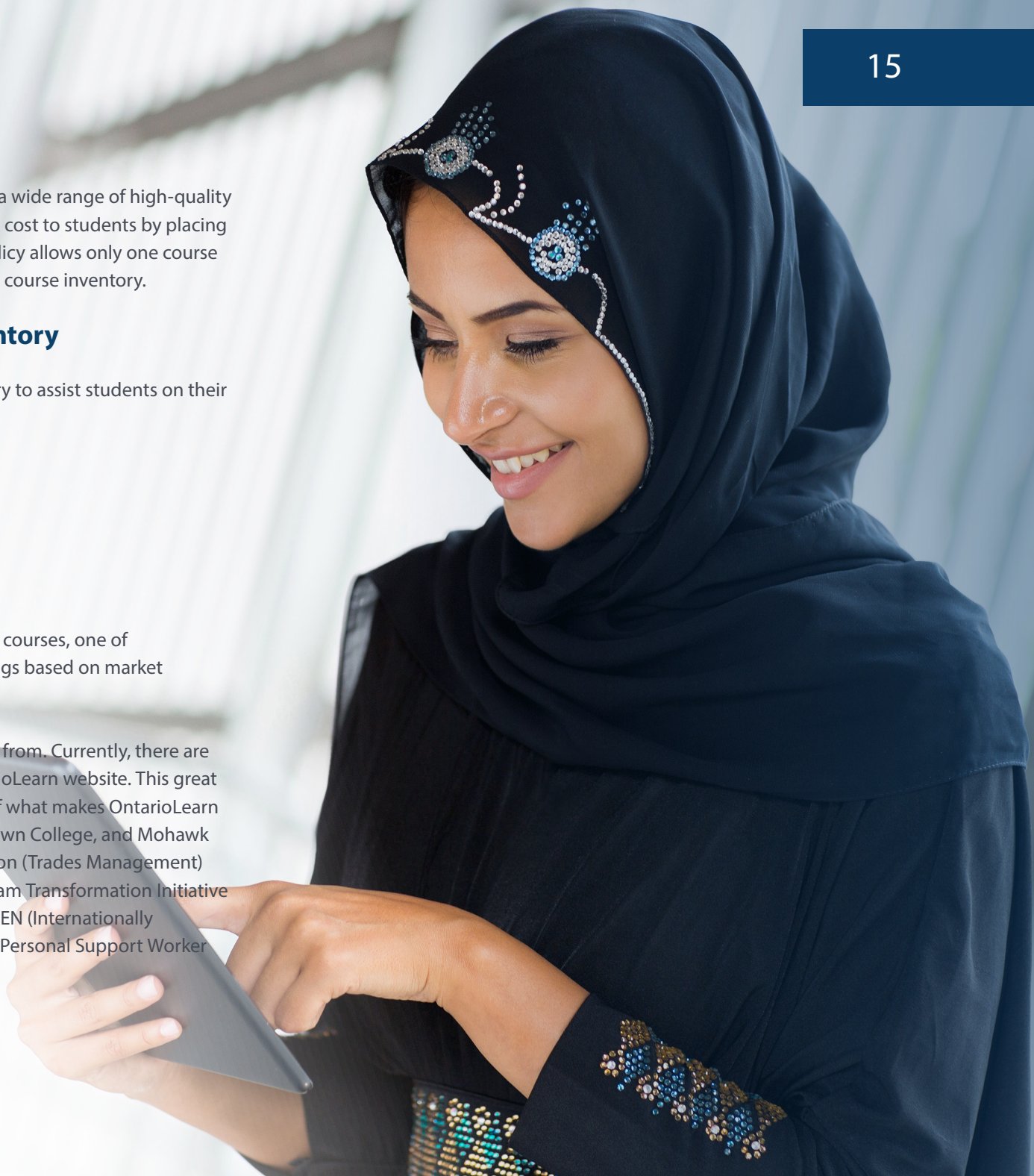
OntarioLearn is continually adding to the course inventory to assist students on their academic journey. Currently, there are:

- 1,475 courses available
- 123 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 659 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. Algonquin College, George Brown College, and Mohawk College launched their Bachelor of Business Administration (Trades Management) (Honours) program in the Fall of 2022. The Nursing Program Transformation Initiative (NPTI) in 2022/23 saw the launch on OntarioLearn of the IEN (Internationally Educated Nurse) Competency Upgrade Pathway and the Personal Support Worker (PSW) to Practical Nursing (PN) Pathway in 2022/23.



