Over the past decade, colleges have increasingly relied on digital and adaptive courseware technologies to aid students in the mastery of introductory course content and to close equity gaps in student access and success. AL tools can improve the quality of teaching and learning and promote equitable outcomes for Black, Latinx, Indigenous, poverty-affected, and first-generation student populations. As colleges emerge from the pandemic, learning from institutions that have a history of implementing these technologies at scale in a way that blends the classroom experience with the digital tools will be critical to inform the best path forward. During this preconference ...
Monday, Nov 01

**Ask Me Another – Policy Edition**

- **Pre-Conference Sessions**
  - General Session

  **Cheryl Dowd**  
  Senior Director, Policy Innovations, State Authorization Network, WCET

  **Kathryn Kerensky**  
  Director, Digital Learning Policy & Compliance, State Authorization Network, WCET

  **Rachael Stachowiak**  
  Director, Interstate Policy & Compliance, State Authorization Network, WCET

  **Russ Poulin**  
  Executive Director, WCET

  **Van Davis**  
  Chief Strategy Officer, WCET

Join the WCET celebrity policy gurus for a fun and entertaining closing session where YOU get to ask the questions. Attendees will submit their burning higher education questions related to the hottest policy topics of the day, such as data security and privacy, regular and substantive interaction, licensure, HEA reauthorization, OPMs, and more. We know we'll all learn something new, but don't worry, while there will be no exams, we can guarantee some very regular and substantive interaction. Our Policy Celebrities will be encouraged and applauded not only for succinct answers, but clever plays on words, alliteration, limericks, songs and/or ...

Tuesday, Nov 02

**Empowering Learners: Can Blockchain Technology Unlock the Full Potential of Transcripts and Credentials?**

- **Annual Meeting**
  - General Session

  **Angie Paccione**  
  Executive Director, Colorado Department of Higher Education

  **Joe May**  
  Chancellor, Dallas College

  **John Domingue**  
  Director of the Knowledge Media Institute, The Open University

With its origins in the same underlying technology used to develop bitcoin, blockchain and distributed ledger technologies are still very much in their nascent stages of use beyond the world of cryptocurrency. A growing number of institutions are beginning to experiment with the application of this technology to develop more portable and more accessible digital transcripts and learning records for students, employers, and institutions. But questions around implementation, interoperability, and scale remain largely unknown. In this session, join a panel of institutional leaders who are pioneering the use of blockchain and digital transcripts to explore the potential for postsecondary credentials ...

Tuesday, Nov 02

**Lightning Talks - Deep Learning, Badges, and Micro-credentials**

- **Annual Meeting**
  - Lightning Talks
Deep Learning, Divergent Thinking, and Digital Badging

Jennifer Reichart
Faculty Development Specialist, University of North Dakota

Deep learning might sound like a lengthy, intimidating process among faculty who have had to suddenly pivot to online teaching, but this session will demonstrate ways in which faculty can engage online students in deep learning strategies quickly, effectively, and meaningfully. By implementing creative, divergent thinking in the online classroom, faculty can utilize microlearning, micro-credentialing, and digital badging to reach student learning outcomes and document each student's unique progress and learning pathways as well as their range of skills and achievements. See how ePortfolios can be used to demonstrate student clinical competencies and achievement caps in co-curricular programming.

The Pathways to Opportunity are Paved with Skills

Deb Eldridge
Director of Academic Engagement, Western Governors University

Kacey Thorne
Director, Program Architecture, Western Governors University

Sarah Demark
Vice President, Program Development, Western Governors University

The need for upskilling and reskilling is real—but so is the complexity of the range of solutions emerging. The Open Skills Network (OSN) is a coalition of employers, educational institutions, military, and other stakeholders dedicated to advancing—and clarifying and simplifying—the world of skills. The OSN was founded to reduce costs, increase benefits, and improve the overall quality of skills data translation, management, and publication by education institutions and employers using open standards, open-source tools, and shared best practices. During this Lightning Talk we will share progress to-date of the OSN towards these goals. We will also discuss the OSN's vision ...
Three Ways to Use Digital Credentials to Develop Skills and Talent

