Innovation and Action: eCampusOntario 2018-19 Annual Report

Inside cover

Send comments and questions to inquiry@ecampusontario.ca.

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About eCampusOntario

eCampusOntario was created with a bold mission to widen access to post-secondary online education and training in Ontario. By enhancing our members' capacity to advocate, innovate, educate and collaborate, eCampusOntario ensures learners benefit from an open and collaborative learning environment – one that is easy to explore, highly relevant to all stakeholders and purposefully designed to build a smarter Ontario.

Vision

Be a centre of excellence and a global leader driving the evolution of teaching and learning through technology.

Mission

Work with member institutions, educators and learners to promote access, open practice, collaboration and innovation in online and technology-enabled learning that will enhance learners' experiences, support educator development and extend Ontario's global reach.

Values

The power of the eCampusOntario community lies in our spirit of **open innovation**. For the past 5 years, we have championed open and flexible learning options for in-demand post-secondary programs and services across all 6 regions of Ontario. We strive to scale innovation for the public good by ensuring that all of our initiatives promote self-empowered learners and a skilled workforce.

Creation through shared **action** has been one of the hallmarks of our success. We are a product of our members' willingness to work hard for excellence. By exploring cutting-edge ideas with students, educators, leaders, systems partners and industry/employers, we transform innovative thinking into reality.

Figure 1: Our innovation and action by the numbers in 2018-19

- 100% of services and programs reached 44 publicly funded institutions
- $5,659,186 a year in cost savings from system-wide access to LinkedIn
- 19,277 students saved an accrued total of $2,164,023.35 in required textbook costs as of March 31, 2019
- 1 open textbook adoption reported to have saved students $276,000 (before tax)
- 299,860 unique site visits made to the LearnOnline portal
- 85 Open Ed Week events held by 19 institutions
- 100% of targeted outcomes achieved, and 96% of targeted performance outputs reached

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Members

Our innovations and actions serve 45 publicly funded institutions* across 6 geographic regions of Ontario.

Northwestern Colleges and Universities
Algoma University
Confederation College
Lakehead University
Northern College
Sault College

Northeastern Colleges and Universities
Cambrian College
Canadore College
Collège Boréal
Laurentian University
Nipissing University

Southeastern Colleges and Universities
Algonquin College
Carleton University
La Cité Collégiale
Loyalist College
Queen's University
Royal Military College of Canada*
St. Lawrence College
University of Ottawa

Southcentral Colleges and Universities
Brock University
Conestoga College
Fleming College
Georgian College
McMaster University
Mohawk College
Niagara College
Sheridan College
Trent University
University of Guelph
University of Waterloo
Wilfrid Laurier University

Southwestern Colleges and Universities
Fanshawe College
Lambton College
St. Clair College
University of Windsor
Western University

Central Colleges and Universities
Centennial College
Durham College
George Brown College
Humber College
OCAD University
Ontario Tech University
Ryerson University
Seneca College
University of Toronto
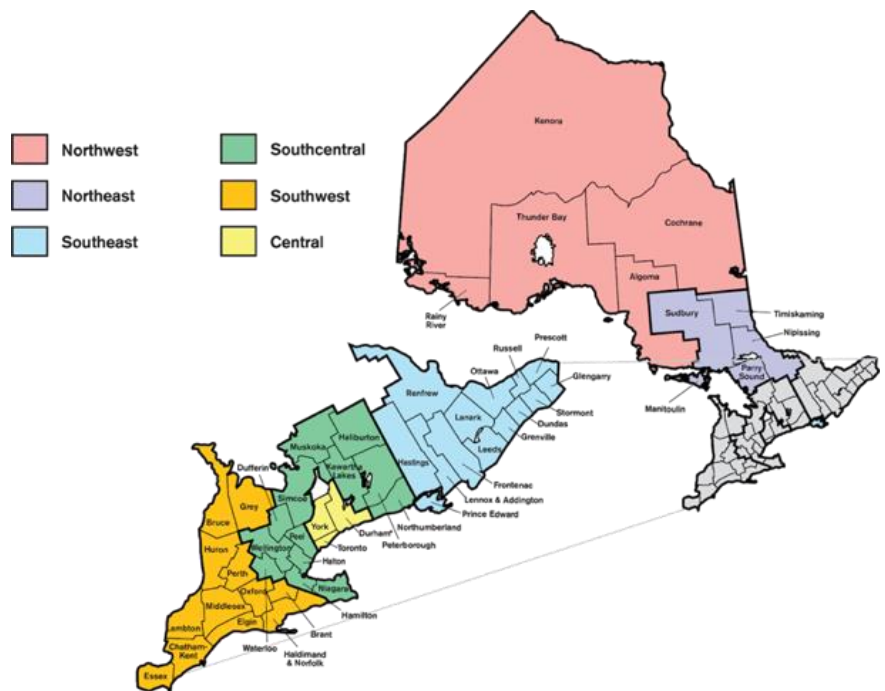York University

*Federally funded and ineligible for most eCampusOntario initiatives

Figure 2: Ontario's public higher education institutions by region
https://www.oct.ca/about-the-college/council-election-2018/map-of-electoral-regions

Message from the Co-Chairs

This has truly been a year of innovation and action for eCampusOntario.

