ecampus
Ontario

2019-2020
ANNUAL REPORT

Cite this document as:
eCampusOntario (2020). eCampusOntario annual report 2019-2020. Retrieved from www.ecampusontario.ca/corporate-documents/

Send comments and questions to inquiry@ecampusontario.ca.

Table of Contents

"Committed to developing capacity for innovation and building collaborative educational structures."

Message from the Co-Chairs

This past year at eCampusOntario has been impressive, and we reflect on it with enthusiasm. Our commitment has yielded extraordinary results; our deliverables have increased interest and participation right across the province; and our impact has underscored the importance of our purpose and mandate.

As we enter the final phase of our three-year strategic plan, the value of eCampusOntario has never been clearer. Committed to developing capacity for innovation and building collaborative educational structures, the outcomes speak for themselves and underscore our success and impact this past year:

- **Leading through open and collaborative practices** has been a commitment of ours, and our Open Library, just one example of success, has netted $10,025,202.81 in student savings, impacting 94,568 learners across 2,304 course sections.

- eCampusOntario has been **building capacity through shared and collaborative services** by using technology to expand the influence of experiential learning in postsecondary education, in both Anglophone and Francophone communities.

- We continue to **inspire through investment in research and development**. 14 institutions participated in micro-certification pilot projects through funding provided by eCampusOntario to recognize both vertical and transversal skills to address today's fast-changing workforce and emerging gig economy.

We also reflect on some change this past year. Franco Vaccarino was eCampusOntario's Co-Chair for three years and his commitment and contributions deserve acknowledgement. Also, David Porter, who was instrumental in the growth of eCampusOntario as Chief Executive Officer, has moved on to new opportunities. We thank them both with best wishes.

Jamee Robinson and Lena Patterson assumed the roles of Co-Executive Directors and have been successfully driving the organization forward during the transition period while the Board searches for a new Chief Executive Officer. We thank them for their leadership.

We also thank the staff without whom none of this would be possible. Your commitment, intellect, and enthusiasm are evident, and we are grateful for you.

Our final thanks go to our partners in the Government of Ontario for their continued support and ongoing recognition of the importance of a technology-enabled future for postsecondary education.

Judith Morris
Co-Chair

Steven Murphy
Co-Chair

Board of Directors

Co-Chairs

Judith Morris
President & CEO,
Lambton College

Steven Murphy
President & Vice-Chancellor,
Ontario Tech University

Board Directors

Nick Baker
Director,
Office of Open Learning,
University of Windsor

Danny Chang
Student Representative,
Western University

Jordanne Christie
Faculty Member,
School of Interdisciplinary Studies,
Durham College

Alison Flynn
Associate Professor,
Dept. of Chemistry and
Biomolecular Sciences,
University of Ottawa

Marilyn Herie
Senior Vice-President,
Academic,
Centennial College

Peter Hickey
Member of the Public
with financial, audit or risk
management experience

André Léger
Associate Dean,
School of Contemporary
Teaching and Learning,
St. Lawrence College

Audrey J. Penner
Vice-President,
Academic and Student Success,
Northern College

Lisa Philipps
Vice-President,
Academic and Provost,
York University

Jill Scott
Vice-Provost,
Teaching and Learning,
University of Ottawa

Member Institutions

Ontario Colleges

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

Ontario Universities

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

About eCampusOntario

A publicly-funded organization, eCampusOntario collaborates with the province's colleges and universities to position Ontario as a leader in technology-enabled teaching and learning, building a system that is open, collaborative, and responsive to shifts in the educational landscape.

This is achieved by:

- Training the next generation of digitally fluent educators
- Supporting institutions to grow technology-enabled teaching and learning
- Improving the quality of online learning
- Expanding experiential learning and adaptive training opportunities for Ontarians
- Providing access to and support for development of open educational resources

VISION

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

MISSION

Work with member institutions to promote accessibility, collaboration, and innovation in online and technology-enabled learning that will enhance learner experience, support, faculty development, and extend Ontario's global reach.

CORE VALUES

Quality: Support and encourage exemplary practices in the courses, programs, and services available through eCampusOntario.

Innovation: Enable and promote innovation by pushing the envelope for online and technology-enabled learning.

Collaboration: Facilitate, encourage, and promote collaboration in all of our services and activities.

Research: Support ongoing research that promotes quality and innovation in both online and technology-enabled teaching and learning.

Accountability: Be accountable and assume accountability in the work that we do.