Claire Sullivan
Assistant Vice Chancellor for Innovation in Digital Badges and Micro-Credentials, University of Maine System

Kelly Hoyland
Higher Education Program Manager, IMS Global Learning Consortium

Kimberly Moore
Director for Workforce, Professional and Community Education, Wichita State University

Luke Dowden
Chief Online Learning Officer / Associate Vice Chancellor for Academic Success, Alamo Colleges District

Uncover ways to help your learners succeed as they transition to employment. Institutional leaders representing two-year, four-year, and system perspectives share models for embedding digital badges and micro-credentials into your new and existing programs. Alamo Colleges District presents an initiative to build students’ marketable skills by incorporating digital badges into academic courses—providing benefits by increasing student engagement and awareness of skills gained by connecting content to the workforce. Wichita State University discusses a collaborative project to identify and align the competencies produced by educational programs and required for job roles—creating a nationally recognized credential to help learners meet workforce needs ...

Lightning Talks - Equity in Course and Assessment Design

Advancing Online Teaching: Creating Equity-Based Digital Learning Environments

Kevin Kelly
Educational Consultant, MindWires & San Francisco State University

Over the past year, the majority of higher education courses were taught online and most student services were provided virtually as well, amplifying equity issues for a variety of learners. Different student populations bring different needs to the online environment, may require different approaches to distance education, and/or may face issues like limited technology access, or the use of images and media that do not adequately represent them. Kevin Kelly will share practical strategies for increasing learning equity at both the course and institutional levels. These strategies are derived from research-based principles such as Universal Design for Learning (UDL) and ...
Meeting Program and University DEI Initiatives with Curriculum Design

Maria Andersen
CEO, Coursetune LLC

Most higher education institutions have ramped up their DEI efforts, but we have all seen cases where strategic initiatives lose steam over time despite the best intentions. How can you turn a strategy into reality through curriculum design?

Why Assessment Design Is a Diversity Issue

Regina Henry
Dean, Strayer University

Using a variety of assessment techniques is key to the retention of underrepresented populations in higher education. At this moment in time, when instructors all over the world are being forced to change their teaching and assessment practices, it is the perfect time to look at changing assessment practices. What kind of assessments better align with minority or underrepresented student populations?

Lightning Talks - Humanizing Learning

Ensuring Purposeful Learning in the Now Normal

Brett Christie
Director of Learning Design, O'Donnell Learn

Gerry Hanley
Director, Center for Usability in Design and Accessibility, California State University, Long Beach

Higher education institutions are experiencing and adapting to a broader range of course delivery formats, creating the need to further adapt while still meeting the needs of all students. This session will demonstrate our Purposeful Learning Framework that includes proven teaching-learning strategies that enable a more humanizing and effective course experience for the greatest diversity of learners — regardless of modality. Through demonstration and interaction, session participants will be engaged across Purposeful Learning Framework elements, exemplars, and resources available that lead instructors and developers to an individualized Course Enhancement Plan that enables a manageable and iterative process. Participants will have ...
The Faculty-Student Dialogical Relationship

Sheri Prupis  
Director, Teaching & Learning Technologies, Virginia's Community Colleges

This lightning session will explore the educational relationships between faculty and students in community college courses delivered in a fully asynchronous online mode. The community of inquiry (CoI) framework explains the construction of knowledge in a collaborative asynchronous online environment through three integrated elements of presence: social, cognitive, and teaching. The CoI paradigm maintains that meaningful learning in higher education (cognitive presence) happens through dialogue and discourse among students (social presence), designed, facilitated, and mediated by the faculty (teaching presence). This session will explore how to create these important relationships in an asynchronous online class. We will review the results ...