As a catalytic agent and influential service provider with province-wide reach, eCampusOntario has proven its worth to the post-secondary system many times over. With consultation from the Board of Directors, eCampusOntario continues to provide innovative solutions for choice and collective gain in Ontario. Cost savings and increased efficiencies from their initiatives mean financial stability for the post-secondary education sector and a healthy, competitive environment that fosters future innovation and growth. eCampusOntario inspires us to imagine an affordable, modernized education system to meet the needs of learners who are preparing or upskilling for a changing workforce.

In only five short years, eCampusOntario has become Ontario's technology-enabled teaching and learning compass that our colleges and universities look to for innovative activities that benefit both students and the system.

Judith Morris
Lambton College

Franco Vaccarino
University of Guelph

Message from the CEO

2018-19 has been a year of change for Ontario and agility for eCampusOntario.

This past year we have seen many initiatives through to their successful conclusion. We funded 167 province-wide program, course, textbook, research and resource development projects that created 34 new certificate programs and 20 institutional and industry partnerships in high-demand industry areas such as business, health sciences and trades and apprenticeship training. With 19 member institutions, we piloted 3 experiential learning, virtual lab and micro-certification technologies, and reported on their outcomes and long-term potential.

With the Ministry of Training, Colleges and Universities' direction and support, we have achieved our annual goals by continuing to grow various system-wide initiatives.

- Our renewed digital library and added federated infrastructure for publishing have provided a wealth of available open resources, whose adoptions have set impressive early records in savings for students and families.
- We have improved the LearnOnline portal's search experience, resulting in the site's increased use by Ontarians discovering thousands of flexible programs and courses.
- The increased uptake in shared educational technology services across the province is positioning Ontario as a leader and innovator in the higher education sector, demonstrating a model for creating aggregate savings through collective licensing.
- Our Student Experience Design (SXD) Lab and Ontario Extend programs continue to expand experiential and professional learning for Ontario's current and future workforce.
- We have partnered on numerous applied research projects, supporting the national survey on digital and online learning, promoting online learning quality guidelines developed and shared by colleagues in Alberta, and collaborating with the Higher Education Quality Council of Ontario (HEQCO) to understand LinkedIn Learning (formerly Lynda.com) patterns of use by a record number of post-secondary learners.

Looking forward, we will hit the ground running by building on past successes with eCampusOntario members to create exponential savings and efficiencies for Ontario. In particular, we will be rolling out more high-demand shared services, digital delivery initiatives, infrastructure and services, and programs that promote skill development through flexible learning.

This annual report outlines eCampusOntario's outputs, impacts and overall performance in a dynamic provincial landscape. Listed as well are our shared services research reports, which are available on the ecampusontario.ca website.

David Porter,
CEO

Highlights of Accomplishments

Past and Current Highlights

eCampusOntario is guided by 3 key strategic directions set in its 2018-21 strategic plan:
1. Lead through open and collaborative practices;
2. Build system capacity through shared and collaborative services; and
3. Inspire innovation through investment and research.

We have operated funding programs in these directions to support the evolution of online and technology-enabled teaching and learning at Ontario colleges and universities.

A Shift in Focus

We began the year with the intention to carry out a Call for Proposals to members in Spring 2018. However, a 2018 government freeze on discretionary spending (including annual funding calls) led eCampusOntario to pivot to the following new priorities to prepare learners and upskill employees for high-demand labour markets:
- Identify existing open resources for Ontario Business and Nursing programs;
- Develop adaptive and digital learning models and resources to support the modernization of Trades and Apprenticeship training; and
- Expand the use of experiential learning technology for Francophone students.

Key Factors Critical to Success

The following key factors are critical to our accomplishments as an innovation catalyst and a system partner in Ontario.
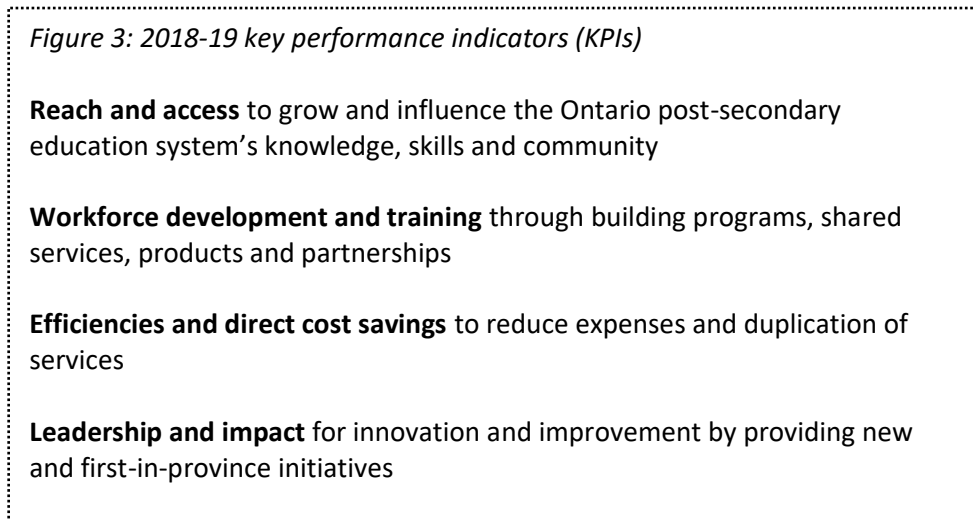- Clear definition of purpose
- Norms of quality based on established criteria
- Competent leadership
- Trusting partnerships and teamwork
- Comprehensive infrastructure and resource management
- Accurate measurement of performance and impact
- Transparent reporting and improvement efforts
- Effective bridging of perceived gap between academia and industry
- Accountability to members

