Fact Sheet
Summary of Ontario eLearning Surveys
of Publicly Assisted PSE Institutions

INTRODUCTION

- As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the intention to establish an Ontario Online Institute (OOI).

- While Ontario has a strong foundation to build on including existing elearning initiatives such as Contact North/Contact Nord, elearnnetwork/ reseauelearning and OntarioLearn, it was recognized that these initiatives do not capture the full scope of elearning activity taking place at our institutions. As a result, a survey of colleges and universities was done in spring 2010.

PURPOSES

- The purposes of the elearning surveys were to:
    1. Develop an estimated baseline on the scale and type of elearning activity;
    2. Examine plans for expansion of elearning; and,
    3. Identify any challenges and opportunities in programs, activity and services.

- Overall the findings from the surveys will help inform decision making on the design of the OOI in a way that integrates input from the sector as a whole.

- The surveys focused on the strategic plans, recent trends and support services for elearning as well as requested data on courses, programs and registrations in elearning delivery modes.

HIGHLIGHTS (See page 3 for Response Rates and Data Interpretation notes)

1. eLearning Activity
- Overall, the results were very positive with substantially more elearning activity taking place across both college and university sectors than expected and it has increased over the past five years.

- Colleges and Universities were asked to report on three measures of ministry funded activity in 2008-09 that are summarized below:

Courses (funded, for credit only):
- Total reported elearning courses at colleges and at the undergraduate level for 45 institutions totalled 20,338. This represents 15% of the total course count of 133,581.
- The proportion of courses available in an elearning format was 23% in college sector with 15,595 courses available in elearning format of a total course count of 68,991.
- It should be noted that in the college sector, 75% of the ministry funded elearning courses were available through the OntarioLearn inventory of 1100 courses meaning that many of the courses are duplicated across the English colleges.
- At the university undergraduate level, 21 institutions reported that 4,743 courses were available in an elearning format or 7% of a total of 64,590 courses.
- In addition, at the graduate level (university only), 13 institutions reported 505 elearning courses which represented 3% of total reported graduate courses of 16,859 at these institutions.

Programs (funded, for credit only):
- Total reported elearning programs amounted to 762 programs or 14% or total programs of 5,505 across 33 institutions that reported data at colleges and at the undergraduate university level.
- Colleges reported 602 elearning programs across 21 institutions or 20% of total available programs of 3,011 at these institutions. An estimated 41% of the programs were part of the OntarioLearn consortium which shares elearning programs.
- Universities reported 160 undergraduate programs in elearning format or 6% of total programs at 12 institutions that were able to report.
- At the graduate university level, 25 elearning programs were reported by 7 institutions which represent 4% of total program offerings of 620 at these institutions.

Registrations (funded, for credit only):
- Total reported elearning course registrations amounted to 485,619 registrations or 11% of total registrations of 4,615,341 at colleges and in undergraduate courses at universities (n=43).
- At colleges, elearning course registrations totalled 142,185 registrations at 24 colleges and amounted to 7% of total registrations of 2,013,054.
- At the undergraduate university level, total elearning registrations amounted to 343,434 or 13% at 19 institutions which reported.
- At the graduate university level, total elearning registrations amounted to 10,097 or 7% of total registration of 136,800 at 11 institutions which reported data.

2. <u>eLearning Plans</u>

- Of 24 colleges responding, 18 have specific elearning plans and 17 of these include elearning as part of college's Strategic Plan
- Of 23 universities and affiliates reporting, 14 have specific elearning plans. However, 18 universities include elearning as part of the university's overall strategic plans.

3. <u>Strengths and Opportunities</u>

- Most program areas have elearning options and the current plans for expansion focus on all disciplines fairly equally. College Business courses and programs were about 30% of total offerings. University elearning activity was fairly equally distributed across all program areas with social sciences and general arts and sciences having the highest registration levels.

- However, there are limitations in the number and types of full credentials available:

  - Of the total elearning programs offered at colleges 43% (144) are Board Certificates and 27% (89) are Ontario College Certificates.
  - Of total reported elearning programs (166) within universities, undergraduate degrees represent the largest share at 68% (113).

- The OntarioLearn consortium of English colleges has been a powerful factor in expanding online offerings across the province. However, it needs to be recognized that the majority of the elearning activity in the college sector represents the same 1100 courses offered by some or all of the 22 member colleges rather than unique offerings.

