CIN Member Roadmaps
Pathways of Member Engagement within the Network

Spring 2022

The College Innovation Network (CIN) at WGU Labs is a network of higher education institutions committed to **promoting belonging and engagement in the modern higher education environment.** To address this challenge, we leverage technology to build highly engaged learning communities from enrollment through graduation – and beyond.

By becoming a member of CIN, you're joining **a network of diverse educational institutions with innovative leaders** dedicated to improving the student experience. Our goal is to support institutions in a variety of ways, evaluate impactful solutions that promote belonging, engagement, and equity, and extract powerful insights that will impact higher education at large.

CIN engages with our member institutions using three different pathways to ensure that each member gets the support they need to meet their institution's student experience goals:

- **EdTech Cycle of Support** – CIN supports educational institutions in their EdTech journey by identifying areas of student need, implementing effective education technology, and demonstrating impact through research.
- **Network Research** – Together, CIN can have a positive impact on the higher education sector by leveraging insights from the twice-annual EdTech Survey Series and provide our institutions with powerful data for decision making.
- **Community of Practice** – Our team works to continuously improve our membership engagement opportunities with a core goal to build a true community of practice where we meet regularly to form relationships and strategize innovative solutions.
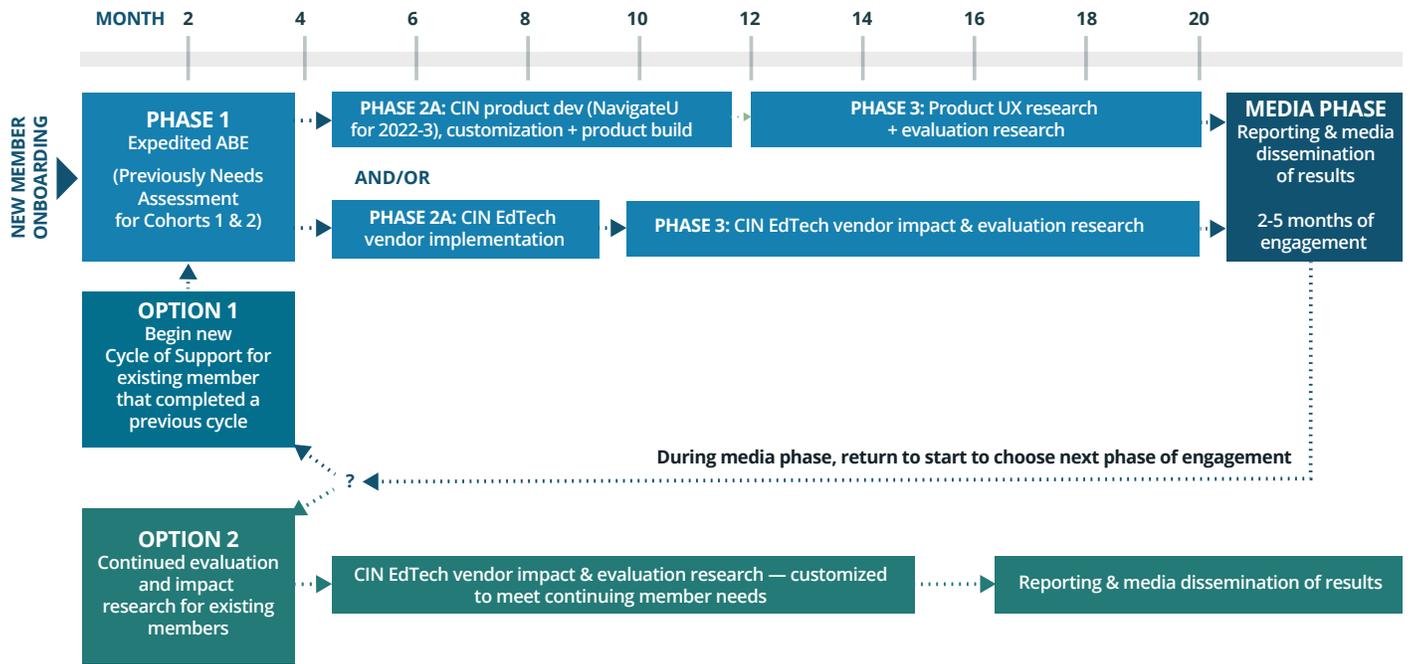
CIN EdTech Cycle of Support

Our EdTech Cycle of Support is the **primary pathway of engagement**, especially for new members. Through our cycle of support, we provide member institutions with wrap-around support to identify core needs across the student lifecycle, source appropriate EdTech solutions to address those needs, and evaluate the impact of the solution on the student experience.