Measuring Our Performance

Our innovations and actions have resulted in measurable outcomes for Ontario's benefit. This report summarizes eCampusOntario's performance over the 2018-19 fiscal year, tracking and measuring our performance against broader goals and aims. It also describes the meaningful progress we have made to shift the post-secondary education system towards a culture of innovation and technology-enabled learning.

Key Performance Indicators

We measure with 4 key performance indicators (KPIs) our achievements with respect to the initiatives that fall within our 2018-21 strategic planning directions.

Figure 3: 2018-19 key performance indicators (KPIs)

Reach and access to grow and influence the Ontario post-secondary education system's knowledge, skills and community

Workforce development and training through building programs, shared services, products and partnerships

Efficiencies and direct cost savings to reduce expenses and duplication of services

Leadership and impact for innovation and improvement by providing new and first-in-province initiatives

KPIs are specified based on the nature of each initiative and the number of targeted outputs met to achieve the performance outcome for each initiative.

Performance Outcomes Summary

Our performance outcomes show what we have achieved and the benefit of those achievements for our members.

Open collaboration outcomes provide system-level support through the development of free, open and reusable tools and resources. Our open library, open at scale initiatives, and research support have provided scalable solutions for knowledge building and sharing and reduced costs for students.

Shared and collaborative services outcomes demonstrate the benefits of partnerships to promote technology usage and strengthen potential education-to-employment pathways for students. This year, our outcomes involved increasing teaching and learning resource access, exploring micro-certification, and improving portal access, all of which building system-wide capacity for a modern education system.

Innovation outcomes enable Ontario's education system to keep pace with a fast-changing world and economy. We innovated by providing quality professional learning for educators and high-demand experiential learning for students.

Engagement with members across all 6 regions of Ontario ensures equitable access to information and involvement in our initiatives. In 2018-19, our community engagement created a more knowledgeable and better networked educational ecosystem.

Table 1: Performance outcomes

Open Collaboration (Strategic direction 1)	1. Develop a one-stop publishing infrastructure for unlimited-use teaching and learning resources 2. Curate digital resources and explore adaptive learning for in-demand programs 3. Support and share applied research results regarding online and digital learning
Shared Services (Strategic direction 2)	4. Demonstrate the value of a shared service license for LinkedIn Learning 5. Create an academic and industry collaboration exploring VR labs, online experiential learning and micro-certification 6. Facilitate the easy discovery of online programs and courses
Innovation (Strategic direction 3)	7. Provide students with experiential learning opportunities for employment 8. Grow technology-enabled teaching abilities by delivering a professional learning medium-sized open online course (mOOC) 9. Provide experiential learning opportunities for Franco-Ontarians
Engagement	10. Develop learning and leadership capacity throughout Ontario 11. Support and share applied research, news and thought leadership 12. Increase digital outreach and community network interaction

Performance targets that helped us meet the outcomes in Table 1 were set using historical data as well as current information from research, industry data and other sources.

Open Collaboration (Strategic Direction 1)

Open Library and Publishing

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Influence
✓	✓	✓	✓

The eCampusOntario Open Library provides a searchable database of unlimited use digital learning resources, and to it was added a publishing platform for use by all members. Table 2 reports usage from April 1, 2018 to March 31, 2019, combining data from the previous library and the renewed Open Library (launched March 4, 2019).

Outcome achieved: Develop a one-stop access and publishing infrastructure for unlimited-use teaching and learning resources (6 of 6 targets)

Table 2: Open library and publishing performance targets

Output	Target	Result	Achieved
Region reach	6 of 6	6 of 6	✓
Unique visits	50,000	132,389	✓
Course section adoptions	40	67	✓
Students impacted	3,500	4,836	✓
Savings (year)	$400,000	$675,995.45	✓
Pressbooks users	150	266	✓

This year, 22,186 catalogue searches were conducted. Adoptions by 13 institutions span all 6 regions of Ontario and reduced mandatory textbook fees over 4.4 million dollars since the library's inception. See real time totals: https://openlibrary.ecampusontario.ca/. Over 265 educators have been trained in Pressbooks to create their own teaching resources, thereby growing the library and saving students more money in textbook costs.