- All institutions are actively engaged in elearning to some degree. Many colleges and universities have placed a high priority on developing elearning opportunities for there students albeit for different objectives.

- Online and synchronous delivery provides greater access for time and geography since students do not have to attend campus except for certain courses, seminars or labs (up to 20% of the program). Colleges offer more than 85% of their elearning activity online while synchronous is 7% and hybrid is 8%. In particular small colleges, including the northern and French-language ones, offer 25% of all types of courses but have 46% of elearning courses in total inventories.

- Hybrid options (50% online or more) focus more on providing greater scheduling flexibility to on-campus students, incorporating more innovative delivery options than traditional classrooms, offering greater interactivity and accommodating different learning styles. Universities provide substantially more hybrid offerings – 50% of elearning courses and 64% of elearning registrations – than online at 43% of courses and 30% of registrations and synchronous at 7% of courses and 6% of registrations.

- Both universities and colleges reported strong, positive results with respect to course completion rates:
    - The median in the college sector for the 20 colleges that responded to the question was 76.1% with most institutions reporting results between 70% and 79%.
    - The median in the university sector for the 15 universities that responded was 89% with most universities reporting results from 85% to 95%.

- In both the college and university sectors, a broad range of student services are available for students taking online course including course advisement, online registration, faculty contact, exam invigilation and academic tutoring. Of note is the fact that most institutions did not offer 24/7 IT support. College students who take the elearning courses through OntarioLearn did have access to 24/7 IT support through Embanet.

- Most colleges and universities (over 90%) advised that they offer professional development for online course development and for online course delivery.

RESPONSE RATES AND DATA INTERPRETATION

- In general, the data collected provides substantial information about the trends and patterns in the existing elearning activity in Ontario's postsecondary system.

- While there was a 100% response rate [24 colleges of applied arts and technology and 23 universities and affiliates responded (20 universities plus the Northern Ontario School of Medicine, St. Paul, Hearst)] responded, not all institutions were able to answer all questions.

- The data provided are estimates of activity levels – existing institutional reporting systems are not always capable of identifying and reporting on elearning activity levels separately from other activity.

- While definitions were provided by the ministry to be used during data collection, some institutions needed to use a modified definition (e.g., % of online activity in a hybrid program) in order to provide a response using its current data collection methods.

- There was a fair degree of consistency and effort to answer the questions as presented which was commendable given that this was the first time this type of data on elearning was collected across both sectors. Any future surveys will build upon this experience and be able to provide more consistent information.

SUMMARY OF DATA TEMPLATES

- "N" represents the number of colleges or universities that responded to a question.
- Data provided could be best estimates of activity levels if reporting systems were not capable of identifying and reporting on elearning activity levels separately from other activity.
- Some institutions needed to use a modified definition (e.g., % of online activity in a hybrid program) in order to provide a response using its current data collection methods.

Activity Levels: Courses, Programs and Registrations

For the following analysis, institutions were grouped into the following regions:

	Central	North	East	West
Colleges	Centennial George Brown Georgian Humber Seneca Sheridan	Boréal Cambrian Canadore Confederation Northern Sault	Algonquin La Cité Durham Loyalist St. Lawrence Sir Sanford Fleming	Conestoga Fanshawe Lambton Mohawk Niagara St. Clair
Universities	OCADU Ryerson Toronto York	Algoma Lakehead Laurentian Nipissing NOSM	Carleton Ottawa Queen's Trent UOIT	Brock Guelph McMaster Waterloo Western Laurier Windsor

COURSES (MTCU funded):

All tables include those institutions that noted both total courses and elearning courses.
n = number of institutions included in data.

TABLE 1: COLLEGES – elearning courses as a proportion of total courses

	Total	Central	North	East	West
Total Courses	68,991 (n=24)	18,490 (n=6)	12,320 (n=6)	14,373 (n=6)	23,808 (n=6)
eLearning Courses	15,595 (n=24)	1,295 (n=6)	4,257 (n=6)	3,662 (n=6)	6,381 (n=6)
Percent	23%	7%	35%	25%	27%

TABLE 2: COLLEGES – elearning course inventories

	Total	Central	North	East	West
eLearning Courses in Inventory	19,620 (n=21)	1,462 (n=6)	8,068 (n=5)	4,137 (n=5)	5,953 (n=5)
Courses in Inventory part of OntarioLearn	14,720 (n=21)	814 (n=6)	6,960 (n=5)	3,118 (n=5)	3,828 (n=5)
Percent	75%	56%	86%	75%	64%

Colleges were asked to include which of the 1,100 OntarioLearn courses and programs are part of their inventories. Common courses were counted by each institution.