PelotonU: Coaching Hybrid College Students to Success

Cynthia Suarez  
Director of Coaching, PelotonU

Sarah Saxton-Frump  
Co-Founder and Chief Operating Officer, PelotonU

Alma Raymer  
Innovation Manager, PelotonU

Learn about PelotonU's unique competency-based education model paired with transformative and personally tailored coaching of students that is focused on supporting students through tackling emotional barriers towards completing their degree first, then logistical barriers, as well as academic. Founded in 2012 in Austin, TX, PelotonU is the first of a growing network of Hybrid College nonprofit organizations improving student outcomes exponentially. We will engage session participants through polls, Q&A, and resource sharing to learn more about PelotonU's Virtual Coaching program.

Lightning Talks - Online Student Services
Eight Lessons Learned: Providing a Robust and Engaging Orientation to Create Online Learning Success

Kristen Seldon
Director of Partner Relations, Innovative Educators
Meg Foster
First-Year Experience Instructor and Academic Coach, Piedmont Virginia Community College
Megen Drulia
Academic Services Officer III, Wayne State University
Stephanie Williams
eLearning Manager, Mesa Community College

How can institutions craft orientation programs that prepare learners for an online environment while also creating community and engagement? In this discussion, student services professionals and a current student will discuss the eight lessons they learned in creating orientation content that is both well received and also community forming. Presenters will relate challenges they overcame in content creation, decision making around orientation platform selection, and the step-by-step process through which they developed their orientations. Examples of orientation content will be shared along with assessments and student learning outcomes. Audience participation is of critical importance, and the audience will be engaged ...

Student Support 2.0: An Innovative Team Approach

Amanda Hawkins
Associate Professor, Columbus State University
Harriet Watkins
Chief Academic Officer, Instructional Connections, LLC
Nicole Letchworth
Student/Program Manager, Instructional Connections, LLC
Tracia Forman
Assistant Professor, The University of Texas Rio Grande Valley

This session focuses on how student support has in some ways experienced a metamorphosis from a centralized support hub on college campuses to an in-course, timely system of support in online courses. Our panel has a wealth of experience using academic coaches within the online course to provide 360° support. We will discuss how integrative support has changed the dynamics within the online course and enhanced support for online students and faculty alike. Through a host of probing questions, these faculty members will address how academic coaches provide effective support in the online classroom. Coaches foster positive, meaningful, effective, and ...
Student Support Strategies during the Pandemic: Best Practices for Preparing Staff to Create Connections Remotely

Kathleen Mohr
Assistant Director of Enrollment Services, Ocean County College

In a time of global uncertainty, students beginning or continuing their educational journeys look to institutions of higher education to offer the same level of support and connection that they would otherwise receive on-campus. In this session, you will learn how Ocean County College was able to leverage its One Stop Shop Best Practices to continue supporting students online, without a gap in service.

Lightning Talks - Quality and Continuous Improvement

Online Program Design Process: A Framework for Designing High-Quality Online Programs

Christine Bauer
Associate Dean of Extended Studies and Executive Director of the eCampus Center, Boise State University

Lisa Berry
Associate Director, Instructional Design Services, Boise State University

To support academic departments to develop high-quality online programs, the eCampus Center created and continues to refine our Online Program Design Process. To date this facilitated process has been customized and completed in partnership with over 20 programs across Boise State University. This process is designed to form a solid foundation for new online programs to create a cohesive learning experience to meet the specific needs of their online students. We will provide an overview of the four main pillars of the Online Program Design Process framework (Context, Alignment, Specifications, and Plan for Development/Launch), discuss how the framework has evolved ...
Maintaining and Improving Online Program Quality

Lightning Talks

Brenda Boyd
Senior Academic Director: Program Services, Quality Matters

Shannon Riggs
Executive Director, Oregon State Ecampus

Factors that impact the success of quality online programs are complex. As online education providers mature, institutions will need to balance resources between new development and maintenance and continual improvement of existing programs. Quality programs might use tools such as QM’s Program Certification Criteria, 21st Century Distance Education Guidelines, or other measures to assess current state and determine desired state. Oregon State University Ecampus undertook such an inventory to identify areas for opportunity, growth, and quality assurance opportunities. Join this roundtable discussion about approaches to quality assurance for online degree programs. We will explore such questions as: What are the ...