Relevance: Demonstrate relevance and add value in a way that differentiates us from other non-profits and justifies ongoing support and investment.

STRATEGIC OBJECTIVES

- Lead through open and collaborative practices.
- Build capacity through shared and collaborative services.
- Inspire innovation through investment in research and development.

IMPACT

Learners: Empower learners to inform their educational experiences by encouraging student-driven design, building environments that allow them to assess their own needs, and creating opportunities for them to take charge and design their own future.

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

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 government, member, and public expectation.

"A centre of excellence and a global leader in the evolution of teaching and learning through technology."

PROGRAM REPORTS

OBJECTIVE

To maintain or grow the current level of use for the library.

OVERVIEW

The eCampusOntario Open Library provides educators and learners with access to more than 350 free and openly licensed educational resources.

The library was launched in 2017 in partnership with BCcampus. Since the initial launch, eCampusOntario has sought to continually improve the library to meet the needs of Ontario's post-secondary educators and learners. The library is also integrated with the eCampusOntario Open Publishing Infrastructure: a PressbooksEDU network for Ontario educators to create or customize Open Educational Resources for their teaching and learning.

OUTCOMES

OPEN PUBLISHING INFRASTRUCTURE (PRESSBOOKS): ECAMPUSONTARIO REACHED CAPACITY OF PRESSBOOKS AUTHORS WITH **560 ACTIVE PRESSBOOKS AUTHORS IN ONTARIO.**

PRESSBOOKS TRAINING WAS **DELIVERED AT 10 INSTITUTIONS AND 2 ONTARIO-WIDE EVENTS.**

ONTARIO OPEN LIBRARY NETWORK LAUNCH

In July 2019, we launched the Ontario Open Library Network, a community space for librarians, faculty, students, instructional designers, and educational technologists interested in Open Education. Intended to exchange ideas, a dedicated space exists for Francophone, and since its launch, the network has grown to 226 members. We launched a monthly community webinar series in December 2019. Each webinar features educators or learners from Ontario discussing a topic related to Open Education with an average of 46 educators attending each webinar.

IMPACT CALCULATOR

We have continued to improve the usability of the Open Library by improving the library layout as well as by building impactful tools to measure and understand the impact of Open Education in Ontario. The launch of the Impact Calculator in July 2019 one of our key releases. This impact calculator allows individual faculty to project potential student savings when considering converting their course materials to OER.

$10 MILLION+ IN STUDENT SAVINGS

ON MARCH 22, 2020, THE OPEN LIBRARY CROSSED THE THRESHOLD OF **$10 MILLION CUMULATIVE STUDENT SAVINGS IN ONTARIO.** TO DATE, OPEN LIBRARY USERS HAVE REPORTED $10,025,202.81 IN STUDENT SAVINGS, **IMPACTING 94,568 LEARNERS ACROSS 2,304 COURSE SECTIONS.**

OPEN LIBRARY

ECAMPUSONTARIO H5P STUDIO

On March 5, 2020, eCampusOntario expanded its Open Publishing Infrastructure to include the eCampusOntario H5P Studio. The studio allows Ontario educators to create modular interactive content to embed in their courses and/or share publicly. Over 150 individuals livestreamed the launch of the studio. As of March 31, 2020, 160 users had signed up to create content in the eCampusOntario H5P Studio.

OUTCOMES

BOOK DOWNLOADS
23,056

STUDENT SAVINGS
$10,025,202.81

STUDENT SAVINGS REPORTED 2019-20 FISCAL
$7,861,179.45

STUDENTS IMPACTED
94,568

OPEN LIBRARY PAGEVIEWS
111,218

PRESSBOOKS PAGEVIEWS
1,733,420

COURSE SECTIONS USING OER
2,304

UNIQUE EDUCATORS USING OER
155

KNOWN ONTARIO INSTITUTIONS USING OER 39

*Open Library & Publishing infrastructure comprised 48% of eCampusOntario total web traffic in the 2019-20 fiscal year. New Resources Added: 80 new titles added to the eCampusOntario Open Library.

"Thank you so much for this! Kate and I would have spent a lot of time trying to figure this out on our own – it's great that there is OER expertise in the province that we can draw on!"

"This is the third EdTech Workshop that I've been lucky enough to help (co-) organize, and, from the comments, it was the most successful in terms of sessions and speakers. Many people commented on how much they had learned and how interesting they found the sessions – and that is absolutely thanks to you and your efforts! Thank you for all the hard work that you put into your presentation and for attending the EdTech Workshop 2019 – see you in 2021!"