TABLE 3: UNIVERSITIES – Undergraduate elearning courses as a proportion of total courses

	Total	Central	North	East	West
Total Courses	64,590 (n=21)	20,815 (n=4)	7,036 (n=5)	14,968 (n=5)	21,771 (n=7)
eLearning Courses	4,743 (n=21)	537 (n=4)	924 (n=5)	343 (n=5)	2,939 (n=7)
Percent	7%	2.6%	13%	2%	13%

TABLE 4: UNIVERSITIES – Graduate elearning courses as a proportion of total courses

	Total	Central	North	East	West
Total Courses	16,859 (n=13)	3,144 (n=1)	315 (n=2)	5,071 (n=3)	8,329 (n=7)
eLearning Courses	505 (n=13)	42 (n=1)	33 (n=2)	107 (n=3)	323 (n=7)
Percent	3%	1%	10%	2%	4%

TABLE 5: UNIVERSITIES – Undergraduate and Graduate elearning courses as a proportion of total courses

	Total	Central	North	East	West
Total Courses	61,941 (n=13)	9,736 (n=1)	4,826 (n=2)	17,279 (n=3)	30,100 (n=7)
eLearning Courses	4,157 (n=13)	179 (n=1)	298 (n=2)	408 (n=3)	3,262 (n=7)
Percent	7%	2%	6%	2%	11%

TABLE 6: Estimate of eLearning courses as a proportion of total courses – Colleges and Undergraduate (TABLE 1 + TABLE 3)

	Total	Central	North	East	West
Total Courses	133,581 (n=45)	39,305 (n=10)	19,356 (n=11)	29,341 (n=11)	45,579 (n=13)
eLearning Courses	20,338 (n=45)	1,832 (n=10)	5,181 (n=11)	4,005 (n=11)	9,320 (n=13)
Percent	15%	4.7%	27%	14%	20%
Comparison with Graduate eLearning Courses					
Graduate eLearning Courses	505 (n=13)	42 (n=1)	33 (n=2)	107 (n=3)	323 (n=7)

TABLE 7: TOTAL SYSTEM – Colleges and Universities elearning courses as a proportion of total courses (TABLE 1 + TABLE 5)

	Total	Central	North	East	West
Total Courses	130,932 (n=37)	28,226 (n=7)	17,146 (n=8)	31,652 (n=9)	53,908 (n=13)
eLearning Courses	19,752 (n=37)	1,474 (n=7)	4,555 (n=8)	4,070 (n=9)	9,643 (n=13)
Percent	15%	5%	27%	13%	18%

Note: Unfunded/Not-for-credit courses were excluded from above analysis. Reported activity levels were considerably less in this area and not reported as consistently:

- *Colleges report a total of 10,007 unfunded courses (n=20) and 1,485 unfunded elearning courses (n=18).*
- *Universities report a total of 2,539 undergraduate not-for-credit courses (n=8) and 1,094 undergraduate not-for-credit elearning courses (n=7).*
- *Universities report a total of 757 graduate not-for-credit courses (n=7) and 75 graduate not-for-credit elearning courses (n=2).*

PROGRAMS: (MTCU funded)
All tables include those institutions that noted both total programs and elearning programs.
n = number of institutions included in data.

TABLE 1: COLLEGES – elearning programs as a proportion of total programs

	Total	Central	North	East	West
Total Programs	3,011 (n=21)	1,046 (n=5)	475 (n=6)	771 (n=6)	719 (n=4)
eLearning Programs	602 (n=21)	118 (n=5)	118 (n=6)	255 (n=6)	111 (n=4)
Percent	20%	11%	25%	33%	15%

TABLE 2: COLLEGES - elearning program inventories

	Total	Central	North	East	West
eLearning Programs in Inventory	745 (n=18)	120 (n=4)	106 (n=5)	318 (n=5)	201 (n=4)
Programs in Inventory part of OntarioLearn	303 (n=18)	56 (n=4)	71 (n=5)	125 (n=5)	51 (n=4)
Percent	41%	47%	67%	39%	25%

Note: Colleges were asked to include which of the 1,100 OntarioLearn courses and programs are part of their inventories. Common programs were counted by each institution.