A memorandum of understanding (MoU) between eCampusOntario and the University of Waterloo ensures that hard copies of Open Educational Resources (OER) are available for students to print at cost. Table 3 compares the cost of an introductory textbook available for purchase through a commercial distributor and at cost through the Open Library.

Table 3: Comparing textbook costs

Textbooks for purchase	Digital edition	Black / White	Colour
Introductory neuroscience textbook	No option	No option	$175.00
Neuroscience – Canadian 1st Edition (OER) *	$0 (PDF)	$11.18	$46.69

Instructor-reported average of $110.61 saved per student.

Open at Scale

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	✓

eCampusOntario sought to explore with passionate practitioners and leaders existing open digital resources and innovative delivery models for province-wide use in 3 subject-specific areas: Business, Nursing and Trades and Apprenticeship.

Outcome achieved: Curate digital resources and explore adaptive learning for in-demand programs (4 of 4 targets)

Table 4: Collaboration at Scale performance targets*

Output	Target	Result	Achieved
Subject matter experts	50	61	✓
Region reach	4 of 6	5 of 6	✓
Institution participation	20	22	✓
Webpage visits	2000	2358	✓

*Nursing and Business at Scale performance targets are combined.

Business and Nursing at Scale
Both the Business project team and the Nursing project team collaborated across 5 Ontario regions with a combined total of 61 subject matter experts, whose involvement in the projects included assembling and curating existing digital content for programs across Ontario.

Trades and Apprenticeship at Scale
The Trades and Apprenticeship project is a targeted approach to the collaborative design of adaptive learning and digital delivery models to support on-the-job learning and Training Standards for Automotive Service Technician, Electrician and Plumber. The initiative focuses on developing self-service, mobile-friendly resources for apprentices to support Certification of Qualification pass rates and to complement training preparation. This initiative will continue into 2019-20.

National Survey

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓		✓

The 2018 Survey of Online and Digital Learning is operated by the Canadian Digital Learning Research Association/Association Canadienne de Recherche sur la Formation en Ligne (CDLRA/ACRFL), a federally incorporated not-for-profit organization that researches and publishes information regarding online and digital learning in Canada. The 2018 study builds on the prior year's results, with an expanded roster of institutions, a modified questionnaire with more detailed questions and refined definitions and enrolment questions. eCampusOntario is a lead partner in this survey.

Outcome achieved: Support and share applied research results for online and digital learning (2 of 2 targets)

Table 5: National Survey performance targets

Output	Target	Result	Achieved
Ontario institutional response rate	44	44	✓
Survey infographics	0	2	✓

A total of 100% of Ontario public institutions responded to the survey due to targeted promotional efforts by eCampusOntario. The report results show a strong rise in online and digital post-secondary education, with Ontario colleges and universities leading the provision of flexible learning to modernize higher education.

A link to the full report is available on the CDLRA/ACRFL website: onlinelearningsurveycanada.ca

Two infographics are available featuring selected Canadian and Ontario survey results: ecampusontario.ca/publications-reports/

Featured Story: Open Education Week 2019

An initiative of the global, non-profit Open Education Consortium (OEC), Open Education Week raises awareness about open education and its positive impact on teaching and learning. As a member of the OEC, eCampusOntario helped Ontario 19 institutions to host a variety of events on their own campuses.

During the week of March 4-8, 2019, 12 Ontario universities and 7 colleges organized 85 events for over 1,800 reported participants. Feedback from activity organizers indicated that their events, supported through print and digital launch kits as well as a shared online calendar, were very well received.

> There was an energy of excitement and urge for change from the attendees. It felt like people left motivated, entertained, more informed, and willing to take action. The event hosted rich discussion amongst attendees and was, overall, quite fun! We have had several requests for further practical workshops about creating and adapting OER, including a need for technological help and a desire for a Pressbooks workshop on campus. Thank you for this opportunity, we had a great time! – Centennial College

> We are deeply grateful to eCampusOntario for the funding and support. The movement toward Openness needs the kind of momentum that Open Education Week generated. It also needs to be an ongoing dialogue and effort. After this experience that turned out to be so positive for our College community, we will keep an eye out for more opportunities like this one. A million thanks! – George Brown College

> Thanks again for the support in making this event a reality! We will continue to look for new and exciting ways to partner with eCampusOntario for making our Open Education initiatives a success – Western University

Shared and Collaborative Services (Strategic Direction 2)

LinkedIn Learning

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	✓

In 2017, the Ontario Government asked eCampusOntario to broker and lead a province-wide pilot of LinkedIn Learning (formerly Lynda.com), a video platform where post-secondary students could access skills-based video content to augment their studies and/or enhance career preparation.