Lunch and Networking

Networking Activity

Burned Out: Stories of Compassion Fatigue

Annual Meeting Roundtable Discussion

Patrice Torcivia Prusko
Associate Director, Harvard Graduate School of Education

Whitney Kilgore
Co-founder & Chief Academic Officer, iDesign

This session builds on the article Burned Out: Stories of Compassion Fatigue. Compassion fatigue occurs when you take on the suffering of others who have experienced extreme stress or trauma. Components include burnout, traumatic stress, or indirect exposure to trauma via helping others. This interactive session uses a Liberating Structures framework to allow participants time for reflection, sharing, and facilitated conversation around questions such as: Tell us about a specific experience where you have experienced burnout since COVID-19? In what ways might you be experiencing more or less burnout in the current work environment, and do you have any concerns ...
Digital Learning Transformation Strategy

Jessica Rowland Williams  
Director, Every Learner Everywhere, WCET

Working as a network of collaborative partners, Every Learner Everywhere helps colleges and universities pursue equity-focused, student-centered, faculty-powered, and institution-driven improvement in teaching and learning. We believe that digital courseware can be a catalyst for improving course outcomes for marginalized students by enabling faculty to adapt instruction to students’ needs and capabilities, promoting active and collaborative learning, and providing learners with actionable, timely feedback. In this session, we will share our network’s strategy for digital learning transformation at scale through designing and delivering services, developing resources, and sharing expertise and insights across organizations.

Planning for Post-COVID at Institutions

Real-world scenarios to identify and discuss post-COVID planning from a strategic and operational standpoint and to address instruction as it affects faculty, students, and the institution.

What I Wish I Would Have Thought about Before Adopting a Tech Product

Deb Maeder  
Director of Digital Education and Instructional Design, Bryan College of Health Sciences

Kristy Plander  
Dean of Educational Development, Bryan College of Health Sciences

Technology adoption has multi-faceted considerations such as the features/functionality of the product, integration, accessibility, security, privacy, etc. But with all of these technology-centric considerations, it can be all too easy to lose sight of the learning goals the technology is supposed to support. The purpose of this session is to engage in conversation about learning considerations for technology adoption and potentially initiate a new WCET resource guide. Please come prepared to share your ideas for keeping learning goals at the center to avoid regrets after adoption!
Tuesday, Nov 02

OPM? OPX? The Differences and the Future

Darcy Hardy
Associate Vice President for Academic Affairs, North America, Blackboard Inc.
Jessica Sheehan
Senior Director, Strategic Consulting, Blackboard Inc.

As the demands and demographics of students continue to change, the need to provide more flexibility and convenience through online programming has continued to grow. Post-COVID we will likely see the competitive landscape escalate – institutions that did not offer any or very few online programs may now see a path to increase their enrollments and bring in new tuition dollars. The problem for many of these institutions boils down to resources, both financial and staffing. In this session, we will look at the history of the OPM and current issues this market is facing, from concerns at the federal ...