TABLE 3: UNIVERSITIES – Undergraduate elearning programs as a proportion of total programs

	Total	Central	North	East	West
Total Programs	2,494 (n=12)	584 (n=1)	161 (n=3)	419 (n=2)	1,330 (n=6)
eLearning Programs	160 (n=12)	3 (n=1)	13 (n=3)	12 (n=2)	132 (n=6)
Percent	6%	0.5%	8%	3%	10%

TABLE 4: UNIVERSITIES – Graduate elearning programs as a proportion of total programs

	Total	Central	North	East	West
Total Programs	620 (n=7)	0 (n=0)	28 (n=2)	331 (n=2)	261 (n=3)
eLearning Programs	25 (n=7)	0 (n=0)	3 (n=2)	11 (n=2)	11 (n=3)
Percent	4%		11%	3%	4%

TABLE 5: UNIVERSITIES – Undergraduate and Graduate elearning programs as a proportion of total programs

	Total	Central	North	East	West
Total Programs	1,937 (n=6)	0 (n=0)	188 (n=2)	696 (n=1)	1,053 (n=3)
eLearning Programs	149 (n=6)	0 (n=0)	15 (n=2)	17 (n=1)	117 (n=3)
Percent	8%		8%	2%	11%

TABLE 6: Estimate of eLearning programs as a proportion of total programs – Colleges and Undergraduate (TABLE 1 + TABLE 3)

	Total	Central	North	East	West
Total Programs	5,505 (n=33)	1,630 (n=6)	636 (n=9)	1,190 (n=8)	2,049 (n=10)
eLearning Programs	762 (n=33)	121 (n=6)	131 (n=9)	267 (n=8)	243 (n=10)
Percent	14%	7%	21%	22%	12%
Comparison with Graduate eLearning Programs					
Graduate eLearning Programs	25 (n=7)	0 (n=0)	3 (n=2)	11 (n=2)	11 (n=3)

TABLE 7: TOTAL SYSTEM – Colleges and Universities elearning programs as a proportion of total programs (TABLE 1 + TABLE 5)

	Total	Central	North	East	West
Total Programs	4,948 (n=27)	1,046 (n=5)	663 (n=8)	1,467 (n=7)	1,772 (n=7)
eLearning Programs	751 (n=27)	118 (n=5)	133 (n=8)	272 (n=7)	228 (n=7)
Percent	15%	11%	21%	19%	13%

Note: Unfunded/Not-for-credit programs excluded from above analysis.
- *Colleges report a total of 607 unfunded programs (n=9) and 66 unfunded elearning programs (n=7).*
- *Universities report a total of 50 undergraduate not-for-credit programs (n=5) and 8 undergraduate not-for-credit elearning programs (n=2).*
- *Universities report a total of 9 graduate not-for-credit programs (n=4) and 0 graduate not-for-credit elearning programs (n=0).*

REGISTRATIONS: (MTCU funded)

All tables include those institutions that noted both total course registrations and elearning course registrations. n = number of institutions included in data.

TABLE 1: COLLEGES - elearning course registrations as a proportion of total course registrations

	Total	Central	North	East	West
Total Registrations	2,013,054 (n=24)	1,358,497 (n=6)	148,064 (n=6)	158,282 (n=6)	348,211 (n=6)
eLearning Registrations	142,185 (n=24)	57,706 (n=6)	21,819 (n=6)	29,687 (n=6)	32,973 (n=6)
Percent	7%	4%	15%	19%	9%

Note: (1) Sum of full time and part time course registrations.