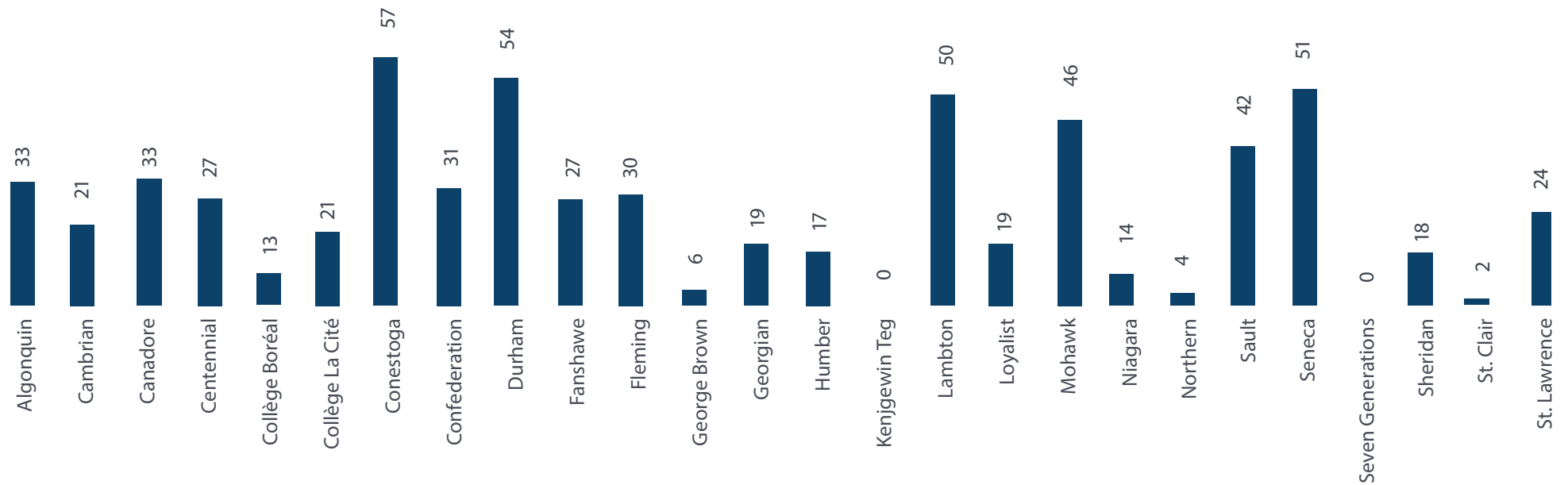
Categories of Credentialed Programs

Credential	College Approved Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	Bachelor's Degree	Other	Total # of Programs
TOTAL	412	32	39	3	60	1	112	659



Program Inventory

There are **659 partner institution programs** listed on the OntarioLearn website, as highlighted below.



"I was a little afraid of studying online because I prefer face-to-face classes. As that was my only option at the time, I accepted. I really liked the way of teaching. The platforms are simple and intuitive, the information I needed was always available, and when I needed to clarify doubts, my teachers were very attentive.

A special thanks to my course facilitator. The videos he makes available with explanations of the subject are very useful."

Niagara College Student,
2023 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.

All new courses being developed and courses being reviewed utilize the QM 6th Edition Higher Education Rubric to guide their development or review. 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.

The year 2022/23 saw the introduction of a Peer Reviewer Model. Following some intensive training, in Spring 2022, colleges began to utilize their own qualified and certified Peer Reviewers, with the support of the OL Quality Coordinator.