"So thrilled to learn about the new @H5PTechnology H5P Studio from @OpenLibraryON & @eCampusOntario! Thanks for the great info session today to help celebrate #OEWeek"

"It is SO nice to have a place to chat with people about this topic! Thank you!"

"This such a great initiative. Thanks for arranging this and inviting this type of collaboration."

OBJECTIVE

To train the next generation of digitally fluent educators.

OVERVIEW

Ontario Extend is a professional learning program that aims to empower educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning. The program is grounded in the belief that the impact of learning should be the primary motivator for creating technology-enabled and remote teaching experiences.

In Ontario Extend, educators explore key skills, knowledge, and attributes required to extend and transform our teaching and learning practices and to enrich our professional development. The program is designed to contribute to the digital fluency of educators and to support their decision making for the appropriate use of digital tools.

The intent of these resources is also to provide the basis for more deliberate course design and digital pedagogical practice. The modules are designed to be self-paced or used as a customizable component of teaching and learning programs for educators within their institutions.

OUTCOMES

THE THIRD ITERATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM, EXTEND 3, HAD OVER 200 PARTICIPATING EDUCATORS IN 2019–20
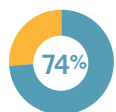
112 ENGLISH AND FRENCH BADGES HAVE BEEN ISSUED TO INDIVIDUALS FROM ONTARIO INSTITUTIONS SINCE APRIL 1, 2019, WITH 33 OF THOSE BADGES ISSUED AT OUR ANNUAL TESS CONFERENCE.

TESS 2019 was a special experience for over 150 Extend educators from across 42 different institutions across Ontario. A survey was released following the event to capture impact.

74% 74% OF SURVEY RESPONDENTS THAT PARTICIPATED IN TESS SAY THEY ARE MORE COMFORTABLE TEACHING ONLINE FOLLOWING TESS.

70% SPECIFICALLY, 70% OF SURVEY RESPONDENTS THAT PARTICIPATED IN ONTARIO EXTEND AT TESS SAY THEY ARE LIKELY TO EXPLORE TEACHING USING TECHNOLOGY TOOLS BASED ON THEIR EXPERIENCE AT THE EVENT.

"…these are fantastic PD opportunities and yours, free of charge, to take advantage of! Highly recommended."

"I've already tackled a few of these modules for my own learning and am going to be committing a half hour each day to getting them all completed - I take away so much good info every time!"

"It's a well-organized online PD program and I got to know a lot of folks who share similar interest. Fun and engaging and highly recommend."

OBJECTIVES

- To identify gaps in student experiences vs. the Training Standard for three occupations.
- To design and develop supplementary content to remediate knowledge and experience gaps.
- To deploy and evaluate adaptive training pilot modules to test the efficacy of the strategy.

OVERVIEW

The Adaptive Training Pilot is an initiative that aims to address knowledge gaps and boost exam success for Ontario students studying technical subjects. In collaboration with eight Ontario colleges, the pilots developed individual learning modules for specific training standards within the electrician – construction and maintenance, automotive service technician, and plumbing trades, as well as technical communication courses. The pilots also enabled students to self-identify skill gaps and create individualized experiences using adaptive learning platforms such as Rhapsode by Area9 Lyceum, Shift iQ by InSite Information Systems Corp., and LEaP by Desire2Learn.

OUTCOMES

- Engaged 8 institutions in pilots: Algonquin College, Collège La Cité, Durham College, George Brown College, Humber College, Loyalist College, Sheridan College, St. Lawrence College.

- Implemented Rhapsode by Area9 Lyceum, Shift iQ by InSite Information Systems Corp., and LEaP by Desire2Learn.

- Facilitated collaboration between faculty members, subject matter experts, teaching and learning centres, administration and students to develop adaptive learning modules that meet the needs of trades students.

- Built an understanding of the advantages and limitations of using adaptive learning platforms within post-secondary education.

- Developed an understanding of ideal team structure with adaptive learning projects to ensure the projects run successfully.

"Our trades and apprenticeship students benefit from adaptive learning by allowing them to build core competencies more quickly and progress successfully through their programs."

"This learning platform enables our apprentices to focus on building the knowledge and skills necessary to complete their in-school training as well as pass their Certificate of Qualification examinations."