TABLE 2: UNIVERSITIES – Undergraduate elearning course registrations as a proportion of total course registrations

	Total	Central	North	East	West
Total Registrations	2,602,287 (n=19)	651,303 (n=4)	187,359 (n=5)	659,163 (n=4)	1,104,462 (n=6)
eLearning Registrations	343,434 (n=19)	33,428 (n=4)	32,613 (n=5)	23,517 (n=4)	253,776 (n=6)
Percent	13%	5%	17%	4%	23%

TABLE 3: UNIVERSITIES – Graduate elearning course registrations as a proportion of total course registrations

	Total	Central	North	East	West
Total Registrations	136,800 (n=11)	30,730 (n=1)	5,251 (n=3)	68,592 (n=3)	32,227 (n=4)
Elearning Registrations	10,097 (n=11)	409 (n=1)	1,650 (n=3)	6,031 (n=3)	2,007 (n=4)
Percent	7%	1%	31%	9%	6%

TABLE 4: UNIVERSITIES – Undergraduate and Graduate elearning course registrations as a proportion of total course registrations

	Total	Central	North	East	West
Total Registrations	1,899,041 (n=11)	326,613 (n=1)	183,346 (n=3)	660,570 (n=3)	728,512 (n=4)
eLearning Registrations	127,947 (n=11)	11,731 (n=1)	33,698 (n=3)	26,054 (n=3)	56,464 (n=4)
Percent	7%	4%	18%	4%	8%

TABLE 5: Estimate of eLearning course registrations as a proportion of total course registrations – Colleges and Undergraduate (TABLE 1 + TABLE 2)

	Total	Central	North	East	West
Total Registrations	4,615,341 (n=43)	2,009,800 (n=10)	335,423 (n=11)	817,445 (n=10)	1,452,673 (n=12)
eLearning Registrations	485,619 (n=43)	91,134 (n=10)	54,432 (n=11)	53,204 (n=10)	286,749 (n=12)
Percent	11%	5%	16%	7%	20%
Comparison with Graduate eLearning Registrations					
Graduate eLearning Registrations	10,097 (n=11)	409 (n=1)	1,650 (n=3)	6,031 (n=3)	2,007 (n=4)

TABLE 6: TOTAL SYSTEM – Colleges and Universities elearning course registrations as a proportion of total course registrations (TABLE 1 + TABLE 4)

	Total	Central	North	East	West
Total Registrations	3,912,095 (n=35)	1,685,110 (n=7)	331,410 (n=9)	818,852 (n=9)	1,076,723 (n=10)
eLearning Registrations	270,132 (n=35)	69,437 (n=7)	55,517 (n=9)	55,741 (n=9)	89,437 (n=10)
Percent	7%	4%	17%	7%	8%

Note: Unfunded/Not-for-credit course registrations excluded from above analysis:

- *Colleges report a total of 159,611 unfunded course registrations (n=17) and 17,720 unfunded elearning course registrations (n=14).*
- *Universities report a total of 24,837 undergraduate not-for-credit course registrations (n=8) and 10,432 undergraduate not-for-credit elearning course registrations (n=8).*
- *Universities report a total of 2,570 graduate not-for-credit course registrations (n=4) and 0 graduate not-for-credit elearning course registrations (n=0).*

Registrations by Program Area: (MTCU funded)

TABLE 7: COLLEGES - eLearning Course Registrations by program area

	Course Registrations
Applied Arts	11,602 (n=18)
Business	36,471 (n=19)
Health	12,325 (n=17)
Technology	25,469 (n=17)
Apprenticeship	3,730 (n=4)
LBS/ACE	1,425 (n=9)
General Education Courses	13,905 (n=14)
Other	18,834 (n=10)

Notes: Sum of full time and part time course registrations by program area.
Other includes Community and Human Services, Hospitality and General Arts and Science

TABLE 8: UNIVERSITIES – eLearning Course Registrations by program area

	Course Registrations
General Arts and Science	17,724 (n=4)
General Arts	11,940 (n=5)
General Science	985 (n=6)
Education, Physical Education, Sports, Recreation and Leisure	5,768 (n=9)
Fine and Applied Arts	2,471 (n=6)
Humanities and Related	10,105 (n=9)
Social Sciences and Related	21,573 (n=11)
Agriculture and Biological Sciences (excluding Health Professions)	1,228 (n=4)
Engineering and Applied Sciences	1,187 (n=4)
Health Professions and Occupations	13,181 (n=11)
Mathematics and Physical Sciences	6,784 (n=7)
Interdisciplinary Studies	0 (n=0)
Other	23,269 (n=9)

* Sum of full time, part time, undergraduate and graduate course registrations by program area.

eLearning Activity Clusters: (MTCU funded)
n = number of institutions included in data.

