# Table of Contents

MESSAGE FROM THE CO-CHAIRS ......................................................... 2

MESSAGE FROM THE CEO ............................................................... 4

ABOUT US .......................................................................................... 6

OPEN INNOVATION .............................................................................. 8
  • Using technology to enhance opportunity, choice, and flexibility for students

LEARN ONLINE WEB PORTAL .......................................................... 9
  • Finding new futures: Learn Online’s portal analytics

FUNDED PROJECTS ............................................................................ 12
  • Funded project profiles
  • Open Educational Resources (OER)

STUDENT EXPERIENCE DESIGN LAB (SXD LAB) .................................. 14

ONTARIO EXTEND .............................................................................. 16

CONCLUSION AND FUTURE GOALS .................................................. 18

BOARD MEMBERS AND COMMITTEES ................................................ 20

ECAMPUSONTARIO MEMBERS .......................................................... 22

FINANCIAL SUMMARY ....................................................................... 24
2017-18 has been an exciting year for eCampusOntario. Under the leadership of CEO David Porter, the team at eCampusOntario has worked to bring access to online and technology-enabled learning to students across the post-secondary sector in Ontario. From Sarnia to Timmins, eCampusOntario has been there to support educators.

As our organization grows, two principles continue to guide our actions: access and empowerment. Since the launch of eCampusOntario, these principles have been at the core of our strategy and our services.

The search portal at learnonline.ecampusontario.ca has made it easy to find any online program or course on offer. In the past year, we have added information on the OSAP calculator, new course and program schedules, and flexible learning resources to empower Ontario learners to make well-informed decisions about their education. Since then, our access agenda has been centered around the growth and adoption of openly available, free textbooks in Ontario. We are thrilled to report that we have already saved Ontario students over three quarters of a million dollars.

The many ways that eCampusOntario supports access and empowerment in Ontario post-secondary education are outlined in the pages of the 2017-18 Annual Report. We remain committed to the impact, efficiency, and cost-saving solutions that a cross-sector collaborative organization can achieve. This year has also given us the opportunity to reflect on eCampusOntario’s accomplishments and map new directions. We will continue to support our member institutions in the pursuit of excellence in online and technology-enabled education. We will continue to find efficiencies across systems and share our work openly to reduce duplication of effort. Most importantly, we will continue to invest in, support, and celebrate learners and educators: the individuals that make Ontario post-secondary institutions great.

Judith Morris
President and CEO,
Lambton College

Dr. Franco Vaccarino
President and Vice-Chancellor,
University of Guelph
We remain committed to the impact, efficiency, and cost-saving solutions that a cross-sector collaborative organization can achieve.
In 2017-18, eCampusOntario continued its mission to widen access to post-secondary education and training in Ontario through support for technology-enabled learning strategies that are implemented broadly by our member institutions.

In 2017, we developed a new three-year strategic plan as a key component of our continuing commitment to position Ontario as a leader in flexible learning and training opportunities. The plan outlines how funding received from government will be invested to deliver programs of systemic value in the Ontario post-secondary education sector, with a focus on promoting innovation, reducing duplication of effort across institutions, and supporting economic development. We consulted with the Board of Directors, our members, and key stakeholders; conducted surveys; and considered trend data and research. The inputs we received will guide a renewal of our vision and mission through a three-year strategic roadmap. We have defined three key strategies that emphasize innovation, collaboration, and system efficiencies.

Our future activities will be geared towards leveraging knowledge, experience, and infrastructure to support a vibrant post-secondary system that will underpin Ontario’s future in the knowledge economy.

I would like to thank our members and system partners for their ongoing support that made 2017-2018 a successful year. We look forward to continuing the advancement of education, research, and innovation.

David Porter, Ed.D.
CEO
Our future activities will be geared towards leveraging knowledge, experience, and infrastructure to support a vibrant post-secondary system that will underpin Ontario’s future in the knowledge economy.
WHO WE ARE

Established in 2015, eCampusOntario is a not-for-profit organization funded by the Government of Ontario with a mandate to expand, enhance, and contribute to the evolution of online and technology-enabled teaching and learning in Ontario. eCampusOntario operates as a consortium, with membership from all 45 publicly funded colleges and universities in the province.

eCampusOntario aims to strengthen Ontario’s post-secondary education system by increasing access to online and technology-enabled learning and pushing the boundaries of experimentation and innovation in educational technology.