OBJECTIVES

- To influence and support the expanded use of micro-certification at Ontario colleges and universities.
- To deploy a micro-certification platform across the higher education sector.
- To host an annual micro-certification forum to advance the conversation and build a cross-sector community of practice.

OVERVIEW

Micro-certifications certify an individual's achievements in specific skills that differ from traditional postsecondary degrees or diplomas. They can be used to recognize both vertical and transversal skills, and coupled with the in-depth learning obtained in a field of study, micro-certifications can be used to present a more holistic view of an individual's abilities and achievements.

In today's fast-changing workforce and emerging gig economy, a nimble recognition system is essential for both professionals and employers who are increasingly moving towards skill or competency-based hiring.

eCampusOntario's work aims to strengthen and expand micro-certification activity in Ontario through a common framework and community of practice.

OUTCOMES

THE 2020 MICRO-CERTIFICATION FORUM WELCOMED 220 PEOPLE FOR A ONE-DAY EVENT, WITH REPRESENTATIVES FROM 36 INSTITUTIONS AND OVER 60 EMPLOYERS AND NON-PROFIT ORGANIZATIONS IN ATTENDANCE. THE EVENT WAS SOLD OUT, LEADING 175 PEOPLE TO JOIN OVER LIVESTREAM.
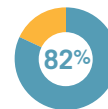
82% 82% OF RESPONDENTS TO THE POST-EVENT SURVEY REPORTED FEELING EXTREMELY TO MODERATELY AWARE OF MICRO-CERTIFICATION AFTER THE EVENT.

eCampusOntario received 36 APPLICATIONS from 28 UNIQUE INSTITUTIONS to the Expression of Interest to test the Micro-certification Principles and Framework. 14 MEMBER INSTITUTIONS AND THEIR INDUSTRY PARTNERS were selected to test it with funding and infrastructure support from eCampusOntario.

Pilot projects were given access to a pilot instance of BC Diploma, a blockchain based micro-certification issuing platform to explore the potential of the technology.

"I see these pilot projects as a true testament for how even minor infusions of money (with the right supports and infrastructure) can lead to real innovations in the system."

"[The eCampusOntario funding] provided us with the opportunity to demonstrate the value of micro-certification to our faculty and has them thinking of a number of other potential projects we could develop."

MICRO CERTIFICATION

FORUM 2020

OPEN TEXTBOOK LIBRARY
VIRTUAL REALITY LABS
FACULTY TECHNOLOGY SANDBOX
EXPERIENTIAL LEARNING
COURSE/PROGRAM SEARCH PORTAL
FUNDING PROGRAMS

EDUCATIONAL TECHNOLOGIES SANDBOX

OBJECTIVES

- To achieve greater interest and uptake by member institutions in adopting specific technology tools.
- To identify applied research findings to support broader application of the educational technology.

OVERVIEW

eCampusOntario's Educational Technology Sandbox provides a testbed for select member institutions to test, co-design, and report on real-world use of educational technologies. Each experience builds a network of professionals interested in educational technology, and explores (through action research, experience, observation, or design) how technology may combine with pedagogy to provide solutions for existing educational challenges. Products of the sandbox drive decisions about eCampusOntario's long-term Shared Service offerings.

OUTCOMES

2 TECHNOLOGIES – AUGMENTED/VIRTUAL REALITY (AR/VR) AND LEARNING ANALYTICS – WERE EXPLORED BY A TOTAL OF 18 UNIQUE INSTITUTIONS THROUGH THIS YEAR'S EDUCATIONAL TECHNOLOGIES SANDBOX.
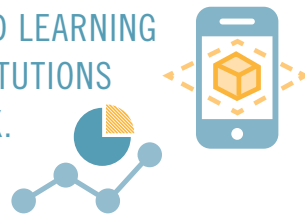
AR/VR SANDBOX

We purchased licenses to EON Reality's Creator AVR tool – an AR/VR platform that allows educators and students to create and engage with immersive lessons in AR/VR. 13 institutions took part in pilots.

Some institutions identified a course to build and implement AR/VR-enabled lessons, while others built workshops for faculty to explore AR/VR and imagine potential use in their disciplines.

Educators continue to connect through monthly virtual community calls led by eCampusOntario, discussing activities and issues in the AR/VR space.

LEARNING ANALYTICS CO-DESIGN

- Recognizing that most learning analytics projects focus on administrator value, our approach prioritized how students might use their own learning analytics to succeed academically.