TABLE 1: Total elearning activity at institutions as a percentage of total activity

	Courses			Programs			Registrations		
	Number Colleges (n=24)	Number Undergrad (n=21)	Number Grad (n=13)	Number Colleges (n=21)	Number Undergrad (n=12)	Number Grad (n=7)	Number Colleges (n=24)	Number Undergrad (n=19)	Number Grad (n=11)
0-10%	7	18	11	8	9	5	9	15	5
11-20%	7	0	1	4	2	1	6	1	3
21-30%	3	0	1	4	0	0	4	0	2
31%-40%	1	1	0	2	0	0	4	0	0
41%-50%	1	0	0	1	0	1	0	1	0
51%-60%	1	0	0	1	0	0	0	0	1
61%-70%	1	1	0	0	0	0	1	1	0
71%-80%	2	0	0	1	0	0	0	0	0
81%-90%	1	0	0	0	0	0	0	0	0
91%-100%	0	1	0	0	1	0	0	1	0

As a percentage of total **course offerings**:
- 17 of 24 colleges note between 0-30 per cent of courses offered through elearning.
- 18 of 21 universities note between 0-10 per cent of undergraduate courses offered through elearning.
- 11 of 13 universities note between 0-10 per cent of graduate courses offered through elearning.

As a percentage of total **program offerings**:
- 16 of 21 colleges note between 0-30 per cent of programs offered through elearning.
- 9 of 12 universities note between 0-10 per cent of undergraduate programs offered through elearning.
- 5 of 7 universities note between 0-10 per cent of graduate programs offered through elearning.

As a percentage of total **course registrations**:
- 19 of 24 colleges note between 0-30 per cent of course registrations as elearning course registrations.
- 15 of 19 universities note between 0-10 per cent of undergraduate course registrations as elearning course registrations.
- 8 of 11 universities note between 0-20 per cent of graduate course registrations as elearning course registrations.

Delivery Method:
n = number of institutions included in data.

Course Activity by type of elearning: online, hybrid, synchronous

TABLE 1: COLLEGES – Course activity by type of elearning (all reported data)

	Total	% of Total
Number of Courses Offered Through Synchronous Conferencing	918 (n=5)	7%
Number of Courses Offered Through Hybrid Learning	988 (n=8)	8%
Number of Courses Offered Through Fully Online Learning	11,278 (n=20)	85%

Note: The colleges' survey did not provide a breakdown between funded and unfunded courses. Totals were used in above table.

TABLE 2: UNIVERSITIES - Course activity by type of elearning (all reported data)

	Total	% of Total
Number of Courses Offered Through Synchronous Conferencing	345 (n=10)	7%
Number of Courses Offered Through Hybrid Learning	2,479 (n=14)	50%
Number of Courses Offered Through Fully Online Learning	2,127 (n=17)	43%

Note: (1) Sum of undergraduate and graduate courses by delivery method. (2) MTCU funded for-credit numbers used.

TABLE 3: TOTAL SYSTEM – Colleges and Universities course activity by type of elearning (TABLE 1+ TABLE 2)

	Total	% of Total
Number of Courses Offered Through Synchronous Conferencing	1,263 (n=15)	7%
Number of Courses Offered Through Hybrid Learning	3,467 (n=22)	19%
Number of Courses Offered Through Fully Online Learning	13,405 (n=37)	74%

TABLE 4: Colleges and Universities course activity by type of elearning: ONLINE AND SYNCHRONOUS ONLY

	Total	% of Total
Colleges (all reported data)		
Number of Courses Offered Through Synchronous Conferencing	918 (n=5)	8%
Number of Courses Offered Through Fully Online Learning	11,278 (n=20)	92%
Universities (all reported data)		
Number of Courses Offered Through Synchronous Conferencing	345 (n=10)	14%
Number of Courses Offered Through Fully Online Learning	2,127 (n=17)	86%
Total System – Colleges and Universities (all reported data)		
Number of Courses Offered Through Synchronous Conferencing	1,263 (n=15)	9%
Number of Courses Offered Through Fully Online Learning	13,405 (n=37)	91%

Note: (1) The colleges' survey did not provide a breakdown between funded and unfunded courses. Totals were used for colleges' data. (2) MTCU funded for-credit numbers used for universities data.