Achieving our vision

eCampusOntario strives to be a centre of excellence and a global leader driving the evolution of teaching and learning through technology.

We work with member institutions, educators, and learners to promote open practice, collaboration, and innovation in online and technology-enabled learning. Our goals are to enhance learner experience, support educator development, and extend Ontario’s global reach.
WHAT GUIDES OUR ACTIONS

The focus of eCampusOntario is to inspire and empower our primary stakeholder groups. Their needs and expectations guide our actions to achieve our mission and vision.

**LEARNERS**

Empower learners to inform their educational experience by encouraging student-driven design, building environments that allow them to assess their own needs, and creating opportunities for them to architect their own futures.

**EDUCATORS**

Empower educators to innovate by providing services and supports that encourage experimentation, open practice, collaboration, learner-centered design, and authentic assessment in an online and technology-enabled environment.

**MEMBERS**

Enhance member capacity and participation by leading through open and collaborative practices to increase the overall quality, reputation, and competitiveness of Ontario’s online and technology-enabled environment.

**ORGANIZATION**

Build eCampusOntario’s organizational capacity to meet provincial and member expectations.
The learner is at the centre of our work. eCampusOntario serves current and prospective students by:

- increasing access to online programs and courses (Learn Online portal);
- promoting innovation in education through funding research, program, and online content development;
- enabling the creation and sharing of open educational resources (Open Library);
- building future leaders (SXD Lab); and
- extending skills of educators teaching in a technology-enabled environment.

Through these initiatives, eCampusOntario aims to inspire a culture of innovation and experimentation in technology-enabled teaching and learning throughout Ontario.
The eCampusOntario Learn Online web portal is a one-stop shop of online learning opportunities in Ontario. Students can easily search a database of over 16,000 online courses and 800 online programs offered by Ontario colleges and universities.

This year, eCampusOntario made significant enhancements to the learnonline.ecampusontario.ca web portal to enable better online program and course searches.

New Open Educational Resources (OER) developed this year will be included in our ever-expanding Open Library. Our newly created open publishing infrastructure now enables Ontario educators and students to adapt and create OER more conveniently.

**SEARCH SMARTER**

Enhanced search features allow students to easily find the online program, course, or resource that works for them.

Filter search results by:

- courses with a free open textbook;
- OSAP-eligible courses and programs; and
- flexible learning options which allow students to work and study.

**PLAN YOUR ONLINE EDUCATION**

Schedule data are now available in the portal. Students know exactly when an online course is going to start so they can plan their education to fit their life.

**TOTAL NUMBER OF ONLINE COURSES IN PORTAL AS OF 2018:**

16,573

**TOTAL NUMBER OF ONLINE PROGRAMS IN PORTAL AS OF 2018:**

816
FINDING NEW FUTURES:
LEARN ONLINE’S PORTAL ANALYTICS

ONLINE PROGRAM & COURSE SEARCHES

ONLINE PROGRAM SEARCHES
2016 - 2017 6,921
2017 - 2018 21,993
\( \uparrow 217.8\% \)

ONLINE COURSE SEARCHES
2016 - 2017 9,568
2017 - 2018 18,523
\( \uparrow 93.6\% \)

USERS: 193,341
UP 90% IN 2017-2018

New Visitor
Returning Visitor
ONLINE COURSE REGISTRATION
REFERRALS TO COLLEGES & UNIVERSITIES

<table>
<thead>
<tr>
<th></th>
<th>2016 - 2017</th>
<th>2017 - 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 - 17</td>
<td>4,705</td>
<td></td>
</tr>
<tr>
<td>2017 - 18</td>
<td>16,645</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>↑ 253.8%</td>
</tr>
</tbody>
</table>

ONLINE PROGRAM REGISTRATION
REFERRALS TO COLLEGES & UNIVERSITIES

<table>
<thead>
<tr>
<th></th>
<th>2016 - 2017</th>
<th>2017 - 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 - 17</td>
<td>15,453</td>
<td></td>
</tr>
<tr>
<td>2017 - 18</td>
<td>29,414</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>↑ 90.3%</td>
</tr>
</tbody>
</table>

POPULAR SEARCH TERMS

2016 - 2017

- Psychology
- History
- Sociology
- Economics
- Accounting
- Computer
- Biology
- Chemistry
- Math
- Law
- Education
- Statistics
- Nursing
- Business
- Physics
- Nutrition
- Marketing
- Human Resources
- Computer Science
- Social Work

2017 - 2018

- Psychology
- Business
- Law
- Computer
- Engineering
- Health
- Education
- Nutrition
- Economics
- Mathematics
- Psychology
- History
- Sociology
- Accounting
- Chemistry
- Math
- Law
- Education
- Statistics
- Nursing
- Engineering
eCampusOntario provides leadership for research and development through funding innovative projects and emerging technologies for learning.