- We led the co-design of a student-facing blueprint and report with project teams from 5 institutions and 19 participants in total (5 of whom were students).

- In order to better understand the current landscape of Learning Analytics in Ontario, eCampusOntario enabled a team from Fanshawe College and University of Toronto to complete an environmental scan of the province to establish a baseline for future inquiry.

OBJECTIVES

- To engage a cohort of francophone industry partners.
- To connect with francophone students to enable connections.
- To perform matching activity between students, institutions and industry partners.

OVERVIEW

CAPFO (le consortium d'apprentissage expérientiel francophone de l'Ontario) is an experiential learning initiative offered online to students in Francophone and bilingual post-secondary institutions in Ontario. CAPFO allows students to develop cross-curricular soft skills and employability skills by pairing real business projects with programs and courses taught in Ontario colleges and universities.

OUTCOMES

THE SIX MEMBERS OF THE CAPFO CONSORTIUM

- Glendon College — Affiliated with York
- University of Hearst — Affiliated with Laurentian
- University of Sudbury — Affiliated with Laurentian
- Collège Boréal
- Collège La Cité
- University of Ottawa

44 PROJECTS HAVE BEEN PROPOSED IN THE CAPFO PORTAL (FROM BUSINESSES AND NON-PROFIT ORGANIZATIONS)

12 CHALLENGES HAVE BEEN PROPOSED IN THE CAPFO PORTAL (FROM BUSINESSES AND NON-PROFIT ORGANIZATIONS)

6 PROJECTS HAVE BEEN MATCHED WITH COURSES FROM COLLEGES AND UNIVERSITIES FOR THE WINTER SEMESTER 2019-2020

WITH THE CAPFO-CHALLENGE CONTEST, A TOTAL OF **320 STUDENTS** HAVE BEEN INVOLVED IN EXPERIENTIAL LEARNING ACTIVITIES FROM SEPTEMBER 2019 TO MARCH 31, 2020

"The learning was enriching, because as a team, we were able to link certain theories to practice. I would recommend such an experience again in the future."

OBJECTIVES

· To expand the influence of student-driven innovation in Ontario with a focus on experiential learning.
· To offer experiential learning opportunities for Ontario postsecondary students.

OVERVIEW

The Student Experience Design (SXD) Lab is an innovation hub that tackles some of the most complex problems facing postsecondary education today. The Lab empowers student-led, open innovation to create purposeful learning for a meaningful life.

The SXD Lab uses human-centered design processes and tools to (re)design better student experiences. We do this by working with the end users of education: students. We hire, train and coach students from across Ontario to conduct user research, define specific problems, generate and test ideas, and develop innovative solutions with institutions and industry.

OUTCOMES

In 2019, the eCampusOntario Student-Experience Design (SXD) Lab embarked on a journey to design experiential learning (EL) opportunities for students, by students. Fifty students from colleges and universities across Ontario were recruited to build a collection of openly available EL blueprints. Throughout the co-design process, we engaged with students, faculty, administrators, instructional designers and industry professionals. The SXD Lab collection of experiential learning templates are designed to be adopted, adapted, and remixed to enrich any learning experience.

ENGAGED 50 STUDENTS AND PROVIDED THEM WITH A PURPOSEFUL EXPERIENTIAL LEARNING OPPORTUNITY

ISSUED 50 BADGES TO RECOGNIZE DESIGN SKILLS AND EXPERIENCE GARNERED

76% OF SXD LAB STUDENTS REPORT SUCCESS IN THE JOB MARKET WITHIN SIX MONTHS OF PROGRAM COMPLETION

"I'm so thankful for the design-research exposure I received from working at eCampus! As a user design major, it was extremely valuable to apply the skills and theory I had learned in a real, tangible way. It's a unique contribution to my resume that helped me land a meaningful job that will benefit my future career!"

"SXD was a huge help in getting me this position as well as multiple job offers, so I'm very grateful for my experience."

"I must say my experience at the SXD Lab was a very valuable one in being offered a position at IBM!"

"My time at the SXD Lab definitely helped me with obtaining the jobs I currently have."

ONLINE LEARNING SURVEY

OVERVIEW

The 2019 National Online and Digital Learning Survey was carried out by Canadian Digital Learning Research Association. Its study on online learning among postsecondary institutions across Canada was supported by eCampusOntario, which led the coordination of Ontario's efforts among member institutions, and published an Ontario sub-report that informs on the state of online learning in the province.