Program Activity by type of elearning: online, hybrid, synchronous
The colleges' survey did not collect information on delivery method by program or registrations.

TABLE 5: UNIVERSITIES - Program Activity by type of elearning

	Total	% Total
Number of Programs Offered Through Synchronous Conferencing	20 (n=5)	12%
Number of Programs Offered Through Hybrid Learning	91 (n=4)	53%
Number of Programs Offered Through Fully Online Learning	61 (n=11)	35%

Note: (1) Sum of undergraduate and graduate programs by delivery method. (2) MTCU funded for-credit numbers used.

Course Registration Activity by type of elearning: online, hybrid, synchronous
TABLE 6: UNIVERSITIES - Course Registration Activity by type of elearning

	Total	% Total
Number of Registrations- Synchronous Conferencing	19,005 (n=9)	6%
Number of Registrations - Hybrid Learning	215,524 (n=12)	64%
Number of Registrations - Fully Online Learning	102,135 (n=16)	30%

Note: (1) Sum of undergraduate and graduate course registrations by delivery method. (2) MTCU funded for-credit numbers used.

eLEARNING PRGRAMS BY CREDENTIAL: (MTCU funded)

TABLE 1: COLLEGES - elearning programs as a proportion of total number of programs, by credential

Programs	Total Programs	Total elearning Programs	elearning programs as % of total reported program
Ontario College Certificate	519	89	17%
Ontario College Diploma and Adv. Diploma	929	52	6%
Ontario College Graduate Certificates	220	31	14%
Applied Degree Programs	38	0	0%
Board Certificates	373	144	39%
Credential not Specified	27	8	30%
Other	94	8	9%
Total	2,200	332	15%

Note: Results are for 15 of 24 institutions that reported offering elearning programs and could separate the data by credential .In some cases, colleges did not provide the all the data required to compute the percentage.

- Of the total reported elearning programs, 43% are Board Certificates and 27% are Ontario College Certificates.

TABLE 2: UNIVERSITIES - Elearning programs as a proportion of total number of programs, by credential

	Total Programs	Total elearning Programs	eLearning programs as a percent of total program
Undergrad Certificate	101	22	22%
Undergrad Diploma	27	3	11%
Undergrad Degrees	1,575	113	7%
Graduate Certificate	27	1	4%
Graduate Degree Masters	444	21	5%
Graduate Degree PhD.	228	2	1%
Credential Not Specified	0	0	0%
Other	131	4	3%
Total	2,533	166	7%

Note: Results are for 11 universities only (including NOSM) that reported offering elearning programs and could separate by credential. Remaining universities did not offer full programs or were not able to break out by credential.

- Of total reported elearning programs, undergraduate degrees represent the largest share at 68%.

eLEARNING COURSE COMPLETION RATES

- Course completers are defined as those students (ministry funded) who receive a passing final grade
- Overall - results indicate students are being successful in online courses
- Data clusters in the 70s to 80s in the college sector and in the 80s to 90s in the university sector
- In some cases, institutions were only able to report results on a subset of elearning courses

TABLE 1: eLearning Course Completion Rate Bands

Rate Band	Colleges (20 of 24 responded)		Universities (15 of 22 responded)	
	Number	**%**	**Number**	**%**
60% to 64%	0		1	7%
65% to 69%	2	10%	0	0%
70% to 74%	5	25%	0	0%
75% to 79%	6	30%	2	13%
80% to 84%	4	20%	2	13%
85% to 89%	1	5%	3	20%
90% to 94%	1	5%	5	34%
95% to 99%	1	5%	2	13%
Total	**20**	**100%**	**15**	**100%**
Average		**76.5%**		**85.41%**
Median		**76.1%**		**88.98%**
Range	**66.2 % to 94.8%**		**61.0% to 98.4%**	