Outcome achieved: Demonstrate the value of shared service license for LinkedIn Learning (4 of 4 targets)

Table 6: LinkedIn Learning performance targets

Output	Target	Result	Achieved
Region reach	6 of 6	6 of 6	✓
Institutions*	44	44	✓
Users accessed/adopted	250,000	273,641	✓
Dollars saved per year**	N/A	$5,659,186	✓

* The Royal Military College is federally funded and ineligible for license access.
** Total savings available from reduced cost of blanket license for all Ontario public post-secondary institutions.

The combined reach, savings and efficiency of LinkedIn Learning access shows the value of the initiative to Ontarians. The Higher Education Quality Council of Ontario's (HEQCO) preliminary evaluation of the use of LinkedIn Learning identifies a large number of learners are using LinkedIn Learning resources to refine hard skills. The report indicated that 85% of respondents (n=6,134) believe that they are very likely or somewhat likely to develop industry-specific professional skills using LinkedIn Learning.

View the full report: heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/Lynda-com-Evaluation.aspx

Featured Story: LinkedIn Learning Casebook

eCampusOntario developed a casebook to capture how the platform is used for informal and formal learning at Ontario institutions. The authors of the casebook's 7 chapters explore the intersections between LinkedIn Learning content and pedagogy, instructional design and learning management systems. They reflect on the potential of high engagement, video-based just-in-time resources for learners ranging from first year students to adult professionals. Most importantly, they compel us to seek a deeper understanding of the intersection between the tool and the learning.

Excerpted from the casebook are some takeaways about access to the LinkedIn Learning platform for its impact on professional and personal growth:

"You must be a lifelong learner if you want to stay in the programming industry. As of now, a junior developer, I do not have a deep enough understanding to teach myself everything. LinkedIn Learning gives me the ability to learn every single day without enrolling in a post-secondary institution. This saves me time and money."
> From the chapter *Maximizing Employee Development by Using LinkedIn Learning*, by Ashley Marshall and Brandon Carson

"… it is important to prepare students to be active viewers by emphasizing their personal agency and making it clear that they have control over the delivery of the video content and how they choose to progress through this content."
> From the chapter *Exemplary Practices for Integrating LinkedIn Learning Video Assets in Online Post-Secondary Courses*, by Amanda Baker Robinson

"It was demonstrated in this case that the structure of student-led courses, together with available LinkedIn Learning resources, can play a large part in the improving quality of student engagement. The large range of available topics makes it ideal for experimenting with new topics and supplementing existing professional and educational endeavours."
> From the chapter *Efficacy of Learning and Teaching with LinkedIn Learning in Student-Led Reading Courses*, by Sheida Shahi and Moien Giashi

Sandboxes and Micro-Certification

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓		✓

Educational technologies sandbox initiatives explored innovative digital learning that utilized virtual reality (VR) labs (Labster), online experiential learning (Riipen) and micro-certification (CanCred), which tracks competency-based learning and showcases workforce skill development. Digital open badges are one example of micro-certification.

Outcome achieved: Create an academic and industry collaboration using innovative educational technology (6 of 6 targets)

Sandbox summary:
- *VR labs:* Virtual labs and gamified simulations were implemented by 12 institutions in various learning activities and assessments. Students and faculty reported several benefits to participating in the virtual labs.
- *Experiential learning:* Educators from 3 institutions who participated in the digital experiential learning project reported on the value of using the platform in their educational contexts, and could imagine ways to use it more broadly.
- *Micro-certification:* Digital badges were developed by 8 institutions, a number of which involved employer input. These pilots provided valuable opportunities to better understand what is needed in the development of a robust badging system.

View the full *eCampusOntario Educational Technology Sandboxes: Reports and Recommendations* document: ecampusontario.pressbooks.pub/edtechsandbox/

To continue building understanding of digital forms of learning and skills recognition in higher education and the workplace, eCampusOntario held its 2nd Open Badge Forum (OBF) on March 1, 2019. A total of 110 cross-sectoral participants attended the day-long forum, including representatives from the Royal Bank of Canada, the Canadian Association for Prior Learning Assessment (CAPLA), Polytechnics Canada, LinkedIn and Ontario colleges and universities. Following the event, 63 individuals joined the eCampusOntario micro-certification community to build a strong and sustainable skills and recognition ecosystem.

Table 7: Micro-certification performance targets

Output	Target	Result	Achieved
Badge event participation	90	110	✓
Community sign up	40	63	✓
Institution OBF registration	30	31	✓
Institutional badging on OBF	8	8	✓
Individuals awarded badges on OBF	750	961	✓
Badges awarded on OBF	1,500	2,422	✓

LearnOnline Portal

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	

The Learn Online portal facilitates the easy discovery of Ontario's online learning opportunities by providing access to online courses and programs offered by our members. Traffic on the LearnOnline portal continued to grow due to various functional upgrades.