100% of Ontario's colleges and 91% of universities responded to the survey. Of the respondents, 82% of colleges and 65% of universities are forecasting an increase in next year's online course registrations, while 64% of colleges and 62% of universities are predicting an increase in overall course registrations.

More information on the full report is available at www.onlinelearningsurveycanada.ca/.

LEARNONLINE PORTAL

OVERVIEW

The LearnOnline portal facilitates the easy discovery of Ontario's online learning opportunities by providing access to online courses and programs offered by our members.

OUTCOMES

PROGRAM SEARCHES FROM THE PREVIOUS YEAR: 5,417

ONLINE COURSE REFERRALS FOR ONLINE USERS: 29,483

COURSE SEARCHES FROM THE PREVIOUS YEAR: 4,464

ONLINE COURSE QUESTIONS: 1,114

OVERVIEW

TESS is eCampusOntario's annual conference where we celebrate our members' achievements in online learning. This keystone event provides faculty, instructional designers, administrators, librarians, and other key stakeholders from all 45 Ontario post-secondary institutions with an opportunity to interact with each other, showcase ongoing work, and share latest accomplishments.

Held on November 18 and 19 at the Globe and Mail Centre in Toronto, the 2019 theme was "Level Up Online Learning for Ontario: Experimentation and Impact".

The event featured more than 50 presentations, where faculty and staff from eCampusOntario's member institutions showcased their own use of technology or digital tools to enhance learning experience, solve problems and build community. The presentations aligned with five targeted tracks: Delivery, Recognition, Collaboration, Creation and Technology Experimentation.

OUTCOMES

42 OUT OF 45 MEMBER INSTITUTIONS ATTENDED TESS, **93%** PARTICIPATION RATE

254 TOTAL ATTENDEES

53 PRESENTATIONS

#TESS2019 TRENDED ON TWITTER ON DAY 1

82.7% OF ATTENDEES ENGAGED USING THE MOBILE APP

"Get the word out well in advance of TESS2020. This has been one of the best TESS events I've attended."

"Good mix of session presentation, and good mix of session length. Speakers added good context and provoke thoughtful insight."

"Was expecting cool tech stuff but was thoroughly delighted to find deep thinking about justice too!"

"The opportunity to experiment exceeded my expectations, as did the presentations."
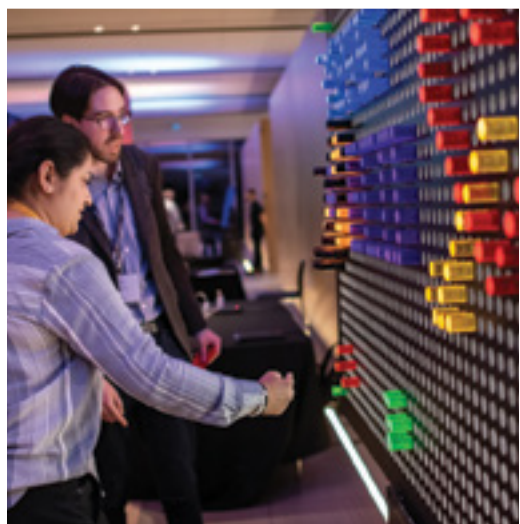
LEVEL UP
ONLINE LEARNING
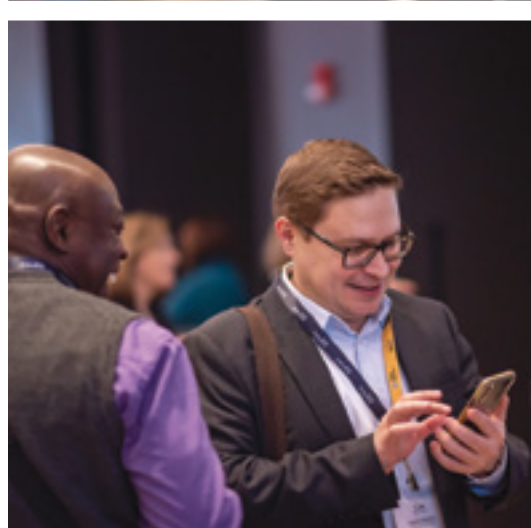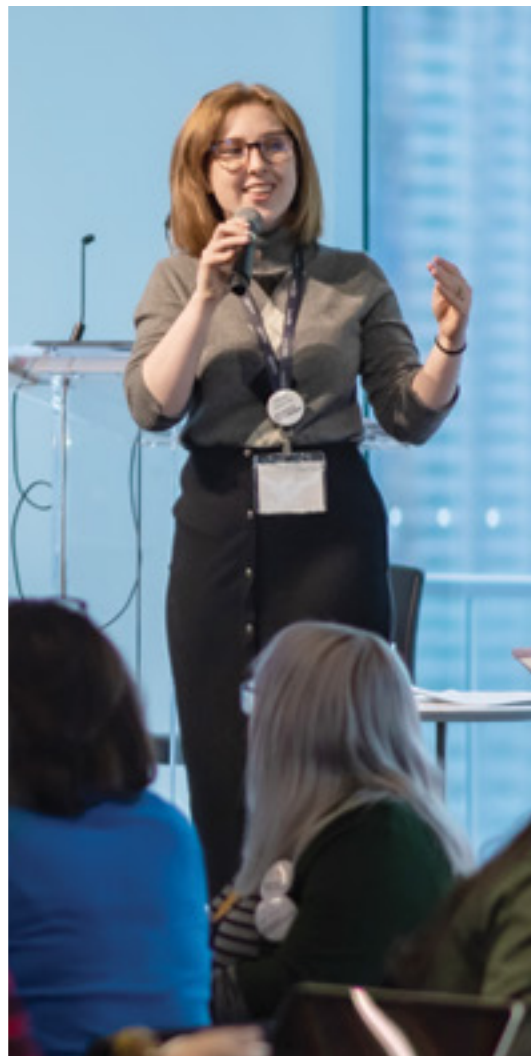## FOR ONTARIO