COURSE AND PROGRAM TRENDS

TABLE 1: Growth in elearning courses and programs since 2004-05

	Colleges	Universities
Courses		
Number Reporting Growth	19 of 24 colleges reported growth 1 reported 7.5% decrease 4 did not have 2004-05 statistics	15 of 23 universities reported increases; 2 reported decreases and 6 did not have 2004-05 statistics for comparison
Range	Growth in courses ranged from 16% to 1086% , actual increases ranged from 19 to 2152 courses	Growth in courses ranged from 4% to 411%; actual increases ranged from 1 to 193
Programs		
Number Reporting Growth	16 of 24 colleges reported growth; 4 reported no increases and 4 did not have 2004-05 statistics	9 of 23 universities reported increases; 1 reported a decrease; 6 had no change and 7 did not have 2004-05 statistics
Range	Growth in programs ranged from 0 – 200%; increase ranged from 0 to 18 programs	Growth in programs ranged from 0 to 200%; increases ranged from 0 to 7

Note: Course counts are not discrete. Same course may be offered at multiple institutions and be counted in institutional course totals.

FUTURE EXPANSION PLANS INCLUDING PRIORITY AREAS

TABLE 1: Growth in elearning courses and programs since 2004-05

	Colleges	Universities
Respondents	22 colleges provided plans; 2 could not predict	15 universities provided plans; 8 could not predict future due to nature or state of planning process
Expansion	Over 1800 courses projected. Information on programs not surveyed.	Projected growth of 688 courses and 51 programs amongst universities who responded

- Common characteristics in both sectors:
  - o Both sectors anticipate there will be growth in both courses and programs
  - o Growth anticipated across most program areas; no single program area stood out

COURSE DESIGN, DEVELOPMENT AND QUALITY ASSURANCE

Course design and development
- For both colleges and universities:
  - the most important factor in determining which courses to develop is high enrolment with high demand a close second amongst
  - the key challenge in expanding elearning courses was operating /capital budgets, followed by faculty acceptance and workload issues
  - student acceptance was ranked low or not an issue in whether to expand a program.

Quality Assurance

Universities
- Of the 22 universities that responded, all have quality assurance processes in place for course development, 21 for course delivery and 20 for course re-development.

- When developing elearning course or programs, 17 universities (77%) reported they use internal checklists or best practices, 18 universities (82%) reported they use an internal review process and indicated they use an external rubric.

- There is an even split between universities who have similar quality assurance processes for face to face and elearning courses (8) and those that employ different processes (8).

Colleges
- 23 colleges have quality assurance processes for elearning course development, course delivery and course re-development; 1 has QA for delivery only.

- 5 noted that the QA occurs through OntarioLearn.

- 23 have internal check lists or review processes.

STUDENT SUPPORT SERVICES

- In both the college and university sectors, a broad range of student services are available to students taking courses online including course advisement, online registration, faculty contact, exam invigilation, academic tutoring, IT helpdesk, course evaluation, etc.

- In both sectors, the availability of academic tutoring had the lowest frequency counts at 71% of institutions offering this support. In some cases, institutions indicated this was the responsibility of the student.

- In both sectors, 90% or more of the respondents indicated they do not directly provide 24/7 help desk support. The hours vary considerably across institutions.

- However, of note in the college sector, is that students taking courses through Ontario Learn have access to 24/7 IT support through OntarioLearn's contract with Embanet.

- Institutions were asked about the existence of a "dedicated website" for elearning. While many institutions advised they have dedicated web pages for elearning students the breadth and scope of the site varied. Few provided an end to end "virtual campus" type service that integrates information, registration and support services targeted at elearning students. Most were for information and registration purposes.

- In the university sector, several institutions noted that each department offering elearning courses and/or program had their own website with information pertinent to offerings.

PROFESSIONAL DEVELOPMENT

- Most colleges and universities (over 90%) advised that they offer professional development for online course <u>development</u> and for online course <u>delivery</u>.

- Most colleges and universities used more than one mode of instructions to deliver the professional development. Guidance and mentoring, and   face to face instruction had the highest frequency counts in both sectors.

	PD for Course Development				PD for Course Delivery			
	College (n = 24)		University (n= 22)		College		University (n = 22)	
	n	%	n	%	n	%	n	%
Optional	12	50%	13	59%	14	58%	14	64%
Optional but highly recommended	4	17%	2	9%	3	13%	2	9%
Some or all Mandatory	5	21%	3	14%	6	25%	2	9%
Not offered	2	8%	1	4%	1	4%	1	4%
No Response	1	4%	3 * no direct response	14%	--	--	3* no direct response	14%

Note: 3 institutions did not formally respond to the question but had highly developed initiatives.