Tuesday, Nov 02

Real-World Application of Learning in a Virtual World

Alyssa Albrecht
Assistant Instructional Designer, University of Central Florida
Ashley Salter
Associate Instructional Designer, University of Central Florida
Jessica Tojo-Raible
Assistant Instructional Designer, University of Central Florida

This interactive roundtable session will prompt the exchange of ideas amongst institutions to spark discussions and cultivate ideas for applying real-world learning experiences in a virtual world. Participants may explore best practices for facilitating applicable learning examples and share successes and failures from this past year through the lens of their institutional context. Facilitators will introduce the session with a set of guiding questions to situate participants' thinking. The "getting started" questions implore participants to discuss the challenge and importance of transforming real-world context into successful learning outcomes. Participants will discuss their unique institutional contexts and their impact on student learning ...
Recovery with Equity: Developing a Post-Pandemic Roadmap for Higher Education

Judy Sakaki
President, Sonoma State University

Lande Ajose
Senior Policy Advisor for Higher Education, Office of Governor Gavin Newsom

Michael Wiafe
Student, University of California, Berkeley

Nathan Brostrom
Executive Vice President and Chief Financial Officer, University of California Office of the President

At the height of the COVID-19 pandemic, California's higher education leaders convened a Recovery with Equity Taskforce – a groundbreaking effort that brought together state leaders, institutions, advocates, students, and national thought leaders to chart a post-pandemic roadmap for higher education. The taskforce, chaired by Lande Ajose, Governor Gavin Newsom's Senior Policy Advisor for Higher Education, released its final report in February 2021. (Learn more at https://www.capostsecondaryforall.org). During this session, attendees will hear about the taskforce and its report, with a particular focus on recommendations that leverage 21st-century technology to improve student success: creating a single unified admissions platform; supporting ...
Virtual Teamwork and Mentorship in the Time of COVID-19

Amanda Taylor
Instructional Designer, California State University, San Bernardino

Mauricio Cadavid
Senior Instructional Designer, California State University San Bernardino

When joining a well-established technical team, new hires can struggle to acclimate to the culture and expectations of their new position, especially without a formal onboarding process or designated mentor(s). This difficulty is compounded in an all-remote work environment when new hires are unable to meet their colleagues or supervisors in-person to become acquainted with team members, team expectations, and the physical workspace. In an all-remote work environment, regular and consistent communication and mentorship, even if informal, is vital to both acclimating new hires and creating/maintaining a cohesive team. Our presentation has three parts. Part one will explore the necessity ...

Behavior-Based Prior Learning Assessments: Transitioning to a Virtual Experience for Online Higher Education

Bruce Griffths
President/Senior Consultant, Organization Systems International

Kathleen Stone
Associate Vice Provost, Strayer University

Nick White
Chief Learning Officer for Alternative Learning, Strategic Education, Inc.

Tiffany Freeze
Consultant/Chief Assessment Officer, C-BEN and The QuILTSS Institute

Students may enter universities with substantial employability skills that are not typically recognized through academic credit. Research shows that students that come in with prior learning assessment credit (PLA) complete at higher rates. Preliminary data show that students that are evaluated through assessment centers and other behavioral-based assessment methods are being awarded credits for their prior learning, saving them time and money on their degree programs. At Strayer University, students can earn up to 18 quarter credits through an assessment center experience. Additional behavior-based assessment examples are offered through The QuILTSS Institute, which delivers healthcare programs, and the Competency-Based Education ...
Leading Micro-credential Strategies: Tips from the Frontlines

Erica Barreiro  
Future of Work Strategist, Central New Mexico Community College

Lesley Voigt  
Director, Digital Credentials Institute, Madison College

Luke Dowden  
Chief Online Learning Officer / Associate Vice Chancellor for Academic Success, Alamo Colleges District

Rose Rojas  
District Director | Workforce Strategies, Maricopa Community Colleges District

Micro and alternative credentials are a fast growing segment of digital post-secondary learning. Community Colleges are on the front lines of micro-credentialing pursuing strategies to stack all forms of alternate credentials into degree programs. Leaders from very large community college systems representing four states will share how each is exploring, designing, and/or creating alternative pathways into the college for workers who want a non-credit credential to reskill or upskill. These questions will be addressed: What is included in your micro-credential suite? How are you ensuring a quality learning experience? How are you capturing student experiences? What are you learning from ...