NOV 18-19, 2019
THE GLOBE AND MAIL CENTRE
TORONTO

TESS
**TECHNOLOGY + EDUCATION
SEMINAR + SHOWCASE**

Financial Statements

Ontario Online Learning Consortium

March 31, 2020

Ontario Online Learning Consortium

Contents

Independent Auditor's Report

Grant Thornton LLP
Suite 200
15 Allstate Parkway
Markham, ON
L3R 5B4

T +1 416 366 0100
F +1 905 475 8906
www.GrantThornton.ca

To the Members of
Ontario Online Learning Consortium

Opinion

We have audited the financial statements of Ontario Online Learning Consortium (the "Organization"), which comprise the statement of financial position as at March 31, 2020, and the statements of operations and changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at March 31, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the 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.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit 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 organization's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Grant Thornton LLP

Markham, Canada
June 24, 2020

Chartered Professional Accountants
Licensed Public Accountants

Ontario Online Learning Consortium
Statement of Financial Position

March 31	**2020**	2019
Assets		
Current		
Cash	**$ 1,086,600**	$ 5,841,472
Receivables	**548**	-
HST receivable	**167,981**	220,518
Prepaid expenses	**58,235**	43,822
	1,313,364	6,105,812
Property and equipment (Note 3)	**68,884**	91,641
Intangible assets	**728,710**	963,641
	$ 2,110,958	$ 7,161,094
Liabilities		
Current		
Accounts payable and accrued liabilities	**$ 159,755**	$ 269,087
Deferred revenue (Note 5)	**1,951,203**	6,892,007
	$ 2,110,958	$ 7,161,094

On behalf of the Board

_____ Director   _____ Director

Ontario Online Learning Consortium
Statement of Operations and Changes in Net Assets

	2020	2019
Revenue		
Government grants (Note 8)	**$ 6,631,525**	$ 6,881,206
Interest income	**60,526**	74,332
Cost recoveries	**10,237**	-
	6,702,288	6,955,538
Expenses		
Strategic initiatives	**3,406,607**	3,989,385
Salaries and benefits	**2,148,637**	1,635,137
Professional fees	**330,649**	309,562
Amortization	**268,137**	183,309
Space rental and insurance	**247,646**	389,204
Computing and financial services	**132,750**	138,186
Meetings, travel, conferences and registration	**83,604**	113,843
Communications	**61,549**	154,541
Office supplies and maintenance	**22,709**	42,371
	6,702,288	6,955,538
Excess of revenue over expenses	**-**	-
Net assets, beginning of year	**-**	-
Net assets, end of year	**$ -**	$ -