Outcome achieved: Facilitate the easy discovery of online programs and courses (5 of 6 targets)

Table 8: LearnOnline performance targets

Output	Target	2018-2019	2017-2018	Achieved
Region reach	6 of 6	6 of 6	6 of 6	✓
Users	225,000	299,860	196,168	✓
Programs listed	820	805	816	✓
Courses listed	17,000	18,496	16,573	
Program searches	25,000	28,971	21,993	✓
Course searches	20,000	25,807	18,523	✓

Of the 299,860 portal users, 81.2% were new users (18.2% returning), and 60.9% were self-reported to be female (39.1% male). The highest increase in users by age category from last year is +15.6% by users aged 25 to 34.

Table 9: Portal use by geographic region

Southern Ontario Excluding Greater Toronto Area (GTA)	35.5%
Toronto	21.7%
GTA excluding Toronto	16.8%
Northern Ontario	2.8%
Other/Unknown	23.2%

Despite a small decrease (-11) in programs listed, the strong increase (+1,923) in courses suggests more variety in learning opportunities. The most popular searches included *psychology, business, health, accounting, computers, biology, social work* and *English*.

Figure 4: Increases in LearnOnline portal usage from 2017-18
- Total users increased by 52.9%
- Unique visits increased by over 30%
- Programs searches increased by 32.4%
- Course searches increased by 39.2%
- Referrals for online courses increased 62.8%
- Online course questions emailed to colleges and universities increased 23.6%

Innovation (Strategic Direction 3)

SXD Lab: Student Experiential Learning

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Influence
✓	✓		✓

The Student Experience Design (SXD) Lab is an Ontario innovation hub in which student-led innovation uses a prototyping model to tackle complex problems facing post-secondary education students. Each student in the Lab is engaged in a rich experiential learning opportunity and develops a mastery of human centered design, complex problem solving, presentation and communications skills.

Outcome achieved: Provide students with experiential learning opportunities for employment (4 of 4 targets)

Table 10: SXD Lab performance targets

Outputs	Target	Result	Achieved
Region reach	6 of 6	6 of 6	✓
Students	30	35	✓
Client-funded projects	1	2	✓
Client-funded project amount	$20,000	$38,000	✓

This year, 35 students received hands-on, experiential learning and were each awarded a Human-Centered Design badge as a way to recognize 300 hours spent developing high-demand skills for employers. Outside sources funded 2 projects to a total of 38,000 dollars.

Students self-reported the value of the Lab for building workplace readiness:

> I was able to sharpen my design, strategy and business skills, and I was given the opportunity to get hands on experience, which provided me with a better understanding of my interests and abilities. The SXD Lab helped me prepare for the next step in my career and equipped me with a great portfolio piece to share with future employers. - Hannah Carriere, University of Toronto

> The SXD Lab at eCampusOntario offers an amazing opportunity for students to get hands on experience in design, expand their creativity and be one step closer to achieve their professional goals. - Nikole Hidalgo McGregor, Recent Graduate, OCAD University

Ontario Extend

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	

Ontario Extend is a professional learning program that offers a connected and networked environment available to educators across Ontario to enhance their teaching with technology skills. Module completion is online, flexible and showcased through a set of 6 open digital badges.

Extend was offered this year starting January 2019 as a "medium-sized" Open Online Course (mOOC) in an open edX platform hosted by the University of Montreal. The lowercase "m" indicates a purposefully smaller size of the online learning community, as opposed to a traditional Massive Online Open Course (MOOC). The limited size enabled greater connection and mentorship with participants through their learning journey.

Outcome achieved:* Grow technology-enabled teaching abilities by delivering a professional learning mOOC *(2 of 3 targets)

This iteration of Extend attracted increased participation, up 52% (131 participants) from last year, and an increased institutional participation, up 60% from last year.

Table 11: Ontario Extend performance targets

Output	Target	2018-19	2017-18	Achieved
Institutions participated	25	35	10	✓
Participants	100	288	137	✓
Badges awarded	600 (6 badges per participant)	203	N/A	

Many participants reported having limited time to complete badges in during the academic term. Thus, the mOOC was thus extended until June 30.

The completion rate (i.e., the set of 6 badges) was similar to the 15% average completion rate for Massive Online Open Courses (MOOCs) (Jordan, 2015). The Extend badge completion rate suggests that self-directed module completion may be enhanced with greater institutional support. However, regardless of completion rates, many mOOC participants self-reported that their skills were improved, even transformed (see Featured Story).

> Jordan, K. (2015). MOOC completion rates: The data. Retrieved from
> http://www.katyjordan.com/MOOCproject.html

Featured Story: An Extend mOOC Success Story

The initial delivery of the Ontario Extend mOOC ("medium-sized" Open Online Course) was completed March 2019. Educators from across Ontario and beyond enrolled to sharpen their skills and pursue the suite of 6 Ontario Extend badges, culminating in the final Empowered Educator Badge.

High participation from across all six regions of Ontario
- 288 total participation in mOOC
- 203 badges issued (67 participants completed at least 1 badge)
- 5% to 18% participation across 6 Ontario regions
- 78% of member institutions were represented in mOOC

High levels of discussion and engagement
- 285 posts made by 27 mOOC participants
- 433 posts on 1 mOOC discussion board
- 64 discussion boards
- 722 tweets used the hashtag #ExtendmOOC

High participant satisfaction with professional learning experience
- Participants shared their successes on Twitter with the @ontarioextend community.