The OL Community of Practice continued to promote Professional Development opportunities and create a supportive network of Quality Leaders at member institutions.

The year 2023/24 will see the introduction of the QM 7th Edition Higher Education Rubric. The OL Community of Practice will work together to support the implementation of this updated Quality Rubric.



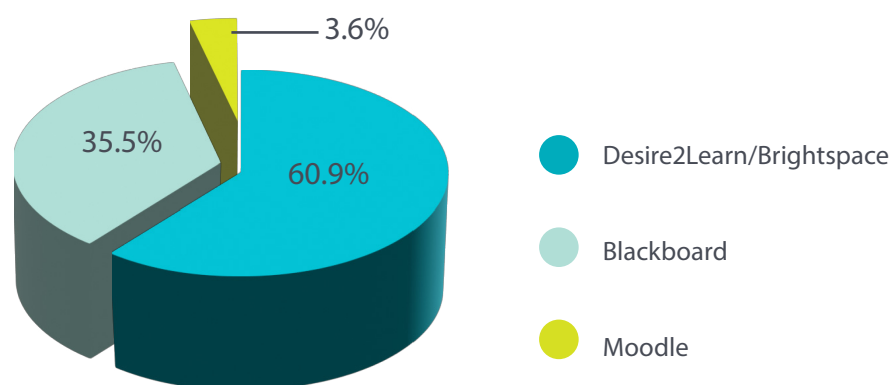
OntarioLearn Website

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 2023.

2022- 2023 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 2022, the Help Desk responded to **13,291 inquiries**.

2022 Help Desk	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Phone	735	225	226	170	554	161	152	153	611	174	138	133	3,432
Email/Webforms	395	169	180	177	319	186	122	184	276	163	152	143	2,466
Online Chats	1,636	393	455	344	1,203	374	317	378	1,243	388	365	297	7,393
Total	2,766	787	861	691	2,076	721	591	715	2,130	725	655	573	13,291

"The facilitator is extremely knowledgeable and engaging. There were several opportunities to engage with an optional live session which was recorded, and this was extremely useful and made the course content feel current. Very enjoyable course."

**Algonquin College Student,
2023 Winter OntarioLearn Student Feedback Survey**

"This teacher went out of her way to provide various forms of learning and many extra materials that improved my understanding of course topics."

**Durham College Student,
2023 Winter OntarioLearn Student Feedback Survey**

"I enjoyed doing the course online because I can time manage my work and it is easier for me to stay focused."

**Algonquin College Student,
2023 Winter OntarioLearn Student Feedback Survey**

"The teacher demonstrated a great deal of empathy towards her students. It's a quality that is greatly appreciated when learning online because interaction is minimal and virtual."

**Niagara College Student,
2023 Winter OntarioLearn Student Feedback Survey**

Finance Brief

Statement of Financial Position

March 31, 2023

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 2022-2023, 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	\$1,215,552
Amounts receivable	145,143
Prepaid expenses	3,780
	1,364,475
	\$1,364,475

Liabilities and Net Assets

Current liabilities:

Accounts payable and accrued liabilities	\$395,316
Deferred revenue	78,000
	473,316
Net assets: Unrestricted	891,159
	\$1,364,475

OntarioLearn Outlook

OntarioLearn has completed the first year of the 2022-2025 Strategic Plan. The plan focusses 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. The implementation of the Quality Matters 7th Edition Rubric will support the 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. In this upcoming year, we will focus on implementing a new Technology Service Provider model, including the 24/7/365 Helpdesk, website, and learning management systems support.

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.

"Online learning is something that I always viewed as 'not for me'. Maybe because all my time in school was in person and the thought of sitting in front a computer screen with no interaction with my professors and classmates was daunting and unrelatable.

After COVID-19, I needed a career change and I knew for that to happen I would have to go back to school. I knew I wanted to take my selected program at Seneca because they have been offering this program for many years and it is a reputable institution. So, I took the plunge and registered for my first set of courses. I began my first semester hesitatingly but with an open mind; the first week went by and confirmed my reservations to online learning. It was lot to know all at once; the online learning platforms and interfaces. However, just like anything else that I might be trying for the first time, I knew I needed to give it some time to adjust and to work out the kinks and logistics of online learning.