Ontario Online Learning Consortium
Statement of Cash Flows

Year ended March 31	2020	2019
Increase (decrease) in cash		
Operating		
Excess of revenue over expenses	$ -	$ -
Items not affecting cash		
Amortization of property and equipment	**33,206**	28,519
Amortization of intangible assets	**234,931**	154,790
Loss on disposal of property and equipment	**-**	2,410
	268,137	185,719
Change in non-cash working capital items		
Receivables	**(548)**	-
Harmonized sales tax	**52,537**	19,723
Prepaid expenses	**(14,413)**	36,332
Accounts payable and accrued liabilities	**(109,331)**	(196,479)
Deferred revenue	**(4,940,804)**	4,078,845
	(4,744,422)	4,124,140
Investing		
Purchase of property and equipment	**(10,450)**	(84,115)
Purchase of intangible assets	**-**	(301,375)
	(10,450)	(385,490)
(Decrease) increase in cash	**(4,754,872)**	3,738,650
Cash		
Beginning of year	**5,841,472**	2,102,822
End of year	**$ 1,086,600**	$ 5,841,472

Ontario Online Learning Consortium
Notes to the Financial Statements

March 31, 2020

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 equipment	3 years
Leasehold improvements	5 years
Furniture and fixtures	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

2. Summary of significant accounting policies (continued)

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.

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

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Computer equipment	$ 52,496	$ 50,034	$ 2,462	$ 18,638
Leasehold improvements	75,090	24,732	50,358	65,376
Furniture and fixtures	19,644	3,580	16,064	7,627
	$ 147,230	$ 78,346	$ 68,884	$ 91,641

The Organization completed leasehold improvements during the 2018 fiscal year. Netted against the cost of the leasehold improvements is a leasehold reimbursement from the landlord of $124,325.

4. Intangibles

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Website Portal	$ 1,021,918	$ 449,875	$ 572,043	$ 766,974
Open Library Infrastructure	200,000	43,333	156,667	196,667
	$ 1,221,918	$ 493,208	$ 728,710	$ 963,641

Ontario Online Learning Consortium
Notes to the Financial Statements
March 31, 2020

5. Deferred revenue

	Balance, beginning of year	Funds received	Expenditures	Total repayments	Balance, end of year
Operations and strategic initiatives 2016 – 2020	$ 6,660,690	$ 668,275	$ (5,525,882)	$ -	$ 1,803,083
Digital Inclusion Research Fund	7,327	-	-	(7,327)	-
Ontario Open Textbooks	29,767	-	-	(29,767)	-
Lynda.com access	194,223	1,055,777	(1,105,643)	-	144,357
Library infrastructure services	-	14,000	(10,237)	-	3,763
	$ 6,892,007	$ 1,738,052	$ (6,641,762)	$ (37,094)	$ 1,951,203

6. Lease commitments

The Organization enters into contracts with third parties to execute the strategic initiatives outlined in the transfer payment agreements with the Ministry of Colleges and Universities (previously "Ministry of Training, Colleges, and Universities"). At the end of the current year the total future commitments are $715,912 (2019 - $165,913).

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:

2021	$ 124,325
2022	124,325
2023	124,325
2024	130,127
2025	134,271
Subsequent years	458,759
	$ 1,096,132

7. Financial instruments

Transactions in financial instruments may result in the Organization assuming or transferring to another party one of 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.

7.   Financial instruments (continued)

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.

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.

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.

8.   Economic dependence

The Organization is economically dependent on the Ministry of Colleges and Universities for grant revenue.

9.   Subsequent events

Since January 2020, the spread of COVID-19 has severely impacted many local economies around the globe. In many countries, including Canada, businesses are being forced to cease or limit operations for long or indefinite periods of time. Measures taken to contain the spread of the virus, including travel bans, quarantines, social distancing, and closures of non-essential services have triggered significant disruptions to businesses worldwide, resulting in an economic slowdown. Global stock markets have also experienced great volatility and a significant weakening. Governments and central banks have responded with monetary and fiscal interventions to stabilize economic conditions.

The Organization has determined that these events are non-adjusting subsequent events due to the Organization's ability to complete required initiatives under the current year's funding agreements. Accordingly, the financial position and results of operations as of and for the year ended March 31, 2020 have not been adjusted. The duration and impact of the COVID-19 pandemic, as well as the effectiveness of government and central bank responses, remains unclear at this time. It is not possible to reliably estimate the duration and severity of these consequences, as well as their impact on the financial position and results of the Organization for future periods. However, as of the date of the audit report, it is management's assessment that there has not been a significant impact on operations.