This cycle of support was borne out of our recognition of three challenges that educational leaders face in the EdTech market when making decisions about EdTech:

MARKET CHALLENGES	IMPLEMENTATION CHALLENGES	RESEARCH CHALLENGES
• Difficulty navigating the vast marketplace of EdTech options • Hesitancy to engage with newer, innovative EdTech vendors	• Limited resources and project management to launch new products • Misalignment between institutions and vendors	• Difficulty accessing product data and limited resources to collect user data • Challenges designing long-term research projects to track impact • Limited expertise and resources to produce comprehensive impact and evaluation reports

The CIN EdTech Cycle of Support addresses each of these challenges through a rigorous two-year, three phase process to ensure that leaders are implementing products that are designed to address key belonging, engagement, and/or equity needs on campus, and have the necessary support to ensure a smooth product implementation with cooperative vendors and customized research plans to evaluate the impact of the product on the student experience.

CIN EDTECH CYCLE OF SUPPORT

PHASE 1 | EXPEDITED ABE

The EdTech Cycle of Support begins with an **Expedited Audit of Belonging and Engagement** (Expedited ABE) in which the CIN team works with stakeholders responsible for the key stages of the student lifecycle to understand current challenges, student needs, and current solutions.

THE GOALS OF THE EXPEDITED ABE

- Identify areas of student need across the lifecycle where CIN's EdTech Cycle of Support can have the greatest impact.
- Identify an EdTech solution—one of CIN's approved vendors (see **Box 1**) or CIN's in-development product—to address a key need.

PHASE 2A | CIN EDTECH VENDOR

Once a product solution has been identified, the CIN team will broker the relationship between the institution and the vendor to ensure alignment among all parties, and coordinate a smooth implementation at the institution. CIN members also receive exclusive product discounts to ease costs.

THE GOALS OF EDTECH VENDOR IMPLEMENTATION

- Successfully implement the product at the institution.
- Collaborate across parties to ensure product implementation will allow for evaluation research in Phase 3.

CIN EDTECH VENDORS

PHASE 2B | CIN PRODUCT DEVELOPMENT

Not all student needs are addressed by EdTech available on the market. CIN leverages the broad capabilities of WGU Labs and our partners at the University of Pittsburgh to **develop new product solutions to serve students.** For 2022–2023, we are building **NavigateU**—a customizable student support resource navigator to provide students the information they need to get the support they deserve—without the stigmas often associated with seeking help.

THE GOALS OF PRODUCT DEVELOPMENT

- Work with product developers to iterate a customizable solution for Member institution's students.
- Implement the new product solution with students to ensure evaluation research in Phase 3.

PHASE 3 | EVALUATION AND IMPACT

Product implementation requires evaluation and impact research to understand whether the EdTech product is **improving the student experience.** Our CIN Cycle of Support leverages our research scientists to design customized research plans to ensure products lead to impact.

THE GOALS OF EVALUATION AND IMPACT RESEARCH

- Design a customized research plan specific to each institution and EdTech product solution.
- Comprehensively evaluate institutional, product, and collected data for a full 360-degree view of how the product impacts the student experience.
- Share research findings in a detailed and accessible report, along with an outreach and media strategy when applicable.

CONTINUED ENGAGEMENT OPTIONS FOR CONTINUING MEMBERS

For members who have completed a full cycle of support with CIN,
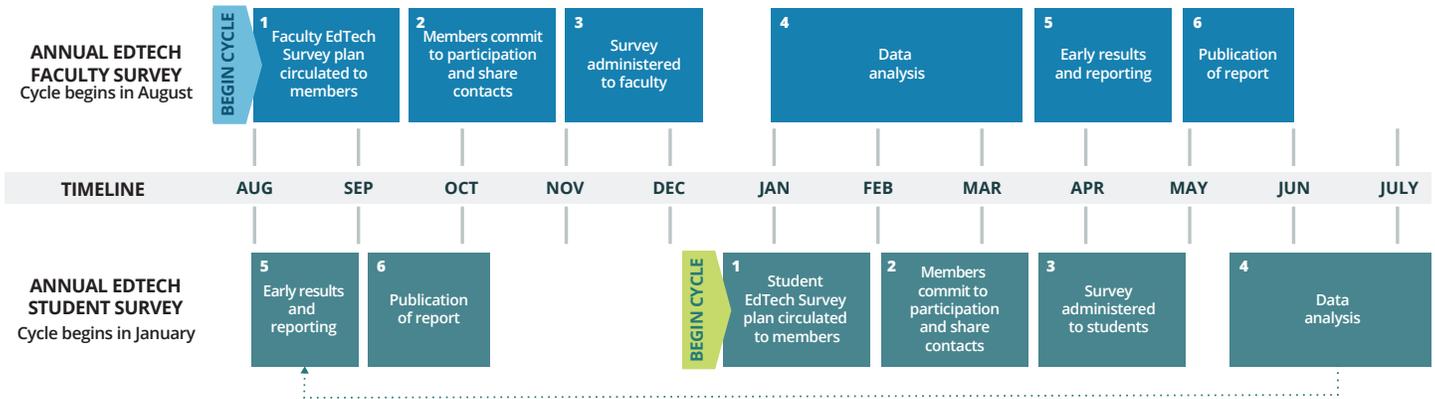we have continuing engagement options for consideration.