Recent project funding has focused on the development of new online programs in areas of labour market demand, free and open educational resources for students, and research into the impact of new technologies on learning.

**HIGHLIGHTED FUNDED PROJECTS**

**Business Management – Trades**
*Institutions:* Algonquin College, Canadore College, Fleming College, Lambton College, St. Lawrence College
*Project type:* New online program development
*Description:* A fully online Ontario college diploma program that provides tradespeople who have a certificate of qualification with opportunities to develop skills to plan and manage a business.

**Work Integrated Learning Open Content Modules**
*Institutions:* Niagara College, Algonquin College, Georgian College, Lambton College
*Project type:* Open content creation
*Description:* A comprehensive set of 31 online, open access, learner-centered modules to support Work Integrated Learning (WIL) preparedness among post-secondary students.

**Cost Utility of Virtual Presimulation Preparation in Nursing Education**
*Institution:* Trent University
*Project type:* Research and innovation
*Description:* Research evaluating the cost utility of instructional design approaches to pre-simulation preparation for nursing students, and the development of 4 bilingual virtual pre-simulation games.

**NUMBER OF ONLINE PROGRAMS FUNDED:**
- **Multiple Institutions:** 28
- **Single Institutions:** 11
  - **Total:** 39

**NUMBER OF OPEN PROJECTS FUNDED:**
- **Open Content Initiative:** 24
- **Open Textbook Initiative:** 23
  - **Total:** 47

All projects were funded in 2016-2017 for development in 2017-2018.
**OPEN EDUCATIONAL RESOURCES (OER)**

eCampusOntario funds the creation and adaptation of OER. Defined by the Scholarly Publishing and Academic Resources Coalition (SPARC), “Open Education encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment. Open Education maximizes the power of the Internet to make education more affordable, accessible and effective” (sparc.org, 2018).

Through seminars, sponsorships, and educational events, eCampusOntario is advancing conversations about the shift towards open education, open pedagogy, and the practical uses of OER. Efforts are characterized by 3 directions: key stakeholder empowerment, community building, and shared infrastructure that connects otherwise divergent representatives from across colleges and universities in Ontario.

Open textbooks, developed in partnership with 9 colleges and 14 universities in 2017-2018, have so far been used by nearly 7500 learners and has provided a cost savings to them of over $750,000.

---

**TOTAL SAVINGS IN 2017-2018***:  
$757,617

**NUMBER OF INSTITUTIONS INVOLVED:**  
9 Colleges  
14 Universities

**TOTAL REPORTED LEARNERS ENROLLED IN A COURSE WITH A FREE TEXTBOOK:**  
7433

---

*OER cost savings are calculated based on adoption reports from educators at Ontario colleges and universities. Adoption reports include number of students in a course and dollar value of textbook being replaced by a free resource.
eCampusOntario’s Student Experience Design (SXD) Lab supports student-led innovation in an online and technology-enabled learning environment. The SXD Lab employs students to conduct research, define problems, ideate, prototype, and test ideas with institutions and industry. The goal is to enable students to co-create their learning experiences, thus pursuing the core mission of the Lab: *purposeful learning for a meaningful life.* This mission was created by students to guide their work and emphasize the important role that post-secondary education plays in larger economic and social contexts. All Lab projects are led and designed by students with the support of eCampusOntario and other learning partners.

The philosophy of the Lab is to learn by making and doing. This enables students to take advantage of experiential learning opportunities in order to enhance the post-secondary system and contribute to open innovation. Students design systems, services, or products that are open-licensed and can be implemented by institutions and industry.

Learn more at sxdlab.ecampusontario.ca.
Ontario Extend is a capacity-building initiative that is grounded in the belief that the impact on learning should be the primary motivator for creating technology-enabled and online learning experiences. It aims to empower educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning.

The framework explores the skills, knowledge, and attributes required to extend and transform teaching and learning through enriched professional development.