At the end of my first semester, I exceeded the goals I set for myself and learnt a few things about online learning along the way:

Online learning provided flexibility - I could attend classes anywhere I had internet access.

With online learning, I had the convenience of having dinner with my family and then attending classes in the comfort of my own home. I didn't have to choose between attending classes or having family time. I could do both and that is priceless.

Online leaning provides freedom to choose which school to attend despite geographic location and proximity. Imagine the opportunity online learning has created. I can attend any school in the world without leaving my home; I think that is amazing.

My advice to anyone who may have doubts, reluctance or might think online learning is not for them, I say give it a go, give yourself time and grace to get adjusted and you will be amazed by all the opportunities it has to offer."

Sasekea Shakespeare
Seneca College
Global Logistics and Supply Chain Management Program



"Sometimes change can be scary but OntarioLearn made it easy. That was why I was able to make a career change at the age of 48.

When I was younger, I attended university with plans to have a career in an office. However, I always had a love for the public library. I gained library experience over the years both as a volunteer and staff. However, it wasn't what I went to school for, so I always returned to the office. Seven years ago, I found myself at a career crossroads.

While I had a good job, I wasn't satisfied. That's when I made a choice. However, the library environment had changed a lot over the years and the demands of a library assistant required academic credentials. That's when I found Conestoga College's Library and Information Technician Diploma Program.

I was nervous about returning to a school environment, especially an online one. My instructors and OntarioLearn understood that. Not only could I decide on how many courses to take at once but I would also have seven years to complete the program. It was great to have this time and I was fortunate to find a position within a year of starting the program. I enjoyed taking what I was learning in my courses and directly applying it to my duties. Having that support and guidance from both my instructors and classmates did wonders for my confidence.

I have completed the program and received my diploma last fall. I love my job as a Library Assistant. With two boys now in college pursuing their dreams, my husband and I have encouraged them not to set limits on their learning. I'm proof that no matter your goals, options like OntarioLearn can give you the support and confidence to reach them."

Tina McFarlane
Conestoga College
Library and Information Technician Diploma





"I am a 50-year-old mother of two. I have spent my working life as an office assistant and recently changed my career path. I am currently employed as a Dietary Aide at a small, rural hospital/long term care home.

I originally began taking the Institutional Food Service program as a condition of employment and was worried about my chances of success as it has been many years since I have done any kind of educational course.

I thoroughly enjoyed this program. I found the modules held my interest, were surprisingly easy to navigate, and explained concepts in a way that made sense. I appreciated that I could complete assignments and tests in my own time, 24 hours a day.

I had so much fun with this course that I completed a 2 year program in 6 months, while still being able to work and maintain my home.

I would definitely recommend this program and the remote learning platform."

Diane
Niagara College
Dietary Food Service Worker Program

“Before the pandemic happened, I was reflecting on my career as I felt that it wasn’t heading in a direction I was liking. I decided that I wanted to pursue my childhood goal of working in a library and becoming a librarian. I discovered the Library and Information Technician Diploma program through OntarioLearn and loved that I could get a full education while still working and spending time with my family. I was nervous about entering a new educational program after so many years of being out of school but I really wanted to try.

I loved that the courses were self-directed with due dates for assignments but that I could work ahead when I had free moments during the week. I was never held back by the instructors and their timelines, and in fact, all the instructors were only an email away when I had questions or concerns. Being able to work during my lunch or after I put my daughter to bed or from home when I wasn’t feeling well was such a great experience in learning.

I truly feel that the option of online learning allowed me to ‘have it all’ in terms of being able to work full time, play with my daughter, get an education in a completely new field, and feel prepared for when I started working my current academic library job. It also gave me confidence to pursue a Master of Library and Information Science as I know I can handle going back to school.”

Sarah Multamaki Walker
Confederation College
Library and Information Technician Diploma



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