OPTION 1 Repeat Cycle of Support	OPTION 2 Continued Research Engagement
Members who wish to explore new product solutions, and reassess their institution's needs, can move through the full EdTech cycle of support again, beginning at Phase 1. This is a great pathway for institutions interested in implementing additional solutions to address emerging student needs.	Members who wish to continue evaluating the impact of their Edtech solution may do so with CIN. Our team will work collaboratively with Member institutions to develop a new research evaluation plan to understand new aspects of the product's impact on students.

Network Research

CIN is in a unique position to learn about the student and faculty experience with EdTech by leveraging the diversity of institutions within the Network. Twice per year, we **collaborate on Network Research projects** in the form of our CIN EdTech Survey Series administered across CIN institutions with the goal of **generating knowledge and actionable insights** for the broader higher education sector. As CIN continues to grow, so too will the impact of the CIN EdTech Survey series.

All institutions are encouraged to participate in our twice annual EdTech Surveys no matter where institutions are in the Cycle of Support, or if an institution needs a light-lift engagement option for any reason. CIN is fully responsible for developing, administering, and reporting on the survey. All that is required from institutions is a commitment to participate and a list of eligible participants (all participants are compensated).

CIN ANNUAL NETWORK RESEARCH CYCLES

	BEGIN CYCLE	1 Faculty EdTech Survey plan circulated to members	2 Members commit to participation and share contacts	3 Survey administered to faculty		4 Data analysis		5 Early results and reporting	6 Publication of report
ANNUAL EDTECH FACULTY SURVEY Cycle begins in August									

TIMELINE	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY

ANNUAL EDTECH STUDENT SURVEY Cycle begins in January	5 Early results and reporting	6 Publication of report			BEGIN CYCLE	1 Student EdTech Survey plan circulated to members	2 Members commit to participation and share contacts	3 Survey administered to students		4 Data analysis

CIN EDTECH FACULTY SURVEY

The **EdTech Faculty Survey** is designed to understand the faculty experience with EdTech and online learning. Each year, the specific focus of the survey differs in an effort to provide data on the most pressing topics impacting students in this space.

- Survey is administered to faculty in late fall semester. If institutions have final exams, we will ensure the survey is administered prior to the exam period and winter holiday break.

- Participating institutions receive a personalized report of their data as compared to the Network overall and to different institution types (e.g., community college, four-year college, etc).

- The final report of the results will be available in late spring.

CIN EDTECH STUDENT SURVEY

The **EdTech Student Survey** is designed to understand the student experience within the context of EdTech and online learning. Each year, the specific focus of the survey differs in an effort to provide data on the most pressing topics impacting students in this space.

- Survey is administered to students in the late spring semester. If institutions have final exams, we will ensure the survey is administered prior to study week and exam period.

- Participating institutions receive a personalized report of their data as compared to the Network overall and to different institution types (e.g., community college, four-year college, etc).

- The final report of the results will be available in late summer or early fall.

CIN Community of Practice

CIN is firstly a relationships-based organization. Just as we believe in the power of belonging for student success, we too want our members to feel as though they belong to a community and not just another organization. Our team works to continuously improve our membership engagement opportunities with a core goal of building a true community of practice. Our goal is that Members foster strong relationships with fellow educational leaders who are also committed to improving the student experience and have a community from which they can learn from one another. Together, we hope to collaboratively build a community dedicated to **enhancing belonging, engagement, and equity across higher ed**.

THERE ARE THREE PRIMARY WAYS WE BUILD COMMUNITY AMONG CIN INSTITUTIONS.

BI-MONTHLY PARTNERSHIP IN PRACTICE ("PIP") CALLS

Our Network meets virtually six times per year for "PiP" calls. These calls allow Members to dive into the real challenges of belonging, engagement, and equity faced by our institutions.

These engaging meetings are an opportunity to connect with other educational experts to collaboratively discuss solutions and strategies.

ANNUAL CIN CONVENING

Each year, our Network convenes for two days of action-packed programming. Each year is unique to align with the needs and focus of the Network.

The convening typically offers ample social opportunities, expert speakers, deep-dive workshop sessions, and presentation opportunities for Members.

ACCESS TO COMMUNITY OF PRACTICE

At CIN, we understand how important a community of practice is for success in education. By connecting innovative education leaders across the country, we strive to provide a rich and dynamic community for leaders to lean on and learn from. Our Network continuously iterates new ways for Members to connect. As we continue to grow, so, too, will the impact of our community.

wgu labs | College Innovation Network

We seek institutions that educate diverse student populations—including a significant proportion of traditionally underrepresented and underserved students. By joining CIN, institutions are connected with a community of like-minded education leaders who are committed to the common goal of leveraging technology and designing innovations to better support belonging, engagement, and equity.

We would love to chat with you and see if your institution would be a good fit for our growing Network.

Contact Business Operations & Product Manager Erika Wandsneider at cin@wgulabs.org to get started.

JOIN US AS WE BUILD LEARNING COMMUNITIES WHERE ALL STUDENTS BELONG.