All Extend resources are grounded in the model of the Anatomy of the Empowered Educator, as first described in 2014 by UBC’s Associate-Provost, Teaching and Learning, Simon Bates, and are supported by 6 freely available modules.

Ontario Extend’s resources guide educators to develop more deliberate course designs and improved digital pedagogical practices.

Learn more at extend.ecampusontario.ca.
ANATOMY OF AN EMPOWERED EDUCATOR

An understanding of how students learn and how to design effective learning activities and experiences.

A producer and consumer of appropriate educational resources through sharing and development.

Fluency using learning technology in educationally effective ways.

Sharing and enhancing one's own educational approaches through collaborations within, across, and between disciplines.

An awareness and appreciation of effective, research-based, discipline appropriate pedagogical approaches.

An openness to try, reflect, and learn from new approaches and technologies to support student learning.

OPEN INNOVATION

CONCLUSION AND FUTURE GOALS

eCampusOntario’s initiatives provide:

• efficient access and dynamic search tools for online programs and courses offered by Ontario PSEs;
• expanded learning resources at no cost to students;
• opportunities for students to develop their capacities to problem solve and learn; and
• professional learning for educators to develop knowledge and skills in online teaching.

These initiatives are positive drivers for change in learning in Ontario, as outlined in a recent Ipsos report. The full report, *Drivers and Barriers to Online Learning in Ontario* (2017), is available on the eCampusOntario website.

eCampusOntario outlines its future goals and strategies to achieve those goals in its 2018-2021 strategic plan (available on the eCampusOntario website). Initiatives already begun include member-wide consultation on a shared services infrastructure (e.g., ed tech “sandbox” for testing new technologies), open publishing technologies, and other educator development resources.
ECAMPUSONTARIO BOARD OF DIRECTORS

Board Co-Chairs:

Judith Morris  
*Lambton College, Sarnia*  
Franco Vaccarino  
*University of Guelph, Guelph*

Directors:

Danny Chang  
*Western University, London*

Peter Hickey  
*Public Member, North Bay*

Laurie Rancourt  
*Humber College, Toronto*

Jordanne Christie  
*Durham College, Oshawa*

Audrey Penner  
*Northern College, Timmins*

Jill Scott  
*Queen’s University, Kingston*

Alison Flynn  
*University of Ottawa, Ottawa*

Lisa Philipps  
*York University, Toronto*

Susan Savoie  
*Seneca College, Toronto*

Non-Voting Members:

Matthieu Brennan  
*Contact North*

Peter Gooch  
*Council of Ontario Universities*

David Fulford  
*Colleges Ontario*

Yvette Munro  
*Ontario Council on Articulation and Transfer*

FACULTY ADVISORY COMMITTEE

Benjamin Laskar (Co-Chair)  
*Centennial College, Toronto*

Jordanne Christie  
*Durham College, Oshawa*

Matthew Sajn  
*Niagara College, Niagara-on-the-Lake*

James Skidmore (Co-Chair)  
*University of Waterloo, Waterloo*

Julie Cross  
*Fanshawe College, London*

Meagan Troop  
*Sheridan College, Oakville*

Anahita Baregheh  
*Nipissing University, North Bay*

Alison Flynn  
*University of Ottawa, Ottawa*

Gavan Watson  
*Western University, London*

Pierre Boulos  
*University of Windsor, Windsor*

Laurie Harrison  
*University of Toronto, Toronto*

Dennis Vanderspek  
*Fleming College, Peterborough*
STUDENT ADVISORY COMMITTEE

Harry Orbach Miller (Co-Chair)  
*Western University,* London

Meghal Raval (Co-Chair)  
*Fanshawe College,* London

Jordan Clements  
*Conestoga College,* Kitchener

Brianna Cook  
*Lakehead University,* Thunder Bay

Sophie Helpard  
*Ontario Undergraduate Student Alliance,* Toronto

Molly McFarlane  
*University of Toronto,* Toronto

Abdullah Mushtaq  
*College Student Alliance,* Toronto

Max Salman  
*University of Waterloo,* Waterloo

Afraz Syed  
*Mohawk College,* Hamilton

PORTAL ADVISORY COMMITTEE

Alexandru Andrei  
*Ryerson University,* Toronto

Nick Baker  
*University of Windsor,* Windsor

David Bean  
*University of Waterloo,* Waterloo

Rose Chan  
*Ontario Council on Articulation and Transfer (ONCAT)*  
Toronto

John Dallas  
*Algonquin College,* Ottawa

Rick Fortier  
*Seneca College,* North York

Amanda Hunt  
*Loyalist College,* Belleville

Bev King  
*Queen’s University,* Kingston

Leslie Malcolm  
*Lakehead University,* Thunder Bay

Mary Wilson  
*Niagara College,* Wella

BOARD AND COMMITTEE REPRESENTATION ACROSS ONTARIO
ECAMPUSONTARIO MEMBERS

COLLEGES

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

UNIVERSITIES

• Algoma University
• Brock University
• Carleton University
• Lakehead University
• Laurentian University
• McMaster University
• Nipissing University
• OCAD University
• Queen’s University
• Royal Military College of Canada
• Ryerson University
• Trent University
• University of Guelph
• University of Ontario Institute of Technology
• University of Ottawa
• University of Toronto
• University of Waterloo
• University of Windsor
• Western University
• Wilfrid Laurier University
• York University

Colleges     Universities
UNIVERSITIES

45 COLLEGES

The audited Financial Statements and Independent Auditor’s Report for Fiscal Year 2017-2018 are available together on the eCampusOntario website.

Please visit http://www.ecampusontario.ca/corporate-documents/
Financial Statements

Ontario Online Learning Consortium

March 31, 2018
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Auditor's Report</td>
<td>1-2</td>
</tr>
<tr>
<td>Statement of Financial Position</td>
<td>3</td>
</tr>
<tr>
<td>Statement of Operations and Changes in Net Assets</td>
<td>4</td>
</tr>
<tr>
<td>Statement of Cash Flows</td>
<td>5</td>
</tr>
<tr>
<td>Notes to the financial statements</td>
<td>6-9</td>
</tr>
</tbody>
</table>
Independent Auditor’s Report

To the Members of
Ontario Online Learning Consortium

We have audited the accompanying financial statements of the Ontario Online Learning Consortium, which comprise the statement of financial position as at March 31, 2018, and the statements of operations and changes in net assets and cash flows for the year then ended and a summary of significant accounting policies and other explanatory information.

Management’s responsibility for the financial statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of the Ontario Online Learning Consortium as at March 31, 2018, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Toronto, Canada
June 20, 2018

Chartered Professional Accountants
Licensed Public Accountants
## Ontario Online Learning Consortium
### Statement of Financial Position

**March 31**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$2,102,822</td>
<td>$7,704,855</td>
</tr>
<tr>
<td>HST receivable</td>
<td>240,241</td>
<td>148,524</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>80,154</td>
<td>3,719</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,423,217</td>
<td>$7,857,098</td>
</tr>
<tr>
<td>Property and equipment (Note 3)</td>
<td>38,455</td>
<td>23,020</td>
</tr>
<tr>
<td>Intangibles (Note 4)</td>
<td>817,056</td>
<td>189,349</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,278,728</td>
<td>$8,069,467</td>
</tr>
</tbody>
</table>

| **Liabilities** |            |            |
| **Current**     |            |            |
| Accounts payable and accrued liabilities | $465,566 | $232,534 |
| Deferred revenue (Note 5) | 2,813,162 | 7,836,933 |
| **Total**       | $3,278,728 | $8,069,467 |

---

On behalf of the Board

[Signatures]

See accompanying notes to the financial statements.
## Ontario Online Learning Consortium
### Statement of Operations and Changes in Net Assets
#### Year ended March 31

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants (Note 8)</td>
<td>$23,798,771</td>
<td>$7,163,067</td>
</tr>
<tr>
<td>Interest income</td>
<td>34,338</td>
<td>8,140</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$23,833,109</td>
<td>$7,171,207</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic initiatives</td>
<td>20,802,434</td>
<td>5,325,206</td>
</tr>
<tr>
<td>Salaries and benefits</td>
<td>1,454,886</td>
<td>760,437</td>
</tr>
<tr>
<td>Communications</td>
<td>935,839</td>
<td>694,987</td>
</tr>
<tr>
<td>Professional fees</td>
<td>273,994</td>
<td>188,397</td>
</tr>
<tr>
<td>Space rental and insurance</td>
<td>142,620</td>
<td>60,145</td>
</tr>
<tr>
<td>Amortization</td>
<td>46,601</td>
<td>16,288</td>
</tr>
<tr>
<td>Meetings, travel, conferences and registration</td>
<td>61,149</td>
<td>79,528</td>
</tr>
<tr>
<td>Computing and financial services</td>
<td>10,542</td>
<td>35,744</td>
</tr>
<tr>
<td>Office supplies and maintenance</td>
<td></td>
<td>10,475</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$23,833,109</td>
<td>$7,171,207</td>
</tr>
<tr>
<td><strong>Excess of revenue over expenses</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Net assets, beginning of period</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Net assets, end of period</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