Listening to Student Voice to Create Opportunities for Innovative Learning Experiences

Claudia Arcolin  
Director of Digital Learning, The University of Texas at San Antonio

Marcela Ramirez  
Executive Director of Digital Learning, The University of Texas at San Antonio

Melissa Vito  
Vice Provost of Academic Innovation, The University of Texas at San Antonio

The pandemic pushed universities to review their processes and implement strategies to help faculty transition to remote teaching. How did institutions involve students in these changes, and how did students react to the new college experience? The University of Texas at San Antonio included students in its strategy to rethink the entire learning environment and created spaces for an authentic dialogue. The collaboration among administrators, faculty, students, and staff promoted actions to enhance digital fluency, guaranteed attention to accessibility and inclusion, and provided students with opportunities for enhancing their sense of belonging to the institution, empowerment toward their learning process, ...
Making Active Learning Work

Abha Ahuja
Academic Program Director, Minerva Project

Christopher Wilkinson
Student, Minerva Schools at KGI

James Genone
Managing Director of Higher Education Innovation, Minerva Project

Virtual learning environments have yielded mixed results in engaging students and maximizing learning, although they have the potential to be better than physical environments. This session will explore: What are the design pedagogical principles underpinning active learning? How do you create engagement and intimacy in a virtual environment? What is the role of formative assessment to optimize active learning, and why are virtual environments better than traditional classrooms to evaluate and engage students?

Notes from an Epic Course (Re)design Journey

Frank Tomsic
Dean, Online Campus/E-Learning, Broward College

Kate Parker
VP HE Content Services, LearningMate

Lynn Cohen
Account Director, Strategic Accounts, LearningMate

Nick Carbone
Director of Instructional Design, LearningMate

In 2020, Broward College secured a CARES Act grant to redesign 200 existing online courses and to bring 100 face-to-face courses online for the first time. The goals were to increase student-to-student engagement, deepen the learning experience, and increase faculty joy. Preliminary research shows this work will support student success, improve retention, and help the college meet its essential mission. 300 courses is a massive number to work on at once, and with only seven months to execute the project and a small team, we needed seasoned tour guides who could get us where we wanted to go, on schedule, ...

Closing Social

Networking Activity
Thursday, Nov 04 12:00 PM - 01:00 PM

**Don't Drown in a Lake of Data: Effective Strategies for Using Data Analytics for Student Success**

**Jeff Borden**  
Chief Academic Officer, D2L

Are you drowning in a sea of data? Do you have more data than you know what to do with? Climb aboard our lifeboat, we'll help you steer your analytics journey forward. Colleges and Universities have noticed the benefits of gathering student data and making decisions based on that data. The data analytics tools of today are offered by edtech provider or may be developed as a homegrown solution. Wherever the tools came from, the goals of a data analytics initiative were likely focused on strategies for early interventions to help students proactively, looking at Indicators like attendance, LMS logins, ...

Tuesday, Nov 09 12:00 PM - 01:00 PM

**Moving From Digital Learning to AI: Harnessing Data to Promote Equity and Improve Student Outcomes**

**George Siemens**  
Professor of Psychology, University of Texas at Arlington  
**Justin Dellinger**  
Learning Analytics Program Coordinator, University of Texas at Arlington

While digital learning has slowly, but steadily grown at postsecondary institutions, the use of granular learning data that is generated through different tools has not had the same widespread uptake by students, faculty, and support staff. However, the rapid shift to emergency remote instruction during the COVID-19 pandemic and the corresponding investment in capital, time, and training has likely shifted the educational landscape moving forward. Although many may be eager to return to a pre-pandemic position and despite discouragement and disillusionment of stakeholders due to the unprecedented challenges since early 2020, we suggest that the increased investment holds the potential ...

Wednesday, Nov 10 12:00 PM - 01:00 PM

**OER Lightning Talks**