> I did it! I said it before and I will say it again. This has been one of my favourite personal learning opportunities. I thought it was about learning new tech tools but it ended up changing the way I teach. If you want to learn more go to @ontarioextend @TLConestoga

> "This journey has amounted to something far deeper and immeasurable than I had originally thought." @eCampusOntario @ontarioextend

> An amazing PD opportunity for faculty during non-contact time or just for something to keep your mind and your PLN active through the summer. Quite pleasant and enjoyable work tbh!! Check it out :) @ontarioextend @Georgian_CTL

Experiential Learning Pilot for Francophone Students

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	✓

As part of an ongoing mission to support learning and skills-based opportunities for French-speaking Ontarians, *Consortium d'apprentissage expérientiel francophone de l'Ontario* (CAPFO) was developed by eCampusOntario to provide member institutions with access to Riipen, a Canadian online work-integrated experiential learning platform and project management tool. CAPFO has harnessed the French interface of Riipen to provide the province's first scaled approach to experiential learning for Francophone learners.

Outcome achieved: Provide experiential learning opportunities for Franco-Ontarians (2 of 2 targets)

Table 12: CAPFO performance targets

Output	Target	Result	Achieved
Institution participation	3	3	✓
Participants	45	55	✓

Pilot projects using the Riipen platform for work-integrated, competency-based learning were completed successfully, with positive feedback from Francophone participants.

"Experiential project-based learning with a real company has allowed me to learn how theoretical concepts can be applied in reality." - Co-op student at the University of Hearst

"The Consortium d'apprentissage expérientiel francophone de l'Ontario (CAPFO) offers Francophone students unique opportunities to develop knowledge and skills in a professional or associative Francophone environment, and to employers who welcome them with the innovative and creative perspective of the new generation. Because that's what experiential learning is all about: mutual enrichment for all parties involved." - Aline Germain-Rutherford, Ph.D., National 3M Teaching Fellow, Vice-Provost, Academic Affairs, University of Ottawa

Engagement

Learning and Leadership

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓	✓	✓	✓

eCampusOntario organizes opportunities to deepen knowledge, upskill and network. The Open Education (OE) Fellows program supports college and university educators and leaders to build their knowledge and advance the development of the open community in their institutions and across the province. One-day and multi-day on-site events organized by eCampusOntario provided targeted learning opportunities for our member community.

Outcome achieved: Develop learning and leadership capacity throughout Ontario (4 of 4 targets)

Table 13: Learning and leadership performance targets

Output	Target	Result	Achieved
2018 OE Fellows Cohort	6	6 (2 colleges, 4 universities)	✓
Events	5	6	✓
All event participants	500	660	✓
Participant satisfaction with TESS 2018	80%	87.6%	✓

OE Fellows provided leadership to member institutions through individual webinar presentations on their inquiry research projects and as a panel that presented at the Technology Enabled Seminar and Showcase (TESS) 2018. OE Fellow final projects are available online: ecampusontario.ca/open-education-fellows-alumni-share-their-final-projects/

Six fully subscribed events for member institutions were received positively by participants.
- OER Seminar for Students (30 attendees), August 21, 2018
- OEO Summit (60 attendees), November 11, 2018
- TESS (250 attendees), November 23-24, 2018
- Open Badge Forum (110 attendees), March 1, 2019
- 6 Open Ed Week Webinars (200 attendees), March 4-8, 2019

Figure 5: Participant feedback from TESS 2018: The Empowered Educator (n=90)
- 97.7% rated the keynote speaker positively
- 96.6% rated the event extremely or very organized
- 90% received all or most of information they needed
- 86.7% rated the overall excellent or very good overall

Reporting on Impact

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Influence
✓			✓

eCampusOntario publishes reports that are publicly available on the outcomes and impact of its innovations and actions in Ontario. Our reporting practices ensure transparency, data-driven decision making and continuous improvement. With expertise in innovative technology-enabled education, we are contacted and featured by the public media.

Outcome achieved: Support and share applied research, news and thought leadership (3 of 3 targets)

Table 14: Reporting and publishing performance targets

Output	Target	Result	Achieved
Applied research and initiate outcomes reports	5	7	✓
Published news stories	50	68	✓
Features and interviews in external media	5	9	✓

Seven reports provide results and findings on literature reviews, mixed-method environmental scans, surveys, focus groups and other applied research related to open and shared educational technology. View all full reports: ecampusontario.ca/publications-reports/

1. OER Research Report
2. Ontario Extend Research Report
3. Educational Technology Sandboxes: Reports and Recommendations
4. Shared Services Report (Phase I)
5. Shared Services Report (Phase II)
6. Business OER Scan
7. Nursing OER Scan

A total of 68 in-depth news and event stories featuring supported innovations and collaborations were published on the eCampusOntario website, available at ecampusontario.ca/news.