See accompanying notes to the financial statements.
<table>
<thead>
<tr>
<th>Operating</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess of revenue over expenses</td>
<td>$16,071</td>
<td>$1,766</td>
</tr>
<tr>
<td>Amortization of property and equipment</td>
<td>88,973</td>
<td>14,522</td>
</tr>
<tr>
<td>Loss on disposal of property and equipment</td>
<td>1,196</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Operating</strong></td>
<td><strong>106,240</strong></td>
<td><strong>16,288</strong></td>
</tr>
<tr>
<td>Net change in non-cash working capital items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HST receivable</td>
<td>(91,717)</td>
<td>(106,329)</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>(76,435)</td>
<td>44</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>233,032</td>
<td>(23,853)</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>(5,023,771)</td>
<td>7,689,885</td>
</tr>
<tr>
<td><strong>Total Non-Cash</strong></td>
<td><strong>(4,958,891)</strong></td>
<td><strong>7,559,747</strong></td>
</tr>
<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td><strong>(4,852,651)</strong></td>
<td><strong>7,576,035</strong></td>
</tr>
<tr>
<td>Investing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of property and equipment</td>
<td>(32,702)</td>
<td>(23,737)</td>
</tr>
<tr>
<td>Purchase of intangible assets</td>
<td>(716,680)</td>
<td>(203,871)</td>
</tr>
<tr>
<td><strong>Cash flows from investing activities</strong></td>
<td><strong>(749,382)</strong></td>
<td><strong>(227,608)</strong></td>
</tr>
<tr>
<td>Net change in cash during the period</td>
<td><strong>(5,602,033)</strong></td>
<td><strong>7,348,427</strong></td>
</tr>
<tr>
<td>Cash, beginning of period</td>
<td><strong>7,704,855</strong></td>
<td><strong>356,428</strong></td>
</tr>
<tr>
<td>Cash, end of period</td>
<td><strong>$2,102,822</strong></td>
<td><strong>$7,704,855</strong></td>
</tr>
</tbody>
</table>

See accompanying notes to the financial statements.
1. Nature of operations

Ontario Online Learning Consortium (the “Organization”) was incorporated on October 3, 2014 under the Canada Not-for-Profit Corporation Act. The organization is exempt from income tax, except for income from property, under Section 149(1) of the Income Tax Act.

The Organization is a collaborative centre of excellence in online and technology-enabled learning, governed and operated by Ontario’s publicly assisted post-secondary institutions.

2. Summary of significant accounting policies

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO) using the deferral fund method of reporting externally restricted contributions.

Use of estimates

The preparation of the Organization’s financial statements in conformity with ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the balance sheet date and the reported amounts of revenues and expenses during the reporting period. Due to the inherent uncertainty involved in making estimates, actual results could differ from those estimates. Significant items subject to such estimates and assumptions include accrued liabilities.

Financial instruments

The Organization’s financial instruments are comprised of cash, receivables and accounts payable. Financial assets and liabilities are initially recognized at their fair value. The Organization subsequently measures all financial assets and financial liabilities at amortized cost.

Property and equipment

Property and equipment are recorded at cost and are being amortized over their estimated useful lives. The annual amortization rates are as follows:

- Computer hardware: 3 years
- Furniture: 5 years

Intangible assets

Intangible assets are recorded at cost and are being amortized over their estimated useful lives. The annual amortization rates are as follows:

- Website: 5 years
- Open Library Infrastructure: 5 years

Accrual of expenses

Expenses have been recorded using the accrual basis of accounting, and all expenses have been recorded in the period to which the expense relates.
Ontario Online Learning Consortium
Notes to the Financial Statements
March 31, 2018

2. Summary of significant accounting policies (continued)

Revenue recognition
Grants are initially recorded as deferred revenue and are recognized as revenue in the year in which the related expenses are incurred.