As well, eCampusOntario has been featured in public news media, such as *Maclean's* magazine. View a selection of earned media mentions at ecampusontario.ca/in-the-media.

Digital Engagement

Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
✓		✓	✓

eCampusOntario uses multiple channels, such as a digital newsletter and social media, to reach its large and highly-distributed membership. These tools keep members informed about our work and build a stronger higher education network across Ontario.

Outcome achieved: Increase digital outreach and community network interaction (6 of 6 targets)

Table 15: Digital engagement performance targets

Output	Target	Result	Achieved
Corporate website unique visits	90,000	122,857	✓
Number of newsletter stories	45	60	✓
Newsletter followers	500	644	✓
Newsletter open rate per month	25%	39.5%	✓
Twitter followers	2,500	2,672	✓
Twitter likes per month	150	199	✓

Electronic newsletters shared a total of 60 unique stories and interviews, with an average monthly open rate of 39.5%, which is well above the industry standard of 21.8% (Mailchimp, 2019).

Social media communities saw high levels of engagement. For example, March 2019 showed a monthly average of 199 likes and 105 re-tweets in its Twitter community.

Figure 6: Engaging the community through Twitter in 2018-19

- 2 event-based hashtags trended (#TESS2018 and #BadgeOntario)
- 199 average likes per month
- 105 average re-tweets per month
- 2.7% average engagement rate
- 12.5 average likes per post average

Mailchimp, (2019). Email marketing benchmarks. Retrieved from
https://mailchimp.com/resources/email-marketing-benchmarks/

Summary of Performance

Our success can be measured by our achievement of 100% of outcomes and 96% of performance targets across all of our strategic initiatives.

Table 16: 2018-19 performance summary

Strategic Initiatives	Achieved Outcomes	Achieved Performance Outputs
Open Collaboration	3/3	12/12
Shared Services	3/3	15/16
Innovation	3/3	8/9
Engagement	3/3	13/13
Total targets	**12/12**	**48/50**

Targets not reached were due to circumstances beyond our control and did not impact the overall success of our initiatives. Requirements to hold spending limited our ability to pilot more shared services technologies, but we are prepared to launch them in 2019-20.

Our success can also be measured by how we have shifted culture in higher education, as evidenced though the many stories and reports of individual and collective growth among those exploring and driving technology-enabled teaching and learning in Ontario.

In sum, we provided to all 6 regions of Ontario substantial workforce development, efficiencies and cost savings and high-impact leadership with first-in-province initiatives.

Table 17: eCampusOntario 2018-19 KPI summary

Our Major Initiatives for 2018-19	Reach and Access	Workforce Development and Training	Efficiencies and Direct Cost Savings	Leadership and Impact
Open Collaboration (direction 1) 1. Open Library/Publishing 2. Open at Scale 3. National Survey	✓✓✓	✓✓✓	✓✓	✓✓✓
Shared Services (direction 2) 1. LinkedIn Learning 2. Sandbox and Micro-Certification 3. LearnOnline Portal	✓✓✓	✓✓✓	✓✓	✓✓
Innovation (direction 3) 1. SXD Lab 2. Ontario Extend 3. CAPFO	✓✓✓	✓✓✓	✓✓	✓✓
Engagement 1. Learning and Leadership 2. Reporting and Publishing 3. Digital Engagement	✓✓✓	✓	✓✓	✓✓✓

Implications and Next Steps

Next year, we will continue to innovate and act as a technology-forward, training-focused and transformative higher education system partner.

Future goals include the following:
- *Lead shared services that save money:* Build partnerships to deliver quality, cost-effective shared services.
- *Put money back in the pockets of students:* Ensure over 1 million dollars in savings annually with unlimited use digital learning resources.
- *Design world-class open and online learning:* Consult with member institutions to drive the growth of online and student-driven education strategies. Help institutions capitalize on the benefits of collaboration and human-centered design for student success.
- *Build education-to-industry pathways:* Host an easy-access, province-wide skill recognition platform and boost value-add partnerships.
- *Train the educators and innovators of tomorrow:* Continue to scale and build innovation and education programming for maximum reach and impact.
- *Drive French-first collaborative programming:* Build on our collaborative foundation to launch a French-first learning lab.

To achieve these goals, eCampusOntario will:
- Build on strong foundations by setting stretch performance targets and outcomes as related the strategic plan.
- Strengthen operations by developing digital and business strategies to modernize and optimize our work.
- Promote responsible governance by enhancing our risk management, succession planning and actively delivering on maintaining a culture of efficiency and accountability.
- Focus on shared services with greater emphasis on system-wide cost reduction and savings.

Board Members

Financial Summary

This year's financial statements for eCampusOntario include the Independent Auditor's Report, Statement of Financial Position, Statement of Operations and Changes in Net Assets and Statement of Cash Flows for the financial year ended March 31, 2019.

The audited Financial Statements and Independent Auditor's Report for Fiscal Year 2018-19 are available together on the eCampusOntario website.