Investment and other income is recognized when received or receivable and the amount can be reasonably estimated and collection reasonably assured.

Contributed goods and services
Contributed goods and services are not reflected in these financial statements as the fair values of these goods and services cannot be reasonably estimated.

3. Property and equipment

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost</td>
<td>Accumulated Amortization</td>
</tr>
<tr>
<td>Computer hardware</td>
<td>$54,907</td>
<td>$17,394</td>
</tr>
<tr>
<td>Furniture</td>
<td>1,203</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>$56,110</td>
<td>$17,655</td>
</tr>
</tbody>
</table>

4. Intangible assets

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost</td>
<td>Accumulated Amortization</td>
</tr>
<tr>
<td>Website Portal</td>
<td>$720,543</td>
<td>$103,487</td>
</tr>
<tr>
<td>Open Library Infra</td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td></td>
<td>$920,543</td>
<td>$103,487</td>
</tr>
</tbody>
</table>

The Open Library Infrastructure assets of $200,000 are not yet in use, and as such, have not been amortized.
Ontario Online Learning Consortium  
Notes to the Financial Statements  
March 31, 2018

5. Deferred revenue

<table>
<thead>
<tr>
<th></th>
<th>As at March 31, 2017</th>
<th>Funds received</th>
<th>Expenditures</th>
<th>As at March 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and strategic</td>
<td>$ 7,836,933</td>
<td>$15,000,000</td>
<td>(20,443,485)</td>
<td>$ 2,393,448</td>
</tr>
<tr>
<td>Initiatives 2016 - 2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Inclusion Research Fund</td>
<td>-</td>
<td>275,000</td>
<td>(249,215)</td>
<td>25,785</td>
</tr>
<tr>
<td>Ontario Open Textbooks</td>
<td>-</td>
<td>1,000,000</td>
<td>(790,806)</td>
<td>209,194</td>
</tr>
<tr>
<td>Lynda.com access</td>
<td>-</td>
<td>2,500,000</td>
<td>(2,315,265)</td>
<td>184,735</td>
</tr>
<tr>
<td></td>
<td>$ 7,836,933</td>
<td>$18,775,000</td>
<td>(23,798,771)</td>
<td>$ 2,813,162</td>
</tr>
</tbody>
</table>

6. Commitments

The Organization enters into contracts with third parties to execute the strategic initiatives outlined in the transfer payment agreements with the Ministry of Advanced Education and Skills Development. At the end of the current year the total future commitment is $nil (2017 - $6,711,009).

The Organization has entered into a lease for office premises, expiring in 2028. Future minimum annual lease payments for the next five years and thereafter are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$ 62,162</td>
</tr>
<tr>
<td>2020</td>
<td>124,325</td>
</tr>
<tr>
<td>2021</td>
<td>124,325</td>
</tr>
<tr>
<td>2022</td>
<td>124,325</td>
</tr>
<tr>
<td>2023</td>
<td>124,325</td>
</tr>
<tr>
<td>Thereafter</td>
<td>723,157</td>
</tr>
</tbody>
</table>

7. Financial instruments

Transactions in financial instruments may result in the Organization assuming or transferring to another party one or more of the financial risks described below. The required disclosures provide information that assists users of the financial statements in assessing the extent of risk related to financial instruments.

Credit risk

The Organization's credit risk is primarily with respect to their accounts receivable. Given the nature of HST receivable, the Organization does not consider credit risk to be significant.

Interest rate risk

Interest rate risk is the risk that the fair value (price risk) or future cash flows (cash flow risk) of a financial instrument will fluctuate because of changes in market interest rates. The Organization is not exposed to interest rate risk due to the nature of their financial instruments.
7. Financial instruments (continued)

Liquidity risk

The Organization’s liquidity risk represents the risk that the Organization could encounter difficulty in meeting obligations associated with financial liabilities. The Organization is exposed to liquidity risk mainly in respect of its accounts payable. The Organization manages liquidity risk by maintaining cash balances in excess of outstanding obligations.

Currency risk

Currency risk is the risk to the Organization that arises from fluctuations in foreign exchange rates. The Organization is not exposed to significant currency risk as transactions in foreign currencies are limited.

8. Economic dependence

The Organization is economically dependent on The Ministry of Advanced Education and Skills Development for grant revenue.